

# Improving Listening Comprehension by Using Practical Techniques in the Third and Fourth English Levels

María Augusta Heredia<sup>1</sup>  
mail: magusheredia@yahoo.com

<sup>1</sup> Universidad de las Fuerzas Armadas ESPE, Quito, Ecuador

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## Abstract

Though listening is fundamental to the acquisition of the English language, there has been little research about this skill. This quasi-experimental research describes listening techniques to improve students' listening comprehension. The targeted population consisted of university students in pre-intermediate level in a university in Ecuador. Students with poor listening skills were detected in the pre-test and teacher observation. Likewise, the background of the study showed that the lack of listening teaching and meagre listening habits were the cause of diminishing listening skills. The treatment was given to 15 students (the experimental group). It consisted of the application of listening techniques such as note-taking, dictogloss, and dictation. Besides the following listening activities based on assessment: matching, multiple matching, sentence and completion exercises. Data was gathered by means of questionnaires, interviews, the pre-test and the post-test. Finally, post intervention data demonstrated the experimental group students' listening progress. On the whole, the results showed that the treated group increased their listening skills due to the listening techniques applied.

**Key words:** Strategies, Listening comprehension, Listening skills

## Resumen Ejecutivo

A pesar de que la habilidad de escuchar es fundamental para la adquisición del idioma inglés, ha habido poca investigación sobre estrategias para desarrollar esta habilidad. Esta investigación cuasi experimental describe técnicas para mejorar la comprensión auditiva de los estudiantes. La investigación se la realizó con estudiantes universitarios de nivel pre-intermedio en la universidad de las Fuerzas Armadas ESPE del Ecuador. Los estudiantes con habilidades auditivas deficientes fueron detectados a través de una pre-test conjuntamente con la observación del maestro. Del mismo modo, los antecedentes del estudio mostraron que la falta de enseñanza de estrategias para desarrollar esta destreza y el escaso tiempo dedicado al desarrollo de las mismas son causa de la disminución de las capacidades auditivas. La intervención se la realizó a quince estudiantes ( grupo experimental) a quienes se les aplicó las técnicas de tomar nota, dictogloss, y dictado para desarrollar la comprensión auditiva. Además de actividades como emparejamiento, emparejamiento múltiple y ejercicios para completar oraciones. Los datos se recopilaron mediante cuestionarios, entrevistas, pre-test y post-test. Finalmente, los datos posteriores a la intervención demostraron el progreso auditivo de los estudiantes del grupo experimental. En general, los resultados mostraron que el grupo tratado aumentó su dominio sobre las habilidades auditivas debido a las técnicas aplicadas.

**Palabras clave:** Estrategias, Comprensión Auditiva, Habilidades Auditivas

## Introduction

It is a well-known fact that listening is vital in the acquisition of the English language because it provides language input. Krashen (1985) claims that "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to

hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Whereas, English language learners acquire the second lan-

guage when they absorb sufficient comprehensible input. As we see listening is crucial in the acquisition of English. Nowadays, there is an urgent need to improve students' listening comprehension since it impedes that English students acquire and be communicatively competent in English. However, there has been little research about this skill. In spite of English second language learners have serious problems in English listening comprehension due to the fact that universities pay more attention to English grammar, reading and vocabulary.

Likewise, most English teachers assume and think that listening will develop naturally and simultaneously within the process of language learning. Therefore, there is a lack of practicing the listening skill and lack of exposure to different kind of listening materials with different accents. It has not been clear what the best methods to teach listening are, and the way in which immediate listening feedback must be given. Thus, most English teachers have neglected the teaching of listening. The result is unmotivated students who do not participate in listening activities or in interactions. Still another reason to not pay attention to this skill is that in listening multiple choice activities students guess or when they are asked questions they just nod or move their heads as a sign of understanding when they have not understood anything, and some teachers take for granted that they are acquiring English. The purpose of this paper was to present several listening techniques to get students to improve their listening comprehension.

