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Pedagogía Media en Inglés

**SECOND YEAR STUDENTS PERCEPTIONS ABOUT
EXTENSIVE LISTENING IN AN ENGLISH
PEDAGOGY DEGREE IN A REGIONAL
UNIVERSITY; DESCRIPTION AND ANALYSIS**

Research Seminar to Obtain the Degree of Bachelor in Education

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Abstract

The main objective of this research project is to find out if extensive listening will change students' perceptions about listening practice. It was applied to second year students of the English Pedagogy degree of a regional University in Chile.

This study is based on a qualitative research focused mainly in participants' perceptions. Additionally, it follows the steps of an action research, but with the exception that the last stage was omitted.

In order to collect data, three instruments were designed. First, an initial survey aimed to collect the different perceptions of participants towards extensive listening. Second, an extensive listening package was created in order to immerse students into English Language and provide them with enjoyable materials. Finally, a questionnaire was applied in order to understand how the package affected students' perceptions about extensive listening.

The results of this research showed that students were interested in doing extensive listening. Besides, through the research it was possible to find out, that students were already practicing extensive listening without knowing.

In addition, after encouraging students to do extensive listening, they felt more intrinsically motivated. Finally, through this research it was possible to find out that the more exposed they were to extensive listening, the more interested they became.

This study contributes to raise awareness about the benefits of extensive listening and also to lead further research.

Key Words: Extensive listening, listening comprehension, English as a foreign language, perceptions.

Resumen

El objetivo principal de esta investigación es averiguar si extensive listening cambiará la percepción de los estudiantes acerca de la práctica de comprensión auditiva. Fue aplicado a estudiantes de segundo año de la carrera de Pedagogía Media en Inglés de la Universidad Católica de la Santísima Concepción.

Este estudio se enfoca en una investigación cualitativa enfocada principalmente en la percepción de los participantes. Adicionalmente, sigue los pasos de una investigación para la acción, pero con la excepción de que la última etapa fue omitida.

Tres instrumentos fueron diseñados para poder recolectar datos. El primer instrumento fue una encuesta inicial enfocada en recolectar los diferentes puntos de vista de los participantes acerca de extensive listening. El segundo fue un conjunto de audios para practicar extensive listening con el fin de involucrarse en el lenguaje del inglés y proporcionarles materiales agradables. Finalmente, un cuestionario fue aplicado para poder entender como el conjunto de audios de extensive listening afectó el conocimiento de los estudiantes en relación a lo dicho anteriormente.

El resultado de esta investigación mostró que los estudiantes estaban interesados en hacer extensive listening. Además, a través de esta investigación fue posible averiguar que los estudiantes ya estaban practicando extensive listening sin darse cuenta.

Asimismo, después de alentar a los estudiantes a practicar extensive listening, estos se sintieron más motivados intrínsecamente. Finalmente, a través de esta investigación fue posible averiguar que mientras más expuestos a extensive listening, más interesados se sienten.

Este estudio contribuye a crear conciencia acerca de los beneficios de extensive listening y a guiar a futuras investigaciones.

Conceptos Claves: Comprensión auditiva extensible, comprensión auditiva, inglés como lengua extranjera.

Introduction

Listening is the first skill acquired in Natural Approach. This happens in the mother tongue and also in second language acquisition (SLA). As Krashen & Terrell (1983, p.20) established “The first principle in Natural Approach is that comprehension precedes production. (...) acquisition is the basis for production ability and that in order for acquisition to take place, the acquirer must to understand messages”. As previously mentioned, listening plays an important role in both, mother tongue and SLA; therefore, that is the main reason why our goal in this study will be to focus on listening comprehension of English as a second language.

This study attempts to find out the impact of extensive listening on second year students' of the English Pedagogy degree perceptions about listening practice, and to achieve this objective, three instruments were designed. These instruments were an initial survey, an extensive listening package and a questionnaire, and they were used in order to collect information and analyze it. Needless to say, the three instruments were completely designed and created by the researchers of this investigation.

This research project will be organized in five chapters, first, Chapter I, in which the research problem, the importance of this project, the general and specific objectives and the research assumption will be described. Then, in chapter II, the theoretical framework of this study will be explained. This includes definitions of important key elements such as second language acquisition, English as a foreign language, listening skill, intensive listening, extensive listening, intertextuality, exposure and interest. In chapter III the paradigm, the type of research, the participants, instruments and the procedures will be described. The chapter IV focuses on the data analysis and the researchers' interpretation of the findings. Finally, in chapter V the findings and conclusions of this thesis will be announced.

Chapter I

Research Problem

1.1 Research problem

The impact of extensive listening on second year students' of the English Pedagogy degree perceptions about listening practice.

English language learning plays an important role in today's society as a consequence of the Globalization process, and the necessity of creating a bridge between the different cultures among society. English is taught as a foreign language in many countries around the world.

Due to the importance that English as a foreign language has, new researches have been done in order to improve English language acquisition. English has four different skills which are reading, writing, listening and speaking. All of these skills have a great importance in English language acquisition. This research is oriented into the study of listening, which according to Nunan (2003, p.24) "Is an active, purposeful process of making sense of what we hear". Listening is a receptive skill; moreover "we can listen to and understand things at a higher level than we can produce" (Nunan, 2003, p.24).

To introduce the focus of this investigation it is necessary to define extensive listening. Different authors have defined Extensive Listening, according to Renandya & Farrel (2010, p. 56) is defined as "all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input".

Chilean education has included English as a compulsory subject from fifth grade of elementary school, as a reinforcement of the idea that introducing English in

an earlier stage will help students in the process of acquiring English as a foreign language.

According to the English SIMCE results of 2012 (figure 1 and figure 2), it is possible to state that Chilean students have a low level of English. There are six categories established by The Common European Framework of Reference (CEFR), which are C2, C1, B2, B1, A2 and A1. According to the results of the students who took the test in 2012, 82% of students are between A1 and under A1. In contrast, only 12% of the students are in the higher levels.

In the listening results, the average score obtained by students is 49 points (figure 2), and according to the CEFR (figure 1) they are in A1 level. These results put on evidence the low quality of Chilean education in terms of EFL and specifically in listening comprehension.

Los puntajes obtenidos por los estudiantes en la prueba están relacionados con los niveles del Marco Común Europeo para el Aprendizaje de Idiomas (CEFR), de acuerdo con la siguiente tabla:

Nivel del CEFR	Puntaje SIMCE Inglés
Nivel B1	90-100 puntos
Nivel A2	70-89 puntos
Nivel A1	45-69 puntos
Bajo nivel A1	0-44 puntos

Aquellos estudiantes que alcancen los niveles A2 y B1 podrán recibir un certificado que acredita su nivel de inglés, el cual es entregado por Cambridge ESOL Examination, institución que tiene validez internacional.

Figure 1

Resource: Agencia de Calidad de la Educación (2013)

RESULTADOS NACIONALES

La siguiente tabla muestra los resultados nacionales en SIMCE Inglés III medio 2012.

Prueba SIMCE Inglés	Puntaje promedio 2012
Comprensión lectora	48 puntos
Comprensión auditiva	49 puntos
Resultado	49 puntos

Nota: El Resultado presentado en la tabla, corresponde al promedio de los puntajes en Comprensión lectora y Comprensión auditiva.

A continuación se presenta el porcentaje nacional de estudiantes en cada nivel del CEFR y el porcentaje de estudiantes certificados en el año 2012.

Nivel del CEFR	SIMCE Inglés 2012	
Nivel B1	8,2%	18%
Nivel A2	9,6%	
Nivel A1	26,8%	82%
Bajo nivel A1	55,4%	

Nota: (1) Dado que los porcentajes están aproximados, pueden no sumar exactamente 100%.

(2) Corresponde al porcentaje de estudiantes que recibe el certificado que acredita su nivel de inglés.

La prueba SIMCE Inglés 2010 fue elaborada por Educational Testing Service (ETS). A continuación se presenta el porcentaje de estudiantes de III medio certificados en la evaluación realizada el año 2010.

SIMCE Inglés 2010	
Porcentaje de estudiantes certificados	11%

7

Figure 2

Resource: Agencia de Calidad de la Educación (2013)

Considering that Chilean students have approximately 4 hours of English per week, it is possible to state that they have a total of 672 hours of EFL in the four years of high school education. If this total of hours is compared with the CEFR guided learning hours (figure 3) Chilean students should have a B2 English level. This information shows the big difference between the expected level of Chilean students and the level that they actually have.

