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INGLÉS**

**Extensive and Intensive Listening Activities for EFL learners: A case study to improve
listening and speaking skills.**

TRABAJO DE TITULACIÓN.

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DEDICATION

This thesis is dedicated firstly to God, for giving me the opportunity to be in the last stage of my studies. I also dedicate this work to my dad, Byron Bonilla and my step mother Jacqueline Bennet, who have been an unconditional support and encouragement during the challenges of this period. This work is also dedicated to my grandparents, Daici and Mario, who stood by me when things look bleak; I also dedicate it to my brothers, who have always given me words of motivation and constant support and to all my family who had been the symbol of love and giving, to my friends who encouraged and supported me, and to all the people in my life who touched my heart.

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CONTENTS

DEDICATION.....	iv
INTRODUCTION	3
CHAPTER I	6
LITERATURE REVIEW	6
1.1 Importance of Listening skills.....	6
1.1.1 Listening Skill.....	6
1.1.2 Listening Strategies.	7
1.1.3 Intensive Listening	8
1.1.4 Advantages and Disadvantages.....	9
1.1. 5 Extensive Listening	9
1.1.6 Impact of listening skills on speaking	12
CHAPTER II	15
METHODOLOGY	15
2.1Setting and participants	15
2.2 Procedures.....	15
CHAPTER III	17
ANALYSIS AND DISCUSSION OF RESULTS.....	17
3.1. Description, Analysis, and Interpretation of Results.....	17
3.2 Intensive and Extensive listening activities discussion.....	24
3.3 Extensive listening activities.	24
3.4 Intensive listening activities.	25
3.5 Effectiveness of extensive and intensive listening activities.....	26
3.6 Speaking test results.	28
CONCLUSIONS	31
RECOMMENDATIONS.....	32
REFERENCES	33
ANNEXES	39

LIST OF GRAPHS/TABLES

TABLE 1 Listening Test Results.....	26
TABLE 2 Speaking Test Results.....	28
FIGURE 1.Good acoustic conditions.....	17
FIGURE 2.Propose listening activities	19
FIGURE 3. Previous general instructions.....	20
FIGURE 4. Listening activities.....	21
FIGURE 5. Highlights the important vocabulary.....	22
FIGURE 6. Provides feedback	23
FIGURE 7. Extensive listening activities results.....	24
FIGURE 8 Intensive listening activities results	25
FIGURE 9 Speaking Pre-test results	29
FIGURE 10. Speaking Post-test results... ..	30

RESUMEN

Esta investigación trata sobre las actividades de escucha extensivas e intensivas para estudiantes de EFL: Un estudio de caso para mejorar las habilidades auditivas y del habla. Su objetivo fue desarrollar las habilidades auditivas y del habla a través de la implementación de actividades auditivas extensivas e intensivas. Se llevó a cabo en una escuela pública de la ciudad de Loja, los participantes fueron 40 (24 varones y 16 mujeres) estudiantes de segundo de bachillerato. La edad de los estudiantes osciló entre los quince y dieciséis años y su nivel de inglés era básico.

Para llevar a cabo esta investigación se utilizaron los enfoques cuantitativos y cualitativos. El enfoque cuantitativo ayudó a recoger datos a través de entrevistas y encuestas, mientras que el enfoque cualitativo en la narración del análisis. Además, los instrumentos para recopilar información fueron las encuestas a los estudiantes, las hojas de observación y las evaluaciones. Los resultados mostraron que el desarrollo de actividades contribuye de manera beneficiosa a la mejora de las habilidades auditivas y del habla para mejorar el rendimiento académico de los estudiantes.

PALABRAS CLAVE: Actividades, Desarrollo, Escucha extensiva, Escucha intensiva, Hablar.

ABSTRACT

This research is about extensive and intensive listening activities for EFL learners: A case study to improve listening and speaking skills. The general objective of the investigation was to develop listening and speaking skills through the implementation of extensive and intensive listening activities. This research was carried out in a public high school from the city of Loja, the main participants of this study were 40 (24 male and 16 female) students of the second year of senior high school. The students' age ranged between fifteen and sixteen years old and their English level was basic.

To conduct this research, the quantitative and qualitative approaches were used. The quantitative approach helped to collect data through interviews and surveys, while the qualitative approach in the narration of the analysis of the present study. Additionally, the main instruments for collecting information were student's survey, observation sheets and evaluations to students. The findings showed that intensive and extensive listening activities contribute to the improvement of listening and speaking skills and also students' academic achievement.

KEYWORDS: Activities, Development, Extensive listening, Intensive listening, Speaking.

INTRODUCTION

The learning of a foreign language has served as an effective tool in developing countries to promote their growth not only economically but also socially; for this reason, many people are involved in acquiring and in being fluent in the four basic skills: listening, speaking, reading and writing. In fact, in the teaching process, listening and speaking skills are the most important ones because they allow students to communicate effectively in the target language. Although listening and speaking skills have its significance in English language learning, EFL teachers are always giving further attention to the productive skills (speaking and writing) rather than receptive skills (listening and reading).

In addition, it is considered that EFL teachers play the effective role of promoting students' proficiency in listening comprehension and oral performance through the use of methods and activities. However, in public schools, these skills are not fully developed due to factors as the large number of students per classroom, the lack of motivation, the difficulty of the activities. Additionally, students have received little formal instruction in reading and writing as a second language, but most of them have not received formal instruction in listening and speaking skills. For this reason, the need for instruction in oral communication has been emphasized in numerous reports by Ecuador's Direction of Education, although it has been underemphasized in many of our schools.

The development of oral communication skills is one of the fundamental objectives in language teaching. Listening and speaking skills are relevant to communicate in the target language. In this regard, Bañuelos (2007) claims that speaking is the ability to assemble abstract sentences; with the understanding to human ear. Those sentences are produced and adapted to the circumstances of the moment. That is, making quick decisions, integrating them properly, and adjusting them according to unexpected problems that appear in the different types of conversations.

In this context, it is important to emphasize that in the teaching and learning process of the English language, students face difficulties in developing listening and speaking skills due to the lack of practice of these skills. Furthermore, the current academic performance in the English language of high school students is lower because the lack of adequate methodological strategies and resources provided by teachers, which maintain a passive attitude provoking apathy, disinterest and resistance to the language learning (Tanner, 2012).

For this reason, this research is focus on developing listening and speaking skills through the implementation of extensive and intensive listening activities. In fact,

the aforementioned activities help to improve student's listening and speaking skills because they make the ear become accustomed to the new vocabulary and it can be interpreted more effectively.

Some previous studies, related to this topic have been conducted around the world; for example, Molina (2015) carried out a study with the aim of examining the possible existence of a specific difficulty to acquire a second language. The results show that 79% of schoolchildren who do not exceed this subject have widespread problems, there is a 21% who present a specific difficulty in acquiring the foreign language.

Another study is the one conducted by British Council (2015), whose main purpose was to analyze the factor in English language learning. The study was carried out in Colombia through statistical data and interviews with different groups of Colombians. From 1000 Colombians, who were interviewed, 47% believed that there is a strong link between English and better employability, and 48% consider that this language is associated with a better education.

Finally, Yen (2013) carried out a study with the aim of developing extensive listening for EFL learners using internet resources. This study mentions that the internet is important for improving the listening skills and to enhance their extensive listening inside or outside the classroom. the multimedia listening environment which contains videos and audio with text offers learners more effective listening comprehension and performance than either audio or video only.

The current research is going to help EFL teachers and students to know the benefits that intensive and extensive activities provide when learning a foreign language. The main beneficiaries will be students because with the use of these activities in the classroom, they will develop their listening and speaking skills into a higher level of fluency.

On the other hand, although this case study has achieved its objectives, there were some limitations. The investigation was carried out with a small size of population where only 40 learners were part of the sample; hence, it is not possible to generalize the results for larger groups. Besides this, due to the fact of time, the intervention process was very short; three weeks was not enough to overcome students' difficulties completely and get better results in the post-test. In addition, the classroom conditions were not adequate to listening and speaking activities because there was a lot of noise outside and the classroom did not have speakers and technological resources to apply the different listening and speaking activities in a pertinent way. Also, the students did not feel comfortable at the moment of speaking in another language; so they did not feel comfortable when developing the different extensive and intensive activities.

The following research was structured in three chapters.

In Chapter I, the bibliographic review was conducted using definitions, and research by authors who had conducted similar research. Chapter II describes the methodological aspect, it establishes the scenarios and participants, procedures, resources and methods of data collection. Chapter III, deals with the description, analysis, interpretation of the results, and the intervention process (results of the pre-test, post-test, and activities are detailed). After that, the conclusions and recommendations of this case study are presented. Finally, references and annexes are included.

CHAPTER I

LITERATURE REVIEW

This section provides theoretical support for the development of the listening and speaking skills. This includes topics such as importance of listening skill, intensive listening, extensive listening, impact of listening and speaking skills and some previous studies. Literature information is added below.

1.1 Importance of Listening skills

1.1.1 Listening Skill.

Listening is the ability to accurately receive and interpret messages in the communication process (Remen, 2011). Listening is the key to all effective communication. It is also a fundamental element for oral communication, or the interactive process in which the individual takes the role of speaker and listener through a verbal and non-verbal component.

Listening plays an important role in communication as it is said that from the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%.

Listening is considered to be a part of a capacity to formulate thought verbally and to communicate with others so it is the skill that underlines all verbal communication (Alizadeh, 2016).

According to Coskun (2013), listening skill is related to the process of perceiving an audio input via various operations. On the other hand, Gilakjani and Ahmadi (2011) define listening as the ability to decipher the speakers' intention, which besides the abilities of processing linguistics forms, listeners must also know how to process and judge under a particular setting the speakers' intentions.

In addition, the success in communication begins with the desire to communicate. It is important to get a good communication and it could be possible through a positive attitude and a clear idea of what a person wants to express. Erhamwenmwonyi (2015) refers that from the four skills (Listening, Writing, Reading, Writing), listening is the one that most speakers are unaware about its importance and practice.

In this regard, Ogrodnik (2011) listening is considered by some to be the single most important element in the communication process, even more highly valued than speaking as a communication skill.

The importance of listening has been long recognized in the history of English language teaching. In fact, listening was given more importance because it was believed that learners learn through the act of communication (Aldana, 2011).

