



Using Recorded Short Stories to Improve Listening for Details

in Seventh Grade EFL Students.

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Abstract

This innovation was carried out in a public school in Ecuador. The main objective was to improve seventh graders' ability to listen for details by using recorded short stories.

Quantitative and qualitative methods were used to get data during 24 academic hours.

Twenty-three EFL students participated in this project during their English hours. Pre-tests, post-tests, focus group interviews, and surveys were applied to answer the research questions.

Pre-test data showed that students had many problems at identifying specific details while they were listening. After the innovation, students' results improved significantly from a mean of 3.83 in the pre-test to 8.13 in the post-test. Participants obtained higher grades than before. The impact of the innovation indicated a Cohen's $d = 2.88$ which represents a large effect. The study revealed that the use of techniques and appropriate materials improved language skills in twofold: listening for details and it speaking. Implications of this study involve other EFL teachers and learners.

Keywords: listening for specific details, recorded short stories, middle school.

Resumen

Esta innovación se llevó a cabo en una escuela pública en Ecuador. El principal objetivo era mejorar la habilidad de escuchar detalles usando grabaciones de historias cortas. Métodos cuantitativos y cualitativos fueron usados para obtener información durante 24 horas de clases. Veintitrés estudiantes de inglés como Lengua Extranjera participaron en este proyecto durante sus horas de inglés. Pruebas previas, pruebas posteriores, grupos focales y encuestas fueron los instrumentos aplicados para responder las preguntas de investigación. Los resultados de la prueba previa mostraron que los estudiantes tienen muchos inconvenientes identificando detalles específicos mientras están escuchando ($m=3,83$). Después de la aplicación de la innovación, los resultados de los estudiantes mejoraron significativamente ($m=8,13$). Los participantes demostraron resultados positivos con notas más altas que antes ($d=2,88$). El estudio reveló que el uso de técnicas y los materiales apropiados mejoraron la sub-habilidad de escuchar información específica y además contribuye a mejorar otra habilidad como el habla debido a la implementación de vocabulario.

Palabras clave: escuchar detalles específicos, grabaciones de historias cortas, escuela intermedia.

Using Recorded Short Story to Improve Listening for Details in Seventh Graders

Students have faced new challenges in their educational process. Learners have realized they need to have a better understanding of the target language. Listening activities are challenging for English as a Foreign Language (EFL) learners. According to Brown (2006), listening can be effortless if there are not previous activities like activating prior knowledge, assisting students to identify the purposes for listening and using well-structured speaking tasks. For Hamouda (2013), EFL learners have crucial problems in listening comprehension because most of the learning programs only pay attention to grammar, reading, and vocabulary. Underwood (1989) stated that most of the students do not understand the target language as a result of traditional practices, especially during listening activities because of their inability to concentrate.

Additionally, Safitri (2018) mentioned not all listeners, particularly the students that are learning how to listen to English, have similar and sufficient linguistic and non-linguistic resources. These resources are developed with daily practice. The communication ability accompanied with gestures, facial expressions, or signs help listener to recognize other speakers' mood or position in the conversation. Students want to understand the language. For them it is essential to develop their productive skills. In order to achieve this, teachers need to do something new to improve students' language comprehension. Therefore, implementing recorded short stories during class can make their listening activities easier because students can retrieve them as many times as needed.

English Language Learning (ELL) Standards for Ecuador (Ministerio de Educación, 2012) described what students must know and be able to do as they move toward full fluency in English. This does not mean only producing the target language but also understanding by transferring it. English Language Learning (ELL) Standards for Ecuador (Ministerio de Educación, 2012) state that during listening students should understand the main point of a

speech and be able to identify the general message. To carry out this standard, students need to acquire a lot of vocabulary during their learning process. Unfortunately, as Neuman and Wright (2013) reported, repeat and revisit new vocabulary is nearly impossible in the busy multi-task environment of the classroom.

Hamouda (2013) mentioned that teachers do not pay attention to students' listening difficulties in comprehending spoken texts and do not use effective listening strategies to help students solve their problems. Regarding teaching techniques and methodologies, Pourhossein and Reza (2011) claimed that the communicative approach is the method that teachers should use to meet the needs of the students and obtain as a result, efficient English speakers. They established that English needs to be taught as a tool for communication and listening has to be the nucleus of the teaching practice. Pourhossein and Reza also expressed that the use of advanced listening teaching methods is a crucial factor. In current classes, students are accustomed to follow teacher's directions. Hence, it is important to involve students in the development of listening skills in class, asking for suggestions, and making students participate in class.

