Use of an Instructional Design to Practice the Skill of Listening for Details

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Abstract

This case study aimed to examine the results of implementing an Instructional design in the skill of listening for details in students of 11th grade of School Santa Maria de Pance in Cali, Colombia. The participants were teenagers aged between 16-17 years old. Graders took a listening comprehension test that diagnosed their level of proficiency in their English Listening skills. Field notes were taken in order to get to know students’ learning styles, needs and interests. It was found that the participants had diverse learning preferences and competences towards learning English. They also lack constant practice in the language and particularly difficulties in the skill of listening for details. An Instructional Design (based on the ASSURE model) was proposed to determine the impact on this skill.

It was found that this model can have a positive impact when it comes to assess the listening skills, as it provides a structured instruction that can lead to a better understanding of a second Language (L2). We found out students should be exposed to diverse foreign accents like American and British accents throughout their learning process. Some of the questions that emerged as this research was carried out were:

• How can an Instructional design be successful to assess listening skills in 11th graders?
• What are some conditions that an instructional design must have to address the practice of the skill of listening for details?
• What strategies should a teacher use when assessing the skill of listening for details skills in 11th graders?

Key words: Listening skills, listening for details, instructional design.
Background

The first study corresponds to Tarazona, J. (2012), who shows what an instructional design is, defining its stages, such as objectives, its theoretical background and suggestions towards its implementation within a teaching-learning process. The aim of this study is to have readers reflect on the instructional design and realize about its benefits and limitations in the education field. The author shows the conjunction of the structure, the methods, and resources to be used and how they can be applied in a teaching-learning process.

The author states four stages, presented as analysis, design, development, and implementation. The analysis stage is where the problem and the needs of instruction are determined as well as the possible solutions considered students’ features and needs. Secondly, the design is based on the analysis having been made and it is on this stage where there is a description of the learners’ features, and the objectives are defined, and the design of the instruction to be pursued. Thirdly, in the development phase, the lessons, resources and materials are constructed in terms of both students’ needs and objectives planned. The implementation phase consists on showing the instruction on any media, and everything it involves, such as the aims and the proposed activities. Finally, the valuation stage consists on evaluation instruction throughout, from the very beginning, being this summative or formative.

The study concluded that the implementation of the instructional design guides the teaching practice as it leads to the reflection of the methods used in the teaching-learning process and the various means for the implementation of the activities strategies and achieve compliance of the proposed objectives. This study also concluded that the implementation of the Instructional design guides the teaching practice as it leads to the reflection of the methods used in the
teaching-learning process and several means for the implementation of the activities and strategies that can lead to the achievement of the proposed objectives.

The second study is made by Masoumeh, S. (2016). The author emphasis the importance of listening comprehension in Language learning, and collects Literature made by other authors who have approached the theme.

The aim of this study is to show literature been made of the listening comprehension teaching and define key concepts such as the components of listening and the role of the teachers when they assess this skill. The author states that with the teachers’ supervision, students’ listening comprehension can be improved. This implies, implementing proper learning materials and proper activities.

This article states what listening comprehension is, the principles to follow when teaching listening comprehension. One of the statements are that the listening comprehension should have goals and clearly stated, and the lessons are to be constructed as far as the lesson planning. thirdly, it should involve written exercises when carrying out a listening comprehension task as well as feedback on the students’ performance as it promotes the learner’s motivation. Another principle stated in this study is that lessons should aim to fostering and strengthen students’ thinking and memory skills. Finally, the author states that the lessons should aim to teach and not to test. This is, the learner’s responses are tools for teachers to provide feedback in order to make them know how their performance was and how they are progressing, instead of having a common a pass or failing type of evaluation.

The author concludes that proper assistance by teacher is and practice by learners are crucial for their improvement on this skill. The materials to use in the instruction should meet students’ needs and should be oriented to have students understand the language being studied. The author
states that learners should be given native-speakers’ speech in order to put this into practice when performing in a speaking task.

The third research that has been considered as a background was developed at the Language Center of ‘Universidad Pedagógica Nacional’ which is located in Bogotá, Colombia in the Chapinero Zone. The problematic situation of this study had to do with the difficulty of a group of Basic 3 level students (A2 level CEF) that found hard to cope with the listening in detail sub-skill. In other words, the students faced problems for comprehending detailed information in relation to recorded material they listened to. At the Language Center of the Universidad Pedagógica Nacional the descriptors are based on the CEF (from A1 to B2) and the practices are targeted to encourage the communicative competence. This institution aims to contribute to an academic growth that supports the social and cultural development of Colombia by the design of programs focused on the learning and knowledge of foreign languages.

The objective of this study was to design and implement a didactic unit to foster listening in detail for students of Basic 3 level of a Language Center Universidad Pedagógica Nacional.

This project was developed focusing on Action Research and Case study methodologies, where six didactic units were implemented and then developed by three students following three stages regarding listening activities: pre-listening, while-listening and post-listening, with the aim of enhancing the practice of the listening in detail sub-skill process and get better comprehension. The instruments used to gather data were: Field-notes, diagnostic test and students’ artifacts. The researchers described the following model in which the study was developed: Identify the problematic situation, look for backgrounds on the topic, state the objectives, work on the literature review, design the didactic units, implement the units, make analysis of findings and draw conclusions.
Finally, the diagnosis test which were developed in order to check students’ listening comprehension averaged 3.21 over 5.0 which reflected that most students did not answer some questions, or they were just wrong. Researchers highlighted it was due to their lack of identifying different types of sounds and therefore whole words and even utterances. However, after the implementation of the didactic unit it was evidenced that an ongoing and guided practice of the listening skill contributed to the improvement of the listening in detail sub-skill process based upon the tasks provided and an ongoing guidance from the teacher’s side. Also, it was demonstrated that following the pre-listening, while-listening and post-listening stages contributed to enhance the listening comprehension process.

The authors concluded that at the beginning of the implementation of the didactic units students struggled with the linguistic aspect presented in the activities, which interfered when listening to detailed information and in this way completing the tasks. But, at the end of the implementation it was demonstrated that students enhanced their listening in details skills due to preparation before the listening tasks and to an ongoing and guided practice by the learners and teachers’ side respectively.

In this chapter we have presented three studies that we consider are relevant to our investigation. The first study is related to our research since it shows how an instructional design must be structured, explaining the processes that integrates the contents of a course, the methods of instruction, the activities and the resources to be used in order to facilitate the learning of the students. The second research we consider it pertinent for our study as it provides an explanation of important concepts such as listening comprehension, how it is divided, what the components are, the role of teachers when assessing listening, which involves several types of roles in order to assist students in different departments. As teachers-researchers, the literature exposed in this
article is very useful for our study since it gives us an understanding of concepts and factors to consider when carrying out our project at the target Institution. Finally, the third investigation is relevant to our study since it is focused on the listening for details sub skills which is the same skill that we aim to investigate in this project. Furthermore, the methodology is based on case study and action research which provides us a perspective of how to implement these methods in other contexts.

In conclusion, these studies were important for this project since they provided insights about different models and implementations of instructional designs, concepts about listening skill and listening for details sub skill, and how to carry out a case study research, all of this related to the process of teaching and learning English as a foreign language.
Chapter 1: Introduction

Learning English at a level where it is possible to achieve an effective interaction represents an important part of the formation of the students at Santa Maria de Pance High School. In the process of learning English as a second language, there is wide acceptance that practicing listening and being exposed to a context where the learner can interact with oral texts could enhance the opportunities to understand the language better and make progress. However, in the context of this school we found factors that are affecting students’ performance in the skill of listening, specifically 11th grade students showed areas of weakness when it came to a diagnostic test. The presented difficulties in the 11th grade students, can be traced back to the lack of practice of listening skills from oral texts during classroom hours.

There is a lack of well-structured listening tasks that can foster the practice of students’ listening skills. Hence, an instructional design provides an alternative to pursue the intended goal of having learners practice their listening skills, because it is a systematic process that provides learners with a set of procedures to be followed that are aimed to facilitate the realization of a purposed listening task.

The Instruction process is in conjunction with theories that concern listening skills which were considered throughout the design and implementation of the intended instructional design. As previously mentioned, since students do not practice listening skills in class nor at home as individual practice of the Language.

Thus, reducing the possibilities to understand speaking conversations in English, monologues or perform well in a listening comprehension task. Lastly, an important factor that affects students’ learning, is the inconsistency in the learning process that they have presented in their
classes. This interruption does not allow students to keep a consistent methodology of learning and a constant practice of the language.

1.2 Statement of the Problem

In the setting of this school we can find many factors that could affect students’ performance, their potential to achieve knowledge and proficiency in their listening skills. Nunan, D. (1998) states that listening is the basic skill in language learning and over 50% of the time that students spend interacting in a foreign language will be devoted to listening. Therefore, weaknesses in these skills affect students’ potential to continue making progress in their English learning process. In view of the present problem, this study addresses the following question: What is the impact of implementing an instructional design aimed at practicing the skill of listening for details?

1.3 Justification

Difficulties in the listening for details skill primarily becomes a problem for the students, as it affects their performance of understanding the language in a classroom context in addition to other contexts where listening to English language conversations may occur. These difficulties in listening skills could lead to having the learners’ chances severely reduced to strengthen their speaking skills. For that reason, we carried out an instructional design, which aimed to have a structured set of listening tasks with procedures to be put into practice in accordance with theoretical framework concerning the listening skills.

The project was held with 11th grade students in which an instructional design was implemented making use of some technological tools and strategies that could facilitate achieving the intended goal. With these mechanisms, students were able to practice their listening skills, so we could observe and analyze the results obtained. Feyten, C. (1991) stated
that listening skills are considered a fundamental factor in the process of learning a second language. In this work, the relevance of focusing on listening skills in the diagnosis and preparation of foreign language students is explored.

1.4 Objectives

1.4.1 General Objective

To examine the results of implementing an instructional design in 11th grade students from Santa Maria de Pance High School on their skill of listening for details.

1.4.2 Specific Objectives

• To diagnose the level of proficiency students have in the skill of listening for details.

• To propose the implementation of an instructional design.

• To create an instructional design aimed at practicing the skill of listening for details.

1.5 Research Question

What is the impact of implementing an instructional design aimed at practicing the skill of listening for details in 11th grade students from Santa Maria de Pance High School?

1.6 Significance

It was pertinent to develop this study due to the students’ difficulties in their listening skills. Some of the students that participated in this study were provided a space where they could practice their listening skills. Santa Maria de Pance High School benefited from this research given the importance of exploring options to address the presented problem. In addition, there is a need to respond to students’ difficulties in order to promote academic growth. The analysis of this study contributed to the discipline of teaching foreign languages by providing ideas and
options of activities proposed under a framework of an instructional design that could be used in similar contexts for students with similar needs. For us, as teachers/researchers, this study provided an opportunity to explore other alternatives to facilitate students’ learning and to reflect on our teaching practices. It enabled us to interpret the process of a case-study research, and this will help us analyze how to handle with students’ needs.

1.7 Limitations of the Study

The aspirations of this study are limited by external factors:

- Unpredicted extracurricular activities and days off during the data collection process
- Absence of students who might not be available for the development of the proposed research
- Lack of computers available to use while the activities are being done.

1.8 Definition of Important Concepts

1.8.1 Listening Skills: The ability to pay attention and effectively interpret what other people are saying. Rost, M. (2002)

1.8.2 Skill of Listening for Details: The ability to understanding specific information such as words, numbers, places, etc. Ferroukhi, K. (2009)

1.8.3 Instructional Design: A process that involves planning, preparation, and design of resources and environments aimed to be developed within a learning program, Bruner, J. (1969). In addition to this, according to Reiser, R. (2002) instructional designs refer to “the theory and practice of design development, utilization, management, and evaluation of processes and resources for learning” (p. 1).
Chapter 2: Theoretical Framework

For the development of this study it is necessary to refer to the following constructs to understand theories, notions and studies related to our research problem. The most relevant constructs are as follows.

2.1 Listening Skills

When studying a foreign language there are four major skills that must be practiced and mastered to communicate and perform well in the language: listening, speaking, reading and writing. The focal point of this study is the practice of the listening skill. Such a skill can be described as the ability that allows us to understand and comprehend what other people say through spoken messages and being able to answer in a verbal, non-verbal or written way (as in the case of taking classroom tasks) as a sign of comprehension.

The concepts of hearing and listening are often confused but listening differs from what is merely ‘hearing’ since it requires a degree of attention and intentionality from the person who listens, as is stated in Rost, M. (2002): “Hearing is a form of perception. Listening is an active and intentional process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” (p. 8). Over the years, the listening skill has been defined by several authors; Bowen, D. Madsen, H. and Hilferty, A. (1985) give us a definition oriented to the linguistic process that the student or the person who listens does to achieve comprehension where states that listening is understanding the oral language; while developing a listening task, students listen to oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. On the other hand, Rost, M. (2009) states that listening is an active and important mental ability. It helps us to understand the world around us and is one of the necessary elements in creating successful communication - as cited in
Pourhosein, G. and Sabouri, M. (2016). In this last definition, it is important to highlight the concept of listening as an important mental ability due to the role that it plays in people’s daily lives, as Guo, N. and Wills, N. (2006) state “it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values” (p. 3). But listening has a vital role in foreign language classroom settings also, as it is demonstrated by Nunan, D. (1998) who states that listening is the basic skill in language learning and over 50% of the time that students spend functioning in a foreign language will be devoted to listening. Rost, M. (1994) explains the importance of listening in foreign language classrooms as follows:

1. Listening is vital in the language classroom setting because it provides input for the learner. Without understanding input at the right level, any learning simply cannot commence.

2. Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners’ failure to understand the language they hear is an impetus, not an obstacle to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to understand language as native speakers use it.

4. Listening exercises provide teachers with a means for drawing learners’ attention to new forms (vocabulary, grammar, new interaction patterns) in the language (p. 141-142).

To summarize, the listening skill plays an important role both in daily life and in academic contexts as it is crucial for people to achieve effective communication. Highlighting the importance of listening, Anderson, A. and Lynch, T. (2003) state that listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types
of skills are developed together. Listening skills are also important for learning purposes since through listening students receive information and gain insights Wallace, S. and Walberg, H. (2004).

2.2 Process of Listening

In the literature, top-down and bottom-up are two common processes that are usually mentioned related to the process of listening. Brown, S. (2006) defines top-down processing as the process of “using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand” (p. 2). In other words, learners use their background knowledge and knowledge of the context in order to comprehend the meaning by considering previous knowledge, also during this process the listener tends to get the general view and message and absorbs the overall picture of the listening. On the other hand, concerning the bottom-up process Bueno, A., Madrid, D. and McLaren, N. (2006) define it as a ‘linguistic process essentially’, in which we try to make sense of acoustic signals by using knowledge of language. According to this model, sound is assumed to be decoded by accreditation and in a linear fashion- from phonemes, to words, to phrases, to utterances, to complete meaningful texts- whereby “meaning itself is derived as the last step in the process.” (p.286). It is important to mention that depending on the purpose for listening, learners may use either top-down or bottom-up process more than the other Vandegrift, L. (2004) but, in real life situations as well as in educational context both processes usually happen together. That is, to achieve a successful communication, the listeners are supposed to use both bottom-up and top-down processes by combining the new information about linguistics and the knowledge that they already know about the context. According to Tsui, A. and Fullilove, J. (1998), top down processing is more used by skilled listeners while less-skilled listeners use bottom-up processing. The following is a
very complete and important analysis and conclusion about the difference between these processes, where Segura, A. (2013) states:

“‘For the Top-down process, students consider the context and do not need to pay attention on specific details while in Bottom up listening process, students have to pay attention because here, specific details are very important to understand the whole meaning of the conversation or another kind of listening activity. The listener focuses on individual words and phrases and achieves understanding by stringing these detailed elements together to build up a whole. Understanding the exact word is more important. In real life listening, students use a combination of the two processes, giving more emphasis to one or the other depending on their reason for listening.’

