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**“EXTENSIVE LISTENING ACTIVITIES AND THE DEVELOPMENT OF  
SPEAKING SKILL”**

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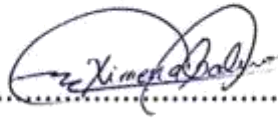
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## **DEDICATION**

*To God for giving me the strength to continue every day, to my mother Mercedes Gavilanes who raised me up alone and inspired me to never give up, I owe her everything, she supported me even when I thought I could not anymore. She is my everything and she deserves more.*

*Lissette Gavilanes*

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**ABSTRACT**

The objective of this research was to determine the effectiveness of using Extensive Listening activities to develop the speaking skill. The participants in the study were second-level students at the language center “CTT de los Andes”. The methodology used in this study was quasi-experimental and data was collected by performing a pre-test and a post-test taken from the KET (Speaking Part) test, validated by Cambridge to the experimental group and a control group. The difference between the groups was tested using the t-test. As a result of the tests, it was determined that there was a slightly difference between the experimental group and the control group. The difference can be seen in the sig value (P value) which is 0.001 which is less than 0.05. It can be concluded that exposure to English materials by implementing listening extensive activities can have a positive effect on the student's speaking skills to some extent. Therefore, it is recommended that teachers be motivated to use this strategy and also encourage students to engage in extensive listening, because the more exposure students have to English listening materials, the better they will understand and be able to improve their speaking skills.

**Keywords:** Extensive activities, Listening, Speaking, KET exam.

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**RESUMEN**

La presente investigación tiene por objetivo determinar la efectividad de usar actividades de Escucha Extensiva para desarrollar la habilidad de hablar. Los participantes del estudio fueron estudiantes de segundo nivel at the language center CTT de los Andes. La metodología empleada en este estudio es cuasi-experimental y los datos se recogieron mediante la realización de un pre-test y un post-test tomado del examen KET (SpeakingPart), validado por Cambridge a un grupo experimental y a un grupo de control. La diferencia entre los grupos se probó mediante el uso de la prueba t. Como resultado de las pruebas se determinó que había una ligera diferencia entre el grupo experimental y el grupo de control. La diferencia se puede ver en el valor de sig (P valor) que es 0,001 que es inferior a 0,05. Se puede concluir que la exposición a los materiales de inglés mediante la implementación de listening extensive activities en cierta manera puede tener un efecto positivo en las habilidades de speaking del estudiante. Por lo tanto, se recomienda que los maestros se motiven a utilizar esta estrategia y también incentiven a los estudiantes a realizar la escucha extensiva, porque mientras más expuestos estén los estudiantes a los materiales de escucha en inglés, entenderán de mejor manera y podrán mejorar su habilidad de habla.

Palabras clave: Actividades extensivas, Escuchar, Hablar, Examen KET.

## INTRODUCTION

The use of listening activities is becoming increasingly important in the teaching of English as a second language worldwide. According to Yildirim(2016) it is considered that the use of listening material has favorable results in the process of learning a second language. Furthermore, the use of listening activities in recent years has been more demanding due to the support that has been given to education within the country by the government.

In the language center “Centro de Transferencia y Desarrollo de Tecnología CTT de los Andes”, the use of extensive activities have not been applied, this is because of the lack of time in class, teachers focus on other aspects such as; grammar or reading. In addition, some teachers do not know how to take advantage of the diverse and varied tools, techniques, methodologies, and technologies that are available at present. Therefore, this aspect must be considered, since, at present education has several requirements to execute. The lack of implementation extensive English activities means that students' learning is limited to a purely situational context and not to a real context. Besides, it limits the development of speech skills since listening is considered as a receptive in conjunction with speaking as part of oral ability.

For these reasons, this research focuses on developing the ability to speak through extensive activities. In addition, students will be motivated to learn and improve their ability to express themselves. Through the implementation of extensive listening activities, students and the teacher select listening materials, therefore helping to learn and promote language acquisition as well as contribute to the speaking skill. Consequently, the main **beneficiaries** are the students and then the teachers. The students will be able to increase their knowledge of the English language. Also, teachers will have a different option to the traditional use of the listening material

The research study was structured in four chapters, which are in line with the solution of the initial problem.

**Chapter I:**The first chapter details the background of the research, which is the theoretical and study foundation, and also serves as a support for the development of the research and results. In it, a general objective and three specific objectives are set out, which are fulfilled in the development of the research.

**Chapter II:**It describes the methodology used in the research, the methods employed for the collection of research, details the study population and finally shows the procedures for the development of research, in the same encamrassment to the techniques of collection and data processing for further analysis and interpretation.

**Chapter III:**The results of the research are shown, including the analysis and interpretation of the results obtained and based on existing theories.

**Chapter IV:**It details conclusions and recommendations of the research.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Investigative background

In order to support the development of the project, research has been carried out in digital media, libraries, and validated sources of information about the development of extensive listening activities and their major influence on speaking in students with some variations specifically in the age of the students but being very useful for this work. Therefore, in this section we present the theoretical and field backgrounds that present theories or ideas on a particular topic, and also have a theoretical relationship with their research objectives. Also, those of experimental type, where numerical data or descriptive information is collected.

Wright (2017), in his research project entitled "*How and why to use extensive listening in the classroom*", aimed at validating the implementation of extensive listening activities based on the teaching-learning process of a foreign language, in this case English. The research is of a bibliographical type, which mentions how these activities can present certain relation in the development of the students' speech ability. The author concludes his research by mentioning that extensive listening should be an integral part of effective teacher teaching practice. If we are giving students extensive exposure to reading input, it follows that we should do the same for spoken input to achieve balanced development of skills.

Chang and Millet (2014), in their research entitled "*The effect of extensive listening on developing L2 listening fluency: some hard evidence*", aimed to develop L2 listening fluency through extensive listening activities. The methodology of this study focuses on developing students' speaking fluency through the use and application of extensive listening activities, for which an experimental investigation was developed. Several students were selected and formed three groups, all of them belonging to an L2 level. All students took a pre-test consisting of 60 items before an intervention and a post-test consisting of three texts with a total of 180 items after the intervention. As a result, the author states that the reading and extensive listening only group stood out as more consistent and meaningful compared to the reading and listening only groups. The results present some implications for the development of L2 auditory fluency. In



addition, the author concluded that the use of extensive listening activities improves the learning of spoken English proficiency

Kusumayanthi (2013), in his study called "*Extensive Listening Experience*", had the objective of evaluating the degree of effectiveness of a pedagogical proposal based on extensive listening activities for the teaching of the English language. The study was of an applied and quasi-experimental design. The sample consisted of ten Indonesian students from the English language Bachelor of Education program at STKIP Pasundan, Cimahi, Indonesia.

The students were enrolled in the "Listening 3" class which was designed to improve the students' listening skills. To provide more exposure to authentic English for the students in this class, extensive listening activities were used in addition to the English listening activities within the class. In addition to the research, the teacher encouraged students to set their own L2 listening goals and to find listening materials outside the classroom. At the end of the semester an extensive listening portfolio was presented that included the listening materials, copies of their bi-weekly listening records, and several essays as student reflections on their goals and strategies used. All of the activities lead to a greater possibility of greater exposure not only to listening to English, but also to writing in English.

Orrego and Díaz (2011), in their study "*Using foreign language learning strategies: English and French*", aimed to determine the level at which students use learning strategies to strengthen their communication skills in the English and French language. The methodology describes a qualitative and quantitative study at a descriptive level. The data collection technique for the qualitative part was the semi-structured interview, which was administered individually and collectively to both students and teachers. For the quantitative part. The findings indicate that for learners, learning languages means following a process that requires constant practice of the language to be acquired. On the other hand, they point out that the strategies less used by students are those related to affect and memory; the most used are cognitive, social and compensatory strategies.

On the other hand, the research carried out by Takaesu (2015) called "*TED Talks as an Extensive Listening Resource for EAP Students*", aimed to examine how TED Talks used in extensive listening develop listening and speaking skills in college students, as well as exploring these strategies to adapt them to future lesson plans for higher level

students. The study maintains a qualitative approach with data analysis based on daily student surveys and notes. Among the main findings of this research is that students felt that the lectures improved their listening comprehension, increased their motivation and got them used to listening to a variety of English accents, which allowed the students to feel more comfortable when speaking, as they mentioned that they felt more confident with their accent as it was not the same for every person. Finally, students were given support to select classes appropriate to their levels of understanding and various future activities are discussed for the less competent students.