Then, this article reports the findings of a quantitative study in which these listening techniques were applied and we can evidence a significant improvement in students' listening grades.

This research would concentrate on these matters below: Literature Review, methodology, treatment, results and conclusion.

### Literature Review

This section presents a review of related literature which contains the following main topics.

What listening comprehension is

Significance of listening comprehension

Listening comprehension problems

Listening strategies

### What listening comprehension is

There is not a common definition of listening comprehension among linguists. Nevertheless, there is a common agreement that listening comprehension is an invisible mental process. This process according to Rost (2002 p7) allows language learners to understand spoken language. During this complex process "listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

Howard and Dakin (1974) claim that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Likewise, Rost (2002) defined listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker (listening strategies) and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation).

Listening is one of the four language macro skills (the others are reading, speaking and writing). But it's important to understand that in real life there's no such thing as just 'listening'. In fact, there are several different kinds of listening, which we call sub-skills. Among the most important we have: listening for gist, listening for specific information, listening in detail, etc. (Cambridge English Teacher)

Taking into account all these definitions about listening comprehension, the writer concludes that listening is an active (interactive) complex process in which listeners process listening input and

make use of other listening subskills and listening strategies to understand the spoken language. In this interactive process listeners are not passive hearers. They are active listeners doing other activities simultaneously or after receiving listening input which gives the speaker, teacher, or themselves a clear idea to what extent listeners understood the received listening input. These activities could be: matching, multiple matching, sentence completion exercises, dictation, note-taking, etc.

### **Significance of Listening comprehension**

Listening is the fundamental language skill, It is the medium through which individuals obtain a large portion of their education, information, understanding of the world, human affairs, ideals, sense of values, and appreciation. In our world of mass communication, much of it is developed orally. So, it is important that students are taught to listen effectively and critically” (Bulletin 1952). Listening is considered the most important of the fourth skills (speaking, Reading, and writing) not only in the acquisition of a second language also in the acquisition of the first language, because it gives the aural input which is necessary to acquire a language and permits people to interact in spoken communication (wilt, 1950).

Feyten’s research (1991) revealed that there is a significant positive relationship between listening comprehension ability and foreign language acquisition, indicating that listening ability is an extremely factor in the acquisition of foreign language. Likewise, Coakley & Wolvin, 1997; Truesdale, 1990 confirm that numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success. It is evident that listening plays the main role in second language acquisition, Therefore, English teachers must take action and promote listening comprehension teaching in their classrooms to help students get improved with their listening skills.

### **Listening comprehension problems**

According to Rost (2002), “Listening is the mental process of constructing meaning from spoken input” (p. 24). Furthermore, listening is “conceived as an active process in which listeners select

and interpret information which comes from auditory and visual clues in order to define what is going on and what speakers are trying to express” (Rubin, 1995, p., 7). This process implicates perception, attention, cognition, and memory. During this process many factors can impede that second language learners grasp listening input.

Among the most important factors we have speech rate (Conrad, 1989; Blau, 1990; Griffiths, 1992; Zhao, 1997), lexis (rost, 1992), phonological features and background knowledge (Long, 1990; Chiang and Dunkel, 1992).

Other aspects that hinder listening input comprehension are insufficient exposure to the target language, and a lack of interest and motivation. Brown (1995) also argued that listener difficulties are also related to the levels of cognitive demands made by the content of the texts. Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Higgins (1995) studied Omani students’ problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation.

The first thing that the writer had to do to help students get improved with their listening skill was to find out their listening problems which cause difficulties to them.

In this research, several beginner and pre-intermediate Spanish students in a university in Ecuador were interviewed about their listening comprehension problems. They were learning English to get their proficiency. The results showed that most of them thought that listening was the most difficult skill to acquire; and that most of the students understood 40 % when they listened to songs, conversations, interviews, or watched movies. In the case of movies they understood them because they watched the scenes and they inferred meaning. It also indicated that most of the students were predominantly visual. Likewise, they conveyed that new vocabulary, connected speech, idiomatic expressions, different accents, stress, complex grammatical structures, and ‘the length of the spoken text’ (they were short) are

the most important message factors for listening problems.

