

Listening Comprehension : Theory and Practice in the Japanese English as a Foreign Language (EFL) Classroom*

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Introduction

This paper reports on a pilot study analysing the relation between English language listening comprehension of Japanese English as a foreign language (EFL) learners and the listening comprehension exercises they engage in based on listening comprehension, approach and design theory. The pilot study consisted of first year Japanese university EFL learners in two classes studying at Matsuyama University in Matsuyama Japan and was conducted in the Fall Semester 2010. The intent of the pilot study was to analyse a variety of listening comprehension activities from two sources that develop English language listening comprehension skills, student performance on the activities and student attitudes and preferences toward the activities. It is hoped this pilot study will shed some light on what listening comprehension exercises improve listening comprehension, encourage a majority of students to participate and motivate students in a positive way. The pilot study used EFL listening comprehension activities from a textbook chosen by the researcher/teacher, English Firsthand 2 (Helgesen, Brown, Wiltshier 2010), and EFL comprehension activities developed by Alan Harper the researcher/teacher of

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the EFL classes participating.

This paper will begin with an overview of listening comprehension, approach and design theory followed by a summary of research paradigm, method and data collection techniques. Finally an analysis and conclusion based on findings will be provided. This pilot study is intended to establish ground work for a larger study on student motivation in the Japanese EFL classroom to be included as part of a dissertation entitled ; *The impact of teaching strategies and teaching materials on Japanese university student's motivation in the English as a foreign language (EFL) classroom* for the Doctor of Education program at the University of Southern Queensland (Australia) scheduled for completion in 2016.

Listening Comprehension Theory

Listening is an important element in the step toward competent second language (L2) performance and is used more often than speaking, reading or writing during the course of a normal work day. (Van Duzer, 1997) Listening comprehension is critical for employees of Fortune 500 companies related to their general job success. (Wolvin, Coakley, 1991 cited in Van Duzer, 1997) Listening comprehension has become more central in the process of L2 learning, the shift toward emphasizing listening comprehension in the ESL/EFL classroom can be attributed to developments in L2 acquisition theory. Audio-lingual methodologies, which emphasise oral proficiency over reading skills, began to emerge in the early 1960's. (Hadely, 2001) Following development of audio-lingual methodologies scholars began to study the benefits of developing oral proficiency for L2 students and oral communication began to receive higher priority in the ESL and EFL classroom. (Hadely, 2001)

A major factor in the development of listening comprehension for L2 students is

the research of Stephen Krashen (1982). Krashen contends that L2 students require comprehensible input ($i+1$) slightly above their proficiency level in order to advance L2. (Krashen, 1982) Hadley (2001) supports Krashen's (1982) theory by reporting on the importance of comprehensible input in the ESL classroom for the development of proficiency in L2 listening comprehension as well as proficiency in L2 reading and writing skills.

Approach Theory

Factors involved in the listening process should be considered when developing L2 listening comprehension exercises for the EFL classroom. There has been minimal research on L2 listening comprehension most of what is known about L2 listening comprehension is based on first language (L1) research. (Richards, 1987) Listening comprehension in a L2 language environment is an active process listeners are actively processing information from auditory and visual material. (Van Duzer, 1997) There are several basic processes that L2 learners perform when engaging in listening comprehension exercises and these are listed in Table 1. Two cognitive processes that are important to the listening process are top-down and bottom up processing. In top-down processing the listener uses background or real world knowledge to extract meaning from the message. Top-down processing also involves the listener looking at data such as sounds, words and grammatical relationships to extract meaning. (Van Duzer, 1997)

In bottom up processing the listener chunks the discourse into segments to determine meaning in the message. (Richards, 1987) The listeners' ultimate goal is to determine propositions contained within speech events by employing top down or bottom up processing.

Table 1 : Processes Students Use When Engaged in Listening Activities

- Determining a reason for listening
- Taking raw speech and depositing an image into short-term memory
- Identifying type of speech event
- Predicting Information in a message
- Recalling background information to help interpret the message
- Assigning meaning to the message
- Checking if the message is understood
- Determining what information should be held in long term memory
- Deleting original form of the message stored in short term memory

(Brown 1994 ; Dunkel 1996 cited in Van Duzer 1997)

Design Theory

Listening comprehension exercises should be designed on the basis of level and proficiency of the L2 target students. The relevance of the lesson should be determined ; is the lesson relevant to what the L2 target students should be learning at this point ? Will the lesson provide interesting material that will maintain L2 student interest and motivation ? Finally, and probably the most significant to lesson design theory, materials must be chosen with specific listening targets for the students to achieve. (Hadely, 2001) Listening exercises should be relevant, material should be authentic, development of both top-down and bottom-up processing should be included, listening strategies should be encouraged and activities should teach not test. (Van Duzer, 1997) Listener function and listener response form the two basic elements of efficient listening instruction. Listener function is related to the potential goal of the listening exercise, providing the L2 target student with a framework of how to approach the exercise. Listener response is related to a list of tasks provided for the L2 target students to develop their listening comprehension skills. (Lund, 1990 as cited in Hadely, 2001) The EFL teacher should follow

certain criteria in order to select efficient activities to suit the needs and the level of the L2 target students including assessment of L2 target student's needs, isolation of macroskills, diagnostic testing and formulation of instructional objectives. (Richards, 1987)

Research Paradigm and Methods

Research conducted for this pilot study was based on an interpretive inquiry and empirical analytic paradigm within a mixed method approach. The mixed method approach was chosen for this study because it looks at research problems from various viewpoints and perspectives, which always includes the perspectives of qualitative and quantitative research. (Burke, Onwuegbuzie, Turner, 2007) Qualitative approach included an ethnographic inquiry involving two Japanese EFL classes in a classroom setting over a period of four months with mainly observational data. (Creswell, 2007) Quantitative approach was used to substantiate qualitative data using a closed response, Likert scale questionnaire translated to Japanese to ensure reliable data collection.