Additionally, Engen (2012) expresses that leaders are good listeners. The author argues that listening effectiveness is an important skill as effective listening is influential. Listening is a central component in successful leadership.

Furthermore, listening has an important place in learning, as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise (Renukadevi, 2014).

According to Cross (2012), listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of messages; while macro skills are most commonly referred to listening, speaking, reading and writing in English language.

According to Higgins (2013), listening is a communication technique that requires the listener to understand and interpreted what he or she hears. Listening effectively improves personal relationships through the reduction of conflict and strengthens cooperation through a collective understanding while speaking is related to vocalization of human communication.

1.1.2 Listening Strategies.

Teaching listening is a difficult task because this skill does not have rules as in grammar. For this reason, many teachers create and implement different kind of activities and strategies in order to help their students improve and succeed in listening skills. Hence, the research explored to what extent do students improve intensive and extensive listening skills through videos, tv shows, dictation, videos, songs, news and how are their attitudes towards these teaching tools. A total of 40 students were tested in their listening and speaking abilities through pretest and post-test. A questionnaire and surveys were provided to students at the beginning and at the end of the teaching in order to know their attitudes towards using different activities.

Bozan (2015) mentions that the strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

According to Higgins (2013), there are two main listening strategies; they are the top-down strategies and bottom strategies.

The author mentioned that the top-down strategies taps into background knowledge of the topic, the situation or context. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

In the bottom-up strategies the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details recognizing cognates recognizing word-order patterns (Higgins, 2013).

Richards (1983) claims that micro skills are derived from his analysis of the listening process with its semantic, pragmatic and sociolinguistic components. Similarly, Brown (2007) offers a simplified list of micro-skills and macro-skills regarding listening.

Those macro skills include to recognize cohesive devices in spoken discourse. Also, to recognize the communicative functions of utterances, according to situations, participants, goals. Additionally, infer situations, participants, goals using real-world knowledge. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification. Also, to distinguish between literal and implied meanings. Use facial, kinesics, body language, and other nonverbal cues to decipher meanings. Develop and use a battery of *listening strategies*, such as detecting key words, guessing the meaning of words from context.

On the other hand, the micro skills help to retain chunks of language of different lengths in short-term memory, recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information and reduced forms of words. Process speech containing pauses, errors, corrections, and other performance variables and recognize that a particular meaning may be expressed in different grammatical forms (Douglas, 2001).

There are several activities considered as strategies for the development of listening skills in students. Authors such as Crescini (2011) and Marlody (2011) express that a good improvement of the oral communication skill is the stimulation of the imagination. The teacher is in charge of this process, he can use activities such as stories, readings, class discussions, films, dialogues, etc.

1.1.3 Intensive Listening

According to Austin (2012), intensive listening involves particular segments of the text that should come only after the students have developed global comprehension of it. Intensive listening may target different goals such as getting more detail understanding of some segments of the text, transcribing certain segments in the text, guessing the meaning of a word or phrase from context, looking at certain grammatical structures in the text to see how they can aid comprehension, etc.

Intensive Listening (IL) activities focus the students' attention on language form. The aim of IL activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning (Gilakjani & Ahmadi, 2011).

Intensive listening requires attention to specific contrasts of form — grammatical, lexical, or phonological — the teacher can easily adapt the activities to more proficient students by increasing the complexity of the language forms (Rost, 2015).

In addition to learning to perceive sounds clearly, listening intensively in order to appreciate the language form of messages is a vital aspect of language acquisition. In order to listen and to learn the language effectively, learners need to recognize critical grammatical distinctions "in real time" as they listen (Kacani, 2015).

According to Pearl (2010), in intensive listening instruction, students are required to listen to a text several times, or teachers can divide the text into paragraphs and sentences to focus on each one. Alternatively, in extensive listening instruction, students will not be asked to understand every sentence and every word. On the contrary, students are encouraged to grasp the general picture of the message.

The aim of intensive listening instruction is to form the habits to understand the content as the priority. So, intensive listening is for building basic learning skills, and extensive listening is to functionalize overall listening ability (Pearl, 2010).

1.1.4 Advantages and Disadvantages.

In addition to learning to hear sounds clearly, listening intensely is a way of appreciating the language of messages. It is an aspect of great importance for the acquisition of language. In order to be able to effectively listen and understand the language, students must recognize critical grammar distinctions "in real time" as they listen (Rost, 2015).

Based on this context, the author expresses that the student will get some benefits with the application of intensive listening activities. Some of them will be the attention of the particular words, phrases, grammatical units. In addition, the student will recognize the differences between similar words and phrases and they will practice paraphrasing.

1.1. 5 Extensive Listening

1.1.5.1 Definition.

Extensive Listening (EL) is a way to improve the listening fluency. When someone learns a language, there are two fundamental things to consider; first, grammar, vocabulary, and second, to learn how the grammar and vocabulary go together to make communicative messages.

According to Lotfi and Shabani (2014), extensive listening begins when the teacher encourages students to choose from themselves what they listen. It helps students to improve their listening skills and pronunciation.

In addition, Renandya (2011) states that extensive listening is strong because it helps students improve their word recognition skills, vocabulary, comprehension, fluency and general language proficiency.

In addition, extensive listening provides many benefits to the language learning process. One of the most important is that it provides learners with a cognitive map, a network of linguistic information from which learners can build up the necessary knowledge for using the language (Nation & Newton, 2011).

Extensive listening can be defined and described by adapting five broad principles, which are quantity, comprehensibility, learner-centeredness, meaning-orientation and accountability (Nation & Newton, 2011).

Extensive Listening is an individual activity, for this reason certain characteristics of conversational listening can be replicated during extensive listening by the careful selection of material. Factors like interest, attention, environment, lexical familiarity, syntactic simplicity should be taken into consideration when developing and selecting listening material (Holden, 2013).

Extensive listening facilitates foreign language learning in many ways. In fact, it is the primary source of language. In EL, learners receive lots of meaningful messages or comprehensible input, and this helps them improve their language skills (Kramer, 2013).

According to Bozan (2015) extensive listening motivates to choose the material related to learners' preferences such as movies, TV shows, radio programs, audiobooks, etc. All those materials help students sustain listening activities. However, with extensive listening the learners have the opportunity to select their own materials. For that reason, extensive listening is considered as the most important way to develop listening skill.

In addition, Vo (2013) explained that people can listen in a relaxing manner and direct their attention to comprehending speech as well as have opportunities to acquire vocabulary and learn about other features of the language such as stress, pronunciation, and intonation through listening. Thus, extensive listening can promote a sense of success, which in turn fosters motivation to continue learning

Extensive Listening can improve grammar and vocabulary. In this regard, Kacani (2015) claims that to understand a word, learners must know not only what it refers to, but also when the words of a related meaning is a synonymy, hyponymy,

antonym, part-whole relations. The way to understand the meaning of a word could get by listening it. In addition, the learner will develop vocabulary and speaking.

On the other hand, to use a word correctly, it is necessary to know what part of speech it is and what grammatical patterns it can fit into. This is essential especially in English where the same word form can be used as a different part of speech (Kacani, 2015). The author also mentions that extensive listening involves listening to massive amounts of text, the text which learners can understand reasonably.

Foreign language teachers can enrich their classes with effective input carrying out extensive listening through a well-chosen and appropriate tapes in different levels, genres and topics. Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most (Cross, 2012).

Also, to encourage students some tasks can be performed such as ask for answers to what they have heard, to assess the level of difficulty, to summarize the content of the used material such as a tape and to ask students to write their comments in a special comments' boxes to consult them and try to meet all the learners' needs (British Council, 2016).

In addition, extensive listening focuses on longer activities. Because extensive listening focuses on overall understanding, extensive listening helps students understand spoken language in real-world contexts. This is particularly important for intermediate and advanced students in transition from academic understanding of the language towards full fluency (Kreisa, 2016).

Activities such as listen to audiobooks, are excellent for extensive listening practice because learners undoubtedly need to focus on overall meaning rather than individual words. Also Watch authentic media is useful for extensive listening. If the students have trouble finding authentic media language.

1.1.5.2 Advantages and Disadvantages.

According to Waring (2003), the advantages of using extensive listening in ELF are the following, speed recognition is built, learners are helped to chunk, text is more likely to be enjoyed, and focus is on the understand and comprehension of the text.

There are several types of extensive listening. The first one is related to listen only, here learners are more focus on the pronunciation. The disadvantage of this activity is that learners cannot go back and listen again easily (Waring, 2003).

Another type of extensive listening is listening while reading, in this activity the student can hear how words are pronounced, it can build listening recognition vocabulary through their reading. Dependent on the speed of the tape may be difficult to catch up if the learners lose their place. Difficult to notice new language due to time constraints dual processing may create confusions at times.

Finally, at whole class of listening is another type of extensive listening, where the teacher can help all students with the same things. Teachers can find out what the general problems the class are having. Also, the teacher checks comprehension, go at their own pace, select the material and learn out of class. Not everyone will benefit equally. The text may not be interesting to all restricted to class time. The teacher does not know what problems the learner is having teacher can't always ensure that everyone understands difficult to assess their reading.

1.1.6 Impact of listening skills on speaking

The speaking skill is understood as an act of individual character, of will and intelligence, by means of which language is expressed through the expression of needs, thoughts, emotions, desires and feelings, as the emission of inherent sounds (Nino, 1998).

Speech is the sound decoding of a message; allows the development of knowledge, emit concepts, judgments, reasoning, impressions, feelings and purposes, as an act of communication. That is, it starts with the representation of language and the elaboration of meanings (Nino, 1998).

On the other hand, the ability of listening has an allusion to the ability of the subject to understand and recognize the meaning of the communicative intention of a given speaker. Listening involves complex cognitive processes, which means that they require immediate meanings, and for this requires the implementation of comprehension of meaning construction and interpretation of an oral discourse (Cassani, 2007)

In this regard, it is argued that the speaking skill and listening do not work separately, they are usually integrated, that is, one relationship with another. In a conversation, the roles of sender and receiver are often exchanged; therefore, we carry out activities of expression and oral comprehension in turn (Cassani, 2007).