According to Bouchareb (2016), learning to listen is useful for pronunciation. Listening skills give students more opportunities to put into practice the target language. Voice recording is a useful tool. It allows students to practice listening comprehension by listening to themselves or someone else, understand the message, and then transfer the general idea of the message. Renukadevi (2014) stated that it is important to consider word pronunciation, word stress, and accent when students are practicing their productive skill.

This research was carried at a public school with EFL students from seventh grade in Pasaje, a city of El Oro province in Ecuador. In this paper, some issues for students about listening comprehension are reviewed. Therefore, an innovation was applied to improve this skill.

Literature Review

In this section literature is analyzed regarding the variables of the study. It presents theories, concepts, and other similar studies. The literature is organized to support the research.

Listening Skill

In the eyes of many researchers and learners of English, listening is a complex and active mental process that involves perception, attention, cognition, and memory (Hamouda, 2013). Cameron (2001) expressed that listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language. Thus, for students, listening means understanding what a teacher or someone in a recorded audio says. According to Brownell (2015), listening begins with listeners, when they communicate with themselves while they are thinking, making decisions, or when they are engaged in any type of communication activity.

Purdy (1997) stated that listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings. Additionally, Gilakjani and Sabouri (2016) pointed out it is evident that listening plays a significant role in people's lives and it is even more important since listening is used as a primary medium of communication and learning in different education stages.

People can listen to different types of recordings according to their preferences. According to Ike, Grieder, and Haaz (2018), nursery rhymes have a very well-documented benefit for children's language, comprehension, and cognitive development. This kind of recording promotes students being more expressive and develops language skills through vocabulary by using a fun environment. Other kinds of recordings are the well-known fairy

tales which are often used by parents and teachers to introduce and reinforce behaviors (Ike, Grieder, & Haaz, 2018). On the other hand, there are also the picture books, that are books consisting of text and pictures, in which the story depends on the interaction between written text and image and where both have been created with a conscious aesthetic intention (Arizpe & Styles, 2003). Heathfield (2015) mentioned that nothing comes more naturally to students than listening to their English teacher and to classmates telling a personal story and then to answer with another story.

Listening for Details

Azeez and Al Bajalani (2018) stated that listening in detail is when we listen very closely, paying attention to all the words and trying to understand as much information as possible to complete specific information. For Helgesen (2003), listening for specific information is the most common type of listening.

According to Alqahtani (2015), it is almost impossible to learn a language without words; even communication between human beings is based on words. Regarding the importance of vocabulary to develop this subskill, Hickman, Pollard-Durodola, and Vaughn (2004) claimed that students who are English Language Learners (ELLs) require effective and ongoing instruction in vocabulary and comprehension to improve their oral language skills. A study made by Boyle (1984) concluded that students gave much importance to vocabulary while they listened because they exclaimed that if they knew the words, they knew what the audio was all about. This confirmed students' view and put the knowledge of vocabulary high on a list of important factors that influence listening comprehension.

Students' Problems

Underwood (1989) stated several problems that students have during the listening process. First, listeners cannot control the speed of delivery. Second, listeners cannot always have words repeated. It is a serious problem because students cannot decide to whether or not

replay a recording, and it is even harder for the teacher to know if students understood or not the recording at the first time. Third, listeners have a limited vocabulary. This makes students miss some parts of the speech. Finally, it can be difficult for listeners to concentrate in a foreign language. For students, it is easier to follow a conversation when the topic is interesting.

Nowrouzi, Tam, Zareian, and Nimehchisalem (2015) in their study reported that the most dominant problems were distractions and missing or misperceiving words' sounds related to perception. Students were accustomed to translate every single word to try to understand the main idea of the audio. Other researchers highlight that in the bottom-up listening skills such as listening for details students find particularly challenging to recognize sounds as distinct words or group of words (Goh, 2000; Vandergrift, 2007).

Voice-Recording Equipment

Technology is a very powerful tool in the education field which can be used to improve teaching and learning. It helps to enhance students' competences. Technological resources are a trend in EFL teaching today. However, most institutions lacked technological devices to be used in the classroom (Gonzalez, Ochoa, Cabrera, Castillo, Quinonez, Solano, & Arias, 2015). Nowadays, modern tools such as digital audio and student-produced recordings are new ways to engage students and encourage them to learn the target language. Digital audio recording is a useful device in foreign language classrooms where a primary goal is for students to practice speaking in the target language, hear how they sound and improve their speaking proficiency (YanJu, Yan Mei, & Mohamed, 2017). Learning through digital elements provides the opportunity to practice the skill in a different way.