Action research was conducted on both Japanese EFL classes. Action research allows the researcher, in the case of this pilot study also the teacher, to analyse their own teaching practices through observation of their own classes. Action research also offers an opportunity for the researcher/teacher to bridge the gap between theory and practice and at the same time can allow for professional development expanding the knowledge base or issues related to L2 listening exercises. (Walter-Adams, 2006)

Data Collection Techniques

Quantitative strategies of inquiry included cross-sectional studies of Japanese EFL students in two Japanese EFL classrooms at Matsuyama University henceforth referred to as English 4(31) and English 4(12). The research population consisted of 26 students in each class for a total of 52. Students in both classes completed the ETS TOEIC Bridge test between December, 4 2010 and December, 14 2010 close to the end of the semester but during the time of research. English 4(31) students scored an average of 57.8 on the listening section of the test with a total average score of 110.9. English 4(12) students scored an average of 58.0 on the listening section of the test with a total average score of 113.3. The results of the ETS TOEIC Bridge test and their relation to this study will be discussed in the analysis and conclusion of this paper. Data collection employed listening assessment tests (Appendix J) at the beginning and the end of the semester, and a Likert scaled questionnaire (Appendix K) distributed to the students in both classes at the end of the semester. Qualitative strategies of inquiry included classroom observation and a comment section at the end of the questionnaire to qualify responses to the Likert scale questions. Listening assessment tests were from a conversation in the Hello Again textbook (James, 2007, pp.6-7) (Appendix I) and were used to assess EFL target students' English listening proficiency at the beginning and the end of the research period. Textbook based listening exercises from English Firsthand 2 (Helgesen, Brown, Wiltshier, 2010) Units 9-12 (pp. 80-111) (Appendix A-D) were used in regular classroom listening activities in both target classrooms. Listening exercises, developed by the researcher/teacher Alan Harper, based on the English Firsthand 2 listening exercises (Appendix E-H) were used in one target classroom English 4(12) to determine student response to different listening exercise formats as well as the effect on listening proficiency.

English 4(31) completed only the listening exercises in English Firsthand 2 (Helgesen, Brown, Wiltshier, 2010) units 9-12 and were observed in an action research format to determine patterns of exercise completion. English 4(31) students completed only section A of the questionnaire (Appendix K) to assess students' perception of the listening exercises in the textbook.

Students in English 4(12) completed listening exercises in the class textbook for units 1-8 and listening exercises developed by the researcher/teacher for units 9-12. English 4(12) students were also observed in an action research format to determine patterns of exercise completion. English 4(12) students completed both section A and section B of the questionnaire to assess students' perception of the listening exercises in the textbook and researcher/teacher developed listening exercises. Data was analysed to determine student perceptions and preferences regarding listening exercises in the textbook and researcher developed listening exercises. Data was analysed based on listening comprehension theory to assess the type of listening exercise that students preferred and contributed most to their motivation to complete the English EFL listening comprehension activities. The listening assessment test was given at the end of the research period to assess improvement in EFL general listening comprehension skills for English 4(31) and English 4(12).

Listening Assessment Tests

The same listening assessment test (Appendix I and J) was administered to students in both classes at the beginning and end of the observation period. The results of the listening assessment test administered to students in English 4(31) and English 4(12) at the beginning of the semester are represented in Table 2 and the listening assessment test administered at the end of the semester are represented in

Table 3. Table 2 shows the students in English 4(12) with a slightly higher number of questions correct scoring particularly high in the 1 out of 5 and 2 out of 5 categories with lower numbers in the 0 out of 5, 3 out of 5 and 4 out of 5 categories. Students in English 4(31) had a more even distribution of scores but scored significantly higher in the 0 out of 5 category and lower in the 1 out of 5 category. In categories 2 out of 5, 3 out of 5 and 4 out of 5 English 4(31) students scored slightly lower or above their counterparts in English 4(12). It should be noted that no students in either class recorded a perfect 5 out of 5.

Table 2

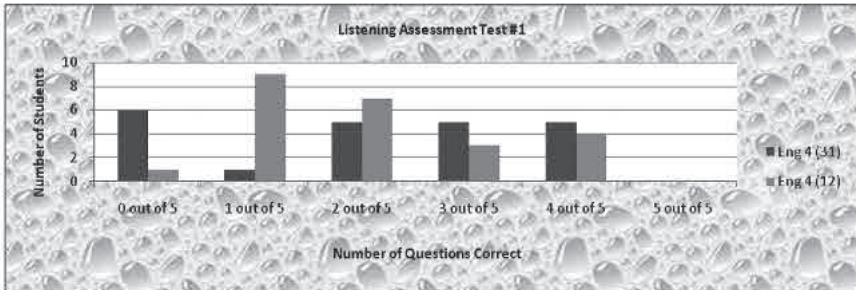
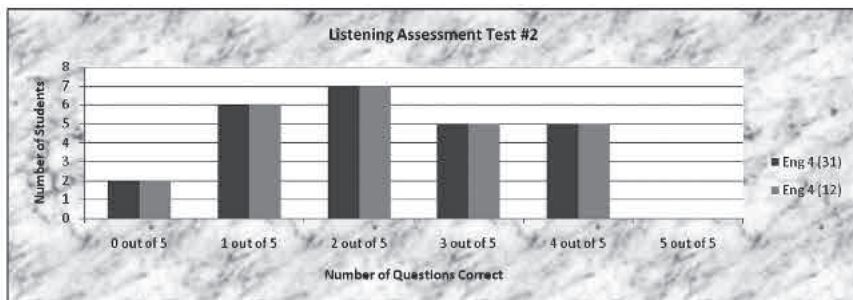