Bottom-up as well as Top-down processes give an insight into the strategies and processes that students use while they are listening in order to understand a spoken message, they could pay attention to the details or, in contrast as Harmer, J. (2001) says "Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details" (p.18)

2.3 Listening for Details

It is considered as a sub skill which conforms the listening comprehension. This sub skill is also known as a strategy that listeners can use to achieve comprehension. As stated in Adelmann, K. (2012), it is possible to employ different listening strategies in order to achieve the purpose of comprehension or to improve that skill. Ferroukhi, K. (2009) states: ‘In terms of language learning, the listening skill is motivated by a listening technique and with a determined aim: it is about listening to understand global, special, specific or implicit information.’ (p.277). This author suggests that the adaptation to listening situations determines the way the listener will
listen to the message, or what skill will be mainly used. Ferroukhi, K. defines listening for details as a strategy used to reach the aim of comprehension, ‘detailed listening is learning to become aware about what we want to listen to (in a specific passage, in a category of information, in an oral speech). It is an exhaustive listening and of variable duration.’ (p.277). When listening for details, one is interested in a specific type of information, perhaps a number, name or object. One may ignore anything that does not sound relevant. This way, the person can narrow their search and get the details they need. In foreign languages classes, for instance, if a person is asked to notice or to write down the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth') or a number that could represent that person's age, place, profession or other features, they are asked to pay attention to the details, and then to use their listening for details skill.

For the research project, the listening for details skill was selected because of students’ difficulties on the diagnostic test, in which it was noted students found it hard to comprehend specific information such as names, statements, years, ages, etc. For this reason, we wanted to find out the reasons of this issue and explain what factors that could affect students’ comprehension and propose a solution aimed at putting their listening skills into practice.

2.4 Instruction

According to Smith, P and Ragan, T. (2005), instruction is the intentional facilitation of learning toward identified learning goals. Also, Driscoll, M. (1994), cited by Ragan, T. and Smith, P. (2005), defines instruction as “The deliberate arrangement of learning conditions to promote the attainment of some intended goal” (p. 332).
2.5 Instructional Design

There are several definitions that have been made of Instructional Design; below are the concepts of instructional design from the perspective of different authors:

Bruner, J. (1969) describes an instructional design as a process that deals with planning, preparation and the design of the resources and environments needed to carry out a learning program. In addition to this, Reiser, R. (2002) states that instructional designs refer to “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” (p. 1). Following a similar line, Berger, C. and Kam, R. (1996) define instructional design as the science of creating detailed specifications for the development, implementation, evaluation, and maintenance of situations that facilitate the learning of small and large content units, at different levels of complexity. Likewise, Richey R., and Field, J. (2001) state that an instructional design requires a systematic instructional planning that must include development, design, implementation, and evaluation, according to the needs to be met. Similarly, Instructional design has also been defined by Baturay, M. (2008) as “the systematic method for analyzing, designing, developing, evaluating and managing the instructional process efficiently” (p. 472).

An instructional design could then be considered as a fundamental process that seeks to provide the foundations of a learning process whose objective is to design and develop quality learning situations and making use of different materials and strategies.

In order to test the impact that an Instructional design has on the practice on the skill of listening for details in the English language, we have built an instructional design following the principles that will be cited as follows:
Hardré, P. (2005) suggests that the development of a planning phase prior to the development of something is crucial. Designing implies an intensive planning that can solve a problem. This means it is a type of problem-solving strategy that requires the designers to carry out their design prior to the actual evaluation process. Rowland, G. (1994) defines design as a goal-directed process that aims at conceiving and realizing something new, which ought to have practical use in real life.

It is also important to define questions and answers that will lead to the construction of the instructional design. Ragan, T., and Smith, P. (2005) propose the following questions to be asked and answered as a key component to define the instructional design, such as:

What are the goals of the instructional design?

How will that goal be accomplished?

How do we know when the goal has been accomplished?

How will we evaluate and revise the instructional material?

Also, according to Ragan, T., and Smith, P. (2005), the following questions address the major activities that an instructional designer completes during the design and development process. These are:

Performing an instructional design analysis to determine “Where we’re going”.

Developing an instructional strategy to determine “how we’ll get there”.

Developing and conducting an evaluation to determine “how we’ll know when we’re there”

Schott, F. and Seel, N. (2015), citing various essays about the short history of instructional design, Reiser, R. (2002), agree on the assumption that the systematic planning of instruction began in the 1920s.
Based on Tyler, L. (1922) “Objectives for Learning” and Pressey, S. (1926), Schott, F. and Seel, N. (2015) also state that idea of teaching machines are considered as “starting points”. They state that “In accordance with Tyler’s view on instruction, the 1930’s were characterized by various attempts to establish a systematic planning of instruction, whereas the 1940s saw the rapid development of instructional media and training programs for the military”.

2.6 Instructional Design Models

To answer the previous questions, “Where are we going? How will we get there? How will we know when we have arrived?” it is important that designers engage in the three major stages, which are analysis, development and evaluation. The above-mentioned activities constitute regular activities of most instructional designs. Some of the most famous models are Dick and Carey (1985), the Addie model (1975), the ASSURE model (1999), and the Kemp design. According to Hebert, C. (2017) it is possible to categorize instructional design as either the systematic or the constructivist approach. Regarding the systems design approach, it focuses on the process in which the learner will achieve set goals; while the constructivist approach focuses on the process of the learner creating knowledge from given materials.

Most instructional design models share several common characteristics that are derived from previous models. The structure of the ADDIE model for example, is composed of analysis, design, development, implementation, and evaluation Roblyer, M. (2015). Similarly, the ASSURE MODEL, developed by Heinrich, R. and Molenda, M. (1999) consists of similar stages aiming at producing an effective teaching and learning process through the usage of media and several materials and resources. All of this is, with the aim of being integrated for an intended goal in a specific group of learners and providing with a positive learning environment integrating multimedia and several resources within a structured design using a constructivist
approach. For our research project, we have built an instructional design based on the previously mentioned ASSURE model.

2.7 Assure Model:


2.7.1 Analyze Learners

This step consists of getting to know the features of the target audience (age, grade level, skills, interests, learning styles and background knowledge). It is on this phase where students are analyzed to understand where they stand at the beginning of instruction.

According to Smith, P. and Ragan, T. (2005), designers must analyze the tasks to be done by learners, and what learners must know or be able to do. The tasks are the things students are supposed to learn, which involves concept learning. This way it would be possible to ensure that students were given several examples of the concepts to be learned. In the instruction, the objective, learning activities and the assessment are congruent with one another, this means that
they match otherwise this would lead to poor learning and attitude by students

Figure 1. Assure Model

For this research, we took into consideration the study conducted by Smith, P. and Ragan, T. (2005). The authors considered the following questions for analysis purposes:

- Where will the instruction take place?
- How much time is available for training?
- How do learners feel about the process?
- What type of incentives will they be given as they take the process?
- What kinds of persons are the learners? What do they find interesting? What educational backgrounds do they have?
- Must all the learners reach the same goals?
- What do the learners already know that can help them achieve new skills?

1 Source: (Heinich, Molenda, Russell and Smaldino, 1999)
How should the learners’ achievement of the goals be assessed?

2.7.2 State Objectives

On this stage, the objectives of the lesson are settled. These objectives must be determined based on what the learners will do. The lesson should involve two or three specific objectives. They contain four basic parts:

1. A short statement, which determines what the target audience will do.
2. A statement of the learner regarding the behavioral outcome given as a result of the instruction. This result must be observable in order to be evaluated.

Among some of the verbs that can be used are write, arrange, build, choose, classify, add, identify, make, name, select, specify, underline, and pronounce.

3. A statement of the tools or resources students are to use as instruction takes place.
4. A statement of the degree of accuracy a learner should be able to deliver based on the instruction. In this phase, the instructor determines how reliable it is for a student to perform an aimed task in terms of time and difficulty. For example, the instructor can ask the following: Is a 9th grade student be able to complete 12 open-ended questions based upon a three-page article? Can the teacher assume the learner has mastered the concept?

Similarly, Chan, M. and Tiburcio, A. (2000) stated that once the general objective of the instructional design is set, it becomes very important to determine what the students are going to learn, and how the content will be organized. The elaboration of the general objective starts from the educational needs identified in the diagnosis, the aims and objectives of the educational institution, as well as the educational goals that are aimed to be achieved. The wording of the
general objectives concerns the competencies that students are expected to achieve at the end of the instruction given and the circumstances in which this task is achieved. To that extent, the general objectives constitute the starting point that works together with the selection of contents and situations of learning and evaluation. Then, designers begin to create their project based on information gathered from the analysis phase, alongside with the theories and models of instructional design.

**Design of learning objectives**

The learning objectives are closely related to the general objective of the different types of contents and their organization. They constitute the point of reference for designing learning situations, the selection of didactic and evaluation resources, as well as the media to be used. They must be measurable, outcome-based and describe learner behavior. (Heinich, et al., 2001)

**2.7.3 Select Strategies, Media and Materials**

In this phase, existing materials can be used to accomplish the objectives. It is possible to modify existing material or design new ones for the intended aim. The instructor must decide which type of media should be used for the lesson.

The selection of teaching materials relies on the infrastructure of the institution, and the didactic material can be printed, auditory visual or audiovisual. They should meet the instructional goals and be pertinent for the students’ development and implementation.

The final step determines the kind of activities required for the audience in order to meet the goals identified in the analysis phase. Primarily the designer is conducting research and planning over the course of this phase. The planning consists of the identification of the objectives, determining how the objectives will be met, the strategies that will be implemented in order to
accomplish the objectives, and the media or methods that will be taken into consideration as the most adequate in terms of effectiveness Seels, B. and Glasgow, Z. (1998). During the design phase, the designer or instructor must consider the information or data taken.

2.7.4 Utilize Media and Materials

In this stage, instructor must determine how all the materials and media will be used and make sure that all the equipment works properly before doing it on the lesson Kurt, S (2015), Smaldino, S.E., Lowther, D.L., & Russell, J.D. (2008).

2.7.5 Require Learner Performance

The instructor must define how the materials will be used effectively by the learners within this phase of the study. Activities on the lesson should be included and feedback should also be given to students. Kurt, S (2015), and Smaldino, S. et al (2008).

Designers must determine how the instructional material should be presented, the learning activities learners can have and sequence of instruction they should follow. The means or media that will be used in order to support the instruction so that designers can determine how instruction will be carried out Ragan, T. Smith, P. (2005). According to the authors, the questions designers should answer are as follows:

1. What kinds of content should be learned by students’ and how should this be presented?
2. In what activities should the learners engage? What are the learners’ roles?
3. Should activities include learners’ answering written questions?
4. What topics can require viewing presentations? Are discussions needed?
5. What media is the most adequate for the support of instruction? Should learners see a live demonstration, or interactive video presentation or on paper?

6. How should learners work? Independently, in small group or large group?

2.7.6 Evaluate and Revise

Once the instruction has been carried out, it is necessary to evaluate the instructional process. On this phase the instructor must determine if the learner met the aimed goals, how useful the materials were, and whether or not learners could use them properly, determining the shortcomings as far as what was proposed and what happened during the lessons.

Similarly, as stated by Ragan, T. (2005), in this section, designers plan an approach for evaluating the instructional materials to determine what possible changes should be made. Among some of the possible questions to be asked are:

- Is the content accurate?
- How should learners be observed?
- What questions should be answered to determine problems in the instruction?
- What revisions should be made in the instruction?

An assessment of the whole process is performed. It is in this phase where data will be gathered and analyzed to be presented in the results section.

2.8 Advantages of Using a Systematic Instructional Design

According to Smith, P. and Ragan, T. (2004), among some of the advantages are as follows:
Encourages the learner: The learners are the focus of the instruction since the designer spends a lot of time looking for information about the learner during the beginning stages. This information should be given priority over all other factors.

Supports effective, efficient and appealing instruction: All these factors constitute indicators for success. They rely on how well the analysis is made and when inappropriate content is eliminated. Attention and consideration to learners is crucial. In addition to this, the process of formative evaluation allows the instructor to review the instruction to make it more effective and appealing. The process of design itself focuses on effective instruction.
Table 1. *Overall Listening Comprehension in different L2 Levels*[^2]

<table>
<thead>
<tr>
<th>OVERALL LISTENING COMPREHENSION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at just native speed.</td>
</tr>
<tr>
<td>C1</td>
<td>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</td>
</tr>
<tr>
<td>B2</td>
<td>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.</td>
</tr>
<tr>
<td>B1</td>
<td>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details. Provided speech is clearly articulated in a generally familiar accent.</td>
</tr>
<tr>
<td>A2</td>
<td>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</td>
</tr>
<tr>
<td>A1</td>
<td>Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</td>
</tr>
</tbody>
</table>

LISTENING TO AUDIO MEDIA AND RECORDINGS

| C2                               | As C1 |
| C1                               | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. |
| B2                               | Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. |
| B1                               | Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc. |
| A2                               | Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. |
| A1                               | No descriptor available |

[^2]: Source: [https://rm.coe.int/16802fc1bf](https://rm.coe.int/16802fc1bf)
**Assessing listening:** A common method of assessment of the listening skill is based on The Common European Framework. Using this type of evaluation, teachers can know students’ level according to the criteria shown in Table 1.

As part of the assessment framework, the Basic Standards of Competencies in Foreign Languages are being taken into consideration as this constitutes criteria and guidelines that must be followed and be part of the assessing process on the listening skills. As cited on the Colombian Ministry of Education official website:

“Los Estándares de Competencia en Lengua Extranjera: Inglés, al igual que los estándares para otras áreas, constituyen "criterios claros y públicos que permiten establecer cuáles son los niveles básicos de calidad a los que tienen derecho los niños y las niñas de todas las regiones de Colombia". Con ellos, estamos diciéndole a la comunidad educativa y a los padres de familia, qué es lo que los niños y niñas deben aprender al final de cada grupo de niveles y qué deben ser capaces de hacer con eso que aprendieron, para que puedan desenvolverse de manera efectiva en el mundo estudiantil y laboral.

Así mismo, los estándares de inglés constituyen una orientación fundamental para que los profesores de inglés, los directivos y los padres de familia tengan claridad sobre las competencias comunicativas que se espera que desarrollen los niños y niñas de los niveles Básico y Medio, para ayudarles a lograr la meta planteadas en el Documento Visión Colombia 2019. Dicha meta plantea que los estudiantes de Undécimo Grado alcancen un nivel intermedio de competencia en inglés (Nivel B1, según el Marco Común Europeo de Referencia para Lenguas: Aprendizaje, Enseñanza y Evaluación), que les permita comunicarse en el idioma, apropiarse de conocimientos y utilizarlos efectivamente en situaciones reales de comunicación.
El ideal de tener colombianos capaces de comunicarse en inglés con estándares internacionalmente comparables ya no es un sueño, es una realidad y sólo podremos llegar a cumplir los propósitos establecidos si contamos con maestras y maestros convencidos y capaces de llevar a los niños y niñas a comunicarse en este idioma”

The Standards for competition taken into consideration according to the objectives and grades of students and English proficiency are:

“Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.”

- Identifico conectores en una situación de habla para comprender su sentido. 1 “Identificar personas, situaciones, lugares y el tema en conversaciones sencillas.” Identifico el propósito de un texto oral.

Comprendo el sentido general del texto oral, aunque no entienda todas sus palabras.

- Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.”

The previous standards are key to this research since they set parameters in the proposed Instruction and provide further insights into the goals that students are supposed to achieve according to their grade and skills. Therefore, this document is essential to the assessment framework we planned, to be compliant with the Ministry of Education standards and to understand what students should be able to accomplish.

2.9 Factors and Tasks to Take in Consideration When Assessing Listening

Buck, B. (2001), provided the following constructs and theories to consider when assessing listening activities, they are presented as follows:

Listeneres are to understand linguistic information and make inferences out of the content of a passage. This, alongside with processing information of samples of realistic spoken English.
Ensuring good sound quality: As mentioned before, this constitutes an important factor, which lead to have positive or negative impact as the listening takes place. That is why it is important to make sure that the sound quality is good, as this can facilities listeners’ understanding. If this is not delivered, listeners’ performance results may not be representative.

Playing the recording more than once: Also, as previously stated there are agreements in authors who state that listeners who hear a second time will have a positive impact and make the task easier Berne, J. (1995) and, it can result easier for them mostly for lower ability listeners. This disproves the idea that listening the first time might be the correct method of approach as it reflects the real-life situation.

Instructions: It is important to give clear instructions for test takers, since the effectiveness of doing this can result in a flawed test for students as they might not fully understand the tasks to do.

