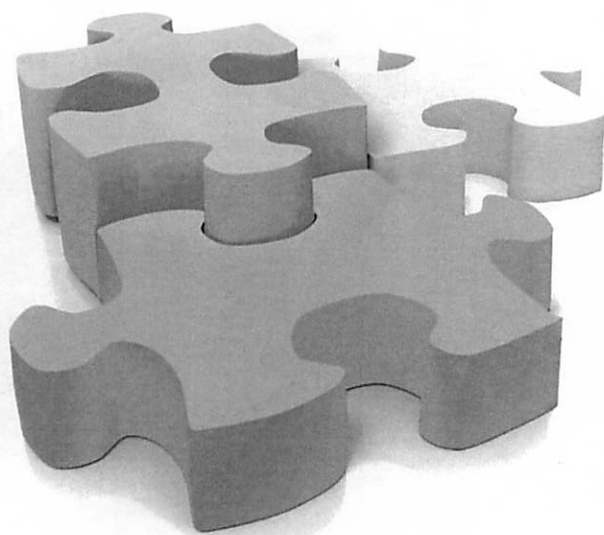


Teaching Listening: Voices From the Field



Nikki Ashcraft and Anh Tran, Editors

Maria Dantas-Whitney, Sarah Rilling, and Lilia Savova, Series Editors

TESOL Classroom Practice Series

Designing Listening Tasks: Lessons Learned From Needs Analysis Studies

Joseph V. Dias and Keita Kikuchi

This chapter reports how two needs analysis studies, spaced 5 years apart, resulted in concrete changes in the number and nature of listening tasks in a university English for academic purposes (EAP) listening program. The studies (Dias & Kikuchi, 2006; Kikuchi, 2001; Kikuchi, Ernst, & Strong, 2004) made use of online and conventional surveys, individual interviews, focus groups, and classroom observation to ascertain how listening materials and tasks could be improved. The areas investigated included the goals, problems, priorities, attitudes, and proposed solutions of students and teachers in the program vis-à-vis listening instruction. In this chapter we explore how the findings came together to suggest a clear direction for the program and how previewing, while-viewing, and postviewing tasks (A. Johnson, 2006; Kikuchi, 2005; Van Duzer, 1997) were better articulated and diversified.

This chapter is divided into three sections. The first describes the context of the needs analysis and the intensive English program to which it was applied. It discusses how the various components of the needs analysis were conducted and provides a summary of findings. The second section describes how tasks and the overall organization of the program were reconceived following the needs analysis. The last section puts the needs analysis in broader perspective. Rather than being an end in itself, it is a collection of useful tools that can help program administrators and teachers reflect on their practice and find a path toward meaningful change while students are made to feel that their voices are heard in the process.

CONTEXT

The listening course for which the needs analysis was designed is part of an integrated set of courses that has been required since 1994 for freshmen and sophomore English majors at Aoyama Gakuin University, in Japan. During their initial 2 years of study, apart from English language courses, students enroll in a wide variety of liberal arts classes and take general courses focusing on the main areas of concentration in the English Department: linguistics, communications, English literature, and U.S. literature.

Students in the Integrated English (IE) Program, at a campus in the Tokyo metropolitan area, are streamed into one of three levels of semester-length courses using the Test of English as a Foreign Language's Institutional Testing Program to determine initial placement. The courses are as follows:

- Core (a four-skills course that meets for 180 minutes per week)
- Listening (meets for 90 minutes)
- Writing (meets for 90 minutes per week, covers expository writing using a process writing approach)

Each of the levels of IE has four distinct themes that provide a way of organizing the content. Themes for Level I are food, memories, travel, and urban life; for Level II, biography, changing times, geography, and workplace; and for Level III, cross-cultural values, the environment, relationships, and the media. Composite grades are awarded to students who complete a given level of IE, with Core representing 40% of the mark, and 30% each for Listening and Writing. Students with a mark of less than 50 in any one of the courses, or less than 60 as their composite grade, must retake all three courses at that level.

IE Listening, taught primarily by Japanese instructors in a computer classroom, involves the use of video content for tasks and discussions, accompanied by an in-house text (Aoyama Gakuin University, 2007). The video clips, selected and organized according to IE course themes, include documentaries, excerpts from U.S. television sitcoms, foreign public service announcements, news, and scenes from popular movies. Pre-, while-, and postviewing tasks accompany each of the clips.

After the program had been operating fairly smoothly for more than 5 years, it was determined that changes in the student body and in technology, particularly advances in computers and in the convenience and prevalence of Internet access, called for a thorough needs analysis and reassessment. We felt that advances in technology were particularly relevant to the IE Listening section, so that part of the program became the focus of the study. It was decided that two needs analyses would be spaced approximately 5 years apart and would consist of focus groups, open-response and closed-response questionnaires for teachers and

students, interviews with teachers and students, and classroom observations. The first needs analysis was conducted in 2000 and the other in 2005.