Huann and Thong (2006) recognized that portable recorders were useful in the education field because they provided the opportunity to practice listening skill anywhere, anytime. On the other hand, Dai and Fan (2012) established that with the use of technology,

teachers can think that it is not necessary to add more explanations, examples, and conclusions during the class. Although the textbook can be the most important resource in the classroom, it is necessary to add extra materials that allow students to have different perspectives on the contents being studied (Gonzalez et al., 2015). In some classes, teachers use some recorded materials that do not have high quality. The quality of sound can impact the comprehension of learners' listening (Azmi, Celik, Yidliz, & Tugrul, 2014). The use of electronic tools provides students more opportunities to practice activities related to the class and currently most of the students bring their cell phones everywhere. These mobile devices have a voice recording tool.

Due to the students' low listening comprehension performance, some considerations and strategies taken from the literature review were applied to answer the following questions:

1. What are students' complications when they listen to a recording?
2. To what extent do recorded short stories improve students' listening for details?

Innovation

The innovation aimed at developing some techniques and practices to improve students' listening for specific details. It also displayed what students were able to do and understand. The innovation lasted 24 academic hours. To carry out the innovation, students needed an electronic device with internet access to complete some activities at home. They did not need to bring the cellphone or the computer to the school because the laboratory was used when it was necessary.

A previous survey determined students' listening preferences. The survey reflected that 82,61% of students preferred fairy tale and personal stories in listening activities, while 17,39% of students chose nursery rhymes and picture storybooks. This information was used to adapt the content of the innovation. See Appendix A for survey results.

During the classes, students practiced listening with simple activities by using easy tasks with specific information, such as commands and songs. Participants also developed assignments related to the Cambridge test in some webpages provided by the facilitator. They also reviewed some vocabulary which let to recognize specific information in a recording. Learners acquired new words to increase their vocabulary and practiced spelling the words. This innovation provided students from the seventh grade the opportunity to practice their listening skill by identifying specific details in groups. For the following weeks, students worked in classes, but they needed to reinforce listening at home by using some links to practice other activities.

At the end of the implementation, students created their own short story based on different activities and applied the vocabulary that they were introduced and recycled during classes. To present the performance task, they drew their own story into four pictures to use them in class and order them according to the story. The use of voice recordings let students tape their stories as many times as they considered necessary to check their pronunciation. This activity raised students' confidence in themselves by practicing and improving their abilities to understand the target language (receptive skill). See Appendix B for the lesson plan and Appendix C for the rubric that assessed the final product.

Methodology

In this section, relevant information from the research is described. Different techniques were used to collect and analyze data. The methodology let the reader know the participants involved in the study, the instruments used, and the analysis of them.

Participants

The participants for this study were 23 EFL students (10 females and 13 males) from a public middle school. According to a previous survey, 16 students had access to an electronic device, 19 had experience with recordings, and 15 students had recorded their voice. They

were in seventh grade and their age ranged from 10 to 12 years old. These students were selected because they were the higher grade in the school and this group has demonstrated a good academic performance during English as a Foreign Language classes for 2 years.

The researcher developed this innovation during 24 academic hours to find the best way to help students to listen for details. To fulfill this project, three kinds of instruments were applied: pre and post focus group interview, survey, and pre and post – test.

Pre–Post Focus Group Interview

This instrument helped to answer research question number one: *What are students' complications when they listen to a recording?*. According to Stewart and Shamdasani (2014), focus group interviews let understand the group dynamics that affect individuals' perceptions, information processing, and decision. The focus group interview was used to know students' complications while they were listening. The members of the group answered some questions.

Nine students were selected randomly: three students with high grades, three students with regular grades, and other three students with low grades. By using focus group methodology before applying the innovation, students had the opportunity to share their difficulties and answered some questions to deepen the causes of their complications during listening. In the post-interview, students had the opportunity to share if through recorded short stories and the different practices by using some web pages they improved or not their difficulties while listening. The interview took 10 minutes approximately. The Pre and Post focus interview were developed during the ninth and nineteenth class respectively. The interview was conducted face-to-face in Spanish because students did not understand the language very well, so for them, it was easier to participate in Spanish. See Appendix D and E for the list of four questions of both interviews.

Surveys

This instrument helped to determine students' listening preferences. Fink (2015) stated that surveys are information collection methods used to describe, compare, or explain individual and societal knowledge, feelings, values, preferences, and behavior. The survey was presented in a simple way with four close questions. One question was structured to know students' reading preferences and the other three questions were used to know if students had the necessary material and experience with the recordings, so students selected *yes* or *no* to answer. The surveys were in English but also with the Spanish translation because of students' level. The survey was answered by all students. See the survey on Appendix F.