Interactive Tasks: This concept is taken from section involves both the pre and post stage, as learners are tested in their knowledge regarding a certain topic and abilities to perform in certain tasks. In this regard, students can put in practice many skills, using metacognitive strategies or topic knowledge. This can be observable for example, in the post-listening stage, as it is possible to observe if the task completion was successfully addressed and how much does the comprehension of a given passage affect the performance of student.

Comprehension questions: These questions are created in order to test how well listeners comprehend the content of the passage. There are some commonly used types of questions. According to the reference bibliography, the most frequent types of questions in the evaluation of oral comprehension are the following: multiple selection, true/false questions, long and short answer questions, or fill in the gaps.
Multiple choice questions: (MC): This type of question is very common to see in most listening exercises. Listeners are provided with more than one choice to select from, normally three or four options for students to choose from. This question format includes a stem, or prompt, and alternative responses. The alternatives that are not correct are called distractors. The most used MC questions are the ones with one correct choice and the other alternatives are incorrect. Bradbard, D. Parker, D. & Stone, G. (2004).

True or false statements: This type of question is very used on listening tasks. The procedure is as follows: Once students listened, some statements are provided, and listeners must decide whether the statements are true or false.

2.10 Inference Questions

According to Boyle, J. (1994), inference questions should be assessed as the type of questions which aim to go beyond literal meanings. Because of this, students can have difficulties, since information is not explicitly given, but they can also develop wide interpretation of the passage as they can infer from non-explicit information.

2.11 Ways of Testing Listening

Wilson, J. (2008) states that teachers can include tests at the end of the units from the textbooks or by giving students listening comprehension tasks to enhance and have them practice their listening skills. When it comes to assessing listening comprehension skills, several listening sources can be used in a language classroom, such as textbook recordings, television, songs, video, DVD, radio and the internet.

Similarly, as stated by Buck, G. (2001), according to Tsagari, D. & Jayanti, B. (2016) independent listening tasks also include multiple-choice questions, note taking, sentence-completion tasks, or short-answer questions and true/false questions are often used.
However, as mentioned by Tsagari, D. & Jayanti, B. (2016) some of these formats can be considered as limited as far as the possibility students can use this type of tasks to use language in a real-life conversation. Field, J. (2012), for example, found that test takers who completed a set of IELTS multiple-choice and gap-fill questions primarily engaged in lexical processing that might have fostered their listening skills but fell short on higher level processing like inferring or building a structural representation of the listening input.

For that reason, according to Brown, A. Iwashita, N. & McNamara, T. (2005); and Lewkowicz, J. (1997). it is necessary to have integrated ways when assessing listening that can lead the learners to produce independent work and use the language properly and not just on paper, but in real-life communication. Thus, showing further ways to meet the demands of language used in the real world. This would imply to have integrated tests tasks that involve two or more skills.

Also, comprehension of the listening skills is normally evaluated through the content reproduced in the written or oral performance, although when it comes to determine if content inaccuracies are listening or speaking/writing proficiency problems (or both) have proved to be difficult (Brown, A. et al., 2005).

2.12 Factors Associated With the Listening Test Task Difficulties

According to studies carried out by researchers there are common factors that are often cited to affect students’ performance, such as: (1) Lack of vocabulary in the second language (L2); (2) length of the passage; (3) number of ideas in the passage; (4) difficulties in understanding due to the accents by speaker; (5) lack of contextual knowledge; (6) the type of content of the passage; (7) speed of the speech; (8) learners’ anxiety; (9) density of information; and (10) classroom conditions.
The specific way the task is implemented may have an effect on the difficulty of the listening task. Berne, L. (1995) and Elkhafafi, H. (2005) found that listeners performed a lot better after listening for the second time. Therefore, this relies on the developers’ criteria, which is why they must be careful when carrying out the listening assessment.

Elkhafafi, H. (2005) also suggested a performance effect of the use of pre-listening activities. In this research, it was found that students who previewed the questions and vocabulary performed better. Similar positive performance effects of questions preview were also found by Berne, J. (1995).

Asriati, S. (2017) references seven causes of obstacles to efficient listening comprehension based on Osada, N. (2014) and Berne’s primary ideas, as follows:

1. Listeners cannot control the speed of the audio recordings are material being heard.
2. Listeners cannot always have words repeated.
3. Listeners have a limited vocabulary.
4. Listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point.
5. Listeners may lack contextual knowledge.
6. Listening can be difficult for listeners to concentrate in a foreign language because it is difficult to get the point.
7. Students may have established certain learning habits such as a wish to understand every word.

According to Underwood, M. (1989) speed can make listening a difficult experience. If the speakers speak too fast, listeners can have difficulties to understand the words being listened to. Underwood states that on one of the learners’ problems is that they cannot control how fast the
recording is. Similarly, Dunkel, P. (1991) and Rost, M. (2006) have also pointed out the passage length as one factor to consider in L2 listening comprehension and longer passages may affect comprehension since the success in the task might rely on students’ memory and capacity of storing information.

Secondly, it is not always possible for learners to listen to the records as many times as they wish. Furthermore, listeners have a lack of vocabulary, which hinders students’ comprehension of what is being said in the passage. In addition to this, the passage length may also affect students’ comprehension. The amount of information that is contained in the passage constitutes another factor to be taken in consideration, Rost, M. (2006).

Speakers may say words or expressions that listeners do not know, which can stop them and cause them to think about the meaning of that word for a while and misunderstand the meaning of the phrase or speech. Similarly, Hasan, A. (2000) stated that unfamiliar words, difficult grammatical structures, and the length of the passage are the most important factors that generates the problems for learners’ listening comprehension. This can cause the task to be uneasy for listeners to concentrate on the listening text. It is then crucial for the listeners to pay attention to what is being heard so that they can have wider comprehension.

The listener can have difficulties to recognize the signals that indicate the rhythm of the conversation (e.g. it might be difficult for a student to realize where the conversation is heading or what it is all about).

Listeners may also lack contextual knowledge. Familiar texts can make communication easier for listeners since it constitutes something they can have some knowledge of. Underwood, M. (1989).
Walker, N. (2014) stated that one of the serious problems of listening comprehension is related to the pronunciation of words which differs from the way they appear in print, since spoken language varies to the form of the written language. This situation generates difficulties in the recognition of words and as a result, lack of comprehension in students’ listening skills.

Finally, students’ attempt to understand every word as the teacher tends to provide an explanation of the vocabulary that is going to be used in the listening assessment and have students memorize and understand when it comes the moment of the listening exercise. Hence, this might cause anxiety and discouragement to students since this can make them feel overwhelmed as they do not want to miss any word that are mentioned in the audio.

Additionally, according to Richards M J. (1983) and Dunkel, P. (1991), there are features that should be in consideration when determining difficulties in the listening comprehension:

- **Reduced forms:** This refers to the possible informal expressions on the recorded material that have not been part of the learner’s learning experiences, since learners might just have been exposed to formal expressions in their textbooks.

- **Performance variables:** This refers to identifying hesitations and remove false starts, pauses, and corrections in natural speech. According to Fox Tree, J. (1995), when facing a spontaneous informal speech like a conversation between relatives or friends, these elements are tended to be presented.

In addition, according to Azmi, B., Celik, B., Yidliz, N., and Tugrul, M (2014), the following factors are relevant when it comes to determine some of the issues affecting students’ performance or lack of understanding in their listening skills:

1. **Quality of Recorded Materials:** It has been stated that a good quality for the audio has an impact for the learners in their comprehension, Azmi, B. et al (2014).
2. Cultural Differences: They remain relevant as learners sometimes cannot understand what is being heard and therefore students should be familiar with the cultural background they are listening to. Listeners can use pragmatic knowledge to make inferences and identify speakers’ implied meaning Vandergrift, L (2007) and Walker, N. (2014)

3. Accent: Munro, M. and Derwing, T. (1995) stated that differences in accents within speech can affect comprehension. Similarly, Buck, G. (2001) stated that when listeners listen to an unfamiliar accent such as the British or other English accents for the first time after studying only American English, some serious difficulties in listening will be taking place.

4. Unfamiliar Vocabulary: As stated before, the vocabulary continues to be another important factor in this matter. When the recording material contains known vocabulary, students perform better at the listening task. Azmi, B. et al (2014). As a result, this can have a positive impact on their interest and motivation, and therefore on their listening comprehension ability. Similarly, Zarin, I. (2008) stated that there are several difficulties in listening tasks, such as unknown vocabulary, unfamiliar topics, fast speech rates, and unfamiliar accents.

Also, as cited by Zarin, I. (2008) in another study by Elkhafaifi, H. (2005) concluded that given that the listening process is affected by anxiety and listening tasks themselves may cause listening anxiety, it is very helpful and pertinent to reduce student anxiety and provide a good classroom environment that can help students improve both the listening comprehension proficiency and overall course performance.

According to Seferoglu, G. and Uzakgoren, S. (2004), some other listening comprehension problems were related to the listening materials being used. The researchers emphasized that listening is not often considered as important as other skills and as a result, teachers do not teach listening strategies to their learners.
Likewise, In Noro, T. (2006) it is stated that the chief difficulties factors are also vocabulary, speech rate and pronunciation by speakers. This generates reactions by learners, such as lack of concentration, irritation or loss of self-confidence. Due to this Noro assures that learners must use strategies that can mitigate these problems as it is caused by listening difficulties.

Hassan, A. (2008) stated that lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students’ listening comprehension.

Vandergrift. L. (2005) has also examined the relationship between motivation, metacognitive strategies and proficiency in listening comprehension as this study demonstrates that there is a positive connection among them. Also, according to Vandergrift, L. (2007) and Walker, N. (2014), besides identifying the words despite learners’ unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic characteristics of spoken language like where the weak forms, stress falls, strong forms of words, and intonation also impact the comprehension of oral text. Vandergrift, L. (2004) and Walker, N. (2014) also indicated that oral passages exist in real time and should be processed rapidly once the passage is over. It is stated that only a mental representation remains.

Boyle, J. (1984) stated that listener, speaker, medium, and environment factors are the main components that affect listening comprehension. Similarly, according to Teng, H. (2002), there are four factors called listener factors, speaker factors, stimulus factors, and context factors that impact students’ listening comprehension.

2.13 Socio-affective Strategies

Vandergrift, L. (2003) expressed that socio-affective strategies constitute cooperative techniques that listeners use aiming at reducing their apprehension. It has been shown that a high
proficiency in listening comprehension impacts on the level of anxiety, as this can decrease using affective strategies that make the listening task to be develop with more ease, Habte-Gabr, E. (2006).

Among some other suggestions to be taken in consideration to overcome students’ listening comprehension, we have the following provided by Gilakjani, A. and Sabouri, N. (2016):

a) Listening activities should be proposed based on the students’ needs and teachers should provide authentic listening materials so that students are more likely to understand natural speech given by native speakers.

b) Teachers should design appealing listening tasks that students can find interesting and can help them learn listening skills and strategies as well.

c) Different types of materials should be provided by teachers. These could include radio news, films, TV plays, everyday conversations and interviews.

d) Teachers should have students be familiarized with the rules of pronunciation with the purpose of having a wider comprehension of high-speed speech delivery, and thus encourage students to imitate sounds and be closer to a native speaker’s pronunciation.

e) Teachers should point out the key differences between American and British accents, so that they can be more familiar with them and better understand speakers from both sides.

f) Listening activities should be implemented according to students’ proficiency level.

g) While listening to different listening materials, background knowledge should be provided by teachers to help students understand the context and details.

h) Students should be given the necessary feedback on their performance so that they can be aware of their progress and thus be more motivated to improve their listening skills.
i) Teachers should help their students to develop listening strategies (e.g. explanation and inference).

j) Teachers should provide opportunities for developing top-down and bottom-up processing skills.

l) Teachers should encourage their students to develop listening strategies (e.g. predicting, asking for clarification).

m) Teachers should ask their learners to always practice on their own using diverse media (e.g. television, internet, music), and should also be encouraged to talk to native speakers to improve both their speaking and listening skills.

2.14 Listening Strategies

**Pre-while-post:** Another key strategy considered has been presented in several studies carried out, for example as provided in Selamat, S. and Sidhu, G. (2012), Wilson, J. (2008), and Field, J. (1983) suggest that listening sequences should be divided into three parts: pre-listening, while-listening and post-listening.

**Pre-listening stage:** Learners are aimed to predict the upcoming content through activating schemata. This can be done through making preset questions for students to give them an idea of what to expect from the passage in addition to elicit some upcoming vocabulary. This is, with the purpose of having them prepared for the listening task and give them an idea of what to expect from the passage.

**While-listening stage:** Once students have a general view of the topic, they get prepared for the following step. According to Nunan, D. (1999) listening can be either extensive or intensive. The first one refers to the general questions that teacher makes to have a context, and the second one is related to those comprehension questions asked by the teacher after listening to the
passage. Based on this, students are involved in both intensive and extensive listening to have some understanding and comprehension about the new learnt items. Students are asked to solve a set of comprehension questions such as listening for gist, specific information, details or inference, based on a recorded material such as conversations, monologues or other audio content. Answers can be checked in pairs or groups since this can lead to gain confidence. Students then listen once again aiming at checking what they’ve answered so far and continue answering other questions. Students should be given the opportunity to listen to the passage several times as there are many factors to consider in this department, such as the difficulty, the length, the accents, colloquialisms, etc. This can lead to reduction of their anxiety and discouragement.

**Post-listening stage:** This is the students’ final production. This stage examines how well students’ language work to help them reinforce the vocabulary learned and opened up to a discussion related to the given topic. In this stage, students check answers as a class or in groups, and discuss what they thought of the topic itself, unknown vocabulary and how much they could comprehend out of it. Also, students can practice the speaking skill based on the given topic through workgroup as they can be asked to role play in a conversation. Finally, feedback given by instructor can help students to reflect how they did and suggest strategies to hopefully have an improvement on their Language skills.
Chapter 3: Methodology

As the problematic situation addressed in this study was concerning to the difficulties of a group of six students from the 11th grade of Santa Maria de Pance High School that presented in their listening for details sub-skill, that faced problems for comprehending detailed information, the researchers implemented an instructional design under the methodology of a case study in order to examine the effects that result from the application of this didactic tool. Case study research has been addressed from different perspectives. On the one hand, Yin, R. (1984) stated that it is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between the phenomenon and the context are clearly not evident; and in which multiple sources of evidence are used. (p.23). On the other hand, Nunan, D. (1992) described it as a single instance of a class of objects or entities, and it is also the investigation of that single instance in the context in which it occurs. Another definition is stated by Creswell, J. (2002), which states that a case study is a problem to be studied, which will reveal an in-depth understanding of a “case” or bounded system, which involves understanding an event, activity, process, or one or more individuals. (p. 61).

We can find that these three perspectives share similarities to the extent to case study comprises a bounded instance such as a very particular context, a particular group of students or classroom situation in which the case study is focused on understanding and interpretation of the situation in its real context. Thus, for this case study research a group of six 11th graders were selected at random with the aim of looking into the impact that the implementation of an instructional design could have in relation to their difficulties in the listening for details skill. This project is based on a qualitative approach; Parkinson, R. and Drislane, R. (2011) stated that qualitative research is a type of study that uses methods such as participant observation or case
studies which result in a narrative, descriptive account of a setting or practice, therefore the researchers focused on observing and registering a problematic situation presented in group of 11\textsuperscript{th}. This was totally concentrated on student’s development during the realization of the instructional design and teaching-learning process. For the development of the project different instruments were used for the data collection; starting with the first step which was the diagnostic text. The results were then analyzed to secondly proceed to the design the activities that were applied in the instructional design. Field notes were taken while the activities were developed, and students’ artifacts were used for data collection purposes.

3.1 Participants

The participants of this study were 6 students from the 11th grade aged between 16 and 17 years old from Santa Maria de Pance High School located in southern Cali. This group of 11th grade students were chosen randomly and considering their willingness to participate were approved in the process and were comprised of three men and three women.