Finally, the research project carried out by Metruk (2018), called “*Extensive listening practice of efl learners with authentic english videos*” aimed to study the frequency with which university students watch authentic videos in English as extensive listening with the intention of practicing listening comprehension skills and improving speech. The methodology of the study is qualitative with a quasi-experimental design. The study population consisted of 37 Slovak university students, who were divided into two groups.

The first group consists of 17 first-year students and the second of 20 students, both with the same main teaching background. Both groups filled out a form to watch authentic videos according to their criteria, as they had to choose the videos. The findings suggest that both groups reported watching videos in English every day or on alternate days, which could be considered extensive listening practice. As a final conclusion the students mentioned that the practice of listening outside the classroom through videos in English was beneficial for the development of their listening skills. This indicates that watching authentic videos in English should have a place in the learning of EFL.

Based on all the articles mentioned in this section it can be constituted that the design of this research is of a quasi-experimental nature. Because it is necessary to compare numerical values established through an initial phase and a final phase after a certain treatment to develop the students' speech. Similarly, based on the detailed background, extensive listening activities are considered one of the most practical ways for students to understand context in a conversation in real-life situations. In addition, it allows students to select the listening material they wish to hear, which is why the previously selected authors mention in their research that the students evaluated show slight

improvements in their averages once treatments with extensive listening activities have been applied.

## **1.2 Theoretical foundation**

### **1.2.1 Technical – Scientific foundation of the independent variable**

#### **Listening Skill**

In educational terms, the practice of the four basic English language skills are divided into productive skills, which are speaking and writing, and receptive skills, which are reading and listening. Although this classification is still valid as it has been used in traditional teaching methods and can be seen in practically all teaching texts, with the passage of time, the terms receptive or productive have changed their focus. According to Bibauw(2019) listening comprehension includes not only listening to the message but also deciphering the extralinguistic codes that can serve as a guide in a conversation. Listening is, therefore, an active process that involves understanding situations based on previous knowledge that help the receiver to predict, to give spontaneous answers or to solve problems(Salazar, 2015).

Second language students achieve a new knowledge of the language through listening in environments where the context makes the meaning of the sentences clearer. Speaking is either unnecessary or is positively harmful; active knowledge of how to use an L2 never comes from production; its only positive virtue may be that it provokes other people into speaking themselves, thus providing more listening material for the learner to work on(Scott, 2013).

Segura(2013) argues that students must develop the ability to use the language in the real world rather than only to make grammatically correct, and propositional sentences. EFL students need lots of practice using English, especially orally, get them speaking in the classroom, and teach them where to find opportunities to practice speaking English outside class, and reward them for doing so, exposure to living English, and never lead them to believe that English is a set of rules and words to memorize (Samadian, 2014).

#### **Extensive listening**

Extensive listening is defined as a way to practice English listening skills. It means listening to many different recordings, videos and interviews about the same topic. This

method helps students to get the context for what they are listening to, and help them to learn vocabulary (TESOL Conference, 2016).

According to Lotfi and Shabani (2002), extensive listening is valid when the teacher motivates his students to have the freedom to select for themselves what they want to hear. In this way, the teacher helps students to improve their listening and pronunciation skills according to their preferences.

In addition, extensive listening is of great impact, because it helps students develop skills in word recognition, vocabulary, general language proficiency, comprehension and fluency (Richards, 2016). Thus, extensive listening (EL) is a way to improve a person's listening fluency. For this reason, when someone learns a language, it is necessary to consider grammar and vocabulary and learn how these are grouped in order to create communicative messages so that the listeners (receivers) understand the message and the sentence makes sense (Linguarum, 2019).

According to Waring (2003), The benefits of using extensive listening-based teaching methods in the ELF are several, including speed-based word recognition, helping students to choose text that is more likely and enjoyable for the student, reducing stress, and allowing the person to enjoy learning. On the other hand, the focus is on comprehension and understanding in the activity. The author mentions that there are several types of extensive listening, but the most used is the one where students focus more on pronunciation (Waring, 2003).

Extensive listening is one of the most popular listening procedures in which the teacher motivates students to choose themselves what they hear through a list of ideas, to do it for pleasure, and to improve the language in general (Harmer, 2007). The listening activities take place outside the classroom as the students' extra assignment. In the classroom, the term extensive listening refers to a sort of performance which aims to develop a top-down, global understanding of spoken language. On the other hand, Thompson (2019) mentions that extensive listening performance could range from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the students to invoke other interactive skills (e.g. note-taking, and/or discussion) for full comprehension.

EL helps to develop listening fluency(Boers, 2018). In other words, the ability to listen fluently and understand the message being received allows students to give meaning to the spoken text more easily and accurately. Students can gain fluency through a variety of extensive activities so that they can recognize the words they hear better, while at the same time understanding the overall meaning of the texts they are listening to. In this way, the EL encourages students to listen to various amounts of linguistically appropriate materials, activities, and engaging topics over a period of time with reasonable speed of comprehension, focusing not only on the meaning but also on the form that is structured.(Tragant & Llanes, 2019).

A new term that has become popular recently in the field of education and extensive activities is extensive viewing, which motivates students to watch television programs, movies and videos for learning purposes. In other words, it fulfills the same objective of extensive listening, however the material used is not only auditory but also photographic, video, among others(Webb, 2014). The extensive activities,which involve watching certain programs, or short videos, are a great source of support for students, since among its advantages, it allows the development of vocabulary and pronunciation. The reason is because of the richness of the visual elements that provide contextual and academic aspects, students in a certain way understand videos more easily than audio recordings. Thus, the term “extensive listening” is used to include listening to audio recordings as well as viewing videos.

### **Materials used in extensive listening**

The main goal of extensive listening is to give students a lot of practice in understanding spoken English. Because of this, one key consideration when choosing listening material is that it must contain information that attracts the students' attention. According to Boers (2018) if the content is interesting, the students may want to listen to the same text several times, thus giving them repeated listening practice. If the content is not attractive, they will not be motivated to listen to the material again. It is necessary to remember that students have diverse interests. What is interesting for one student may not be appealing to another student.

A good way to start is to ask our students about the kinds of listening material they want to listen to. Then, we can select materials that cater to our students' varied interests(Carstairs, 2002).Extensive listening is in many ways similar to extensive

reading; students primarily focus on meaning rather than form, and are exposed to texts for relatively long stretches at a time. The purpose is to provide students with as much target language input as possible. Extensive listening has been shown to have considerable benefits for vocabulary development, accent recognition, and also students' productive skills, in particular pronunciation and speaking (Renandya & Farrell, 2010). There are also benefits to developing motivation. Many students report great satisfaction when they are first able to understand a news broadcast or a TV program (Madison & Hopp, 2018).

It is of utmost importance that the listening materials are at the right level. Unlike in extensive listening where the materials are pitched above the students' proficiency level, in intensive listening, the materials should be pitched at or even below their current level. The key here is that the students can listen and understand the resources on their own, optimally with no external support from the professor. Ridgway (2013) strongly mentions that the use of easier materials will ensure that our students receive large amounts of practice in listening comprehension.

Waring and Rendaya (2014) provide practical tips for students to choose the right extensive listening materials for their independent practice. Students should ask themselves the following questions:

- Can I understand about 90% or more of the content (the story or information)?
- Can I understand over 95-98% of the vocabulary and grammar?
- Can I listen and understand without having to stop the CD or tape?
- Am I enjoying the content of the listening material?

A "yes" answer to all these questions means that the students have picked the right materials. Any "no" answer to these questions means that the material is probably too hard (beyond their level), thus resulting in low or poor comprehension. If the materials are not appealing, the students will not enjoy the content and soon get bored (Waring & Renandya, 2014).

### **The benefits of extensive listening**

First, extensive listening could increase students' ability to cope with the speed of native speech. This is one of the most frequently discussed problems in students' listening acquisition and is related to the rapid rate of speech (Zeng, 2017). Students usually do

not understand what they are hearing, the reasons being that this is not because of the difficult content or language difficulty, but because those delivering the messages speak at high speed, which confuses the students and does not allow them to process the incoming data. A clear example is that what is considered 'normal' speech by listeners may be perceived as being too fast, so that learners who are new to the new language begin to have trouble making sense of what they hear. Several authors have conducted studies in which it is estimated that frequent exposure to listening through the EL greatly helps listeners to become accustomed to the manner of speaking in a speech, ceremony, or television program, among others, at the speed of the native speaker.