Data gotten from the surveys were used to select the best kind of stories according to students' preferences between fairy tale, personal stories, nursery rhyme, and picture storybooks and to know if students had any experience listening to a recording during their classes or if they had ever recorded an audio by using a recording device or a cellphone.

Pre and Post-tests

This instrument answered research question number two: *To what extent do recorded short stories improve students' listening for details?*. Before and after applying the innovation, students were assessed with the Cambridge University Movers tests. Part two and five from the Listening part (ten items) were applied. The test was taken by all participants in two sessions. The test included recordings to assess listening for specific details according to their level. The test was applied at the beginning of the innovation to measure students' level of listening comprehension. While the post-test was taken to verify if students have improved their score after developing the different activities described in the innovation. See Appendix G for the test.

Data Analysis

Quantitative and qualitative methods were applied to collect data and answer the research questions:

RQ1: What are students' complications when they listen to a recording?

Students' answers and reflections about their complications were collected during the focus group sessions. By using a voice recording, students' answers were audiotaped and then transcribed. With the focus group results, the researcher determined if the innovation enhanced students' difficulties according to students' opinions. See Appendix H for the interview transcript.

RQ2: To what extent do short stories recordings improve students' listening for details?

The data from the pretest and posttest were analyzed using SPSS to get the standard deviation and the mean from 10 items. This information was used to get the effect size and know if the study was significant or not. An analysis of the means of both tests was carried out to determine if the innovation has achieved the expected results. Descriptive statistics such as frequency were calculated to analyze data gotten from the 23 different items in the surveys and the results from the rubrics of the final presentation.

Ethical Considerations

For the study, the researcher got the school principle permission to apply this innovation with seventh graders. Research participants had enough information about taking part of the study. Privacy and anonymity of participants were guaranteed, and parents were knowledgeable about the activities developed during the study. Any identifying information was not available to or accessed by anyone but the study researcher.

Results

In this section, the principal findings of the research are stated in an analytical sequence. The results are presented according to the applied methods and instruments which answered the research questions.

Qualitative Data from Pre and Post Focus Interview

Pre-Focus group interview analyzed the main problem when students listen. In the interview, for one of the students the problem when listening was: *“the noise and I do not understand what the audio is about”*. Most of the interviewees expressed that outside noise was what distracted them most of the time. Participants also mentioned that they distracted themselves when they were in a listening practice, so they could not follow the activity.

On the other hand, the post – focus interview showed that students enjoyed the different activities, especially the songs and the vocabulary they learned. One of the interviewees mentioned: *“Online practice was interesting, and I admired myself because I discovered that I could solve listening for specific details activities if I only paid more attention”*.

Nevertheless, they did not feel sure of being able to comprehend other listening activities very well. During the interview about what they enjoyed most, students expressed, *“learning first the vocabulary and then see the stories”*, *“listening to the stories”*, *“listening to music”* and finally one of them expressed *“ordering the pictures while we listened”*. Lastly, data revealed that what students preferred was to develop activities related to the test and practice similar tasks according to the topics.

Quantitative Data from Pre-test and Post-test

Students took a pre and post-test to analyze their performance and if the innovation had improved students' listening for specific details ability. In the pre-test, the mean was 3.83 (Table 1). This result reflected that students had many difficulties to understand specific information while they listen. Because of their low grades, most of them showed anxiousness

and seemed to be lost while listening because they could not understand the recording. On the other hand, in the post–test the mean was 8.13 (Table 1) which reflected students’ improvements by using the different techniques and practicing with the different activities.

Table 1

Paired Samples Statistics Pre and Post - test

	Mean	Std. Deviation	Std. Error Mean	Effect Size Cohen’s <i>d</i>
PT1	3.83	1.825	.381	2.88
PT2	8.13	1.058	.221	

Both data were used to get the effect size. Following Cohen (1992), where correlations of .10, .30, and .50 were considered small, moderate and large in magnitude, respectively. According to the results, Cohen’s *d* shows 2.88, which is considered a large effect size after applying this innovation. Students’ performance improved significantly in this ability and while they were working on the post-test they were confident at identifying specific details in the recording.

Discussion

According to the findings obtained from the data, it can be noted that the main problem to carry out this research is that the listener cannot understand the recordings to complete the different tasks. Results are consistent with Underwood (1989) asseverations that students do not have access for the necessary vocabulary to practice the different listening activities.

RQ1: What are students’ complications when they listen to a recording?

During the pre-focus group interview, one of the interviewees expressed “*in class, I cannot listen because of my partners’ interruptions*” other interviewee mentioned, “*the next class makes a lot of noise, so I cannot listen very well*”. These were some problems that

students faced while they were developing listening tasks. These answers are consistent with previous studies conducted by Nowrouzi, Tam, Zareian, and Nimehchisalem (2015) that determined in their report that the most dominant problems are distraction and missing or misperceiving words' sounds related to perception.