Some previous studies related to intensive and extensive listening activities have been developed around the world. Nadja (2013) conducted a study with the aim of establishing the effectiveness of the language laboratory when using it in English language teaching especially in developing EFL students' listening skill. The general method was descriptive; also, a questionnaire was employed, which consisted of 16 items and it was applied to 42 students. In this study, it was found out that listening is a vital skill not only in language learning but also in daily life communication. However, the students seem to have problems with listening and those problems are caused from many factors some of them are the listening material or the physical settings. It was also encountered that the language laboratory was an extremely helpful tool for

language learning since it helped to improve language skills, and particularly to practice and evaluate students' speech in any language.

Also, American (2012) conducted a study with the aim of analyzing the effects of intensive and extensive teaching listening on EFL with respect to their different proficiency level. In his experiment, two groups of 72 students were selected among English language learners. They were divided into two groups, lower and higher proficiency.

The author concludes that intensive technique is more effective for lower level students, but less effective for higher level students, compared to extensive technique. On the other hand, extensive technique, in compare with intensive technique, showed better results for higher proficiency level students, and not much effective for lower level students. Also, the results of this study could be quite helpful for English teachers to find an appropriate and an effective listening technique that meets the learners' needs, which might just be the key to different listening obstacles that many learners face.

Another study is the one carried out by Pourhossein (2011). The main pupose of his study was to find out the factors influencing English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The researchers reviewed the terms listening, listening comprehension, listening comprehension strategies, and listening difficulties

Through the analysis of listening comprehension problems, teaching methods for listening comprehension were discussed. In the research the author concludes that an emphasis on listening comprehension as well as the application of listening strategies will help students to decode English input and to achieve greater success in English learning. Also, the author recommends to improve students' listening ability, teachers should base their teaching on theoretical principles. And because of the limitations in resources and teacher training, both textbooks and teachers' books should take the responsibility of guiding teachers throughout their teaching,

Borges (2010) also carried out a study in order to implement an extensive listening scheme. The research was focused in a class of listening and speaking in English for beginners. The work explains the benefits obtained by a group of beginners after following an extensive listening program. The results of a survey about students' attitudes towards extensive listening were also given. A list of available sources to start using extensive listening was also provided. This study was preceded in the program by an elementary 128-hour English course. Students were also enrolled in English II, at the same time. The author concludes that all courses of English must include the

extensive listening component if the goal is to increase students' proficiency and performance in international examinations.

Another study has been conducted by Holden in 2013. The aim of this study was to explain how extensive listening is able to help learners overcome some of the barriers they face in learning a second language. Where a group of 30 Japanese English students receive either an adequate number of classrooms' rudimentary language facility. Extensive reading and extensive listening are two means of addressing this problem. The author examined the challenges it poses listening learners, and provided a few guidelines for instructors who wish to incorporate extensive listening as a component of a language teaching program. Also, the author explains a few guidelines for instructors who wish to incorporate extensive listening as a component of a language teaching program. In his conclusion, the author says opportunities to find appropriate listening level.

Finally, Puji (2011) executed a study with the aim of discussing the role of extensive listening in foreign or second language learning and teaching. Twenty-four students and teachers participated in four main activities. The study examines how much intermediate-level English student teachers engaged in collaborative and reflective online video-assisted EL practice over a period of 12 weeks.

The participants encountered language-related difficulties at the out-set, they were positive about collaborative and reflective online video-assisted Extensive Listening. Not only did they learn to listen for meaning, but they also learned to become autonomous and reflective language learners. The author explains the language learning benefits of extensive listening, also he explores the kinds of material that are suitable for extensive listening, and provides practical activities that promote extensive listening in the foreign or second language classroom.

The author concludes that extensive listening can be as simple as a teacher reading to students from a picture book for an extended amount of time. There is no excuse for teachers and researchers today to implement extensive listening with the numerous resources online.

CHAPTER II

METHODOLOGY

2.1 Setting and participants

This research was carried out in a public school from the city of Loja. The main participants of this study were 40 (24 were male and 16 were female) students of the second year of senior high school, whose ages ranged between fifteen and sixteen years old. The participants' native language was Spanish and their English level was basic especially in listening and speaking skills.

2.2 Procedures

The first step to conduct this research was to build the literature review related to the topic, which was studied, analyzed and selected, such as definitions, importance, advantages and disadvantages of extensive and intensive listening.

Also, to conduct this research the quantitative and qualitative approaches were used. The quantitative approach helped to collect data through interviews and surveys, while the qualitative approach in the narration of the analysis of the present study. Additionally, the main instruments for collecting information were student's survey, observation sheets and evaluations to students, each instrument was analyzed by considering its in frequencies/percentages and presented in graphs to show the results.

First, an evaluation to know students' level regarding listening and speaking skills was created of the knowledge of speaking and listening skills.

Second, the activities were focused on extensive and intensive listening and the main skills involved were listening and speaking, 10 sessions of class activities and evaluations were conducted and each one lasted a period of 40 minutes. In total, 20 activities were carry out by using videos, songs, worksheets, surveys, evaluations and observation sheets (See annexes 2).

Finally, the same evaluation taken at the beginning was carried out once again in order to compare the results obtained and to determine if the effect of the extensive and intensive listening activities influences the development of the English language in the students.

Rubrics were also employed to the criteria to evaluate the students listening improvement, the researcher used the same rubric to analyze the difference of the pre-test and post-test scores and also to evaluate learners speaking performance each class. After analyzing the students' perceptions of their teachers' methodology and their view of the English language, the next process was to take a speaking and listening skills test. The researcher wanted to develop their skills through extensive and intensive listening activities.

A second test was then being carried out, which was used to make a comparison and determine the degree of effectiveness of the activities described below. The results were visualized in the following chapter through a description and analysis of the results, in which the researcher described her experience and determined the attitudes of the students through observation, conclusions and discussion according to the topic.

CHAPTER III ANALYSIS AND DISCUSSION OF RESULTS

3.1. Description, Analysis, and Interpretation of Results.

This chapter deals with the analysis and discussion of results of this case study. Two sections compose this chapter. The first one refers to the description, analysis, and interpretation of results from students' surveys and observations. The second section deals with the results of the intervention process. This section contains three parts. The first one refers to results of the extensive and intensive listening activities implemented in the English lessons. The second part shows the results of the pre-test and the last part involves the results of the post-test by making a comparison between both tests and showing the effectiveness of the intervention process.

Students' attitude regarding teacher's role in the implementation of intensive and extensive listening activities.

To ensure that the room has good acoustic conditions.



Figure 1. Good acoustic conditions

Source: Students' survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

According to the observations performed, it can be mentioned that the classroom conditions were not favorable for students, unfortunately students were not able to hear and understand the audios well so, the reason was not a failure in the selection of the audios but the infrastructure of the classroom was not the best. There were broken windows that allowed outside noise to be heard more than classroom audios; for this reason, several students at the back of the classroom did not understand some of the activities. These results were proved since several students (13%) mentioned that the audios were not clear to them. However, the students did not

notice the importance of a good infrastructure; for this reason, the acoustic conditions are important in this aspect.

As the American speech language hearing association (2010) mentions that roles and responsibilities of speech-language teachers at schools include: promoting efficient and effective education outcomes for students and supporting teachers in avoiding vocal abuse to evade lead to voice problems since the acoustic conditions of the classroom play an important role to provide a good environment to teach and develop the listening skill.

To propose listening activities related to the topic in order to develop listening skill.



Figure 2. Propose Listening Activities

Source: Survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

It is satisfactory to state that almost half of the teachers (45%) did a good job of proposing listening activities related to the topic. In such a way that the activities can reinforce the students' knowledge. The observation shows as a positive aspect the interest of teachers in using activities that encouraged the development of listening skills.

On the other hand, the observation determined that the teacher proposed listening activities through the use of audios in which only one of the classrooms the audios were employed correctly; however, it can be highlighted that the activities were not oriented towards the development of hearing capacity, that is, the audios were not adequate.

Rahmatian (2011) considers that the careful selection of audios is effective if you consider the student's levels and the acoustic conditions in the classroom. Furthermore, the use of visual resources is essential because the use of the extra materials peaks the learners interest resulting in improving listening comprehension.

Makes the announcement giving general Instructions directed to the students before the recording is played.

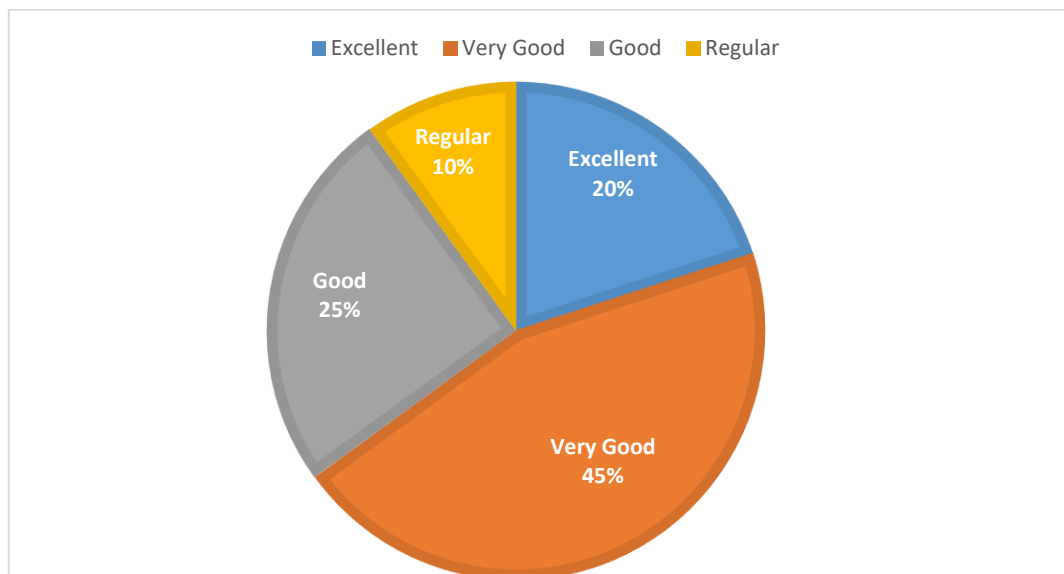


Figure 3. Previous general instructions

Source: Survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

The results show that most students stated that the teacher provided very good instructions before the recording was played. However, several students (45%) also mentioned that the professor sometimes overlooks this situation and does not carry out this activity.

