HOW TO DEVELOP LISTENING SKILLS IN EFL ADULT LEARNERS TO SUCCEED IN THEIR ORAL COMMUNICATION

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APPROVAL

The thesis titled HOW TO DEVELOP LISTENING SKILLS IN EFL ADULT LEARNERS TO SUCCEED IN THEIR ORAL COMMUNICATION presented by CARLA DEL CARMEN BARRETO GUZMÁN in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the Thesis Director Maria Esther Linares and defended on .... before a Jury with the following members:

_____   _____
President   Secretary

_____
Informant

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INTRODUCTION

Listening is one of the most important skills. However it has been neglected as it is one of the most difficult skills to acquire. In the early period of ELT the focus was given to reading and grammar skills. As time went on, researches acquired interest on this skill but the formal instruction failed in a formal ELT classroom.

As listening has not been developed easily, many different methods have been applied and also many activities have been used in classrooms. In addition, teachers have tried different techniques. In fact, they are still trying, such as visual aids and in other cases computer programs, so with the help of technology the opportunities to acquire this skill will succeed. As there will be more opportunities and advantages in classroom. Nevertheless, listening has remained as the most difficult skill because no matter the technique employed, the material used, there is still a lack on how the real listening process occurs. In classroom, listening has been modified and has been graduated according to the level of our students, but in real listening this graduation does not occur. Even advanced learners when they have been exposed to real language, they have reduced their understanding on "real speech". Learners may have understood recordings without missing important details, but when they have encountered to real life communication they will do so. My study has focused on improving some listening strategies to make learners communicate better.

This study shows the development of the listening skills in EFL learners in a graded listening environment by training them in their listening skills in this way their communication will be better compared to students who just had authentic listening and no train.

For this thesis in chapter 1, The purpose of this thesis has stated to go over the general to the specific objectives, considering the limitations of the study and having background research to support the thesis. In chapter 2, the theoretical framework for the listening and the effective communication has also seen here. In Chapter 3, has stated the methodology of the investigation used considering different variables that would change the result of this thesis. Moreover, in this chapter there is a detailed explanation on the material used, instruments to measure the results of the thesis in order to have a reliability and validity of the procedures used. Finally, chapter 4, has showed the results of the findings for the listing as well as for the speaking. The limitations as well as the recommendations have been included in order to consider for further researches. Tables and charts are included to have a better explanation.

In Chapter I, the main and specific objectives of this research have clearly established as well as a brief explanation why this research was done. The problems I found during the development of the program like the low level of criticism in our learners and their lack of ability to read and write properly, whereas in Chapter II, the theoretical support on writing argumentative texts has clearly defined as well as the key words or important definitions to considers in an EFL context in terms of writing argumentative texts based on a process-writing approach.

The whole process of the application of the program and the research design including charts and graphs have clearly explained in Chapter III whereas in Chapter IV the final results, conclusions and recommendations for further studies are deeply explained, showing the meaningful impact for the Master Degree in Teaching English as a Foreign Language.

CHAPTER I
INVESTIGATION OUTLINE

1.1. Formulation of Problem

One of the most representative requirements of today's society is to speak a foreign language. It is one of the most influencing factors while someone applies for a job or is searching for a particular work. Every day this factor has become more and more a necessity, but how can we improve our communication skills? One of the main points is listening, although researchers have not given enough importance to this skill, nowadays it is having the position that should have taken before. Therefore, listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

So, the problem statement of this thesis is: "How to develop listening skills in EFL Adult learners to succeed in their oral communication."

Many successful leaders and entrepreneurs credit their success to effective listening skills as one of the main factors behind the success of a good communication. Effective listening is a skill that underpins all positive human relationships, as they are building blocks of success.

In the 1990s, the concept of learning English had to deal with intonation, rhythm, connected speech and voice quality. Until recently, listening comprehension had minimum attention in terms of both theory and practice. Even teachers devoted time for reading, writing and speaking but they expected that students will develop their listening skill by themselves without any help.

The roots of audio linguicism lie on the theories of language teaching in the early years of the 20th century. Some of these were: (a) entrenchment of positivistic pragmatism, b) the blossoming of American structural linguistics and behaviourist psychology, and c) the expression of scientific thought through formalisms (Johnson & Johnson, 1998).

In 1970 listening began to take a place in the learning process. Before, teaching was focused on literary works but, around 1974 arouse a less excellent direction on literature and new possibilities for writing about formerly taboo subjects appeared. Therefore, less skilled writers began to shape novels around social concerns, the more trendy the better. The new language used was focused on drugs, suicide, sexual molestation, prostitution, parents missing from death or divorce or desertion, runaways and anorexia. For this reason, the communication movement sought to move the focus away from grammar as the core component of language, to a different view of language, of language learning, of teachers, and of learners, one that focused on language as communication and on making the classroom an environment for authentic communication.

During the 1980s special attention was given to listening, therefore, it was incorporated into new instructional frameworks that is, functional language and communicative approaches. As a result, listening increased dramatically being approved with the application of different methods and approaches such as the "communicative approach". So, listening has become part of this language learning process receiving its credit for a successful communication and researchers are working on several components regarding pronunciation.

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each

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other is our attention…. A loving silence often has far more power to heal and to connect than the most well-intentioned words."

(Rachel Naomi Remen "Kitchen Table Wisdom" Aug 2006)

1.2. Hypothesis

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. The hypothesis that aroused in order to create this thesis was if by developing listening skills in EFL Adult Learners students will succeed in their oral communication.

1.2.1. General Hypothesis

Listening is the ability to accurately receive and interpret messages in the communication process.

1.2.2. Specific Hypothesis

Regarding the difficulties that learners have on their learning process, there is a new area to research in listening. In the past, the research only focused in the acquisition of individual vowel or consonant phonemes. Therefore, in the present times researches are more interest in factors affecting pronunciation, grammar, vocabulary and fluency to obtain a successful communication.

1.3. Delimitation of the Objectives

1.3.1. General objective

In terms of stimulus and response Behaviourists drew their inspiration from Pavlov's conditioning experiments expanding a wider network through association and newly learned responses through reinforcement, imitation and practice.

As listening became slow and steady in the 1970s the status began to change from being incidental and peripheral to a status of central importance. During 1980s, researchers became increasingly

interested in exploring this complex skill. Throughout the 1990s, attention to listening in language teaching increased dramatically.

For example, Hiller, Rooney, Laver and Jack (1993) investigated a computer assisted language learning program called SPELL, which incorporates teaching modules in intonation, rhythm and vowel quality. The preliminary results were in favour of using the program as a language learning tool. But, today there is a wider research focused on English pronunciation.

Hismanoglu and Hismanoglu (2010) conducted a study to find the pronunciation teaching techniques preferred by language teachers. The results indicated that teachers preferred traditional rather than modern techniques. They prefer dictation or reading aloud than instructional software and the internet. Teachers prefer to connect skills with listening rather than teaching it as one and alone skill.

1.3.2. Specific Objective

Over the last years there has been more integration on listening skills to other skills suggesting different techniques for helping EFL students and in this way help them to develop this skill. Therefore, the combination of fluency, grammar, vocabulary and pronunciation help to develop a successful communication. Needless to say, those if listening can be empowered and enriched with different techniques communication become more effective.

1.4. Justification of the investigation

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

However, the limited amount of research on the effects on training on this skill, in order to obtain a listening comprehension to be able to communicate has not been developed widely. Therefore, this study may contribute to a way on which listening should be used according to the

level of our students in order to develop more listening comprehension skills to be able to communicate in a real life situation as our final goal.

In this research, I have seen that many students have listening problems that remain unachieved. The results of this study may give enlightenment to teachers in order to train their students in pronunciation as part of a regular teaching class in order to fulfil these problems and make students capable on communication. Therefore, with this study, teachers, coordinators, curriculum designers and syllabus designers may develop, create and introduce these materials in their lesson plans creating material and activities accordingly.

Second language listening has been relatively ignored for many years but within applied linguistics, has today come into its own. Nowadays, listening has greater importance on researchers which has gained after many years. Although still somewhat neglected in second language acquisition research, listening now plays a more central role in language teaching. University entrance exams, school leaving tests, and other examinations have begun to include a listening component, an acknowledgement that listening ability is an important aspect of second language proficiency. Even the nature of listening comprehension is also now better understood.

There have been various research studies on how to develop listening comprehension (Brown: 2007; Hayati & Mohmedi: 2009; Hinkel: 2006; Vandergrift: 2007) including a number on the development of listening strategies (Berne: 2004; Jia & Fu: 2011). Another subject of debate in the English Language Teaching (ELT) literature is integrating different language skills to reinforce learning (Brown: 2001). For instance, the role of listening on developing pronunciation has been frequently studied (Couper: 2011; Demirezen: 2010; Kennedy & Trofimovich: 2010). On the other hand, the reverse connection, which is the relationship between pronunciation level and listening comprehension, has been an area of interest to very few researchers (Perron: 1996).

The changed status of listenting in recent years was partly prompted by Krashen's emphasis on the role of comprehension and comprehensible input in triggering language development. With new theoretical models of comprehension from the field of cognitive

psychology arouse distinctions between bottom-up processing and top-down processing that led to an awareness of the importance of background knowledge and schema in comprehension. With this concept listeners were viewed as actively involved in constructing meaning based on expectations, inferences, intentions, prior knowledge, and selective processing of the input. Listening came to be viewed as an interpretive process. At the same time, the fields of conversation analysis and discourse analysis were revealing a great deal about the organization of spoken discourse, leading to a realization that written texts read aloud could not provide a suitable basis for developing the abilities needed to process real-time authentic discourse

Teachers avoid speaking the language in a natural way to their students so they can understand instructions or even more, to make students feel comfortable and not frustrated because they don't understand. Teachers tend to speak in a very clear and comprehensible English way being a modified way to speak making it unnatural. Brown (1995) suggested that the main problem of students, especially the ones visiting foreign countries is that, although they can speak English intelligibly they cannot understand it. She asserted that the reason behind this is because the students usually are exposed to a "slow formal style of English spoken on taped courses" (p.2) (also Rosa: 2002).

1.5. Limitations of the study

One of the limitations in order to succeed with this study was that students were only available 3 times per week only 90 minutes. From those 90 minutes only 45 minutes were used for the study.

Another limitation was the sample of students to be evaluated. They were 112, so in order to reduce it, first, it had to be divided in two groups of 56 students. Even though, all students were from the same intermediate level. They were divided in two groups and chosen randomly without any preference.

Another limitation that was encountered was that, even though students were in an intermediate level and they were chosen because they were trained according to the international standards from the Common European Frame (CEF). This implies that for this level students can:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise while travelling in an area where the language is spoken.
- Produce simple connected text on topics that are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Students were not at the level they should be.

The materials used for this research were two cds were the instructions were given there. However the instructions were also in the tests written in the papers. This was to limit the error or misunderstanding of what to do in each part of the exam.

Also, the technological device was checked in order to have the same speaker and the audio was revised so there was no interference at all.

On the other hand, students were very motivated and they were delighted to participate and be part of this research.

The evaluation was given and then I picked the same amount of students, 20 for each group, with grades that went from 18 to 20 points. The idea in choosing these grades was to have a smaller range of study to be compared because we had a limit of time and this students were the ones with the desired level according to CEF. Therefore results would become more reliable.

In order to reduce the limitations for the present research first teachers were asked to let me know which of their 8 classrooms of intermediate level, which were the five best ones. Then I put them in two classrooms randomly. Unfortunately, some students did not want to participate in this study so I had to look for other students from the other 3 classrooms in order to have 112 students as it was planned at the beginning.

I had to explain the students why I was doing this, however some of the students did not took the test so seriously, some of them were there

just to be there, which made it a bit difficult for my research so it was difficult to pick a bigger sample.

Then the pre-test was given to two classrooms of 56 students which involve the listening test and the oral exam where they have to compare and contrast two pictures. Finally, the tests were evaluated and then we picked the same amount of students, with same grades for both groups that went from 18 to 20 points. The idea to do it in this way, was to have a higher point of reference with good students so it would be easier to compare and see how grades may change, in this case if they go lower or if they stay the same.

At some point of the listening process with the Graded Listening Group, there were some difficulties to make students understand how to deal or manage the listening process as they were reluctant to do so because it was something new, different or maybe because they were taught to do it but in a different way. So it was difficult as I had to change some patters, ideas encrypted in their heads and made them believe that this new methods work.

I think that the biggest limitation is that students are adult learners and they are used to question everything. However once they see that the strategy works they believe in you.

On the other hand, confusion and disappointment grew among the students, a feeling of "I have spent 2 years of my life for nothing". This kind of attitude does not help the teacher and classes have to go slower. Need time to rearrange, and to put them in order back again what was learned and reorganised all the information clearly in their mind.

Also, the technological devices were checked in order to have the same speakers and the audios were revised so there was no interference in the listening process.

1.6.   Antecedents of the investigation

As part of the investigation, I had to go over some researchers who had done some studies on the field that I can connect with my own study. One of this studies found was written by Joan Ruben, in Oct 20th, 2011 when it was published on line. Her work was conceived in 2011

Hermitage Avenue, Wheaton, MD 20902 and her studies understand the unique characteristics of the listening skill and the significant role it plays in the language learning and communication. Therefore, the importance of teaching listening comprehension in the second language classroom is taking more and more recognition; as a result, there has been an increase in the number of listening activities I student textbooks and even in methodology tests designed specifically for listening.

Even though, this researcher has not stated a number of students involved in the process, there is, however, a small –but growing– body or research on listening comprehension that forms a lively, ongoing dialogue about how learners interact with oral input. How and when do learners rely on top-down factors (back-ground knowledge, semantics) and o bottom-up factors (acoustic features, stress and rhythm, sytax)? When do they use parallel processing? What kind of learner-interlocutor interaction affects listening comprehension? What kind of learning strategies improve their listening? How can we best train learners to use strategies?

As a result her work has provide me with some inquiries which I considered potentially productive for my research which has awaken in me some questions that helped to make this thesis propose the Graded Listening Activities and the Authentic Listening Activities and finally to question me, in order to find answer to my research.

Another researcher who captured my attention is Nobuko Osada, 2004 Waseda University and he believes that for a long time, researchers believed that comprehension is a general construct that applies to both reading and listening. However, it is now realized that listening is a set of skills in its own right, and that research may not automatically transfer from reading to listening.

A unique characteristic of listening comprehension is that " it exists in time, rather than space –it is ephemeral in nature an that the sound system of the second language poses a significant problem. Thus we have to bear in mind that listening comprehension requires substantially different skills from those required for reading comprehension.

Another point which I consider for my research were the features of spoken language, as student need to learn this in order to succeed in

their oral communication. That is to say, a) the speech is encoded in the form of sound; and will generate a wide range of input styles in spoken language. Speakers modify sounds and phonemes may not be clearly and unambiguously encoded in the message. Furthermore, pronunciation has two forms: strong and weak which affect intonation and pronunciation. b) it is linear and takes place in real time, with no chance of review; therefore, listeners have to process the text at a speed determined by speakers, which is generally quite fast, and cannot refer back to the text so that all that remains is a memory of what was said, which is often imperfect; and c) it is linguistically different from written language. The formal written way is completely different to the informal spoken way, where we use short phrases or clauses, called idea units, stung together in a rather loose way. The vocabulary and grammar are far more colloquial and less formal with expressions that are only used in speech but never written. The spoken language has hesitations, pauses, filters and repetitions that give the speaker more thinking time.

And having all this information helped me to create my lesson plan for my listening techniques and procedures showing the two groups The Graded Listening Group and The Authentic Listening Group.

A third researcher who has studied about the importance in listening skills and speaking is MD Xinyue Li (May 2014) with her thesis on How to improve language learners listening and speaking skills. She made her research in Westminster College in Salt Lake City, Utah in U.S.A.

The purpose of her study was to investigate that what kind of classroom activities, technology and teaching strategies can improve language learners' listening and speaking skills. For this research she involved 60 students and they came from different countries in the world, such as China, Vietnam, Brazil and Mexico.

As part of her research, she decided to do a survey to these students as her first way as it is the most direct way to know which strategies or activities work well on them. The second way was teachers' interviews. According to the interviews, she understood some strategies from her partners and also learned how her students act out of the classroom. The last way was very important also. She spent a lot of class time

observation and she took field notes. These notes really directly helped her to reflect what she had learned and heard from the classes.

According to all the information that she gathered, she noticed that re-teaching, using a variety of class activities and technology use make a dynamic language classroom. This is an environment where students are speaking and listening consistently in the target language. One of the most effective strategies is to surround students with language at all times by using normal speech pace and word choice that is not too simple when talking with students. This is a good strategy to improve students' listening skills and supports students in acquiring their academic vocabulary and know how to use the language in context.

One important thing about this research was the vocabulary lesson, where students were challenged and bored due to a lot of repetition. "Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word" (Sheppard, n.d., para, 3). In order to help students to learn these vocabulary words, she had to do some fun activities and used some technology supports to help make the lessons more interesting and also to make the students engaged in the class content. Therefore, the best way to learn vocabulary is by multiple repetitions with multiple learning styles activities and technology supports and it has to be weekly and constantly. Moreover, it is also a constant effort for the teacher to re-teach and reinforce the vocabulary throughout the week.

I understand that there are different learning style students in one classroom. So we cannot only use one teaching style to teach all the students and we cannot use one strategy for one teaching style. Since we offered the multiple learning style activities for the class, I found that there is very high student engagement in the classroom. I learned that the most important thing in teaching speaking and listening skills is to create a dynamic learning environment that engages students with the content and to offer naturalistic opportunities to practice speaking and listening skills which is what my thesis is focused on by using multiple learning styles. Therefore, this thesis only reinforces my own thesis concept.

Another thesis that caught my attention was from Dean Badriah Nasser Al-Twairish (2009) "The Effect of the Communicative Approach

on the Listening and Speaking Skills of Saudi Secondary School Students" at King Saud University from the Department of English Language and Literature.

This thesis is an experimental study that attempts to measure the effect of the implementation of the communicative approach on the listening and speaking skills of Saudi third year secondary students. There were two classes assigned as experimental group (37 students) and control group (41 students). Various communicative activities were used with the experimental group while the control group was exposed to traditional, non-communicative, instruction using structurally based methods, such as the audio-lingual method. A pre-test was administered to both groups at the beginning of the experiment to ensure that they had the same language background. The experiment lasted approximately seven weeks. The results brought amazing results as the Communicative approach students scored higher in the post-test than in the pre-test and it had a positive effect in students' listening and speaking abilities than the control group. In light of these results, the following recommendations were made like to shift from non-communicative to the communicative approach for ELT, that EFL teachers should receive in-service training in applying Communicative Approach principles. Also, students should be encouraged to speak the target language with their colleagues and finally work with textbooks appropriate with the Communicative Approach learning process.

To ensure and valid my thesis, this thesis has also reinforce mine because even though this students are from Saudi and my students are from Peru the results are the same, so giving students the strategies on listening their communication became better and more over students became more confident using the language being EFL students as my own students.

This fifth study by Sadia Afrin (August 7, 2013) "Study on the Listening and Speaking Skills in English at HSC level: Challenges and Possible Solutions", was supported at BRAC University in Bangladesh from the Department of English and Humanities.

The purpose of this study was to show that as a result on the lack of two skills such as listening and speaking and they were neglected in the teaching of English in Bangladesh. Consequently, the proficiency of

learners in these two skills of the English language was relatively poor. Moreover, the stress given to teachers in order to complete the textbook has more importance than obtaining good results with their students. Therefore, reading and writing gets more time consume rather than listening and speaking, so the four skills are not reinforce. Even though, the institution is trying to work the communicative approach, this is not working. As the author of this thesis say that the English syllabus of HSC has scope on evaluating reading and writing skills but there are no scopes on evaluating speaking and listening. In this regard, Majid (2007, p.1) says, in Bangladesh listening and speaking skills for English language learning are not tested at all either SSC, HSC or any relevant public examination level. Furthermore these two skills are usually been excluded from the teaching objectives of English language teachers. Such teachers are generally preoccupied with the reading, writing and grammar sections of the text or guide books and all those features that would be relevant to passing the SSC and HSC examination. In Martin's (2011, p.235) opinion, instead of improving skills both students and teachers tend to give priority to complete the syllabus.