On the other hand, as result of the post-focus group interview, one interviewee mentioned: "*know the vocabulary before listening to the recording help me to recognize specific details*". This answer reaffirms what Boyle (1984) mentioned, that students gave much importance to vocabulary while they listen. However, Neuman and Wright (2013) in their report claimed that is impossible to repeat and revisit new vocabulary because of the busy multi-task environment in the classroom.

RQ2: To what extent do recorded short stories improve students' listening for details?

Brown (2006) mentioned that activating prior knowledge, assisting students to identify the purposes for listening and using well-structured speaking tasks. This study was confirmed during this research because it was found that background knowledge is important to develop all skills, especially listening where students need to understand not only words, but also ideas.

The use of electronic devices allowed most of the students practice their short stories the times they wanted to improve their performance. These findings are in line with those of Huann and Thong (2006). They recognized that portable recorders were useful in the education field because they provide the opportunity to practice listening skill anywhere, anytime.

Students were willing to perform the different activities of the study. The use of new techniques and methodologies encouraged them to participate in the innovation. Pourhossein and Reza (2011) reaffirmed this finding because they expressed that the use of the most advanced listening teaching methods is the most crucial factor.

Conclusion

After completing this study and getting the results of the innovation, it is important to emphasize that applying the innovation reflected positive results in the students' listening performance. Vocabulary acquisition during class helped students to complete specific information and know many words to use in a test. Students acquired more vocabulary knowledge. They could identify the meaning and the correct spelling of many new words. Subsequently, students improved their listening for details subskill by using techniques which allowed them to get a better understanding about the activities process.

To develop listening activities, it is necessary to be in a closed classroom where disturbances are not allowed. This innovation met that requirement, so students were able to complete the activities successfully. Parents' help during the learning process is important. They should consider the use of technology at home under their supervision because students cannot carry electronic devices to school.

Additionally, students made a presentation as a final performance task where they were evaluated by a rubric. This reflected that from the four items considered on the rubric (vocabulary, pronunciation, content, and fluency), the mean of the *content* criteria was 7.09 which means that they could manage more vocabulary than before. This does not mean that the other items considered in the rubric were low; on the contrary, the mean of those parameters are regular. When students developed their presentation as a final product, the use of voice recording was useful because they could carry the audio before the presentation and make changes when necessary. They also had the opportunity to check the final product with the researcher. See Appendix I for the rubric results.

Limitations

This research presented some limitations during the process, such as the lack of technological tools at students' home, so they could not do the extra practice that they had

learned in class. This happened because most of them come from low-income households. Most students had electronic devices, but they did not have internet access. Another condition presented during the study was the students' proficiency level. According to their age, their English level should be higher, but this deficiency is due to their lack of English classes in previous school years.

Although, students sometimes did not attend classes, or they arrived late. Missing classes and different holidays delayed the project. For that reason, the innovation took more time to fulfil the lesson plan. In the school, there is a lab with a projector but there is not internet access so that students cannot see a clear example of how to use the different platforms to practice at home.

Lastly, the number of students who participated during the innovation was a limitation. There were few students for the study, which does not allow to obtain more information from the applied instruments or to generalize the final results.

Recommendations

For new research about listening for specific details in students from seventh grade in a public school, it is important to replicate this study in previous years, at least from fourth grade. Students should practice longer to achieve better proficiency by the time they finish their middle studies. Consequently, they would be prepared to take on the high school curriculum without problems in listening.

During classes, it should be necessary to involve more vocabulary activities in the previous years, so they can use these words to help themselves to understand what they listen. The present research should be developed with a larger sample of students because this group was small to generalize the results. It is important to teach students to take bullet – point notes to help students remember important information from the recording, so they can check their notes to complete the listening tasks.

Finally, during the focus group interview, it would be useful to ask for psychologist support. It was noticed that during the interview some participants had problems to express easily their opinion due to some of them were shy. The psychologist could intervene to use appropriate techniques to get more information.

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Appendix A

SURVEY FREQUENCY TABLE

ITEMS	F(YES)	F(NO)	
Access to an electronic device	69,56 (16)	30,44 (7)	
Experience with recordings	82,61 (19)	17,39 (4)	
Record voice with a device	65,22 (15)	34,78 (8)	
STORIES PREFERENCES			TOTAL
Fairy Tales			39,13
Personal Stories			43,43
Nursery Rhyme			8,70
Picture Story Books			8,74

Appendix B

Lesson Plan

Name: Yazmin Pinto Sanchez

Description of students: 23 students from seventh grade

Unit title/Topic: Listen up!