The Student Questionnaires

Questionnaires were administered to IE Program students in 2000 and again 5 years later. The earlier administration was done by paper and pencil, and the more recent one was carried out online using *SurveyMonkey* (SurveyMonkey, 1999–2010). Both were entirely in Japanese to ensure that the lower level students would not misunderstand any of the questions. Survey items were re-translated into English to be certain that nuances were not lost in translation when the items were translated from English to Japanese. For comparison purposes, roughly the same questions were asked after the 5-year interval (see Appendix A).

In the spring semester of 2000, 663 students enrolled. Among those, 222 responded to Questionnaire A and 370 to Questionnaire B. The open-response questionnaire (A) was administered in June. After the analysis of the results of that questionnaire, a closed-response questionnaire (B) was created and administered to the students who had not responded to the earlier one. After the completion of the study, suggestions for changes were reported to the program (for details of the report, see Strong, 2007).

Some changes were introduced to the listening program after the 2000 needs analysis, which made use of several methods of investigation besides questionnaires. Those changes involved the types of content used for listening texts and a greater emphasis on pre- and postlistening tasks. Students who participated in the 2000 needs analysis expressed an interest in news and popular songs, and those categories of content had not been well represented in the program, so they were introduced along with accompanying exercises and tasks (for examples of activities introduced, see Kikuchi et al., 2004).

In the fall semester of 2005, 598 students were enrolled. Among those, 325 responded to Questionnaire A and 260 to Questionnaire B.

In both the 2000 and 2005 questionnaires, students remained remarkably consistent in their preferences, views of what constituted listening difficulty, and suggestions for improvements to the program. In answer to the question “What would you like to do in the future using English?”, “travel” was at the top of the list, followed by “watch movies for fun,” “study abroad,” “live in foreign countries,” and “work for foreign or Japanese companies.” Somewhat surprisingly, non-career-related goals for using English figured most prominently. The only item in this category that differed significantly between 2000 and 2005 was “talk with friends casually,” with a smaller portion of students in 2005 considering this as something desirable.

In response to the question “What do you find particularly difficult when listening to English in IE Listening?”, “unknown vocabulary,” “colloquial phrases and jokes,” and “excessive speed” were most frequently cited. The only item in

this category that differed between 2000 and 2005 was “the monotony of the task sheet,” with a significantly smaller portion of students in 2005 considering it monotonous, perhaps as a result of a greater emphasis on pre- and postlistening tasks that followed the first needs analysis.

In 2005, the top preferences for types of listening content continued to be “movies,” “TV dramas,” and “popular songs.” The only item in this category that differed significantly between 2000 and 2005 was “news in English—such as CNN or ABC,” with fewer students in 2005 showing interest in it, perhaps indicating that the choices of news items introduced into the program after the first needs analysis could have been more dynamic and selections of news items should have been initiated by students instead of program administrators.

When asked how the listening program could be improved, in both 2000 and 2005, students strongly believed that the focus should be more on daily conversational skills, demonstrating the integrated view they had of speaking and listening skills. Students also were keen on the use of popular songs, hoped for a greater variety of video content, felt that transcripts should be made available for all the listening texts (to be used for reference after listening), and believed that all listening material should be made available for self-study. The only items in this category that differed between 2000 and 2005 were “English should be used for all instruction” and “listening homework should be given,” both of which were seen as being significantly less important in 2005.

The only problem cited in 2000 and 2005 that showed a possible upward trend was that too much emphasis was placed on difficult vocabulary items. Problems that may be part of a downward trend include insufficient time spent listening to English each week; class enrollment being overly large (as many as 50 in some classes); too little focus on conversational skills; and a lack of variety in the materials, with variety taking on new meaning for those coming of age in the YouTube/podcasting generation.

Responses to the question “What can you do using English now?” were exceedingly similar in both administrations of the survey. Regrettably, nearly one-fifth of the students remained negative about their capabilities, answering that they could do “very little.” The only capability that showed a marked rise was “holding a conversation with a foreigner,” going from 47.7% in 2000 to 57.1% in 2005. All of the other items were virtually unchanged.

We found that students’ preferences had not changed drastically in the 5 years since the first administration of the survey. We were dismayed, however, by the fact that students still lacked confidence in their speaking and listening skills, which they rated well below appraisals elicited from their teachers, indicating that they may not have been given enough opportunities to demonstrate to themselves what they were capable of doing.