In order to change this, the idea was to change to a book prepared for a year based on the principles of a communicative approach using the four skills in every session with an interactive mode with a variety of purposes in the four skills with a "real English" to be more effective and communicative. At the same time, they were facing a big problem whether they had an excellent book there teachers were not capable enough to work with this book as their skills in English were not very good. So, even though they tried to make the changes as it was a must position to encourage and prepare students for listening and speaking, it was not going to work.

Looking back to their problems, it is something that also happens to me. In order to make this thesis and to evaluate our students and to continue with the examinations and to be able to explain our students what to do, it was necessary to have a good English team, who was prepared in all four skills.

For making learners interactive and communicative they were using Grammar Translation Method which is less effective. However there are teachers who still are following Grammar Translation Method to cover communicative syllabus (Seraj and Mamun, 2011: p.10). In this

methodology learners gain much more accuracy but not so fluency and spontaneity in using the language for which CLT is meant and listening and speaking skills as a result are ignored.

The investigation went around some domains directly related to English language teaching; textbook materials, syllabuses and curriculums, teaching methods and approaches, status of teachers, teaching aids and equipment, perception of needs of English, preference of learning strategies, testing and assessment, etc.

The sample group consists of eight teachers of English courses of eight private colleges in Dhaka, Bangladesh. Respondents were selected randomly irrespective of their sex, age, year of teaching experience and educational background. Of this sample group three of the teachers were female while five were male and all the participants were aged between 30 to 40. Sample size of the study was limited to eight due to time and cost constraint. Though the participants were different from one another with regard to their socio-economic, psychological and educational conditions, they all share the same certain broad similarities which come from their sharing of the same culture and the same mother language. Again all of them studied English as a compulsory subject from primary level to higher secondary level.

The study and analysis clearly indicates that the technique and procedures of teaching English through CLT at HSC level in Bangladesh are not properly and wholly practiced. The education system of HSC level cannot implement the CLT method accurately. For this reason, speaking and listening practice is completely ignored in class. As Seraj and Mamun's (2011) findings most of the teachers still use the techniques and procedures of traditional method at class, which emphasize on rote learning and memorization. Even though the text book (English For Today, For classes 11-12) is written with communicative thought and ideas, and the syllabus is designed with communicative language teaching contents and items, the language teachers are found unenthusiastic about the guideline of the book. The English teachers hardly speak English in the class.

At the same time, these teachers do not use English as their medium of communication. Teachers use Bangla as their medium of instruction and interaction in class that again conflicts the principles of

CLT method. The present research finds that majority teachers neither speak English in the class for themselves nor encourage their students to speak English with their classmates.

Thus students reluctance in practicing these skills are inevitable. Matin's (2011) findings also support this observation that zero allocation for speaking and listening makes students and teachers fully reluctant to practice those skills. Shortcomings for modern equipment are an unavoidable problem in classroom setting. Unexpected large class size with many students and insufficient class duration makes it impossible for teachers to take class effectively maintaining communicative method. Lack of proper environment, which results in less interactive time for students, is another major reason for failure of student's efficiency on speaking and listening.

The sixth and last research is taken from the Academic Journal of Interdisciplinary Studies as A Study Conducted at South East European University about The Effectiveness of Using Movies in the EFL Classroom. Published by MCSER-CEMAS-Sapienza University of Rome by Merita Ismaili ,MA, South East European University (SEEU).

The participants in this study were pre-intermediate and intermediate level of students, aged 18-25. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally. The study was carried out at the South East European University in the academic year 2011/2012.

The idea of being exposed to different media and technology resources, from audio ensures the motivation for learning in a different way, rather than the conventional way. This is the main reason why English language teachers always keep searching for more motivating teaching sources and one way of bringing variety into the classroom is the use of movies in EFL teaching. This research analyses the effects of using movies in the EFL classroom. It reveals its effects on developing students listening and communication skill. This is also another way that nurtures my own research giving me another scope to the way of doing listening to enhance communication.

The results of the study have shown that significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material makes the difference.

The study concluded that movies attract students' attention, present language in a more natural way that found in course-books. What is more important movies offer a visual context aids which help students understanding and improve their learning skills. Language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn.

Many scholars have revealed that movies used in EFL classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to "real language," used in authentic settings and in the cultural context which the foreign language is spoken. They also have found that movies catch the learners' interest and it can positively affect their motivation to learn (Kusumarasdyati, 2004; Luo, 2004).

Even though, it is not exactly to what I am doing in my thesis but has the same goal which I am looking for in order to enhance their listening to my students and therefore as a result they will obtain better speaking production. I have chosen this article to show that not only thesis but articles are researching more and more on this subject. Finding different ways in order to enhance the listing which just confirms that my research it's been a good decision.

CHAPTER II
THEORETICAL FRAMEWORK

2.1. Background of the research

This chapter presents the theoretical background of listening in the field of English Language Teaching (ELT).

For most people, speaking has the same significance as to say that someone knows the language as speech is the basic means of human communication. Nowadays, students expect to learn with active knowledge not just theory like grammar. So the traditional approach of teachers based on developing mainly the grammatical competence is in the past.

The Communicative Approach has gathered the four skills and has combined them in order to be used all together and maximize the output and the input. This approach focuses on a balance between fluency and accuracy being one of the most suitable approaches. Even though speaking in a foreign language seems to be as the most demanding skill, also listening has become a demanding skill too. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills." (Harmer: 1995) The first specialists, in the early work on human communication theory, in the 1900s like Saussure and Pierce, began to focus on language and on how language is used to generate meaning; meaning is believed to be engendered by the words themselves.

Ferdinand de Saussure, a French linguist in the early 1900s was working on language theories (Saussure: 1916). By that same time another researcher known as Charles Sanders Peirce was an American philosopher/logician, who developed models that were related to and at the same time where different from those of Saussure.

Saussure developed he idea that a language is a system of signs, where words are used to signify objects. The language itself is an abstract system, which can exist independently from real-life objects. It is through the spoken or written word (Saussure used parole) that language systems are applied to real-life situations (Saussure: 1916). Saussure argued that no actual link exists between the sign and the object; rather it is an interpretative or arbitrary link. Saussure also argued that words (or signs) in a language become connected into large communicative units, such as sentences and paragraphs, according to relations between the words. The way that this is done is determined by a "sign system", or set of grammatical rules. (Cobley: 1996)

Other linguists like Cohan and Shires also point out that the rules of a language system are only applied to real-life contexts through discourse. In discourse, the rules of the sign system may be broken, or adapted. So, if language is the code, discourse represents the real-life application of the code. Saussure was the originator of this line of thought, as he made a distinction between "language" (langue) and "speech" (parole) (Saussure: 1916). Cohan and Shires develop this idea to suggest that meaning is only developed through the application of language through discourse (Cohan and Shires: 1996). Discourse, they say, consists not only of the spoken words of a language, but also the nuances of verbal articulation, and of non-verbal communication such as body language.

Saussure recognized that one role of communication is to convey meaning between minds. Nevertheless, it does seem to me that his approach was deeply rooted in a classical analytical world view. Both Saussure and Peirce treated language as being made up of distinct units – words, sentences and so on. These units, they argued, could be studied independently of their "real life" contexts, as systems in their own right. This view, I believe, reflects the reductionist approach to studying phenomena, where objects are removed and studied in isolation from their environments.

Listening is subject to debates for many researchers as it is a complex skill that requires a heavy process demand therefore it is an important aspect to consider as an English Foreign Language context. As researchers recommend is that in order to develop the listening skill both the bottom-up and the top-down processes must be done together otherwise the listening skill will not work effectively. In addition to this, it is important to integrate strategies and techniques into classrooms such as benefiting from authentic materials, and use of technology. It is important to consider that technology can help to develop the listening comprehension as learners will be able to obtain interesting material to be listened. Moreover, it is important to work with authentic materials such as song, TV serials, movies, documentaries, videos and internet. With this idea in mind we conclude that authentic material and technology go hand to hand or interwoven as one needs the other to operate authentic material.

The use of authentic material can help learners to acquire a natural input. But this material has to be used carefully as some researchers say that authentic material is not convenient enough to be used in classrooms since they are often too long, sometimes they are too difficult for most learners especially for the ones who have a lower level.

Another point to consider is that listening cannot be developed alone. It has to be integrated to other skills. It is almost impossible to separate skills when a teacher conducts an activity in the classroom. Therefore, a teacher needs to employ listening while introducing a speaking topic, or s/he needs to work with vocabulary activities before reading. To sum up, it is important to understand that when the skills are integrated, classes become more meaningful, motivate students and create interesting contexts. This means that even if your activity is focus to develop a reading, writing or speaking skill, listening becomes and aid more over it benefits the pronunciation for a better communication.

Listening is a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or the community. Therefore, listening is an important aspect to consider in an English Second Language context through the normal course of a day. Listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers: 1981). However, listening remains one of

the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Morley: 1991). As language teaching has moved toward comprehension-based approaches, listening to learn has become an important element in the adult English as a second language (ESL) classroom.

2.2. Listening

In the early 20th, the purpose of teaching English was to understand literary works. Therefore, listening was not part of such purpose. Teachers focused just on reading and grammar skills. However, researches make changes in the way of teaching which took to classroom applications arousing their attention to listening. In the 70s, listening was integrated to the English curricula and has been kept throughout the years until today. Today, there are many researches focused on the listening skill, given it the importance that should have.

As Lundsteen (1979) states, "listening is the first language skill to appear. Chronologically, children listen before they can speak, speak before they can read, and read before they can write"(p.xi). This means that listening is the basic skill for any language. It could be mother tongue of a second language acquisition. As teaching listening can be so difficult to teach, it has caught the attention of many researchers and teachers. Therefore, in order to pursuit the best way to teach listening in the classroom, Nunan and Miller (1995) categorize these ways as follows:

1. Developing cognitive strategies
2. Developing listening with other skills
3. Listening to authentic material
4. Using technology
5. Listening for academic purposes
6. Listening for fun.

When learners have to use these strategies by themselves, they do not promote developing these listening skills and this is the reason why teachers try to use various techniques in different moments of their classes. So, the idea to apply strategies into the listening process from teachers to students has become a great concern for both. Lundsteen

(1979) defines listening as the process in which spoken language changes into meaning in the mind. To convert spoken foreign language in the mind, learners should be aware of the phonological features of the language. This fact is the one that highlights the importance of pronunciation in the language learning process.

The first communication skill we engage the moment we are born is listening. It is how we learn and acquire language. Speaking and listening, then, are always interrelated. However, although it is our first communicative behaviour, listening is usually our most underdeveloped communication skill. Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. (International Listening Association: 1996). Because we cannot physically shut down our auditory perceptions, it might be easy to assume that we are always in a state of listening.

2.2.1. Listening Skills

Listening is the act of hearing attentively. Research shows that 45% of our time is spent on listening. We listen more than speak. If this listening skill is used in a proper way, we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited.

Listening skill can also be defined as a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding because there is an active listening going on, which is very important for an effective communication. When the Listening skill is in process, it becomes more than just "hearing" because the brain has to understand and interpret the meaning of a conversation". As a result, the better you acquire the listening skills, the better you will get in workplace, family and in the society. Good listeners are mandatory to get into a profession in communications, management, planning, sales, etc. In order to question for explanation, show empathy and provide a suitable response. It also includes the ability to understand. Moreover, the body language, sitting straight and alert, the eye contact with the speaker are also part of a listening skill as they are good gestures of a good listener.

2.2.2.1. Types of listening

There are two main types of listening which embrace the foundations of all listening. They are Discriminative and Comprehensive Listening.

- **Discriminative Listening:** Is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

  It develops through childhood and into adulthood. As we grow older and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognise different voices, but we also develop the ability to recognise subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

  Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to 'listen' to body-language enables us to begin to understand the speaker more fully – for example recognising somebody is sad despite what they are saying or how they are saying it.

- **Comprehensive Listening:** Involves understanding the message or messages that are being communicated.

Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. It is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

- **Informative Listening:** Whenever you listen to learn something, you are engaged in informational listening. This is true in many day-to-day situations, in education and at work. When you listen to the news, watch a documentary, a friend tells you a recipe or you are talked-through a technical problem with a computer – there are many more examples of informational listening too.

  Although all types of listening are 'active' – they require concentration and a conscious effort to understand. Informational listening is less active than any of the other types of listening. When we're listening to learn or be instructed, we are taking in new information and facts, we are not criticising or analysing. Informational listening, especially in formal settings like in work meetings or while in education, is

often accompanied by note taking – a way of recording key information so that it can be reviewed later.

- **Critical Listening:** We can engage in critical listening when the goal is to evaluate or scrutinise what is being said. Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analysing opinion and making a judgement.

  When the word 'critical' is used to describe listening, it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as, 'what is the speaker trying to say?' or 'what is the main argument being presented?', 'how does what I'm hearing differ from my beliefs, knowledge or opinion?'. Critical listening is, therefore, fundamental to true learning.

  Many day-to-day decisions that we make are based on some form of 'critical' analysis, whether it is critical listening, reading or thought. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision.

  It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this, you will become a better listener and broaden your knowledge and perception of other people and your relationships.

- **Therapeutic or Empathic Listening:** Empathic listening involves attempting to understand the feelings and emotions of the speaker – to put yourself into the speaker's shoes and share their thoughts.

    Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realisation and understanding of another person's point of view.

    Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings.

    We are all capable of empathic listening and may practise it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling, for example.

- **Other Listening Types:** In spite of being usually less important or useful in interpersonal relationships there are other types of listening that we engage in.

1. *Appreciative Listening*: Is listening for enjoyment.
    A good example is listening to music, especially as a way to relax.

2. *Rapport Listening*: When trying to build rapport with other people, we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

3. *Selective Listening*: This is a more negative type of listening. It implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication – you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

2.3. Listening Strategies

Researchers like Nunan and Miller (1995) think that it is important to develop cognitive strategies in order to develop listening comprehension. These strategies can be focus on listening for main idea, listening for details, etc. And all of these strategies combine with other skill areas like speaking, vocabulary and pronunciation. It is also important to remember know that there are other sources like listening to authentic materials and using technology would help develop listening skills.

In order to come up with strategies, we have to define what is an strategy. Charmot (1995) defines these learning strategies as "the steps, plans, insights and reflections that learners employ to learn more effectively" (p.13). From these learning strategies we obtain the listening strategy which is divided in two groups; the top-down strategies that refer to the listener and her/his use of mental processing; they focus on the overall meaning of phrases and sentences. It is a way to encourage and motivate learners to make use of real world schematic knowledge which leads to the development of expectations towards text meaning. This process is also known as top-down processing. On the other hand, we have the bottom-up strategies that are focus on the speech itself and

the language clues in it. They focus on linguistic features, encourage and motivate learners to analyse individual words to create their own meaning or grammatical structures before accumulating the meanings to form propositions. This strategy is also known as bottom-up processing.

In order to follow this same path, the researcher Vandergrift (1999) presents listening strategies in three categories as metacognitive strategies, cognitive strategies, and socio affective strategies.

2.4. Listening in English Language Teaching

Once languages gained scores and triumph against Latin in the eighteenth century, English, entered in the curricula of schools. At first English was taught in the same way as Latin was, this method was well known as Classical Method which focus on grammar rules, vocabulary and translation. During the years, English went through many different methods such as Grammar Translation Method, which only focused on grammar and translation. Another one was the Silent Way which emphasized the oral aural proficiency. Furthermore, the whole language which focused on reading and writing proficiency was another method that English had gone through.

By the mid-nineteenth century the Grammar Translation Method started receiving great criticism. Moreover the ELT world experienced a reform as the new tendency was to avoid explicit grammar instruction and translation. Also, the idea was to give credit to pronunciation and phonetics. With this new concept, the spoken language should be emphasized before there was a written input, therefore hearing was given more importance. And this flowed as an inevitable outcome of this movement.

Later on, with the changes done by the reformists the Direct Method appeared. This method was widely accepted as classes were conducted in "oral-based" approach in the target language. Grammar was given inductively and speech and listening were taught. Therefore, listening was given an important role needless to say the most important one in this method since it provided "natural" input for orally conducted language teaching (Larsen-Freeman: 2000; Richards & Rodgers: 2001).

Many different methods followed these two basic ones, later on. New method designers appeared and they were criticized and followed. But in all cases everyone agrees and acknowledges the importance given by the designers to include listening within classes.

"Comprehension has two common senses. In its narrow sense it denotes the mental process by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey…Comprehension in its broader sense, however, rarely ends here, for listeners normally put the interpretations they have built to work". (Clark & Clark: 1977, pp. 43-44).

Moreover, other researchers like Brown and Yule (1983) say that in EFL teaching, listening is often the ability of the listener to repeat the text but sometimes this replication does not mean the listener may not have a complete comprehension of what he is repeating.

It is not difficult to conclude that listening implies more, which means that there is more to add to the "listening" skill. Therefore, listening involves processing the information. This means that processing the information can occur in two different types of scenarios which are the bottom-up process and top-down process. The bottom-up process refers to the use of the listener to produce a whole output; that is, with the use of individual sounds, words, or phrases and discourse markers in order to comprehend the input by combining these elements. This process uses clues such as stress, lexical knowledge, syntactic structures, and even more, all of this are available in the speech or input which means that it includes the use of the knowledge of the language. This process is also known as "data driven"

The top-down process is the way in which learners apply the message using the contextual clues with the help of background knowledge. And this type of process is also known as the schema knowledge. There are two types of schema which are the formal and content schema. The formal schema includes the overall knowledge of the structure of a particular speech event such as the knowledge of a lecture which has an introduction, overview, and various sections. On the other hand, the content schema implies the world, sociocultural and topic knowledge.

Throughout the years listening has become more and more important and has been of great interest from the researchers. This interest has grown more as researchers are devoted to find how listening has to develop in order to communicate effectively. When people are devoted in communication from the four skills used, listening is the first skill to appear as children listen before they can speak. Deaf people are a tangible proof to show that they cannot speak properly because they cannot hear. As we know, living without other people or better to say, not talking to other people or not using technological devices becomes more difficult to achieve and communicate in any situation.

Rixon (1986) and Ur (1984) describes these situations as follows:

- Watching or listening to news, announcement, weather forecast, TV programs, movies, etc. on television or radio,
- Listening to announcement in stations, airports, etc.,
- Being involved in a conversation, face-to-face, or a seminar,
- Being given directions or instructions.

In any case, where the situation could be first language (L1) and the target language, Listening has the most important role in the communication. Listening in a classroom environment develops the communication as the learner acquires his input. Needless to say that using the correct level of input develops the correct understanding in order to achieve the correct communication. On the other hand, in real situations, where the learner has been exposed to native speakers, the listening skill becomes a challenge for the learners. The listening skill is a great tool for teachers to draw their learners to pay attention to new forms like vocabulary, new interaction patterns, grammar.

If we ask to students or teachers what the most difficult skill to apply is, they all agree that listening is the one. In this case there are four main difficult areas because listening is a complex process. It requires that the learners have to take the input, mixed it with the previous knowledge to produce new information with meaning. This process demands a lot of memory effort, as information has to be stored in the short-time memory and at the same time has to understand the information. To understand this idea Brown (2006) explains that listeners must hear words (bottom-up processing), hold them in their short term

memory to link them to each other and understand what has been heard before a new input. At the same time, learners have to use their background knowledge (top-down processing) to make sense of the input: derive meaning concerning prior knowledge and schemata. Hedge (2000) states that while the process occurs the listeners have to store the information in their short-term memory while they are inferring the meaning and determining. So there is a heavy load to be kept that demands listening in an involved process.

Another difficulty that learners have to fight for is to obtain a clear communication by differentiating the phonological characteristic that infers creating confusion. Furthermore, this occurs when the L1 language is stronger than the foreign language.

One more reason to support that listening is the most difficult skill to acquire has to do with using intonation, rhythm, etc. So if the listener is not aware of these intonation patters, the conversation may result in a failure as they will not be able to understand unfamiliar vocabulary, grammar and pronunciation and it could be worst if the listener cannot ask for a repetition, like watching a movie, television or listening to the radio as the speech rate is faster than the one acquire in a classroom. Furthermore, there are more factors that promote the listener's failure like text structure, syntax, personal factors. These factors can be the insufficient exposure to the target language and / or the lack of interest and motivation. This is why listeners perceive that listening is one of the most difficult skills to succeed. In addition to this, if listeners miss or miss-hear vital words could be another factor to bring failure to their scenario. Much more, if the listener has problems identifying words, or has a lack of real exposure or the quick way in which listeners forget their input may also contribute to a failure in the communication.