Similarly, extensive listening can increase students' oral word recognition skills, as further studies have determined that students' exposure to extensive activities gradually increases their vocabulary. That is, it is on par with vocabulary gain through reading. The difference is that students may know words in written text, but may not recognize these words in speaking. Waring and Renandya(2014)mentioned that it is quite common among EFL students. Students in their study mentioned that they have difficulty understanding certain words in a speech. The teachers who responded to Wang and Renandya's study suggested that repeated exposure to spoken language through the EL could motivate students to develop sound and writing relationships in order to gain benefits in vocabulary and message understanding(Shim, 2016).

Finally, EL activities can develop students' listening skills. When a person speaks on a daily basis, words usually take on different meanings and forms. Thus, a variety of sound mixes such as assimilation, contractions, and resyllabification commonly found in connected speech cause listening problems(Chang & Millet, 2014). For these reasons, it is necessary to focus students on combating these phenomena of mixed discourse. This is the first step in helping students to understand what they hear better; the next step would be to expose them in frequent practice until they can differentiate words more clearly, automatically and faster.

In addition, extensive listening can be beneficial to motivation for similar reasons. The benefits come from the fact that the materials are self-selected, so the students can read about, and listen to things that they are interested in, as well as feel more in control of their own learning(Song & Chai, 2018). The students can also select their own level of difficulty so that they can fluently understand the text. Being able to fluently understand

something in English builds students' confidence in their own ability(Steinre & Mahn, 2017).

According toKusumayanthi (2013), in his research some sample titles of the videos selected by students. Most students generally watched more than one time, thus increasing the time of exposure; and all of the students completed the minimum of required journals. When being asked the reason why they watched a video more than once, they responded that they had to make sure that they perceived all of the information from the videos because they mentioned that the videos, they watched were needed for their task in the other courses such as Speaking Class. This is true according to Brown (2001) that speaking is closely related to listening. He mentioned that there is interaction between these two skills.

Extensive listening practice also helps students acquire more vocabulary, recognize various accents, and improve their pronunciation and speaking(Renandya & Farrell, 2010). Moreover, extensive listening is believed to augment students' motivation (Reinders & Cho, 2010).

### **1.2.2 Technical - Scientific foundation of the dependent variable**

#### **Language skills**

Language skills include productive skills and receptive skills. However, there are other aspects to consider, such as mediation and interaction (oral and written). It should be noted that in order to obtain efficient learning, it is necessary to group all the skills together, which will result in mastery of the language itself, as Hakansson(2019) maintains: "A scheme of linguistic tasks leading to mastery of a target language and associated with specific skills necessary for the proper functioning of individuals in society".

#### **Productive skills**

The goal according to the new educational system is to communicate through the use of useful content or content linked to daily life. Today, however, inadequate assessment instruments are used, which do not contribute to the development of productive skills and consequently the learner does not master the production of the language(Firestone, 2019).Being able to speak fluently and write full texts is very difficult and requires



constancy. For many students, pronunciation and intonation is the most difficult part of speaking.

## **Speaking**

Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language-specific principles to form meaningful utterances (Cornbleet & Carter, 2001). On the other hand, define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking (Luoma, 2004).

Cross (1997) states that several English teachers consider speaking to be the most important of all. By actively listening the student thinks, acquires vocabulary, syntax and pronunciation of the language.

Also, speaking is one of the productive skills, which includes using language to communicate with others. When people communicate: they pronounce words, formulate and answer questions, use appropriate intonation, correct, refute information, use verb tenses, tell stories, among others. In addition, the use of facial expressions and body language do not depart from this skill, because it is so that the attention of the person with whom we interact is achieved. In addition to speaking, we speak fluently (rhythm, intonation, and emphasis) and accurately (correct grammatical forms, vocabulary, and pronunciation) (Bonvillain, 2019).

Jarosz (2019) mentions that the ability to express oneself orally supposes the ability to understand the natives of an L2 without them having to speak more slowly, repeat phrases, speak louder or more clearly and when acoustic conditions are normal - sometimes adverse (Posternak, 2016). That is, because the voices or accents you hear are varied, or because there are background noises or interferences. It also involves the ability to express oneself using grammatical constructs fluently and without hesitation, in such a way that oral production resembles that of native speakers enough not to cause communication problems (Sunddip, 2016).

## Speaking sub-skills

A fundamental issue to understand the nature of speaking is to analyze it in terms of competencies- underlying abilities- that characterize the speaking proficiency. It is generally assumed that such underlying abilities have some sort of structure, made up of different components, with some sort of interaction and interrelationship between them. So, rather than just have students 'speak' in the classroom teachers should be teach students specific speaking skills, known as sub-skills or micro skills. These are mentioned below.

Table 1 Speaking sub-skills

<b>Vocabulary</b>	The lexical knowledge to communicative competence and to the acquisition of a second language
<b>Grammar</b>	The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology
<b>Social Language</b>	The simple informal language people use when talking face to face with family members and friends.
<b>Register</b>	Register is defined as the level of formality in language that's determined by the context in which it is spoken or written.
<b>Pronunciation</b>	The act or result of producing the sounds of speech, including articulation, stress, and intonation
<b>Listening comprehension</b>	listening comprehension means that a person understands what he/she has heard. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences
<b>Fluency</b>	A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form
<b>Body Language</b>	Body language refers to the nonverbal signals that we use to communicate

Elaborated by: Gavilanes, L. (2020)

Source: (Lackman, 2015)

## **Importance of Oral Skills**

It is very important in oral communication because communicating is interacting and at the same time, it is allowing a social development that has as a global objective to achieve interaction between people(Gilakjani, 2014). Oral expression encompasses an interaction and social extension through the transmission of feelings, objective, goals, demanding care, attention, and coherence of what is spoken(Lopez & Souto, 2019).

## **Oral expression techniques**

Lopez and Souto(2019) divide the techniques of expression into:

### **Vocalization**

Proper and correct pronunciation makes the oral expression more relevant when trying to convey a message. Vocalization is closely related to phonation or muscular work to emit sounds that are understandable for effective communication.

### **Articulation**

The sound of voice produced by the larynx is part of the joint, but these sounds may vary or be modified by the influence of the mouth, nostrils, pharynx, tongue, lips, teeth and palate.

### **Flexibility**

Flexibility refers to the way in which significant and emotional nuances are used when speaking. In order to achieve good flexibility in oral expression, speed, pause, rhythm, and tone should be used.

### **Speed**

Its importance is because the influence it exerts on the interest of the listener; if one speaks with less speed one can become clearer and allow a greater familiarization on the part of the listener. If we use a higher speed, we can even confuse the listener. It is determined that it is normal to speak an average of between 120 and 180 words per minute.

### **Pauses**

Oral communication without pauses would be confusing and monotonous because if you avoid the use of punctuation marks will harm what you want to express by

eliminating the main idea you want to make known. The pauses allow obtaining a better change of tone and rhythm which allows having better attention on the part of the listener(Housen & Folkert, 2018).

- **Rhythm**, there is a close relationship between speed and rhythm since it emphasizes expressivity and sensitivity to our words, thus achieving greater attention on the part of the listener.
- **The tone** is the variation of the minimum articulation of a vowel or consonant sound. The tone is characterized by its intonation in each syllable and can be: high, medium-high, low and medium-low.

### **Micro and macro speaking skill**

For the development of speaking skill, it is necessary to work on the micro-skills of the same, and Ahmad and Khushi (2019) mention the following:

- Produce phoneme differences.
- Produce long and short sentences.
- Use intonation, rhythm, and accentuation correctly.
- Produce reduced forms of words and phrases.
- Speak fluently according to the situation.
- Use appropriate pauses for better understanding, phrases, and sentences.
- Use grammatical forms, rules, tenses, and plurality.
- Express particular meanings in different grammatical forms.
- Have cohesion and coherence when speaking.
- Establish links between events by separating them into the main idea, secondary idea, new information, and examples.

All the micro-skills mentioned above help to develop in a sequential way the oral macro skill, these are:

- Consider the situation, the members of the conversation, and the purpose of the conversation.
- Use styles, registers, rules of communication and not redundant.
- Respect the turn in the conversation.
- Use non-verbal languages such as gestures, postures and body movements.
- Use strategies to emphasize, paraphrase according to context.