Focus Groups

In the 2000 study (Kikuchi, 2001), 15 students randomly chosen from different IE Listening classes were interviewed for 10–15 minutes, with interview guides covering questions about target tasks, problems, priorities, abilities, attitudes, and solutions. In 2005, in an effort to obtain data that would complement, but not duplicate, that of the questionnaires, focus groups were conducted. The focus groups, consisting of three students each, were brought together in semistructured sessions, for an average of 15 minutes per group, so that students could discuss their listening courses and suggest possible improvements. To stimulate reflection, the in-house listening texts were made available for reference and perusal. All the sessions were videotaped and subsequently transcribed with the help of graduate student teaching assistants. Student comments arising from the focus groups were placed into seven categories, which emerged from the data: desirable content, materials design and access issues, class procedures and tasks, the role of teachers, class management, evaluation, and learner beliefs. Some of the comments fell into multiple categories.

Focus groups seemed particularly good at revealing the students' metalinguistic and metacognitive understandings (Rost, 1990). One instance of metacognitive awareness was exhibited in a student's recognition that some of the listening exercises amounted to tests of memory more than assessment of listening comprehension, which was not necessarily viewed in a negative light, because some popular standardized tests (e.g., the Test of English for International Communication) were understood to tax short-term memory.

Other evidence of metacognitive awareness was seen in the students' realization that the program aimed to teach the four skills in an integrated way. It was gratifying to us that they saw listening as a skill integrated with the other three skills, particularly speaking and reading. They frequently brought into the conversation what they were doing vis-à-vis speaking and listening in their Core classes and IE Seminars, which are content courses that students take after they complete three levels of Core classes. They did not see listening as a skill to be developed solely in IE Listening. Considering that we had labored hard to create an integrated program, it was reassuring that students appreciated the connections among the skills and how they were addressed in the various courses, regardless of the putative course titles.

Teacher Questionnaires, Follow-Up Interviews, and Observations

Both in 2000 and 2005, a questionnaire was administered to teachers, some of whom agreed to be interviewed later. Fifteen IE Listening instructors responded to the questionnaire in 2000, and 13 in 2005. In this section, we discuss the most recent data, obtained in 2005. In general, the questionnaire (see Appendix B) yielded responses that corresponded closely with the feedback given by students. However, when asked about future uses of English for students, teachers tended

to emphasize career goals, whereas the students expressed expectations that they would use English for travel or to enjoy movies. Items appearing on the teachers' lists that were conspicuously missing from those of the students included United Nations worker, volunteer for a nongovernmental organization (NGO) or nonprofit organization (NPO), and police officer, perhaps reflecting the teachers' aspirations for the students more than those of the students themselves. Several teachers admitted that they had no idea what the students' future uses of English might be, and those who had asked students about this found the responses to be vague. This indicated to us that we needed to better inform teachers of what students see as important uses for English in their future, and students need to have their horizons expanded by being exposed to listening content that might lead them to aspire to a broader range of careers requiring a good command of English. As will be shown later, new listening material introduced to the program came to feature translators, photographers, and NPO workers whose jobs require the use of English or who need it as a lingua franca to communicate with fellow professionals or clients.

When asked what students could do using English, teachers identified a much wider range of skills than students attributed to themselves, hinting that confidence-building tasks, especially at the lower levels, were necessary. There was a close match between teacher- and student-perceived difficulties in regard to listening, with both constituencies seeing limited vocabulary, colloquial expressions, and features of the language (such as assimilation, speed, and ellipsis) presenting barriers to comprehension.

The questionnaire helped us identify five teachers who had taken the initiative to compensate for deficiencies they saw in the materials and approach of the program. Each of these five teachers was interviewed (see Appendix C for the interview guides used) and had one of his or her classes observed to provide us with insights as to how other teachers in the program could benefit from their innovations.

To determine the role that listening played in courses other than IE Listening, from late November to mid December 2005, observations of 27 other classes were conducted. They included the other courses in the IE Program (IE Core and IE Writing), and those for which IE Listening was meant as preparation, particularly Academic Skills (a course designed to help students cope with lectures delivered in English) and IE Seminars (electives that focus on various aspects of English literature, linguistics, and communications). Observations were carried out by one of the authors of this chapter and two teaching assistants, both graduate students at the university. Observers considered and recorded communication in the classrooms broadly. Although they did not use an elaborate coding method, they noted the following features in parallel columns: teachers' speech and actions, students' speech and actions, attitudes (as can be inferred from behavior), environmental factors, and observer comments or reactions. They were also given time lines to complete for each class, and they noted the language used and time spent actually

listening to English, versus hearing explanations in Japanese, responding to the teacher's questions, and dealing with class management issues.