In this concern, the British Council (2001) says that in real life it is unusual for people to listen to something without having some idea of what they are going to hear. When listening to a radio phone-in show, they will probably know which topic is being discussed. So, pre-listening tasks aim to deal with all of these issues: to generate interest, build confidence and to facilitate comprehension.

The listening activities include vocabulary related to students' level, and avoid the use of excessive dialects or idioms.



Figure 4. Listening activities

Source: Survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

According to the results shown in figure 3. A small percentage of students (13%) had difficulty understanding the activities proposed by the teacher; in fact, their facial expressions fully indicated a lack of understanding, students simply stopped listening due to the difficulty of vocabulary and accent of the audios. For them, it was necessary the type of audio that is being taught to the students, since they mentioned that the audios were not in good conditions to complete the activities because they did not understand the audios.

However, the results of the (87% good, very good and excellent) of the students mentioned that the activities were not complicated and they had understood the audios well. Thus, I could notice that a high percentage of students were able to complete the activities without any problem. Although, some of them did not have a favorable score but they put the best effort in order to complete the different listening activities.

The teacher highlights the importance of vocabulary in the listening activity.



Figure 5. Highlights the important vocabulary

Source: Survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

On several occasions, it was observed that students' vocabulary was relatively good. This proved to be a positive aspect for the development of the English language, specifically in the ability to listen and speak. The teacher encouraged the students to highlight new words and vocabulary that were not understood. This issue was confirmed since it was noted that the students asked their teacher for further explanation of unknown words. In addition, it was found out that most students (30%) claimed that the teacher emphasizes on the importance between vocabulary and listening activities. The result coincided with the answer of the speaking test in which several of the students knew how to use vocabulary correctly.

For that reason, Marinak et al. (1997) consider vocabulary as an important part of the process of selecting appropriate instructional strategies that enable students to master the vocabulary. Vocabulary consists of function words and content words. The author also proposes to select words that are common or generally useful for students to know. Select words that students will encounter frequently, and that therefore, represent common knowledge.

Provides feedback on aspects that are difficult for students.

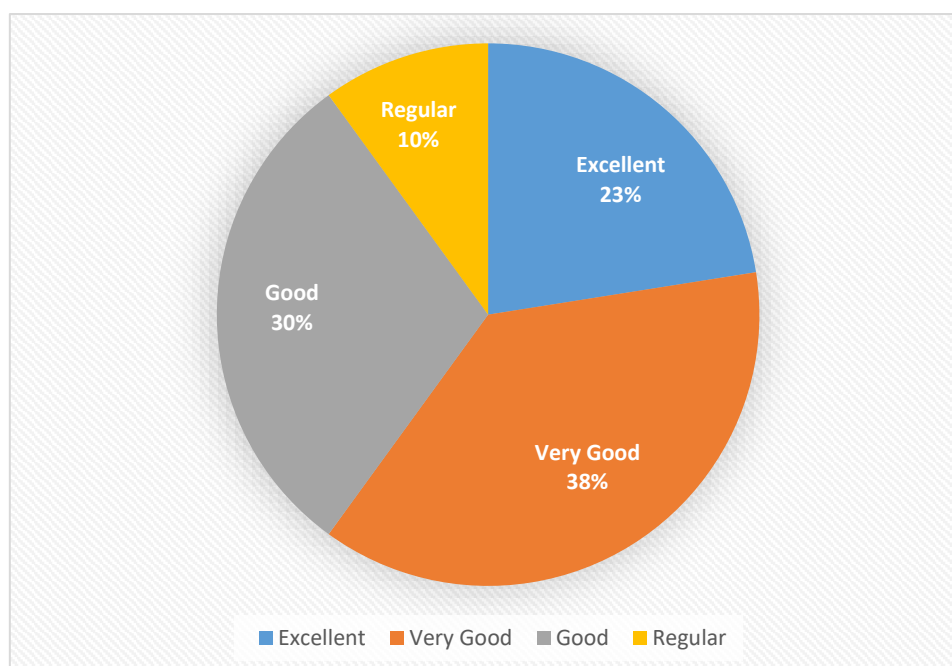


Figure 6. Provides feedback

Source: Survey of Listening Attitudes

Elaborated by: Bonilla Jaira, 2018

It was found out that more learners agreed with the fact that teachers provided appropriate feedback. In addition, several of them mentioned that there was not much depth in the subject. This result was observed on several occasions while the teacher was teaching her classes. If the students' doubts are not deepened and clarified, in the future they will have major gaps and difficulties in their learning and development of listening and speaking skills.

That is why feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning (Bellon, 1991). In addition, feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as “the most powerful single moderator that enhances achievement” (Hattie, 1999).

Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson.

3.2 Intensive and Extensive listening activities discussion.

3.3 Extensive listening activities.

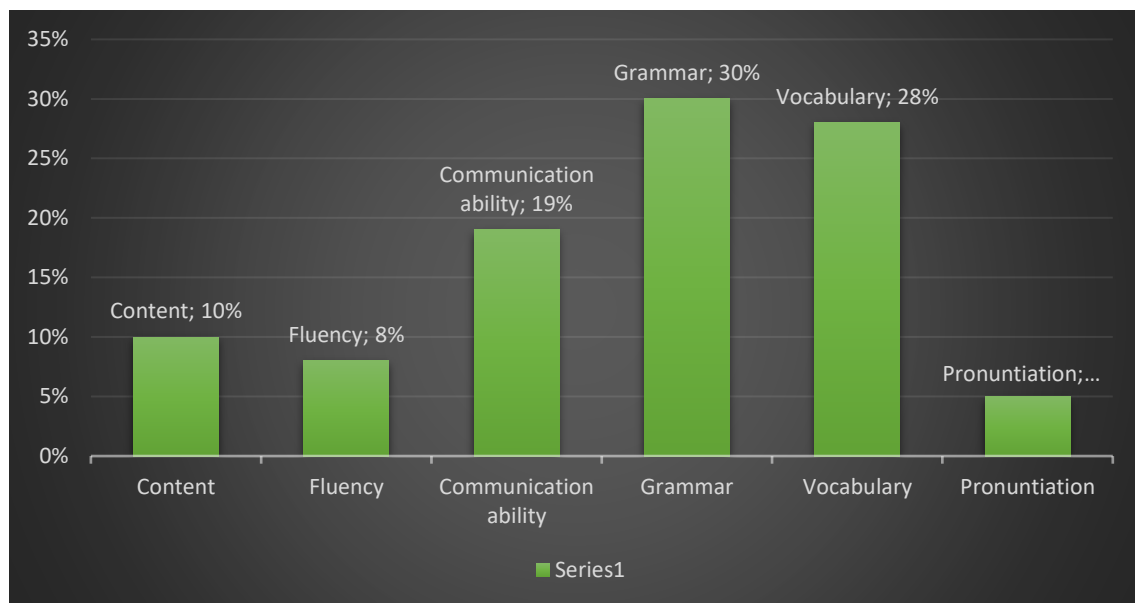


Figure 7. Extensive listening activities.

Source: Observation sheet.

Elaborated by: Bonilla Jaira, 2018

The application of extensive listening activities to the students of second year of Senior high school presents results of vital importance. In these activities the students had to choose a specific topic from: videos, TV shows, news or songs; in some cases, the teacher provided them a list of links or the names of the videos and songs and the student had the opportunity to choose one of their preference (See Annex 2); so, later they had to answer some questions about these activities in order to evaluate it.

The results obtained from extensive listening activities, the areas that showed the most influence and an incredible development were vocabulary (28%) and grammar (30%). It can be mentioned that the activities that had the most impact on the development of the students were songs and audio stories (Annex 2); these activities contributed and developing the analysis and criteria of the students and permitted them to notice their difficulties and weaknesses in listening and speaking skills. The students, being subjects of interest, paid more attention and learned quickly, it is worth noting that the development of their listening skills improved as the activities were carried out.

3.4 Intensive listening activities.

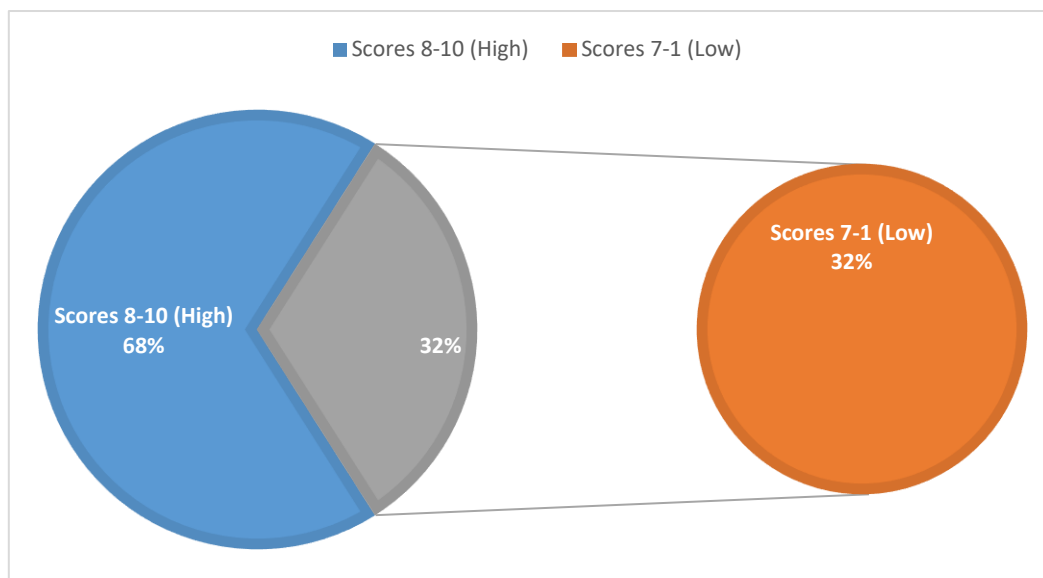


Figure 8 Intensive listening activities

Source: Multiple choice questions.

Elaborated by: Bonilla Jaira, 2018

The study shows that 68 % of the students were able to improve their listening skills in the English lessons through the application of different kinds of intensive listening activities such as dictation, listen and draw and videos, among others. On the other hand, 32% of the students showed lower scores. However, students maintained a normal range of grades which could be developed over time and ongoing practice. It is necessary to mention that this percentage does not represent a risk for students. Regarding the implementation of these activities, it can be said that in order to make classes more attractive and dynamic for students, the teacher provided extra materials such as worksheets, audios and videos among others with the aim of inviting students to answer some questions by choosing the right answer according to what they listen. The most profitable activities were the ones used in the first 3 classes (Predictions, listen and draw, audiobooks). Therefore, the use of extra materials was considered supportive resources for communicating in real context (Richards & Rodgers, 1986). Hence, the teacher should keep in mind these type of resources improves listening and speaking skills.