Common European Framework Guided Learning Hours (from beginner level)

CEFR Level	Cambridge English Exam	Number of Hours (approximate)
C2	<i>Cambridge English: Proficiency (CPE)</i>	1,000—1,200
C1	<i>Cambridge English: Advanced (CAE)</i>	700—800
B2	<i>Cambridge English: First (FCE)</i>	500—600
B1	<i>Cambridge English: Preliminary (PET)</i>	350—400
A2	<i>Cambridge English: Key (KET)</i>	180—200

Figure 3

Resource: Desveaux (2013).

As a consequence, this investigation attempts to increase students' exposure to extensive listening practice in order to identify if there is any change in participants' perceptions.

1.2 Research question(s)

Can an extensive listening approach reverse the lack of motivation in students?

Can an extensive listening approach improve students' perceptions of listening comprehension?

1.3. Justification

As it was established before, listening is crucial in the acquisition of English as a foreign language. Taken this into account, this investigation provides a new alternative in listening practice that is called Extensive Listening. According to Renandya (2011, p. 29), "In intensive listening, the main objective of the lesson is often to teach students new grammar or vocabulary. The format of the lesson normally consists of a three step sequence: Pre-listening, While-listening and Post-listening". In contrast, the ideas of "pleasurable" or "enjoyable" practice stands up as the most important characteristic of extensive listening. It is worth to mention that in our context where only a traditional methodology is used, the results are not as good as expected according to the SIMCE results showed previously (figure 1 and 2).

Extensive listening is autonomous and student-centred, making it highly valid and compelling in today's society. Additionally, having into account that students have access to large amounts of materials for listening practice, it is considered that activities which involve extensive listening can make a difference in students' learning process. In addition, the information included in this research project can be meaningful and useful for EFL teachers for the extensive listening practice.

1.4 Objectives

1.4.1 General Objective

To analyze the perceptions of second year students of the English pedagogy degree towards extensive listening.

1.4.2 Specific objective

- To collect information about the perception of students related to listening and extensive listening.
- To increase the exposure in listening practice in second year students from English pedagogy degree in order to study a change in students' perceptions.
- To identify the increment of interest in extensive listening practice in second year students from English pedagogy degree.

1.5 Research assumptions

- There is a lack of exposure of extensive listening practice for the second year students.
- There is a lack of interest in practicing listening outside the classroom.
- The material provided for listening practice is not developed around the interest of the students.

Chapter II

Theoretical Framework

In the present study, students' perceptions towards extensive listening practice will be analyzed. In order to provide a better understanding into the research, concepts such as, teaching English as foreign language, receptive skills, listening skill, intensive listening, extensive listening, among others will be introduced. Additionally, these concepts will be divided into three different categories: The Scope of Second Language Acquisition, Intertwined Approaches to Extensive Listening and Inside the Research of Extensive Listening.

In the Chilean context, extensive listening is not a concept currently used, as it is not mentioned as part of the 'Planes y Programas' of the Ministry of Education; on the other hand, intensive listening is the approach proposed to teach and practice listening skill. For this reason, this study was conducted with second year students of an English pedagogy degree. In the light of the previous facts, the following chapter introduces literature that provides theoretical support for this study.

2.1 The Scope of Language Acquisition

In the following stage of the theoretical framework, different terms will be explained regarding the scope of how a second language is acquired. In order to have a specific idea of the research, it is necessary to explain in detail some general concepts that lead a correct understanding of the context of this investigation.

2.1.1 Second language acquisition

According to Ellis (1997, p.3) the term Second Language Acquisition can be used to talk about any language learned after the mother tongue. He states that “second” does not contrast with foreign necessarily. A second language can be learnt naturally, for example, as a result of living in a country in which the mother tongue is not spoken, or learnt by instruction. She suggests that it is customary to speak of second language acquisition (SLA) , and that L2 acquisition would be defined as the way in which people learn a language inside or outside a classroom.

2.1.2 Teaching English as a Foreign Language

According to Celce-Murcia & McIntosh (1979, p.15) teaching English as a foreign language (TEFL) “is used in educational situations where instructions in other subjects is not normally given in English”

In Chile, our school setting teaches English as a foreign language as a compulsory subject since the fifth grade of primary school. According to this, the participants of our investigation are EFL learners who have been immerse in the Chilean educational context.

2.1.3 Receptive skills

Listening and reading are classified as receptive skills, because it requires the reader or the listener to understand the information given by a speaker or a written text. "Listening, along with reading, is a receptive skill. That is, it requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level than we can produce." (Nunan, 2003, p.24).

As this research is mainly focused on listening, it is important to clarify what listening is about and that requires practice. As it was stated before, listening is a receptive skill, because through it the listener can understand information given by a speaker.

2.1.4 Listening Skill

The skill in which this project will be focused on is listening. According to Nunan (2003, p.24) "Listening is an active, purposeful process of making sense of what we hear." It is a receptive skill, which means that it needs a person to act as a receptor in order to receive and understand the meaning of the message. People tend to think that listening is a passive skill, but it is the opposite, because while people listen, they process the meaning of what they hear and relate it with previous knowledge.

2.2 Intertwined Approaches to Extensive Listening

In order to understand the main topic of this research it is important to clarify some concepts that are directly related with it. As the subtitle have stated, these concepts are intertwined, but in completely different ways.

The intensive listening concept will be explained in order to contrast this approach with extensive listening, understand how they differ and how the use of one approach can help to develop the other.

On the other hand, extensive reading will show how this method is being used to practice another language skill, the similarities between extensive listening and extensive reading and how one theory backup the other.

2.2.1 Intensive Listening

Rost (1990, p.233) pointed out that “Intensive listening exercises are aimed at focusing learner attention on features of the language system once text meaning has been established to some extent”. He states that this approach refers to listening for precise words and information. Besides, he points out that the accurate perception is involved in higher level of comprehension and listening.

Renandya (2011) presented the format of this approach in three stages:

The format of this approach is usually presented in three stages:

- Pre listening: Includes warm up activities to introduce the topic and set a context to prepare learners for the passage. Pre-teaching of vocabulary and grammar.

- While Listening: Students are asked to complete a worksheet while listening to make them focus on one aspect of the passage at the time. For example in international exams, such as TOEFL and IELTS.

- Post listening: Language analysis exercises, answer comprehension questions, follow up activities.

Taking this into account is that Intensive listening is essential into the process of acquiring English proficiency, reason why the theories backup the use of this approach, on the other hand extensive listening can be used as a tool in order to reach this higher level of listening proficiency. It is important to mention that intensive listening was defined in this research in order to contrast the traditional approach with the use of extensive listening as an innovative approach.

2.2.2 Extensive listening

Extensive listening is defined “as all types of listening activities that allow learners to collect comprehensible and enjoyable listening input. These activities can be

teacher-directed dictations or read-alouds or self-directed listening for pleasure that can be done outside the classroom” (Renandya and Farrell, 2010). This statement provides a justification of the reasons behind using extensive listening as an interesting alternative to approach students’ learning of a second language.

Nation and Newton (2009, p. 38) state that many people believe that to learn a language involves the creation of a map of meaning in the mind and that the best way to build this cognitive map is through meaningful listening practice. They point out that “Listening is the way of learning a language. It gives the learner information from which to build up the knowledge necessary for using the language”.

According to Renandya (2011), among the benefits of using extensive listening are the following:

- It helps learners’ ability to cope with the speech rate.
- It improves the word recognition skill
- It can enhance students’ bottom up listening skills.
- It improves students’ listening vocabulary
- It helps students to become fluent listeners, because extensive listening gives the learner a lot of experience with meaning focused listening practice, and fluent listening can be developed only after this.
- Exposure of high level of language comprehension
- It can enhance general proficiency in the language.

In addition, it is important to mention that extensive listening plays an important role in students' motivation, according to Renandya (2011), "The key thing to remember is that our students get the opportunity to listening in quantity and have fun doing it". Not all students have the same interests, what it is fun for one student may be boring for another one. Therefore, it is important to look for a variety of listening materials that students may want to listen to, in order to fulfill students' expectations about the activities and keep them motivated.

Even though extensive listening and intensive listening are different, they have some similar characteristics. For example both of them have as their main purpose to be motivating, purposeful and fun to do.

In terms of how effective extensive listening can be in contrast with a formal instruction for listening, one study carried out by Chang (2010) tests the hypothesis that second language learners' listening anxiety might be reduced when listening skills improve. The study "explored under two different instructional approaches extensive listening and formal instruction over a 1 year period in a sample of 92 Chinese college students. The analysis of the study showed that the Extensive Listening group improved more compared to the Formal Instruction group in listening competence". This is an example of a longer term intervention in which extensive listening was more successful in contrast with a traditional format

2.2.3 Extensive Reading

Nation (2009, p.50) established that extensive reading is “a form of learning from meaning-focused input.”, and that “students should be reading with their attention on the meaning of the text rather than on learning the language features of the text.”. Having stated this, it can be established that the focus learners need is to engage interesting readings and big amount of it. Extensive reading purpose is almost the same of extensive listening. According to Nation (2009, p.49) “As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase”. Therefore, it is possible to relate directly the focus of this approach to extensive listening. Because, these approaches aims are similar, but focused on a different skill of the language.