3.2 Instruments

3.2.1 Diagnostic Test

The students’ level of proficiency in the listening skill was assessed with a level B1 listening practice paper from the British Council website. For the purpose of this study, the original practice paper from the British Council was modified in order to have a wider variety of questions types (e.g. multiple choice, true or false questions, open-ended questions, circle de correct option). This diagnostic test consisted in one section of an audio file with a length of 4:22 minutes and a worksheet with a total of 22 questions (16 questions of detailed listening, five for gist and one of inference were asked). Students were required to complete it in ten minutes. For section I (open-ended, closed, multiple choice), the questions scored 1 or 2 points depending of
the level of comprehension. For section II (mark true or false) and section III (circle the correct option), each option scores one point doing a total of 25 scores. This is divided into three levels: a score between 25 and 20 indicates that the student is likely to perform well in B1 listening activities; a score between 19 and 13 indicates a middle level with possible adequate results in listening activities, and a score between 12.5 and 0 indicates that the student might have difficulties in performing listening tasks.

3.2.2 Students’ Artifacts

The artifacts constitute coursework that provides evidence when it comes to learning experiences. It can include projects, presentations, tests, essays, among others. It is delivered by students with the purpose of practicing or evaluate an educational topic. In the context of this study, this instrument was used as a material for developing the different activities of the instructional design where they were required to answer the questions from the conversations heard, as well as to evaluate students’ performance.

3.2.3 Fieldnotes

This instrument was used as a means to register important observations of students’ performance in their English course as well as in the development of the activities carried out in the instructional design.

3.3 Procedures of Data Collection

For the realization of this project, we first asked for permission from the respective high school administration presenting the proposal of the investigation and then getting their consent. Then, before starting with the process, the students were told about the project and they participated voluntarily. The project begun with the diagnostic stage in which the skill of listening for details was assessed through a diagnostic test. Then, the results of the diagnostic test
were analyzed in order to proceed with the planning and creation of the five activities that conform the instructional design. The activities were planned to be executed in five days, one activity per day in a school week. Activities one, three, four and five were done by the students in the classroom during the class time, while activity two was realized as an online worksheet. Each student’s worksheet was collected, checked, evaluated and stored as a source of data to review the student’s performance. During the realization of the activities, the field diary was used to register important observations and information about the students and characteristics of the activities.

3.4 Proposal of the Instructional Design

The instructional design implemented in this study is based on the ASSURE model, which follows six stages: “Analysis”, “State objectives”, “Select media and materials”, “Use of media and materials”, “Require learner participation”, and “Evaluate and revise”. The following addresses theories that will be taken into account in the development of the aimed Instructional design.

Tsagari, D. and Banjerje, T. (2016) stated that listening tasks should not be isolated from the other skills such as writing, reading and speaking as they might also help in the comprehension process. Also, one way of encouraging students to interact with the recording material in a substantial way was through introduction questions, which could lead to further discussions.

The taxonomy explained by Day, R. and Park, J. (2005) was taking into account this research. This consisted of the following types of comprehension steps:

1. Literal comprehension: This is primarily related to the understanding of the “surface meaning of the text”. Students are provided with questions that can be contained in the listening material, which can lead them to getting to know descriptive information. This
can serve as a strategy for the learners to have a better idea of the whole conversation/situation that is being listened to.

2. **Inference:** This has the purpose of making students use both their previous knowledge on the given subject and their literal understanding of the text, so that a whole idea of the situation can be gathered.

3. **Personal response:** In this stage students’ impression of the material being used is the key asset. By actively asking questions to get the students involved with the given subject, a higher level of engagement can be achieved in future listening activities.

4. **Prediction:** This refers to questions made after listening to the audio. This is done to use student’s creativity and ability to predict what could go next in the situation they just heard, and thus ease future listening processes.

5. **Evaluation:** In this type of comprehension the target is to evaluate the student’s capacity to determine how useful/ relevant the text was in the portrayed situation.

There are several ways to assess comprehension. Listening tasks are aimed to develop students’ cognitive skills and prepare them to become active listeners (Lund, 1990; Vandergrift, 2007). Examples of exercises used to assess listening include multiple-choice and open-ended questions. It is also convenient to introduce new vocabulary before each listening activity so that students can comprehend as much as possible the words and phrases being used Lund, R. (1990); Vandergrift, L. (2007).

In this study, students carried out a set of activities that consisted in multiple choice questions, sentence-completion tasks, or short-answer questions. The number of times the audios were repeated was also taken into account. Berne, J. (1995) and Elkhafaifi, H. (2005) claimed that listener performed quite better the second time.
Table 2. *Stages of the Assure Model*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td><strong>Target audience:</strong> 11th graders from Santa María De Pance School.</td>
</tr>
<tr>
<td></td>
<td><strong>Features of learners:</strong> Age, level of education, and personal characteristics. Students claimed not having had a very solid or substantial English learning process because of teachers’ lack of didactics strategies or discontinuity on their learning process that has caused an overall lack of motivation in learning the L2. They stated classes would turn into monotonous with little practical use of the Language. They used to write a lot on their workbooks. Many students struggled with the listening skills as little practice in class with listening tasks had been done. Students’ needs and interests are diverse. Some of them can find the learning process tiring. They might not feel interested in their overall educational process. However there are students who like English and claim to practice it and feel interested in it.</td>
</tr>
<tr>
<td></td>
<td><strong>Ages:</strong> 16-17 years old.</td>
</tr>
<tr>
<td></td>
<td><strong>Education:</strong> Secondary</td>
</tr>
<tr>
<td></td>
<td><strong>Male students:</strong> 3</td>
</tr>
<tr>
<td></td>
<td><strong>Female:</strong> 3</td>
</tr>
<tr>
<td></td>
<td><strong>Place where instruction takes place:</strong> School Santa Maria de Pance.</td>
</tr>
<tr>
<td></td>
<td><strong>Available time for Instruction:</strong> 1 week</td>
</tr>
<tr>
<td></td>
<td>Determining students learning styles, interests and needs through observations and diagnostic test.</td>
</tr>
</tbody>
</table>
**Needs:** Students need to practice their English skills through constant practice on class, carrying out listening activities that involves natural speech in several means.

Students like English but feel they do not know how to communicate. Classes taken at the School have not provided them enough practice or knowledge. The lack of motivation in their classes has been recurrent.

Identification of students’ listening skills and previous knowledge is aimed, through a diagnostic test that involves a listening comprehension test in the B1 level according to the Common European Framework of References for Languages (CEFR). In order to do this test, a recording and a listening task taken from the British council will be used. The task will be modified by including extra comprehension questions to be performed by students in order to have students solve more questions of skill of listening for details. The test will be done individually and contains a total of 22 questions that involve listening for gist, details and inference. There will be comprehension questions such as open-ended questions, multiple choice and true/false.

As mentioned before, the criteria used to assess listening in students, are provided on the European Common framework, (B1 level).

How do learners feel about the process? As students were willing to engage in the Instructional tasks, they showed interest from the moment they were informed of the research project. Students showed enthusiasm, curiosity and interest overall towards the instruction.

**Learning styles:** Intrapersonal and interpersonal styles are present on student’s drivers and characteristics. Based on this, the listening tasks will be implemented, in which both independent and group work will be carried out. On the pre-task activities students are to perform warm-up activities in pairs, in the while-listening task students are to perform individually the listening tests, which will contain comprehension questions, and on the final
listening task, the post stage, students are expected to perform in pairs or small groups as they have discussions on the given themes having been heard.

The types of incentives students are to get are according to their interests and needs. That is, provide them with a structured instruction with themes they can feel interested in or be familiar with and a space of English practice that can have them practice their listening comprehension skills and speaking skills as well.

- **Do all of the learners must reach the same goals?** The intended goals are to be achieved by all students. There are no distinctions based on students’ skills. It is pursued to have learners engage in the same tasks and accomplish common goals.

- **What do learners already know that can help them learn the new skills?** Despite lack of practicing on the listening skills, we consider students do have prior knowledge that along with a structured lessons and good guidance, it is possible to provide them with sufficient resources to use when performing in the listening tasks, as they are to be engaged in familiar themes that involve school, work, or overall familiar subjects that are delivered in clear speech.

- **How should the learner’s achievement of the goals be assessed?** Learners’ achievement of the goals are to be assessed according to the criteria provided on the CEFR, which as mentioned before, is divided into: The overall listening comprehension and listening to audio media and recordings. They are as follows:

  **Regarding the first section, it is presented as:**

  B1
  
  Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details; provided speech is clearly articulated in a generally familiar accent.

  Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

  **Concerning the second section, it is as follows:**

  Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.

  Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.

| State objectives | General Instructional Design goal: |
Provide students training and practice in their listening skills, giving priority to the skill of listening for details.

The goals are based on the Basic Standards of Competence in Foreign Languages presented in the Colombian Ministry of Education in accordance with the CEFR B1 proficiency criteria previously mentioned.

**Learning objectives:**

1. I can identify the main idea of an oral text when I have previous knowledge of the topic.
2. I can identify people, situations, places and the topic of simple conversations.
3. I can understand the global sense of the oral text, even though I cannot understand every word.

**Students’ expected behavioral outcome:**
- Students will identify specific data, such as names, places, age, numbers, and activities (verbs, actions).
- Student will identify inferential information on listening texts.
- Students will write short answers when giving open-ended questions.
- Students will determine true and false statements as they listen to a passage.
- Students will choose the correct option when solving multiple-choice questions.
- Students complete sentences with the correct information.
- Students are expected to engage in role-play activities that involve learned vocabulary from the recordings.
- Speakers, conversation recordings, computers, papers, pencils, eraser are to be used.

**How reliable is it for a student to perform the aimed tasks in terms of time and difficulty?**

In order to answer this, the following has been asked:

**Are 11th graders able to answer open-ended questions of different listening types such as inference, gist and detailed?**

Based on field-notes observations, despite some students felt somehow unconfident with their general English skills, when students carried out similar comprehension questions during class, some students demonstrated to be competent.
Are 11th grade students able to determine true and false statements?

According to field notes, as students did this type of exercises on their textbooks, they did not find difficult in solving this type of questions. So it can be fair to state that they should be able to perform similar upcoming tasks.

Are 11th graders able to answer multiple choice questions?

Students did not present major difficulties when carrying out this type of listening comprehension questions.

Are 11th graders able to answer inferential questions?

Students’ lack of comprehension in Listening skills present some difficulties when answering questions of inferencing.

What will students learn?

Students will practice topics from their textbook unit, which will be practiced through a set of listening tasks to be performed in 3 stages: (pre-listening, while listening and post-listening). This way learners will be introduced to a different way to perform in a listening task, which is aiming to have them practice their listening skills in a structural way that will be in conjunction with the speaking skill.

How the content will be organized?

The content will be organized as follows:

Themes and grammar topics according to students background knowledge and their textbooks units pacing.

Themes:
- First listening task: “Your first English Class”
- Second listening task: “Personal difficult situations”
- Third listening task: “Desktop computer or Laptop?”
- Fourth listening task: “The thief, Speculation and deductions”
- Fifth listening task: “Chores at home”

Grammar topics:
- Past simple tense, regular and irregular verbs
- Modal verbs, descriptive adjectives
- Modal verbs “Should”, “Ought to”
  Modal verbs could, might, should, may.
  Verb wish, conditional type 2.

| Select media and materials | Lessons Plans for each listening test, containing the three stages (Pre-while-post). The topics of the listening tasks were according to the topics of the curriculum 11th graders were to cover in their English Language class and the criteria given on the CEFR as far as the themes students are to be engaged in.
  
  
  **Information and Communication Technology (ICT) tools to be used:**
  - Recording materials taken from educational sites for learning English.
  - Microsoft programs such as word to create listening tasks of the aimed instruction.
    Video beams, speakers, students’ artifacts, whiteboard.
  - Web-based materials such as Google docs to create listening comprehension tests and records taken from educational sites for learning English. |

| Utilize media or materials | Implementation of the tools and materials previously mentioned are to be used in accordance with the content of the five planned activities and goals to be achieved, consisting of one activity of 60 minutes long per day. This has the purpose of providing proper sceneries that foster the practice of the skill of listening for details and have learners engage in speaking tasks as well. |

| Require learner participation | Fostering participation of students through adequate strategies.
  
  Pre and post listening tasks are to be carried out in pairs or small groups.
  
  The pre-listening task aims to have students predict the content of the audio and elicit some vocabulary. This is, provide students with warm-up activities that involve questions aimed at having students infer the theme of the upcoming conversations.
  
  Students are given the worksheets containing comprehension questions and proceed to read the given questions before listening to the recording. |
They are expected to read the questions carefully and ask for any doubt they might have regarding any word or vocabulary.

On the while-listening stage, students are expected to pay attention on the content and the theme of the recorded material. They are also expected to take some notes as they listen and answer the comprehension questions. In this phase it is intended to have students listen for a second time so they can finish solving the questionnaire. On the post-listening stage, students are to have cooperative learning, such as group discussions or role-plays. They discuss the given theme of the heard conversation. Students interact with each other by having role-plays based on the given theme and grammar topics involved and share their opinions on the listening task they performed.

<table>
<thead>
<tr>
<th>Evaluate and revise</th>
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</table>
| A reflection on the proposed design is done, concerning the instructional goals, materials, content provided, strategies and assessments. Based on the students’ outcomes, the instruction is revised, paying attention at the possible factors that can be involved in their success or struggling on the given tasks, especially on their skill of listening for details. This is possible thanks to the observation written on the field notes, and observable performance of students based on students’ artifacts. In order to have a reflection on the implemented program it is important to determine what went well and what could be modified as far in the instruction. In order to address the possible shortcomings and also determine what went well from the Instructional design, it is necessary to ask the following questions:
| • Was there a constant analysis of the participants?
• Were the goals in accordance with student’s needs, strengths and interests?
• Were the goals measurable and reachable in terms of time and difficulty?
• Were all the listening tasks carried out?
• Were the materials chosen properly?
• Was there consistency of data?
• Was the content adequate for learners?
• Was the main aim of Instruction accomplished?
We have come to the following conclusion:
| • The analysis of learners was done throughout regular classes, which constitutes an important step in the Instructional design process, where it was possible to identify relevant features by students, their needs and interests and perception towards the language itself. |
It is important to state objectives that are in accordance with students’ strengths but that can also meet their needs. We consider this was achieved as we took in consideration what students needed to practice, what they were engaged in, and how they would carry out activities in terms of preferences and based on their strengths as well.

The goals should be measurable and reachable in terms of time and difficulty. It is necessary to take into consideration the viability in accomplishing the aimed objectives according to the complexity of the tasks to be done.

The proposed listening tasks were carried out as as planned, despite not all of the participants were always present.

The materials used are key to achieve the intended goals. We consider the materials used were adequate according to the aim, as there were several tools being used to both implement the design and assess students’ listening performance.

It is crucial to make sure all the tools work properly before delivering instruction, as this can affect the pacing of the lessons and the objectives might not be reachable in terms of time. In our second lesson, there were some computers which did not work properly and students had to wait longer than expected.

It is important to guarantee all the participants perform in the proposed activities in order to have a consistent sample. In our case, our data was affected as there was not consistency in students’ non-attendance.

Regarding the content, we consider that it was accurate in terms of students’ knowledge and expected outcomes. We followed both the criteria of the CEFR (B1), and the one from the Basic Standards of Language Competencies.

### 3.5 Trustworthiness

We consider that the instruments used for data collection in this work are valid. On the first hand, an observation on learners was done throughout their learning process in order to identify their needs and interests. We then performed a diagnostic test to objectively have an idea of students’ proficiency on their listening skills. On the other hand, field notes were used to analyze the performance by learners throughout the implementation of the Instructional design. We also plotted the data obtained in these first two stages to perform an accurate analysis of students’ performance improvement as the activities were carried out.
3.6 Ethics

The researchers asked the institution coordinator for permission and informed about the project in person and by means of a letter. See annex 1.

3.7 Activities Schedule

Month: February 2018

Activities:

- Analysis of learners
- Title
- Statement of the problem
- Objectives

Month: March and April 2018

Activities:

- Theoretical framework
- Methodology
- Permission Letter

Month: May 2018

Activities:

- Diagnostic test
- Design of activities
- Instruments
- Application
- Data analysis
- Systematization and graphing
- Conclusions

Chapter 4: Data Analysis

In order to analyze the gathered data, three instruments were used: Diagnostic Test, field-notes and students’ artifacts. Based on the implementation of the instruction, done by a total of six students, we used field-notes formats to have a record of relevant issues regarding students’
performance as they were carrying out the listening tasks. This constitutes a key phase since it allowed us to find out some of the strengths and weaknesses students had throughout the implementation of activities.