Total number of hours of the unit: 8 hours

Objective of the Unit: Students will be able to recognize specific details when they listen to voice recordings during eight class periods.

Stage 1: Desired Results	
What will students learn?	
<ol style="list-style-type: none"> 1. To listen for specific details. 2. To use key words as alerts to help them to find the information. 3. To take bullet-point notes to help them remember everything, especially if they have more than one answer. 	
What do students need to know for that to happen?	
KNOWLEDGE	SKILLS
<ul style="list-style-type: none"> • Techniques to listen for specific details. • Vocabulary according to the short stories. 	<ul style="list-style-type: none"> • Can follow speech that is very slow and carefully articulated. • Can recognize concrete information on familiar topic encountered in everyday life. • Can recognize daily and familiar words provided.

Stage 2: Evidence of having met Goals and Objectives	
Students show their comprehension through:	
AUTHENTIC PERFORMANCE	
<ul style="list-style-type: none"> • Students will understand short stories. • Students will know how to identify specific details form short stories recordings. 	
OTHER EVIDENCES	SELF ASSESSMENT AND REFLECTION
<ul style="list-style-type: none"> • Students will show what they have understood by using drawings to describe the specific details of a short story. 	<ol style="list-style-type: none"> 1. How does constant listening increase levels of comprehension? 2. How do learning and understanding new words help me become a better listener? 3. How do I use some strategies to become an independent listener?
Stage 3: What do students need to undergo to be able to do that?	
(Activities)	
Day 1 (40 minutes period)	
<ol style="list-style-type: none"> 1. Show students some photos of different places and invite them to have a buzzword about the pictures with their partners for a minute. (10 minutes) 2. Students will answer some questions about the previous pictures: (10 minutes) <ul style="list-style-type: none"> ▪ What are they doing? ▪ Do they look happy? ▪ Do they look sad? ▪ Where are they? 3. Students will agree on the answers. (10 minutes) 4. Students will answer a survey (10 minutes) 	

Day 2 (40 minutes period)

1. Show students different commands to develop in class and familiarize students with the meaning and concepts of the commands. (15 minutes)
2. Gather students together and ask them to stand up. Make students listen to some command and practice them. (10 minutes)
3. After several activities, have students take turns in small groups giving some commands to their classmate to measure their comprehension. (10 minutes)
4. Ask the student to reflect on what skill they were using to follow the directions. (5 minutes)

Day 3 (40 minutes period)

1. Teacher will present a set of vocabulary (animals names) from a song. <https://www.youtube.com/watch?v=TZXcVNb0Mmw> (5 minutes)
2. With the teacher's help, students will review all cards as a whole group. (10 minutes)
3. Divide the class into two groups. Students will listen to the song and try to order the words as they hear them. (15 minutes)
4. Teacher will give students the song lyrics and they will compare their answers. (5 minutes)
5. Students will listen the song again with the correct words (5 minutes)

Day 4 (40 minutes period at home)

1. Students will have a list of words used in Cambridge listening activities. They will try to identify some meanings of the words. (40minutes)

Day 5 (40 minutes period)

1. Teacher will ask for unknown words from the Cambridge words list to give their meaning. (10 minutes)

2. Twelve students will be selected randomly to participate in a Focus Group interview (two groups). (15 minutes each group)

Day 6 (40 minutes period)

1. Teacher will introduce students the alphabet to remember the letters. (10 minutes)
2. Teacher will recall and elicit number from students. (10 minutes)
3. Students will take the PRE-test (20 minutes)

Day 7 (40 minutes period at home)

1. Students will practice spelling using 25 words from the Cambridge list. (20 minutes)
2. Students will practice telling some numbers. (20 minutes)

Day 8 (40 minutes period)

1. Students will listen a short dialogue to complete some names by spelling them (8 minutes) <https://bit.ly/2OmHBPY>
2. Students will share their answers with the whole class (7 minutes)
3. Teacher will interact with students showing them the correct answers (5 minutes)
4. Students will listen a list of number and they have to order them according to the listening (8 minutes) <https://bit.ly/2PzYcfU>
5. Students will share their answers with the whole class (7 minutes)
6. Teacher will interact with students showing them the correct answers (5 minutes)

Day 9 (40 minutes period)

1. Students will listen to a bibliography of an important person from ManyThings.org. This will be repeated many times. (10 minutes)
2. Teacher will prepare a short list of questions they must read before listening, of the *what, when, where, how* type. Teacher will give the questions. (5 minutes)
3. Students will listen for details taking into account the questions. (10 minutes)
4. Students will report their number after the listening. (15 minutes)

Day 10 (40 minutes period at home)

1. Students will look for a new important person bibliography in ManyThings.org and they will answer the same questions (40 minutes)

Day 11 (40 minutes periods)

1. Students will watch a video from VideoJug “How to make slime” (15 minutes).
2. Have students listen again as they write the series of steps (15 minutes).
3. Show students the steps and have them put them in the right order (10 minutes).