2.3 Inside the Research of Extensive Listening

In this category of the theoretical framework, concepts related directly with the objectives of the research will be developed. They are explained in order to have a deeper understanding of the different interventions applied during the development of this research and what this investigation aims to analyze. In this part, the literature will give this study a better theoretical support.

2.3.3 Exposure

According to the British Council (2006), “Exposure refers to the contact that the learner has with the language that they are trying to learn, either generally or with specific language points. Referring to the language in general, it often refers to contact outside the classroom”. As an example, in this research students will be exposed to a large amount of extensive listening practice and then students’ perceptions will be analyzed. One key element on extensive listening is to increase the amount of listening input, given the fact that traditionally in the intensive listening approach students spend less time listening, and a longer time working in activities related with the listening. As it is mentioned by Renandya and Farrell (2010), “In a typical 50 minutes listening lesson, students listen to a two- or three minutes twice or three times- a total of about 9 minutes listening, which is less than 1/5 of classroom time. Students spend a bigger chunk of classroom time in tasks and activities that do not involve meaningful listening to the text”.

2.3.4 Interest

In order to know the value and usefulness that students have toward listening, it is necessary to know this concept. In the teaching process interest is an important factor to engage students. Lancelot (1994) states that the interests that students have play an important role in their learning process, making an easy development of their thinking abilities (as quoted in Benge & Harder, 2014). Moreover, the author mentions about how educators need to make the connection between what students want and the new knowledge they need to acquire. Interest plays an important role in extensive listening. In order to engage students with extensive

listening, they must listen to recordings, audios, videos or any other tool that increase their interest. This way it becomes an enjoyable activity and aim to what extensive listening looks for.

2.3.5 Perception

One of the objectives of this project is to attempt to find the perception of students about listening and extensive listening. As said by Ward, Grinstein & Kein (2015, p. 74) “(...) perception is the process by which we interpret the world around us, forming a mental representation of the environment.” Also, the author mentions that this concept deals with the human senses through sight, hearing, touch smell and taste. In the case of this research, students’ perception was found through hearing and sight in some cases, but mainly hearing.

2.3.6 Motivation

According to the Oxford Dictionary motivation is defined as “A reason or reasons for acting or behaving in a particular way.” Based on this idea is that motivation was a central element into the process of this research.

As it was mentioned before motivation plays a major role into extensive listening. The key element of extensive listening is that needs to be enjoyable in words of

Renandya & Pharrel (2010) all type of listening activities that allows the learner to receive a lot of comprehensible and enjoyable listening input”, Having this into account is that as a way to motivate students to practice autonomously during our research their preferences were considered in terms of topics to encourage students to have fun while practising.

Chapter III

Methodological Framework

3.1 Paradigm

The current research was developed under a qualitative paradigm. The paradigm chosen was the one that fits best with the main objective of our investigation. Merriam (2002, p. 3) mentions that to understand a qualitative research it is necessary to know that meaning is constructed by individuals in relation with everything that surrounds them. In the same part, she states that, "The world, or reality, is not fixed, single, agreed upon, or measurable phenomenon that is assumed to be positivist, quantitative research. Instead there are multiple constructions and interpretations that are in flux and change over time". The focus of this research in relation with the previous definition was to be able to interpret the perceptions that the participants had on extensive listening. Also, to know how a longer exposure on listening through a package of listening activities based on the preferences of the students, could impact on their perceptions after the process was over.

The main objective of this study is to understand the perceptions of the group of participants based on their experiences with extensive listening, to get an insight into their experience before and after increasing the amount of listening. Having this into account, it is possible to state that this study is following the patterns of a phenomenological research, according to Lester (1999, p.1) "In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research

participant(s).” The main goal of this research is to gather information about students’ perceptions through a set of instruments designed by ourselves, such as questionnaires and surveys, which are some of the characteristics mentioned by Lester.

This study is an action research, because it follows a specific pattern. According to Mertler (2009,p.31), there are four stages in an action research, (and it is subdivided in nine specific steps). The first general stage is Planning Stage, which consists in planning activities before doing the project. During this stage in the initial development of this study the planning process was based on the research about the topic. The first step was to identify the topic, then gathering information, beginning with the most general concepts, reviewing the literature and finally develop a research plan (explained in detail in figure 4).

The second one is acting stage for which an initial survey was created. In this stage the researchers apply the instrument and analyze the data collected. Its objective was to collect students’ perceptions of extensive listening and what they understand by extensive listening.

The third one is development stage (listening package, final survey). In this stage the changes and improvements are made based on the revisions analyzed before. This specific point does not fit exactly with what was done in this research, there was no pilot intervention in order to make changes in the revisions, even though the instruments were validated before it was applied, they were only applied once.

Therefore, it can be pointed out that there is a slight difference between the definition of action research and this investigation.

In addition, the fourth stage which was 'Reflecting stage' was not implemented in this research, because the main objective of it was to know participants' perceptions in extensive listening. Even though, the analysis and the reflection of the information is available, but was not communicated to the participants.

According to the results obtained in the initial survey, a listening package was designed in order to immerse students in this new concept and make them reflect about the importance of extensive listening. The package was designed according to students' personal interests. This decision is justified based on the idea of Holden III, W. R. (n/d) that mentions some of the advantages of using authentic material:

- It is enjoyable and entertaining
- Increase learners' interest
- The learner controls the choice of material
- Level of input
- Length of the listening/viewing session
- Provide a basis for conversations about real-life topics
- Share experience

Considering this information, it is possible to state that it is important to use authentic materials at the moment of designing listening activities. This helps the

learners to improve their skills effectively, because it gives them the opportunity of improving their performance by using the context in where they are immersed.

Figure 2.1 Integration of Two Organizational Schemes for the Step-by-Step Process of Action Research

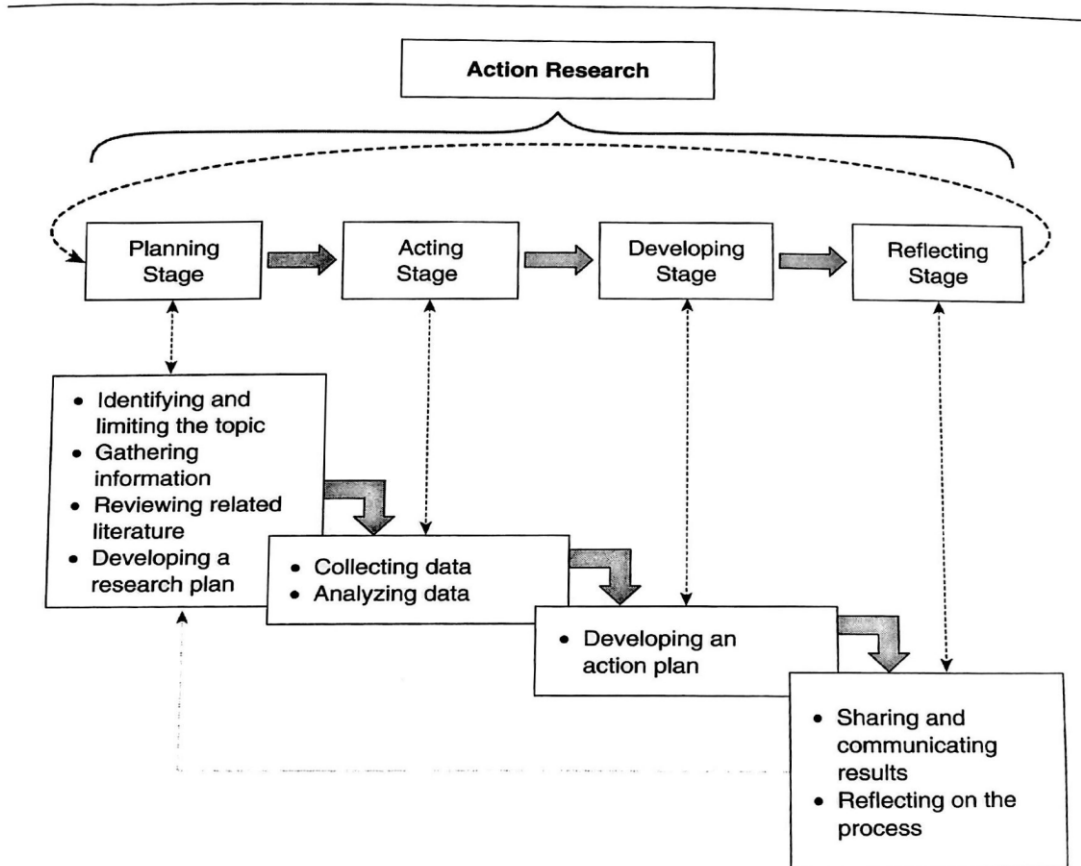


Figure 4

(Taken from "Action Research Teachers as Researchers in the Classroom".
Mertler, 2009, p. 31)

3.2 Participants

Thirty three L2 speakers, whose native language is Spanish, participated in the experiment. All participants were second year students from the English teaching program of a regional university in Chile. It is assumed that before starting the degree, students' previous experiences with listening activities were mainly based on the national curriculum, which according to the SIMCE results (figure 1 and figure 2) was not as effective as expected. During the first year of the degree students were introduced to more challenging activities. Besides, in second year it is assumed that participants have a PET level, because the degree program specifies that students are required to have a B1 level in second year . All individuals were in the process of learning English as a foreign language under a program of integrated competences.. Even though the participants did know about extensive listening beforehand, currently an extensive listening approach is not formally implemented in the program. The surveys were applied in the second semester of 2015.