3.5 Effectiveness of extensive and intensive listening activities.

After the intervention, it can be affirmed that students obtained better scores in the intensive listening activities. So, it can be said that intensive listening activities are more effective because they employ activities and topics of learners' interest, which can improve their listening skill levels.

ACADEMIC RESULTS FROM EVALUATIONS

Table 1 Listening Test Results

Students	Pre-test	Post-test
1	3	7
2	4	6
3	6	8
4	4	5
5	3	3
6	2	6
7	5	7
8	8	9
9	9	10
10	8	10
11	5	8
12	9	9
13	4	6
14	8	9
15	1	6
16	6	7
17	3	5
18	3	6
19	2	7
20	5	6

Students	Pre-test	Post-test
21	7	8
22	4	6
23	5	8
24	7	7
25	5	5
26	8	9
27	3	6
28	5	7
29	2	5
30	7	8
31	1	5
32	6	8
33	4	6
34	1	5
35	5	5
36	7	9
37	6	7
38	4	6
39	6	8
40	8	9
Final grade	4.98/10	6.93/10

Source: Test

Elaborated by: Bonilla Jaira, 2018

Results of the pre-test

The results obtained from the pre-test showed that students did not master the listening skill because the final grade was very low 4.98/10. These scores confirmed why learners presented some difficulties since they were not able to comprehend the audios easily. Basically, they had problems understanding the dialogues and audios scripts. Regarding listening skill, only 7 out 40 students had very good grades. Furthermore, at the time of the application of the various activities to learners, they were nervous and anxious, which affected their academic performance.

Another disadvantage that students faced was that the main teacher did not apply listening activities in the English lesson because students had a basic level and they felt frustrated and afraid of failing the English subject. Additionally, the school did

not have the appropriate materials to develop listening activities. These are some of the reasons why most of the learners obtained low averages on the pre-test.

Results of the post-test

The questions of the post-test were focused on the same purposes and based on the same topic of the pre-test. Thus, after the last activity, learners took the post-test where they had to answer multiple-choice questions, the researcher provided learners an audio script to complete the test.

After the application of the post-test, the results were tabulated. The test was graded by 10 points; the table shows the scores obtained in the post-test. It represents the score of each student and the final grade in the experimental group.

The table shows that students have overcome some of the difficulties with these activities since the final grade has increased 1.95 points (4.98 to 6.93/10) from the pre-test to the post-test. In general, students have improved their grades in the post-test. That means, the extensive and intensive activities as videos, songs, TV programs, news, and sports applied have brought benefits to overcome some of their difficulties with listening skill. They have learned to carefully listen to the dialogues and audio scripts to understand specific details. Hence, it is argued that teaching through visual and hearing materials highly improve students listening skill.

This fact is corroborated by Ramirez (2012) in which she mentions that the use of visual material helps student's comprehension of the new language, since visual materials simplify the meaning of words and messages, help in remembering new vocabulary, and in gaining students attention providing a better understanding in the learning process.

On the other hand, it was noted that taking the pre-test exam without prior notice makes it more difficult for students to answer, listening skill is due to the fact that half of the course had a deficiency in the listening skills. However, it indicates the level of each student. As the results reflect more than half of the students did not achieve the required learning outcome. For that reason, the results indicated that the main teacher needs to implement listening activities in her English lessons and develop interactive activities in order to graft student attention.

Similarly, students need opportunities to practice using these skills in a variety of ways, from informal conversations to more formal verbal presentations along with practicing learning strategies such as solving listening and speaking problems (Center for multicultural youth, 2012). At the same time, Zhenguang (2017) mentions that listening will be strongly influenced by the way in which the words are spoken. But the difference will not be apparent to many students because either they do not normally listen to such distinctions, or they have no time to think about them during a lecture.

3.6 Speaking test results.

In this concern, Rahnama, Fatehi and Bagheri (2016) recommended to emphasize an optimal and conducive environment in the classroom so that teachers have a vital role in creating a friendly and appropriate environmental classroom.

Table 2 Speaking Test Results

Students	Pre-test	Post-test
1	0	2
2	1	1
3	1	2
4	1	1
5	0	0
6	0	1
7	1	2
8	3	3
9	3	3
10	3	3
11	1	2
12	1	2
13	1	2
14	2	3
15	1	2
16	1	2
17	0	1
18	0	1
19	0	2
20	1	1

Students	Pre-test	Post-test
21	2	3
22	1	2
23	1	2
24	2	3
25	1	1
26	2	3
27	0	2
28	1	2
29	0	1
30	2	2
31	0	1
32	1	2
33	1	1
34	0	1
35	1	1
36	2	3
37	1	2
38	1	1
39	1	2
40	2	3

Source: Test

Elaborated by: Bonilla Jaira, 2018

Pre-test results.

The speaking test evaluation criteria was based on 6 indicators, these were Fluency, Communicative ability, Accuracy Grammar, Vocabulary, Pronunciation and Content.

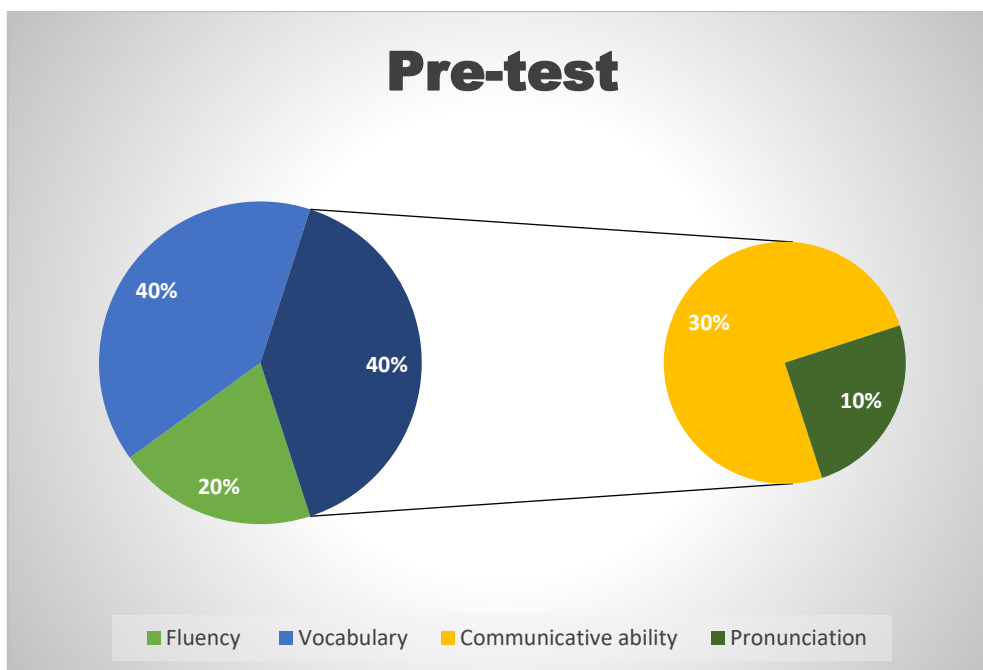


Figure 9 Speaking Pre-test

Source: Test.

Elaborated by: Bonilla Jaira, 2018

This test was applied with the aim of identifying the speaking level of students. The study showed that the students did not have a good level of fluency (20%), communicative ability (30%) and pronunciation (10%). During the research, students did not want to speak because they felt nervous and uncertain since English was a difficult subject for most of them.

The speaking test was based on topics that they had already worked with their English teacher. Although, students knew the topics, they were not able to communicate verbally which presented a lack of coherence and cohesion while answering the different questions.

Post-test results

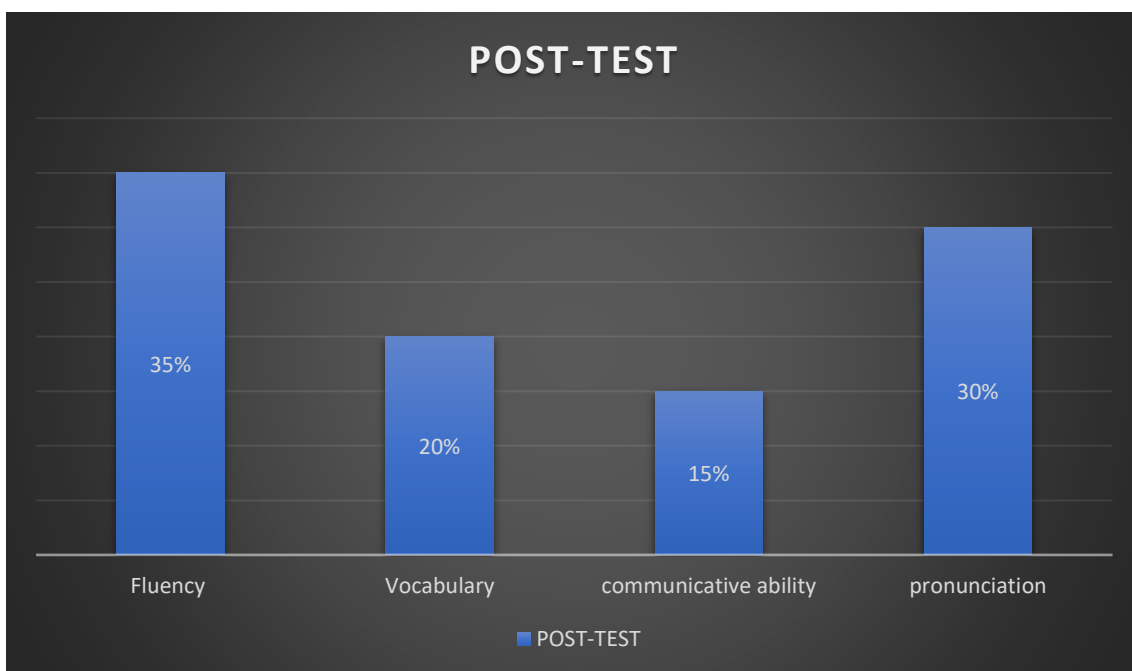


Figure 10 Speaking Post-test

Source: Evaluation sheet.