## **Learning oral production**

According to Salazar (2015) learning a foreign language involves the development of the communicative competence, since it becomes the visible face, of its knowledge or ignorance of the second language. There are several methodologies to strengthen this skill and create independent speakers, but in our education, we, unfortunately, prioritize the fact of completing the worktext and learn the grammatical structures necessary to complete the unit (Junko, 2019). The measuring factor is the ability or inability to establish fluent communication with another person in a second language (Aydoğan, 2014).

The introduction of new communication technologies in educational centers represents a challenge for education in which interactive blackboards, virtual classrooms, and other technological advances make knowledge of the English language a fundamental tool for the development of the student (Kim, 2014), not only in the process of teaching-learning, but also and mainly in daily life (Ahmadi, 2018). While knowledge of the grammatical aspects of the language is indeed indispensable to achieve communication, it is also true that the work is half done at the moment that we do not allow the student to express in their own words their ideas on the subject raised (Krauss & Chi, 2016).

## **Listening skill on speaking skill**

It is seemingly self-evident that listening is at least as important a modality as reading in terms of language study (Montenegro, 2019). In spite of this, extensive listening has received comparatively, some would even say mysteriously, little attention compared to other skills. If we consider extensive listening as comprehensible spoken input, we can see how it is likely that extensive listening and speaking skill would have similar benefits (Mousavi, 2014).

Speech could be defined as the audible grouping of a common message, it allows the increase of knowledge, emits concepts, deductions, affection and purposes in order to achieve an act of communication. In other words, it represents language and the development of meaning (Luna, 2013).

Similarly, listening skills represent the competence of the receiver to engage the meaning and recognize the communicative intent of a particular speaker. Listening involves sophisticated cognitive processes, therefore requires immediate meaning, and

this requires the implementation of understanding the construction and interpretation of the meaning of an oral discourse(Blanco, 2012).

In Waring's view, the purpose of EL is not only to increase the amount of aural input for English learners, but also to improve recognition of the sounds of English (i.e., pronunciation of certain sound combinations and intonation patterns), encourage the automatic processing of "chunks" of spoken English, and to allow students to enjoy listening to English.

Speaking is the English language skill which is necessary to develop because it is the skill which can show that someone is able to use English and deliver their opinions to others in communication. Furthermore, Richards (2008) also says that in communicating with others, someone should understand what other people say by grasping the meaning through listening.

### **1.3 Objectives**

#### **1.3.1 General**

- To determine the effectiveness of using extensive listening activities to develop the speaking skill in students of the second level at the language center CTT de los Andes.

#### **1.3.2 Specific**

- To diagnose the level of students' speaking skill.
- To detect how extensive listening activities, influence the development of the speaking skill.
- To compare academic performance before and after the use of extensive activities in the development of speaking skills.

The achievement of objectives was determined by applying extensive listening activities focused on the development of speech skills. The use of these activities turned out to be effective tools since they gave favorable results in the academic performance of the students demonstrating effectiveness in their application. The first objective is fulfilled in the development of this investigation since as first instance the level of the students was determined according to the ability of speech by means of a pre test with its respective validated rubric. The second objective is demonstrated in the analysis of results section since the students started with a low level of their speaking ability, where

the overall average of the course was below the minimum grade. However, after applying the sessions with the use of extensive listening activity, their performance improved. Finally, the third objective is achieved by contrasting the pre and post test data to two groups of respondents, with a slight difference in the scores demonstrating the effectiveness of the tool, and a hypothesis check is applied to validate the results.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Research design**

The research used a quali-quantitative approach, qualitative because bibliographic data from validated sources were used and quantitative because mathematical and statistical techniques were used for their respective analysis. Additionally, the research involved a quasi-experimental design because the study population was pre-selected. The application of a pre and post test to two selected groups was considered (experimental group and control group). The experimental group worked with extensive listening activities, which were selected by the students in each study session to later discuss the topics addressed. On the other hand, the control group continued with the class guides elaborated by the institution, where classes were normally held. The research compared the speaking skills in both groups to identify whether or not there is an influence of the use of extensive listening activities between the groups after treatment.

#### **2.2 The basic model of research**

There were several research methods that had been used as a starting point for the investigation, and these are detailed below:

##### **2.2.1 Field**

It is field because, through this research it was possible to go to the place where the research problem occurs with all the facilities of the language center CTT de los Andes. With the mentioned research modality, it was feasible to collect the information directly from the students and institution to be researched. The purpose was determining and confirm the existence of the problem to be investigated, raised at the beginning of this research work.

##### **2.2.2 Bibliographic documentation**

The research was bibliographic because it used a documentary data that allowed supporting the research. This research was based on theoretical aspects related to scientific, documentary and bibliographic information such as books, newspapers, magazines, and internet.



## 2.4 Participants and context

The research was carried out at the language center CTT de los Andes. The participants were students from two selected courses, both belonging to level A2. The students were Ecuadorian and their ages vary between 18 and 22 years. The first class(control group) had a total of 19 students, 10 male and 9 female. While the second class of study had a total of 26 students, 13 male and 13 female. In this design, there were two groups which were selected purposefully. The experimental group and the control group. The experimental group received treatment before a pre-test was administered to both groups. And after the treatment, a post-test was used to both groups in order to compare the results and determine the effectiveness of the treatment and check if it had a positive effect.

Table 2 Population

Population	Male	Female	Total
Experimental	13	13	26
Control	10	9	19

Elaborated by: Gavilanes, L. (2020)

## 2.5 Resources

### 2.5.1 Instruments

In order to achieve the objective of the research, a pre and post test KET from Cambridge was used for measuring the students' achievement of their listening skill during the experimental study. The test comprehended three parts: A) to respond to personal questions (two questions for each level, i.e., four questions in total), B) to respond to questions about something that s/he sees in one or more pictures (two questions for each level, i.e., four questions in total) and C) to answer questions about one or more multimodal texts belonging to the same thematic category (2 questions for A1 level) and to ask questions relating to missing information in one of the multimodal texts (3 questions for A2 level).

The results of the test were established by a validated rubric provided by the Cambridge University in line with the KET exam. The assessment scale was divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion were provided for bands 1, 3 and 5 and indicate what a student was expected to demonstrate in each band. For research purposes, it was determined that Cambridge

English Key (KET) is at Level A2 according to the Common European Framework of Reference (CEFR), and the descriptors for band 3 and above generally indicate performance of at least level A2. This part of the rating scale focused on the candidates' quality of language performance on all activities of the speaking test. The criteria of the second part of the scale correspond to the components of oral communicative ability and were common across levels since they derived from a common theory of language and a common view of communicative language ability.

### **2.5.2 Procedures**

At the beginning of the research, the pre-test was taken by both groups (control and experimental). It aimed to measure some attribute or characteristics of the participants in an experiment before they received treatment. There were two other purposes of giving a pre-test, to determine whether students had the prerequisite skills needed for the instruction (to determine readiness) or to determine students' placement or modification of instruction (Hafen & Allen, 2014). In this study, the test measured the students' listening comprehension skills before they received treatment, which consisted of a set of instructions for extensive listening

After the pre-test, the participants received a treatment which consisted of instructions and guidance to do the extensive listening procedure. Here, the students obtained a set of listening materials that they used in class sessions and listened during a certain period in the classroom. In addition to the teacher's listening materials, students were also encouraged to listen to other materials of their own choosing. The listening materials were songs in English, stories, films, news, etc.

A total of 6 sessions of 1 hour each were carried out during the treatment. In every session, a topic of interest was selected by the students. These included the use of podcasts, short videos, and audiobooks with durations between 5 and 10 minutes. In Each session presented special activities such as presentations, descriptions, reports or oral summaries according to their perception of what they wanted to listen and watch, which motivated students to be in constant practice of speaking skill. The sessions were developed according to the following topics selected by the students.

- Session 1: Events (Students watched a video related to environmental events. The teacher provided several links. They chose a topic and then they gave a brief oral summary about the report that they have watched).
- Session 2: Movies- tv series (Students chose one program or movie of their favorite tv shows. They had to orally describe the movie or tv show. The teacher asked some questions at the end.)
- Session 3: Famous people (Students watched an interview with their favorite famous person. Students presented a short presentation in which they had to include information about who the person was, and why he/she was famous)
- Session 4: Songs (Students had to orally describe the message of the song they selected)
- Session 5: Videogames (Students gave a brief oral summary about the podcast that they listened)
- Session 6: Healthy Lifestyle (Students watched a video related to healthy lifestyle. The teacher provided several links and they had to choose one and gave a personal opinion of what they thought about having a healthy life)

After a month of treatment, the students took a post-test. The main interest of a post-test was to measure the extent to which the intended learning outcomes have been achieved. In other words, this post-test measured the improvement of the students' listening skill. The test items in the post-test were the same as the test item in the pre-test. The result of the tests was scored manually, and the mean scores were calculated and also analyzed by using the SPSS program. The difference of the mean scores between the experimental and control group were analyzed by using the paired samples t-test. The difference between the two groups were also analyzed by using the independent samples t-test. These were made to find out the effect of the treatment on the experimental group.