Some patterns were found according to students’ performances. We identified seven factors that revolve around the listening comprehension. They are as follows:

- Vocabulary recognition
- Replay listening
- Sounds recognition
- Perception towards the class environment
- Listening for gist performance
- Listening for details performance
- Listening comprehension of inference questions.

With respect to the vocabulary recognition, students struggled to recognize key words and write their answers for the open-ended questions. Vocabulary recognition implies that a listener has capacity for both comprehend and interpret words or expressions on a passage.

Most students asked to play the audio for a third time because they weren’t finished. We could notice that this was a constant situation throughout the implementation of activities, so it is possible to state that learners need to listen several times to understand the passage and answer to comprehension questions. Among some of the factors that clearly had an impact on students’ performance is their unfamiliarity with the sounds and expressions by speakers (i.e. contractions, accent features and pronunciation issues).

Regarding students’ perception towards the class environment at the moment of the development of the listening tasks, most of the times students’ classroom comfort and its
exteriors were not as positive as expected. Because there was no air conditioner and the classroom had only one fan, the room’s interior would always be on medium-to-high temperatures. In addition to this, the noise presented outside the classroom was also a factor that would often generate distraction and affected students’ concentration as a result.

Listening exercises were presented within the implemented design in order to have diverse tasks to be done, focusing on the skill of listening for details. In general, it was observed that students had difficulties with the composition of their answers when it came to open-ended questions, for both listening for details skills and gist, being the latter one the most evident question type students presented flaws in. They would struggle as they would listen and write the correct answer, so it could be observed they would find uneasy to both comprehend the passage and write their answers properly. In addition, when it came to inference questions, students were not very confident as explicit information was not provided and they had to deliver an effort to infer the meaning of the passage.

4.1 General Results

For the purpose of this analysis, three primary categories have been defined to measure and classify students’ performance in both the diagnostic test and the proposed activities in the instructional design: Low, Medium and High.

Table 3 reports the results obtained in the diagnostic test by the focus group of six students.

<table>
<thead>
<tr>
<th>Performance/Score</th>
<th>Absolute frequency (#of Ss)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low [0-14,5]</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Medium (15-19,5)</td>
<td>4</td>
<td>67%</td>
</tr>
</tbody>
</table>
As we can see in this graph, 0% of students got the minimum score within the range of 0 and 14.5 points. Then, we can observe that the 67% of students are within the medium range covering a score between 15 and 19.5. Finally, the 33% of students got the highest grade within the range of 20 and 25 points.

Figure 3 shows the contrast between right and wrong answers obtained by the group of six students in the three type of questions included in the diagnostic test that were: Details, Gist and questions of inference. The percentages are based on the total of number of questions per type. In the graph we can observe that the “listening for details” question type is the one with the lowest percentage of right answers with a 68%, in contrast to gist with a 70% and inference with 84%, and the highest percentage of wrong answers with 32% in contrast to gist with 30% and
inference with 16%. Based on this information it can be concluded that students found more difficult to cope with questions that required a higher level of details.

\[ \text{Figure 3. Diagnostic test Type of questions results} \]

4.2 Results per Activity

Activity 1.

In Activity 1 students were tested their listening skills following the instructional design presented before.

\begin{table}
\centering
\caption{Activity 1 Results}
\begin{tabular}{lcc}
\hline
Performance/Score & Absolute frequency (#of Ss) & Percentage \\
\hline
Low [0-10] & 3 & 50% \\
Medium (10-16) & 2 & 34% \\
High (17-25) & 1 & 16% \\
\hline
\end{tabular}
\end{table}
In this first exercise a higher percentage of students obtained a lower grade (50%) when compared to their diagnostic test. 34% of students obtained a medium score and the remaining 16% obtained the highest score. Table 4 and Figure 4 show the summarized results.

![Activity 1 Performance Results](image)

*Figure 4. Activity 1 Performance Results*

<table>
<thead>
<tr>
<th>Performance/Score</th>
<th>Absolute frequency (#of Ss)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low [0-15]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medium (15-24)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High [24-30]</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Activity 2.

While only two students participated in Activity 2, their results were better than in the previous tests. As observed in both Table 5 and Figure 5, no records of students getting Low or Medium grades were found.

Figure 5. Activity 2 Results

Table 6. Activity 3 Results

<table>
<thead>
<tr>
<th>Performance/Score</th>
<th>Absolute frequency (#of Ss)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low [0-7.5]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Medium (7.5-12)</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>High [12-15]</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>
In Table 6 and Figure 6, an improvement can be observed when compared to the initial Diagnostic Test. Results yielded show a distribution of grades between the Medium and High categories.

Table 7. Activity 4 Results

<table>
<thead>
<tr>
<th>Performance/Score</th>
<th>Absolute frequency (#of Ss)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low [0-8]</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Medium (8-13)</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>High [13-16]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
Activity 4.

In Activity 4 a new peak for Low grades was reached (as depicted in Table 7 and Figure 7).

Table 8. Activity 5 Results

<table>
<thead>
<tr>
<th>Performance/Score</th>
<th>Absolute frequency (#of Ss)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low [0-8]</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Medium (8-13)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High [13-16]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
Activity 5.

Finally, Activity 5 results show that performance obtained by students reached its lowest level (Table 8 and Figure 8).

4.3 Analysis of Results per Student for Each Activity

In order to assess student’s performance, a grading system was set up based on a range from 0 to 5 (being 0 the lowest grade, and 5 the greatest one)

Student A.

As observed in Figure 9 student A had a performance that exceeded the 3-point threshold of the diagnostic test. On the other hand, in activity 1 it can be seen that the student did not exceed the threshold and difficulty was observed to answer open and inference questions. It is observed that there was a better performance to select correct choices of multiple selection of detail. In activity 2 the student exceeded the threshold by having a score of 3.8. There was a positive performance in the “open questions of detail” type, as well as in the gist and multiple selection
types. The student also performed well in the true/false statements and in the “fill in the gaps in listening for details” and “inference” types.

![Student A's results chart]

_Figure 9. Student A’s results_

In activity 3 the student had a grade of 3.0, since there was a decrease in her performance with the “true/false” type questions that involved gist and detail listening. Fulfilling the threshold, there was a good performance in open-ended questions of gist. A better performance was noted in listening for detail in multiple selection and open questions. In activity 4, it is observed that student exceeded the threshold obtaining a score of 3.1.

A better performance is observed in open questions of detail and gist. In the false / true questions a positive performance in detailed listening is observed, but a decrease in the type of inferential questions is noticed. Regarding multiple-choice questions, an improved performance was observed in the inferential listening. There was an average performance in the “listening for details” activities. Finally, activity 5 shows a low performance in open questions for detail. Regarding false / true type questions of detail there was an average result. In questions of
inference there was also low performance. In the questions of multiple selection of detailed listening, it is observed that the student had a low performance as well as in the open-ended questions. Regarding the multiple-choice questions of inference, there was also a low performance.

**Student B.**

As observed in the Figure 10 the student met the threshold in the diagnostic test, obtaining a score of 3.8. On the other hand, there was a performance decrease in activity 1, in which the student obtained a score of 2.7, where overall there was not a good performance in detailed listening questions, whether open-ended, or false / true questions. With respect to multiple selection type of detailed listening, and gist, there was an average performance. Concerning activity 2, the student did not perform the proposed activity because he didn’t go to school that day. Regarding activity 3, the student met the threshold obtaining a score of 3.0, where there was a good performance in multiple choice questions as well as in some true/false statements in the listening for gist and for detail. However, he fell short in the open-ended questions as well as for some inference activities.
Regarding activity 4, the student obtained a positive performance obtaining an average score of 3.7, exceeding the threshold. There was an outstanding result in the detailed multiple selection questions as well as in the inference, false/true and open questions. On the other hand, in the open questions of detailed listening there was not any outstanding performance.

Finally, concerning the activity 5 in the open-ended, multiple-choice or false-type questions of detailed listening, there was not any positive result. In the inference questions the student also fell short.

**Student C.**

In the diagnostic test, it is observed that the student had a positive performance by earning the threshold and obtaining a score of 3.8. Regarding activity 1, a decrease is noted where she obtained a score of 1.2. There are serious flaws to answer open questions of details. On the other hand, she had a good performance in both listening for gist and details in multiple selection questions. On the other hand, the student did not perform activities 2 or 3 due to external factors related to her academic process that made attendance impossible.
Figure 11. Student C’s results

Regarding activity 4, the student also maintained its decline in the score, obtaining 1.2 again, where there were shortcomings in the open questions of detailed listening as well, and obtaining a better result in questions of multiple selection of detailed respectively. In the false / true statements of detailed listening and inference, the student also had difficulties to respond appropriately. Finally, in activity 5, as can be seen, the student continued to obtain a performance below the threshold, where she obtained a score of 1.0. Difficulties were observed in all types of questions and listening.

Student D.

In the diagnostic test, it is observed that the student had a positive performance by earning the threshold and obtaining a score of 4. Regarding activity 1, a decrease is noted, where he obtained a score of 1.7. In the multiple-choice questions, the student had positive results, but fell short on the open-ended questions and true/false statements also on listening for details skills. As for inference questions, student answered correctly.

The student did not do activity 2 or 3 due to extracurricular activities carried out at school.
As far as activity 4, it is observed that student had a negative result, in which he obtained a score of 2.5 out of 5. In the open-ended questions of listening for details, student didn’t perform well, but as far as the multiple-choice questions involving detail questions, the result was better as well as for inference in both multiple choice and true/false statements.

Finally, activity 5 shows a low performance, obtaining a score of 1.0 out of 5. In open-ended questions of detail student did not answer anything. As for the true/false questions the student did better as for listening for details but fell short on inference question type. In the multiple-choice questions of detailed listening student also had a low performance. Finally, regarding the multiple-choice questions of inference questions, student did not answer correctly.

**Student E.**

It can be observed that the student reached the threshold in the diagnostic test, obtaining a score of 3.2. On the other hand, there was a decrease in performance in activity 1, in which the student obtained a score of 2.2. In general, there was not a good performance in open-ended
questions of detailed listening. In the true/false statements of listening for details and inference the student also fell short. The student performed better in multiple-choice questions.

The student did not do activities 2 and 3 because he did not attend school and due to extracurricular activities.

![Student E's results](image)

*Figure 13. Student E’s results*

In activity 4, it is observed that the student did not reach the threshold obtaining a score of 2.5. With respect to open questions and gist, student performed poorly. In the true/false statements of listening for details and inference, student did well. Regarding multiple-choice questions of inference and details, student also had a negative result insofar as he chose the right options but fell short in justifying the false statements. Finally, concerning activity 5, student’s performance was also below the threshold, obtaining a score of 1.5 out of 5. In open-ended questions of listening for details and true/false statements, student’s performance was average. In both inference listening in multiple choice and true/false questions, student’s performance was below average but did well in listening for detail for the same listening skills.
**Student F.**

As can be seen, student A had a good performance that exceeded the threshold in the diagnostic test, obtaining a score of 4.2 out of 5. Similarly, student performed well in the activity 1, obtaining a score of 4.2. It was observed that student had a positive result in open ended questions of inference, true/false statements and multiple-choice questions for listening of details.

![Student F's results](image)

*Figure 14. Student F’s results*

In activity 2, it is observed that student met the expectations obtaining a score of 4.1, exceeding the threshold. There was an outstanding performance in the open-ended, gist and multiple choice of listening for details.

Student also performed quite well in the true/false statements and “fill in the gaps” in both “listening for details” and inference activities. In activity 3 the student had a score of 4.3. With respect to listening for gist and details in open-ended questions, student performed well. Same can be said about multiple-choice questions of listening for details and inference, where students’
performance was also positive. Finally, with respect to true/false statements of listening for details and gist, student performed positively.

4.4 Tendencies Analysis

We will now analyze the results gathered by question type (Details, Gist, and Inference).

As observed in the graph, 77% of the questions were answered correctly.

Followed by this, with respect to listening for details, the percentage of correct answers was 62%. Lastly, in the questions of inference 52% of the answers were correct.
4.5 Analysis per Activity Representing Lowest and Highest Scores

4.5.1 Highest Score Activity

There were only two students who did the activity 2. As it can be seen, this is the highest score among all activities. Students carried out the task using computers at school in an online activity. The tool “Google forms” was used for this purpose.

![Activity 2- Performance Results](Figure 16. Activity 2 Performance Results)

There were only two students who did the activity 2. As it can be seen, this is the highest score among all activities.

Students carried out the task using computers at school in an online activity. The tool “Google forms” was used for this purpose. One of the reasons why students performed well is due to the class environment since there was less noise and students could concentrate with more ease; as stated in the Field notes of activity two: ‘There was more silence in this occasion compared to the previous activity, so students could concentrate more’. The pre-listening task also proved to have a positive impact on learners’ comprehension as this could give them some
context and predict the subject of the upcoming conversation. Also, the subject of the conversation was familiar to the students as they could relate to it, being this an every-day common situation, they could discuss prior listening and after, on the post-listening stage. Some of the expected skills from students when it comes to listening is having the necessary vocabulary to understand detailed information and general ideas, and being able to get familiar with the context, This is related to the top down process as students were encouraged to discuss what they already knew about the topic and this lead to enhance students’ confidence, and therefore, their comprehension.

**4.5.2 Lowest Score Activity**

As observed in Figure 17, this is the lowest score among all the tests. According to observations made during class, one of the major factors that affected students’ performance were: Time limitation, Linguistic difficulties, Considerable noise, Students’ lack of concentration, Classroom condition, and Anxiety.

As it was evidenced on the observations described on the field notes of listening assessment 5, (see annex 7), environmental factors such as the high temperature and high noise outside the classroom, as well as lack of ventilation affected students’ comfort and led to distraction and affected their concentration. In addition, students started later than expected since they had other extra-curricular activities to do. Because of this, students had less time to answer the questionnaire and the pre-listening stage had to be carried out faster than it was intended. This of course went against the listening design goals and influenced listeners’ performance.
In addition, a lack of understanding of the recording material was observed due to the speed rate, inability to comprehend foreign accents and colloquial language such as slangs and reduced forms and amount of words said on the speech. As a result, a certain degree of discouragement was noticed. Also, among some of the other reasons that were witnessed in the other activities we can find: Certain level of difficulty with answering open-ended questions (Both gist and details) as well as anxiety caused by the amount of tasks to be done while listening, and lack of vocabulary to comprehend what was being said, which is due to the low proficiency in the L2.
Table 9. Number of correct answers per type of questions and students

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<tr>
<th>Student</th>
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<th>D</th>
<th>G</th>
<th>I</th>
<th>G</th>
<th>I</th>
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Table 9 represents the amount of correct answers by students, according to the type of questions. These are the results obtained on the 5 activities carried out in the instructional design:

D: Details, G: Gist, I: Inferential.
Chapter 5: Results

This chapter is organized in three sections. In the first place we present the results of the diagnostic test based on the students’ artifacts and observations registered on the field notes. Followed by this, we provide an explanation of each listening task, and the chief factors affecting students’ performance.

Thirdly, we present a summary of the main findings throughout the implementation of the Instructional design, as well as the implemented Strategies that we used to carry out the listening activities.

5.1 Diagnostic Test Results

(Observations made on May 2, 2018, see annex 2)

**Accent:** Students claimed it was difficult to understand the accent of the speech. This is reflected on the observation registered in the field notes, as follows: “They would express the accent was odd and there were some words they could not understand very well”.

**Lack of practicing the Listening skills:** As noted on the field notes, “it was evident the lack of understanding in many students as they were listening to the material and how difficult it was for them to solve the questionnaire”.

**Anxiety:** Some students were not confident, and they seemed anxious while listening to the recording. As observed on the field notes: “Students were given a listening test that would cause anxiety in some of them, as this was not something they were used to”.

**Lack of vocabulary:** Students had difficulties with the given vocabulary, as shown in the field notes: “They would make many questions before and while they listened, mostly regarding the vocabulary on paper and how to answer the questions with their own words.”
5.2 Listening Tasks Results

Based on the observations written on the field notes as instruction was taking place, we found out the following difficulties in each listening task.