Learning a foreign language can be taught because the only environment that learners have is the one in classroom. Therefore, the listening skill is not developed in the same way as if learners are in touch with a natural environment where infants acquire the language naturally in daily life situations, like going to the market, eating at a restaurant, going to the cinema or travelling on the bus.

2.4.1. Metacognitive Strategy

Vandergrift (1997) describes the metacognitive strategies as "mental activities for directing language learning" (p.391) including the planning, monitoring and evaluating one's comprehension. As learners listen to teachers, parents, or peers providing them with advice about how to learn. This suggests that over the time it may change as one acquires cognitive maturity and experience. Including other aspects of socialisation, this knowledge may often be acquired unconsciously through observation and imitation or consciously as learners. As this metacognitive strategy evolves, allows learners to solve problems to better encode a represent the assumption in a problem context and as a result better perform. Listeners are to be provided with enough opportunities to act upon the set of rules already devised by the instructor. This regulated procedure helps listeners to plan, monitor, and evaluate their listening. One such way is to take the process of listening that involves listeners with a listening lesson consisting advance organisation, directed attention, selective attention, and self-management. The sequence of listening tasks helps listeners analyse the listening input further to understand the message.

The metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively. Metacognitive strategies deal with knowing about learning. It means that learners learn how to learn with metacognitive strategies. With the help of this language learning strategy, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004). Learners check up and appraise their comprehension of the listening text by the use of metacognitive strategies. On the other hand, the cognitive strategies are separate learning activities and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge.

2.4.2. Cognitive Strategy

The cognitive strategies are separate learning activities and they are basically activities that are used by learners in order to understand the linguistic input and get knowledge. For example, when a learner finds a difficult word in a text and inferring the meaning of that word from the context, in fact he used the cognitive strategy. In addition, cognitive strategies are those that control the input or use a certain skill to complete a particular task. The cognitive strategies are strategies that "reflect mental manipulation of tasks", such as practicing and analysing, enable learners to understand and produce new language by many different ways.

2.4.3. Socio Affective Strategy

It refers to strategies that learners use to learn by interaction with their classmates and questions that are asked from teacher is the confidence given by the teacher to understand the special subject in order to remove or lower their anxiety.

However, just a small number of researchers have tried to study the listening strategy use and L2 listening ability like Vandergrift (1997; 2003), Goh (2002) and Liu (2008).

A successful listener can focus on the subject he is hearing.

2.5. Oral communication

Oral communication describes any type of interaction that makes use of spoken words, and it is vital to integrate into the world, especially in an era dubbed the information age. Nowadays communicate orally and effectively is highly valued and demanded in all functional areas.

2.5.1. Communication

Communication is the production and exchange of information and meaning by use of signs and symbols. It involves encoding and sending messages, receiving and decoding them, and synthesizing information and meaning. Communication permeates

all levels of human experience and it is central to understanding human behaviour and to nearly all public health efforts aimed at fostering health behaviour change among individuals, populations, organisations, communities, and societies.

Communication may be studied empirically and critically at different levels of interaction. These levels often described on a "micro-to-micro" continuum are "intra-personal" (how individuals process information), "inter-personal" (how two individuals interact to influence one another), group (how communication dynamics occur among many individuals), formal and informal "organisations" (how communication occurs and functions in the context of organisations such as hospitals, schools, or public health agencies), and "community" and "society" (how communication builds or changes the agenda of important issues).

Empirical study means applying scientific methods to the study of communication; as in the study of behaviour change resulting from exposure to a communication campaign. Critical study means applying methods of cultural, literary, or normative criticism to the study of communication; as in the analysis of how media content creates health-related meaning and influences behavioural norms through commercial advertising or entertainment.

2.5.2. Oral communication

The word Communication comes from the Latin *commūnicāre* which means to share, a huge activity that involves exchanging information and meaning across space and time using various technical or natural means no matter which one is available or preferred.

In order to acquire this skill it is necessary to have a sender, a message, a medium and a recipient, although the receiver does not have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative

commonality. The communication process is complete once the receiver understands the sender's message.

The three main steps to acquire this communication are:

Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feeling.

Encoding: Next, a message is sent to a receiver in words or other symbols.

Decoding: Finally, the receiver translates the words or symbols into a concept or information that a person can understand.

The main idea is to persuade, to inform or instruct, or to entertain. Is to grab the listener's interest and establish the theme in order to create a fluent and coherent communication. Out of the purpose will come the main ideas to be included in what is been said. These ideas should be researched thoroughly and adapted to the needs of the audience or listeners.

The oral communication commonly used are staff meetings, personal discussions, presentations, telephone discourse, formal and informal conversation, face-to-face conversations or meetings, telephone calls, speeches, teleconferences, or videoconferences, interviews, and conducting meetings to begging with.

2.5.3. Effective Oral Communication

For oral communication to be effective, it should be clear, relevant, tactful in phraseology and tone, concise, and informative. Presentations or conversations that bear these hallmarks can be an invaluable tool. Unclear, inaccurate, or inconsiderate communication, on the other hand, can waste valuable time.

Effective communication helps us better to understand a person or situation and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. As simple as communication seems, much of what we try to communicate to

others – and what others try to communicate to us – gets misunderstood, which can cause conflict and frustration in personal and professional relationships. By learning these effective communication skills and being able to keep a fluent conversation with a native speaker is viewed as the main goal of my students, which underlines the importance of speaking skills through a student´s point of view.

Effective communication is about more than just exchanging information; it is also about understanding the emotion behind the information. Effective communication can improve relationships at home, work, and social situations by deepening your connections to others and improving teamwork, decision-making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective listening, the ability to manage stress in the moment, and the capacity to recognise and understand your own emotions and those of the person you are communicating with.

While effective communication is a learned skill, it is more effective when it is spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that is delivered (or appears to be delivered) spontaneously.

To round up the idea is that the more effort and practice you put in, the more instinctive and spontaneous your communication skills will become. Therefore, it takes time and effort to develop these skills and become an effective communicator.

CHAPTER III
METHODOLOGY OF THE INVESTIGATION

3.1. Investigation Type

This thesis is a qualitative research. It is the approach usually associated with the social constructivist paradigm which emphasises the socially constructed nature of reality. Through this research I tend to be inductive which means that I would develop a theory on the basis of the data that I have collected. Although a degree of deductive reasoning would be included.

3.2. Design of the Investigation

The investigation was design to have a group of students who were in the same level of English and then divided in two big groups and they would be called the "Graded Listening students" and the other group would be called "Authentic Listening Group".

The research has been divided in five points:

1) Part one: explains the setting and participants including the recruitment of the participants which are described in two classrooms of 56 students in order to have the same level of English.
2) Part two: The data collection is explained giving detailed information.
3) Part three: Explains the research instruments used in order to do this thesis.

4) Part four: The thesis explains the procedures used with detailed information about developing and piloting the instruments.
5) Finally, the data analysis procedures are explained.

3.3. Population and Study Sample

3.3.1. Universe

The universe was taken from five classrooms of about 20 to 25 students in each classroom. The total amount was 112 students. These students were given English classes three times per week. Each lesson was of one hour and 40 minutes.

3.3.2. Population

Students were between 19 to 22 years old

3.3.3. Sample

In order to make it easy to teachers, students and examiners the schedule of English was at the same time.

3.4. Variables

To develop in students the ability to use active listening strategies in order to communicate or use listening comprehension strategies to clarify meaning and moreover, help students to develop the ability to extend their understanding of oral texts through connecting, comparing and contrasting information to their own knowledge experience and insights, to other texts and to the world around them; needless to say, they will be able to express themselves with meaning and according to required expectations. However, we have to consider Independent and Dependent variables.

3.4.1. Independent Variable

In order to assure this hypothesis I have to consider the independent variable to be the listening skill that could be graded or authentic.

Group A are the graded listening students. These students have been exposed to a graded listening. Group B are students exposed to an authentic listening. Both groups are able to understand straightforward factual information about common everyday topics, identifying both, the general messages and specific detail. However, Graded Listeners have their listening according to their level of English, needless to say in fluency, vocabulary, pronunciation and grammar. Therefore, the provided speech is clearly articulated. So, the goal that they can understand the main points and clearly standard the speech as it is given on familiar subject/topic matters encountered in school, work, leisure, etc. and to that we are adding that they can generally follow clearly articulated speech in a standard dialect, though may have to ask for repetition of particular words and phrases but still it would be much more easy to decode.

On the other hand, Authentic Listeners are able to understand straightforward factual information about common everyday topics, identifying both, the general messages and specific detail but they speech provided is authentic which means that is not necessarily "clearly" articulated and the speed of the message can go faster than what the student is exposed to. Even more, the main points cannot be understand because subject/topic matters are not encountered in school, work, leisure, etc., with the student and even thought student asks for repetition of words or phrases these cannot be understood as their mind cannot decode them.

3.4.2. Dependent Variables

This variable will show how with a good guide, in this case to the Graded Listeners, and by the use of graded listening, familiar conversations or topics, personal opinions or information in their everyday life will contribute to develop their listening skills in order to succeed in their oral communication.

3.5. Techniques and Instruments for Gathering Data.

3.5.1. Instruments for gathering data

3.5.1.1. Characteristics of the Ethnography of the sample group

The present study was conducted at ADEX (Asociación de Exportadores) in two of their English classes given as part of the International Trade Career. During May, there were 5 classrooms of about 20 to 25 students approximately in each one, having their English class at the same time with four different teachers, of course. The classes were given three times per week. Each lesson was of one hour and 40 minutes. To begin this study 112 students were divided into two groups of 56 students each randomly. Each group went to a different classroom and they took a listening exam. Once the exam ended, all exams were graded and 40 samples were chosen with grades between 18 to 20 years. In order to reduce the limitations of achievement by the Common European Framework for these students according to their B1 English level and begging the study from these level.

3.5.1.2. Characteristics of the Age and Gender of the sample group

This research is based on a study done to two different groups of students who are in the ages between 19 and 22 years old and are in an Intermediate level of English as a foreign language (EFL) based on the Common European Framework of Reference for Languages. Within the world of work, these are the levels that are often appropriate to initial appointment and to progress: they define the increasing ability to apply individual skills in English for authentic occupational and professional purposes. Gender was not considered at all.

3.5.1.3. Characteristics of the Educational and L2 Learning background of the sample group

Most of these students come from a social-economical B or C class level. Therefore, their environment has always been their neighbourhood and never really moved from the place where they were born.

They live with their parents in the same house probably with 3 or 4 more siblings. Moreover, these points have not given him / her the opportunity to study in a bilingual school where she/he would had had a higher educational level basically in the English area.

As a result, English has ranked him/her poorly. Fortunately, the institute knows this learning background of the students and the lack of English they encounter. So, the institution starts with the elementary level (CEF A1) and in that way all students will have the same opportunity to study English.

However, I have to consider that some of the students in the eagerness to learn more probably they have gone before to study English in an English Institute.

3.5.1.4. Material Used with the sample group

The course book used was Network 3 (OUP: 2013). This is an English course book that develops the four skills in every session and both groups had the same course book. In order to avoid variables, the teachers were asked to teach every class the same unit, page, topic with their readings, listening, writing and speaking skills. Class were equipped with the same technological devices such as computer, projector and speakers. The students that were picked were between the score of 18 to 20. I divided the classrooms into two big groups of 56 students in each one. Randomly, one group was called "Group A" and the other "Group B". Once this was settled down and organised students were asked to

do a listening test and a speaking test. No more explanations or rules were given. Firstly, both groups went to two different rooms and simultaneously they had the listening pre-test. In order to avoid the teaching factor, the instructions were given in the same listening. Finally, appendix 1 shows the table with the number of the classroom were students were taken from and the number of students that were in each class. Appendix 3 shows the grades of all 112 students from the listening pre-test. Then all students went through the speaking by comparing and contrasting. Once the results were given I chose 20 students from each group. You can see the results of the speaking in appendix 5.

3.5.2. Description of instruments

3.5.2.1 Pre-test

The instrument used in this study was a listening test which was used to determine the students' level of listening comprehension and select the best research group. Needless to say no explanations, nor clues or hints were given to these students in order to do the exam. The test contained 7 multiple choice questions requiring the students to choose the best answer A, B or C. (See Appendix 2). The listening was from a generator test level B1. On the other hand, students were asked to speak; they had to describe two pictures (Appendix 4) by comparing and contrasting and they were graded according to the international standards from the Common European Frame. (See appendix 7 for the Listening Rubrics and see appendix 8 for the Speaking Rubrics). They were evaluated in Fluency, Grammar, Vocabulary and Pronunciation. Each area was graded from 0 to 5 with a total of 20 points. In order to do this test, all students were asked to go out of the room, only one student should be in the class with the examiner. Then the oral took place. At the end, grades were recorded to be compared at the end with the post evaluation.

To sum up, at the end we had 20 students for the graded listening group and 20 for the authentic listening group. All these choices could be done as they were picked from the two groups out of a total of 112 students which make it easier. (Appendix 6), shows the final results for the pre-listening test and the pre-speaking test. Therefore, Group A should be assigned as the Graded Listening and Group B should be assigned as the authentic Listening Group considering just the listening grades to select students to be part of this research. Although the groups were chosen from the listening results averages are also given in order to be used for the post results to compare grades.

3.5.3. Development of Listening skills procedures

There were 4 sessions of 50 minutes each. These sessions were done in three weeks as there are 2 sessions per week. In order to do the research, the last 50 minutes of each class the 40 students selected for the research were asked to go to their classes to do the listening with the following results: Group A was called Graded Listening Group and Group B was called Authentic Listening Group.

Session 1 was to do listening 1 which was to choose the correct answer. Session 2 was to do listening 2 which was to complete sentences. Session 3 was to do listening 3 which was to choose from a list the correct choice with an extra option.

Session 4 was to do listening 4 which consists on choosing the best answer.

However, from the first listening to the fourth one, the Graded Listening Group received instructions and strategies on how to deal with the listening exams. While the Authentic Listening Group, were only asked to go over the exam without any details or explanation on how to deal with it.

Session 5 was to do the post-test which consist on doing the same listening pre-test however there is a change in the oral exam. Instead of doing an individual exam to compare and contrast this

time students had to do a conversation in pairs. The idea is to evaluate if students can communicate between each other, this means that they can listen and understand their peers even though, the results were evaluated individually. In order to obtain real results, I asked students to stay out of the room for the speaking exam but they were not allowed to talk about the exam.

The point was to see how students deal with the exam and the difference that it makes in terms of grades when they know what to do in each part of the exam.

In addition to this, the Graded Listening Group, where given strategies on how to face every part of the listening exam. This strategy is not only for this specific exam but for future exams given them confident to confront the exam.

Moreover, these strategies will not only help them for the exams but for every daily situation that students are facing in real life situations when listening is involve that is to say specific listening, selective listening, etc,.

3.5.4. Listening techniques

3.5.4.1. Listening 1

Both groups had the same listening format, the difference was that the Graded Group had a Lesson Plan (Appendix 9) to show students an organised class explaining students what is the objective of this listening to be able to demonstrate considerable ability to identify the purpose for listening and adapt focus to suit the learning task. Indeed, the listening was according to their level of English (See appendix 10 for the test and appendix 11 for the script) and the Authentic Group had a listening taken from a broadcast programme. (See Appendix 26 for the test, and appendix 27 for the script). The idea of choosing two different listening was to see how effective was to develop listening skills in EFL to adult learners with a Graded Group rather than Authentic listening.

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In listening 1, students had to answer a question by choosing the correct answer from three suggested answers. In both groups, graded or authentic students were allowed to listen twice. In order to be more effective with the listening, students had a minute to read the questions. Group A was asked to pay attention to the question and focus on the three options given and avoid the rest of the conversation. This consists of seven short conversations or monologues (when one person is speaking). Each recording is played twice. There are seven multiple-choice questions with three visual choices or options. The task is to listen and choose the correct option. This part tests the ability to understand factual information. Which means that students listen to seven short dialogues or monologues, for each one, there is a question and three visual images (pictures). You have to choose the picture that answers the question and tick the box below it. On the other hand, the Authentic Group was only given the test. They only knew, they were going to listen twice. (See appendix 25 for the test and See appendix 26 for the script)

Lastly, the results were written for the Graded Listening (See appendix 12) and for the Authentic Listening (See Appendix 27)

3.5.4.2. Listening 2

In listening number 2, there is a Lesson Plan prepared for this class (See appendix 13) in order to guide students on how to deal with this type of listening (See Appendix 14 for the test and see appendix 15 for the script) students had to fill gaps with 3 to five words and / or a number. In both groups the students could listen twice.

For this part of the exam, students had a minute to look the test. Then Group A was taught to think for possible answers while reading the test sentences. In this way, students were able to listen for key words. This consists of a longer text which is an informational monologue. The recording is played twice. On the page, there are notes with ten blank spaces or gaps. The task is to fill in the gaps with

words from the text. This part tests the ability to understand and write down specific information from the text. As you listen, you have to fill in the gaps with words form the text. In the recording you will hear the exact word you need to write. You need to write only one or two words from the text. The Authentic Listening Group just got the exam without any explanations. (See Appendix 28 for the test and See Appendix 29 for the script)

Once the test ended, the grades were written. The results from the Graded Listening Group are in Appendix 16 and the results from the Authentic Listening Group are in Appendix 30.

3.5.4.3. Listening 3

For this listening, students will hear 5 different speakers and they need to choose between 6 possible sentences that represents what the speaker is talking about. (See Appendix 18 for the test and see appendix 19 for the script) However these 6 possibilities are repeated for all the speakers.

Here, Group A was taught to discriminate the answers as they had one correct choice for each one. This part tests the ability to understand the general meaning of the text and discriminate information. Once more, in order to do this listening there is also a Lesson Plan for the Graded Group. (See Appendix 17)

On the other hand, the Authentic Listening just received the test. (See Appendix 31)

At the end, the results were written for the Graded Listening Group (See appendix 20) and for the Authentic Listening Group (See Appendix 32).

3.5.4.4. Listening 4

Listening 4 is a multiple choice exam. (Appendix 22 for the test and appendix 23 for the script)

In order to do this listening test to the Graded Group, there is a Lesson Plan (See Appendix 21) Again the technique given to the controlled group was to listen for the correct sentence having a minute to read it before starting the exam. This consists of a longer text which can be either a monologue or an interview with questions from a radio presenter. The recording is played twice. There are seven multiple-choice questions with three choices or options. This part tests the ability to understand the general meaning of the text and find specific information. Students will understand more if they activate the vocabulary they know. Moreover, they will have to read the questions and their options quickly to get a general idea of the points that will be mentioned.

Once more, for the Authentic Listening Group there were no instructions given, the exam was just given. (See Appendix 33) and the script (see appendix 34).

Finally the grades for the Graded Listening Group are written (See Appendix 24) and the grades for the Authentic Listening Group too. (See Appendix 35).

3.5.4.5. Post-Test

The idea of this research was to see if with practice and teaching techniques for specific listening, that is to say, finding information for example, for every listening test to the graded group would help them to communicate better and to confirm that the results of the post-test were better than the pre-test results. On the other hand, the communicative activity was to ask all students to be out of the room. They were asked not to talk about the exam. Therefore, to make this situation possible a teacher helped me being an invigilator during the exam period. Students were asked to speak in pairs, listening to each other and communicating

their ideas from the pictures in 5 minutes in order to reach to a conclusion. (See Appendix 36) In this part, the two students discuss a simulated situation, using a visual aid to help them. The interlocutor just listens while the candidates talk to each other. This part tests the ability to make and respond to suggestions, discuss alternatives, give opinions, etc.

3.6. Reliability and Validity

3.6.1. Reliability

Appendix 37 shows the table with the results of the two groups of students. The graded listening group A has better results in the post-test, and the grades given by the authentic listening group B. Moreover, the commitment of students to be in every session, to participate in the research help to develop this research accurately. It is for sure, that techniques given to the students, for every part of the listening has given them the ability to become better listeners.

3.6.2. Validity

3.6.2.1. Internal Validity

The post-test is given to both groups, this listening exam was the one used for the pre-test in order to have a more accurate result. As in the pre-test, there were no instructions given to both groups.

The validity of this research shows the grades obtained and are reflected in table that shows the results from listening 1 to 4. (See Appendix 37) Even though, we see differences between the authentic listening and the graded listening both have increased their grades but the graded listeners had better results. (See appendix 38) Finally the results for the oral communication had better results as students were able to communicate much better between each other but the most important advice given to the graded group was to listen to

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each other to keep a good communication. (See Appendix 39).