Although some studies have been conducted concerning students' listening comprehension in Ecuador, they do not explore the different listening comprehension problems that students confront and the effective listening techniques to help students overcome this problem. The present paper provides several listening techniques to improve students' listening comprehension.

### Listening Strategies

Listening strategies facilitate comprehension and help listeners compensate the difficulties they had in understanding listening input. According to Vandergrift (1996) there are three types of listening strategies: metacognitive, cognitive, and socio-affective strategies. All of them utilize different techniques to grasp meaning and some of them (especially socio-affective strategies) interrupt the listening process to do it more efficient. Metacognitive strategies describe complex activities that listeners do to catch meaning. They regulate and direct the language learning process (O'Malley & Chamot, 1990, Vandergrift, 1997a) when listeners use metacognitive techniques they begin to analyse the requisites of the listening task, try to make good predictions, activate the correct listening process required, check their comprehension, evaluate the success of their approach, etc.

Cognitive strategies refer to basic techniques that listeners do to understand listening input; for example making inferences, realizing what went wrong, or what produced misinterpretation during the listening task, etc. Finally, socio-affective strategies refers to techniques that listeners utilize to confirm understanding, cooperate with the speaker, or to lower anxiety (self-encouragement); for example, listeners interact with the speaker, ask for clarification, negotiate meaning, etc.

Grant (1997) also pointed out four strategies which would help learners to listen to English by activating or building schema, guessing, or predicting, listening selectively, and negotiating meaning.

Ma Weima (2005) reveals that short-term memory is an important clue in listening comprehension, and put forward three most effective ways to improve short term memory retention, repetition, dictation, and good command of the language.

Taking into account all these theories the writer applied listening techniques in an experimental group. What is really important is that these techniques interrupt the listening process, pay attention to pre-listening, while listening, and post-listening to give students the opportunity to build a schema, guess, make predictions, make inferences, confirm understanding, and negotiate meaning.

### Methodology

In terms of the method, at the beginning of the research a needs analysis was carried out. A questionnaire was completed by a group of students. It showed students' listening problems and the need to apply listening techniques to remedy this problem. The questionnaire included close and open-ended questions. Close-ended questions because they are easy to collate and analyse and open-ended questions to give the interviewees the opportunity to convey a detailed answer.

Among the most important answers we had that they would like music in the classroom and to listen to audio books. They wanted to watch movies, to take song tests, listening exercises, games and conversations. The writer chose a questionnaire because they are considered the most reliable ways to get information since they encourage honesty, since they are anonymous (Cohen 2000:269).

After the needs analysis, the writer carried out a Quasi-experimental method (Intact groups single-control). It is well-known that quasi-experimental methods calculate approximately how the treatment affects the treated group (the experimental group). However, in order to establish the efficiency of the treatment (the practical listening techniques), the experimental group has to be compared with a control group, which does not receive any treatment. The writer must point out that in this research, she worked with intact groups. However, the author randomly applied

the treatment to one of the two groups with the flip of a coin.

The schematic for this design was:

Experimental group G1 (intact):

X1 - T - X2  
Pre-test - Treatment - Post-test

Control Group G2 (intact):

X1 - O - X2  
Pre-test - Observation - Post-test

G1 (Intact): It stands for the experimental group. The group that received treatment (the listening techniques)

G2 (Intact): It stands for the control group. The group that did not receive any treatment. It was only used to observe to what extent the students had improved their listening comprehension, by only doing activities from the book called American Channel-Pre-intermediate, written by H.Q. Mitchell and J. Scott. In 2005 without developing any listening techniques. It was also used to compare the students' grades with the experimental group grades, in order to establish if the listening techniques had been effective.