3.3 Instruments

An initial survey was applied to the thirty three students. This survey was designed and created by the researchers of this thesis. It was not adapted or adopted, it was created to obtain the necessary information. The objective of this survey is related with the first objective of this research. This means that it was created in order to collect information about the students perception. More specifically, it was applied

in order to collect students' perception through extensive listening, how much time they spend practicing listening, how interested and motivated they are at the moment of doing extensive listening, how they select the material and finally in which topics they are interested. The items included were four closed questions and one open question. This survey was applied to the participants at the university in approximately ten minutes, at the beginning of an English class.

After gathering the information about students' preferences collected from the analysis of the initial survey, a listening package was designed with the objective of increasing the exposure of the students to extensive listening. This instrument is directly related with the second objective of this research, which is to increase the exposure in listening practice in second year students from the English pedagogy degree in order to make a change in students' perceptions. This package had a set of material that was selected according to the results obtained in the initial survey. Students could choose between different options, and they had a period of three weeks to complete the tasks. The options were divided into four categories: 1. Education around the world (subdivided into "Technology in Education", "Education in other countries"). 2. Hobbies (subdivided into "Karaoke", "Books" and "TV programmes") 3. Music (subdivided into "Musical instruments" and "Music"). 4. Others (subdivided into "Inspirational People", "Talks shows" and "Interviews"). The packages had a variety of topics in order to offer different possibilities to the participants. The participants chose one of the folders and spent at least 40 minutes listening and 20 minutes developing the activities after.

After applying the extensive listening package, a questionnaire was designed in order to evaluate the impact on perception after the increment of exposure in extensive listening and it was made based on the results of the initial survey. This questionnaire is directly related with the third specific objective of this research, which is to identify the increment of interest in extensive listening practice in second year students from the English pedagogy degree. There were seven open questions included in the questionnaire which were designed in order to obtain information about participants' interest, perception and self-improvement. All this information was gathered in the answers given in the questionnaire.

3.4 Procedures

The first step to encounter students' perception toward extensive listening was the initial survey. It was created by the researchers and validated by two teachers of the department of the English pedagogy degree. The initial survey was applied to second year students of the major English Teaching Program of a regional university. It was applied at the beginning of an English class, it last ten minutes approximately and it was applied on September the 23rd.

The second step was to apply the listening package. Each of the recording and activities were selected and created by the researchers according the results obtained from the initial survey. This set of material was uploaded to the university platform by a teacher of the program. Students chose one topic of the package,

listened to the recording and completed the activities. The estimated time to develop these activities was three weeks. It was uploaded on October the 5th and finished on October the 23rd of 2015.

The third and final step was the questionnaire; it was created by the researchers and validated by two teachers of the department of the English pedagogy degree. The aim of the final survey was to evaluate the impact on perception after the increment of exposure in extensive listening. It was applied at the beginning of an English class, in 20 minutes approximately on November the 18th, 2015.

The data collected was analyzed in terms of categories divided in the specific objectives suggested at the beginning of the research. It was analyzed with the results obtained from the instruments. These results were later explained in detail through a set of tables in the next chapter.

Chapter IV

Data Analysis and Interpretations

The analysis of the data will be presented for each specific objective and it will be divided in the three stages of this investigation.

4.1 To collect information about the perception of students in relation with listening and extensive listening.

4.1.1 Initial Survey

In this part of the research project the data collected is going to be analyzed.

An initial survey was applied to participants and it had 4 closed questions and 1 open question. The analysis will start with the first question shown below.

Table IV.1 Time Practicing Listening

How much time do you spend practicing listening each week?					
Alternatives	1 – Less than one hour	2 – From 1 to 2 hours	3 – From 2 to 3 hours	More than 3 hours	Total
Participants who chose the alternative	6	8	7	12	33

The results of the first question were that most of the students practice listening more than three hours each week. One important distinction must be made in this part, considering that it was not formally specified if students considered listening music, watching movies or even the lectures of the English program as part of their listening practice. In addition, it can be stated that there was a slight difference between the students who spend from one to two hours and the students who practice from two to three hours. A smaller number of students practice listening less than one hour.

Table IV.2 Participants' interest in doing extensive listening

How would you rate your interest in doing extensive listening						
Alternative s	1 - Very unintereste d	2 - Unintereste d	3 - Indifferen t	4 - Intereste d	5 – Very Interest ed	Total
Participant s who chose the alternative	1	0	2	20	10	33

The students who completed the initial survey stated that they were interested in doing extensive listening. A considerable number of them chose the fifth category which was very interested and only one student stated that he or she was very uninterested in doing extensive listening. This indicates a high level of motivation in terms of increasing their listening practice, it can be assumed from this, that students might be frustrated with the listening model they have and motivated to learn a new methodology. Extracted from these results, it can be stated that our research assumption, indicating that there is a lack of interest in practicing listening outside the classroom, is wrong.

Table IV.3 Purpose for doing listening

What is your main purpose for doing listening?						
Alternative s	a) For fun	b) For homework	c) To practice specific content or vocabulary	d) To feel more comfortabl e with the language	e) Oth er	Tota l
Participant s who chose the alternative	17	5	11	17	0	50

In this question the participants could choose more than one category. A large number of students stated that their main purpose for doing listening was for fun and to feel more comfortable with the language, these options make reference to language fluency and with the main objectives of extensive listening approach. It is good to point out that most of these categories were not related with academic purposes, and that are good indicators of the level of motivation in language of the students, because d is related with the main ideas of extensive listening and a fits with the purposes of extensive listening. On the other hand, not a small number of students declared that they listen in order to practice specific content or vocabulary and only five students declared practicing listening for homework, both of these categories fits with the characteristics of an Intensive listening approach. It is not only interesting but necessary to do these distinctions given the fact that options b and c could be considered self-directed autonomous work.

Table IV.4 Selection of Material

How do you select the material that you use to practice listening?					
Alternatives	a) I use material that the teacher provides	b) I look for material based on my interest	c) I use any material related with class topics	d) Other	Total
Participants who chose the alternative	10	21	5	1	37

Most of the participants declared that they selected the material used to practice listening by looking for material based on their interests, this option is an indicator and implicit extensive listening practice before the research was applied, indicating an intrinsic motivation from the students to practice on their own. In addition, less than half of the participants stated that they used the material that the teacher provides. A smaller number of students chose the third category and stated that they tend to use any material related with class topics, and finally only one student declared that he or she usually watches series or songs.

Table IV.5 Participants selection of topics

Which topics do you to like listen to?					
Alternatives	a) Hobbies	b) Extreme sports	c) Education around the world	d) Music	e) Other
Participants who chose the alternative	10	1	8	18	10
Examples	<i>I love watching series and movies. It is one of my favourite hobbies. It is a good way to catch my attention.</i>	<i>I watch a lot of MMA (mix martial arts) and I love the technical vocabulary involved in fight.</i>	<i>I think is interesting to know different educational systems and compare with our education.</i>	<i>One of my hobbies is to play music, so I'm always interested in this topic.</i>	<i>Movies which are related about real life or sci-fi and videogames.</i>
Total				47	

This was an open question, five categories were given, which were a) Hobbies, b) Extreme sports, c) Education around the world, d) Music and e) other. Students were asked to explain which topics they like to listen to and they were allowed to choose more than one category. In addition, students were asked to justify their choices. According to the data analyzed it can be concluded that:

- The second most popular topic was hobbies. It was chosen by a vast number of students, but is important to mention that there is a significant difference between this topic and the most popular one. The participants gave different answers, and the most repeated answers were related with movies, TV programmes and TV series. Therefore, it can be concluded that students are more willing to practice listening if the material is authentic and it shows people using the language in real contexts.