Listening task #1

(Observations made on May 16, 2018, see annex 3)

1. *The accent of speakers:* This factor affected students’ comprehension, as they were not familiarized with the given accent, and this is reflected on the registered observation: “The British accent of the speakers caused lack of understanding on the students, as they could not understand the passage with ease.” This was evident, as students were not familiarized with this accent, whose prosodic elements like Stress, rhythm, and intonation were not well understood.

2. *Students’ lack of vocabulary:* This was something very constant as students were doing the listening tasks. As reflected on the observation registered in the field notes: “It was observed that they found it complex to fully understand the recording material and answer the questions, even though there was a pre-stage where chief vocabulary of the audio and the questions were explained”.

3. *Noise factor:* As observed on the field notes: “There was some noise outside the classroom and lack of concentration”.

4. *Anxiety:* As stated on the field notes: “They found some difficulties to understand the recording material, and because of this, students became anxious”.

5. *Grammar:* As observed on the field notes: “Despite students were willing to say aloud the answers, there were sometimes grammar-related mistakes”.

**Listening task #2**

(Observations made on May 17, 2018, see annex 4)

1. **Less noise:** As registered in the field notes, “There was more silence in this occasion compared to the previous activity, so students could concentrate more”.

2. **Listening stages:** Students had a positive performance when it came to the pre and post listening tasks, as it was noted in the field notes: “Students participated actively on all stages. On the pre-listening stage, they would easily predict the content of the passage as they discussed the questions provided in the introduction of the topic. On the post-listening stage, students interacted with each other with ease and no serious difficulties were observed”.

3. **Student’s proficiency in L2:** As registered in the field notes, “Students seemed confident when answering the questions and showed an overall comprehension of the listening passage”.

4. **Knowledge of the context:** As the pre-listening stage was taking place, it was observed that students were familiarized with the given theme and its context to the extent that they could relate with the situation presented on the conversation.

**Listening task #3**

(Observations made on May 18, 2018, see annex 5)

1. **Less noise:** “The classroom was quiet, and they’d be focused and concentrated”
2. **Well-developed vocabulary and knowledge of the context:** As registered in the field notes, “Students claimed the topic of the recording material was easy to address once they were familiarized with the given vocabulary”.

3. **Pre-listening stage:** Students were a little more used to the process of the listening task and happened to find useful to discuss the topic before they listened to the material, as it provided them some idea of what they would be listening to.

**Listening task # 4**

(Observations made on May 21, 2018, see annex 6)

1. **Noise:** “The classroom was quiet, and students were concentrated, and felt more comfortable”

2. **Speed rate and lack on vocabulary:** There were some words on the passage students could not comprehend. The field notes state that “At first, students would feel unconfident to answer the questions that included words they did not know.

3. **Pre listening stage:** Some students were not on time and missed some of the pre-listening stage.

**Listening task #5**

(Observations made on May 22, 2018, see annex 7)

1. **Noise:** “There was some noise outside the classroom which disrupted students’ concentration”.

2. **Heat:** “the heat on the classroom would also affect students’ comfort”
Pre-listening and while-listening stages

According to the records in the Field Notes, “A considerable number of students started later than expected”. Because of this, there was not enough time to carry out the pre/listening stage as it was intended, and also, students had less time to solve the questionnaire.

1. **Speed rate and lack of vocabulary**: This is due to several factors such as lack of comprehension on the recording material because of speed of speech and unknown expressions.

2. **Time limitation**: “Time limit to solve the questionnaire led to anxiety and decreased students’ confidence”.

In addition, as part of our tools to examine the results, we used the transcripts from the recording materials. This allowed us to have an understanding of the issues that caused students’ difficulties in their listening tasks. They are presented as follows:

5.3 Transcripts Analysis

Listening task #1

1. **Length of the document**: As it can be seen the duration of the audio was 2 minutes and 55 seconds. This was the longest passage among all. This caused difficulties in comprehension given the amount of information contained in the recording material and led to anxiety in students.

The New Class - Transcript

A girl talks about her new Spanish class.

Figure 18. Length of First transcript
2. **Contractions:** The audio presents a considerable number of contractions, as noted in the transcript of the material: Ex: ‘She’s crazy’, ‘I’ll’, ‘that’s’ among others. (See full transcript on annex 8)

Passage: **Susan:** Well, maybe she wants to be multi-lingual. She speaks really well. I feel so stupid in that class and that’s after just one lesson! Oh dear....

**Steve:** Don't worry Susan, maybe I'll come by next lesson and then I will

3. **Unfamiliar Accents:** The blending of British and American accents could have interfered on the comprehension of the passage. As outlined on the theory above, without a clear understanding on the accents, rhythms and intonation, the result in the performance can be affected negatively.

4. **Lack of vocabulary:** Students did not get some of the words contained in the audio.

As observed on students’ artifacts and non-answered answers, students had difficulties in understanding verbs in their past forms.

**Listening task # 2**

As mentioned before, the topic was familiar to students as they could relate to it. The following is a passage of the recording material, taken from the textbook (See full transcript on annex 9.)

![Image](image.jpg)

Figure 19. Passage from the transcript of Listening Task #2.
Listening task # 3

1. **Lack of vocabulary:** The following were some of the words students had difficulties with: Make sure worth it, nowadays, enough, give up, even, built-in webcam. (See full transcript on annex 10)

![Figure 20. Passage from a transcript of Listening Task #3.](image)

Listening task # 4

Students had difficulties with rate of delivery and contractions. (see full transcript on annex 11)

![Figure 21. Passage from a transcript of Listening Task #4.](image)

1. **Contractions:** What’s, We’re, nobody’s, there’s

2. **Lack of vocabulary:** The following were some of the words students struggled to understand: suspicious, break in, deliver, take something out, spray can, you’d better.
Listening task # 5

Students had difficulties in understanding the passage because of speed delivered, and some words they struggled to comprehend (see full transcript on annex 12).

Figure 22. Passage from the transcript of Listening Task #5.

1. Lack of vocabulary: The following were some of the words students could not comprehend with ease: indoors. ‘hire’, ‘clippers’, ‘prune’, ‘rake the grass’, ‘chill out’ bushes. (See full transcript on annex 12)

It is possible to state that an instructional design can be an alternative to practice the listening for details skills but cannot contribute itself to enhance these skills in 11th graders of Santa Maria de Pance School. That is, due to several factors that were previously mentioned on the theoretical framework as well as those inherent to students by the time the implementation of activities was carried out; all of which clearly affected their performance.

Based on the data and observations, it was observed that students found it difficult to follow the conversations due to factors such as: (1) Speed of the speakers; (2) unfamiliar use of language which is related to the prosodic elements of speech, such as: accents, rhythm, and intonation, difficulty in specific information, inferential questions as well as writing answers on time; (3) the number of times the audio is played was often not enough for students to complete the tasks; (4) lack of practice in the listening skills which led to lack of confidence to develop
activities; and (5) lack of vocabulary to understand not only what was said by speakers but also as to how to respond the test questions.

When it came to more demanding passages (the ones that would involve inferring capacity, for example), some difficulties were also presented as they lacked this skill and would have more success on explicit information when provided. In addition, some students seemed to have created learning habits that are aimed to understand every word, which is related to the bottom up process of listening, so this can cause students some issues when it comes to understanding the passage since there can be a lack of vocabulary. Therefore, it is advisable to blend both top down and bottom up strategies, because in the top-down process students can understand the main idea and the context, leading to a better comprehension of the passage.

Likewise, external situations related to the institution’s conditions (e.g. the environment comfort, heat, noise outside the classroom) or possible personal issues by students posed a critical downside. Having said that, among all the factors previously mentioned, we consider that the major factor that clearly affected students’ performance is students’ lack of practicing the listening skills both independently and at school. This makes students feel unable to understand the speech being delivered, and hence, in some cases it was not possible for them to understand either specific information or the general idea on the recording material.

We carried out some strategies that were aimed to help students perform better. These strategies were structured to be performed in both groups and individually, and included Pre-listening and Post-listening stages.

The pre-listening stage proved to be useful and positive because it provided students an idea of the subject they would deal with and some vocabulary and expressions they had to be reckoned with when solving the comprehension questions. A post-listening activity represents a
follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. Students with higher L2 proficiency would perform more actively and practice their speaking skills as they would use the given vocabulary gained from the listening tasks. Upcoming passages would be better understood as the general idea of the conversation went.

Some of the complementary strategies used to have students practice their listening skills were:

- Recordings based on the learners’ English proficiency level and their needs.
- Developing top-down and bottom-up processing skills.
- Listening to texts, such as interviews, or everyday conversations (e.g. familiar themes for learners).
- Have students be exposed to different accents and natural speech.
- Appealing listening tasks.

The implementation of the instruction lasted over a week and this short period alongside with a lack of preparation by students on the listening skills entailed having lots of difficulties when it came to perform on a listening task that implies learners to have some knowledge of the language and familiarity with it. The recordings sometimes involved native people speaking with a fast speed rate on their speech. As a consequence, students could not completely follow all the time. This situation decreased students’ comprehension even though the instruction would require the students to be prepared for the listening task when an introduction through questions was done. Therefore, we conclude that it is not enough to do this type of instruction if similar
listening tasks or constant practice have not been made on both the ESL class and the individual practice space.
Chapter 6: Recommendations

As part of the implementation of an instructional design it is crucial that a consistent learning process with the learners takes place. It is recommended for the students to be provided with solid foundations in order to have a structured background that can make them prepared for different tasks. Teachers play a very important role to give students useful strategies that mostly revolve around independent practice through diverse materials to help them be immersed on the language and thus become more familiarized with it and strengthen their skills over the course of time. It is then recommended for students to be immersed in the language whilst in the classroom.

In addition, proper feedback for students is crucial, since this can lead to an enhancement of their listening skills as they are constantly informed about how they are doing and how they can improve.
Chapter 7: Conclusions

The implementation of an Instructional design may contribute to the development of the skill of listening for details in a more structured way but does not directly pose or guarantee a tangible improvement in students’ performance. There are inherent cognitive, personal and external factors in students that might affect their performance. Among some of the constant issues that had an impact on students’ performance throughout the implementation of the instructional design we could find: (1) noise, discomfort, and extra-curricular activities carried out during class time; (2) lack of knowledge in the language, (3) lack of practice at school; (4) irregular study habits by learners; and (5) discontinuity on their learning process. The lack of practice of listening skills both in the classroom and in an individual practice space significantly affected the student’s performance. It was observed that more skillful students had better results in their listening tasks as they could understand the passages with more ease and would be more familiarized with the sounds compared to others with less knowledge and lack of practice.

Hence, in order to enable possible improvements in students’ performance, it is important to have proper conditions, which involve a positive classroom environment and management, have students develop English study habits, and a solid learning process. By accomplishing the previous aims, an instructional design might be more efficient, as it can serve a tool that promotes a learning environment mediated by several media and materials to achieve the purposed goals. Otherwise, if the previous is not accomplished, the possibilities for success in a listening task mediated by an Instructional design are decreased, as demonstrated on the general results of students’ performances, who would have many of the former issues when doing the tasks. Difficulties on the understanding of sounds and words can be mitigated by having learners
be exposed to a variety of English accents and natural speeches, as this could lead to a strengthening on their listening comprehension.

In order to address our research question, we have proposed and created an instructional design to verify the impact that this would have on students’ listening skill performance. The above-mentioned instructional design encompassed the following stages: Pre-Listening While-Listening and Post-Listening.

The Pre-Listening stage provides a context as students can predict the content and allows them to activate previous knowledge. This pre-task allowed students to have an idea of what they were about to hear, which facilitated the listening task. The While-Listening stage can result in a difficult task for students if there is not enough practice of the target skills. This is a labor by both teachers and students, as the listening skills should be constantly practiced through lessons at school and individually by learners, who must be immersed in the L2 in order to be familiarized with the sounds, intonation and general features of a speech. This could enable an improvement on students’ knowledge and lead to a well-developed vocabulary. The Post-Listening stage can promote the interaction among students based on the previous tasks on the Pre and While stages, allowing them to practice their speaking skills and get some practice on the given theme using the vocabulary they worked with during the instruction.

To conclude, we believe it is very important for a teacher to continuously have students engaged in several listening tasks throughout the teaching-learning process, and provide them with strategies, or suggestions to take into account in order to practice this skill and mitigate flaws. We also consider it is recommended for the teacher to encourage learners to develop solid study habits so that independent homework can be fostered. This way students can develop a culture of practicing the listening skill through several media, based on their interests and needs.
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Annex: 1 Consentimiento informado

Cali, Valle del Cauca ___________ del 2018

Cordial saludo,

Estimada coordinadora Claudia Marulanda, por medio de la presente solicitamos a usted el consentimiento para llevar a cabo un proyecto de investigación acción en el que se ha propuesto evaluar el impacto de una serie de actividades en el grado 11 dirigidas a la práctica de la habilidad de escucha en lengua extranjera inglés en la respectiva institución Santa María de Pance. Esta investigación se realiza con el fin de presentar nuestra tesis de grado para optar al título de Licenciado en Lenguas Extranjeras Inglés-Francés.

De antemano agradecemos su atención y colaboración con nuestro proyecto.

¿Consiente usted la realización de la investigación anteriormente solicitada?

Si_____  No_____ 

Recuerde que este consentimiento es voluntario, su identidad será protegida y la información recogida no tendrá ningún tipo de implicación académica o económica durante el proceso. Los datos serán manejados exclusivamente por los investigadores y el acceso será privado y de uso exclusivamente investigativo.

Nombre____________________
Annex 2: Observations of eleventh graders in the classroom

Throughout one of the researchers’ teaching pedagogical practice at Santa Maria de Pance High School, it was possible to have an understanding of the students in several departments. The following is a summary of the observations done:

**Features and attitude to learning:** Besides some students’ general lack of commitment and interest in their overall learning process at school, it appears there are learners who do not like the language itself. They claim it is difficult for them, in general, and they do not understand it with ease. They sometimes find grammar confusing, and speaking would be a skill of little practice and lack confidence when doing it in class. On the other hand, there are other students who are interested in their learning process and try to make an effort. They are willing to follow all of the suggestions provided as they are always looking forward to improving their skills and mitigate flaws. Despite this, there are several conduct and discipline issues that affected the learning process in the graders, because this situation did not allow to have a proper or positive environment in some occasions.

Since students are constantly exposed to different teachers (since there were many resignations in most of the areas at school), discontinuity on students’ learning process is constant.
Students require improving their listening skills, because they tend to have difficulties in understanding instructions given by the teacher or they would struggle when speaking. Graders would also claim most of their previous teachers gave instructions in their native language (Spanish). This was also observed when doing listening tasks in class, as students were given instructions in English, and while listening to some recordings, they would get confused. They claimed this was something they rarely did both in class and independently. Therefore, the lack of listening comprehension is very high.

One of the tasks students used to engage in class involved comprehension questions, such as “fill in the gaps”, “multiple choice”, “true/false” or “open-ended” questions. Regarding the latter one, for example, in general, students did not present major difficulties, as the listening tasks provided on their textbooks were quite short and they did not contain more comprehension questions to be done at the same time. With respect to multiple-choice questions, students would not present major flaws either, though it was necessary to play the recording more than once. When it came to listening for gist, it was noticed that some students did not have the ability to understand the general purpose of the listening text.

Regarding questions of inference, there were a few exercises of this question-type provided on students’ textbook. Hence, it was necessary to create extra listening tasks and bring different materials in order to test their listening comprehension. Students struggled as their capacity to infer was not quite high, and they had issues in answering since they would believe they needed to understand everything from the recording.

Some students seemed to be discouraged as far as their English Learning process. When being assessed on their skills, a lot of students would feel unconfident and struggle. It could be said that
a solid Learning process had not been accomplished as the English skills were not strengthened nor practiced enough in their previous grades, especially the listening and speaking skills.

Regarding some strengths of the students at a communicative and linguistic level, it was observed that although there are students with a good level in terms of oral competence, and they are generally very participative, the rest of the learners usually lacked initiative and interest in interacting with each other. When expressing themselves, some students presented difficulty in articulating their words, ideas or arguments in the activities that involved topics of speaking assessment such as conversations, debates, role plays or monologues.