### Data collection

The data collection in this experimental research was done by means of a pre-test and a post-test. These instruments were designed taking into account students' needs. They had to pass the KET English test. It was necessary to calculate the means and standard deviation to obtain numerical data for further analysis.

The pre-test and post-test were Mock Ket English tests. They included five parts. Part 1 matching. It had five short conversations in which the students had to match the question with the correct answer. Part 2 multiple matching. In this part students listened to a long conversation and matched people with places, people with clothes, etc.; part 3 matching. In this section the students listened to a long conversation and matched 5 questions related to the conversation with 5 answers. Part

4 and Part 5 were completion exercises. The students listened to a long conversation or monologue and completed charts with one, two, or three words.

In this research several statistical procedures were used to compare the experimental group with the control group before and after the treatment applied to the experimental group. The author used the mean (measure of central tendency) to compare both groups before treatment and after the intervention done to the experimental group to measure the listening improvement of both groups. In addition, the standard deviation (dispersion measure) was used to contrast the homogeneity of both groups, before and after treatment, and in this way, to reject the null hypothesis. Likewise, the significance of the difference between both means. The mean of the pre-test and the mean of the post-test of both groups jointly with the *t-test* (or *t-value*) allowed the author to reject the null Hypothesis and accept the alternative Hypothesis.

**Alternative Hypothesis:** the application of the listening techniques (treatment) increases the listening comprehension of the experimental group students.

**Null Hypothesis:** There is no correlation between the application of the treatment (the listening techniques) and the experimental group students' improvement in listening comprehension.

### Participants

The classrooms chosen as a sample for this experimental research were two third-fourth level classrooms. The sample had twenty-eight students, separated into the following categories: twenty-one young female university students, four young male university students and three high school students. All were native Spanish speakers, between fifteen and twenty-eight years old.

### The Treatment (Listening techniques applied)

The writer applied a variety of techniques but the most effective were: note-taking, dictogloss, and dictation (techniques based on methodology). Similarly, the writer applied matching, multi-

ple matching, sentence completion exercises (listening activities based on assessment).

### Note-taking

Note-taking is the process of taking notes. The writer used this technique because it gave the learners the opportunity to have a written record of the lecture. Taking notes made the learners active and involved listeners. When learners took notes they had to concentrate and paid attention to what was being said and how the writer was saying it. The learners paid attention to different aspects, for example, body language, listening for introductory, concluding and transition words and phrases, and using pictures and diagrams to make the notes more understandable. The writer explained to the experimental group students that they had to organize their space on the page; develop their own system of shorthand abbreviations; use diagrams, pictures, colours to make the notes more visual. Similarly, the author emphasized that when they get lost they had to leave space to fill it later, and left a symbol indicating that it had to be completed. It was learners' obligation to write legibly. It was obligatory to use "The Cornell Format" It says that on page of his notes the learner must draw a vertical line, top to down. 5cm from the left side of the paper. The learners will write their notes on the right of this line and on the left of the line they will write key words, word clues, and sample questions.

In addition, if the writer spoke too fast, the learners had to ask her to slow down. In the case of the audio program, if it was too fast, the learners had to ask that the track be repeated. Equally, the learner had to ask questions and clarifications about the topic (negotiating meaning). All these aspects contributed to make note-taking more effective.

### Note-taking abbreviations

The author presented well-known abbreviations like these. However, learners could create their own abbreviations to copy rapidly.

Thus / Therefore	∴
Because	∵
Between	betw

or	/
Equals/same as	=
Definition	def
Does not equal / not the same as	≠
Conclusion	conc
Important / importance of	NB
Example / for example	eg
And	&
Before	B4
As against / contrast with	vs
Compare/contrast with	cf

### The note-making process.

Once learners had learnt to take notes. They had to continue with the note-making process in order to complete and consolidate this process. This process began with the reading of the taken notes. After, the learners had to underline headings and subheadings, correct spelling mistakes and rewrite illegible chunks. Also, the learners had to complete any gaps, underlined or highlighted important sentences or paragraphs. The learners made sure that they understood concepts, definitions, opinions, etc. In some cases the learners completed the Cornell system. As soon as the learners had reviewed the lecture notes. They were ready to use this information to talk about it, to give their opinions about the topic, or to write a composition about the topic. On the whole, they showed that they have understood the listening input.