Perhaps the most noteworthy finding was the paradox that more listening to teacher- and classmate-generated input was taking place in IE classes other than IE Listening. Through the observations, we found that the listening requirements for IE Seminars and Academic Skills, for example, called for the comprehension of communications fine-tuned to the students' level of comprehension and responses more varied than those called for in IE Listening. This led us to rethink the wisdom of relying heavily in IE Listening on film and TV material intended for the entertainment or edification of native speakers, because it required a considerable amount of preteaching, led to an excessive amount of exegesis of scripts on the part of Japanese instructors, and demanded rather impoverished output from students.

CURRICULUM, TASKS, MATERIALS

Altschuld and Witkin (2000) acknowledge that needs analysis studies often do not result in substantive changes in curriculum design. From the outset of our study, we were determined that the investigations would lead to concrete changes that would spring from the triangulated (Wallace, 1999) findings. The new curriculum took a blended learning approach (one characterized by both online and more traditional face-to-face components; Stevens, 2004). In this section, we present some of the tasks and innovations introduced following the second needs analysis.

We were able to formulate language learning tasks that could meet student needs, as identified in the questionnaires and focus groups, while being responsive to the constraints and obstacles perceived by teachers, as revealed in the interviews and classroom observations. Adopting an approach to performance-based task creation borrowed from Norris, Brown, Hudson, and Yoshioka (1998), models of task prompts were generated around original video content newly introduced into the program. The first set of pilot tasks centered on audio and video podcasts that showcased key players in a short-term, study-abroad program offered to students in our program by Oxford University's Hertford College. Some of the podcasts were produced expressly for the IE Listening Program, and others were aimed at prospective applicants. The latter are available on Oxford University's official web site. Interrelated tasks involving these podcasts (see Appendix D) respond to the findings of the needs analysis, which indicated that students (a) had a strong interest in using English for the purposes of traveling and studying abroad, (b) wanted to practice more everyday conversation, (c) appreciated materials that were accessible for self-study from home, and (d) preferred to have access to transcripts in order to confirm their listening. Student responses to tasks such as these were promising; however, they failed to change the extent to which the classroom activities were teacher led and contrived

by program coordinators, depriving students of a sense of agency and constraining their choice of content. Another shortcoming of the materials is that they did not provide sufficient structured support that the lower level students needed in comprehending colloquial expressions, unfamiliar vocabulary, and features of the language that caused difficulties, such as assimilation and ellipsis. Therefore, we felt that it was necessary to create, on the one hand, more open-ended activity types that allowed for greater choice and, on the other, more structured activities that would provide the lower level students with some necessary focus on form and additional opportunities for listening practice.

After a few years of experimentation with various combinations of teacher-led classroom activities, supplemented by self-access to online listening content, we were able to put together a set of metatasks (i.e., frameworks that students could use to generate their own lessons and tasks for classmates) along with a combination of commercial and free self-access listening web sites. It was felt that the changes to the course were radical enough to warrant a change in the course name from IE Listening to IE Active Listening. Despite the administrative hurdles that the name change necessitated, we hoped it would highlight the importance of active student participation and the need for teachers to reconceive their role. We came to call the four metatasks *listening interactions*, *listening presentations*, *self-directed independent listening* (or *listening logs*), and *monitored self-access to online listening content*. We describe each of these in turn.

Listening interactions and listening presentations share the fact that the listening content is selected by students from the huge repository of online streaming media freely available on the Internet. Although most teachers and students are familiar with the video-sharing web site *YouTube* (YouTube, 2010), there are a number of other video-streaming sites that are useful for studying spoken English (see Appendix E). The amount of excellent content produced by NGOs and NPOs is especially impressive. We felt that it was necessary to develop ground rules for students to adhere to in choosing video content so as to avoid selections that classmates might find objectionable (see Appendix F).

Listening Interactions

This activity can be done in either small or large classes. In our program it has been piloted successfully in classes with anywhere from 8 to 40 students. Individually, students choose their own streaming audio or video content that concentrates on the course themes. They then use it as the focus for informal discussions that they lead in groups of four (see Appendix G for an example of a completed form that students are given to help them prepare the listening interactions). Each round of discussions should be completed within 10–15 minutes, with the teacher acting as timekeeper.

After the specified time has elapsed, the discussion leader remains in place while the other group members move to the nearest group leader, with whom they take part in another discussion. Their previous leader leads a discussion on

the same content, but with a different group. Time permitting, leaders conduct three discussions on identical content. Then other students become the leaders. With each iteration of their discussion, leaders gain confidence and benefit from repeatedly having to explain the content in slightly different ways in order to make it accessible to their revolving audiences. The audiences gain exposure to a number of audio tracks and videos, which are likely to have some features and vocabulary in common because they are all related to the same theme.