Table 3 shows a more even distribution of scores between the two classes. English 4(12) scores were higher in the 2 out of 5, 3 out of 5 and 4 out of 5 categories but also higher in the 0 out of 5 category. English 4(31) results show significant improvement across the board with scores equal to students in English 4(12). As with the first listening assessment test no students recorded a perfect 5 out of 5 score in the second listening assessment test. The results of listening assessment test #2 show that students in English 4(31) showed the most overall improvement in general listening skills using only listening activities from the English Firsthand 2 textbook.

Table 3



Procedure and Application of Listening Activities

Due to time constraints only listening activities from English Firsthand 2 (2010), units 9-12 (Appendix A-D) were used for this pilot study. Students in English 4(31) completed only the English Firsthand 2 (2010) listening activities which consisted of a variety of exercises focusing on general understanding and specific information; types of listening exercises included checking boxes, circling answers and writing information in two or more word sentences. The listening exercises in English Firsthand 2 (2010) followed the input plus one ($i+1$) theory of Krashen (1982) as they were slightly above the comprehension level of most students in both of the classes. Listening activities in the class textbook were designed to develop listening processing skills as well as top-down and bottom-up processing. The listening activities were administered as part of the regular class schedule to students who completed them in groups of 4 or 5 in collaboration with group members.

Students in English 4(12) completed listening exercises for units 9-12 developed by Alan Harper (researcher/teacher) (Appendix E-H) The researcher developed listening exercises following the content of units 9-12 of the class

textbook to account for consistency of content. Exercises were developed following design theory specifications and consisted of true/false, fill in the blank, multiple choice, chronological order and short sentence answer questions. Discussion questions related to the content of the listening exercises were included to add authentic listening comprehension based on student dialogue. Listening exercises were designed to engage students in top-down and bottom-up processing and the use of some of the listening comprehension processes listed in Table 1. Students completed the listening activities in groups of 4 or 5 in collaboration with group members. The developed listening exercises were designed at a slightly lower level than the class textbook exercises and did not follow Krashen's (1982) $i+1$ theory completely in order to determine student preference and student performance related to the presence or absence of $i+1$.

Class Observation

Students in English 4(31) and English 4(12) were observed by the researcher/teacher Alan Harper during the listening comprehension section of the lesson plan. The listening comprehension portion of the weekly 90 min class was 15-20 minutes on the average. Students were observed for quality of response to the listening exercise questions, interaction with group members during question completion and number of answers completed for each exercise. Student attendance and general participation in other class activities in addition to the listening exercises were taken into consideration during the observation period and will be discussed with relation to the findings in the analysis and conclusion of this paper.

English 4(31)

The students in English 4(31) completed the class textbook listening exercises contained in Units 9-12. The overall attendance record for this class was poor compared to English 4(12) and below average for a class of this size and level at Matsuyama University. General student participation rates in all class activities were average for a class of beginner level EFL students at Matsuyama University. The listening exercises were administered to students in groups of 4 or 5 and each CD listening conversation was played once or twice depending on the length and difficulty of the conversation and time allotment for the exercise. Table 4 shows completion rates for listening exercises in units 9-12 of the class textbook. As indicated in Table 4 the completion rates for each of the exercises was very low for all units and not all 26 students were in attendance during the observation period.

Table 4-English Firsthand 2 (pp. 80-111 Appendix A-D) Listening Exercise Completion Rate Units 9-12-English 4(31)

Unit #	Ex 1 # of students	1 st Listening # of completions	2 nd Listening # of completions	Ex 2 # of students	1 st Listening # of completions	2 nd Listening # of completions
9	20	0	2	20	2	/
10	15	1	/	15	5	/
11	19	1	/	19	8	/
12	21	2	2	21	8	/

/-no second listening

English 4(12)

Students in English 4(12) completed the listening exercises in the class textbook for units 1-8 as part of the regular class syllabus so they were familiar with the class textbook exercises. For the purposes of this study students completed the researcher developed exercises for units 1-9. The overall attendance record for this

class was good compared to English 4(31) and about the average for an EFL class of this size and level at Matsuyama University. General participation rates for all class activities was slightly higher than English 4(31) and about average for a beginner level EFL class at Matsuyama University. Although units 1-8 in the class textbook were not part of this study for English 4(12) it is noted that students had a much higher listening exercise completion rate than their counterparts in English 4(31) in these units. The researcher/teacher developed listening exercises were administered to students in groups of 4 or 5 and the audio scripts were read to them by the researcher/teacher Alan Harper. Each audio script was read twice and students then completed the various listening exercises. Table 5 shows completion rates for written listening exercises and participation rates for the discussion exercises included for each unit. As indicated in Table 5 completion rates for the written exercises in each unit are higher than those of students in English 4(31) using only the class textbook. The participation rates in the discussion exercises were very high for unit 9 but significantly lower in subsequent units.