### Dictation

According to Davis and Rinvoluceri (1988) dictation is to decode the sounds of a language and to recode them in writing. The writer used this technique to work with the experimental group. First, the writer dictated to them words, once they were used to doing it. The writer continued using this technique but at a sentence level. At the beginning, it was difficult for them, but little by little they felt more confident and did it very well. The writer applied all types of dictation in order to get a different approach to them; for example: shouting dictation, wall dictation, song line dictation, song stanza dictation (according to the students' English level), etc.

## Dictogloss

The writer applied this listening skill since it is a variation of dictation. In fact, it is a sort of supported dictation which integrates the four skills (listening, reading, writing and speaking). Hence its effectiveness, it requires learners to listen, talk, collaborate, take-notes, redraft, and present orally. Observe that, it can be used at all levels.

The writer read short texts several times. The texts had a language level slightly above that of the learners but the subjects were familiar for them. The writer introduced new vocabulary or new structures, but not complicated ones, since the learners could feel anxiety and frustration. The learners tried to produce their own version as close to the original as possible. The collaborative nature of the activity means that a beginner can be paired with a more fluent learner and get a model to follow.

The most important advantage of applying dictogloss was that they encouraged learners to use more advanced vocabulary and sentence structures. The writer worked in this way: First, she read a short text on a familiar topic at normal speed. Second, the learners listened and took notes. Third, the writer repeated the reading, after writing new subject vocabulary on the board to help learners. Fourth, the learners worked in pairs and shared their notes. Fifth, the author read the text again at normal speed. The learners worked in groups of four to produce a final written version of the text. The objective was to write a similar version as the original one.

All these techniques were applied by the writer in order to give the experimental group tons of listening input. Similarly, the writer followed the three phases described by Underwood (1989) to teach listening: pre, while and post-listening. The writer considers that these phases and the activities developed in these stages are important in the listening process. In the pre-listening phase listeners are prepared to be successful in the listening activity through these activities setting the context, generating interest, activating current knowledge, acquiring knowledge, activating vocabulary / language, predicting content, pre-learning vocabulary, checking / understand-

ing the listening tasks, etc. In the while-listening phase the learner shows their understanding of what was heard of, while the teacher supervises comprehension. Among the most used activities we have: listen for main ideas, listen for details, making inferences, correct the errors, gap fill, listen and describe, true or false, etc. Finally, in the post-listening phase the teacher evaluates if the listening technique applied and the results were good or not. In fact, post-listening activities are a follow-up to the listening technique. The main objective of post-listening activities is to utilize the acquired knowledge for the improvement of other skills like speaking or writing. Post-listening activities also allow students to recycle new vocabulary and further use.

It is worth emphasizing that immediate listening feedback was always given especially during the application of matching, multiple matching, and sentence completion exercises. It basically consisted of repeating the audio programs and stopping them exactly in the answer. Likewise, when students knew the answer in matching they had to justify their answer. Similarly, when the students did not know the answer the teacher provided the right answer explaining them why it was the right answer.

## Results

The listening pre-and-post-test results allowed the author to compare and contrast the academic listening outcomes of the experimental and control groups, establish conclusions, and reject the null hypothesis as well.