In the first part of the discussion, the leaders confirm whether the discussants understood the videos and the members corroborate their understandings before expressing their opinions. With more difficult content, the former may take longer to accomplish than the latter. In the course of 21 hours of instruction throughout a semester, students in the IE Program may lead several listening interactions.

Listening Presentations

In groups of three or four, students jointly prepare for, and deliver in front of the class, a task-based lesson centering on a streaming video of their choice. In the process, they vet numerous videos before agreeing to present on one. Just as in the case of the listening interactions, the videos must be relevant to the course themes. Students are taught how to give a listening presentation by example (see Appendix H for a sample completed form used by groups to organize their presentations). Early in the semester, the teacher goes through this example presentation so that students understand precisely what is expected of them. Groups are given 25–30 minutes for the entire presentation, including the playing of the video and repetitions of key portions. There is sufficient time for extended discussion and more elaborate tasks. However, it is a challenge even for experienced teachers to design effective language tasks, and the distinction between tasks and the more familiar comprehension questions is lost on some students. Therefore, mentoring is necessary after each presentation to ensure that subsequent presentations offer more genuinely useful tasks and move from simple questioning to simulations of real-world language use.

After the first semester of piloting the listening presentations, we decided to confine them to the highest level (i.e., IE III) due to the more advanced language skills required to construct the tasks and to coordinate a convincing presentation that is truly valuable for the audience. Generally, students give, at most, two listening presentations in the course of a semester.

Self-Directed Independent Listening

In this component of the course, students access vetted language learning web sites (see Appendix I), ones either expressly intended for listening practice for English language learners or that—although not designed for that purpose—possess features that support language learning by offering learning aids, quizzes, closed captions, or transcripts. Working individually outside of class, students

interact with the recommended sites and produce five or six log entries of their experiences, summarizing each site's content, describing how they interacted with it, listing new words and phrases they learned from it, and reporting whether they would recommend it to others. An exemplary log entry should be free of plagiarism and offer a critique of the site's listening content and associated exercises.

Teacher feedback on a student's report might include comments about the choice of material and the use that the student has made of it. It may be helpful if, early in the semester, students are called upon to show and explain the functionality of sites that they have found particularly useful. This is beneficial because we noticed that students had a tendency to stick with the tried and true, not venturing into unfamiliar territory unless encouraged or inspired to do so. An interesting information gap activity is created as students explain the different sites to each other during the first few classes of the semester, ideally while doing a live demonstration projected onto monitors that the entire class can view.

Monitored Self-Access to Online Listening Content

The focus groups, and the IE Listening evaluations that had been part of the ongoing assessment of the program each semester, revealed that it was difficult for students to perceive that their listening comprehension had improved by the end of the course. Therefore, we saw the need for a circumscribed body of listening content that could give students a feeling of accomplishment and provide vocabulary and grammar support for those who needed it, along with guidance in coping with reduced forms, ellipsis, and other bedeviling features of spoken English.

Because we wanted a system that would supply interesting—but also made-for-ESL—content, give students immediate automated feedback, track their progress, and allow teachers to access concise up-to-the-minute reports, we chose a particular commercial product after reviewing a multiplicity of options. It is a web-based English course called the New Practical English program, created by Real English Broadband (Reallyenglish.com, 2005–2010). A deciding factor in choosing this product was the company's willingness to work with us to introduce our own customized listening content in future modules and tweak the templates for exercises to suit our needs.

Initially, students take a placement test, and on the basis of their results they are assigned a set of 10 modules, from a bank of 300 lessons, that are matched to their level. Students proceed at their own pace. On the basis of the students' scores in the preliminary modules, they can move to more advanced materials at a quicker or slower pace. The predictability and well-structured nature of these self-access materials make for a helpful counterbalance to the relative chaos, and almost unlimited choices, presented by the other three metatasks.

REFLECTIONS



Apart from the ends that were achieved through the needs analysis studies (i.e., improved metatasks and proposals for program restructuring), the process itself had value in that it helped foster reflective practices (Wallace, 1991) among the instructors and program coordinators and made students aware that they had a voice in influencing the direction of change.