Table 5-Researcher Developed Listening Exercises Completion and Participation Rates Units 9-12-English 4(12) (Appendix E-H)

Unit #	# of Students	Ex A (written) completions	Ex B (written) completions	Ex C (written) completions	Participation in Discussion Exercises
9	23	/	19	20	Ex A-almost 100%-about 1/2 speaking Japanese Ex D-10-20% over 50% speaking Japanese
10	19	19	19	/	Ex C-0% all students speaking Japanese not related to the exercise.
11	26	10	10	/	Ex C-20% most students making an effort to speak English
12	26	10-one or two word answers. No complete sentences	/	/	Ex B-5% more students speaking Japanese than English.

/-no written exercises

Questionnaire

The questionnaire was distributed to students in English 4(31) and English 4 (12) following the completion of listening exercises for units 9-12 in the class textbook and researcher developed exercises. The questionnaire was used to determine student preference for various aspects of the listening exercises. Table 6 shows the distribution of student response which was compared to student performance and results of listening assessment test #2 to assess the relationship between exercise type, student effort to complete the exercises and student opinions regarding the exercises.

Table 6 : Student Response : Listening Exercise Questionnaire (Appendix K) English 4 (12) and English 4(31)

Question #	Strongly	Disagree	Disagree	Agree	Strongly Agree			
A 1	0	4	7	4	12	14	7	4
2	0	5	7	9	9	9	10	3
3	0	2	8	8	11	15	7	1
4	1	4	11	11	11	9	3	2
5	1	1	3	4	14	11	8	10
6	4	3	12	10	9	9	1	4
7	0	3	9	8	9	11	8	4
B 8	0		2		21			3
9	1		5		14			6
10	4		12		10			0
11	0		5		12			9
12	4		11		11			0
13	1		7		10			8
14	1		5		14			6

English 4(12) English 4(31)

English 4(31) students completed only questions that referred to the listening exercises in the class textbook (part A of the questionnaire). Most students agreed the listening exercises in the class textbook were helpful for improving their English listening skills (question #1). There was a more of a split opinion among students when asked whether they 'enjoyed' the listening exercises in the class textbook

(question #2) with an almost even number agreeing and disagreeing. Question #7 asked if the class textbook exercises motivated or encouraged students to continue improving their English listening comprehension skills, most students agreed or strongly agreed indicating a general positive reaction to the class textbook exercises.

English 4(12) students completed questions in part A and part B of the questionnaire. Responses for part A question #1 were similar to student responses from English 4(31) as most students agreed or strongly agreed that class textbook exercises were helpful for improving their English listening comprehension skills. Results indicate that a slight majority of students in English 4(12) did not ‘enjoy’ the listening exercises in the class textbook but a more students agreed or strongly agreed that the class textbook exercises encouraged or motivated them to continue improving their English listening comprehension skills. English 4(12) student opinions regarding the class textbook were similar to English 4(31) student opinions indicating a generally positive reaction.

English 4(12) student responses to the researcher developed exercises (part B of the questionnaire) were also generally positive. There was an overwhelming agreement among students regarding question #8 indicating the researcher developed exercises were helpful for improving their English listening comprehension skills. Most students ‘enjoyed’ the researcher developed exercises and found the exercises themselves easy to complete. Most students agreed or strongly agreed with questions 13 and 14 indicating they benefitted from the interaction of the discussion questions and were motivated to continue improving their English listening comprehension skills.

Summary and Analysis

The results of this pilot study have revealed several significant points regarding

the relation between English L2 listening comprehension development in the Japanese university EFL students in English 4(12) and English 4(31) and the listening comprehension exercises they engaged in. The first listening assessment test showed students in English 4(12) with slightly higher listening comprehension proficiency than students in English 4(31) which is reflected in the higher overall ETS TOEIC Bridge test scores. During class observations it was noted that students in English 4(12) had a better class attendance rate than students in English 4(31) and a higher participation rate in all classroom activities which could be an indicator of a more positive attitude toward English L2 study in the early part of the semester. English 4(31) students showed poor participation rates in most listening activities in English Firsthand 2 (2010) (the class textbook) in units 1-8, which was noted in classroom observation but not included in the comparison of results, and units 9-12 included in the pilot study which may indicate a more negative attitude toward English L2 study in the early part of the semester. English 4(31) students responded positively to statements regarding the listening exercises in the class textbook with most students agreeing or strongly agreeing that exercises that required inference or check the box answers were relatively easy for them to complete with a slightly lower number agreeing that short answer questions were relatively easy for them to complete. In general most students indicated they enjoyed the listening exercises in the class textbook and suggested they would be motivated to continue to improve their listening comprehension skills based on these types of exercises, however student participation rates for listening activities continued to be poor throughout the research period.

Students in English 4(12) showed higher participation rates for listening exercises from units 1-8 in the class textbook not included in the comparative analysis but noted in class observation. English 4(12) students responded positively to statements in part A of the questionnaire agreeing or strongly agreeing

on statements referring to exercise type and degree of difficulty and indicating that these exercise may positively motivate them to continue to improve their listening comprehension skills. English 4(12) students showed good participation rates in researcher developed exercises with a majority of students completing the various written exercises consisting of true/false, fill in the blanks, multiple choice, chronological order and short answer questions. A majority of students indicated the discussion exercises helped with improving their English L2 listening as well as speaking skills (question # 14 part B) but participation rates in Table 5 show very low participation rate in these activities. Most English 4(12) students indicated they enjoyed the researcher developed listening exercises in general and agreed or strongly agreed the true/false and fill in the blanks exercises were relatively easy for them. A majority of students agreed or strongly agreed the conversations for the researcher developed exercises were within their comprehension level. Overall there was a positive response from students regarding whether the researcher developed exercises would encourage them to continue to improve their L2 listening comprehension skills in the future. Participation and attendance rates for English 4(12) continued to be good throughout the research period.