TV series, music, videos from youtube, videogames. These kind of topic entertain me and at the same time, I think it helps me to be more familiar with the language.

- The less popular topic was extreme sports, there is only one answer referred to this topic. The student declared that he/she likes to listen about technical vocabulary involved in mixed martial arts. It is interesting that extreme sports is an unpopular topic in this survey, because it is commonly used in Chilean context. As an example it can be mentioned the Planes y Programas of second year of highschool, which has as its first unit “Deportes y pasatiempos”. In addition to this, the course book used in

seventh grade E-teens (Curwen & Pontón, 2013, p.14) also has as its first unit “Free time”, which is about sports. As a conclusion, there is no coherence between the national curriculum and the preferences of students in this survey.

I watch a lot of MMA (mix martial arts) and I love the technical vocabulary involved in fight

- There was a similar amount of students who chose hobbies and education around the world. Nevertheless, education around the world had a slightly less difference. Students stated that they like to listen more specifically about educational systems in different countries and cultures. Most of the students wrote that they were interested in this topic because is related with the degree they are studying and it is relevant to know about other ways of teaching and learning in other parts of the world.

As future teachers we need to be aware of the current educational system in different countries.

- Most of half of the students declared that they like to listen about music; more specifically listen to music for fun, because they stated that they learn new vocabulary through the lyrics and also improve their pronunciation.

I like listening interviews to famous musicians songs, radio, among others. I'm interested in music so much, because I love it.

- Finally, almost half of the participants choose “others” category as their favorite topic. Students were asked to declare which topics they prefer to listen to, according to their answers a wide variety of topics were shown.

Real life conversations: As a way to be able to understand native speakers in real life situations.

It is important to mention that this category provided a wide variety of topics, which were later analyzed in order to choose the material that fits the best with students' interests. Most of the answers showed that students wanted to listen to records that show English speakers' real context. This information guided us to pick the materials to create the category “Others” in the listening package.

4.2 To increase the exposure in listening practice in second year students from English pedagogy degree in order to make a change in students' perceptions

4.2.1 Extensive Listening Package

In order to increase the exposure in extensive listening practice, it was necessary to apply an extensive listening package to the participants. This package was made after applying the initial survey and it contains different topics taken from the analysis of the participants' answers.

4.3 To identify the increment or decrease of interest in extensive listening practice in second year students from English pedagogy degree

4.3.1 Questionnaire: The impact in extensive listening

The analysis of data of the second questionnaire was made based on the answers given by 21 people, given the fact that it was a voluntary activity, only 21 of the initial 33 participants were willing to develop the entire activity which included the listening package and the questionnaire. The questions and topics in this questionnaire were made based on the answers they gave in the initial survey and it was applied after the listening package was completed and it is directly related with the second objective of this research, which is to increase the exposure in listening practice in second year students from English pedagogy degree in order to make a change in students perceptions. It is important to mention that students were familiar to this type of activities and through the analysis of the answers it was found that students did extensive listening without knowing the concept or its importance.

Through the analysis of this data some interesting facts were found, such as the popularity of some topics. Students did not choose “Education Around the World”, even though it was a topic that they proposed in the initial survey and in contrast to the stated previously, the most popular topics were music and then hobbies.

Moreover, students pointed out that this activity increased their interest in extensive listening and that the activities done in the extensive listening package help them to improve their listening skills.

- **Question 1**

Do you feel the increase in extensive listening has helped you to improve your listening skills? Explain.

In question number 1; a large majority of the students’ answers agreed on the idea that the increase in extensive listening helped them to improve their listening skills.

Actually I think that I have improved amazingly since I started practicing extensive listening activities such as movies, questionnaires and among others

In my opinion the extensive listening helped me a lot because I found different techniques to have good results, for instance take notes while I am listening, if I do not know a word, understand the context

Most of the similarities and the differences in the responses were found in the idea that extensive listening helps students to increase the vocabulary and to increase the level of understanding. As it was mentioned before, students did not know what extensive listening was about, but they were doing it anyway. After they understood the concept, they realized its importance.

Nowadays there is a wide variety of resources that can be used in order to do extensive listening and according to participants' answers they have been using them in order to improve their skills. They pointed out that they improved their listening skill and that the activities helped them to find out some techniques to develop their knowledge.

On the other hand, the divergence shows that 1 student answered that he or she did not notice any change, one student did not provide a definitive answer.

- **Question 2**

Have the activities increased your interest in listening? Why?

In the second question, most of the students answered that the activities increased their level of interest in listening and there were few people that did not provide a definite answer. Besides, there were a slight number of participants who answered that the involvement of activities did not make any difference.

Yes, basically because I can improve my listening skills with activities that aren't academic at all, for example music and movies, so for me it is perfect to have fun and learn at the same time.

Yes, the activities are okay and at the same time, they increase my interest on listening skill, which is also one of my favourites areas in English.

Most of the divergences make reference to the fact that activities did not make any difference because, they are not particularly interested in listening as a skill, therefore the listening package as a whole was not important for them.

Not really, I've improved my listening skills, but listening is not a skill I am interested in; it is actually frustrating to me having to hear something and do not understand it. However, I've become more aware of how I should enhance my listening skills due to these activities.

- **Question 3**

Do you think that there was a change in your perception before and after experiencing the extensive listening package? Explain.

In this question, more than half of the participants declared that their perception about extensive listening has changed in a positive way, making them feel more willing to practice extensive listening.

Yes, because I had never thought of doing extensive listening with such interesting topics. After the activities I realized how fun it can be to practice the ability.

I would say yes, because we are usually exposed to "boring" listening activities and we tend to think that listening is an easy task. However, there are a lot of topics which can be interesting to listen and get informed from.

On the other hand, a little less than the half of the participants stated that there was no change in their perceptions after experiencing the extensive listening package. Students' reaction to this question are particularly interesting, because even though we immerse students into listening practice, they considered that the change was not as significant as we expected.

No. The change occurred at the beginning of the semester when I started to listen activities but no with this extensive listening package.

No, I think that listening always can be fun and interesting, and after the activity I still thinking the same,

- **Question 4**

Do you find the material provided in the extensive listening package interesting? Explain.

In question 4, a large number of students agreed on the idea that the material in extensive listening package was interesting. Some of the students pointed out that the variety of topics were propitious, therefore it was enjoyable for them. It is interesting that most of the participants reacted positively to the extensive listening

package, because although these activities were extra work for them, they were willing to complete and enjoy them.

The material given in this activity was a lot more interesting than the material we are used to use in the classroom. I'm bad at listening so this was really enjoyable and different from what I usually listen to.

I think it was interesting, because there were different topics, about music, education among others. We could choose the topic that we like the most.

On the other hand, a small amount of students said that the activities were not interesting, but the answers made reference that some of the recordings were not interesting but not all of them. Finally, only one student did not provide a definitive answer.

Not all listening was interesting, but I found just one of them interesting, because it was motivated for my life.

Some of the videos are interesting, but most of them are really boring. In the package of karaoke listenings, most of them (movie extracts) are boring, but in the other hand, "the history of karaoke" and "killer karaoke" are funny; besides, one of two of the videos are not about karaoke.

- **Question 5**

Were the recordings more interesting when you did an activity about them?

In question 5, the tendency of participants was to point out that the recordings were more interesting when they did an activity about them.

Yes, the fact of having questions about the topic make us reflect on the content covered. As I did with the motivational talks.

Totally! I had to be more focused while doing it

On the other hand, only few of the participants stated that the recordings were not interesting when they did an activity about them.

No, for me, if the topic is boring, nothing can change my interest in them.

Some of the participants did not provided definitive answer and only one student did not provide an answer.

- **Question 6**

Which was your favorite topic? Why?

Note: In this question students could choose more than one option; furthermore, there are 23 answers in total instead of 21 and 1 student did not provide any answer.

In this question, four possible options or categories were given, which were a) Education around the world (subdivided into “Technology in Education”, “Education in other countries”), b) Hobbies (subdivided into “Karaoke”, “Books” and “TV programmes”) c) Music (subdivided into “Music instruments” and “Music”) and Others (subdivided into “Inspirational People”, “Talks shows” and “Interviews”).