Elaborated by: Bonilla Jaira, 2018

The aim of the post-test was to confirm the students' progress in their listening and speaking skill through fluency, pronunciation, communicative ability and vocabulary. As graphic 9 shows, with help and application of the different listening and speaking activities the students were able to improve their pronunciation and fluency. In fact, they felt more comfortable and more confident at the moment of speaking and expressing themselves.

Although, some students (15%) felt frustrated at the time of speaking because they felt nervous about making mistakes when talking in front of their classmates and teacher, they appreciated the different resources available to them, because they felt they would be beneficial in future courses allowing them to broaden their knowledge and improve their speaking skills.

According to Zardini and Barnabé (2015), when assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible.

CONCLUSIONS

This case study shows the application of fourteen extensive and intensive listening activities in a senior high school in Loja in order to improve student's level and comprehension. The different activities were based on the topics that they were familiar with. However, nine out of fourteen activities were the most effective since students' scored higher on those.

The most effective activities were; predictions, dictation, identify healthy food from unhealthy food, audio stories, listen and draw, my favorite TV program, healthy lifestyle and saving the earth. In these activities, students responded well and also obtained favorable scores. Furthermore, the exposure to a great variety of intensive and extensive listening activities with emphasis on sounds, words and phrases allow the effective and efficient development of listening and speaking skill.

On the other hand, some of the reasons why many students struggled to complete the activities was due to the poor conditions of the classroom. The exterior noise, broken windows and lack of audio and visual aids contributed to students experiencing problems during listening and speaking activities which limited their performance.

The development of intensive and extensive listening activities contributed in a beneficial and fruitful way to the improvement of listening and speaking skills they also improved their grades considerably.

In general terms, the research reveals that intensive listening activities were more effective than extensive listening activities because students performed and carried out on the activities with the help and support of the teacher.

RECOMMENDATIONS

Further researches should be conducted at different sites and high schools in order to verify that the extensive and intensive listening activities are an influential part of students' academic performance and serve as an engine for developing their hearing ability.

High Schools should improve the infrastructure of the classrooms, or at least have a specific classroom for performing listening and speaking activities, as extensive and intensive listening activities.

It is necessary a good organization and selection of listening activities that include a simplified use of vocabulary and that avoids the use of excessive dialect or languages.

Teachers should include intensive and extensive listening activities more frequently, so that education would not stagnate in a traditional model, but rather would advance with giant steps to a model that would develop the students' skills.

Apart from the recommended activities that can be used for intensive and extensive listening skill, it could be used audiobooks of graduate reading, recordings of conversations between native speakers, recordings of native speakers in monologues or interviews; online audio / video libraries for EFL students and TED talks.

A plan of extensive and intensive activities should be implemented in the future, focused not only in the development of listening and speaking skills, but also in combination with writing and reading skills.

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ANNEXES

ANNEX 1 TESTS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

TITULACIÓN DE INGLÉS

SURVEY OF LISTENING ATTITUDES

ENCUESTA PARA ESTUDIANTES DEL 2º DE BACHILLERATO DE LA UNIDAD EDUCATIVA DEL MILENIO “BENARNO VALDIVIEZO”

Dear student,

The aim of this questionnaire is to obtain information concerning your perception about listening activities proposed by EFL teacher in the classroom. The results obtained from the survey will help to implement extensive and intensive listening activities to improve your listening and from that develop speaking skills.

Please answer the following questions as honestly as possible based on the criteria below.

Instructions: place (x) in the box that best reflects your personal opinion

No°	Statement	Never	Rarely	Sometimes	Often	Always
1	I use my previous knowledge of the topic to understand the listening activity					
2	After the teacher stops the recording, I find difficult					

	to remember the information from the audio related to the questions proposed					
3	I cannot understand the audio because of little knowledge of vocabulary					
4	I find difficult to understand the content of the audio if it is not of my interest.					
5	I find difficult to get a general idea (main topic) of the message from listening.					
6	It is easier to understand the teacher than a recorded audio.					
7	I find difficult to understand when speakers talk too fast.					
9	I find difficult when speakers talk with different accents					
10	The listening activities proposed by teachers help me improve my listening and speaking skills.					
11	Teacher proposes different listening activities others than the textbook.					
12	The instructions provided by the teacher make task development easier.					
13	There is appropriate length of audio applied.					
14	I feel confident when developing listening and speaking activities in the classroom.					
15	The audios used are related to the content of the textbook.					
16	The audios used are appropriate to students' English level and age.					



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

TITULACIÓN DE INGLÉS

SURVEY OF LISTENING ATTITUDES

ENCUESTA PARA ESTUDIANTES DEL 2º DE BACHILLERATO DE LA UNIDAD EDUCATIVA DEL MILENIO “BENARNO VALDIVIEZO”

Dear student,

The aim of this questionnaire is to compile information on the methodology used by the teacher to teach the subject. The results obtained on this survey will help for the implementation of solutions to improve teachers' methodology.

Please answer the following questions as honestly as possible based on the criteria below.

Instructions: place (x) in the box that best reflects your personal opinion.

Indications: Observe the class personally and go punctuation the activities that the teacher meets listed below.

Excellent rating scale	Excellent	94-214
	Very good	63-93
	Good	32-62
	Regular	31

Evaluation Criteria	Valoración			
	EX	VG	G	R
The teacher:				
Makes the announcement giving General Instructions directed to the students before the recording is played.				
Ensures that the room has good acoustic conditions.				
Proposes listening activities related to the topic.				
The listening activities include a simplified vocabulary, and avoid excessive dialect or idioms.				
Makes the announcement giving General Instructions directed to the students before the recording is played.				
Highlights the important vocabulary of the listening activity.				
Uses tables of contents, indices, glossaries.				
Provide clarity of video images such as room lighting will allow for sign language interpretation of dialogue.				
Provides feedback on aspects that are difficult for students.				

OBSERVATIONS
1.
2.
3.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

TITULACIÓN DE INGLÉS

TEST PARA EVALUAR EL NIVEL DE “LISTENING SKILLS”

Dear student,

There are six sound files to listen to. Each file contains a very short conversation. There are four questions in each part. Listen to part 1, then answer the first four questions. Then, listen to part 2, answer the next four questions, and so on.

You will get your score after you have answered all the questions.

Listening test

Question 1

LISTEN TO PART ONE NOW

The woman is from:

- A Croatia
- B Australia
- C Germany
- D Russia

Question 2

The woman says that you can travel from Croatia to Germany in two hours by _____

- A Bus
- B Car
- C Plane
- D Train

Question 3

The man thinks:

- A He doesn't know enough about geography
- B His geography is very good
- C The woman is from Germany
- D Croatia is a part of Germany

Question 4

The woman thinks the man's mistake is:

- A Very serious
- B Stupid
- C Funny
- D Not serious

Question 5

LISTEN TO PART TWO NOW

What are they looking at?

- A A picture or a photo
- B An email
- C A newspaper
- D A story in a book

Question 6

The man in the picture is:

- A The man's mother's older brother
- B The man's father's older brother
- C The man's father's younger brother
- D The woman's father's older brother

Question 7

The woman thinks the man's uncle:

- A Is handsome
- B Looks unfriendly
- C Is kind
- D Looks kind

Question 8

The man doesn't see his uncle often because:

- A His uncle lives too far away
- B His uncle and his dad don't have a good relationship
- C His uncle's wife and his dad don't have a good relationship
- D His mum and his uncle don't have a good relationship

Question 9

LISTEN TO PART THREE NOW

This conversation takes place in:

- A A bar
- B Someone's house
- C A restaurant
- D A supermarket

Question 10

The restaurant:

- A Doesn't have any more salmon
- B Doesn't sell salmon
- C Only serves fish
- D Is very busy today

Question 11

When the waiter tells the woman that she can't have salmon, she is:

- A Very angry
- B Quite irritated
- C A bit sad
- D A little disappointed

Question 12

The waiter:

- A Apologises many times
- B Tells the woman he will choose a dish for her
- C Suggests a similar dish
- D Tries to sell the woman a more expensive dish

Question 13

LISTEN TO PART FOUR NOW

The woman:

- A Is early
- B Is on time

- C Is very late
- D Is a bit late

Question 14

The woman:

- A Doesn't know where to go
- B Doesn't feel well
- C Doesn't want to walk far
- D Doesn't want to go anywhere

Question 15

The man is surprised that the woman:

- A Doesn't know where it is
- B Is so late
- C Has been there before
- D Is wearing such unsuitable shoes

Question 16

The woman:

- A Would have gone there once before, if her friend hadn't come with her
- B Wishes her friend were with her now
- C Would have gone there once before, if her friend had come with her
- D Went there last week

Question 17

LISTEN TO PART FIVE NOW

They are in:

- A A shop
- B The woman's house
- C A cinema
- D A restaurant

Question 18

The woman:

- A Politely refuses to give the man a refund
- B Considers giving the man a refund
- C Agrees to give the man a refund
- D Rudely refuses to give the man a refund

Question 19

The thing the man bought is ruined because:

- A He dropped it
- B The product was faulty
- C The product was low quality
- D He didn't look after it properly

Question 20

The man:

- A Does not accept the woman's decision
- B Blames the woman for the situation
- C Complains that he was not given the instructions with the product

- D Accepts the woman's decision

Question 21

LISTEN TO PART SIX NOW

The woman is:

- A Scared
- B Surprised
- C Appalled
- D Anxious

Question 22

The man tries to be:

- A Flirtatious
- B Sympathetic
- C Reassuring
- D Dismissive

Question 23

The woman who they are talking about:

- A Often forgets things
- B Has forgotten many important things before
- C Doesn't have a mobile phone
- D Never usually forgets things

Question 24

The man decides:

- A To call her from his mobile phone
- B To call her from a different telephone
- C To call her from the woman's mobile phone
- D To send her an email

Taken from: (Oxford online, 2017)

<https://www.oxfordonlineenglish.com/listening>

Speaking practice

Test 1

Questions

Let's talk about your home town or village:

- what kind of place is it?
- what's the most interesting part of your town/village?
- what kind of jobs do the people in your town/village do?
- Is it a good place to live to live? (why?)