In general there was an overall positive attitude toward a majority of the listening exercises in the class textbook in English 4(31) but this was contradicted by the poor performance rates on the exercises indicated in Table 4. Attitudes of English 4(12) students toward the researcher developed listening exercises indicated in the questionnaire (Table 6) were more in line with the performance rates shown in Table 5 with the exception of the discussion exercises. These results could be attributed to inaccurate responses to the questionnaire by English 4(31) students but more accurate responses to the questionnaire by English 4(12) students. This aspect of the research has shown that listening exercises in the researcher developed handouts showed more positive results in performance in English 4(12) than class

textbook exercises for English 4(31) students.

The results of the listening assessment tests do not match the observation of student performance on the listening exercises. In listening assessment test #1 students in English 4(12) had a slightly higher English listening proficiency than students in English 4(31). The results of listening assessment test #2 show students in English 4(31) with the most overall improvement in listening comprehension after completing the class textbook exercises. English 4(12) students also showed a slight improvement in English listening proficiency which could be attributed completing both the textbook listening exercises and the researcher developed exercises. It can be stated that the most significant improvement came from the students in English 4(31) engaging in exercises that were more representative of Krashen's (1982) $i+1$ theory.

The results of this pilot study reveal that listening activities that challenged the students in the target classes and are slightly above their proficiency level ($i+1$) tend to promote improvement in listening comprehension skills. The listening exercises in the class textbook seemed to generate a significant improvement in listening comprehension skills for students in English 4(31). The improvement in listening comprehension skills seemed to have developed despite generally poor participation rates during classroom observation. English 4(31) students did not seem particularly motivated to complete the listening exercises but gave mostly positive responses to statements regarding the exercises in the questionnaire. The researcher developed exercises were generally well received by the students in English 4(12) who showed good participation rates during the class observation period. The results of listening assessment test #2 showed some improvement in listening comprehension skills among English 4(12) students but less significant than improvements for students in English 4(31). These results indicate that even though the researcher developed exercises were designed based on listening

comprehension theory outlined in this paper they were not quite as effective with regard to the improvement of listening comprehension skills. It is possible listening exercises from the class textbook units 1-8 contributed to any improvement that occurred in listening comprehension skills among English 4(12) students. The results are not conclusive and more research regarding the relation of the development of listening comprehension skills and the types of listening exercises students engage in is needed. The intention of this pilot study is to begin an exploration of this topic and lay the groundwork for a more in depth study which will be used as part of a much broader doctoral thesis so the data collected during this pilot study, although limited in scope, will be a useful reference when conducting future research in this area.

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Appendix A

LISTENING

What's wrong?

TARGET

Listening for specific information: advice

1

Listen. What's the situation or problem? Write it in the box.
What advice does the friend give? Check (✓) the advice.

1

Situation or problem:

Her parents don't like her new boyfriend.

Advice:

Why don't you introduce them?

☒ Maybe you should introduce them.

It might be best to introduce him to them.

2

Situation or problem:

Advice:

You should see a doctor.

☐ First thing to do is see a doctor.

☐ I think you'd better see a doctor.

3

Situation or problem:

Advice:

Telling the truth is the way to go.

☐ Why don't you just tell him the truth?

☐ If I were you, I'd just tell him the truth.

4

Situation or problem:

Advice:

You could get a conversation partner.

☐ How about getting a conversation partner?

☐ You know what? A conversation partner might help.

TARGET

Listening for inference: a speaker's attitude

2

Listen again. Will the person follow the advice?
Circle YES, MAYBE, or NO.

1

YES MAYBE NO

2

YES MAYBE NO

3

YES MAYBE NO

4

YES MAYBE NO

About YOU

1

Listen. What advice would you give?

1. _____

2. _____

3. _____

4. _____

5. _____

Compare your ideas with a partner.

81

Appendix B

LISTENING

Urban legend

TARGET Listening for general understanding: sequence

1 Listen. This is a mystery story. Number the pictures 1–6. In picture 6, draw what is missing.



TARGET Listening for enjoyment and evaluation: 201805

2 Listen again. If possible, listen with the lights off. Then answer these questions.



1. Did you like the story?

YES _____ NO _____

2. What was the scariest part?

3. What was the best part?



Listen. Answer the questions about stories.

1. _____
2. _____
3. _____
4. _____
5. _____

Compare with a partner. Partner, ask a question about each answer.


Appendix C

LISTENING

Is it OK to lie?


TARGET Listening for inference: a speaker's attitude

1 Listen. What is the relationship? What did the person do (the action)? Does the other speaker **AGREE** or **DISAGREE** with their action or decision?