### Pre-test results of experimental and control groups

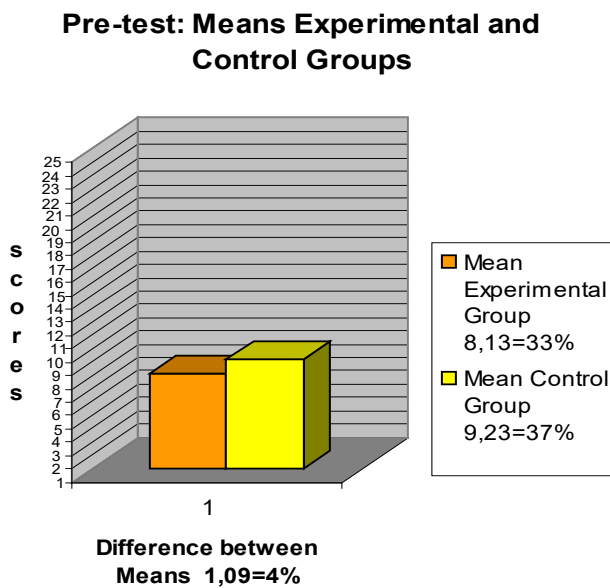
The pre-test was taken by experimental and control group students at the beginning of the April-August 2009 semester. On the one hand, the results of the pre-test taken by the experimental group students showed a mean of 8.13 equal to 33.00% of listening comprehension. On the other hand, the results of the pre-test taken by the control group students showed a mean of 9.23 equal to 37% of listening comprehension. Both results were very low, considering that students needed to get 17.50 marks equal to 70% to be considered

proficient in listening on the target language and pass the KET English test. Observe that the difference between both means in the pre-test was 1.10 equal to 4%, it was not significant, both groups were in similar listening conditions; or in other words, they had similar listening problems. However, the very low listening outcomes (listening grades) confirmed the need to apply this project to improve students' listening comprehension.

Table 1a: Pre-test results experimental and control groups

Experimental Group	Control Group
$\bar{x}_1 = 8,13$	$\bar{x}_2 = 9,23$
$n_1 = 15$	$n_2 = 13$

Histogram1a: Means pre-test experimental and control groups



### Post-test results of experimental and control groups

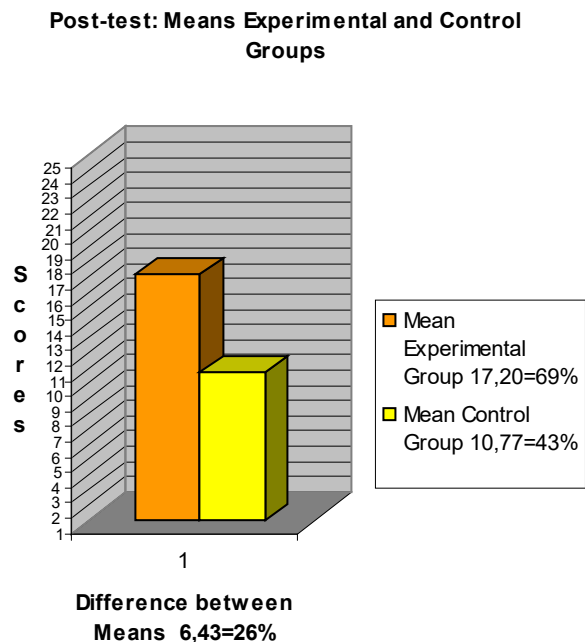
The post-test was taken by control and experimental group students at the end of the April-August 2009 semester (on 14<sup>th</sup> July, 2009), after that the listening treatment was applied to the experimental group students. On the one hand, the results of the post-test taken by the experimental group students after treatment showed a mean  $\bar{x}_1$

of 17.20 equal to 69.00% of listening comprehension. On the other hand, the post-test taken by the control group students showed a mean  $\bar{x}_2$  of 10.77 equal to 43% of listening comprehension.