Day 12 (40 minutes periods)

1. Students will practice the test by using the “pre-test” they will repeat the test with teacher’s guide (40 minutes).

Day 13 (40 minutes periods)

1. Students will listen to a short story that teacher will tell (10 minutes).
2. Students will draw 4 pictures which describe best the story (20 minutes).
3. Teacher will tell the story again and students will match their pictures with the story (10 minutes).

Day 14 (40 minutes period at home)

1. Students will make 4 pictures to create a story in class (40 minutes).

Day 15 (40 minutes periods)

1. Students will create their own story by using their partners’ pictures. (40 minutes)

Day 16 (40 minutes period at home)

1. Students will work online <https://bit.ly/2VGN6sU>. (40 minutes)

Day 17 (40 minutes period at home)

1. Students will practice listening at home by using this link. They have to print the results. https://www.examenglish.com/A1/A1_listening_at_the_doctor.htm.(40 minutes)

Day 18 (40 minutes periods)

1. For the post test, teacher will present some words to spell out them.. (20 minutes)
2. Students will continue practicing with their partners by using other words related with the test (20 minutes)

Day 19 (40 minutes periods)

1. Eight students will be selected randomly for the Focus Group interview. (40 minutes)

Day 20 (40 minutes period at home)

1. Students will practice listening at home by using this link. They have to print the results..https://www.examenglish.com/A1/A1_listening_shopping.htm (10 minutes)

Day 21 (40 minutes periods)

1. Students will present their stories created by themselves by using simple words (a recording) and 4 pictures which describe their story. The rest of students must order the picture according what they are listening in the story – Group 1 (40 minutes)

Day 22 (40 minutes periods)

1. Students will present their stories created by themselves by using simple words (a recording) and 4 pictures which describe their story. The rest of students must order the picture according what they are listening in the story – Group 2 (40 minutes)

Day 23 (40 minutes periods)

1. Students will take the POST – Test (10 items) from Cambridge Press University exams. <https://ecosenglish.jimdo.com/cambridge-and-trinity/cambridge-movers/> (40 minutes)

Day 24 (40 minutes periods)

1. Teacher will present the exams results and students will analyze the answers. (40 minutes)

Appendix C

Listening for Details Rubric

Determine students' interaction in oral development.

	POOR 1-2	FAIR 3-4	GOOD 5-6	VERY GOOD 7-8	EXCELLENT 9-10
FLUENCY Speed, naturalness, lack of hesitation	Unnatural and labored speech.	Very limited range of vocabulary available.	Quite hesitant speech; limited vocabulary and structures.	A little hesitant describing the story.	Speaks fluently without hesitation telling the story.
VOCABULARY Grammar and general structures	Lacks firm understanding of vocabulary.	Use repetitive word during the story.	Firm understanding of some vocabulary.	At ease with expected vocabulary.	Demonstrates full knowledge of vocabulary.
PRONUNCIATION Stress, intonation patterns	Lots of errors; and intonation are unclear; almost unintelligible speech.	Very frequent errors; difficulty in making meaning clear.	Frequent errors; not always clear enough understanding	General clear, reasonable control of stress and intonation.	Very clear, stress and intonation help to make meaning clear.

CONTENT	Description	Description	Some of the	Most of the	Detailed
Precision and length in describing the subject matter and picture elements	is not detailed in the pictures.	that is only partially relevant.	elements described in the story are seen in the pictures.	elements are seen in the pictures.	detailed description of the elements in the picture.

Adapted from: Ministerio de Educacion (2014). Classroom Assessment Suggestions

Appendix D

PRE-FOCUS GROUP INTERVIEW QUESTIONS

Interviewer: Lic. Yazmin Pinto

Nº of students: _____

1. What do you consider is the main problem when you are listening?
¿Cuál consideras es el principal problema cuando estás escuchando?

2. When you listen, what things distract you easily?
¿Cuándo escuchas, qué cosas te distraen fácilmente?

3. If you listen a recording, can you recognize specific details?
¿Si escuchar una grabación, puedes reconocer detalles específicos?

4. Would you like to create a short story?
¿Te gustaría crear una historia corta?

Appendix E**POST-FOCUS GROUP INTERVIEW QUESTIONS**

Interviewer: Lic. Yazmin Pinto

Nº of students: _____

1. Did you enjoy the different short stories?

¿Disfrutaste las diferentes historias cortas?