In order to compare results for the pre-tests and post-test, I did a table with the average results of the post-test for the listening and speaking for both the Graded Listening Group and the Authentic Listening Group. (See appendix 40)

There is a table (see Appendix 41) where results are compared between the Pre-test average and the post-test average. Therefore, results are clearly seen on how students from the graded group manage to deal much better with the listening than the authentic group. This table reflects that in order to have good listeners that are able to communicate better, they need to know how to accomplish abilities and strategies to deal with different listening types that not only are evaluated in an exam but at any time with any other subject or communication at any time to be effective.

3.6.2.2. External Validity

As the research has been done to a small group, external influences, such as geography, history, education may change the results within other areas. A threat to external validity is an explanation of how you might be wrong in making a generalization.

3.7. Procedures

3.7.1. Research Design

As the idea of this study was to focus on listening to develop a better communication, the pre-test was design to evaluate listening and speaking. The process was to work on listening so I designed 4 listening test with the formats used in any international exam according to the level of the students. All tests on listening were also well chosen. Finally the post-test was a test in pairs, in this way I could see how students were able to communicate their ideas between each other and put in practice all the listening

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strategies / techniques. But the most important was that they were able to listen to each other.

3.7.2. Development of the activities

The pre-test had an Intermediate level according to the standards of the Common European Frame. For the first part of the test, was to choose the correct picture from the listening. The second part was a test to compare and contrast and it was given individually to students to confirm their ability to speak. Each student had to talk for about 1 minute comparing and contrasting two pictures. (Appendix 4) shows the final results for the pre-listening and pre-speaking test. This oral exam was given by me, in order to be sure of the results. Therefore the evaluation graded Fluency, Grammar, Vocabulary and Pronunciation. These two grades were added and divided by two to get an average result for the post results. However, the 40 students were picked from 112 students from their listening pre-test results. Finally, one group was given the name of group A, and this was the Graded listening group. The second group was given the name of group B, and they were the authentic listening group once the results were obtained.

Both groups had the same listening format for every test, the difference was that the controlled group had the listening according to their level of English, this was an Intermediate level and the authentic group had a listening taken from a broadcast, or news, or TV programme and because it is an authentic listening there is no speed control, or vocabulary prepared for the intermediate level. However, both groups were allowed to do the listening twice.

All the formats used to do the listening test were taken from the same formats used to take International listening exams. Students are aware of this as they have been practising many times during their first levels of English. In elementary, pre-intermediate levels they had this same format so they were not scared or unaware of them. These formats were familiar to them. Before the listening started for the graded group they had one minute to read the tests, and take a glance through it to understand what they will hear and pay attention to the key words or key phrases. What I am trying to highlight is that students were prepared for the listening

by giving them strategies on how to manage and encounter each part of the exam. These techniques gave them confidence to deal with the exams. Even though, they were familiarized with the exams this was the first time where students were given instructions, and ideas on how to deal with each part of the exam.

The post-test had to measure how good it was for students having continuously graded or authentic listening tests in order to develop a better communication. The importance on giving students strategies in order to do the listening tests was crucial so students had basis and confidence on what to listen for. In this final test students from both groups had to work in pairs, so they had to listen to each other in order to create a good communication, letting each other to explain and support his or her own ideas for 5 minutes.

CHAPTER IV
THE FINDINGS

4.1. Research Findings

4.1.1. Findings regarding if developing listening skills in EFL Adult Learners will succeed in their oral communication

This study investigated the effects of communication through the listening skill in a graded listening environment and an authentic listening one. The Data Analysis was done quantitative having the results from the tests given in each session. Therefore, the results were written in a table. After every test, there is a table were grades were recorded to have the final results between a Graded Listening Group and an Authentic Listening Group. (Appendix 41) The point was to give them the same style of test to both groups. The difference was that the Graded Listening Group had a listening according to their level of English and was given all the strategies that they should use in order to deal with each part of the exam. On the other hand, the Authentic Listening Group had to deal with a normal speed of the listening where the speed was higher and they were given no strategies or any clues on how to deal in a better way to the exam.

4.1.2. Findings regarding the difference between the pre and post-test result of the Graded Listening Group after 4 lessons of graded listening and for the Authentic Listening Group after 4 lessons of authentic listening

Table N° 1
Listening pre-test result

Grades / Group	18	19	20	Total
Graded	7	8	5	20
Authentic	7	8	5	20

Source: Own source.

Graphic N° 1
Listening pre-test result
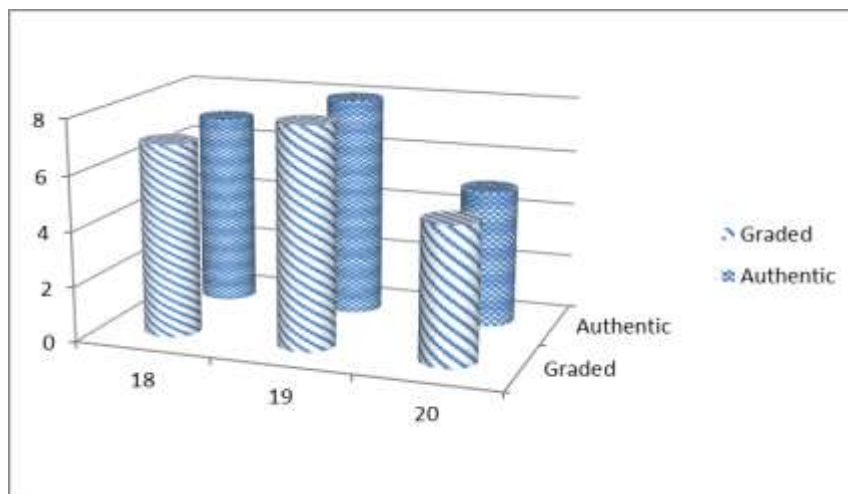
Source: Own source.

It is important to know that after the pre-test was given and the two groups were made. The Graded Listening Group received all the listening strategies for each listening test session. Therefore, after four listening sessions with both the Graded Listening Group and the Authentic Listening Group, students had to confront the

listening test but the Graded Listening Group had the advantage on how to deal with the exam which gave the student confidence, as they knew what to listening for, what to look for in the answer sheet. Whereas, the Authentic Listening Group not only had to go over the exam without any guide but at the same time the speed was real English level, which means that in some parts they interlocutor went too fast for their level of English so it made it more difficult to understand.

Moreover, in the last session they were asked to do the pre-test on listening and then to talk about a picture in pairs in order to see how well could they can communicate between each other by listening to themselves. In order to evaluate them without any interference students were asked to go out of the classroom and then they were asked to come in pairs to talk about a picture and get to an agreement.

According to the graded listening group, there has been a slight increase in the grades. However, the structures, pronunciation, grammar and vocabulary developed considerably. The authentic listening did not do it so well as their grades were dispersed going from 12 to 20 for the final results.

As we can see in table 1 this is the pre-listening result there are two groups. From 112 student we took 7 with a grade of 18, 8 with a grade of 19 and 5 with a grade of 20 to have the Graded Listening Group and exactly the same number and grades was taken for the Authentic Listening Group. The idea to do it in this way, was to have a higher point of reference with good students so it would be easier to compare and see how grades may change.

Table N° 2
Listening post-test result

Grades / Group	11	12	13	14	15	16	17	18	19	20	Total
Graded	0	0	0	0	1	1	3	4	5	6	20
Authentic	1	0	1	0	3	4	8	1	1	1	20

Source: Own source.

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Graphic N° 2
Listening post-test result
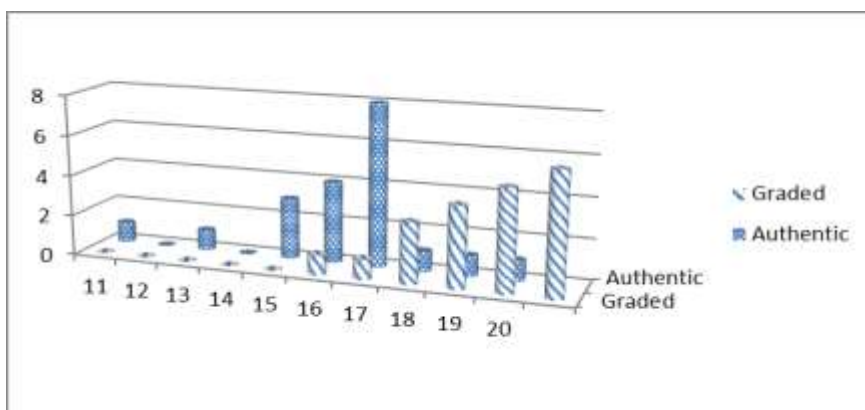
Source: Own source.

In table 2 and graphic 2 my point of view is correct, once we compared the pre listening grades with the post grades we see that Graded Listening Students were more focused on the new listening, even though this listening is changeling for them as it is a new one and never heard before, they knew what to do and they develop the ability to listen. Therefore, they felt sure to communicate, to reply, to answer in an easy way, more than the Authentic Listening Group.

For the Graded Listening Group the grades went in a range between 15 to 20. The Grades between 18 and 20 stayed more or less in that range. Whereas the Authentic Listening Group went in a range between 11 to 20 and the students who were in the pre-listening between 18 to 20 know they are disperse having only 1

student with a grade of 18, 1 student with a grade of 19 and 1 student with a grade of 20.

This results indicate us that teaching students in listening, monitoring them, giving them guides, will succeed much better and will communicate faster and better, as they will understand.

4.1.3. Findings regarding the difference between the Graded Listening Group and the Authentic Listening Group in terms of their development in listening comprehension at the end of 4-lesson period

Table N° 3
Listening and speaking pre-test average result

Grades / Group	17	18	19	20	Total
Graded	3	12	5	0	20
Authentic	4	10	5	1	20

Source: Own source.

Graphic N° 3
Listening and speaking pre-test average result
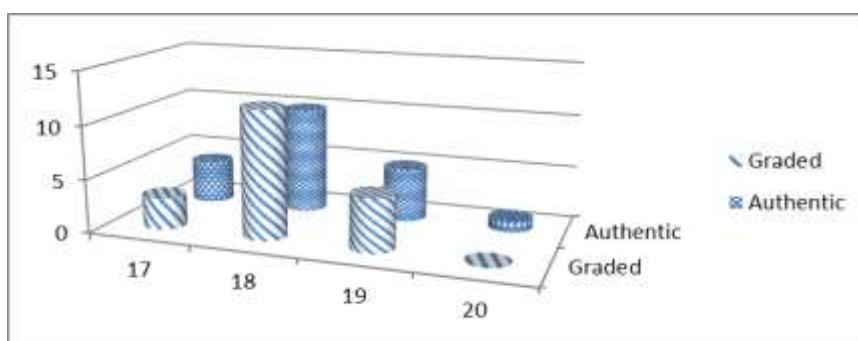
Source: Own source.

Table N° 4
Listening and speaking post-test average result

Grades Group	12	13	14	15	16	17	18	19	20	Total
Graded	0	0	0	0	1	0	6	9	4	20
Authentic	1	1	1	3	1	10	2	1	0	20

Source: Own source.

Graphic N° 4
Listening and speaking post-test average result
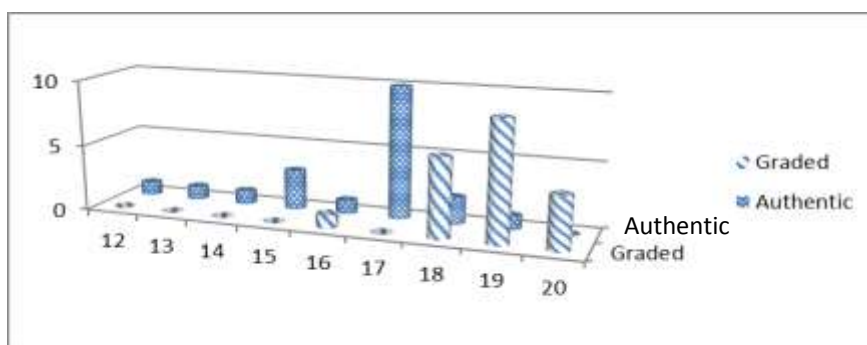
Source: Own source.

As it is explain in point 4.1.2 once students had to communicate in the oral exam and they had to get to an agreement in 5 minutes and they had to listen to each other but at the same time they had to express their opinions clearly so that the receptor could understand his or her ideas that was the point when we really appreciate if the listening activities worked.

And the results showed us that the Graded Listening Group is always better than the Authentic Listening Group because it does not make confusion in the students head. Whereas, the Graded Listening Group makes student feel confident because he / she understands the words said and gives them support to answer without much hesitation.

As we can see on both table 3 and chart 3, the Listening and Speaking average pre-test result against table 4 and chart 4 that are

the Listening and Speaking average Post-test result show how grades for the Graded Listening Group in the pre-test result go between 17 to 19 and for the post-result grades go from 18 to 20 having 99% of their students in that range. However for the authentic group the average grades for the pre-test results go from 17 to 20 but in the post-test result grades go from 12 to 19, which means grades are very disperse and now the group instead of being more homogeneous is becoming a mix ability class which makes classes even more difficult to deal with and students slower to understand.

4.1.4. Findings regarding the difference between the Graded Listening Group and the Authentic Listening Group in terms of their development in communication at the end of a 4-lesson period.

Table N° 5
Speaking Pre-Test Result

Grades / Group	13	14	15	16	17	18	19	20	Total
Graded	0	0	1	5	10	4	0	0	20
Authentic	1	0	2	5	3	6	3	0	20

Source: Own source.

Graphic N° 5
Speaking Pre-Test Result

Source: Own source.

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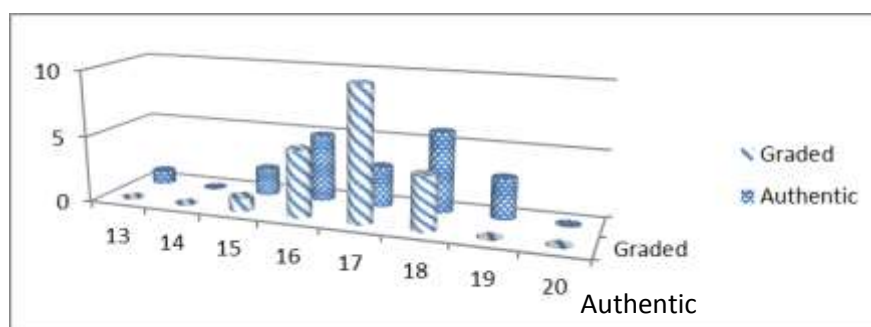
Table N° 6
Speaking Post Test Result

Grades / Group	9	10	11	12	13	14	15	16	17	18	19	20	Total
Graded	0	0	0	0	0	0	0	1	1	6	9	3	20
Authentic	1	1	0	1	1	1	2	3	4	3	3	0	20

Source: Own source.

Graphic N° 6
Speaking Post Test Result
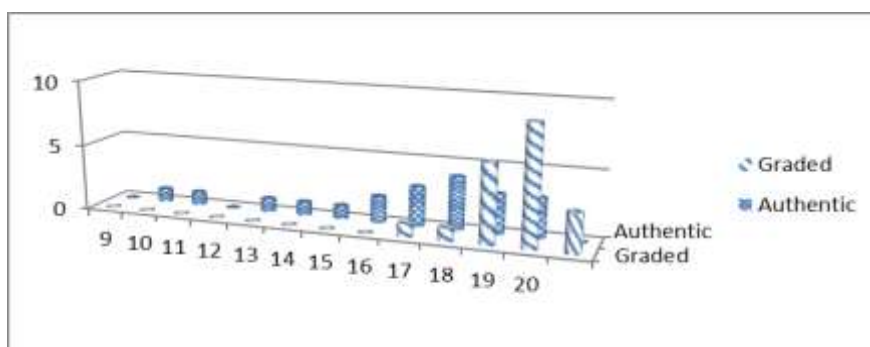
Source: Own source.

According to the findings of the study, at the end of the 4-lessons period, the graded listening group had developed their listening skills much better than the authentic listening group. Moreover, the development of the graded listening group was significantly higher than the authentic listening group. The fact that the graded listening group performed a statistically significant development may be attributed to the effectiveness of the intensive English listening that they received during the 4-lesson period of a graded listening which was according to their level of English, which make it easier for the students to understand and definitely the strategies given before each test in order to confront the test help them to develop their listening skills.

The strategies given on how to deal with the exam, on what to except in each part of the exam and how and what to listen in each part of the exam gave students so many strategies. Therefore, it was easy for the students to communicate orally being more precise and accurate in the oral communication rubrics such as the fluency, grammar, vocabulary and pronunciation skills. To sum up, training students into listening activities would help them to develop oral communication in a better way.

CHAPTER V
DISCUSSION OF RESULTS

5.1. Implications

The main idea of this thesis was to show that if we develop listening skill to our EFL adult learners and we guide them, we give them the tools. It is going to be easier for them to communicate with other people in a proper way. The Graded Listening Group would have this opportunity. It does not mean that The Authentic Listening Group will not be able to communicate but it will not be so easy for them to understand and to speak correctly. People will understand what he/she is saying but it will not be correctly said. And that is what we are looking for, in this world where globalization requires people not only capable in their jobs but also able to communicate in English their ideas with the world in a proper way.

5.2. Recommendations for further Research

Although most of the limitations were disregarded, maybe for a future research, the period can be extended and the training can be applied for a longer time period and communication expand. Or go with the authentic group and give them the strategies too for the listening activities and evaluate how can they perform the same listening exams in order to see if those grades could go upper or in some way would help students to know what is the path or the way to go in each listening.

In addition, the present study was conducted with only intermediate level participants, for further studies a wider scope of samples can be employed and different levels of English might be examined giving them the techniques or strategies for their level of English. Similarly, the sample size can also be expanded to 30 participants in each group in order to reach more generalizable findings a larger sample size can be assigned.

CONCLUSIONS

The aim of this research was to investigate the effects of oral communication to students who were between 18 to 22 years old who studied English and were students of English as a foreign language (EFL). The study showed that the listening skill in a graded environment rather than in an authentic one and training students into listening activities; helped them to develop oral communication in a better way.

Even more, the results showed a difference between the pre and post-test result of the Graded Listening Group and the Authentic Listening Group after 4-lessons of Graded Listening and Authentic Listening Group. Where results are more even, homogeneous in a Graded Listening Group. This conclusion leads us to think that students need to be always guided until they really dominate the language.

To continue with the results, there is a difference between the Graded Listening Group and the Authentic Listening Group in terms of their development in listening comprehension at the end of a 4-lessons period as students were able to understand their peers. There is an increase considering the average grade in the pre-test results and the post-test results. Definitely, in a graded environment students master their skills giving them self-confidence and the opportunity to be better prepared rather than an authentic environment, once they have domain this one.

Moreover, there is a difference between the Graded Listening Group and the Authentic Listening Group in terms of their development in communication at the end of a 4-lessons period. The results showed that students had developed their communication much better in a Graded Listening Group where they had a teacher who guided them, explained them what to do, what was the goal, what to listen for, what to look for in order to find the correct answer. As a result, this gave students enough confidence, and helped them to develop their listening therefore their communication developed quite good. The level in which students were trained gave us the opportunity to reflect what was learned in the post exam. In the results we see that students went further or backwards. Without any doubts, students from the graded listening went forward as a group given the opportunity to the teacher to continue moving the lessons easier and faster.

According to the findings of the study, at the end of the 4-lessons period, both the graded listening group and the authentic listening group they developed their listening comprehension. However, the development of the graded listening group was significantly higher than the authentic listening group. The fact that the graded listening group performed a statistically significant development may be attributed to the effectiveness of the intensive English listening that they received during the 4-lessons period of a graded listening which was according to their level of English, which make it easier for the students to understand and guiding them explaining what they had to do, what they had to overcome in the exam helped them therefore they knew what was the aim of the exam for each specific part and what was the goal expected with this specific part of it. All of this gave the student enough self-confidence to deal with the exam to encourage the listening in a very easy way. As a result, students have more vocabulary, better pronunciation of the words which ends in a better communication.