1

Relationship: coworkers
Action: He lied to his boss.
☒ AGREE ☐ DISAGREE




2

Relationship: _____
Action: She lied to him about...
☐ AGREE ☐ DISAGREE



3

Relationship: _____
Action: He lied to her about...
☐ AGREE ☐ DISAGREE



4

Relationship: _____
Action: She lied to him about...
☐ AGREE ☐ DISAGREE

TARGET Listening for specific information: reactions

2 Listen again. What does the friend say? Check (✓) the responses.

1. ☐ I wouldn't worry about it.
 ☐ I wouldn't do that if I were you.

2. ☐ I can't disagree with what you did.
 ☐ I don't think that was right.

3. ☐ I agree, thank a lot.
 ☐ I'm not sure I agree.

4. ☐ I can't believe you said that.
 ☐ Do you really think that?

About YOU

Listen. What's your opinion? Write your answers.

1. _____
2. _____
3. _____
4. _____
5. _____

Compare your opinions with a partner.
What are your reasons?

Appendix D

LISTENING

What are your plans?

TARGET Listening for general understanding: goals

1



Listen. People are talking about their personal goals. Write each person's goal. Then answer the questions.



1. Jin

GOAL: *move to Australia*

Why does Jin want to do this?

- ☒ He wants to see his relatives.
☒ He wants to improve his English.
☒ He wants to make a lot of money.



2. Kayla

GOAL:

Why is this Kayla's goal?

- ☐ She likes studying.
☐ She wants to be famous.
☐ She likes competition.



3. Meg

GOAL:

What is important to Meg?

- ☐ She wants to make a lot of money.
☐ She wants to help people.
☐ She wants to travel abroad.

TARGET Listening for specific information: actions

2



Listen again. What are they doing to reach their goals? Check (✓) all the correct boxes.

1. Now Jin is:

- ☐ studying English
☐ doing research
☐ saving money

2. Now Kayla is:

- ☐ doing an internship
☐ going to university
☐ visiting companies

3. Now Meg is:

- ☐ doing volunteer work
☐ going to nursing school
☐ learning a new language

About YOU



Listen. Answer the questions about your goal.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

With a partner, talk about each other's goals. What can your partner do to reach his or her goal? Give your ideas.

Appendix E(1)

Unit 9-Listening-Giving Advice

Advice- suggestions you give to someone who has a problem or needs information about something.

Vocabulary used for giving advice.....

Maybe you should..... You should..... If I were you I'd..... Why don't you.....
--

A

Give advice to your group members for the following situations. One group member says the problem other group members give advice. Use the vocabulary from the vocabulary box above and the sentences in the advice section.

Problems.....

1. I have a headache.
2. I lost my wallet on the bus.
3. I have a big English test tomorrow.
4. I want to study English in Canada next year.

Advice.....

....call the bus company and ask them if anyone had found it.

..... study

.....get a job and save money

.....go to the store and buy some aspirin.

Appendix E(2)

You will listen to a conversation between a student and a teacher. The student is asking advice about improving their English skills.

B 1st listening as you listen fill in the blanks...

1. I was wondering if you could give me some _____.
2. Well you should _____ English television programs and _____ to English radio programs as much as possible.
3. If I _____ I would find someone you know who speaks English and practice speaking with them as much as possible.
4. When you study in an English speaking country you are forced to speak English both _____ and _____ the classroom. Also, you get to experience the culture firsthand, _____ and _____ are closely related.
5. Maybe you should ask at the _____ here at the university. I heard they have all the information about studying English abroad _____.

C 2nd listening Listen again circle True or False.....

1. The student is studying Chinese. **T** **F**
2. Listening to English radio programs is a good way to improve English skills.
 T **F**
3. Speaking English with a family member who speaks English is a good way to improve English speaking skills. **T** **F**
4. You don't experience culture when you study English in an English speaking country. **T** **F**
5. The student cafeteria has information about study abroad programs. **T** **F**

D Discuss these questions with your group members.....

1. Do you ever watch English television programs or movies? Which ones do you watch?
2. If you had the opportunity to study English in an English speaking country which country would you like to go to? Why?

Appendix E (3)

Audio Script

Student: I was wondering if you could give me some advice.

Teacher: Sure what about?

Student: I am studying English right now and I want to know the best way to improve my English skills.

Teacher: Well you should watch English television programs and listen to English radio programs as much as possible.

Student: Ok, anything else?

Teacher: If I were you I would find someone you know who speaks English and practice speaking with them as much as possible.

Student: I heard that studying English in an English speaking country is a good way to improve your English is that true?

Teacher: Yes, studying English abroad is a very good way to improve your English skills.

Student: Why is that?

Teacher: When you study in an English speaking country you are forced to speak English both inside and outside the classroom. Also, you get to experience the culture firsthand; culture and language are closely related.

Student: That sounds good. How can I find out more about studying in an English speaking country?

Teacher: Maybe you should ask at the International Centre here at the university. I heard they have all the information about studying English abroad programs.

Student: Ok, I will. Thanks for the advice teacher.

Teacher: No problem, and good luck with your English studies.

Appendix F (1)**Unit 10- Listening-Tell Me a Story**

Telling a story-When you are telling a story you are talking about an event or action that happened in the past. As you tell the story you must change the verb form to either *simple past* or *past continuous*.

Examples-

Simple past- I walked to the store last night. (Completed action in the past)

Past Continuous- We were playing basketball when my friend broke his leg. (Interrupted action in the past)

A

Listen to the story and put the events in the correct order 1-10:

- ___ I grabbed my backpack.
- ___ One day I decided to go for a walk in the forest.
- ___ I put on a light jacket.
- ___ Walked down the street to the forest.
- ___ The bear was hurt but ok.
- ___ I stared at the bear and the bear stared at me.
- ___ I hit the bear on the head with a baseball bat.
- ___ I heard a noise behind me and I turned to see what it was.
- ___ The bear was a fast runner and caught up to me very quickly.
- ___ I ran as fast as I could toward my house.