Let's move on to talk about accommodation:

- tell me about the kind of accommodation you live in?
- how long have you lived there?
- what do you like about living there?
- what sort of accommodation would you most like to live in?

Listen to the audio:

Transcript

Examiner: Now, in this first part, I'd like to ask you some more questions about yourself, OK?

Let's talk about your home town or village. What kind of place is it?

Candidate: It's quite a small village, about 20km from Zurich. And it's very quiet. And we have only little ... two little shops because most of the people work in Zurich or are orientated to the city.

Examiner: What's the most interesting part of this place ... village?

Candidate: On the top of a hill we have a little castle which is very old and quite well known in Switzerland.

Examiner: What kind of jobs do people in the village do?

Candidate: We have some farmers in the village as well as people who work in Zurich as bankers or journalists or there are also teachers and some doctors, some medicines.

Examiner: Would you say it's a good place to live?

Candidate: Yes. Although it is very quiet, it is ... people are friendly and I would say it is a good place to live there, yes.

Examiner: Let's move on to talk about accommodation. Tell me about the kind of accommodation you live in ...

Speaking test part 2:

Candidate task card

Describe something you own which is very important to you.

You should say:

- where you got it from
- how long you have had it
- what you use it for; and
- explain why it is important to you.

You will have to talk about the topic for 1 to 2 minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Rounding off questions

Tell me

- is it valuable in terms of money?
- would it be easy to replace?

Listen to the audio:

Transcript

Examiner: Alright? Remember you have one to two minutes for this, so don't worry if I stop you. I'll tell you when the time is up.

Candidate: OK

Examiner: Can you start speaking now, please?

Candidate: Yes. One of the most important things I have is my piano because I like playing the piano. I got it from my parents to my twelve birthday, so I have it for about nine years, and the reason why it is so important for me is that I can go into another world when I'm playing piano. I can forget what's around me and what ... I can forget my problems and this is sometimes quite good for a few minutes. Or I can play to relax or just, yes to ... to relax and to think of something completely different.

Examiner: Thank you. Would it be easy to replace this, this piano?

Candidate: Yes, I think it wouldn't be that big problem but I like my piano as it is because I have it from my parents, it's some kind unique for me.

Let's consider first of all how people's values have changed.

- What kind of things give status to people in your country?
- Have things changed since your parents' time?

Finally, let's talk about the role of advertising.

- Do you think advertising influences what people buy?

Transcript

Examiner: We've been talking about things we own. I'd like to discuss with you one or two more general questions relating to this topic. First, let's consider values and the way they can change. In Switzerland, what kind of possessions do you think give status to people?

Candidate: The first thing which comes in my mind is the car. Yes, because lots of people like to have posh cars or expensive cars to show their status, their place in the society.

Examiner: Is that a new development?

Candidate: No, I think it isn't.

Examiner: People have thought like that for quite a long time?

Candidate: Yes. Another thing is probably the clothing. It starts already when you are young. When the children go to school they want to have posh labels on their jumpers or good shoes.

Examiner: What do you think of this way of thinking, which I need to have a car or certain clothes to show my status?

Candidate: Probably it's sometimes a replacement for something you don't have, so if your wife has left you or your girlfriend, you just buy some new, I don't know, new watches or new clothes to make you satisfied again.

Examiner: You don't think of it as a healthy way of thinking?

Candidate: It's probably not honest to yourself. You can understand what I mean?

Examiner: Yes. And do you think this will change? In the future, will cars and designer clothes be status symbols in the same way?

Candidate: I'm sure that clothes will be ... that the thing with the clothes will be the same. I'm not so sure about the cars because cars cause lots of environmental problems and probably in some years, a few years, this will change because it's not reasonable to drive a car anymore.

Examiner: Can you tell me a little bit more about that?

Taken from: IELTS with British council

<https://takeielts.britishcouncil.org/prepare-your-test/free-practice-tests/speaking-practice-test-1>

ANNEXES 2

ACTIVITIES



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

INTENSIVE LISTENING ACTIVITY

Activity: *predictions.*

Teacher plays an audio story and students listen to this. Then, teacher pauses it, and they have to guess – “What will happen next?”.

Step 1: Teacher provides to students a worksheet with some incomplete sentences.

FIREWORKS

Complete the sentences using no more than two words and/or a number.

1. Specialists in fireworks include to create special effects.
2. Fireworks are made by putting all materials in a
3. Fireworks were invented by the
4. The first firework created a loud
5. Fireworks appeared in Europe by the
6. The firework launches high into the air and explodes at a certain height.
7. The long tube fireworks are called
8. is used to create a bright white light.

Step 2: teacher plays the audio and stops it several times and the students have to predict what happens next and complete each blank space.



Transcript

The original fireworks were made from gunpowder, which is a mixture of ingredients including saltpetre, sulphur and charcoal. Today experts at handling explosives, called pyrotechnicians, add chemicals for special effects. There are many different kinds of fireworks but they are all made in a similar way. The ingredients are placed in a shell, it is then wrapped up and a fuse is added. In factories, where the fireworks are made, safety precautions are used to make sure a single static electric shock does not create an explosion.

Fireworks have been around for centuries and are believed to have been first made by the Chinese. A Chinese document, dated about 1040AD, showed how to wrap gunpowder in paper to make a "fire pill". This small firecracker made a very loud bang which was thought to ward off evil spirits. By the 13th century, fireworks had made their way to Europe where their popularity grew. By the 1500's, fireworks were used in celebrations and special events. The Italians were the masters of fireworks by the 17th century.

There are a number of different types of fireworks these days and each of them works in a particular way. The rocket firework has a substance which explodes and shoots the firework into the air. When the rocket reaches a particular height, another spark causes it to blow up, releasing fine metal powders into the air. Roman candles are long tubes which shoot balls of chemicals from one end creating a series of flaming stars. Fountains are cone shaped and a small hole allows gases to escape, shooting coloured sparks into the air. Adding magnesium gives off a bright white light. Other ingredients give off different types of light when they become hot which is how colours are created.

Step 4: Teacher plays the whole audio once again and checks if the predictions of the students have sense with the original version of the story.

Taken from: IELTS Liz

<http://ieltsliz.com/ielts-listening-practice-missing-words/>



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EXTENSIVE LISTENING ACTIVITY

Step 1: teacher provides a list of 10 songs to students

Songs:

1. I Will Always Love You - **Whitney Houston**
2. Thinking Out Loud – **Ed Sheeran**.
3. My heart will go on – **Titanic Theme Song**.
4. I Gotta Feeling - **Black Eyed Peas**.
5. Man in the Mirror - **Michael Jackson**.
6. The Climb - **Miley Cyrus**.
7. Heal the World - **Michael Jackson**.
8. Rolling in the Deep – **Adele**.
9. When I Was Your Man - **Bruno Mars**.
10. **Just the Way You Are** – **Bruno Mars**.

Step 2: Students choose one of the songs according to their preference.

Step 3: Students listen to the song and they take notes of the main ideas.

Step 4: As a final activity, students give a general idea of the song; it can be the message of the song.



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INTENSIVE LISTENING ACTIVITY

TOPIC: HEALTHY EATING

Students listen to a conversation between a mother and a school nurse. She is asking the nurse for advice about her son.



Step 1: Teacher provides to students a worksheet. Students listen to the conversation and they match the word with the correct picture.

	fruit
	vegetables
	crisps
	juice
	bananas
	biscuits

Step 2: Teacher plays the audio again and students listen to and take notes about healthy and unhealthy food.



Step 3: Teacher provides a worksheet in which students during the listening have to classify and identify what is healthy food and what is not healthy food.

Now listen to the school nurse talking, what is healthy and what is not healthy?

Fruit vegetables crisps juice bananas biscuits
--

Healthy	Unhealthy

Transcript - Advice from a School Nurse

SN: Hello, I'm the school nurse. I believe you wanted to see me.

A: Yes, I'm a bit worried about my son's weight. I think he's perhaps a bit too fat.

SN: OK. Let's think about that: what is he like with his eating habits?

A: Oh, he likes his food.

SN: He does. Does he eat lots of fruit and vegetables?

A: Well, you know, he likes bananas.

SN: Do you know how many fruits and vegetables a child should have every day?

A: No, not really.

SN: We like to suggest five portions.

A: OK. I see, is there anything else apart from.....

SN: Is he very active?

A: Eh, well I don't know really – he runs around at playtime I suppose.

SN: How does he get to school in the morning?

A: Oh, we go in the car.

SN: Is there any possibility you could walk or he could ride his bicycle?

A: I think riding a bike's a bit dangerous, don't you? And we're always a bit short of time in the morning.

Taken from: British council

<http://esol.britishcouncil.org/content/learners/uk-life/family-learning/healthy-eating>



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

EXTENSIVE LISTENING ACTIVITY

Topic: AUDIO STORY

Step 1: Students choose an audio story according to their preferences.

Step 2: Students listen to the story.

Step 3: Students write a short summary about the story and they present their summaries in a piece of paper.



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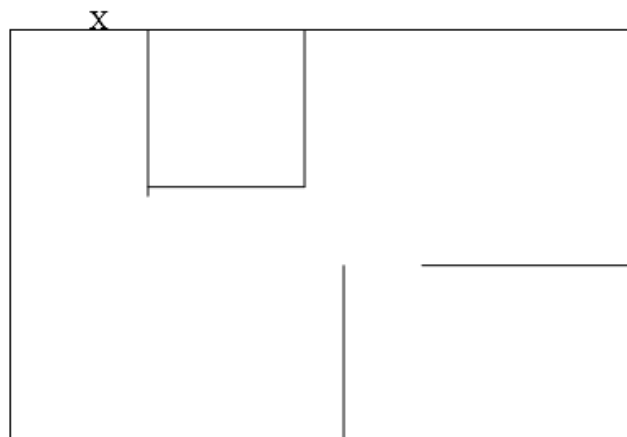
INTENSIVE LISTENING ACTIVITY

ACTIVITY: LISTEN AND DRAW

TOPIC: Draw the teacher's apartment.

Step 1: Teacher provides to each student a piece of paper.

Step 2: Teacher describes her apartment. Students draw in as much detail as possible.



Step 3: Then, teacher draws her apartment on the board and students check with their drawings.



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EXTENSIVE LISTENING ACTIVITY

Topic: Healthy Lifestyle.