This study revealed that the graded listening is effective in developing listening skills in EFL adult learners to succeed in their oral communication. Also the research has proven that, with a graded listening, students acquire better their oral communication skills as they are exposed to continuous listening which demonstrates the ability to use active listening, get strategies for good comprehension, the ability to connect, compare and contrast ideas and information to their own knowledge in order to develop or increase their oral communication. To

have coherence which means to understand questions correctly, respond in a clear way. In fluency is to speak with few or no breaks. In pronunciation almost all word correctly and finally having sentence structure, grammar and vocabulary which mean strong grammar and a varied and relatively complex vocabulary with limited mistakes. So to conclude, if we want to develop students' communicative skills we must develop their listening skills, experience and insights, to other texts that need to be controlled up to the moment when students are able to internalize the language and are able to work with authentic listening which will help them to express themselves with meaning and communicate according to the required expectations of the world.

With this research students have proven their skills and their abilities by themselves which had made them more self-confident in their oral communication. Even more, their grammar structures come out easier from their brains without the need to step back to their mother tongue in order to feel save or with the need to translate. Phrases just come out giving them accurate fluency.

This research has also proven that listening plays an important role in the ELT world. This means that in the future, teachers should be trained in listening programs for better oral communication to integrate the listening strategies to obtain better results from our students. Even though, in the present the four skills are integrated in every session, there must be requested an especial attention to this skill to improve our students.

Graded Listening Group students have also seen the difference with the Authentic Listening Group at the end of this study, they want to continue their studies until the Advanced Level in the Graded Format to be able to master their listening skills.

The present study gives to stakeholders, administrators, curriculum designers, material developers, and teachers the opportunity to shape their curricula on listening skills with more emphasis and develop material suitable for listening and speaking and conduct classes efficiently.

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LIST OF APPPENDICES

APPENDIX 1

GROUPS TO BE EVALUATED

CLASSROOM	NUMBER OF STUDENTS
501	20
502	21
503	23
504	25
505	23
TOTAL AMOUNT OF STUDENTS	112

PRE-TEST

Name and Surname

_____

Classsroom _____ Date _____

1.   Where's the man book?

        ○A   ○B   ○C

2.   What does the brother's man look like?

        ○A   ○B   ○C

3.   What is the woman's son studying at the moment?

○A   ○B   ○C

4.   What did the women do on holiday?

○A   ○B   ○C

5.   What do they need to buy?

○A   ○B   ○C

6.   What is in the suitcase?
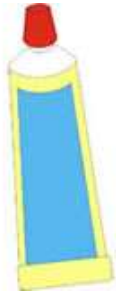
    OA   OB   OC

7.   What will the weather be like at the weekend?

    OA   OB   OC

APPENDIX 3

GRADES FROM STUDENTS EVALUATION ON
LISTENING PRE-TEST RESULTS FOR

GROUP A

	Name and Surname	GRADE
1.	ABANTO, Keyla	14
2.	ABREGU, Cynthia	16
3.	ACEVEDO, Pamela	19
4.	ALCARRAZ, Neysa	05
5.	ALTAMIRANO, Melissa	20
6.	ANAYA, Alejandra	08
7.	APAZA, Victoria	19
8.	ARRUNATEGUI, Victor	20
9.	ASTUDILLO, Alba	15
10.	BELLIDO, Ofelia	20
11.	BERROCAL, Maria	16
12.	CABANILLAS, Samantha	13
13.	CACERES, Diana	12
14.	CACIQUE, Macarena	17
15.	CARBAJAL, Carlos	18
16.	CARDENAS, Stephanie	09
17.	CARPIO, Ludwig	18
18.	CESPEDES, Fiorella	15
19.	CHAVEZ, Camila	13
20.	CHAVEZ, Stefany	19
21.	CHICO, Angelica	15
22.	CHIRITO, Erika	18
23.	CONCHA, Yessenia	12
24.	CUARESMA, Jonathan	19
25.	CUCHO, Marshall	15
26.	DIAZ, Luis	18
27.	FERRER, Ana	17
28.	FLORES, Silvana	15
29.	GALARZA, Allison	17
30.	GALLEGOS, Víctor	19

31.	GARCIA, Andrea	16
32.	GARCIA, María	14
33.	GOÑI, Katherine	19
34.	HERRERA, Carolina	12
35.	HUAMÁN, Diego	19
36.	HUARACHI, Andrea	13
37.	LALANGUI, Leonard	19
38.	LEIVA, Jackeline	18
39.	LEON, Lady	15
40.	LIMPI, Yemmy	14
41.	LIVANO, Leyce	11
42.	MONTENEGRO, Estefania	19
43.	MORESCO, Claudia	17
44.	NEYRA AZNARAN, Maricarmen	14
45.	PALOMINO, Lourdes	20
46.	PEREZ, Elsa	10
47.	PEREZ,Oscar	20
48.	PEREZ,Pilar	11
49	POLO, Jackeline	20
50.	POMA, Katherine	17
51.	QUINECHE, Gabriel	18
52.	QUISPE, Julia	16
53.	QUISPE, Karla	13
54.	QUISPE, Rosa	17
55.	RAYMUNDO, Vilma	20
56.	REAL, Celinda	18

GRADES FROM STUDENTS EVALUATION ON LISTENING PRE-TEST RESULTS FOR

GROUP B

	Name and Surname	Grade
1.	ALTUNA, Yessenia	12
2.	ARNAO, Carla	16
3.	CÁCERES, Hernando	18
4.	CACHAY, Alejandra	14
5.	CCAHUATE, Maria	20
6.	CHAVEZ, Priscila	13
7.	CHAVEZ, Sheyla	17
8.	COLÁN, Sandra	10
9.	CORONADO, José	17
10.	DE LA SOTTA, Michell	18
11.	DENEGRI, Katiuska	18
12.	ESPEZA, Yeli	10
13.	FARFÁN, Jhoselin	04
14.	FERNANDEZ, Johana	10
15.	FLORIANO, Cynthia	17
16.	GALVÁN, Gabriela	17
17.	GAMARRA, Licet	19
18.	GARCIA, Nataly	15
19.	HUAMÁN, Iris	18
20.	HUAYCHO, Nohemí	12
21.	HUILLCA, Estuardo	19
22.	JUÑURUCO, Janyre	15
23.	LAZARTE, Gloria	18
24.	LEGONIA, Milagros	17
25.	LOPEZ, Luz	15
26.	MANRIQUE, Zedy	17
27.	MARCA, Shirley	19
28.	MARCHAN, Mayra	15
29.	MEGO, Rosmeri	14
30.	MISAYAURI, Susan	19

31.	OGOÑA, Maritza	12
32.	OVIEDO, Leonardo	19
33.	QUISPE, Luz	13
34.	QUISPE, Roxana	19
35.	REY, Jean Carlo	18
36.	RICSE, Analí	15
37.	RIVADENEYRA, Medalith	14
38.	RIVERA, Ornella	13
39.	ROBLES, Daysi	19
40.	ROJAS, Diana	17
41.	ROJAS, Luis	14
42.	ROMAN, Amalia	20
43.	ROSAS, Ana	12
44.	SEDANO, Walter	20
45.	SUECA, Juan	11
46.	TORRES, Limberg	20
47.	TUIRO, Sara	17
48.	UCEDA, Keyla	18
49.	URETA , Fabio	16
50.	VALDIVIA, Erica	13
51.	VALERIO, Alexander	17
52.	VALLEJOS, Hellen	20
53.	VARGAS, Jacqueline	18
54.	VERA, Kleine	19
55.	VERGARA, Lourdes	13
56.	YAÑEZ, Kenia	17

APPENDIX 4

PRE-TEST PICTURES TO

COMPARE AND CONTRAST

APPENDIX 5

GRADES FROM STUDENTS EVALUATION ON SPEAKING PRE-TEST RESULTS FOR

GROUP A

	Name and Surname	Fluency	Grammar	Vocabulary	Pronunciation	TOTAL
1.	ABANTO, Keyla	3	3	4	4	14
2.	ABREGU, Cynthia	1	1	1	1	04
3.	ACEVEDO, Pamela	4	5	4	4	17
4.	ALCARRAZ, Neysa	2	2	3	3	10
5.	ALTAMIRANO, Melissa	4	4	4	4	16
6.	ANAYA, Alejandra	3	4	4	4	15
7.	APAZA, Victoria	5	4	4	5	18
8.	ARRUNATEGUI, Victor	4	4	4	3	15
9.	ASTUDILLO, Alba	3	4	3	4	14
10.	BELLIDO, Ofelia	4	5	5	4	18
11.	BERROCAL, Maria	3	3	3	3	12
12.	CABANILLAS, Samantha	2	3	2	4	11
13.	CACERES, Diana	4	4	4	4	16
14.	CACIQUE, Macarena	3	4	3	4	14
15.	CARBAJAL, Carlos	3	4	5	4	16
16.	CARDENAS, Stephanie	3	2	4	4	13
17.	CARPIO, Ludwig	4	5	5	3	17
18.	CESPEDES, Fiorella	2	1	3	4	10
19.	CHAVEZ, Camila	3	4	3	4	14
20.	CHAVEZ, Stefany	5	4	4	4	17
21.	CHICO, Angelica	2	3	1	2	08
22.	CHIRITO, Erika	4	4	5	5	18
23.	CONCHA, Yessenia	1	1	1	1	04
24.	CUARESMA, Jonathan	5	3	4	5	17
25.	CUCHO, Marshall	4	4	4	5	17
26.	DIAZ, Luis	4	4	4	5	17
27.	FERRER, Ana	3	3	3	3	12
28.	FLORES, Silvana	4	4	5	5	18
29.	GALARZA, Allison	3	3	4	4	14
30.	GALLEGOS, Víctor	5	4	3	5	17

31.	GARCIA, Andrea	3	3	4	4	14
32.	GARCIA, María	1	1	1	1	04
33.	GOÑI, Katherine	4	5	4	4	17
34.	HERRERA, Carolina	2	2	3	3	10
35.	HUAMÁN, Diego	5	4	4	5	18
36.	HUARACHI, Andrea	3	4	4	4	15
37.	LALANGUI, Leonard	5	4	4	3	16
38.	LEIVA, Jackeline	4	4	4	4	16
39.	LEON, Lady	3	4	3	4	14
40.	LIMPI, Yemmy	3	3	4	3	13
41.	LIVANO, Leyce	3	3	3	3	12
42.	MONTENEGRO, Estefania	4	3	5	4	16
43.	MORESCO, Claudia	4	4	4	4	16
44.	NEYRA AZNARAN, Maricarmen	3	4	3	4	14
45.	PALOMINO, Lourdes	4	5	3	5	17
46.	PEREZ, Elsa	3	2	4	4	13
47.	PEREZ,Oscar	4	5	5	5	19
48.	PEREZ,Pilar	2	1	3	4	10
49	POLO, Jackeline	4	4	5	4	17
50.	POMA, Katherine	5	4	4	5	18
51.	QUINECHE, Gabriel	4	4	4	4	16
52.	QUISPE, Julia	2	2	3	3	10
53.	QUISPE, Karla	1	1	1	1	04
54.	QUISPE, Rosa	2	3	2	3	10
55.	RAYMUNDO, Vilma	4	4	4	3	15
56.	REAL, Celinda	3	5	5	4	17

GRADES FROM STUDENTS EVALUATION ON SPEAKING PRE-TEST RESULTS FOR

GROUP B

	Name and Surname	Fluency	Grammar	Vocabulary	Pronunciation	TOTAL
1.	ALTUNA, Yessenia	4	3	2	4	13
2.	ARNAO, Carla	3	4	4	3	14
3.	CÁCERES, Hernando	4	4	4	4	16
4.	CACHAY, Alejandra	4	5	3	5	17
5.	CCAHUATE, Maria	4	4	4	4	16
6.	CHAVEZ, Priscila	4	3	5	5	17
7.	CHAVEZ, Sheyla	2	1	3	4	10
8.	COLÁN, Sandra	4	4	5	4	17
9.	CORONADO, José	5	4	4	5	18
10.	DE LA SOTTA, Michell	5	4	4	5	18
11.	DENEGRI, Katiuska	4	5	5	4	18
12.	ESPEZA, Yeli	3	3	3	3	12
13.	FARFÁN, Jhoselin	2	3	2	4	11
14.	FERNANDEZ, Johana	4	4	4	4	16
15.	FLORIANO, Cynthia	3	4	3	4	14
16.	GALVÁN, Gabriela	3	4	5	4	16
17.	GAMARRA, Licet	4	4	4	4	16
18.	GARCIA, Nataly	4	5	5	4	18
19.	HUAMÁN, Iris	5	5	5	4	19
20.	HUAYCHO, Nohemí	3	4	3	4	14
21.	HUILLCA, Estuardo	5	4	4	5	18
22.	JUÑURUCO, Janyre	2	3	1	2	08
23.	LAZARTE, Gloria	4	4	5	5	18
24.	LEGONIA, Milagros	1	1	1	1	04
25.	LOPEZ, Luz	5	3	4	5	17
26.	MANRIQUE, Zedy	4	4	4	5	17
27.	MARCA, Shirley	4	4	4	5	17
28.	MARCHAN, Mayra	3	3	3	3	12
29.	MEGO, Rosmeri	4	4	5	5	18
30.	MISAYAURI, Susan	4	5	4	4	19
31.	OGOÑA, Maritza	5	4	3	5	17
32.	OVIEDO, Leonardo	4	5	5	4	18
33.	QUISPE, Luz	1	1	1	1	04
34.	QUISPE, Roxana	4	5	4	4	17
35.	REY, Jean Carlo	5	4	4	5	18
36.	RICSE, Analí	5	4	4	3	16
37.	RIVADENEYRA, Medalith	3	4	4	4	15
38.	RIVERA, Ornella	5	4	4	5	18
39.	ROBLES, Daysi	4	3	5	3	15
40.	ROJAS, Diana	4	4	4	4	16
41.	ROJAS, Luis	3	4	3	4	14

42.	ROMAN, Amalia	3	5	5	3	13
43.	ROSAS, Ana	3	2	4	4	13
44.	SEDANO, Walter	4	5	5	5	19
45.	SUECA, Juan	2	1	3	4	10
46.	TORRES, Limberg	4	4	5	4	17
47.	TUIRO, Sara	5	4	4	5	18
48.	UCEDA, Keyla	3	4	4	4	15
49.	URETA , Fabio	4	5	5	4	18
50.	VALDIVIA, Erica	3	3	3	3	12
51.	VALERIO, Alexander	2	3	2	4	11
52.	VALLEJOS, Hellen	4	4	4	4	16
53.	VARGAS, Jacqueline	5	4	5	4	18
54.	VERA, Kleine	3	4	5	4	16
55.	VERGARA, Lourdes	3	2	4	4	13
56.	YAÑEZ, Kenia	4	5	5	4	18

APPENDIX 6

FINAL RESULTS FOR THE
PRE-LISTENING AND PRE-SPEAKING TEST

GROUP A

		Listening	Speaking	Average
1.	ACEVEDO, Pamela	19	17	18
2.	ALTAMIRANO, Melissa	20	16	18
3.	APAZA, Victoria	19	18	19
4.	BELLIDO, Ofelia	20	18	19
5.	CARBAJAL, Carlos	18	16	17
6.	CARPIO, Ludwig	18	17	18
7.	CHAVEZ, Stefany	19	17	18
8.	CHIRITO, Erika	18	18	18
9.	CUARESMA, Jonathan	19	17	18
10.	DIAZ, Luis	18	17	18
11.	GALLEGOS, Víctor	19	17	18
12.	GOÑI, Katherine	19	17	18
13.	HUAMÁN, Diego	19	18	19
14.	LALANGUI, Leonard	19	16	18
15.	LEIVA, Jackeline	18	16	17
16.	PALOMINO, Lourdes	20	17	19
17.	POLO, Jackeline	20	17	19
18.	QUINECHE, Gabriel	18	16	17
19.	RAYMUNDO, Vilma	20	15	18
20.	REAL, Celinda	18	17	18

**FINAL RESULTS FOR THE
PRE-LISTENING AND PRE-SPEAKING TEST**

GROUP B

	FEMALE	Listening	Speaking	Average
1.	CÁCERES, Hernando	18	16	17
2.	CCAHUATE, Maria	20	16	18
3.	DE LA SOTTA, Michell	18	18	18
4.	DENEGRI, Katiuska	18	18	18
5.	GAMARRA, Licet	19	16	18
6.	HUAMÁN, Iris	18	19	19
7.	HUILLCA, Estuardo	19	18	19
8.	LAZARTE, Gloria	18	18	18
9.	MARCA, Shirley	19	17	18
10.	MISAYAURI, Susan	19	19	19
11.	OVIEDO, Leonardo	19	18	19
12.	QUISPE, Roxana	19	17	18
13.	REY, Jean Carlo	18	18	18
14.	ROBLES, Daysi	19	15	17
15.	ROMAN, Amalia	20	13	17
16.	SEDANO, Walter	20	19	20
17.	TORRES, Limberg	20	17	19
18.	UCEDA, Keyla	18	15	17
19.	VALLEJOS, Hellen	20	16	18
20.	VERA, Kleine	19	16	18

APPENDIX 7

LISTENING RUBRICS

	Before the research	**After the research**
1.1 Identifying Purpose: identify the appropriate purpose(s) for listening and adapt focus to suit specific learning task	demonstrates some ability to identify the purpose for listening and adapt focus to suit the learning task	demonstrates considerable ability to identify the purpose for listening and adapt focus to suit the learning task
1.2 Active Listening Strategies: use active listening strategies to participate in a variety of situations	demonstrates some ability to use active listening strategies to participate in situations almost meeting expectations	demonstrates considerable ability to use active listening strategies to participate in situations meeting expectations
1.3 Comprehension Strategies: identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of oral texts	demonstrates some ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts almost meeting expectations	demonstrates considerable ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts meeting expectations
1.4 Demonstrating Understanding of Content: Demonstrates an understanding of the information and ideas in oral texts in a variety of ways.	Some ability to demonstrate an understanding of ideas and information in oral texts almost meeting expectations	Considerable ability to demonstrate an understanding of ideas and information in oral texts meeting expectations
1.5 Interpreting Texts: develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations	some ability to develop and explain interpretations of oral texts and support their interpretations almost meeting expectations	considerable ability to develop and explain interpretations of oral texts and support their interpretations meeting expectations

1.6. Extending Understanding of Texts: extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them.	Some ability to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them. Almost meeting expectations.	Considerable ability to extend understanding of oral texts through connecting, comparing, and contrasting ideas and information to their own knowledge, experience, and insights; to other texts, including print and visual texts and to the world around them. Meets expectations
1.7 Analysing Texts: analyse a variety of oral texts and explain how the various elements are used to create meaning and influence the viewer/listener's response.	Demonstrates some ability to analyse texts and explain how various elements are used to create meaning and influence the viewer/listener's response. Almost meeting expectations	Demonstrates considerable ability to analyse texts and explain how various elements are used to create meaning and influence the viewer/listener's response. Meeting expectations
1.8 Critical Literacy: use critical literacy skills to understand the content, tone and point of view of oral texts	Demonstrates some ability to use critical literacy skills to understand the content, tone and point of view of oral texts almost meeting expectations	Demonstrates considerable ability to use critical literacy skills to understand the content, tone and point of view of oral texts meeting expectations
1.9 Understanding Presentation Strategies: evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective	Demonstrates some ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective almost meets expectations	Demonstrates considerable ability to evaluate the presentation strategies used in oral texts, and suggest other strategies that would be effective meets expectations

APPENDIX 8

SPEAKING RUBRICS

Grading Rubric	Before the research	After the research
1. Coherence	Makes few mistakes understanding questions, responses are mostly clear.	Correctly understands questions, responses are clear.
2. Fluency	Speaks mostly fluidly, semi-frequent short or a few long breaks.	Speaks fluidly, few to no breaks.
3. Pronunciation	Pronounces around 75% of words correctly.	Pronounces almost all words correctly.
4. Sentence structure / grammar / vocabulary	Moderately strong grammar and a varied, but basic vocabulary. Several key mistakes.	Strong grammar and a varied and relatively complex vocabulary. Limited mistakes acceptable.

LESSON PLAN FORMAT

Course : **Listening Techniques and Procedures**
Teacher : **Carla Barreto**
Session : **Listening 1**

Method___ Find Factual Information   **Name**___ Carla Barreto

Date___ 03/04/13 ___   **Target Audience**_ Intermediate
                                    Adults (20 students)
                                    (Graded Group)

INTO
Objectives: Ss are able to demonstrate considerable ability to identify the purpose for listening and adapt focus to suit the learning task.

Scaffolding: SS have some ability to identify the purpose for listening and adapt focus to suit the learning task.

