

Using technology in listening strategies

Usando tecnología en estrategia de escucha

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Abstract:

Nowadays, the use of multimedia technology in the EFL classroom is useful and potential. As a result, the learners had active participation. In addition, they were enthusiastic and showed a positive attitude when facing listening activities. On the other hand, when the teacher activates their background knowledge (prior-knowledge) they were able to remember not only recent remembrances but also their memories and funny experiences. It was faveolus and humorous. The class was amazing in its content and its atmosphere.

Keywords:

Multimedia, prior-knowledge, content, English Foreign Language

Resumen:

Hoy en día, el uso de la tecnología multimedia en el aula es útil y potencial. Como resultado, los alumnos tuvieron una participación activa. Además, se mostraron entusiastas y mostraron una actitud positiva al enfrentar las actividades auditivas. Por otro lado, cuando el profesor activa sus conocimientos previos (conocimientos previos) pudo recordar no solo los recuerdos recientes, sino también sus recuerdos y experiencias divertidas. Fue fabuloso y humorístico. La clase fue increíble en su contenido y su ambiente.

Palabras Clave:

Multimedia, conocimientos previos, contenido, lengua extranjera en inglés

Introduction

English as a Foreign Language teacher must prepare the learners in the classroom as well as in the real world. To do this, the teacher needs to select some activities in order to help develop the students' listening skills. Until this point, the tutor creates, adapts, and analyzes materials according to the learners' needs, level, and context. On the other hand, the teacher has the responsibility to consider some vital elements when deciding what should include in the listening activities. For instance, the educator includes actions that are interesting to the learners.

Furthermore, the professor takes into consideration the students' context and needs so they feel more familiarized with it. Similarly, it is important to observe the activity and to take notes about which accomplishments were successful and which events need to be enriched or modify them the next time. Moreover, the facilitator

provides them with feedback according to the results perceived in the supervision of the activity.

In addition, in the classroom, the teacher has different kinds of listeners, such as active, passive, and impatient. Until this circumstance, the teacher requires creating appropriate strategies so they are able to acquire this essential skill. It is vital to mention that in a typical EFL class, the teacher is the speaker model in the classroom. As a result, the learners try to imitate the teacher. Taking into account this, the teacher must improve every single day.

On the other hand, the students are motivated day by day in order to discover, to be autonomous, and to imitate the native speakers' pronunciation. Also, the educator takes into account not only the different concepts when planning listening activities but also applies them. For example, background knowledge, previewing, advance organizer, meaning support, recall, recall question, inference question, and intonation.

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In contrast, the facilitator faces some obstacles to teaching listening comprehension. In a specific case. First, the learners have as their *mother tongue* Nahuatl and L2 Spanish. For this reason, the teacher activates and make awareness the learners to try to think in English. The educator provides them an example in order to make awareness about it. For instance, the teacher asks them—When you speak in *Nahuatl* you think in *Nahuatl*, right? When you think in Spanish you speak in Spanish, right? Now, you want to speak in English. What is the reason that you want to think in Spanish? It is a clear pattern, and it has been successful for years. Second, sometimes during the EFL class, there are some distractors, such as some arrives to look for a learner, external noise, and so on. Until this possible accomplishment, the teacher tries to have a plan “B” in order to catch the learners’ attention as soon as it is able to do.

Traditionally, the teacher uses authentic material, in this case, for listening comprehension. The instructor tries these resources out which are attractive for the learners according to their age, level, personal interest, likes, and so on.

Finally, the teacher includes multimedia technology in the EFL class. This potential tool has a lot of benefits not only for the learners but also for the professor. Nowadays, when this is implemented, the learners enjoy more English classes.

Methodology and Approaches to Listening

The lesson plan is designed according to the context, needs, and level of the Autonomous learners. Each activity was taking into count through those elements. Furthermore, the learners’ background. The group previously selected is located in the Autonomous University of Hidalgo State, ESH campus. It is in *Huejutla* city. First, the characteristic of the group is that it is a large group. It has 36 students. Second, they are teenagers around 21 to 24 years old. Finally, some of them did not take an English class in high school. Their first contact about it was when they arrived at the University. The group course sixth semester B1.2 level. Although the learners have L1 *Nahuatl* and L2 Spanish, they received the EFL class in English.