## CHAPTER III

### ANALYSIS AND INTERPRETATION OF RESULTS

The aim of this chapter is to provide an adequate and comprehensible explanation of the interpretation of numerical data, as well as the graphic representation of the results obtained thanks to the experimental study with the study population belonging to the second semester students who are part of the CTT language center. The information has been properly treated, analyzed and interpreted with the help of tables and figures to have a better understanding.

As a first point, a table is shown with the scores obtained from the students belonging to the control group in the pre and post test. Then, a second table is presented with the scores obtained from the experimental group in both tests. It is worth mentioning that both tables allow a contrast of the data by means of statistical tools, the same one that employs the use of measures of central tendency, variance, standard deviation, degrees of freedom and bilateral significance for a later verification of hypothesis.

Likewise, the information is shown through graphs that allow an easier analysis of the results. Two aspects are considered, the first one represents the average score that includes 3 criteria according to the KET exam rubric, Grammar - vocabulary, Pronunciation and Interactive Communication. The second represents the overall achievement based on the total score, to reflect on the students' performance in an international KET exam, oral section.

#### **The Assessment Scales**

For the assessment of the tests, a rubric validated by Cambridge University according to the KET exam has been used. The assessment scale is divided into six bands from 0 to 5, with 0 being the lowest and 5 the highest. Descriptors for each criterion are provided for bands 1, 3 and 5 and indicate what a student is expected to demonstrate in each band. As a matter of research, it is maintained that Cambridge English Key (KET) is at Level A2 according to the Common European Framework of Reference, and the descriptors for band 3 and above generally indicate performance of at least level A2.

Finally, a relevant observation in the field of oral production is presented which is considered accurate when there is a correct use of the language, including the use of grammar, vocabulary and pronunciation. Contrasting the results obtained through research with different authors who have been part of this research.

However, after having applied the pre and post-test being the same exam for the two courses respectively in order to perform a comparative analysis to determine whether extensive listening activities improve the results of English-Speaking Skills Development. The results are shown in the following tables.

### 3.1 Pre test control group

Table 3 Pre test applied to control group

<b>Student</b>	<b>Grammar and vocabulary</b>	<b>Pronunciation</b>	<b>Interactive communication</b>	<b>Total</b>
<b>1</b>	3	2	3	8
<b>2</b>	2	1	2	5
<b>3</b>	2	1	2	5
<b>4</b>	3	2	3	8
<b>5</b>	2	1	1	4
<b>6</b>	3	2	2	7
<b>7</b>	1	1	1	3
<b>8</b>	1	2	2	5
<b>9</b>	2	2	1	5
<b>10</b>	3	2	3	8
<b>11</b>	2	2	2	6
<b>12</b>	2	1	1	4
<b>13</b>	3	3	1	7
<b>14</b>	2	2	1	5
<b>15</b>	1	2	1	4
<b>16</b>	1	2	2	5
<b>17</b>	1	1	1	3
<b>18</b>	1	1	2	4
<b>19</b>	2	2	1	5
<b>x</b>	1,95	1,68	1,68	5,32

Elaborated by: Gavilanes, L. (2020)

The average of the control group is 5.32 in relation to the previous test, it should be noted that the above results are based on a total of 15 points.

### 3.2 Pre test experimental group

Table 4 Pre test applied to experimental group

Student	Grammar and vocabulary	Pronunciation	Interactive communication	Total
1	3	2	2	7
2	2	2	1	5
3	1	1	1	3
4	2	1	2	5
5	1	1	1	3
6	2	2	1	5
7	3	3	3	9
8	1	1	1	3
9	2	1	2	5
10	3	2	2	7
11	2	1	1	4
12	3	2	2	7
13	2	1	1	4
14	3	2	1	6
15	2	1	1	4
16	3	3	2	8
17	2	1	1	4
18	1	2	2	5
19	3	3	3	9
20	3	2	3	8
21	2	1	2	5
22	2	2	1	5
23	2	2	1	5
24	2	2	2	6
25	2	2	2	6
26	3	2	3	8
x	2,19	1,73	1,69	5,62

Elaborated by: Gavilanes, L. (2020)

The average of the experimental group is 5,62 in relation to the previous test, it should be noted that the above results are based on a total of 15 points.

### 3.3 Post test control group

Table 5 Post test control group

<b>Student</b>	<b>Grammar and vocabulary</b>	<b>Pronunciation</b>	<b>Interactivecommunication</b>	<b>Total</b>
<b>1</b>	4	3	3	10
<b>2</b>	3	2	3	8
<b>3</b>	3	2	3	8
<b>4</b>	3	4	3	10
<b>5</b>	3	3	2	8
<b>6</b>	4	4	2	10
<b>7</b>	2	2	2	6
<b>8</b>	3	3	3	9
<b>9</b>	2	2	1	5
<b>10</b>	4	4	3	11
<b>11</b>	3	4	3	10
<b>12</b>	4	3	2	9
<b>13</b>	4	4	2	10
<b>14</b>	4	3	2	9
<b>15</b>	3	3	3	9
<b>16</b>	3	3	4	10
<b>17</b>	3	4	4	11
<b>18</b>	4	3	2	9
<b>19</b>	3	3	3	9
<b>x</b>	3,26	3,11	2,63	9,00

Elaborated by: Gavilanes, L. (2020)

The average of the control group is 9,0 in relation to the post test, it should be noted that the above results are based on a total of 15 points.

### 3.4 Post test experimental group

Table 6 Post test experimental group

Student	Grammar and vocabulary	Pronunciation	Interactivecommunication	Total
1	5	4	4	13
2	4	3	3	10
3	4	3	3	10
4	5	4	4	13
5	4	4	4	12
6	4	5	3	12
7	4	4	5	13
8	3	3	4	10
9	4	3	4	11
10	5	4	4	13
11	4	3	3	10
12	5	4	4	13
13	4	3	3	10
14	5	3	4	12
15	4	3	4	11
16	5	4	5	14
17	4	5	4	13
18	4	4	4	12
19	5	5	4	14
20	4	4	4	12
21	4	5	4	13
22	4	4	4	12
23	5	4	4	13
24	5	4	4	13
25	4	5	4	13
26	5	5	4	14
x	4,35	3,92	3,88	12,15

Elaborated by: Gavilanes, L. (2020)

The average of the experimental group is 12,15 in relation to the previous test, it should be noted that the above results are based on a total of 15 points.



### 3.5 Grammar and vocabulary results

Table 7 Grammar and vocabulary results

---

<b>Grammar and vocabulary</b>	
<b>Pre-test control group</b>	1,95
<b>Pre-test experimental group</b>	2,19
<b>Post-test control group</b>	3,26
<b>Post-test experimental group</b>	4,35

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Elaborated by: Gavilanes, L. (2020)

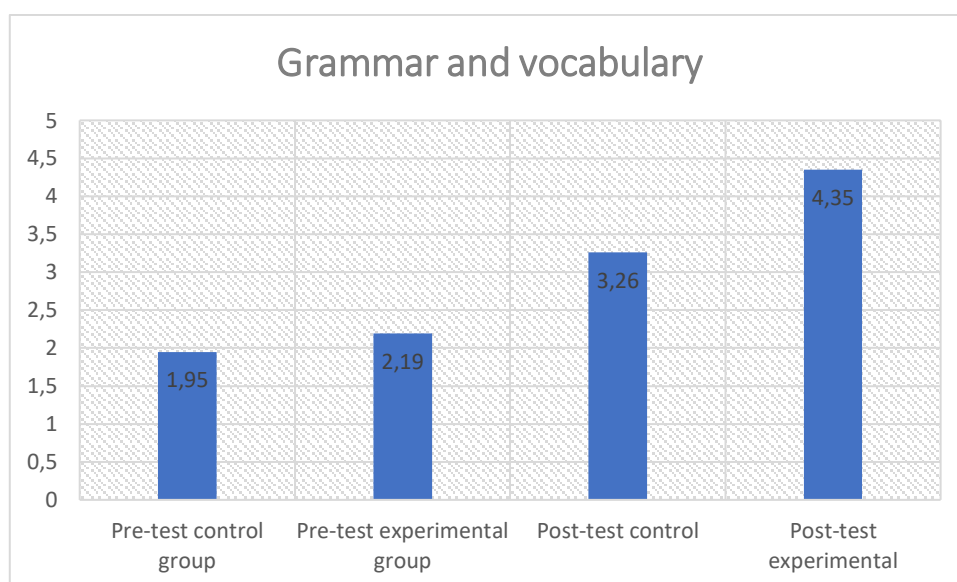


Figure 1 Grammar and vocabulary results  
Elaborated by: Gavilanes, L. (2020)

#### Analysis and interpretation

The table above mentions the first indicator that the KET test shows about students' grammar and vocabulary. The results show that, In the pre-test, the average of all students in this study who were part of the control group is 1.95. On the other hand, the average of the experimental group is 2.19.