Table 1b: Post-test results experimental and control groups

Experimental Group	Control Group
$\bar{x}_1 = 17,20$	$\bar{x}_2 = 10,77$
$n_1 = 15$	$n_2 = 13$

Histogram1b: Means post-test experimental and control groups



### Pre-and-post-test experimental group results

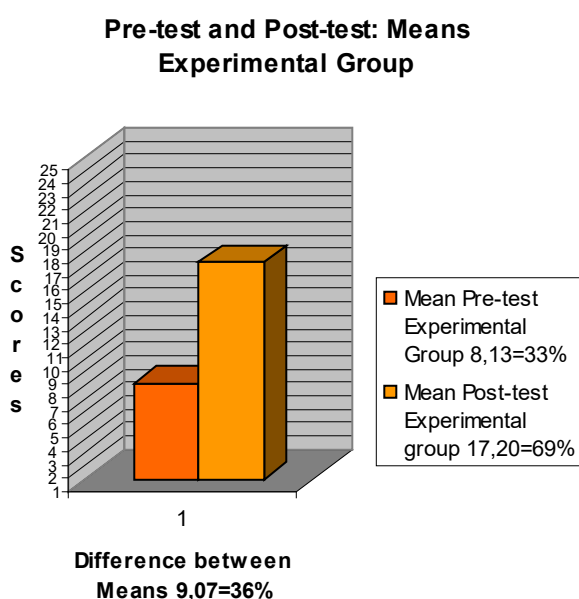
The purpose of this comparison was to have a clear idea of the listening improvement of the experimental group students after treatment and establish with precision if the treatment threw good results or not. On the one hand, the pre-test demonstrated that the experimental group had a mean  $\bar{x}_1$  of 8.13 equal to 33.00% of listening comprehension. On the other hand, the post-test of the experimental group showed a mean of 17.20 equal to 69% of listening comprehension. The difference between both means of the experimental group in the pre-and-post-test was 9.07 marks equal to 36%. It seemed significant; however, the utilization of statistical procedures was necessary to show if it was significant or not.



Table1c: Pre-test and post-test experimental group

Experimental Group Pre-test	Experimental Group Post-test
$\bar{x}_1 = 8,13$	$\bar{x}_2 = 17,20$
$n_1 = 15$	$n_2 = 13$

Histogram1c: Means pre-test and post-test experimental group



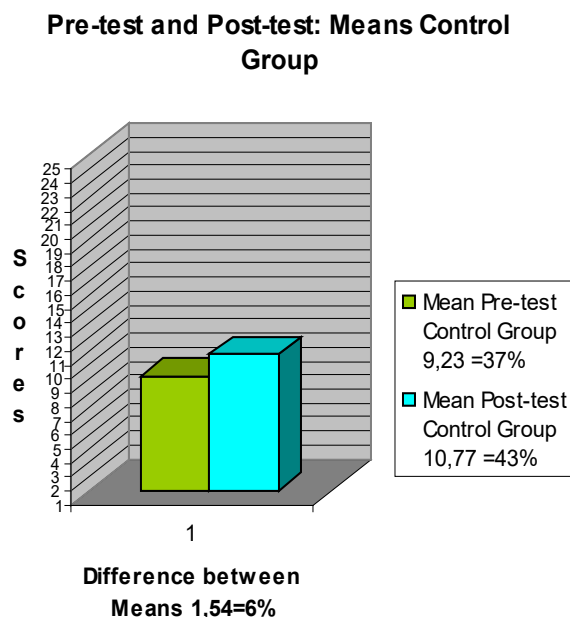
### Pre-and-post-test control group results

Likewise, it was necessary to compare the pre-and-post test results of the control group in order to establish the control group students' listening improvement. Note that, this group was teaching listening only following the activities from the book called *American Channel-Pre-intermediate*, written by H.Q. Mitchell and J. Scott in 2005. On the one hand, the pre-test demonstrated that the control group had a mean  $\bar{x}_1$  of 9.23 equal to 37.00% of listening comprehension. On the other hand, the post-test of this group showed a mean  $\bar{x}_2$  of 10.77 equal to 43% of listening comprehension. The difference between both means of the control group in the pre-and-post-test was 1.54 marks equal to 6%.