Table IV.6 Students' selection of favorite topic

Which was your favorite topic?				
Alternatives	a) Education around the world (subdivided into "Technology in Education", "Education in other countries")	b) Hobbies (subdivided into "Karaoke", "Books" and "TV programmes")	c) Music (subdivided into "Music instruments" and "Music")	d) Others (subdivided into "Inspirational People", "Talks shows" and "Interviews")
Participants who chose the alternative	0	6	9	8
Examples		<i>The one about karaoke, because it is something I usually do with my family</i>	<i>Music was my favorite topic because I love listening to music and spending time reading autobiographies in order to know more about musicians</i>	<i>My favorite topic was the talking about motivation in life, and human problems, like in Siria, because I can created my opinion and I can express it.</i>
			Total: 23	

Students were asked to explain which topics were their favorites and they were allowed to choose more than one category. According to the data analyzed, it can be concluded that: Most of the students chose “Music” and its related categories as their favorite. Music seems to be one of the most important sources of input for students when learning a second language.

Music was my favorite topic, because there were interesting videos about people who play music with their bodies.

The second most voted was the category of “others” which included a variety of topics such as speeches, talk shows and interviews. One of the factors mentioned for choosing this category was the variety of accents provided by the interviews.

The topic I liked the most was about famous people talks. I think they are a model to many people around the world, and maybe they can help to change the world.

In addition, “Books and TV programmes” was also popular between participants, but not as much as music or others.

My favorite topic was about karaoke, the videos were very fun

Finally, it is interesting that Education around the world was the less voted topic, any participant chose this option, even though it was selected according to the answers given by themselves in the initial survey.

- **Question 7**

Was it good to have more than one option for each topic? Why?

In this question, almost all of the participants answered that it was good to have more than one option for each topic. The students mentioned that having a variety of options gave them the opportunity to experience more than one type of listening practices. This way, it was easier for students to choose and also they would have a better chance to find something that was interesting for them.

Yes, because we, as students, do not have to stick to a single topic or activity. We were able to choose one from a great variety.

There was only one participant that did not provide a definitive answer regarding this question, making an indirect reference to the question itself.

I think that is important to develop my writing skills and to find out more vocabulary

Conclusions

This chapter will be focused on the information collected in the previous chapter and organized according to the specific objectives, the research questions and the research assumptions proposed in chapter I.

5.1 Specific objectives

5.1.1 Specific objective 1

To collect information about the perception of students related to listening and extensive listening

The first step of this research was to design and implement an initial survey in order to collect students' perceptions towards listening in general and extensive listening specifically. The survey included questions to know how much time they spend listening, how interested they were in doing extensive listening, what their purpose for doing extensive listening was and how they selected the material that they used to practice listening. The questions were designed in order to get an insight into students' relations with listening practice.

First of all, the most interesting fact discovered through this initial survey was that students were more interested in doing listening than expected. Most of them pointed out that they did not practice listening for homework, but to feel more

comfortable with the language or for fun. In addition to this, most of students declared that they looked for material based on their interests.

The main objective of extensive listening was to allow learners to collect comprehensible and enjoyable listening input (Renandya and Farrel, 2010).

Therefore, students were aware of extensive listening without knowing.

5.1.2 Specific objective 2

To increase the exposure in listening practice in second year students from English pedagogy degree in order to study a change in students' perceptions

After applying the initial survey, it can be concluded that the majority of participants were motivated by extensive listening for personal interest and not as homework or class work. In the same survey, they had to choose topics, in order to start developing an extensive listening package. The main idea of it was to increase the exposure of listening practice using material they were interested in and giving a variety of topics. After students completed their extensive listening and the activities included in the package, a questionnaire was applied in order to analyze students' perceptions and understand how this exposure was perceived.

In order to answer one of the research questions that is related to this objective, it can be pointed out that after applying the listening package there was a change in students' lack of motivation. They were able to listen to other types of materials based on their interest.

Therefore, by increasing exposure of listening practice using topics based on participants' personal interests, they felt more motivated to complete the different tasks included in the package. Students saw this investigation as a tool to help them to keep listening extensively. There is an undefined number of resources that students may use in order to practice extensive listening, and now that they have understood the benefits of it they can keep improving their listening skill.

On the other hand, taking into account the data obtained in the initial survey, it can be stated that participants were exposed to listening practice, because they were listening more than expected. Most of the participants pointed out that they were listening more than 3 hours per week (table IV-I). In addition, a little more than the half of the participants stated that the recordings were more interesting when they did an activity related with their interest.

It can be declared that a positive response was given, because even though the increase in exposure was not as great as it was assumed at the beginning, there was a significant change after applying the listening package.

5.1.3 Specific objective 3

To identify the possible increment of interest in extensive listening practice in second year students from English pedagogy degree

In general terms it can be concluded that the level of interest on practicing extensive listening on the students increased. At the beginning of the research in the initial survey applied, most of the students stated that they were interested in doing extensive listening.

One of the most important aspects of extensive listening as an approach is that it has to be enjoyable for participants. The main goal of the listening package was to give options to the students which included topics related with their preferences. In the questionnaire applied after implementing the listening package; more than the half of the students answered that the activities increased their level of interest in listening. Students mentioned that the variety of topics offered in the package increased their interest in extensive listening, when students were asked almost all of them answered that it was good to have more than one option for each topic. In consequence, being able to choose the topic that fitted their interest was an advantage for them.

5.2 Research questions

5.2.1 Can an extensive listening approach reverse the lack of motivation in students?

It cannot be stated that this listening approach fully reversed the lack of motivation, but it can be pointed out that it helped to encourage students to do extensive listening.

In the questionnaire students were asked to point out if the activities had increased their interest in listening (question 2). Answers were mostly positive for this question. For question 2 more than half of the students declared that the activities had increased their interest.

On the other hand, this investigation was applied in a short period of time; therefore, a permanent change cannot be expected, but it can be assured that a long intervention may reverse the lack of motivation in students.

5.2.2 Can an extensive listening approach improve students' perceptions of listening comprehension?

This question is directly related with the third question of the questionnaire applied after the listening package was completed. Students were asked to answer if they thought that there was a change in their perceptions and more

than half of the participants stated that their perception has changed. Therefore, it can be declared that an extensive listening approach can improve students' perceptions of listening comprehension in terms of choice and interest, because according to the information collected from the answers given by participants, students declared that they were not aware that listening practice can be done in such an interesting way.

5.3 Research Assumptions

5.3.1 There is a lack of exposure of extensive listening practice for second year students.

As mentioned before in chapter 2, the time devoted to practice listening is less than a 1/5 in a regular listening class under the intensive listening approach, (Renandya & Farrell, 2010). Taking this into account it is possible to conclude that there was a lack of exposure to listening practice in general and that the gap is even bigger for extensive listening practice. In order to increase the exposure, it was shown to the students that the listening input does not have to be necessarily academic which gave them options to have fun while learning. On the other hand, when students were asked to answer how much time they spent practicing listening each week (4.1.1), the results were that most of the students practice listening more than three hours each week. It was not expected to find out that students were actually listening more time outside the classroom as an autonomous work.

5.3.2 There is a lack of interest in practicing listening outside the classroom

In chapter 1 in the research assumptions, it was assumed that participants were not interested in practicing listening outside the classroom. According to the results of the initial survey, specifically in table IV-II, most participants answered that they were interested in doing extensive listening. In chapter 2 it was mentioned that extensive listening can be an outside classroom activity, so it is directly related with the results of this question. In addition, in table IV-I a large number of the participants pointed out that they practice more than three hours per week and only six students declared that they practice less than one hour per week. Therefore, the research assumption was wrong and students are interested in practicing listening.

5.3.3 The material provided for listening practice is not developed around the interest of the students.

In a regular class, the material used is selected by the teacher and it is not adapted to students' interests. The results of the initial survey showed that a small number of students answered that they practice listening for homework (table IV-III) or they do not use the material related that teacher provides (table IV-IV). Therefore it is possible to assume that the teacher selected material does not even manage to motivate students who are already motivated to listen. Most of the participants declared that they look for material based in their interest. Additionally, students stated that their main purposes to do extensive listening were, to practice specific

content or vocabulary or to feel more comfortable with the language (table IV-III). Therefore, it is assumed that students need to find other ways to practice and develop their listening skill. As stated in the same answers they prefer to practice for fun and look for material based in their interests to feel more comfortable, because the topics provided in class were not interesting enough to catch students' attention.

5.4 Limitations

The first limitation found in this investigation is related with the fact that the participation on the research process was voluntary. As a consequence, the number of students who completed the questionnaire after experiencing the listening package was lower than the initial survey applied. Therefore, this had an impact on the numbers of the data analysis. It can be assumed that if all the steps of the intervention were a requirement of the course, all participants would answer both instruments.

An important element that is considered as a limitation was time. Consequently, it is difficult to measure performance of the participants in our investigation, given the fact that in order to improve results it is assumed that a longer intervention could have been required.