Changes made to the program after the successive needs analyses included the following:

- using shorter segments of listening material for meaningful interaction with classmates by making extensive use of *YouTube*, where the average length of videos is less than 3 minutes (Mwesch, 2008), and other popular video-streaming sites in the newly introduced listening interactions and listening presentations
- placing more choice in the hands of students for the selection of listening materials, but offering them guidance by carefully vetting sites, particularly for the self-directed independent listening (i.e., listening logs)
- activating students' oral skills by having them demonstrate what they understood in their listening as they performed the interactions and presentations, rather than highlight what they failed to catch, as listening tests tend to do
- giving students opportunities for repeated listening to graded texts, with special attention to vocabulary development, colloquial expressions, and connected sounds unique to English through the New Practical English monitored self-access system
- introducing an element of discovery in the course by shifting the locus of control to students, permitting them to surprise their teachers and classmates by their choices of materials and the tasks they conceive to better illuminate those materials

Perhaps the reason that few needs analysis studies to date have produced concrete changes to a curriculum (Altschuld & Witkin, 2000) is that the volume of data generated has had a paralyzing effect. There is the danger of the analysis becoming a "bean counting" exercise. The use of online survey instruments can save a tremendous amount of time, but throughout the entire process the data must be coded, categorized, and interpreted because it does not speak for itself. Support from administrators, colleagues, and (if possible) teaching assistants is of vital importance. Always having a finger on the pulse of a program is necessary. So occasional classroom observations and constant course evaluations are desirable between large-scale needs analyses.

Specific changes do not necessarily follow directly from a needs analysis. They must be mediated by the overall goals and objectives of a program and what have

been determined as obstacles to their implementation. The greatest value of the present study may have been that it helped us think outside the box. Whereas the listening program had been undergoing constant incremental changes, the premises that underlie it, and the principles followed for selecting content and creating tasks, had not been seriously questioned since its inception. The second needs analysis revealed that changes made after the first one, although an improvement, fell short of expectations. The metatasks incorporated after the second needs analysis provided a more radical departure while flowing naturally from the findings.

We hope that the examples of tasks included in this chapter show that listening needs to be integral to reading, writing, and speaking, which the students at the setting described here understood to be the case, as revealed in the needs analysis. With the aid of materials readily available on the Internet, learners have a tremendous opportunity to choose listening materials themselves, read material corresponding to the topic, study independently—while getting both automated and human (peer and teacher) feedback—and speak or write about what they have been exposed to. In the process, their autonomy as learners is enhanced, making them more likely to become lifelong learners.

Joseph V. Dias is an associate professor in the English Department of Aoyama Gakuin University, in Tokyo, Japan, where he coordinates the Integrated English Program and teaches courses on intercultural communication and language teacher education. His research interests include computer-assisted and task-based language learning.

Keita Kikuchi is a junior associate professor at the Tokai University Foreign Language Center, in Tokyo, Japan. Since obtaining an MA in ESL from the University of Hawai'i at Manoa, he has taught English in Singapore and in Japan. His research interests include curriculum development for EFL programs and second language acquisition, especially regarding individual differences.

APPENDIX A: QUESTIONNAIRES A AND B FOR STUDENTS



Questionnaire A (English translation)

Name _____ Age _____ Gender _____ Level of IE _____

Please answer the seven questions below. Feel free to write your opinions about the IE Listening Program. These results will be used to improve the program. Your participation will be appreciated.

1. What kinds of things would you like to do in the future using English?
2. What kinds of things do you have difficulty with when you are listening to English?
3. What kinds of things would you prefer to listen to in English?
4. What kinds of things can you do using English?
5. What do you like and dislike about your IE Listening class?
6. Do you have any complaints or concerns about your IE Listening class?
7. Do you feel that your IE Listening class helps you to be a better listener? If not, do you have any ideas about specific things that you think need to be changed in the IE Listening program?

Questionnaire B (English translation)

Name _____ Age _____ Gender _____ Instructor _____

Please answer the questions below. This document will be processed confidentially. The results of the research will be used to improve the IE Program. Your cooperation is appreciated.

Have you gone abroad? Yes / No

If yes, for _____ year(s) and give the name(s) of the place(s) where you lived:

1. What would you like to do in the future using English? Please circle either 5, 4, 3, 2, or 1 to indicate your goals and preferences. 5 represents greatest interest and 1 represents least interest.
(5 4 3 2 1) Travel
(5 4 3 2 1) Study abroad
(5 4 3 2 1) Work in foreign countries
(5 4 3 2 1) Live in foreign countries
(5 4 3 2 1) Teach at a school
(5 4 3 2 1) Watch movies for fun
(5 4 3 2 1) Use English while working for a Japanese company
(5 4 3 2 1) Interpretation/translation
(5 4 3 2 1) Talk with friends casually

2. What kinds of things do you have a hard time with when you listen to English in the classroom?

(5 4 3 2 1) Unknown vocabulary

(5 4 3 2 1) Excessive speed

(5 4 3 2 1) Colloquial phrases, jokes

(5 4 3 2 1) The segment of the film being too long, making it hard to concentrate