Based on the results obtained from the test, it is determined that both groups had the same understanding in the pre-test, with a slight difference. Thus, the average in the post-test of the control group is 3.26 and the average of the experimental group is 4.35.

Thus, the results show that there was an increase in the class average who had intervention by the researcher. It should be noted that students in the control group also slightly increased their grade. This is due to the fact that over time, the students acquired more vocabulary and grammar according to the normal classes provided by the institution's curriculum. However, adding extensive listening activities somewhat increased the value of the students in the control group.

Similar to the investigation of Man (2007), which states that extensive listening activities has huge potential in enhancing second language learners' listening and speaking skills. In this kind of activities, the students choose some topics with vocabulary items and explains their usage.

### 3.6 Pronunciation results

Table 8 Pronunciation results

<b>Pronunciation</b>	
<b>Pre-test control group</b>	1,68
<b>Pre-test experimental group</b>	1,73
<b>Post-test control group</b>	3,11
<b>Post-test experimental group</b>	3,92

Elaborated by: Gavilanes, L. (2020)

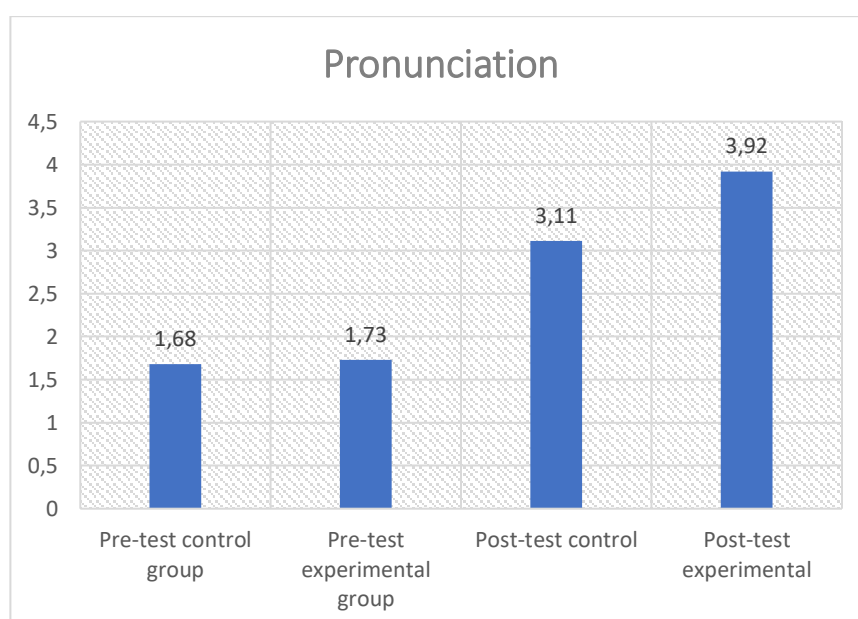


Figure 2Pronunciation results  
Elaborated by: Gavilanes, L. (2020)

## **Analysis and interpretation**

The next assessment item in the KET exam is pronunciation. The results obtained by means of the previous test mention that the control group media is 1.68, compared to the experimental group media of 1.73. These two groups had nearly the same average in terms of pronunciation in the pre-test.

Similarly, and after applying an intervention plan with the students, the average of the control group in the post-test is 3.11 while the average score of the experimental group is 3.92. Consequently, all these values demonstrate that an increase of 0.81 was achieved after the treatment of applying extensive listening activities. This has a certain relationship, as the students being in constant exposure to activities where listening is necessary, the students' hatred becomes more perceptible to the second language. For this reason students begin to imitate the pronunciation they heard.

This result coincides with Chun (2016) who mentions that extensive listening activities are a way to contextualize language learning. This means that these activities are also effective in providing learners with a context for each situation. When learners normally study traditional or pedagogical materials, they tend to focus more on content and meaning rather than on context. In other words, these activities provide a rich source of linguistic context rather than language that is only provided by the teacher.

### **3.7 Interactive communication results**

Table 9 Interactive communication results

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<b>Interactivecommunication</b>	
<b>Pre-test control group</b>	1,68
<b>Pre-test experimental group</b>	1,69
<b>Post-test control group</b>	2,63
<b>Post-test experimental group</b>	3,88

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Elaborated by: Gavilanes, L. (2020)

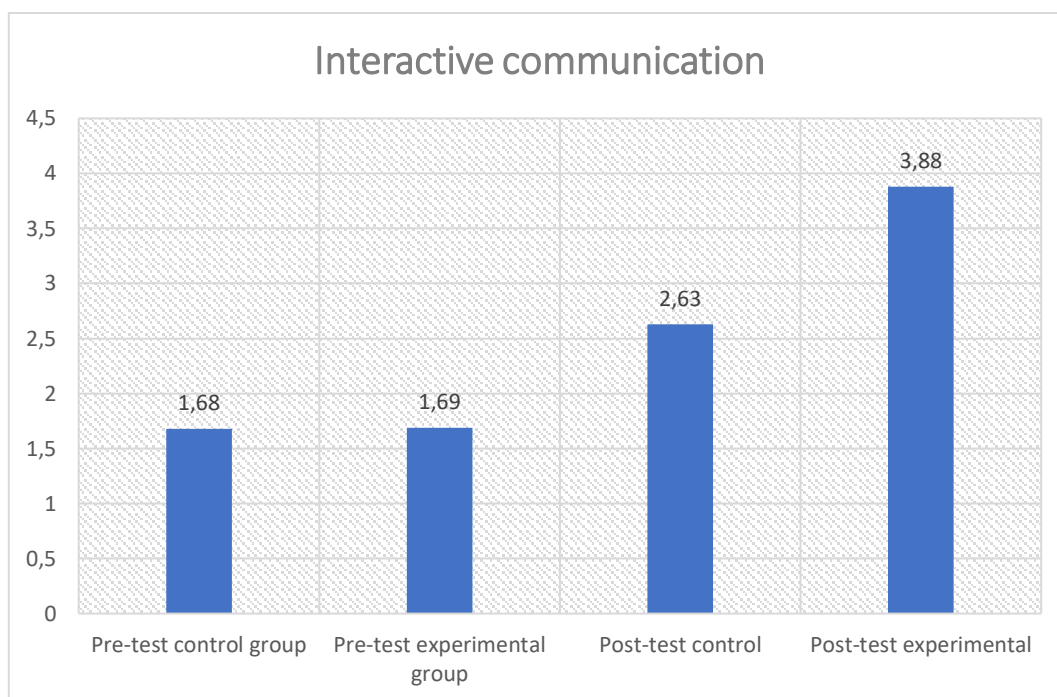


Figure 3 Interactive communication results  
Elaborated by: Gavilanes, L. (2020)

### Analysis and interpretation

The values in the table above show the results of the interactive communication section. It should be noted that, for this part of the test, you need to use as many grammatical structures as possible, as well as a good variety of vocabulary. In this part, it is necessary that the answers are relevant and coherent to maintain the conversation (Aydođan, 2014).

In relation to the evaluative item of communicative interaction of the pre-test, the control groups' average is 1.68 as well as the experimental groups' average is 1.69. It is worth mentioning that both courses are just getting to know their classmates, so they are not yet confident enough to talk to each other. The results of the tests determine that both the control and experimental groups were close as they present almost the same average in terms of grammar in the previous test.