B

Listen to the story again, circle the correct answer.

1. The story happened _____.
a) ten years ago b) twenty years ago c) last week d) yesterday
2. I was walking for _____ when I heard a noise behind me.

Appendix F (2)

- a) three hours b) five minutes c) one day d) one hour
3. The bear was standing_____.
- a) in the path b) in a tree c) in the forest d) at my house
4. I hit the bear_____ with a baseball bat.
- a) on the leg b) on the head c) in the eye d) on the nose

Do you think this is a true story?????

C

Tell a story about something you did last summer. The story can be true or false. Other group members decide if the story is true or false. Remember to use the simple past or past continuous tense when you are telling your story.

Appendix F (3)**Audio Script****The Bear**

I had a very unusual experience in Canada, it happened 20 years ago. One day I decided to go for a walk in the forest which was very close to my house. It was a cool day so I put on a light jacket, grabbed my backpack and walked down the street to the forest. I was walking for about an hour when I heard a noise behind me and I turned to see what it was. Standing there in the path was a black bear he was very big.

I stared at the bear and the bear stared at me. Suddenly the bear started running at me and I started to run away. The bear was a very fast runner and he caught up to me very quickly. Then I remembered I had a baseball bat in my backpack I stopped, turned around and hit the bear on the head with the bat. The bear fell to the ground and did not move. I took the opportunity to escape and ran as fast as I could toward my house. As I was running I looked back and saw the bear get up and run in the opposite direction, he was hurt but ok.

Appendix G (1)

Unit 11-In My Opinion

Giving your Opinion- Sharing your thoughts on issues or topics. Agreeing or disagreeing with what others say.

Key Phrases Used When Giving Your Opinion

I think	In my view/opinion
I feel	As far as I'm concerned
I guess	As I see it
I strongly believe	I tend to think
I agree	I disagree

Yusuke and Bill are sharing their opinions about English class. Listen to the conversation and complete the exercises.

A

Circle the correct answer.

1. What is Satoshi's opinion of the Beatles?
a) he doesn't like them b) he likes them c) no opinion d) the worst band ever
2. What is Yusuke's opinion of the Beatles?
a) they were good b) they were ok c) they were bad d) no opinion
3. What is Satoshi's opinion of the class textbook?
a) he doesn't like it b) it's boring c) he likes it d) it's too easy
4. According to Yusuke what is the best part of English class?
a) the beginning b) when it's finished c) the teacher d) reading

Appendix G (2)**B**

Listen to the conversation again and circle TRUE or FALSE.

1. Satoshi and Yusuke agree about the Beatles. T F
2. Yusuke and Satoshi have the same opinion about the class textbook. T F
3. Satoshi and Yusuke disagree that the English teacher speaks too fast. T F
4. Yusuke and Satoshi agree about the best part of English class. T F

C

**Discussion- Choose one topic and share your opinion with your group members.
Use the key phrases when giving your opinion.**

Topics

Baseball

Sumo Wrestling

Sushi

J-pop

Appendix G (3)

Audio Script

Satoshi: What did we do in English today, I had a doctor's appointment and I missed it.

Yusuke: We talked about the Beatles. What do you think of the Beatles?

Satoshi: I really like the Beatles; I think they were the greatest rock band ever.

Yusuke: In my view the Beatles were good but they weren't the greatest rock `n roll band ever. What about English class, do you enjoy it?

Satoshi: No I'm not really enjoying English class.

Yusuke: Why not?

Satoshi: It's too difficult because the teacher speaks too fast but I like the textbook we use in class.

Yusuke: Ya, I think the teacher speaks too fast too and as far as I'm concerned the class textbook is difficult to understand.

Satoshi: Well there are only two more classes left until summer vacation, I can't wait.

Yusuke: Right, as I see it the best part of that English class is when it is finished and we can go on summer vacation.

Satoshi: Ya come to think of it I guess you are right.

Appendix H(1)

Unit 12-What Are Your Plans?

Sharing future plans-When you speak about future events you use

1. *Will + verb* 2. *Be going to + verb.*

Examples

1. After I graduate from university **I will get** a job at Toyota Corporation.
 2. After I graduate from university **I am going to go** on a long vacation.
 1. When I am 30 **I'll get** married.
 2. After I get married my wife and I **are going to go** to Hawaii.

A

You will hear two conversations about future plans. Listen and answer the questions in **COMPLETE SENTENCES** using **will + verb** or **be going to + verb**.

Conversation #1

1. What are Tom's plans after he graduates from university?

_____.

2. When is Tom going to go to the interview?

_____.

Conversation #2

3. What are Nick's plans for the weekend?

_____.

4. Where are Ted and his friends going to go on Saturday?

_____.

5. Where are Ted and his friends going to meet?

_____.

Appendix H (2)

6. What is Nick going to do before he meets Ted and his friends at the theatre?

B

Discuss future plans with your group members. Choose two questions and take turns asking and answering the question. Don't forget to use will + verb and be going to + verb in your answers.

Questions

1. What are you going to do after you graduate from university?
2. What are your plans for the weekend?
3. What will you do during the winter semester break?
4. What classes are you going to take next year?