(5 4 3 2 1) Monotony of task sheets

(5 4 3 2 1) Accents of the speakers

3. What kinds of things would you prefer to listen to in your IE Listening class?

(5 4 3 2 1) Movies

(5 4 3 2 1) TV dramas

(5 4 3 2 1) Documentaries

(5 4 3 2 1) Current news, such as CNN and ABC News

(5 4 3 2 1) Pop songs

4. What can you do using English now? Please mark all that apply to you.

☐ Very little

☐ Give directions on the street to foreigners

☐ Talk with the teacher in class

☐ Hold a conversation with a foreigner

☐ Understand an English movie without subtitles

☐ Understand news shows

☐ Communicate in English while traveling

5. What complaints or problems do you have concerning your IE Listening class? Mark all that apply to you.

☐ None

☐ Too little class time (90 minutes a week) for listening to English

☐ Too many students in the class

☐ Lack of variety in the video materials

☐ Too much focus on difficult vocabulary

☐ Too little focus on daily conversation skills

☐ Other (Specify: _____)

6. How do you like your IE Listening class? Please circle either 4, 3, 2, or 1 to indicate which applies to you.

I like it very much. ← 4 3 2 1 → I dislike it.

Why? (Specify: _____)

7. To what extent do you feel that the IE Listening class helps you to be a better learner?

I think so. ← 4 3 2 1 → I don't think so.

8. Which ideas do you agree with on improving the IE Listening class? Mark either 5 (strongly agree), 4 (agree), 3 (neutral), 2 (disagree), or 1 (strongly disagree) for each choice.

(5 4 3 2 1) To give students a recording of the content used in class for review purposes

(5 4 3 2 1) To show the scripts after watching the video in class

(5 4 3 2 1) To use popular songs in class

(5 4 3 2 1) To focus more on daily conversational skills

(5 4 3 2 1) To give some listening homework assignments

(5 4 3 2 1) To use a wider variety of videos

(5 4 3 2 1) To use English for all the instruction

If you have any other opinions about the IE Listening session, please write them below.

APPENDIX B: QUESTIONNAIRE FOR TEACHERS (ENGLISH TRANSLATION)

Your name: _____

How long have you been teaching IE Listening? _____ year(s)

Please answer the seven questions below. This document will be processed confidentially. The results of the research are going to be used to improve the IE Program. Your cooperation will be appreciated. Thank you for taking your precious time to fill out this form. If you have any questions about it, feel free to contact us.

1. What kinds of things would your students like to do in the future using English? Please be specific.

2. What kinds of things do your students have difficulty with in listening?
3. What kinds of things would students prefer to listen to in the IE Listening class?
4. What can your students do using English now?
5. What do you like—and don't you like—about the IE Listening section?
6. What kinds of complaints or concerns do your students seem to have in IE Listening?
7. Do you feel that your IE Listening class helps students' listening comprehension? If not, do you have any ideas about specific things that you think need to be changed in the IE Listening Program?

APPENDIX C: INTERVIEW GUIDE USED WITH SELECTED IE LISTENING INSTRUCTORS



1. What do you think are the biggest strengths and weaknesses of IE Listening?
2. Have the most recent changes made to the course materials (e.g., introduction of Internet-related pre- and postlistening activities) affected the way you teach the class? Has anything, positive or negative, come from it?
3. Some instructors teaching this course are reluctant to do pair and group work or pre- and postlistening activities. Why do you think that is?
4. Do you have any policy about language use in the classroom—either the language you use when speaking to students or the language you ask the students to use when they're speaking to each other?
5. Have you introduced any required or voluntary outside-of-class listening tasks for your IE Listening students (e.g., listening and reporting about podcasts, DVDs, or news in English)? If so, what has been the response from students? Positive? Negative? Indifferent?
6. What further changes, if any, do you think should be made to the IE Listening Program?

APPENDIX D: SAMPLE TASK FOR IE I LISTENING (TRAVEL THEME)

Title of unit: Studying at Oxford (Talking About University Life)

Task Description

In pairs, one student listens to an interview with Jessie and the other listens to an interview with Tom (http://web.mac.com/joseph_dias/iWeb/aogakupod/Podcast/Archive.html), two student residential advisors at Hertford College. After listening, the partners click on the quiz link to check their comprehension before having a role-play in which they portray Jessie and Tom meeting for the first time in the college dining hall. In the course of the conversation, they should mention a bit about their background and interests, major area of study, experience being a residential advisor, and plans for their future. The transcripts of the interviews can be reviewed before performing the role-play, but not used during it.

For Homework/Self-Access

Option 1: Students download both podcasts and listen to them at their own pace, possibly on MP3 players. They should write a journal entry about how they think studying at Hertford College might be different from studying in Japan and the points they find most attractive about studying at Oxford.