Step 1: Students watch a video related to healthy lifestyle, teacher provides several links and they have to choose one.

<https://www.youtube.com/watch?v=ANqoEd4uBjY>

<https://www.youtube.com/watch?v=7394RCfk2Xk>

<https://www.youtube.com/watch?v=mVPT1FK6hO4>

<https://www.youtube.com/watch?v=UKJk2Qa5UqU>

<https://www.youtube.com/watch?v=uhkndzWeG9o>

<https://www.youtube.com/watch?v=MNRjTiBo5s0>

<https://www.youtube.com/watch?v=ux6GSOVEVz4>

Step 2: During the video, students make a list of the most important suggestions to maintain a healthy lifestyle.

Step 3: As a final activity, students give a personal opinion of what they think about having a healthy life.



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INTENSIVE LISTENING ACTIVITY

TOPIC: HOW TO LOSE WEIGHT

What's the best way to lose weight? Here are some ideas from Annie in Hong Kong

Step 1: Students listen to an audio about “how to lose weight” with some ideas by Annie in Hong Kong.



Step 3: Teacher provides to students a worksheet in which students have to listen to the audio and they have to read the questions and select the correct answer.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Read the questions and select the correct answer.

1. **The speaker tells a story about a school girl who killed herself because...**
 - a. ... she was teased by her classmates.
 - b. ... she was teased by her teacher.
 - c. ... she was teased by her parents.
2. **The speaker says that the biggest problem with going to beauty salons is...**
 - a. ... the effects don't last.
 - b. ... it is very expensive.
 - c. ... it is not effective.
3. **The speaker thinks that...**
 - a. ... getting up early helps you lose weight.
 - b. ... going to bed early helps you lose weight.
 - c. ... going to be late helps you lose weight.
4. **The speaker thinks that going to the gym is the most effective method. It also helps you by...**
 - a. ... improving your circulation.
 - b. ... improving your concentration.
 - c. ... improving your eyesight.
5. **The speaker thinks that losing weight regularly is good for...**
 - a. ... your finances.
 - b. ... your social life.
 - c. ... your self-confidence.

Transcript ▼

I wanna talk about losing weight. I suppose many people agree that this is such an important topic for girls in Hong Kong. You can tell by the number of advertisements in the MTR stations, magazines and even on TV promoting the importance of it... in your everyday life.

If you walk in the streets in Hong Kong, you will find that the majority of women are fairly skinny, maybe skinnier than they need to be because I guess if they are not in good shape, they know that if they are not in good shape, they'll be considered ugly or in general not attractive at all. There was a piece of news that a girl in high school had committed suicide because she was considered fat and had been consistently teased by her peers or been called names by her peers, and she couldn't take the pressure and I guess she had the concept of being fat is generally a sin.

In fact I myself have tried different ways of losing weight. The first method that I've tried was go to beauty salons regularly and there are of course pros and cons of doing that. One of the pros is that it's really fast and it's quite effective in fact. Of course the biggest con is that it's quite costly - it can cost you from say 5000 grand to more than 10,000 grand depending on how many days or how many courses you open. And the other con is that it in fact rebounds quite quickly if you don't go to the beauty salons on a regular basis. And other than going to the beauty salon, you can also control your diet by eating less than you usually do but it can really be a killer if you are a food lover like me and it's sometimes hard to maintain the diet.

And the third method that I tried was to sleep earlier than I usually do, which is around, say 11pm. I think it is really a good method or it's really good for your health because it keeps your metabolism going. And also to sleep late, say 2 am, usually you'll get hungry and you'll grab a supper too, meaning that you will consume more food than you really need to. And the fourth method that I tried, that I finally tried, which is by far the most effective method was to work out, or to go to the gym regularly, not that it helps you to achieve your goal - to lose weight and it is actually not difficult to do because if you go to the gym or run for like every day for at least half an hour or say just half an hour, you can achieve your goal within one month. And also noticed myself getting healthier because it improves my blood circulation, substantially I would say, and I guess less tired and I start to perform well or better at work as well. And people say that your brains produces (produce) what I call the happy hormones after you finish your work out and I really like the feeling of being happy especially if I go to the gym after work and it's a great stress reliever.

And in summary I think that it is not a bad idea to lose weight on a regular basis because you get a better appearance by doing that, and that generally does boost one's self-esteem. And also if you work out to lose weight, obviously you get a healthier body, which is one of the, or I say the most important thing for life.

Taken from: British council

<http://esol.britishcouncil.org/content/learners/skills/listening/how-lose-weight>



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EXTENSIVE LISTENING ACTIVITY

Topic: FAMOUS PEOPLE

Step 1: Students talk about their favorite famous person.

Step 2: Students watch a video related to the life of their favorite famous person.

Step 3: Students present a short presentation in which they have to include information about who the person is, why he/she is famous, what makes you mention specifically him/ her and explain why you admire this celebrity.



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INTENSIVE LISTENING ACTIVITY

TOPIC: GM FOOD (Genetically Modified Food)

Frank is in favor of genetically modified food but Ann is against it. Listen to their conversation then complete the activities.



Step 1: Teacher provides to each student a worksheet. Students listen to the conversation and choose the correct option.



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La Universidad Católica de Loja

GM food

Read these sentences summarizing the conversation between Frank and Ann and choose the correct words.

1. Frank is in favour of genetically modified food because he believes it can help to _____ food for poor countries.
 - a. provide
 - b. save
2. He also thinks it should be used to make more vitamin-enhanced _____.
 - a. vegetables
 - b. meat
3. Ann thinks that the chemicals needed for GM foods may cause the _____ of some species.
 - a. extinction
 - b. ill-health
4. She is worried about food companies dominating _____ countries when they control the food supplies.
 - a. rich
 - b. poor
5. Ann is also worried about the effects on the _____ when one species dies out.
 - a. habitat
 - b. ecosystem
6. Frank thinks Ann is being _____.
 - a. cautious
 - b. cynical

Taken from: British council

<http://esol.britishcouncil.org/content/learners/skills/listening/gm-food>



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

EXTENSIVE LISTENING ACTIVITY

Topic: MY FAVORITE TV SHOW.

Step 1: Students choose one program of their favorite tv show.

Step 2: student watch the tv program.

Step 3: students have to describe the tv show and the teacher asks some questions like:

- What kind of TV program it was, e.g. comedy, romantic?
- When you saw this TV program.
- What the TV program was about.



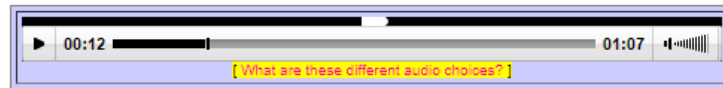
UNIVERSIDAD TECNICA PARTICULAR DE LOJA

INTENSIVE LISTENING ACTIVITY

TOPIC: Saving the earth

Step 1: Students name the three most important environmental issues today and propose possible solutions for each.

Step 2: Then, Teacher plays an interview in which a girl gives some suggestions for saving the earth.



Step 3: Teacher plays the audio again and she is going to provide to each student a worksheet in which they have to read the question and choose the correct option during the listening.



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

1. **What is the name of the girl being interviewed?**
 - a. Alice
 - b. Ellen
 - c. Alex
2. **She says we should save water when _____.**
 - a. washing cars
 - b. cleaning clothes
 - c. taking bath
3. **The girl's second suggestion is about _____.**
 - a. separating different types of garbage
 - b. disposing of trash properly
 - c. having a family clean-up party
4. **By recycling paper, we can _____.**
 - a. protect the forests
 - b. cut down on waste
 - c. save money
5. **What does the girl do once a month?**
 - a. She visits a recycling center.
 - b. She cleans a neighborhood park.
 - c. She collects newspapers.

Taken from: Esl-lab

<http://www.esl-lab.com/enviro1/enscr1.htm>

Transcript

Interviewer: Today, I'm interviewing nine-year-old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment?

Alex: By saving water.

Interviewer: Well, how can we do that?

Alex: By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the plants outside.

Interviewer: Oh, I think I can do that. What else?

Alex: When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

Interviewer: No, I don't. Do you have any final suggestions?

Alex: Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live.

Interviewer: So, how can children recycle paper, I mean, everyday?

Alex: Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.

Interviewer: That's great. Well thanks Alex for your ideas.

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UNIVERSIDAD TECNICA PARTICULAR DE LOJA

EXTENSIVE LISTENING ACTIVITY

Topic: Environmental News.

Step 1: Students watch a video related to environmental events, teacher provides several links and they have to choose one.

<https://www.youtube.com/watch?v=u-RXAUOTZ6s>

<https://www.youtube.com/watch?v=v7BDAAxtfQw>

https://www.youtube.com/watch?v=M4jhjt1_eyM

https://www.youtube.com/watch?v=G4H1N_yXBIA

Step 2: Then, students give a brief oral summary about the report that they have seen.



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EXTENSIVE LISTENING ACTIVITY

GM food

Read these sentences summarizing the conversation between Frank and Ann and choose the correct words.

1. **Frank is in favour of genetically modified food because he believes it can help to _____ food for poor countries.**
 - a. provide
 - b. save
2. **He also thinks it should be used to make more vitamin-enhanced _____.**
 - a. vegetables
 - b. meat
3. **Ann thinks that the chemicals needed for GM foods may cause the _____ of some species.**
 - a. extinction
 - b. ill-health
4. **She is worried about food companies dominating _____ countries when they control the food supplies.**
 - a. rich
 - b. poor
5. **Ann is also worried about the effects on the _____ when one species dies out.**
 - a. habitat
 - b. ecosystem
6. **Frank thinks Ann is being _____.**
 - a. cautious
 - b. cynical
7. **Frank believes that GM food can change the polar bears' _____.**
 - a. habitat
 - b. ecosystem



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EVALUATION SHEET

A. Fluency	Suitable speed and appropriate contribution to the proposed topic.	0	1	2	3
B. Communicative ability	Include the length of utterances, spontaneity to react, complexity of responses.	0	1	2	3
C. Accuracy/ Grammar	Accuracy and appropriateness of grammar use (correct sentence structure, idiomatic expressions and collocations).	0	1	2	3
D. Vocabulary	Use of a wide variety of words and phrases learned and related to the topic.	0	1	2	3
E. Pronunciation	Correct intonation, stress, sounds.	0	1	2	3
F. Content	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors.	0	1	2	3