**Students’ Needs:** In general students do not feel confident with their English skills. They require continuity in their process as their foundations on the English Language are not quite solid. One of the aspects observed, was that learners would always claim not having enough knowledge and would also lack motivation. Hence, they need to be encouraged with different types of exercises as part of their learning process. For example, they have not had enough listening practice in class nor individually, and the speaking skills had generally been a matter of little practice in their English class.

Students seemed not having positive study habits as there is little individual practice. Listening skills is one of the least practiced as many students struggled to understand their teacher and found listening tasks complex to perform. When starting the course, a lack of English-speaking culture in the classroom was a constant and this was a limitation for students who would not dare to communicate in the target language.

There are some learners who would prefer working individually and others who would prefer working with their peers. On the other hand, in activities they need help in, they would work with their peers in order to get some support. As far as students’ learning preferences, despite students
do not have any problem with group work, most of them also like doing individual activities that can test their performance and knowledge.

This is related to students learning styles, which were observed in the classroom. Based on Gardner (1983), one of the most predominant styles is the intrapersonal style, as there were students who would rather prefer doing individual activities because of their introverted personalities. These types of students are characterized for being both independent and shy and would not feel comfortable doing a lot of pair or team work. These students used to be confident despite not participating actively in some occasions.

On the other hand, there were also students with an interpersonal learning style, as they would prefer to learn in company, through group work or interacting with their classmates. These students were characterized for being very outgoing and participative.

Another witnessed style that also constitutes a strength by learners, were those with high linguistic skills. There were some students who would perform with ease in reading, listening, writing or speaking tasks. They would feel encouraged when doing tasks involving words in several types of activities, as they are able to perform successfully, whether it was a listening comprehension activity, writing short texts (such as blogs, profiles, poems), reading aloud to the class or doing presentations or performing conversations when assessing the speaking skills.

**Annex 3: Field notes of the diagnostic test**

<table>
<thead>
<tr>
<th>Date: May 2^{nd} 2018</th>
<th>Time: 30 minutes</th>
<th>Group: 11^{th} Grade</th>
<th>Number of students: 6</th>
</tr>
</thead>
</table>

**Students’ behavior and reactions:**
Students seemed rather confused to what was being heard. They would express the accent was odd and there were some words they could not understand very well. It happened to be difficult to write their answers and listen at the same time as well as write their answers when it came to open-ended questions. They also expressed it was a difficult task given the lack of practicing through this type of listening exercises. It was evident the lack of understanding in many students as they were listening to the material and how difficult it proved for them to solve the questionnaire.

**Students’ questions, reflections, and discoveries:** Students were given a listening test that aroused their interest and anxiety in some, as this was something they were not used to. They discovered how uneasy it was to fulfill the test as they were listening to the material and also how little they practiced their listening skills, given the level of difficulty it happened to be for them. They would make many questions before and while they were listening, mostly regarding the vocabulary on paper and how to answer the questions with their own words.

**Type of listening assessment comic books used (variety, nationality, and genre):** A British scripted recording material about an interview taking place in an amusement park in London, in which the main topic was a man’s experience working in this place.

**Annex 4: Field notes of the listening assessment 1**

May 16 2018, observations format

Listening task 1. New in the class
**Students’ behavior and reactions:**

In the pre-stage not all students were willing to express their opinions when it came to discuss the topic of the conversation, when they were asked about what could be some possible topics for conversations people can have regarding an English class. Some students felt reluctant to speak out. As for the while stage, students seemed to be somehow unconfident on their performance since they found some difficulties to understand the recorded material. Because of this, a sense of anxiety emerged on the environment. Some of the witnessed flaws were students’ difficulties of understanding how to answer the open questions. As far as the multiple choice questions, it appeared to be easier for them to do it. The true or false questions were difficult for students to the degree that they presented some difficulties to pay attention to both the statement and analyze the audio at the same time, so that caused lack of assurance when pointing out the answer. It seemed students were not used to listen to a British accent, and some of them claimed it was difficult to understand it. This lead to increase their discouragement. On the post listening stage students were not so reluctant and talk about what they thought of the conversation they just heard, in terms of the topic itself. In addition to this, they were told to compare their first day of English class and the topics being in talks, student discussed as a class those issues. On the other hand, when it came to discuss the verb forms, despite students were willing to say aloud the answers, there still presented shortcomings as far as grammar goes, given that they were not sure of what to answer, so they didn’t write anything or some of their answers were not correct.
**Students’ questions, reflections, and discoveries:** Students were given a different type of listening assessment, and in that regard; they discovered a different way to engage this kind of listening exercise. It was observed that they found it complex to fully understand the recorded material and solve the questions, even though there was a pre stage where chief vocabulary and questions were explained.

**Type of listening assessment comic books used (variety, nationality, and genre):** A British scripted recorded material about two people talking together about a woman’s experience in her first Spanish class.

**Other observations:** There was some noise outside the classroom, and therefore, this caused lack of concentration in many students. The accent of the speakers also led students to have issues to understand what was being said, as they could not comprehend the passage with ease. A sense of susceptibility to failure was also perceived in some students since they seemed to not trust their skills to perform well in the given task. In some cases, they did not attempt to write the required answers or did not seem to be confident to them.

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**Annex 5: Field notes of the listening assessment 2**

May 17 2018, observations format

**Listening task 2. Obligations**

<table>
<thead>
<tr>
<th>Session:</th>
<th>Date: May</th>
<th>Time:</th>
<th>Group:</th>
<th>Number of students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>17</td>
<td>60 minutes</td>
<td>11th grade</td>
<td>2</td>
</tr>
</tbody>
</table>
Students’ behavior and reactions: Students were encouraged to do the listening tasks online although they were a bit anxious as they were answering the questions. It seemed they were not used to this type of online assessment, besides doing the listening activities, as far as the exercises. Students were interested in performing the listening task and there was good participation by them on both the pre-listening post-listening stages.

Students’ questions, reflections, discoveries: Students were introduced to a new experience when it came to perform a listening exercise using web-based materials such as google forms. It proved to be challenging at first but students were encouraged to do the listening tasks. It was observed students found appealing this type of exercises online as it took place in a different environment.

Type of listening assessment (variety, nationality, genre): A recording material taken from students’ textbook, using a web-based form, about two young girls taking about duties at school.

Other observations: Some students arrived later than expected, allegedly because of make-up assignments they had to deliver and sustain.

There were only two students who did the online listening activity on time.

As the pre-listening stage was taking place, it was observed that students were familiarized with the given theme and its context, to the extent that they could identify themselves with the situation presented on the conversation.

Students seemed confident when answering the questions and they also understood the overall passage with ease.
There was more silence in this occasion compared to the previous activity, so students could concentrate more.

Students participated actively on all stages. On the pre-listening stage they would easily predict the content of the passage as they discussed the questions provided in the introduction of the topic. On the post-listening stage, Students interacted with each other smoothly and no serious difficulties were observed.

There was not enough time for other students to carry out the activity on the classroom since most of the computers that we were being used did not work properly. Hence, some students were told to continue the exercise from home.

Despite this, students did not do the activity claiming not having enough time and have other duties to do.

Annex 6: Field notes of the listening assessment 3

May 18 2018, observations format

Listening task 3. “Desktop computer or Laptop?”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>Grade</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>May 18 2018</td>
<td>60 minutes</td>
<td>11th</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students’ behavior and reactions:** Students participated actively on the pre-listening stage and there was good collaborative work.

Some students seemed to be confident to understand the recording despite some of them had some difficulties in writing their responses, given their lack of vocabulary. The classroom was quiet.
and they would be focused and concentrated. They claimed the topic of the passage was easy to address since were familiarized with the given vocabulary.

**Students’ questions, reflections, and discoveries:** Students were a little more used to the process of the listening task, and happened to find useful to discuss the topic before they listened to the material, as it provided them some idea of what they would be hearing of. They also seemed to be getting used to the approach the listening exercise, as they discussed the topic of the conversation together and performed a similar conversation in the post-listening stage in pairs.

**Type of listening assessment (variety, nationality, genre):** A recorded material taken from students’ textbook, where two friends were talking together about desktop computers and laptops.

**Other observations:**

Only three students did the listening task. Despite some difficulties on some tasks, their confidence seemed to be high and they comprehended the passage with more ease.

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**Annex 7: Field notes of the listening assessment 4**

May 21 2018, observations format

Listening task 4. “Speculations and deductions”

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<tr>
<th>Session</th>
<th>Date: May 21</th>
<th>Time: 60 minutes</th>
<th>Grade 11th</th>
<th>Number of students: 5</th>
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<tbody>
<tr>
<td>4</td>
<td>2018</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students’ behavior and reactions:** The classroom was quiet and students were concentrated, and felt more comfortable since they were getting used to the type of activities they were meant to
do, so their confidence and skills to perform on the task appeared to have increased. Despite this, some students continued to feel unconfident when it came to answer some questions.

**Students’ questions, reflections, discoveries**: Students realized that despite their lack of practicing this type of exercises, they still managed to try to perform properly. However, the lack of vocabulary and practicing the listening skill made the task difficult for some of them.

**Type of listening assessment comic books used (variety, nationality, genre)**: In this exercise, the recording material was also taken from their textbook whose activities were modified and expanded in accordance to the design looking for having a more complete and varied set of exercises aimed at having students practicing the listening for details skills.

**Other observations**: Some students were not on time and missed some of pre-listening stage.

At first, students would feel unconfident to answers the questions and would struggle to comprehend the speech delivered as some of them had written a few answers and asked for listen to it for a third time.

There were some words on the passage students could not comprehend, as based on their reactions and difficulty in answering.

As students listen for a second and third time, they seemed to improve their comprehension and attempt to answer the questions.

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**Annex 8: Field notes of the listening assessment 5**

May 22 2018, observations format

Listening task 5. “Wishes”
<table>
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<tr>
<th>Session:</th>
<th>Date: May 22</th>
<th>Time: 60 minutes</th>
<th>Grade: 11th</th>
<th>Number of students:5</th>
</tr>
</thead>
</table>

**Students’ behavior and reactions:** In their final assessment, it was observed that there was still a sense of misunderstanding of the recording material. Students stated that people speaking was a bit fast and it was difficult to get the message. The audio was played three times and it was necessary to remember some words expressions seen in the introduction. This situation discouraged the students a little. In addition, there was some noise outside the classroom as some music was being played, which disrupted in some occasions students’ concentration, and also; the heat on the classroom would also affect their comfort.

Despite this, students tried to answer the questions.

**Students’ questions, reflections, discoveries:** As it was said before, students have been introduced to a new way to approach the listening assessment through their text book audio material and external tools such as the audios used from different webpages. They seemed to like the exercises to the extent that they would practice their listening skills in the language being practiced through an instruction that was something new for them as students. That is, students would rarely perform listening activities in their English class but lacking the complete instruction from their teachers.

**Type of listening assessment (variety, nationality, genre):** A recorded material taken form students text books, which, like the others, consisted on an scripted conversation between two American people talking about graffiti in which listening for gist, and for details were assessed.
Other observations: A considerable number of students started later than expected. What asked about why they were late, they claimed that they were with other teachers concerning cultural extracurricular activities. Because of this, there was not enough time to carry out the pre/listening stage as it was intended, and students had less time to solve the questionnaire.

Particularly on this day, because of a preparation for a musical show, different groups were on rehearsal and loud music was being played. Hence, because of the noise, students could not concentrate as expected in some moments.

So the class comfort was somehow affected by this and also because of high temperatures and lack of ventilation as well. Similarly, in activity 1 a sense of susceptibility to failure would also be perceived since students would not complete some of the tasks and felt insecure on their performance. This is due to several factors such as lack of comprehension on the recording material because of speed of speech, unknown expressions, and overall because of the evident lack of listening practice. All of this generated some pressure on them which alongside time limitation they had to solve the questions, lead to anxiety and decreased their confidence.

Annex 9: Recording transcript #1

Transcript of test 1


**Steve:** Hi Susan, did your new Spanish class start today?

**Susan:** Hi Steve. Yeah, it was great fun. Hola!
Steve: Hey, you learned something already! So, tell me about the other students.

Susan: Well, first I want to tell you about the teacher. She's crazy! Her name is Maria and she's from Malaga in the south of Spain. She's about 35 years old and is a really friendly person. She's very funny. It's difficult to understand her accent sometimes but I'm sure it will get easier.

Steve: How many students are there in the class?

Susan: Oh, about 12 I think. Everyone is about the same age, so that's great.

Steve: Where are you going, where are you doing the lessons? Are you at the college near the tennis club?

Susan: No. We're at the town library. We are using a small room at the library so it's really quiet and all the books are right there!

Steve: Are the other students all American?

Susan: Most of them are, yes. There is a Japanese girl called Miko. She is probably the best in the class. Her accent is wonderful. I think she studied Spanish at school.

Steve: Ah ha...

Susan: And then there's an English boy called James. He lives here and works at the university. He wants to learn Spanish because he hopes to go to Argentina next year. He is very young, about 22 years old.

Steve: And the rest of you are American?

Susan: Yes, apart from James and Miko, the rest of us are American. I met your mother's friend Rosemary.

Steve: Rosemary? Who's she?
Susan: That friend your mother plays tennis with sometimes.

Steve: Oh, Rose Marie! Why is she learning Spanish? She speaks Italian and French already!

Susan: Well, maybe she wants to be multi-lingual. She speaks really well. I feel so stupid in that class and that's after just one lesson! Oh dear....

Steve: Don't worry Susan, maybe I'll come by next lesson and then I will be the worst for sure. What did you do in today's class?

Susan: Because it was the first lesson only, we did some basic things like the numbers to ten and how to ask a person's name.

Steve: OK, ask me my name in Spanish!

Susan: Oh! Erm, I can't remember. Como ti, come te yama, como ti yamo, oooh! I can't remember anything!

Steve: (laughs) I will come to the next lesson and help you!

Annex 10: Recording transcript #2

Transcript of test 2
CD 2 Track 8

Male: You look pretty worried, Diane. What's wrong?
Diane: I'm still stressed out about my grades.
Male: Yeah? You're usually pretty cool about everything.
Diane: I know. But this has really affected me. I studied a lot you see, but I just couldn't concentrate in the exams.
Male: Hmm. Are you getting enough sleep?
Diane: Not really. About six hours a night.
Male: Six hours? You need at least eight or nine hours a night or you'll get sick! No wonder you couldn't concentrate.
Diane: I know.
Male: What do your parents say about it?
Diane: Mom's really supportive. At least I don't have to do any chores at the moment.
Male: And what about your dad?
Diane: He's pretty strict. He says I can't watch TV for a month. And I have to get better grades next semester or he'll send me back to the USA to finish high school. But that just makes me more stressed. He can be so mean sometimes.
Male: Like my dad.
Diane: Yeah. Anyway, I'd better get to the library. I have to finish a history essay before tomorrow.

Male: OK. I hope you can relax. When I feel stressed, I always do some exercise or just breathe deeply.
Diane: Thanks, Male. That's a good idea. Just talking about it makes me feel better, too.

Figure 22. Recording Transcript #2.
Annex 11: Recording transcript #3

Figure 23. Recording Transcript #3.
Annex 12: Recording transcript #4

Figure 24. Recording Transcript #4.
Annex 13: Recording Transcript #5

Figure 25. Recording Transcript #5.
Annex 14: Lesson Plan 1

<table>
<thead>
<tr>
<th>Lesson plan 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 16/05/18</td>
</tr>
<tr>
<td><strong>Group:</strong> 11th</td>
</tr>
<tr>
<td><strong>Theme:</strong> First English class</td>
</tr>
<tr>
<td><strong>Grammar topic:</strong> Past simple, descriptive adjectives.</td>
</tr>
<tr>
<td><strong>Number of questions:</strong></td>
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<tr>
<td><strong>Type of questions</strong></td>
</tr>
<tr>
<td>Listening for details: 10</td>
</tr>
<tr>
<td>Gist: 1</td>
</tr>
<tr>
<td>Inference: 1</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. By the end of the lesson learners will be able to talk about past situations.</td>
</tr>
<tr>
<td>2. Talk about English classes</td>
</tr>
<tr>
<td>3. Learners will review the past simple tense, regular and irregular verbs and quality adjectives.</td>
</tr>
<tr>
<td><strong>Materials:</strong> Worksheet, markets, computer, USB, speakers</td>
</tr>
<tr>
<td><strong>Description of the activities:</strong> Students will be asked the following question as a pre-task: In order to give students a context of the recorded material, they will be introduced to the topic as follows:</td>
</tr>
</tbody>
</table>
Pre-task

We are going to listen to a conversation between a woman and a man. The man asks her about her English class.