The difficulties that learners face when having a listening activity are:

1. They want to translate each word.

2. Some of them are distracted easily.
3. They have some complications with their memory limitation and preposition for chunking, and
4. The present stress – comprehension. [1]

Therefore, the teacher takes care of planning listening activities considering those difficulties. Furthermore, the professor considers some elements such as choosing authentic material in order to obtain the learners’ attention. Moreover, the tutor prepares the learners for new information starting in their own context.

First, the professor involves them in the topic. For instance, the teacher asks some general questions (warm-up) about their University life (topic). For example: What time did you arrive at the University today? Why was your best option at this University? How do you feel studying here? What is your favorite class? How often do you go to the library? , and so on.

In addition, the teacher activates their schema. When the learners are involved in their background knowledge, their anecdotes, their memories, etc. They feel more confident. Next, the teacher walks per row in order to monitor the process. On the other hand, the professor always motivates the learners to participate in each activity. Not only participate the active listeners but also passive and impatient ones. That action has its own impact. When the listeners are prepared previously with the pre-listening activity. They are more concentrated and confident about the topic. As a result, they are able to contribute more effectively in class.

In addition, in the pre-listening, the teacher takes the learners’ prior knowledge. The professor provides them with a model in order to simplify the understanding listening process and previous speaking discourse (as comprehension). Also, the instructor delivers gestures, facial expressions, and tone of voice with the intention of supporting the success of the task. As an acquisition, the input that learners notice them. [2]

It is important to make mindful of communicative skills. There are four and they must connect. Firstly, reading and listening as receptive skills. In the case of listening skill, the teacher designs interactive activities (interview, performances, and so on), and non-interactive (listening to a podcast, English radio, etc.) with the aim of the learners take realistic expectations. Second, writing and speaking as productive skills. On the other hand, it is crucial to practice every skill because each one takes an indispensable piece of the acquisition of a foreign language. [3]

Additionally, another vigorous factor is to take into account learners' styles. For this reason, the facilitator provides them with authentic material, strategies, and activities related to the learners' style (visual, aural, and kinesthesia). As a result, communicative skills have an additional effect. In the specific ability to identify the topic, first, the teacher guides and activates the learners' ability to recognize the topic. In this case, it is developed in different strategies and stages. Second, the teacher challenges them to have a positive attitude to make a prediction about a specific issue and content.

Consequently, the teacher shows them three possible options for the topic. The students must identify what the correct option is. In contrast, the teacher must have the aptitude to recognize when the students do not understand enough about the input activity. Immediately, the teacher needs to provide them with extra activities in order to the listening process to obtain the principal objective (in case it was necessary).

In the previewing, it is required to take into account the crucial theories. According to this instance, the teacher and learners write down on the board a brainstorm which is related obviously with the topic (collaborative work). The tutor asks the students to pass in front of the classroom and write down the vocabulary according to the topic (University life). The stage (recognition of isolated word) takes a vital process because the learners write down the vocabulary that they have already known. [4]

In the advanced organizer, the professor shows the learners some images that have a link with the issue. With the intention of connecting the prior knowledge with the new vocabulary. The meaningful support, the teacher displays more images that will be useful in the next listening activity. This new vocabulary is included in the task. With the aim of supporting the learners' comprehension method.

While listening to comprehension. The teacher projects authentic material. The learners watch the video which is interrelated with the topic. It contains information about University life in Alabama (Bottom – up). The teacher carefully chose it in order to open the aperture of the learners to know about other cultures. Furthermore, in this activity, the learners activate not only their aural skill but also a visual skill (authentic listening material).

The use of authentic material in the EFL class is useful. It is marvelous to appreciate how the learners enjoy it. The benefits after using it are notable. For instance, learners are more active and show more enthusiasm during the

English class. On the other hand, they are immersed in real-world listening.

In the input hypothesis natural approach total physical response. As well as known, methodologies about listening comprehension are crucial to acquire a foreign language. At this point, the teacher has the main responsible to select the appropriate input comprehension. To support this principle before mentioned, the teacher provides the learners with some websites. In addition, the tutor gives some useful tips so they are able to improve this indispensable and essential skill. Moreover, the professor offers them some podcasts and iTunes links which were realized for their teacher (authentic material of the Autonomous University). On the other hand, the tutor motivates the students to study in an autonomous way. [5]

The concept that is used when planning a listening activity is recalled questions. After the learners watch the video, the teacher asks some questions about it (Top-down processing). At this point, the teacher makes conscious that it is not necessary to speak it with the exact words. In other words, they must answer it according to the main idea. Moreover, they could use synonyms or examples to support the main idea. The stage to correspond in this process is listening for gist.