Another limitation in the same category was the exclusive time to apply the initial survey and the questionnaire. The data had to be collected during participants' classes.

5.5 Further Research

Throughout this investigation it was found that there are some suggestions to further research:

5.5.1 Lack of Research

Further research in extensive listening is suggested giving the fact that there is a lack of investigation on this topic, especially in the Chilean context.

5.5.2 Time of investigation

Research already done does not show a real impact in students' performance, because they were applied in a time that was not enough to measure a permanent improvement. Consequently, it is crucial that new research in this area takes a long period of time to investigate the changes that extensive listening may cause, like the ones proposed by Renandya (2011), which were explained in depth in the theoretical framework (2.8)

5.5.3 Lack of Contextualization

Research of extensive listening in Chilean context is needed. There are no studies contextualized or related with Chilean reality in the context of extensive listening

practice or teaching. It is necessary to investigate in depth about this because of the positive impact that this may have in students' performance and also in the process of acquiring a language.

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Appendices

Appendix A: Initial Survey



Universidad Católica de la Santísima Concepción
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Section: _____

Initial Survey: The impact of extensive listening

The information given in this survey will be used for a thesis project in order to analyze the impact of the use of extensive listening in EFL students.

This activity will not affect your marks.

Instructions:

- Read every question carefully and circle the option that represents your preferences.
- Use a black or blue pen.

1. - How much time do you spend practicing listening each week?

- a) Less than 1 hour
- b) From 1 to 2 hours
- c) From 2 to 3 hours
- d) More than 3 hours

2. - What is your main purpose for doing listening?

- a) For homework.
- b) For fun.
- c) To practice specific content or vocabulary.
- d) To feel more comfortable with the language.
- e) Other:

3. - How do you select the material that you use to practice listening?

- a) I use material that the teacher provides.
- b) I look for material based on my interests.
- c) I use any material related with class topics.
- d) Other:

4. - On a scale from 1 to 5, how would you rate your interest in doing extensive listening?

1	2	3	4	5
Not interested	Not very interested	Not sure	Interested	Very interested

5. - Which topics do you like to listen to? Explain.

a) Hobbies

b) Extreme sports

c) Education around the world

d) Music

e) Other

Appendix A.1: Example of an Initial Survey



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Pedagogía en Educación Media en Inglés

Section: _____

Initial Survey: The impact of extensive listening

The information given in this survey will be used for a thesis project in order to analyze the impact of the use of extensive listening in EFL students. This activity will not affect your marks.

Instructions:

- Read every question carefully and circle the option that represents your preferences. You may choose more than one.
- Use a black or blue pen.

1. - How much time do you spend practicing listening each week?

- a) Less than 1 hour
- b) From 1 to 2 hours
- c) From 2 to 3 hours
- d) More than 3 hours

2. - On a scale from 1 to 5, how would you rate your interest in doing extensive listening? Circle the chosen option.

1	2	3	4	5
Very uninterested	uninterested	Indiferent	Interested	Very interested

3. - What is your main purpose for doing listening?

- a) For fun.
- b) For homework.
- c) To practice specific content or vocabulary.
- d) To feel more comfortable with the language.
- e) Other

4. - How do you select the material that you use to practice listening?

- a) I use material that the teacher provides.
- b) I look for material based on my interests.
- c) I use any material related with class topics.
- d) Other:

5. - Which topics do you like to listen to? Explain.

- a) Hobbies
movies , artists , books , actors , authors

b) Extreme sports

c) Education around the world:

d) Music

e) Other

Appendix B: Questionnaire



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Questionnaire: The Impact of extensive listening

The information given in this questionnaire will be used for a thesis project in order to analyze the impact of the use of extensive listening in EFL students. This activity will not affect your marks.

Instructions:

- Read every question carefully and answer it according to your personal opinion.
- Use a black or blue pen.

1.- Do you feel that the increase in extensive listening has helped you to improve your listening skills? Explain.

2.- Have the activities increased your interest in listening? Why?

3.- Do you think that there was a change in your perception before and after experiencing the extensive listening package? Explain.

4.- Do you find the material provided in the extensive listening package interesting? Explain.

5.- Where the recordings more interesting when you did an activity about them?

6.- Which was your favourite topic? Why?

7.- Was it good to have more than one option for each topic? Why?

Thank you for your participation!

Appendix B.1: Example of a Questionnaire



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Questionnaire: The impact of extensive listening

The information given in this questionnaire will be used for a thesis project in order to analyze the impact of the use of extensive listening in EFL students.
This activity will not affect your marks.

Instructions:

- Read every question carefully and answer it according to your personal opinion.
- Use a black or blue pen.

1.- Do you feel that the increase in extensive listening has helped you to improve your listening skills? Explain.

Yes, because I think it is a great tool to get used to the language, especially when we do not have enough input. Personally, I believe if we expose ourselves more frequently to the language, we would have less difficulties understand it.

2.- Have the activities increased your interest in listening? Why?

Yes, because the activities are variables and they treat different types of topic, which are interesting as well.

3.- Do you think that there was a change in your perception before and after experiencing the extensive listening package? Explain.

I would say yes, because we are usually exposed to "boxing" listening activities and we tend to think that listening is an easy task. However, there are a lot of topics which can be interesting to listen and get informed from.

4.- Do you find the material provided in the extensive listening package interesting? Explain.

Yes, I find it interesting, because the activities covered some interesting topics from celebrities or even important events from the world.

5.- Where the recordings more interesting when you did an activity about them?

Yes, because I was able to think about the activity and analyze it more than just listening passively.

6.- Which was your favorite topic? Why?

I think my favorite topic was from a documental about a celebrity, because it was my favorite character from a famous comedy show.

7.- Was it good to have more than one option for each topic? Why?

Yes, because we, as students, do not have to stick to a single topic or activity. We were able to choose one from a great variety.

Thank you for your participation!

Appendix C: Listening package activities

Appendix C.1: Education around the World Folder

Appendix C.1.1: Technology in Education

Can Technology Change Education? Yes!: Raj Dhingra at TEDxBend

https://www.youtube.com/watch?v=l0s_M6xKxNc

- After you watch and listen the video answer the following questions:

1- Do you agree with the statement "changing the thinking, changes the solution"? Why?

2- What does the speaker believe about computer in classrooms nowadays?

3- Why teacher should integrate technology into the classroom?

4- Do you think technology can change education? Why?

Appendix C.1.2: What's Education for?

What's education for?

1- Which should be the aim of education?

2- How can we get more ambitious about education?

3- What are the subjects that might be studied in the "future national curriculum"?

4- Did you like the audio? Why?

Appendix C.1.3: Finland's Education System

Finland's Education System

<https://www.youtube.com/watch?v=XCwNCOfe7XA>

After you watch and listen the video answer the following questions:

1- Who have the responsible of the school?

2- What characteristics make education keeps attractive for young people?

3- What kinds of students are selected to become teacher? Why do you think that happens?

Appendix C.2: Hobbies Folder

Appendix C.2.1: Books

Books

After listen to the audios about "Books" answer the next questions:

The links of the audios and videos are:

The Elephant man: <http://www.bbc.co.uk/programmes/p02r3rgt>

The man who published Harry Potter: <http://www.bbc.co.uk/programmes/p02ybxqg>

Harry Potter Best Scenes: <https://www.youtube.com/watch?v=eiuCdPJ83n4>

The Book Thief minute book report: <https://www.youtube.com/watch?v=CR7AKnH1tMY>

Academy Conversations: The Book Thief: <https://www.youtube.com/watch?v=RbigReUR84QY>

The Book Thief Official Extended Trailer - Words Are Life:

<https://www.youtube.com/watch?v=NvIQEfGH76o>

1. - The elephant man was almost a slave, he lived in a cage and he was presented as a freak. Do you think that the treatment that he received was fair? Why?

2. – Do you think that the reasons why the elephant man became famous are good?

3. – Why do you think that Harry Potter became so famous? Why is it different from others children's books?

4. - In the book thief, Liesel points out the importance of words in our lives. Do you think that words and literature are important? Do you agree with Liesel?

5. - If you were a publisher. What would you expect from a good book? What would a book need to become a success?

6. - Which of these books do you like the most? Are they similar somehow? Explain why.