Students will be asked the following questions to be discussed in pairs. Afterwards, questions will be discussed as a class.

What do you talk about with your classmate in an English class regarding the class itself? What possible topics can be in the conversation?

Do you remember your first English class? How was it?

Can you describe one of your English teachers?

Secondly, in order to brainstorm vocabulary, activate vocabulary and predict content in students, they will be asked to think of possible verbs, adjectives, nouns, questions or any expression that could be in the recorded material. They will then be asked to role-play a situation to the given topic (A man and a student talking about her first English class)

Finally, students will be given the workshop that includes true/false, multiple choice, and open-ended questions. Students will be asked to read carefully the questionnaire in order to highlight unknown vocabulary and have them prepare to listen.

While-task

Students will listen the recorded material and solve the test individually. They recording was be played two times.

Post-listening

Students’ answers of the test will be shared orally as a class. The students will say aloud their answers and correct when necessary.
Afterwards, students will be asked to perform a similar conversation in pairs, taking into account some features of the conversation regarding the speakers’ attitude and intonation, or any other aspects concerning the speakers’ personality.

Annex 15: Lesson Plan 2

<table>
<thead>
<tr>
<th>Lesson plan 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 17/05/2018</td>
</tr>
<tr>
<td><strong>Group:</strong> 11th</td>
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<tr>
<td><strong>Theme:</strong> Duties at school, feelings, recommendations.</td>
</tr>
<tr>
<td><strong>Grammar topic:</strong> Quality adjectives, modal verb have to.</td>
</tr>
<tr>
<td><strong>Type of listening questions.</strong></td>
</tr>
<tr>
<td><strong>Listening for details:</strong> 13</td>
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<tr>
<td><strong>Gist:</strong> 3</td>
</tr>
<tr>
<td><strong>Inference:</strong> 2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>1. By the end of the lesson learners will be able to talk about duties at school.</td>
</tr>
<tr>
<td>2. Give recommendations</td>
</tr>
<tr>
<td>2. Learners will review the modals have to, need to, and descriptive adjectives.</td>
</tr>
<tr>
<td><strong>Materials:</strong> Computer, USB, ICT, speakers, worksheets.</td>
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</tbody>
</table>
Description of the activities: Students will be asked the following question as a pre-task:

In order to give students a context of the recorded material, they will be introduced to the topic as follows:

In pairs, students will discuss the following questions in pairs: According to the given picture on page 71, what do you think is happening. Who are they? Have you ever felt that sad? When was the last time it happened? Why? What do you think the conversation is about?

Secondly, in order to activate vocabulary and predict content in students, they will be asked to think of possible verbs, adjectives, nouns, questions or any expression that could be in the recorded material.

Finally, students will be given the worksheet that includes fill in the gaps, true/false, multiple choice, and open-ended questions. Students will be asked to read carefully the questionnaire in order to highlight unknown vocabulary and have they prepare to listen.

While-task

Students will listen to the recording and solve the test individually. They recording will be played twice.

Post-listening

Students’ answers of the test will be discussed in pairs in order to have peer correction. Afterwards the answers will be shared to the class.

Afterwards, students will be asked to work in groups of 3 and talk about a similar situation they went through. Their experiences will be shared to the class.
Date: 18/05/18

Group: 11th

Theme: Recommendations, technology.

Grammar topics: Modal verbs

Objectives

1. By the end of the lesson students will talk about computers.
2. By the end of the lesson students will make recommendations about technology.

Materials: Computer speaker, video beam,

Description of the activities:
Students will be asked the following questions to be discussed in pairs as a warm up activity:

Which do you prefer? A desk computer or a laptop?

If you were to recommend one of them, which one would you? and why?

In order to give students a context of the recorded material, they will be introduced to the topic as follows:

We are going to listen to a conversation between 2 men. One of the men is asking for an advice about whether to buy a laptop or a desk computer.
What do you think the man is going to recommend?

Which do you think his arguments can be?

Secondly, in order to brainstorm vocabulary, activate vocabulary and predict content in students, they will be asked to think of possible verbs, adjectives, nouns, questions or any expression that could be in the recorded material. They will then be asked to work in groups of 4 and assume a position whether a desktop computer is better or not than a laptop. They will be asked to be in pro and con and express the arguments that they consider as valid to justify their position.

Finally, students will be given the workshop that included open-ended questions, multiple choice statements and a true/false exercise. Students will be asked to read carefully the questionnaire in order to highlight unknown vocabulary and have them prepare to listen.

While-listening

Students will listen the recorded material and solve the test individually. They recording will be played 3 times.

Post-listening

The answers of the test will be shared orally as a class. The students will say aloud their answers and correct when necessary. Then students will be asked to share with the class what they thought of the conversation and compare it what they had discussed before in the pre-listening stage.

Afterwards, students will be asked to perform a similar conversation in pairs, taking into account some features of the conversation regarding the speakers’ attitude and intonation, or any other aspects regarding the personality of speakers.
Annex 17: Lesson plan 4

<table>
<thead>
<tr>
<th>Lesson plan 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 21/05/18</td>
</tr>
<tr>
<td><strong>Group:</strong> 11th</td>
</tr>
<tr>
<td><strong>Theme:</strong> Speculation and deductions</td>
</tr>
<tr>
<td><strong>Grammar topics:</strong> Modal verbs could, might, should, may.</td>
</tr>
<tr>
<td><strong>Types of questions</strong></td>
</tr>
<tr>
<td>Listening for details: 4</td>
</tr>
<tr>
<td>Gist: 1</td>
</tr>
<tr>
<td>Inference: 4</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. By the end of the lesson learners will be able to speculate and make deductions.</td>
</tr>
<tr>
<td><strong>Materials:</strong> Computer, CD, worksheets.</td>
</tr>
<tr>
<td><strong>Description of the activities:</strong></td>
</tr>
</tbody>
</table>
Description of the activities:

Pre-listening: Students will be asked to discuss the following question

What do you normally talk about with your neighbor?

Do you ever speculate about something odd you see in your neighborhood as you talk to someone?

In order to give students a context of the recorded material, they were introduced to the topic as follows:

We are going to listen to a conversation between two neighbors. They’ll be talking about their neighborhood and some things that have happened regarding security.

Students will be asked the following questions to be discussed in pairs. Afterwards, answers will be discussed as a class.

Have you ever had any security problems in your neighborhood? What kind of situations have you been involved? What have you witnessed?

Secondly, in order to brainstorm vocabulary, activate vocabulary and predict content in students, they will be asked to think of possible verbs, adjectives, nouns, questions or any expression that could be in the recorded material. They will then be asked to role play a situation to the topic.

Finally, students will be given the workshop that includes 2 open-ended questions, four true/false statements, and three multiple-choice questions. Students will be asked to read carefully the questionnaire in order to highlight unknown vocabulary and have them prepare to listen.

While-task
Students will listen the recorded material solve the test individually. They recording will be played twice.

Post-listening

Students’ answers of the test will be compared with a classmate, in order to have peer correction and afterwards answers were shared orally as a class. The students will say aloud their answers and correct when necessary.

 Afterwards, students will be asked to perform a similar conversation in pairs, taking into account some features of the conversation regarding the speakers’ attitude and intonation, or any other aspects regarding the personality of speakers.

Annex 18: Lesson Plan 5

<table>
<thead>
<tr>
<th>Lesson plan 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 22/05/18</td>
</tr>
<tr>
<td><strong>Group:</strong> 11th</td>
</tr>
<tr>
<td><strong>Theme:</strong> Wishes, home tasks.</td>
</tr>
<tr>
<td>Grammar topics: Verb wish, conditional type II and verb to be in past tense</td>
</tr>
<tr>
<td><strong>Materials:</strong> CD, Workshops, markets, whiteboard.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>1. By the end of the lesson learners will be able to make wishes about unreal situations.</td>
</tr>
<tr>
<td><strong>Materials:</strong> Worksheets, markets, computer, speakers.</td>
</tr>
<tr>
<td><strong>Number of questions:</strong> 9</td>
</tr>
<tr>
<td><strong>Type of questions</strong></td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Listening for details: 6</td>
</tr>
<tr>
<td>Inference: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Description of the activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the activities: Students are asked the following question as a pre-task:</td>
</tr>
<tr>
<td>What is a wish?</td>
</tr>
<tr>
<td>Do you have one or several?</td>
</tr>
<tr>
<td>Students will then be elicited the following example in order to be introduced to the given topic, as follows</td>
</tr>
<tr>
<td>I wish I were…</td>
</tr>
<tr>
<td>I wish I were a writer. I love writing!</td>
</tr>
<tr>
<td>Amanda wishes she had more friends.</td>
</tr>
<tr>
<td>Using these examples, they will be asked to work in pairs and discuss 2 things they wish they had or were.</td>
</tr>
<tr>
<td>Afterwards, in order to have students talk and predict the content of the listening text, they will be told:</td>
</tr>
<tr>
<td>We are going to listen to a conversation between two friends talking together about some of the chores they must do at home.</td>
</tr>
<tr>
<td>Consequently, in order to brainstorm vocabulary, activate vocabulary and predict content in students will be asked the following questions to be discussed in pairs.</td>
</tr>
</tbody>
</table>
What are some of the chores do you do at home?

Are your parents very strict with you in that regard?

Do you like doing chores?

Finally, students will be given the workshop that included opened-ended questions, true/false statements and multiple-choice questions. Students will be asked to read the questionnaire carefully in order to highlight unknown vocabulary and have them prepare to listen and predict the content of the recording material.

While-task

Students will listen to the recorded material solve the test individually. The recording will be played 3 times.

Post-listening

Students’ answers of the test will be shared orally as a class. The audio will be replayed at stopped on the right passage so that students could check what the correct choice was if necessary.

Students will be asked to give their opinion on the conversation, as far as the topic itself and compare what their relationship with their father/mother is like. The students will share their answers to the class.
Annex 19: Listening task #1

1. Mark true or false. If false, justify your response.

<table>
<thead>
<tr>
<th>Statements</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maria is from Madrid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Susan can’t remember what she learned in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It’s easy to understand the teacher’s accent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. James is Italian.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Maria is funny.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There is a Chinese student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Answer these questions:

1. How old is Maria?
   a. 30       b. 34       c. 35

2. How many students are there in the class?

3. Where does James want to go?

4. Who did Susan meet?

5. What did Susan learn in today’s class?
   A. The nationalities   b. The numbers and how to ask the persons’ names   c. The alphabet.
Annex 20: Listening Task #2

What’s the main topic of the conversation?

How does Diane feel?
- Calm
- Stressed
- Relaxed

How many hours has Diane slept?
- 16 hours
- 6 hours
- 8 hours

Mali recommends Diane she should sleep at least
- 8 or 9 hours
- 7 or 8 hours
- 9 hours

Diane says her mom is
- Strict
- Supportive
- Angry
How does Diane describe her dad?

Texto de respuesta larga

What will Diane’s dad do if she doesn’t get better grades? *

Texto de respuesta larga

How does Diane’s feel about that?

Texto de respuesta larga

Mali recommended Diane to study more

1. True

2. False

Diane is responsible *

1. True

2. False

Diane’s grades are not good *

1. True

2. False
Diane has to do some chores at home

- True
- False

Diane thinks she'd better

- go home
- get to the library
- get to the laboratory
- get to work

because she has to

- finish
- complete
- do
- define

a ____________ essay

- story
- history
- jewelry
- risky
Annex 21: Listening task # 3

1. What is the conversation about?
2. Why does Vikram not recommend to buy the laptop?

3. How does Dev describe what he looks for in a computer?

4. Vikram and dev are probably
   
   A. Brothers  
   B. Friends  
   C. It’s not clear

5. Vikram recommends a computer that has
   
   A. at least 2 gigabytes of memory and 502 gigs of hard drive  
   B. at least 4 gigabytes of memory and 512 gigs of hard drive  
   C. 4 gigabytes of memory and 522 gigs of hard drive

6. At the end of the conversation, it’s evident that:
   
   A. Both Vikram and Dev agree.  
   B. Dev thinks Vikram’s suggestions are good.  
   C. Vikram is angry at Dev.

7. Decide if the following statements are true or false.

<table>
<thead>
<tr>
<th>statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vikram thinks it’s not a bad idea to buy a laptop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev agrees to buy a desk computer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vikram prefers desktop computers despite they are more expensive than laptops

Dev prefers an integrated webcam

Annex 22: Listening Task #4

Name:_____________________________________________________________________

1. What did Imram tell Ravi?
_____________________________________________________________________

2. Why is Imram worried?
_____________________________________________________________________

3. Decide if the following statements are true or false. If false, justify your response.

4. At the end we can infer that

A. There is no danger for Ravy.
B. Ravy is in jeopardy.
C. Ravy will be stolen.

5. Imram concludes that the intruder might be

A. A thief

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ravi is eating with his girlfriend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s a stranger at Imram’s house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ravy seems to be worried.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imram thought the man was a thief at first.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. A deliverer

C. A graffiti artist

6. Imram thinks the intruder is

A. Suspicious
B. Dangerous
C. Odd.
Annex 23: Listening task # 5

Instruction: First, read the questions carefully, then listen to the conversation three (3) times and then answer the questions.

1. What is the weather like for Imram?

__________________________________________________________________________________________

2. What time does the conversation take place?

__________________________________________________________________________________________

3. Decide which of the following statements are true or false. If false, justify your response.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark wishes his dad hired a gardener.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark is lazy and doesn’t do any of his chores.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Imram wishes he didn’t have an air conditioner in his room.  
Justification: 

4. The temperature at Mark’s city is 

   A. 14 degrees Celsius  
   B. 40 degrees Celsius  
   C. 4 degrees Celsius  

5. Name some of the tasks Mark has to do 
   ________________________________________________________________  
   ________________________________________________________________  

6. It can be inferred that Mark’s dad is 

   A. Demanding  
   B. Calm  
   C. Kind  

7. Mark says 

   A. He’d better go out with his friends.  
   B. He’d better obey his dad.  
   C. He’d better continue talking by phone with Imram.  

Annex 24: Diagnostic test 

The following is the diagnostic test that was implemented in the first stage of the assessment process.
I. Answer these questions:

A. What is the conversation about?

_______________________________________________________________________

B. How many people are speaking?

_______________________________________________________________________

C. What is the name of the interviewed person?

_______________________________________________________________________

D. What are some of the activities the interviewed person supposedly does?

_______________________________________________________________________

E. The audio contains:

a. a radio interview
b. a monologue
c. a TV interview
F. What is the number one theme park?
   a. disney world
   b. cedar point
   c. roller coaster park

G. What is the most popular park?
   a. animatronic amusement park
   b. wing natural park
   c. cedar point

H. Where is the most popular park?
   a. Ohio
   b. Los angeles
   c. Kentucky

II. Mark true or false.

1. Andy Wells has written a guide to theme parks around the world. True False
2. Andy says his job doesn’t feel like hard work. True False
3. Cedar Point in Ohio has life-sized moving dinosaurs. True False
4. On a wingcoaster the track is next to you, not under you. True False
5. At the Islands of Adventure in Florida you can meet Harry Potter. True False
6. Ocean Park in Hong Kong has sea animals but no rides. True False
7. A dark ride is a ride inside a building. True False
8. The “place to watch” for theme parks is Japan. True False

II. Circle the correct option.
1. Magic Kingdom at Disney World in Florida has the largest area / the most rides / the biggest number of visitors.
2. Cedar Point in Ohio is introducing a new rollercoaster / more frightening / animatronic dinosaurs.
3. Andy thinks a wingcoaster is more relaxing / more frightening / more exciting than a normal rollercoaster.
4. Andy thinks the tour of Hogwarts School is better for young children / really well done / just a way of selling magic sweets.
5. Lotte World, a huge park in South Korea, has the world’s biggest indoor theme park / the most water rides in the world / has a New York street section.
6. China will soon have the world’s biggest dinosaur tour / the world’s biggest zoo / the world’s tallest Ferris wheel.

Source: http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/theme-parks