Materials to be used in the class: Hand outs and listening 1

THROUGH
Description of methodology to provide instruction:

10:00   Ts explains what the listening is going to be about and what they have to look for.
          Ts suggests ss to take a quick glance to the entire exam
          The task is to listen and choose the correct option.
          This part tests the ability to understand factual information.

10:02   Ts suggests to read the question very carefully and explains that this is the clue that tells you what information you have to listen for.

10:04   Ts asks ss to look at the three pictures. Ts explains that the speaker(s) will mention all of them, but only one will be the correct answer.

10:06   Ts asks ss that for the first time, they should try to understand the general meaning and choose the best option.

10:08   Ts explains that during the second listening, ss must check if their answer is correct. And highlights the fact that the answer to the question can be at the beginning, in the middle or at the end. So ss need to understand the tenses the speakers use: Are they talking about the past, the present or the future.

10:10   Ts ask to look for the pictures and ss must decide what they are listening for:
       a)   The way a message was received
       b)   A date
       c)   A sport
       d)   Items of clothing
       e)   The name of a programme
       f)   A place
       g)   Objects (s)

10:12   Ts plays the audio twice

10:50   Ts collects handouts and give them back to a different student in order to correct them immediately.

BEYOND
Guided practice
10:52   Plays the listening again and corrects the exams with ss. At this point ss can make questions if they really don´t understand or to clarify any doubts why that answer was chosen specifically in order to answer the question.

Follow Up Activities
11:30   At this point, ss do an oral practice and explain each conversation to let us know what is going on in each situation as a way to do some oral practice.

Form of Evaluation:
SS will encourage new vocabulary. We will use the **discussion method** in the first activity, in order to make ss give their own ideas and opinions in pairs, this will make ss feel "not much press" as they are working in partners. However, in the second activity ss will work in groups of four and this exercise make ss feel "forced" to speak for a group which is more difficult. At the end I will push them to go further, beyond their expectations, as they will have to speak in front of the whole class to give their sentences, but as they have already spoken about this to their groups it is easier for ss to express, as this is the object expected at the end of the Intermediate level.

APPENDIX 10

GRADED LISTENING 1

GROUP A

Name and Surname _____

Classroom _____

1. You hear someone talking about travelling abroad.
    Which option did he choose?
    ○ The most convenient option
    ○ The cheapest option
    ○ The quickest option

2. Your hear the weather forecast on the radio.
    What will the weather be like in the south?
    ○ Windy with showers
    ○ Cloudy with sunny spells
    ○ Cool and wet

3. Your hear someone talking about blogs on the radio.
    What are the advantages of blogs?
    ○ They provide a more balanced point of view
    ○ They give a more honest account of stories
    ○ They are more interesting than traditional media

4. You hear someone talking on the radio about lie detection.
    How is it possible to detect when people are lying?
    ○ They signal the lie with their voice
    ○ They make small movements
    ○ They act differently from usual

5. You hear someone talking about an art exhibition.
   What is being exhibited?
   ○ Cartoons about people's lifestyles
   ○ Marine and landscape paintings
   ○ Historical painting of a town

6. You hear someone talking about performing in a singing contest.
   How does she feel about the contest?
   ○ Grateful
   ○ Proud
   ○ Nervous

7. You hear a teacher talking to a student.
   Why is the teacher talking to the student?
   ○ To make a suggestion
   ○ To give a warning
   ○ To correct a mistake

8. You hear a woman talking about her job.
   What does she dislike about her job?
   ○ She dislikes her boss
   ○ Her work is seasonal
   ○ She doesn´t get enough time off

SCRIPT

Question 1.

I could have taken the train, but that would have taken the best part of a day to get there, and it wasn't even the cheapest option. The cheapest way was to go on one of those budget airlines, but the flights only go from one airport in the country, so that meant travelling cross-country first, so it wasn't very convenient. The other option was to fly from the capital, but that was far too expensive for me, although I wish I could have flown because it would have been much quicker.

Question 2.

In the north tomorrow, the weather will be much the same as today – unsettled weather with outbreaks of rain throughout the day, and temperatures around ten degrees Celsius. In the midlands and the east, the weather will be warmer, but there are still likely to be some scattered showers and some brisk winds, but there should be some sunny spells too. In the south of the country it should be dry for most of the day, there'll be a lot of cloud cover but there might be some periods of sunshine – temperatures around eighteen degrees, that's two degrees warmer than today.

Question 3.

I think the reason why people are so interested in reading blogs these days is that they offer something different from the more formal types of journalism. Where newspapers and television stations have standards with regards to the balance of opinions, blogs are much more personal. People are putting forward their own stories, and they're also divulging their sources, so in many ways the information is more honest. And where traditional media is detached, blogs are emotional and that makes them more exciting.

Question 4.

There's no simple way of knowing whether someone is lying. You can't just say, 'he scratched his nose' or 'he looked to the left when he said that', and know that they aren't telling the truth. It's more complicated than that. You first have to establish what we call a base line. That is, how do they act in a normal, everyday situation? When we know this, it's possible to spot them lying because they use signals which are different from the norm. It might be very subtle, a very small movement in the eyes or a change in the voice.

Question 5.

This is a very interesting exhibition for anyone who is interested in the social history of this town. We're displaying the work of Thomas Rowlandson, a cartoonist from late 1700s and early 1800s. As well as being a cartoonist, he was also a painter of landscapes and marine paintings, but this exhibition will feature his caricatures, for which he is best known. His work satires the life and society during this period, so as well as being amusing, the cartoons also act as a fascinating historic insight into the life of the period.

Question 6.

Interviewer: So do you get nervous when you're up there? Singer: I used to. I'd get really wound up thinking about what'll happen if I go out of tune or forget the words. But then someone said to me, 'well you don't have to do it if you don't want to,' and I realised that this is really what I want to do. There's no point getting all worked up about it every time. These days I just go out there and enjoy myself. Interviewer: You must be really pleased with yourself for getting so far in the contest. Singer: Yeah, I am, but I realise that some really talented people have been knocked out of the competition. I know I'm really lucky that people out there are supporting me. Without them I wouldn't have got this far.

Question 7.

I've looked at your homework, and to tell the truth, there are so many problems with it I can't correct them all. You're really going to have to put some work in if you want to get into university because this is not up to standard. If you take a look at the other students' work, you'll see just how off the mark you are. If I were you, I wouldn't pin my hopes on getting into university. And even if you do get in, it's going to be a big struggle for you.

Question 8.

I mean, the job's fine and I quite enjoy it; I mean the boss can be a bit annoying at times, but I guess that's the same with any job. No, the biggest problem is that I'm always so busy in the summer, and I never get any time off. My husband's a teacher and he gets long summer holidays, but that's when I'm at my busiest and so we never get to spend any time together. I mean, I don't mind doing it every once in a while, but if I stay in this profession my summers are always going to be like this, and I'll never get to enjoy them.

APPENDIX 12

RESULTS FROM APPENDIX 10
GRADED LISTENING FOR

GROUP A

		LISTENING 1
1.	ACEVEDO, Pamela	14
2.	ALTAMIRANO, Melissa	13
3.	APAZA, Victoria	16
4.	BELLIDO, Ofelia	11
5.	CARBAJAL, Carlos	17
6.	CARPIO, Ludwig	16
7.	CHAVEZ, Stefany	14
8.	CHIRITO, Erika	15
9.	CUARESMA, Jonathan	17
10.	DIAZ, Luis	16
11.	GALLEGOS, Víctor	16
12.	GOÑI, Katherine	17
13.	HUAMÁN, Diego	15
14.	LALANGUI, Leonard	15
15.	LEIVA, Jackeline	10
16.	PALOMINO, Lourdes	12
17.	POLO, Jackeline	17
18.	QUINECHE, Gabriel	14
19.	RAYMUNDO, Vilma	15
20.	REAL, Celinda	17

APPENDIX 13

LESSON PLAN FORMAT

Course : **Listening Techniques and Procedures**
Teacher : **Carla Barreto**
Session : **Listening 2**

Method Understand and write down specific information

Name Carla Barreto

Date 05/04/13   **Target Audience** Intermediate
                                           (Graded Group)
                               Adults (20 students)

INTO
Objectives: Ss are able to fill in the gaps with the ability to understand and write down specific information from a longer text which is an informal dialogue.

Scaffolding: SS have some ability to fill in the gaps. They have some ability to understand and write down information from an informal dialogue text.

Materials to be used in the class: Hand outs and listening 2

THROUGH
Description of methodology to provide instruction:

10:00   Ts explains what the listening is going to be about and what they have to look for.

10:02   Ts suggests ss to take a quick glance to the entire exam
           The task is to listen and fill the gaps with one to three words and or number.

This part tests the ability to understand and write down specific information form the text.

10:04 Ts suggests ss to listen carefully because in the listening the exact words are given in order to fulfill the gaps correctly.

10:06 Ts asks ss to look at the test and think of the information and the language they are going to hear. Ts explains ss that this sort of techniques help them to feel prepared for the answers when the recording starts. Therefore, ss must decide wheter they are listening for a name, number, date, address, etc.

10:08 Ts also highlights that the test is not a dictation which means that probably the words before the gaps are not usually the same words you will hear. Which means ss will have to listen to the meaning of the text in order to locate the information they need. But there is also information not need it.

10:10 Ts explains that there is no need to hesitate if ss don´t get the information the on the spot as there is a second listening, so ss can check their answers.

10:12 Ts plays the listening twice

10:50 Ts collects handouts and reassign them to different ss in order to correct them

BEYOND
Guided practice
10:52 Plays the listening again and corrects the exams with ss. At this point ss can make questions if they really don´t understand or to clarify any doubts why that answer was chosen specifically in order to answer the question.

Follow Up Activities
11:30 At this point, ss do an oral practice and explain each conversation to let us know what is going on in each situation as a way to do some oral practice.

Form of Evaluation:
SS will encourage new vocabulary. We will use the **discussion method** in the first activity, in order to make ss give their own ideas and opinions in pairs, this will make ss feel "not much press" as they are working in partners. However, in the second activity ss will work in groups of four and this exercise make ss feel "forced" to speak for a group which is more difficult. At the end I will push them to go further, beyond their expectations, as they will have to speak in front of the whole class to give their sentences, but as they have already spoken about this to their groups it is easier for ss to express, as this is the object expected at the end of the Intermediate level.

APPENDIX 14

GRADED LISTENING 2 FOR

GROUP A

Name and Surname _____
Classroom _____

You will hear a radio report about a new type of air transport. For questions 1-10, complete the sentences. Write no more than three words and/or a number.

1. It will take 37 hours for the new form of transport to travel from London to [_____]

2. Unlike crowded jets, the Air cruise will allow passengers to travel in [_____]

3. The Air cruise can travel at low altitudes if there is something [_____]

4. Hydrogen fuels the airship and also provides [_____] for the people on board.

5. The airship disaster at Hindenburg killed [_____] people.

6. Scientists are keen to develop transport options which are both [_____] and environmentally friendly.

7. The Air cruise will carry a total of [_____] passengers.

8. The luxury features on board include private apartments, a bar and a ▢

9. Compared to airports, the Air cruise has the potential to land closer to ▢

10. The concept is getting a lot of attention from a Korean company which makes ▢

APPENDIX 15

SCRIPT

Interviewer:
These days we all know that time is money. People don't want to waste a moment of their lives travelling when they could be working, or let's face it, relaxing on holiday. So with this in mind, why is the London-based company Seymour Powell working on a new form of transport which will go from London to New York in 37 hours, when we can already get there in seven? With me here in the studio is Mark Baker. Mark, why on earth would anyone want to travel so slowly?

Mark:
Well, the company Seymour Powell have come up with the idea that 'slow is the new fast'. It's true that people traditionally want to get to their destination as quickly as possible, but I think everyone would agree that there is nothing pleasant about flying in a small, crowded passenger jet. That's why this company has developed the Aircruise concept. It aims to carry people to their destination in comfort and style.

Interviewer:
Rather like the old ocean liners.

Mark:
You could say that.

Interviewer:
So what is an Aircruise? Is it a type of plane?

Mark:
No it's not. It is proposed that the Aircruise will be a huge kite-shaped airship. It will fly at 12,000 feet, but it would be able to fly at just a few hundred feet above the ground if there was something interesting to see on the ground.

Interviewer:
It sounds like a sort of luxurious hot air balloon.

Mark:

Well the plan is that it will be powered, not by hot air, but another type of air. Hydrogen. Hydrogen is capable of lifting weights of 1.2 kg per cubic metre, and you can also use hydrogen fuel to provide on-board power and drinking water. With hydrogen as the fuel, you'd be able to reach speeds of around ninety miles per hour. It would be pollution free, and what's more, it'd be completely silent!

Interviewer:

It reminds me of those airships they had back in the 1930s.

Mark:

Zeppelins

Interviewer:

That's right. Weren't they very dangerous?

Mark:

They were rather, and after the famous Hindenburg disaster, in May 1937 which killed 35 of the 97 people on board. But technology has moved on a good deal since then, and scientists are looking at ways that we can create transport options that are more sustainable and kinder to the environment.

Interviewer:

So you mentioned that this Aircruise was going to be a luxurious form of transport. Why is that? What sort of luxuries can a passenger expect?

Mark:

Well, first of all it won't be full of people. One Aircruise ship will carry just 100 people. There'll also be plenty of staff to attend to your every need. They're estimating that there'll be one crew member for every five people! Thirdly, you won't be pinned in your seat for the entire journey. You'll be able to walk around. There's to be a bar, private apartments and even a glass floor so that you can see the view beneath your feet!

Interviewer:

Gosh, I don't know if I fancy that!

Mark:
No, me neither!

Interviewer:
And would these airships depart from airports?

Mark:
No, I think that would be very dangerous! No, the plan is that they would build special landing pads. Compared to airports, these are much smaller, so the airships would be able to land much closer to urban centres.

Interviewer:
So, this Aircruise idea. Is it just an idea, or is it actually going into production?

Mark:
Well, that's hard to say at this stage, but the company is certainly gaining a lot of attention. One of the major Korean electrical goods companies is showing a lot of interest and providing some funding. So there is some talk that this dream could be realised in as little as five years' time.

Interviewer:
So in the future we'll all be gliding slowly to our holiday destinations, while drinking beers at the bar then?

Mark:
You will if you can afford it! I don't expect that these new airships will be cheap!

Interviewer:
Well, thank you very much, Mark Baker. Now it's time for ...

APPENDIX 16

RESULTS FROM APPENDIX 14
GRADED LISTENING 2 FOR

GROUP A

		LISTENING 2
1.	ACEVEDO, Pamela	14
2.	ALTAMIRANO, Melissa	15
3.	APAZA, Victoria	16
4.	BELLIDO, Ofelia	14
5.	CARBAJAL, Carlos	17
6.	CARPIO, Ludwig	16
7.	CHAVEZ, Stefany	15
8.	CHIRITO, Erika	15
9.	CUARESMA, Jonathan	18
10.	DIAZ, Luis	18
11.	GALLEGOS, Víctor	15
12.	GOÑI, Katherine	17
13.	HUAMÁN, Diego	15
14.	LALANGUI, Leonard	16
15.	LEIVA, Jackeline	17
16.	PALOMINO, Lourdes	16
17.	POLO, Jackeline	18
18.	QUINECHE, Gabriel	15
19.	RAYMUNDO, Vilma	17
20.	REAL, Celinda	18

LESSON PLAN FORMAT

Course : **Listening Techniques and Procedures**
Teacher : **Carla Barreto**
Session : **Listening 3**

Method Understand general meaning and find specific information

Name_____ Carla Barreto

Date_____ 08/04/13 **Target Audience** Intermediate
(Graded Group)
Adults (20 students)

 INTO
Objectives: SS demonstrate considerable ability to identify and use a variety of listening comprehension strategies to clarify the meaning of oral texts meeting expectations. They have the ability to discriminate between 6 possibilities.

Scaffolding: SS have some ability to identify and use some listening comprehension strategies to clarify the meaning of oral texts meeting expectations. They can discriminate between 4 possibilities.

Materials to be used in the class: Hand outs and listening 3

THROUGH
Description of methodology to provide instruction:

10:00   Ts explains what the listening is going to be about and what they have to look for.

10:02   Ts suggests to ss to take a quick glance to the entire exam
The task is to listen to five people talking about a topic. For each question from 1 to 5 they need to choose one possible answer from the list that it is given.
This part tests the ability to understand and discriminate information from the text in order to choose one answer out of six possible ones.

10:04   Ts gives exam information and advice such as the listening could be either an informative text about places or events, or somebody talking about his/her life, or job. Ss have to answer six multiple-choice questions as they listen to the text. They will hear the text twice.

10:06   Ts asks ss to prepare themselves for listening by using the information they have on the page: Think of what ss know about the subject and of the words they might hear. Ss will understand more if they activate the vocabulary they know.

10:08   Ts explains that there is no need to hesitate if ss don´t get the information on the spot there is a second listening, so ss can check their answers.

10:10   Ts plays the listening twice

10:50   Ts collects handouts and reassign them to different ss in order to correct them

BEYOND
Guided practice
10:52   Plays the listening again and corrects the exams with ss. At this point ss can make questions if they really don´t understand or to clarify any doubts why that answer was chosen specifically in order to answer the question.

Follow Up Activities

11:30   At this point, ss do an oral practice and explain each conversation to let us know what is going on in each situation as a way to do some oral practice.

Form of Evaluation:

SS will encourage new vocabulary. We will use the **discussion method** in the first activity, in order to make ss give their own ideas and opinions in pairs, this will make ss feel "not much press" as they are working in partners. However, in the second activity ss will work in groups of four and this exercise make ss feel "forced" to speak for a group which is more difficult. At the end I will push them to go further, beyond their expectations, as they will have to speak in front of the whole class to give their sentences, but as they have already spoken about this to their groups it is easier for ss to express, as this is the object expected at the end of the Intermediate level.

GRADED LISTENING 3 FOR

GROUP A

You will hear five different people talking about computer games. For questions 1-5, choose from the list of their views on computer games. Use each option only once. There is one extra option which you do not need to use.

1.	Speaker 1:	• The nature of computer games could benefit society. • Restrictions are discouraging gamers from buying games legally. • Too many children are addicted to online games. • Computer games prevent children learning other things. • Game regulator need to take several things into account. • People are unnecessarily worried about the harmful effects of games.
2.	Speaker 2:	• The nature of computer games could benefit society. • Restrictions are discouraging gamers from buying games legally. • Too many children are addicted to online games. • Computer games prevent children learning other things. • Game regulator need to take several things into account. • People are unnecessarily worried about the harmful effects of games.

3.	Speaker 3:	• The nature of computer games could benefit society.
		• Restrictions are discouraging gamers from buying games legally.
		• Too many children are addicted to online games.
		• Computer games prevent children learning other things.
		• Game regulator need to take several things into account.
		• People are unnecessarily worried about the harmful effects of games.
4.	Speaker 4:	• The nature of computer games could benefit society.
		• Restrictions are discouraging gamers from buying games legally.
		• Too many children are addicted to online games.
		• Computer games prevent children learning other things.
		• Game regulator need to take several things into account.
		• People are unnecessarily worried about the harmful effects of games.
5.	Speaker 5:	• The nature of computer games could benefit society.
		• Restrictions are discouraging gamers from buying games legally.
		• Too many children are addicted to online games.
		• Computer games prevent children learning other things.
		• Game regulator need to take several things into account.
		• People are unnecessarily worried about the harmful effects of games.

SCRIPT

Speaker 1

Some children just can't live without it. They really are hooked. The colours die away and your kids scream in protest. It's as if you've just taken a drug away from them. We've got to accept the fact that these machines are having a terrible effect on children's standards of literacy. Kids just aren't interested in reading these days. They feel they have to do it to pass tests. So they just stare at the screen, pushing those buttons. They don't have to use their brains or their memory. These gadgets are the cause of so much underachievement in today's society.

Speaker 2

One of the things game developers have to worry about is how to prevent people from copying the games illegally and distributing them on the internet. Some companies have gone to great lengths to make sure that everyone who plays the game is a legitimate user, for example, you might have to have a permanent internet connection to play. This is a problem for some people if their internet connection isn't reliable. So they prefer to buy pirated versions which don't have all these restrictions.