Appendix C.2.2: The Birth of Karaoke

The birth of karaoke

After listen to the audios and videos about "Karaoke" answer the next questions:

- The birth of karaoke: <http://www.bbc.co.uk/programmes/p0337m2w>
- Best karaoke scenes in movies and television:
<https://www.youtube.com/watch?v=26lC38KG7GU>
- Cameron Diaz sings "I Just Don't Know What to Do with Myself" My Best Friend's Wedding:
<https://www.youtube.com/watch?v=EABzWvIBx1U>
- Jim Carrey - Somebody to Love (Cable Guy Karaoke Scene):
<https://www.youtube.com/watch?v=XNc9phYujWY>
- P.S. - I love You - Karaoke Hilary Swank: <https://www.youtube.com/watch?v=ZyvQcTBAcm0>
- Snake! Swamp 1 | Killer Karaoke: <https://www.youtube.com/watch?v=OxhGJBeXw1A>
- Cactus Maze 5 | Killer Karaoke: <https://www.youtube.com/watch?v=j3Q8MFkmr0>
- Lip Sync Battle with Tom Cruise: https://www.youtube.com/watch?v=CW1_dUBzJVS

1. – Do you think that karaoke is an enjoyable activity? Give at least three arguments.

2. – Would you pay to sing in a karaoke machine? Why?

3.- The karaoke machine inventor was awarded with a Nobel Prize in 2004, the reason mentioned in the audio was that "He provided an entirely new way for people to learn to tolerate each other". Do you agree with the quote mentioned before? Why?

4. – Rate the material with stars:

- The birth|of karaoke:
- Best karaoke scenes in movies and television
- Cameron Diaz sings "I Just Don't Know What to Do with Myself" My Best Friend's Wedding:
- Jim Carrey - Somebody to Love:
- P.S. - I love You - Karaoke Hilary Swank:
- Snake! Swamp 1 | Killer Karaoke:
- Cactus Maze 5 | Killer Karaoke:
- Lip Sync Battle with Tom Cruise:

Appendix C.2.3: TV Programmes

TV Programmes

After listen to the audios and videos about "TV Programmes" answer the next questions:

The link of the audios and videos are:

The beginning of reality shows: <http://www.bbc.co.uk/programmes/p02f9r6x>

The Truman Show: <https://www.youtube.com/watch?v=Ljt6kiLXbuk>

The first episode of Mr. Bean: <http://www.bbc.co.uk/programmes/p02fhmz4>

Rowan Atkinson Live - The devil Toby welcomes you to hell:

<https://www.youtube.com/watch?v=91DSNL18FeY>

Rowan Atkinson Live - Amazing Jesus: <https://www.youtube.com/watch?v=XbY8MH1TpEw>

My top 10 TV shows: https://www.youtube.com/watch?v=u_vjTzkO65Q

1. - Do you think that is possible to make friends in a reality show? Compare your answers with the information provided in the audio about the first reality show and The Truman Show.

2. – How would you described the physical comedy named Mr. Bean? Contrast Mr. Bean with the other comedies by Rowan Atkinson.

3. - Do you think that these TV programmes are similar somehow? Why?

4. - Do you think that these TV programmes are important to our society? Give at least 3 reasons using the information given in the audios.

5. - Did you see any of the series presented in this listening package? Rate all of them with stars.

Appendix C.3: Music Folder

Appendix C.3.1: Music Instruments

TOPIC: MUSIC INSTRUMENTS

<https://www.youtube.com/watch?v=9UotQ5T-f1o>

21 Year Old Usman Riaz grew up playing classical piano since the age of 6. Picking up guitar at 16 Usman taught himself how to play percussive guitar. Along with these 2 primary instruments he experiments with a number of other ones such as Harmonica, Mandolin, Harmonium and percussion.

<https://www.youtube.com/watch?v=GNZBSZD16cY>

In this video you will see Tom Thum. His talent is to make music with his mouth, throat, etc. He does not use any instrument, only his body to make music.

<https://www.youtube.com/watch?v=ky0CjDppaA>

Here you can see a guitar chord tutorial of the song Heaven by Bryan Adam. The video was made by Warrant and it is a complete tutorial of this song.

https://www.youtube.com/watch?v=c__xzSfQA5g

In this video you can see a new and rare instrument called The Anarchestra. You will also see other different instruments and how they are played.

https://www.youtube.com/watch?v=c__xzSfQA5g

This is a short extract from the movie "Whiplash".

Instructions: Listen to all the audios/videos in the previous page and answer the following questions.

1. According to the first video, do you think that you are born with all that talent, or you can practice a lot to be like him? Why?
2. In the second video you saw a man doing beatbox. Do you consider using his body as a musical instrument?
3. In video three, was it easy the way he explained the tutorial?
4. Was it interesting the new instruments you saw in video number four? Give reasons why or why not.
5. What was different the last video with all the previous videos you seen in this exercise.

Appendix C.4: Others Folder

Appendix C.4.1: Inspirational People



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Activity type extensive listening package. **United Nation , inspirational speeches.**

1. Emma Watson, He For She UN Speech.
<https://www.youtube.com/watch?v=okiW9PZBRfk>
2. Angelina Jolie on Middle East (Syria) - Security Council speech.
<https://www.youtube.com/watch?v=Pd2CdyOCvJc>
3. Stevie Wonder , Empowering people with disabilities vital for achieving development targets. https://www.youtube.com/watch?v=JdwkPGh_vdQ
4. Malala Yousafzai addresses United Nations Youth Assembly
<https://www.youtube.com/watch?v=3rNhZu3tIU>

1- Are there any person that inspired you ? Who and why?

2- Emma Watson, Angelina Jolie, Stevie Wonder Why do you think that is important to "use" recognizable people for these social campaigns?

3 - Which of these campaigns do you support the most? Why?

Appendix C.4.2: Interviews



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Activity type extensive listening package.

BBC Witness: The story of our times told by the people who were there.

1. a- "The rise of England's football hooligans" Violence between English football fans began to spread rapidly in the 1970s. Witness hears from two supporters - Cass Pennant and Dougie Brimson.- LINK <http://www.bbc.co.uk/programmes/p02atb5r>
2. b- "Green Street Hooligans" is a 2005 British-American independent drama film about football hooliganism. <https://www.youtube.com/watch?v=QAErA7aCT3g> , Watch the extract from the movie to support your answers. (Complete movie link <https://www.youtube.com/watch?v=nJNLviiH5s>)
3. a- "The First Glastonbury Festival" We hear from farmer Michael Eavis, who began the Glastonbury music festival in 1970 and whose family still runs it today -.LINK <http://www.bbc.co.uk/programmes/p0325dwk>
4. b- Glastonbury "The movie" Watch an extract of it to support your answer or for further research about the topic. LINK - https://www.youtube.com/watch?v=rnk7y5_KxXU

1- In a scale from 1 to 5 how much interest did the listening activities evoke in you?

1	2	3	4	5
Not interesting	Not very interesting	Not sure	Interesting	Very interesting

2- "The rise of England's football hooligans" Do you agree with the idea that to be part of a football fan club or any kind of club *"it is a way of life"* ?

3- "The First Glastonbury Festival" Which do you think are the positive and negative consequences of events or clubs that involve such multitudes?

Appendix C.4.3: Talk shows



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Activity type extensive listening package.

Talk Shows

- 1- The Ellen Degeneres Show, Ellen Degeneres meets president Obama
<https://www.youtube.com/watch?v=1newgZ9DgXQ>
- 2- The Ellen Degeneres Show, David Beckham's Hidden Camera Fun.
<https://www.youtube.com/watch?v=ln9XbjyCbnY>
- 3- The Ellen Degeneres Show, Favorite Moments: Ellen Goes All-Out with Celebrity Guests
<https://www.youtube.com/watch?v=2t3oiF3BQog>
- 4-The Tonight Show Starring Jimmy Fallon, Emotional Interview with Robert Downey Jr.
<https://www.youtube.com/watch?v=5Wl6MHH7Y7I>
- 5 -The Tonight Show Starring Jimmy Fallon, Ed Sheeran.
<https://www.youtube.com/watch?v=4veqDiGSXc8>
- 6-Jimmy Kimmel Live!, Ellen Degeneres on Jimmy Kimmel Live!
<https://www.youtube.com/watch?v=wY43Fmly584>
- 7- Jimmy Kimmel Live!, Jennifer Aniston, Courteney Cox, Lisa Kudrow and Jimmy Kimmel. in "Friends" <https://www.youtube.com/watch?v=i4H2JHp5XOQ>
- 8- Jimmy Kimmel Live!, Jennifer Aniston vs. Lisa Kudrow in Celebrity Curse Off.
<https://www.youtube.com/watch?v=CqJPXVugs2Y>

1- Based on the three videos watch before, can you identified elements in common on these three talk-shows "The Tonight Show Starring Jimmy Fallon", "The Ellen Degeneres Show" and Jimmy Kimmel Live!?

2- Do you think humor can be considered a good "engagement" into these kind of shows? Would you consider using humor in your classes why?

3- Do you think this format could be introduced into the Chilean context?