2. Do you still have problems when listening for specific details?

¿Aun tienes problemas cuando escuchas detalles específicos?

3. Are you ready to comprehend longer audios?

¿Estás preparado/a para comprender audios más extensos?

4. During the process, which activity did you help to recognize specific details?

Durante el proceso, ¿Qué actividad te ayudo a reconocer los detalles específicos?

Appendix F

SURVEY

Students short stories preferences and students' limitations

Date:

Put a check (✓) on the box to select your answer.

Questions	YES	NO
1. Do you have access to a device to record voice (cellphone or voice recorder)? <i>¿Tiene usted acceso a un grabador de voz (celular o grabadora de voz)?</i>		
2. Have you ever listened to short stories recording? <i>¿Alguna vez has escuchado grabaciones de historias cortas?</i>		
3. Have you ever used a device to record your voice? <i>¿Alguna vez has usado un dispositivo para grabar tu voz?</i>		
4. Which kind of short stories do you prefer? <i>¿Qué tipo de historias cortas prefiere?</i>	Fairy tale <i>Cuentos de hadas</i>	
	Personal stories <i>Historias personales</i>	
	Nursery rhyme <i>Canciones infantiles</i>	

	Picture story books <i>Cuentos</i> <i>ilustrados</i>	
Others: <i>Otras:</i>		

Appendix G

PRE and POST test

To determine students' abilities

Part 5

- 5 questions -

Listen and colour and write. There is one example.



Part 2
- 5 questions -

Listen and write. There is one example.

THE ZOO

When? Tuesday

1 How many kinds of animals: _____

2 Biggest animal: _____

3 Favourite animal: _____

4 Favourite animal's food: _____

5 Name of zoo: _____ *Zoo*

Appendix H**PRE-FOCUS GROUP INTERVIEW (Transcript)**

Date: November 22nd, 2018

Interviewer: Lic. Yazmin Pinto/I

Participants: 9 participants

I: What do you consider is the main problem when you are listening? Que significa: ¿Cuál usted considera que es el principal problema cuando está escuchando?

P2: Las distracciones

I: ¿Las distracciones cómo cuáles?

P2: Los compañeros me distraen.

P5: La bulla

P3: La bulla y no entiendo lo que dice el audio.

I: La segunda pregunta es: When you listen, what things distract you easily?, que significa ¿Cuándo escuchas, qué cosas te distraen fácilmente?

P6: El ruido que hacen los compañeros

P4: A veces el grado de a lado hace mucho ruido y no puedo escuchar con atención.

P7: Cuando el compañero de a lado me distrae.

I: Ok, la siguiente pregunta: If you listen a recording, can you recognize specific details?, eso significa: Si usted escucha una grabación, lo que nosotros hacemos en el libro, los audios, puede reconocer detalles específicos, por ejemplo que dijo primero, que dijo luego?

P1: no

P2: no puedo reconocer porque hablan en inglés

P8: no entiendo mucho inglés

I: Y la última pregunta: Would you like to create a short story? Les gustaría crear una historia corta en donde podamos reconocer estos detalles?

P7: sí

P9: sí

P1: sí

POST-FOCUS GROUP INTERVIEW (Transcript)

Date: January 30th, 2019

Interviewer: Lic. Yazmin Pinto/I

Participants: 9 participants

I: Did you enjoy the different short stories? ¿Disfrutaron de las diferentes historias cortas?

P4: Sí a mi me gustaron mucho

P2: sí

P7: Sí, si me gustaron

I: Ok, segunda pregunta Did you still have problems when you listening for specific details?

¿Aun tienen problemas para escuchar detalles específicos?

P3: Más o menos

I: Tercera pregunta: Are you ready to comprehend longer audios? ¿Están listos para comprender audios más extensos?

P9: puede que sí

P6: no

P8: no

I: During the process, which activity did you help to recognize specific details? Durante el proceso, ¿qué actividad le ayudo a reconocer detalles específicos?

P4: Aprender primero el vocabulario y ver las historias

I: ¿Alguna otra actividad que les gusto de las que hicimos?

P7: Escuchar las historias

P4: Podría ser escuchar las canciones

P3: Ir ordenando las imágenes mientras las escuchábamos.

Appendix I**Statistics of Results from the Final Presentation (Rubric)**

	Mean	N	Std. Deviation
Fluency	6,5652	23	2,3707
Vocabulary	6,6086	23	2,2910
Pronunciation	6,9565	23	1,9182
Content	7,0869	23	2,2342