Speaker 3

I realise that a lot of these pay-for-free games are designed to become addictive. You play for free, but once you've invested time and effort into your game, you start paying real money to progress further into the game. With people spending huge sums of money on virtual items, I can see why governments might want to regulate games like these. But on the other side, these gaming companies are businesses and they need to make money. Governments should focus on the industry's business model, rather than the game content. It's a balancing act, because the last thing you want to do is stamp out the creativity of small companies.

Speaker 4

A lot of games are attractive because the virtual world is fairer than the real world. Your success isn't determined by your age, social status or education. Your peers are loyal, and when you do something good, you are instantly rewarded, so there's a real sense of achievement. The sense of community in the gaming world is actually really strong, and what we really need to do is bring some of this spirit of working together and accomplishing tasks into the real world. People should stop criticizing these games and start thinking about how we can incorporate the positive spirit of gaming into our real lives.

Speaker 5

There have been a lot of studies into whether gaming encourages violent behaviour, but as far as I know, they haven't been able to come up with any conclusive evidence. Juvenile crime in the States is at a thirty year low, and there is also some evidence that most antisocial acts are committed by kids who don't play computer games. I reckon all this hype about violent games is a bigger problem than the games themselves. It makes adults suspicious of their kids, and tries to blame big social issues on games rather than eliminating the real cause of youth problems, such as home life and mental stability.

APPENDIX 20

RESULTS FROM APPENDIX 18
GRADED LISTENING 3 FOR

GROUP A

		LISTENING 3
1.	ACEVEDO, Pamela	15
2.	ALTAMIRANO, Melissa	15
3.	APAZA, Victoria	16
4.	BELLIDO, Ofelia	15
5.	CARBAJAL, Carlos	18
6.	CARPIO, Ludwig	16
7.	CHAVEZ, Stefany	16
8.	CHIRITO, Erika	15
9.	CUARESMA, Jonathan	18
10.	DIAZ, Luis	18
11.	GALLEGOS, Víctor	15
12.	GOÑI, Katherine	17
13.	HUAMÁN, Diego	17
14.	LALANGUI, Leonard	16
15.	LEIVA, Jackeline	17
16.	PALOMINO, Lourdes	17
17.	POLO, Jackeline	18
18.	QUINECHE, Gabriel	16
19.	RAYMUNDO, Vilma	18
20.	REAL, Celinda	19

LESSON PLAN FORMAT

Course : **Listening Techniques and Procedures**
Teacher : **Carla Barreto**
Session : **Listening 4**

Method Discriminate Information

Name   Carla Barreto

Date   10/04/13   **Target Audience** Intermediate
                                                      (Graded Group)
                                          Adults (20 students)

 INTO
Objectives: SS have to identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of oral texts to encounter with a multiple choice listening exam.

Scaffolding: SS have some ability using some listening comprehension strategies and use them before, during and after listening in order to understand and clarify the meaning of oral texts to encounter with a multiple choice listening exam.

Materials to be used in the class: Hand outs and listening 4

THROUGH
Description of methodology to provide instruction:

10:00   Ts explains what the listening is going to be about and what they have to look for.

10:02   Ts suggests to ss to take a quick glance to the entire exam.

10:04   Ts explains that the test consists of a longer text which can be either a monologue or an interview with questions from a radio presenter.   The recording is played twice.   There are six multiple-choice questions with three choices or options.   This part tests the ability to understand the general meaning of the text and find specific information.

10:06   Ts gives more information and advice about the exam as it will either be an informative text about places or events, or somebody talking about his/her life, or job. Ss will hear the text twice.

10:08   Ts ask ss to prepare themselves for listening by using the information they have on the page. They have to think of what they know about the subject and of the words they might hear. Once more, Ss will understand more if they activate the vocabulary they know.

10:10   Ss read the six questions and their options quickly to get a general idea of the points that will be mentioned.

10:12   SS have to concentrate on each question as they listen. During the first listening, Ss try to understand the general meaning and choose the best option. The questions follow the order of the interview, and if SS miss something they can always get it when they hear it a second time.

         Ts goes over the second listening and explains that during the second listening, Ss must pay attention to more detailed meaning and check their answers carefully.

10:50   Ts collects handouts and reassign them to different ss in order to correct them.

BEYOND
Guided practice
10:52   Plays the listening again and corrects the exams with ss. At this point ss can make questions if they really don´t understand or to clarify any doubts why that answer was chosen specifically in order to answer the question.

Follow Up Activities
11:30   At this point, ss do an oral practice and explain each conversation to let us know what is going on in each situation as a way to do some oral practice.

Form of Evaluation:
SS will encourage new vocabulary. We will use the **discussion method** in the first activity, in order to make ss give their own ideas and opinions in pairs, this will make ss feel "not much press" as they are working in partners. However, in the second activity ss will work in groups of four and this makes ss to feel "forced" to speak for a group which is more difficult. At the end I will push them to go further, beyond their expectations, as they will have to speak in front of the whole class to give their sentences, but as they have already spoken about this to their groups it is easier for ss to express, as this is the object expected at the end of the Intermediate level.

GRADED LISTENING 4 FOR

GROUP A

Name and Surname _____

Classroom _____

You will hear a radio interview with a ghost hunter called Carlene Belfort. For questions 1-7, choose the best answer.

1.   How did Carlene become a ghost hunter?
  ○ she wanted to contact her dead grandmother
  ○ she grew up in a haunted house
  ○ her parents encouraged her

2. What according to Carlene, do ghost hunters need most?
  ○ a special gift
  ○ equipment
  ○ an adventurous mind

3. Who does Carlene mostly work for?
  ○ people who want reassurance
  ○ people who want to contact loved ones
  ○ people who want to find a ghost

4. How does Carlene detect when ghosts are present?
  ○ she feels cold
  ○ she gets evidence from her equipment
  ○ she feels the touching her hair

5. When is Carlene most afraid?
  ○ when her equipment breaks
  ○ when things move on their own
  ○ when bad spirits are nearby

6. What does Carlene think about people who don't believe her?
   ○ she doesn't understand why they think that
   ○ She thinks they don't have enough evidence
   ○ She wants them to experience it for themselves.

7. What does Carlene feel about her business?
   ○ She realises she is taking advantage of customers.
   ○ she feels she is providing a service
   ○ she wants to expand and make more money

SCRIPT

Interviewer:
Well, we're privileged to have in the studio with us today Carlene Belfort who is a professional ghost hunter! Carlene, that's an unusual hobby, how did you get into it?

Carlene:
Well, when I was about 8 years old, my grandmother died and my family moved into her house. And I kept hearing all sorts of strange noises in the night. I told my parents, and they told me I was imagining things, but I knew it was ghosts. So you could say I started ghost-hunting whenever I walked around the house alone at night!

Interviewer:
So, what do you need in order to be a ghost hunter? Do you have some special psychic powers?

Carlene:
Well, some people, mediums that is, have the gift to communicate with people who have passed away, or at least they claim to do that. But, no, I don't claim to have any special powers. Ghost hunters aren't the same as mediums. We use audio recorders, cameras and electromagnetic devices to detect the presence of ghosts. But I think it helps if you have an open mind and a spirit of adventure.

Interviewer:
So what sorts of people ask you for your services?

Carlene:
Well, as I said, I don't claim to communicate with ghosts. I do get phone calls from bereaved people who want to communicate with their lost ones, but I have to turn them away. That's not what I do. No, my clients are those people who hear or see things in their homes and are worried they might be going crazy. They call me in, and I can put their minds at rest. Of course I also get the odd few who are desperate to have a ghost

in their homes and interpret every creak in their house as a possible visitor.

Interviewer:
So you don't find ghosts everywhere you look.

Carlene:
No, not at all.

Interviewer:
So how do you detect the presence of ghosts?

Carlene:
Well, sometimes it is just a feeling. Something that makes you hair stand on end, or there may be a sudden drop in temperature. But the most conclusive way to do it is to get some sort of proof, so we take photographs, voice recordings and meter readings.

Interviewer:
And what has been your scariest moment?

Carlene:
Oh, there have been so many! I mean, there was one time when I was with my team, and my team-mate's camera stopped working. My camera was still functioning, so I took a picture of my colleague so that we could find out whether it was spirits causing the malfunction. When we looked at the pictures later, we could see three streams of energy attacking the camera around my colleague's neck! That was certainly very spooky, but of course we didn't know that was going on when we took the picture, and when we looked at the photograph we were far away. There are some hair-raising moments when you see things flying across the room on their own accord. But to tell the truth, there's nothing more frightening than being in the presence of true evil.

Interviewer:
So there are evil ghosts out there?

Carlene:
Oh yes, most definitely.

Interviewer:

Now, as I'm sure you're aware, there are a large number of sceptics out there, and I'm sure there'll be people among our listeners, who believ
e that ghost hunting is a lot of nonsense and that you have no scientific basis for your work. What do you have to say to them?

Carlene:

Well, I can see why people with more scientific minds are unconvinced, as there have been a lot of hoaxes in the past. But now, with better technology we're able to take a lot more data and evidence to back up our sightings, although I realise that some scientists are still not convinced by that. But, well, if they're not satisfied with the data, well I'd like to invite them on a ghost hunt and see how they explain furniture flying across a room!

Interviewer:

So it's not just a big con? You're not just filling up people's mind with a lot of nonsense in return for their money?

Carlene:

Well, I realise that some people see it like that, and that's a shame. But as I see it, I'm no different from a plumber or an electrician. If someone has a problem in their house, they call me, and I come over with the right equipment and some skills, and I can solve their problem and put their minds at rest.

Interviewer:

So what do you recommend that people should do if they feel their house is haunted?

Carlene:

They can contact me via my website and arrange for a consultation. And I'm also happy to take people out on hunts if they want a spooky experience!

Interviewer:

Well, Carlene, it has been most interesting talking to you. Thank you very much for coming in.

APPENDIX 24

RESULTS FROM APPENDIX 22
GRADED LISTENING 4 FOR

GROUP A

		LISTENING 4
1.	ACEVEDO, Pamela	16
2.	ALTAMIRANO, Melissa	15
3.	APAZA, Victoria	18
4.	BELLIDO, Ofelia	15
5.	CARBAJAL, Carlos	18
6.	CARPIO, Ludwig	18
7.	CHAVEZ, Stefany	19
8.	CHIRITO, Erika	17
9.	CUARESMA, Jonathan	18
10.	DIAZ, Luis	18
11.	GALLEGOS, Víctor	15
12.	GOÑI, Katherine	17
13.	HUAMÁN, Diego	19
14.	LALANGUI, Leonard	16
15.	LEIVA, Jackeline	17
16.	PALOMINO, Lourdes	17
17.	POLO, Jackeline	18
18.	QUINECHE, Gabriel	17
19.	RAYMUNDO, Vilma	18
20.	REAL, Celinda	18

APPENDIX 25

AUTHENTIC LISTENING 1 FOR

GROUP B

Name and Surname _____
Classroom _____

You will hear two different extract. For questions 1-4, choose the answer which fits best according to what you hear. There are two questions for each extract.

1.   You hear two people talking about World Cup Football
     What do the two people agree about?
     ○   They believe the standard of the football is good.
     ○   They think it is a good opportunity to socialise
     ○   They agree that it gives a sense of global unity.

2.   What, in the man's opinion, is the best thing about this year's tournament?
     ○   It takes place in a similar time zone
     ○   His team are expected to do well
     ○   The tournament coincides with his time off from work

3.   Your hear two people talking about why one of them became a tour guide.
     Why did the woman become a tour guide?
     ○   She wanted the opportunity to travel to Turkey
     ○   She needed experience for her chosen career
     ○   Someone from a travel company asked her to work for him.

4.   What is the main reason she gives for quitting the job?
     ○   She didn't like the busy schedule
     ○   She didn´t have the chance to be creative.
     ○   She didn't like the attitudes of the tourists

5.   The speaker makes the point that….
   ○   It is immoral that people prefer novels about bad marriages to good ones.
   ○   Fairy tales give readers false hopes about the reality of married life.
   ○   It takes skill to write a memorable novel about miserable marriages.

6.   "Madame Bovary" is used to exemplify
   ○   The lengths women went to in order to avoid being socially outcast.
   ○   how inescapable marriages make better stories
   ○   how divorce made it easier for women to escape unhappy marriages.

7.   When the woman was bridesmaid at her brother's wedding….
   ○   she was embarrassed about taking the role because of her wheelchair.
   ○   she was sceptical about marriage in general
   ○   she was delighted that her childhood dreams had come true.

8.   The woman's experience at her friends' wedding…
   ○   made her feel grateful to her friends for changing her outlook
   ○   made her realise that disabled people could be treated better at functions
   ○   made her feel equally conspicuous, but for different reasons.

APPENDIX 26

SCRIPT

Man:
The world cup starts in three weeks! It's going to be great!

Woman:
Oh yeah, great.

Man:
Aren't you into the world cup then?

Woman:
Oh, I don't mind it, I suppose. When I was younger I used to quite like watching all the fit met running around! And it is nice to get together with some friends in the pub and really get into a match. I also like the fact that this is the time when people from all over the world are excited about the same thing. It brings nations together I think.

Man:
It starts fights between them, more like. I think it's a great chance to see really good quality football.

Woman:
Good football? Then why do all the men I see swear at the players because they're always slipping up? Anyway, this country never does very well.

Man:
Our problem is that we always do well against the good teams, and then we mess up when we're playing the not-so -good ones. Anyway, the great thing about the world cup this year is that the country that's hosting it is only one or two hours ahead of us. I'll be able to watch loads of matches without staying up all night or missing work. I might go out for a drink with some mates and see a game on a few evenings, if you want to come.

Woman:
Are you going anywhere nice for your holiday this year?

Man:
Yes, I'm going to Turkey.

Woman:
Oh, I know Turkey very well. I used to work there as a tour guide.

Man:
Did you? How did you get into that?

Woman:
Well, It was just after university. At the time I wanted to work in overseas development and I needed to clock up some time living abroad so that they would take me seriously. Then I met someone who worked as a tour leader and he told me that his company were always on the look-out for tour guides and that I ought to apply. I mean, it was a great chance to see some new places, although I didn't get to pick where I worked.

Man:
It sounds like a perfect job.

Woman:
Well, it was and it wasn't. Turkey was great. I loved the scenery, the people and learning the language. But it wasn't much fun knowing exactly what you will be doing, what you will be eating, even what you will be talking about every day for the next three months. My whole life was decided for me. I realised that in order to be happy, I need be able to do my own thing and work on my own personal projects. I'm not really a people person.   I found making small talk to the tourists all day really draining.

APPENDIX 27

RESULTS FROM APPENDIX 25
AUTHENTIC LISTENING 1 FOR

GROUP B

		LISTENING 1
1.	CÁCERES, Hernando	16
2.	CCAHUATE, Maria	16
3.	DE LA SOTTA, Michell	17
4.	DENEGRI, Katiuska	18
5.	GAMARRA, Licet	16
6.	HUAMÁN, Iris	13
7.	HUILLCA, Estuardo	16
8.	LAZARTE, Gloria	18
9.	MARCA, Shirley	17
10.	MISAYAURI, Susan	12
11.	OVIEDO, Leonardo	18
12.	QUISPE, Roxana	17
13.	REY, Jean Carlo	14
14.	ROBLES, Daysi	15
15.	ROMAN, Amalia	15
16.	SEDANO, Walter	14
17.	TORRES, Limberg	17
18.	UCEDA, Keyla	15
19.	VALLEJOS, Hellen	16
20.	VERA, Kleine	16

AUTHENTIC LISTENING 2 FOR

GROUP B

Name and Surname _____
Classroom _____

You will hear a radio programme about the life of the singer, Lena Horne. For questions 1-8, complete the sentences.

1. The 'talented tenth' was a label given to those African Americans who had good social positions and were

   [   ]

2. She left school and began her singing career at the well-known

   [   ]

3. Her mother was keen that Lena's singing career would bring about the collapse of   [   ]

4. Lena refused to sing for audiences of servicemen and prisoners which were   [   ]

5. When Lena entered Hollywood, black actors were generally only hired to act in the roles of   [   ]

6. While she was working for Hollywood, Lena found that, during the   [   ]   much of her spoken work was removed from the film.

7. Lena spent a lot of the 1950s working in

[_____] due to her being considered
a Communist.

8.   Most people will remember Lena for her

[_____]

APPENDIX 29

SCRIPT

Radio Announcer: Last month, the renowned and much-lover singer Lena Horne died in New York, aged 92. This Afro-American singer and civil activist worked in America in the Golden era of stage and screen, meeting such great names as Billie Holliday and Duke Ellington.   We have with us here in the studio Joel Lightwater to tell us more about Lena Horne's remarkable life.

Joel Lightwater: Thank you John.
 Lena Horne was born in 1917 to a Brooklyn family, described by a prominent writer as the 'Talented Tenth' – a name which was given to those members of the African American community who were educated and socially prominent. Her family were activists in African-American rights – her grandmother, Cora Calhoun, was in fact the founding member of the N.A.A.C.P. , that is, the National Association for the Advancement of Coloured People. Indeed, at the age of two, Lena was photographed parading in a protest.

Her childhood was split between her grandparents' town house in Brooklyn, and her mother's lodgings in Harlem, her father having left the family when Lena was only three years old. She went to school at Brooklyn Girls High, but when she started singing at the famous Cotton Club at the age of 16, she dropped out without a diploma.

All her life, Lena's mother Edna had hoped that Lena could use her performances to break down race barriers. This was not an easy thing to do in the race-conscious culture of the time. At one point Lena was advised to advertise her creamy complexion as Latin, something she refused to do; while later in her career, studio executives in Hollywood suggested that she darken her skin colour with make-up.

Matters relating to racial equality were always high up on Lena's priorities. During World War II, when she was entertaining soldiers and prisoners of war, she noticed that she was always being asked to perform for groups which segregated in terms of colour. In the rare instances where she sang for mixed groups, white German prisoners of war were

seated in front of the African American servicemen. She soon refused to perform for such occasions, and, cine the US Army refused to allow integrated audiences, she put on her own show for a mixed-colour audience.

After the war years, Lena had the opportunity to move into the glamorous world of Hollywood, and she was the first African American to be signed on a long-term studio contract. However, this was an age when the colour barrier was still strong. Black actors rarely had the chance to play anything more than maids and butlers. Although Lena was beginning to achieve a high level of notoriety, she found that she rarely had the chance to act, and many of her lines were cut during the editing process. Only in two incidences did she play a character that was central to the plot.

But Lena's elegance and powerful voice were unlike anything that had come before, and both the public and the executives in the entertainment industry began to take note. By the mid-'40s, Horne was the highest paid black actor in the country, and her songs were instant classics.

However Horne's great fame could not prevent the wheels of the anti-Communist machine from bearing down on her. During the 1950s, she was marked as a Communist sympathiser as a result of her civil rights activism. She soon found herself blacklisted and unable to work on television or in the movies. At this time, however, she continued to sing in nightclubs, and made some of her best recordings. In the 60s, she was once again back in the public eye.

Since the 16-year old danced her first steps on the stage of the Cotton Club, much has changed. Thanks to her continued musical, theatrical and political efforts, she paved the way for many other non-whites in the entertainment industry. But what she will be remembered for most of all must be her ability to move generations of audiences with her shimmering resonant voice, singing the classic greats, like "Black Coffee" and the unforgettable "Stormy Weather."

APPENDIX 30

RESULTS FROM APPENDIX 28
AUTHENTIC LISTENING 2

GROUP B

		LISTENING 2
1.	CÁCERES, Hernando	14
2.	CCAHUATE, Maria	16
3.	DE LA SOTTA, Michell	15
4.	DENEGRI, Katiuska	14
5.	GAMARRA, Licet	17
6.	HUAMÁN, Iris	11
7.	HUILLCA, Estuardo	16
8.	LAZARTE, Gloria	17
9.	MARCA, Shirley	11
10.	MISAYAURI, Susan	11
11.	OVIEDO, Leonardo	16
12.	QUISPE, Roxana	17
13.	REY, Jean Carlo	11
14.	ROBLES, Daysi	12
15.	ROMAN, Amalia	13
16.	SEDANO, Walter	13
17.	TORRES, Limberg	10
18.	UCEDA, Keyla	11
19.	VALLEJOS, Hellen	13
20.	VERA, Kleine	14

AUTHENTIC LISTENING 3 FOR

GROUP B

You will hear five different people talking about computer games. For questions 1-5, choose from the list the type of holiday the person had.