Appendix H (3)**Audio Script****Conversation #1**

Frank: Hey Tom what are your plans after you graduate university?

Tom: Well hopefully I'll get a job at Microsoft.

Frank: Wow, have you already applied?

Tom: Yes, I applied last year and they granted me an interview. I'm going to go to the interview next week.

Frank: Good luck.

Conversation #2

Ted: What are your plans for the weekend Nick?

Nick: Not sure, I think I'll get some rest I had a very busy week.

Ted: Some of us are going to go to a movie on Saturday night would be interested in joining us?

Nick: What movie?

Ted: The new Robin Hood movie starring Russell Crowe.

Nick: I want to see that, ok I'll go with you.

Ted: Ok, we are going to meet at the Cinmax Theatre at 7:00 see you there.

Nick: I'm going to eat dinner first so I'll be there at 7:15 is that ok?

Ted: Sure see you then.

Appendix I

Listening Assessment: Matsuyama University Jan 2011 Week 15

Class:

Naomi and Kazu are at Narita International Airport waiting for the American friends Amy and Brian. Listen and circle the best answer for each question.

1. **What is Naomi holding?**
 - a) a stuffed animal
 - b) a guitar
 - c) a suitcase
 - d) a coat
2. **Who has not changed much in two years?**
 - a) Brian
 - b) Naomi
 - c) Kazu
 - d) Amy
3. **What is heavy?**
 - a) the stuffed animal
 - b) the underwear
 - c) the train
 - d) the suitcase
4. **When will Brian get his suitcase delivered?**
 - a) Tuesday
 - b) in the morning
 - c) Saturday
 - d) Sunday
5. **How many days will Brian and Amy get to rest before the tour?**
 - a) three
 - b) two
 - c) one
 - d) none

Appendix J

HELLO AGAIN!

Cultural Exchange and Everyday Life



Conversation Listen and enjoy the following conversation.

- Amy: Hey! I think I see them, Brian.
 Brian: Where?
 Amy: Over there. Naomi's holding some kind of stuffed animal.
 Brian: Yep. That's them.
 Naomi: Amy! Brian! Hi. Welcome to Japan!
 Brian: Hello again, Kazu. Amy, how's it going?
 Kazu: We're doing great! And we're so glad to see you!
 Amy: Well, we're glad to be here. You haven't changed much in two years, Kazu...
 Kazu: Really?
 Brian: No...just your hairstyle.
 Kazu: Oh, yeah. Well, I can get away with that; I'm still a student.
 Naomi: Here's a little present for you. Isn't it cute?
 Amy: For me? Wow! Thanks. I've got a two-year old niece who will love it.
 Naomi: Is that all your luggage?
 Brian: Yeah. This suitcase is pretty heavy.
 Kazu: You don't want to lug that around on the train. Let's get someone to deliver it.
 Brian: You can do that here?
 Naomi: Of course! It's not very expensive, and you'll get it the next day.
 Brian: I hope so. My underwear's in there.
 Kazu: I guess we'd better make sure they deliver in the morning then.
 Amy: Good idea!
 Naomi: Come on. Let's go. I bet you're very tired.
 Brian: You can say that again.
 Kazu: Well, you guys have got one day to rest. And then the tour begins!
 Brian: I can't wait.
 Amy: Neither can I.

Appendix K (1)

Listening Exercises-English 4(12 and English 4 (31) Questionnaire

Please complete the following statements by placing a check mark in one space only as follows:

1=strongly disagree 2=disagree 3=agree 4=strongly agree

Part A- The statements in this section refer to the listening exercises in the class textbook English Firsthand 2.

1. The listening exercises in the English Firsthand 2 textbook were helpful for improving my English listening skills.

☐ 1 ☐ 2 ☐ 3 ☐ 4

2. I enjoyed the listening exercises in the textbook.

☐ 1 ☐ 2 ☐ 3 ☐ 4

3. The listening exercises in the textbook that required me to infer (guess) answers based on the conversation were easy to complete.

☐ 1 ☐ 2 ☐ 3 ☐ 4

4. The listening exercises in the textbook that required me to write sentences were difficult to complete.

☐ 1 ☐ 2 ☐ 3 ☐ 4

5. The listening exercises in the textbook that required me to check a box or circle an answer were easy to complete.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix K (2)

6. The listening conversations on the class CD were difficult to understand.

[]1 []2 []3 []4

7. The listening exercises in the textbook encouraged me to continue improving my English listening skills in the future.

[]1 []2 []3 []4

Please write any comments you have about the listening exercises in English Firsthand 2

Part B- The statements in this section refer to the listening exercises in the handouts for Units 9-12

8. The listening exercises in the handouts were helpful for improving my English listening skills.

[]1 []2 []3 []4

9. I enjoyed the listening exercises in the handouts.

[]1 []2 []3 []4

10. The fill in the blanks exercises were difficult to complete.

[]1 []2 []3 []4

Appendix K (3)

11. The true/false exercises were easy to complete.

☐ 1 ☐ 2 ☐ 3 ☐ 4

12. The conversations for the listening exercises were difficult to understand.

☐ 1 ☐ 2 ☐ 3 ☐ 4

13. The listening exercises in the handouts encouraged me to continue improving my English listening skills in the future.

☐ 1 ☐ 2 ☐ 3 ☐ 4

14. The discussion exercises in the handouts helped improve my English speaking and listening skills and helped with English vocabulary.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Please write any comments you have about the listening exercises in the handouts.