In the inference question. The teacher challenges the learners with another question. With the intention of activating cognitive strategies. The teacher asks the learners to compare the University life of Alabama vs their University life. The learners do the activity and the teacher supports them with examples, and so on. In this task, the stage is truly listening.

As a result, the teacher shows an excerpt that has pieces of the listening task. The attention theory is used to provide consciousness-raising activity. However, the main point here is to apply the stage called recognition of the target language. When the teacher shows some sentences listened in the task. The tutor presents them with different colors so learners identify the target language in an implicit way. Then, the facilitator asks them some questions. For instance, what do you watch similar in the sentences? What do you watch different in the sentences? , etc. First, this activity is designed in pairs. After, the teacher takes their contributions and provides them feedback with the aim of supporting the amplification in the recognition of the target language. Afterward, the learners must practice it in their notebook.

Post-listening. Listening fluency, the professor requires the learners to work in pairs. As a matter of fact, the

teacher has identified that a couple of students could support each other. For example, it will be incongruent to put into pairs two passive learners, etc. The teacher, when creates a lesson plan, tries to focus on each crucial factor in order to have the success of the listening activities.

According to the vital receptive skill, the teacher makes an attentive selection in (teaching listening) each stage and strategy which will be used in the classroom. On the other hand, it is important to remembrance the crucial that is to give correct instruction in each activity. In the next activity, the students must talk in pairs about their personal experience about University life. The teacher gives them the instruction that they must include the target language (present perfect continuous) which was identified and practiced in class. In this case, the speakers have obtained background knowledge and linguistic knowledge. In addition, the teacher observes the activity and provides them a rubric (self – evaluation) so students can reflect on their listening comprehension. The facilitator walks around the classroom and supports them. Moreover, the tutor takes notes about the frequent mistakes in order to give the group feedback which the tutor makes reference according to the notes.

Finally, the learners must write down in their notebooks about University life, such as own experiences, anecdotes, memories, etc. Moreover, they must use the target language (present perfect), and use connectors (processing meaning). They must include information about their partners and video supporting with some examples. It must have 45-60 words.

Outcomes

Consequently, the development of the activities was consolidated according to the expected outcomes. The facilitator did not have any problem in developing the tasks in her classroom. Each activity took its relevance according to the planned. The students were familiarized with these activities. It is vital to say that the tutor recognized the student's effort. Furthermore, the outcome was created for different factors such as attitude, aptitudes and so on for each integration of the group. Finally, to specify a result that I consider relevant to mention is that of Bottom – up which had an interaction of more than 90% of the students. After viewing the resource, they made some questions to their facilitator with the interest of continuing to increase their knowledge of the exposed culture. It is worth mentioning that the result is satisfactory when this activity is included in the class lessons.

Conclusion

Before planning, the facilitator analyzed some material and spent pair hours to select. It was not easy because when she found some resources some of them were not adequate for her students but fortunately she found it special material. Moreover, the teacher thought about how she could evaluate it. During the lesson, the students showed to interest above the topic they were collaborative and enthusiastic. These activities were functional. Finally, we enjoyed these tasks.

The students created a brainstorm. She decided to include this activity because according to the experience with this group, it is useful. They increase vocabulary, ideas, and do collaborative work. They did a brainstorm and debated about it. Each idea was respectful and her students enjoyed it a lot. On the other hand, she always tries to use the technology in my ESL classroom because it is convenient, motivate and catch the attention of her students. It was amazing. In addition, the teacher included listening skills in her lesson plan because in her personal opinion every single lesson should be included for skills, such as listening, reading, speaking and writing. It is important to mention that this skill is the area of the opportunity of my students. For this reason, the facilitator tries to include this skill every opportunity that they have to do it.

Rubric. Listening comprehension				
Categories	Unsatisfactory	Satisfactory	Good	Outstanding
Ability to focus	Difficulties to concentrate on the listening task.	Difficult to concentrate, but to attend occasionally.	To listen with good concentration.	To concentrate fully and listen very attentively throughout the assessment.
General understanding	Do not understand enough vocabulary.	Answer some questions correctly.	A good general understanding of the vocabulary and information.	Answer all the question with a good general understanding of all the vocabulary and information.
Listening for details	Unable to grasp specific details.	Limited ability to listen for details.	Include most specific information and details in the answers.	Include all the specific information and details the answers.
Accuracy for answer	The answers were unrelated to the information given.	Information left out or was not accurate	The answer was accurate and related to the information.	The content was always accurate and related to the information given.

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