1. Speaker 1:	- A stay with relatives - A cottage holiday - A tropical destination - A walking holiday - A mini-break - A break at home - A camping trip - A family wedding
2. Speaker 2:	- A stay with relatives - A cottage holiday - A tropical destination - A walking holiday - A mini-break - A break at home - A camping trip - A family wedding
3. Speaker 3:	- A stay with relatives - A cottage holiday - A tropical destination - A walking holiday - A mini-break - A break at home - A camping trip - A family wedding

4. Speaker 4:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding
5. Speaker 5:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding

For questions 6-10, choose from the list what each speaker is expressing.

6. Speaker 1:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding
7. Speaker 2:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding

8. Speaker 3:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding
9. Speaker 4:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding
10. Speaker 5:	• A stay with relatives • A cottage holiday • A tropical destination • A walking holiday • A mini-break • A break at home • A camping trip • A family wedding

APPENDIX 32

RESULTS FROM APPENDIX 31
AUTHENTIC LISTENING 3

GROUP B

		LISTENING 3
1.	CÁCERES, Hernando	14
2.	CCAHUATE, Maria	15
3.	DE LA SOTTA, Michell	16
4.	DENEGRI, Katiuska	15
5.	GAMARRA, Licet	17
6.	HUAMÁN, Iris	15
7.	HUILLCA, Estuardo	17
8.	LAZARTE, Gloria	16
9.	MARCA, Shirley	10
10.	MISAYAURI, Susan	8
11.	OVIEDO, Leonardo	16
12.	QUISPE, Roxana	17
13.	REY, Jean Carlo	13
14.	ROBLES, Daysi	12
15.	ROMAN, Amalia	11
16.	SEDANO, Walter	14
17.	TORRES, Limberg	10
18.	UCEDA, Keyla	11
19.	VALLEJOS, Hellen	13
20.	VERA, Kleine	15

APPENDIX 33

AUTHENTIC LISTENING 4

GROUP B

Name and Surname _____

Classroom _____

You will hear a radio interview with the comedian Brain Conley, who does a considerable amount of work in panto, a type of family-friendly show which is popular at Christmas. For question 1-6, choose the answer which fits best according to what you hear.

1.   Brian likes Birmingham because
   ○   It has provided him with a steady income
   ○   It is where he grew up
   ○   It was where he first became famous

2.   When they discuss children's participation in Panto, Brian says that
   ○   he prefers children not to come up on stage
   ○   It's important to get the parents' permission if a child wants to participate
   ○   he thinks that children's participation adds a certain quality to the show

3.   According to Brian, the advantage of Panto is that
   ○   All the actors can change their lines to reflect current events.
   ○   The qualities required in Panto match his talents.
   ○   It gives him the chance to play a comedy character.

4.   Brian became involved in comedy because
   ○   He had wanted to do it since he was a child.
   ○   His friends at school encouraged him to do it.
   ○   He found he could earn more by doing comedy

5.   What does Brian say about providing comedy for corporate events?

○   It is easy because the audience has had a lot to drink
○   He has learnt how to respond to comments from the audience
○   It's the only way for many comedians to find work

6.   What does Brian feel with regards to nerves?
○   He agrees with a comment someone made early in his career
○   He no longer feels nervous because he is more experienced
○   The extent of his nerves has changed over the years

SCRIPT

Radio interviewer:
I'm backstage at the Birmingham Hippodrome with the comedian Brian Conley. Hello Brian. Nice to see you again.

Brian:
Nice to see you too.

Radio interviewer:
Birmingham's done well for you over the years, hasn't it?

Brain:
It certainly has. It's paid my mortgage, definitely. I mean, it's not far from where I live, it's just up the motorway, and I love this theatre. I've got some great memories of here. Back in the 90s, especially, when I was doing Panto with Britt Eckland, that was a really good time.

Radio interviewer:
You mention Panto, which has, of course an element of audience participation and rowdiness. How do you cope with that? Is it something that's difficult for you?

Brian:
It is difficult, especially with the kids, you never know what they're going to come up with. But I'm up for that. Some theatres don't like the kids to come up on stage any more, they just finish with a musical number and that's it, but I think that's a shame, especially now I've got kids of my own. What a lot of theatres do now is get the parents to come down and stand in the aisles, and if there's a rowdy kid, we bring the parent up, and that puts the onus on the parent to keep the kid in check. But I like all that participation. It's what gives it energy and makes it live.

Radio interviewer:
You do a range of different shows though, don't you?

Brian:
Yes, I do musical theatre and corporate work as well as Panto, but Panto's the best. It plays to my strengths, you know. I like the fact that it's got everything, singing, dancing, comedy, and if there's something in the papers that day, I can pick up on it and put it in the show. And that's something that only I can do, as the comedy character. The other characters in the show can't diverge from the script so much. But I can ad lib. It's great. When I work in musical theatre, i can't do that. I have to stick to the script.

Radio Interviewer:
So where did it all begin, this comedy career? When was your first time on stage?

Brian:
The first time I was on stage was when I was two. I was at this holiday camp and my mum and dad lost me in the dance hall. Then they heard loads of people laughing and they saw me up on stage making a fool of myself. That was it after that. I was hooked. But what has also driven me is the fact that I was dyslexic. I found it difficult to keep up at school, because my writing was bad, so I naturally became the class clown, the school joker. But I was always a good singer, and singing was always my first love. Comedy came later. When I started doing clubs when I was 17, I found that you get paid more for doing comedy than you do for singing.

Radio Interviewer:
And you still do comedy now.

Brian:
Yeah, I do. Most of the comedy I do now is actually corporate work. You know, these big work events, where there's free food and drink. It's very lucrative, but it's a tough crowd. They've got a load of free alcohol and they get boozed up. There's a big demand for it these days, but a lot of famous comedians can't do it. I've learnt how to handle it over the years, and I've got an answer for every situation now. I had to fall into it really, it pays the mortgage.

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Radio Interviewer:
And you still get nerves?

Brian:
A guy once said to me that it doesn't get any easier. I dismissed that. I used to reckon that as I got older and more experienced I'd be more relaxed and I wouldn't get so nervous. But I realise that he was right. I want to do well, and that effects how you feel before the performance.

Radio Interviewer:
Brain Conley, thank you very much.

APPENDIX 35

RESULTS FROM APPENDIX 33
AUTHENTIC LISTENING 4 FOR

GROUP B

		LISTENING 4
1.	CÁCERES, Hernando	16
2.	CCAHUATE, Maria	16
3.	DE LA SOTTA, Michell	16
4.	DENEGRI, Katiuska	17
5.	GAMARRA, Licet	17
6.	HUAMÁN, Iris	17
7.	HUILLCA, Estuardo	17
8.	LAZARTE, Gloria	16
9.	MARCA, Shirley	13
10.	MISAYAURI, Susan	15
11.	OVIEDO, Leonardo	17
12.	QUISPE, Roxana	17
13.	REY, Jean Carlo	16
14.	ROBLES, Daysi	13
15.	ROMAN, Amalia	15
16.	SEDANO, Walter	17
17.	TORRES, Limberg	13
18.	UCEDA, Keyla	11
19.	VALLEJOS, Hellen	15
20.	VERA, Kleine	16

SPEAKING POST EXAM

- How successful might these suggestions be?
- Which two would attract most people?
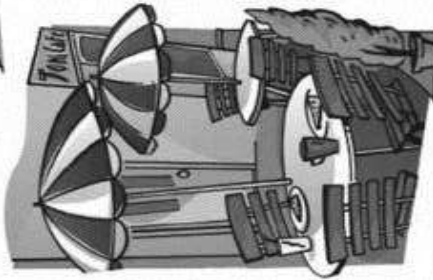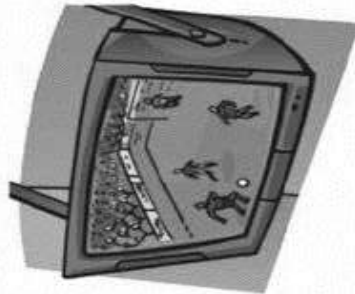
APPENDIX 37

TEST RESULTS FROM
GRADED LISTENING 1,2,3,4 FOR

GROUP A

	FEMALE	LISTENING 1	LISTENING 2	LISTENING 3	LISTENING 4
1.	ACEVEDO, Pamela	14	14	15	16
2.	ALTAMIRANO, Melissa	13	15	15	15
3.	APAZA, Victoria	16	16	16	18
4.	BELLIDO, Ofelia	11	14	15	15
5.	CARBAJAL, Carlos	17	17	18	18
6.	CARPIO, Ludwig	16	16	16	18
7.	CHAVEZ, Stefany	14	15	16	19
8.	CHIRITO, Erika	15	15	15	17
9.	CUARESMA, Jonathan	17	18	18	18
10.	DIAZ, Luis	16	18	18	18
11.	GALLEGOS, Víctor	16	15	15	15
12.	GOÑI, Katherine	17	17	17	17
13.	HUAMÁN, Diego	15	15	17	19
14.	LALANGUI, Leonard	15	16	16	16
15.	LEIVA, Jackeline	10	17	17	17
16.	PALOMINO, Lourdes	12	16	17	17
17.	POLO, Jackeline	17	18	18	18
18.	QUINECHE, Gabriel	14	15	16	17
19.	RAYMUNDO, Vilma	15	17	18	18
20.	REAL, Celinda	17	18	19	18

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TEST RESULTS FROM
AUTHENTIC LISTENING 1,2,3,4 FOR

GROUP B

		LISTENING 1	LISTENING 2	LISTENING 3	LISTENING 4
1.	CÁCERES, Hernando	16	14	14	16
2.	CCAHUATE, Maria	16	16	15	16
3.	DE LA SOTTA, Michell	17	15	16	16
4.	DENEGRI, Katiuska	18	14	15	17
5.	GAMARRA, Licet	16	17	17	17
6.	HUAMÁN, Iris	13	11	15	17
7.	HUILLCA, Estuardo	16	16	17	17
8.	LAZARTE, Gloria	18	17	16	16
9.	MARCA, Shirley	17	11	10	13
10.	MISAYAURI, Susan	12	11	8	15
11.	OVIEDO, Leonardo	18	16	16	17
12.	QUISPE, Roxana	17	17	17	17
13.	REY, Jean Carlo	14	11	13	16
14.	ROBLES, Daysi	15	12	12	13
15.	ROMAN, Amalia	15	13	11	15
16.	SEDANO, Walter	14	13	14	17
17.	TORRES, Limberg	17	10	10	13
18.	UCEDA, Keyla	15	11	11	11
19.	VALLEJOS, Hellen	16	13	13	15
20.	VERA, Kleine	16	14	15	16

APPENDIX 38

POST TEST RESULTS
FOR GRADED LISTENING FOR

GROUP A

		GRADE
1.	ACEVEDO, Pamela	20
2.	ALTAMIRANO, Melissa	17
3.	APAZA, Victoria	19
4.	BELLIDO, Ofelia	15
5.	CARBAJAL, Carlos	18
6.	CARPIO, Ludwig	20
7.	CHAVEZ, Stefany	20
8.	CHIRITO, Erika	19
9.	CUARESMA, Jonathan	18
10.	DIAZ, Luis	18
11.	GALLEGOS, Víctor	16
12.	GOÑI, Katherine	17
13.	HUAMÁN, Diego	20
14.	LALANGUI, Leonard	19
15.	LEIVA, Jackeline	19
16.	PALOMINO, Lourdes	17
17.	POLO, Jackeline	18
18.	QUINECHE, Gabriel	19
19.	RAYMUNDO, Vilma	20
20.	REAL, Celinda	20

POST TEST RESULTS
FOR AUTHENTIC LISTENING FOR

GROUP B

		GRADE
1.	CÁCERES, Hernando	18
2.	CCAHUATE, Maria	17
3.	DE LA SOTTA, Michell	17
4.	DENEGRI, Katiuska	20
5.	GAMARRA, Licet	17
6.	HUAMÁN, Iris	17
7.	HUILLCA, Estuardo	17
8.	LAZARTE, Gloria	16
9.	MARCA, Shirley	11
10.	MISAYAURI, Susan	16
11.	OVIEDO, Leonardo	16
12.	QUISPE, Roxana	17
13.	REY, Jean Carlo	15
14.	ROBLES, Daysi	13
15.	ROMAN, Amalia	16
16.	SEDANO, Walter	17
17.	TORRES, Limberg	15
18.	UCEDA, Keyla	15
19.	VALLEJOS, Hellen	19
20.	VERA, Kleine	17

APPENDIX 39

SPEAKING POST TEST RESULTS FOR
THE GRADED LISTENING GROUP

GROUP A

		FLUENCY	GRAMMAR	VOCABULARY	PRONUNCIATION	TOTAL GRADE
1.	ACEVEDO, Pamela	5	5	5	5	20
2.	ALTAMIRANO, Melissa	5	4	4	5	18
3.	APAZA, Victoria	5	4	5	5	19
4.	BELLIDO, Ofelia	5	4	4	5	17
5.	CARBAJAL, Carlos	5	4	5	5	19
6.	CARPIO, Ludwig	4	5	5	4	18
7.	CHAVEZ, Stefany	5	5	5	5	20
8.	CHIRITO, Erika	5	4	5	5	19
9.	CUARESMA, Jonathan	5	5	5	5	20
10.	DIAZ, Luis	4	5	5	4	18
11.	GALLEGOS, Víctor	5	4	5	5	19
12.	GOÑI, Katherine	5	4	4	5	18
13.	HUAMÁN, Diego	5	4	5	5	19
14.	LALANGUI, Leonard	5	5	4	4	18
15.	LEIVA, Jackeline	5	4	5	5	19
16.	PALOMINO, Lourdes	5	4	4	5	18
17.	POLO, Jackeline	5	4	5	5	19
18.	QUINECHE, Gabriel	5	4	5	5	19
19.	RAYMUNDO, Vilma	4	4	4	4	16
20.	REAL, Celinda	5	4	5	5	19

SPEAKING POST TEST RESULTS FOR
THE AUTHENTIC LISTENING GROUP

GROUP B

		FLUENCY	GRAMMAR	VOCABULARY	PRONUNCIATION	TOTAL GRADE
1.	CÁCERES, Hernando	4	4	4	4	16
2.	CCAHUATE, Maria	3	4	3	3	13
3.	DE LA SOTTA, Michell	4	5	4	4	17
4.	DENEGRI, Katiuska	4	5	4	4	17
5.	GAMARRA, Licet	3	3	3	3	12
6..	HUAMÁN, Iris	5	5	5	4	19
7.	HUILLCA, Estuardo	5	5	5	4	19
8.	LAZARTE, Gloria	3	4	3	5	15
9.	MARCA, Shirley	5	5	5	4	19
10.	MISAYAURI, Susan	4	4	4	5	17
11.	OVIEDO, Leonardo	4	5	5	4	18
12.	QUISPE, Roxana	4	4	4	4	16
13.	REY, Jean Carlo	2	2	2	3	09
14.	ROBLES, Daysi	3	4	3	4	14
15.	ROMAN, Amalia	4	5	5	4	18
16.	SEDANO, Walter	4	4	3	5	16
17.	TORRES, Limberg	5	4	4	5	18
18.	UCEDA, Keyla	2	3	3	2	10
19.	VALLEJOS, Hellen	4	3	4	4	15
20.	VERA, Kleine	4	4	4	5	17

APPENDIX 40

AVERAGE RESULTS OF THE POST TEST
FOR THE GRADED LISTENING TEST

		LISTENING	SPEAKING	AVERAGE RESULTS
1.	ACEVEDO, Pamela	20	20	20
2.	ALTAMIRANO, Melissa	17	18	18
3.	APAZA, Victoria	19	19	19
4.	BELLIDO, Ofelia	15	17	16
5.	CARBAJAL, Carlos	18	19	19
6.	CARPIO, Ludwig	20	18	19
7.	CHAVEZ, Stefany	20	20	20
8.	CHIRITO, Erika	19	19	19
9.	CUARESMA, Jonathan	18	20	19
10.	DIAZ, Luis	18	18	18
11.	GALLEGOS, Víctor	16	19	18
12.	GOÑI, Katherine	17	18	18
13.	HUAMÁN, Diego	20	19	20
14.	LALANGUI, Leonard	19	18	19
15.	LEIVA, Jackeline	19	19	19
16.	PALOMINO, Lourdes	17	18	18
17.	POLO, Jackeline	18	19	19
18.	QUINECHE, Gabriel	19	19	19
19.	RAYMUNDO, Vilma	20	16	18
20.	REAL, Celinda	20	19	20

AVERAGE RESULTS OF THE POST TESTS
FOR THE AUTHENTIC LISTENING GROUP

		LISTENING	SPEAKING	AVERAGE RESULTS
1.	CÁCERES, Hernando	18	16	17
2.	CCAHUATE, Maria	17	13	15
3.	DE LA SOTTA, Michell	17	17	17
4.	DENEGRI, Katiuska	20	17	19
5.	GAMARRA, Licet	17	12	15
6.	HUAMÁN, Iris	17	19	18
7.	HUILLCA, Estuardo	17	19	18
8.	LAZARTE, Gloria	16	15	16
9.	MARCA, Shirley	11	19	15
10.	MISAYAURI, Susan	16	17	17
11.	OVIEDO, Leonardo	16	18	17
12.	QUISPE, Roxana	17	16	17
13.	REY, Jean Carlo	15	09	12
14.	ROBLES, Daysi	13	14	14
15.	ROMAN, Amalia	16	18	17
16.	SEDANO, Walter	17	16	17
17.	TORRES, Limberg	15	18	17
18.	UCEDA, Keyla	15	10	13
19.	VALLEJOS, Hellen	19	15	17
20.	VERA, Kleine	17	17	17

APPENDIX 41

TABLE TO COMPARE RESULTS BETWEEN
THE PRE-TEST AVERAGE AND THE POST-TEST AVERAGE
FOR THE

GRADED LISTENING
GROUP A

		PRE TEST AVERAGE	POST TEST AVERAGE	FINAL RESULTS
1.	ACEVEDO, Pamela	18	20	INCREASE
2.	ALTAMIRANO, Melissa	18	18	SAME
3.	APAZA, Victoria	19	19	SAME
4.	BELLIDO, Ofelia	19	16	DECREASE
5.	CARBAJAL, Carlos	17	19	INCREASE
6.	CARPIO, Ludwig	18	19	INCREASE
7.	CHAVEZ, Stefany	18	20	INCREASE
8.	CHIRITO, Erika	18	19	INCREASE
9.	CUARESMA, Jonathan	18	19	INCREASE
10.	DIAZ, Luis	18	18	SAME
11.	GALLEGOS, Víctor	18	18	SAME
12.	GOÑI, Katherine	18	18	SAME
13.	HUAMÁN, Diego	19	20	INCREASE
14.	LALANGUI, Leonard	18	19	INCREASE
15.	LEIVA, Jackeline	17	19	INCREASE
16.	PALOMINO, Lourdes	19	18	DECREASE
17.	POLO, Jackeline	19	19	SAME
18.	QUINECHE, Gabriel	17	19	INCREASE
19.	RAYMUNDO, Vilma	18	18	SAME
20.	REAL, Celinda	18	20	INCREASE

AUTHENTIC LISTENING
GROUP B

		PRE TEST AVERAGE	POST TEST AVERAGE	FINAL RESULTS
1.	CÁCERES, Hernando	17	17	SAME
2.	CCAHUATE, Maria	18	15	DECREASE
3.	DE LA SOTTA, Michell	18	17	DECREASE
4.	DENEGRI, Katiuska	18	19	INCREASE
5.	GAMARRA, Licet	18	15	DECREASE
6.	HUAMÁN, Iris	19	18	DECREASE
7.	HUILLCA, Estuardo	19	18	DECREASE
8.	LAZARTE, Gloria	18	16	DECREASE
9.	MARCA, Shirley	18	15	DECREASE
10.	MISAYAURI, Susan	19	17	DECREASE
11.	OVIEDO, Leonardo	19	17	DECREASE
12.	QUISPE, Roxana	18	17	DECREASE
13.	REY, Jean Carlo	18	12	DECREASE
14.	ROBLES, Daysi	17	14	DECREASE
15.	ROMAN, Amalia	17	17	SAME
16.	SEDANO, Walter	20	17	DECREASE
17.	TORRES, Limberg	19	17	DECREASE
18.	UCEDA, Keyla	17	13	DECREASE
19.	VALLEJOS, Hellen	18	17	DECREASE
20.	VERA, Kleine	18	17	DECREASE