The average of the control group in the post-test was 2.63 and the average of the experimental group in the post-test was 3.88. As a result, from these scores it is clear that there was an increment of 1.25 since the intervention program with extensive listening activities, in the experimental group.

### 3.8 Average results

#### 3.8.1 Pre-test from the experimental and control group

Table 10 Pre-test average scores over 15

	Experimental	Control
Pre-test	5,62	5,32

Source: Field research

Elaborated by: Gavilanes, L. (2020)

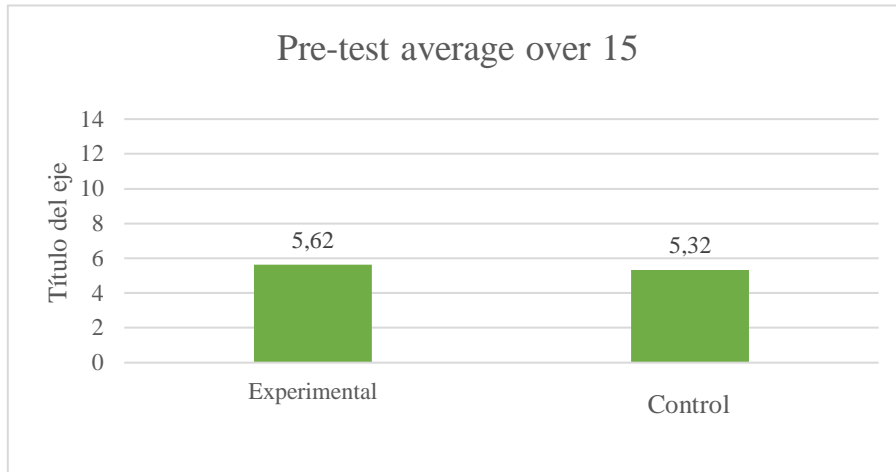


Figure 4 Pre-test average scores over 15

Source: Field research

Elaborated by: Gavilanes, L. (2020)

Table 11 Post-test average scores over 15

	Experimental	Control
Post-test	12,15	9,00

Source: Field research

Elaborated by: Gavilanes, L. (2020)

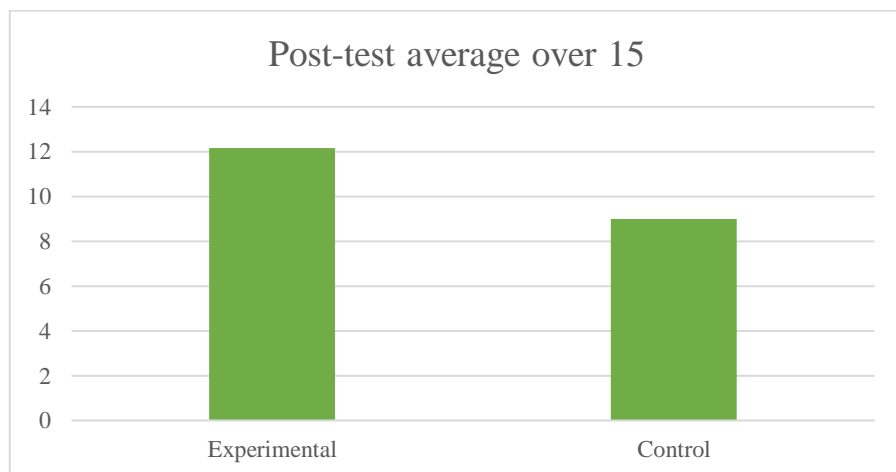


Figure 5 Post-test average scores over 15

Source: Field research

Elaborated by: Gavilanes, L. (2020)

### **Analysis and interpretation**

According to the table above, it is shown that the control group mean in the pre-test was 5.32 while the experimental group average was 5.62 in the pre-test.

After applying an intervention plan with some of the extensive listening activities to promote speech ability, the experimental group obtained an average of 12.15. This is 3 points higher than the control group's average of 9 points. This means that both groups had an increase in post-test, but the increase obtained in the experimental group was greater. Therefore, it can be inferred that the extensive listening activities improved the students' ability to speak.

According to Kennedy (2018) Extensive listening activities are part of a way to improve students' listening fluency, which leads to find out about how the grammar and vocabulary work together to produce clear communicative messages. The best way to make them listen to the language that the student understands. This way if the student knows about a specific topic and understands better what he or she is hearing, he or she can increase his or her word recognition speed, he or she will notice more uses of grammar points. Therefore, it means increasing the speed of listening. This means being able to understand almost everything you are hearing and be able to give correct answers when speaking.

### **3.9 Hypothesis verification**

In order to perform the hypothesis check, the T test was used, which is valid according to the current research project. According to the statistics, the T-test was used to determine whether there is a significant difference between the means of two groups. Thus, it was selected as the most appropriate test to statistically examine whether there is a significant improvement in the independent variable between two homogeneous samples that share a normal distribution and a homogeneity in their variances. The study hypothesis is described below:

**H1:** Extensive listening activities influence in the development of the speaking skill.

**H0:** Extensive listening activities does not influence in the development of the speaking skill.

Table 12T-student Control group

<b>T-student (control group)</b>		
	Pre.-test	Post-test
<b>Mean</b>	5,31	9,0
<b>Standard deviation</b>	1,60	1,50
<b>Standard error mean</b>	0,36	0,35
<b>Degreesoffreedom</b>		19
<b>T StaticalValue</b>		-9,83
<b>P Value</b>		0,06

Elaborated by: Gavilanes, L. (2020)

The table above shows the results obtained from the T-student test, the same one that analyzed the data of the control group. It shows the average of each test taken, followed by the standard deviation, which allowed us to recognize how scattered the students' scores are, resulting in their being certainly uneven. However, they maintain a trend in their final grade, so it is not an aggravating value.

Statistical measures such as degrees of freedom, statistical value T and the P value are also presented, which is 0.06 which is slightly higher than 0.05, this being the maximum according to the authors in the statistical analysis for verification of hypotheses.

Therefore, the control group who maintain their normal activities according to the institution's curriculum, did not develop their speech ability in a better way.

Table 13T-student Experimental group

<b>T-student (experimental group)</b>		
	Pre.-test	Post-test
<b>Mean</b>	5,61	12,15
<b>Standard deviation</b>	1,79	1,31
<b>Standard error mean</b>	0,35	0,25
<b>Degreesoffreedom</b>		25
<b>T StaticalValue</b>		-26,20
<b>P Value</b>		0,001

Elaborated by: Gavilanes, L. (2020)

On the other hand, the table presented above presents the statistical results obtained from the analysis of the data of the experimental group. It shows the same variables studied in the control group. In it you can see the difference between the means and the standard deviation, which mentions that they increased their test score, also their scores are close to each other. Finally, the value of P which is 0.001, significantly lower than 0.05 with a significance level of 5% shows a statistical significance which implies that the null hypothesis H<sub>0</sub> is rejected and the alternative hypothesis H<sub>1</sub> is accepted. Therefore, "extensive listening activities" influences in the development of the speaking skill.



## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

The purpose of this research was to analyze the relation between the use of extensive listening activities and the development of speaking skill in second level students at the language center CTT de los Andes. Based on the data from a pre-test and a post-test, there are several results, the most important findings are mentioned:

It was determined that the extensive listening activities are an effective tool to be applied in the class hours due to the favorable response evidenced in the good grades obtained by the students. In addition, the researcher could observe that the students paid more attention in each class because the topics were selected by themselves. In this way, the extensive listening activities not only developed the ability to speak, but also helped students to be motivated and focused.

The use of extensive listening activities contributed to the development of English-speaking skill in the students who are part of the language center CTT de los Andes. According to the data analysis, the results revealed that at the beginning of the semester, students started with a low level of their speaking skill, where the overall average for the course was below the minimum grade. However, after applying sessions with the use of extensive listening activity, their performance improved, so their speaking skill increased.

As a result of the research, the use of extensive listening activities as a teaching strategy to develop speaking skill was favorable. This is proven by the session-based treatment with extensive listening activities that outperformed those who received classroom listening instruction only according to the curriculum provided by the institution, thus there was a slight difference between the post-test scores in the experimental group and the post-test scores in the control group, in addition to the average obtained by the experimental group compared to the control group.