Table1d: Pre-test and post-test control group

Control Group Pre-test	Control Group Post-test
$\bar{x}_1 = 9,23$	$\bar{x}_2 = 10,77$
$n_1 = 15$	$n_2 = 13$

Histogram1d: Means pre-test and post-test control group



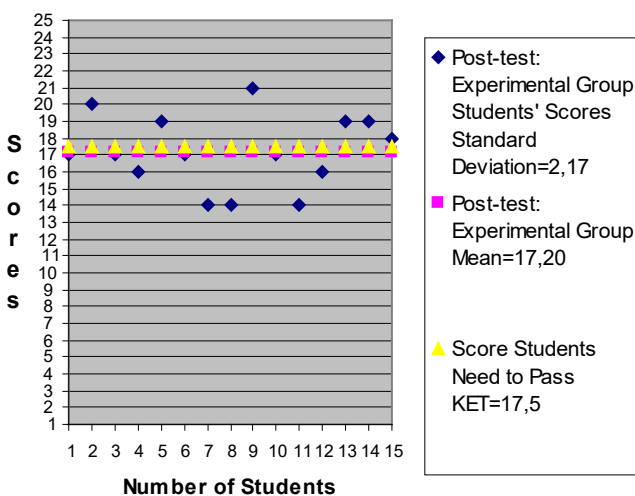
### Discussion

The listening techniques raised significantly academic listening results (output) of the students in the experimental group; this group, after treatment on the post-test, had a mean  $\bar{x}_1$  of 17.20 which is superior to the academic listening output of students in the control group, who had a mean  $\bar{x}_2$  of 10.77 in the post-test. This was due to the fact that they acquired listening only by following listening activities from the book called *American Channel Pre-intermediate*, H.Q. Mitchell and J. Scott, in 2005. Note that according to the means, both groups in the post-test improved their listening comprehension. However, the difference between both means in the pre-test and post-test of the experimental shows an improvement of 9, 07 which is significant. The control group reported an improvement of 1, 54 which is relatively low.

The standard deviation of the experimental group after treatment in the post-test was 2.17, which showed that after treatment, the experimental group was more homogenous than the control group, which had a standard deviation of 4.00. Consequently, the experimental group after treatment showed a dispersion lower than that of the control group (the untreated group), because the treatment helped all the students improve their listening comprehension, but the treatment helped specially the weak listening students, who improved their listening comprehension, and reached an adequate listening level inside the experimental group. In this way, the author demonstrated the effectiveness of the listening techniques.

Experimental Group Post-test Standard Deviation	Control Group Post-test Standard Deviation
$S_1=2,17$	$S_2=4,00$

Dispersion: Post-test Experimental Group Standard Deviation



Generally speaking, the author would say that it is not enough to teach listening only following the listening activities from the text-book ca-

lled *American Channel, Pre-intermediate* written by H.Q. Mitchell and J. Scott in 2005. Students need to acquire their listening in other ways; for example, through note-taking, dictogloss, dictation, and by developing listening activities based on assessment. For example, matching, multiple matching and sentence completion exercises.

### Conclusions

After the application of the listening techniques and statistical procedures in this experimental project, the author has arrived at several important conclusions; among the most significant are the improvement in listening comprehension of the experimental group students, homogeneity in this group, and rejection of the null hypothesis.

The listening techniques provided useful listening resources such as: note-taking, dictogloss, dictation, matching, multiple matching and sentence completion exercises. These techniques helped a lot in the class when the students got tired, bored, or were stressed, because they created a relaxed and nice environment which stimulated listening acquisition. Likewise, the students developed listening exercises which focused on listening evaluation and prepared the students to take the KET English test. Both resources worked together and helped experimental group students improve their listening comprehension. During this experimental project, the author explored principles like “good listeners become good speakers” (Lynch, 1996), because listening helped the learners improve their speaking. The above-mentioned listening techniques were enriching for the author because she grew up as an English listening teacher. It was also rewarding to see all the listening process through which experimental group students improved their listening comprehension.

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