## **4.2 Recommendations**

Once the analysis and interpretation of results has been carried out and the major research findings identified, it is recommended that foreign language teachers, especially those teaching at the CTT language center in the Andes, also use and implement extensive listening activities. There were time constraints during the study so it will be better if implementation is given to students more time than that used in this study. Because the more exposure students have to English listening materials, the more they will be able to understand the materials.

Similarly, other teachers are encouraged to try implementing other listening techniques such as selective and intensive listening practice, which are also beneficial in improving students' English comprehension skills. Not only focusing on listening activities, but also reading for the development of reading comprehension and the use of writing.

Further research in this area can be conducted after this study. Future teachers are encouraged to investigate through a qualitative study, targeting low-performing students to find out students' interest and difficulties in implementing extensive listening. It is recommended that the study use research instruments such as observation, interview and validated listening test. The second may be a quantitative study investigating the effect of extensive listening on students' listening test scores.

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## ANNEX

### Annex 1 Pre-test

#### Part 1 (5–6 minutes)

##### *Greetings and introductions*

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

##### *Giving information about place of origin, occupation, studies*

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

##### *Giving general information about self*

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

##### *Extended response*

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

**Part 2** (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (*Pablo*), here is some information about a club for young people.

(*Interlocutor shows answer card 1A on page 86 of the Student's Book to Pablo.*)

(*Laura*), you don't know anything about the club, so ask (*Pablo*) some questions about it.

(*Interlocutor shows question card 1B on page 88 to Laura.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)


Do you understand?

Now (*Laura*) ask (*Pablo*) your questions about the club, and (*Pablo*) you answer them.

1A

## Happy Days Club

FOR YOUNG PEOPLE FROM 12–18 YEARS




Every Friday  
7.30–10.30 pm  
29 Milton Street  
Just £1 per week

Games – music – dancing and lots more

1B

**CLUB FOR YOUNG PEOPLE**



- ◆ name?
- ◆ when?
- ◆ what / do?
- ◆ where ?
- ◆ cost? £?

The interlocutor introduces the activity as follows:

Interlocutor: (*Laura*), here is some information about an air museum.

(*Interlocutor shows answer card 1C on page 88 of the Student's Book to Laura.*)

(*Pablo*), you don't know anything about the museum, so ask (*Laura*) some questions about it.

(*Interlocutor shows question card 1D on page 86 to Pablo.*)

Use these words to help you. (*Interlocutor indicates prompt words.*)

Do you understand?

Now (*Pablo*) ask (*Laura*) your questions about the party, and (*Laura*) you answer them.

*Note:* Candidates are assessed on both their questions and answers in Part 2 of the test.

**1C**

**SANDON AIR MUSEUM**



More than 70 aeroplanes to look at  
**OPEN DAILY 10 am – 6 pm**  
Shop with books and postcards  
*Large free car park*

Tickets: Adults    £8.00  
              Students   £5.00

**1D**

**MUSEUM** 

- ◆ what / see?
- ◆ open / weekends?
- ◆ student ticket? £?
- ◆ car park?
- ◆ buy / postcard?

## Annex 2 Post-test

### Test 2

*Note:* The visual material for Paper 3 appears on pages 86–93 of the Student's Book.

#### Part 1 (5–6 minutes)

##### *Greetings and introductions*

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

##### *Giving information about place of origin, occupation, studies*

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

##### *Giving general information about self*

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

##### *Extended response*

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

**Candidate A: your answers**

**New TV Cartoon programme**



every Thursday  
for young people aged 13-16

**'Charlie Cool'**

5.30pm-6.15pm  
Channel 12

**Candidate B: your questions**

New TV programme

- name?
- type/programme?
- day?
- time/start?
- for teenagers?

**Candidate A: your answers**

**Mike's Music**



35 Main Street  
(opposite City Museum)  
CDs, music DVDs, music magazines!  
Monday-Saturday 9am-6pm  
We buy old CDs  
Best prices in town

**Candidate B: your questions**

Music shop

- name/shop?
- what/sell?
- when/open?
- expensive?
- where/shop?

**Candidate B: your answers**

**New computer game**



**'Journey'**

Travel around the world  
collecting treasure!  
All levels: beginner - advanced  
£37.50 from

**The Good Games Shop**

**Candidate A: your questions**

New computer game

- game called?
- where/buy?
- price? £?
- for beginners?
- how/play?

## Annex 3 Sessions

### EXTENSIVE LISTENING SESSION 1

**Topic:** Events

**Step 1:** Students watch a video related to environmental events, teacher provides several links and they have to choose one.

<https://www.youtube.com/watch?v=v7BDAAXtfQw>

[https://www.youtube.com/watch?v=M4jhjt1\\_eyM](https://www.youtube.com/watch?v=M4jhjt1_eyM)

[https://www.youtube.com/watch?v=G4H1N\\_yXBiA](https://www.youtube.com/watch?v=G4H1N_yXBiA)

**Step 2:** Students give a brief oral summary about the report that they have watched.

### EXTENSIVE LISTENING SESSION 2

**Topic:** Tv series

**Step 1:** Students choose one program of their favorite tv shows.

**Step 2:** Students watch the tv program

**Step 3:** Students have to describe tv show and the teacher asks some questions like:

- What kind of TV program/movie it was, e.g. comedy, romantic?
- When you saw this TV program.
- What the TV program/movie was about.

### EXTENSIVE LISTENING SESSION 3

**Topic:** Famous people

**Step 1:** Students talk about their favorite famous person.

**Step 2:** Students watch a video or documental related to the life of their favorite famous person.

**Step 3:** Students present a short presentation in which they have to include information about who the person is, why he/she is famous, what makes you mention specifically him/ her and explain why you admire this celebrity.



## EXTENSIVE LISTENING SESSION 4

**Topic:** Songs

**Step 1:** Students choose one their favorite English songs.

**Step 2:** Students listen the song.

**Step 3:** Students have to orally describe the message of the song.

The teacher should also ask questions like:

- Who was the composer?
- Was the song inspired by any real situation?
- Does the song mean anything to you?

## EXTENSIVE LISTENING SESSION 5

**Topic:** Tv Programs (Video games)

**Step 1:** Students choose one their favorite videogames.

**Step 2:** Students watch a video related to the videogame that they chose.

**Step 3:** Students give a brief oral summary about the report that they have watche.

## EXTENSIVE LISTENING SESSION 6

**Topic:** Healthy Lifestyle.

**Step 1:** Students watch a video related to healthy lifestyle, teacher provides several links and they have to choose one.

<https://www.youtube.com/watch?v=ANqoEd4uBjY>

<https://www.youtube.com/watch?v=7394RCfk2Xk>

<https://www.youtube.com/watch?v=mVPT1FK6hO4>

<https://www.youtube.com/watch?v=UKJk2Qa5UqU>

**Step 2:** During the video, students make a list of the most important suggestions to maintain a healthy lifestyle.

**Step 3:** As a final activity, students give a personal opinion of what they think about having a healthy life.

**Audiobook (everyday activity)**

**Topic:** Online books

**Step 1:** Students have to choose an audiobook

<https://www.digitalbook.io/free-audiobook.html#!/8e0d0cded7f3d0b258ad757758bf5fd3/Wind%20in%20the%20Willows>

<https://www.digitalbook.io/free-audiobook.html#!/baee35e5cfc721baaca74ae957e7f66d/Alice's%20Adventures%20in%20Wonderland>

<https://www.digitalbook.io/free-audiobook.html#!/5ec3bfddb44513f449c92a501a69a55e/Jungle%20Book>

<https://www.digitalbook.io/free-audiobook.html#!/7f016aedd590110b8478d59b1ab26dc3/Adventures%20of%20Pinocchio>

**Step 2:** Students have to listen to a chapter every day

**Step 3:** Students get in groups and discuss about the chapter.

**Step 4:** Each group have to pass to the front and make a presentation about the book they chose.

### Annex 3 Photographies











## Annex 4 Urkund report



### Urkund Analysis Result

**Analysed Document:** THESIS LISSETTE GAVILANES\_URKUND.docx (D63442607)  
**Submitted:** 2/4/2020 8:56:00 PM  
**Submitted By:** xcalero@uta.edu.ec  
**Significance:** 6 %

#### Sources included in the report:

RODRIGO MANZANO THESIS 2 urkund .docx (D46516043)  
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<https://www.semanticscholar.org/paper/The-effect-of-extensive-listening-on-developing-L2-Chang-Millett/82c2105b64773efb9125064bda094214c272650c1f9b910b-5806-4976-a4d4-2f69f94314c8>