Option 2: In groups of four or five, students select admissions-related podcasts offered at Oxford University's official web site (http://www.ox.ac.uk/admissions/undergraduate_courses/finding_out_more/podcasts/index.html). These podcasts feature dialogues by current students and admissions officers. Each student in the group must select a different video podcast, which he or she will listen to for homework. In a subsequent class, the students—playing the role of prospective applicants—get together in their groups and report on what they learned about the university and the students who study there.

APPENDIX E: WORTHWHILE SITES THAT OFFER STREAMING VIDEO

TED (Technology, Entertainment, Design) http://www.ted.com/	Fascinating and inspiring talks given by key players in the worlds of politics, business, entertainment, and science. Hundreds of the videos have captions in dozens of foreign languages.
Aljazeera.net's One on One http://english.aljazeera.net/programmes/oneonone/	An ongoing series of video interviews with famous people. Guests are interviewed in these streaming videos of approximately 10 minutes in length. Helpful summaries accompany most of the videos.

The My Hero Short Film Festival http://www.myhero.com/myhero/go/filmfestival/ff_sr.asp	Video stories about heroic people, both "ordinary" and well known. Most of these films are under 10 minutes, and each is linked to a summary of its content.
Time (Magazine) Video http://www.time.com/time/video	Profiles of celebrities, politicians, and other influential people in the United States and around the world. Some of the stories relate to content in the magazine, but they are all self-contained and no more than 10 minutes in length.
Travercial http://www.travercial.com/	A repository of streaming travel-related videos. Many of the videos are light on narration or dialogue and heavy on music; however, the videos on volunteer travel opportunities are an exception.
UNICEF Television and UNICEF Radio http://www.unicef.org/videoaudio/	Audio and video podcasts that feature UNICEF's projects aimed at protecting and educating children.
Human Rights Watch Multimedia http://www.hrw.org/en/multimedia-video	One of the leading independent organizations dedicated to defending and protecting human rights. Its web site features streaming audio and video.
Médecins Sans Frontières Media Centre http://www.msf.org.uk/media.aspx	Médecins Sans Frontières (Doctors Without Borders) is a medical humanitarian organization that provides emergency aid in more than 60 countries. Its web site offers audio and video streaming media and podcasts.

APPENDIX F: GROUND RULES FOR CHOOSING VIDEOS TO SHARE WITH CLASSMATES

- The videos should not contain nudity, extreme violence, or anything that might cause offense.
- They should feature a reasonable amount of language (not just scenery or instrumental music set to visuals).
- The sound quality should be clear enough for the language to be understood.
- It should be possible for most students in class to understand the video well after one or two repetitions.
- The videos should feature a range of varieties of English (e.g., Australian, North American, Irish, British, and English spoken by various nonnative speakers).
- The videos should not be subtitled in your native language.
- The ideal length of the videos is 4–6 minutes.

APPENDIX G: EXAMPLE OF A COMPLETED LISTENING INTERACTION FORM

Title of video: One Laptop Per Child
 Creator/poster: *The New York Times*
 Date of posting: October 4, 2007
 URL: http://www.youtube.com/watch?v=PM33EEAszHA&feature=player_embedded#

Prelisting Briefing

Have you ever heard of David Pogue? He writes about technology in magazines, newspapers, and books. He also makes some technology-related videos that run on the *New York Times* web site. In the video you're about to see, he introduces us to a nonprofit organization that provides laptop computers to poor children.

Expressions in Context

What would you guess these expressions mean in the context of the video?
the guts of the machine, snarky bloggers, drop proof, dust proof

Practical Listening Tasks (to accomplish as group members watch the video)

Let's imagine that we're all journalists who have to write an article that lists the features of the XO laptop. As you watch the video, try to note its features, and we'll see how many you were able to catch at the end.

Confirm Understanding/Report on Task Results

The computer's features include game controller, stereo speakers, built-in video camera, components in screen (not under keyboard), waterproof, dustproof, low power consumption (6-hour battery), and so on.

Leader-Led Postlistening Discussion

Do you own a laptop now?
 Would you like to have a laptop like the XO? Why or why not?
 Would you be willing to pay \$400 so that you can get one while another one would be given to a child in a developing country?

Transcription of 1 Minute of the Video

*(Only the leader does this in preparation for the Interaction.
 Parts that are inaudible can be indicated by "XXXX.")*

The idea behind this is to make it so inexpensive that poor countries can afford to buy them for their students . . . for their xxxx deprived students in the hundreds of thousands or the millions. But what's really interesting is that they're actually going

to sell this thing to Americans for two weeks, starting November 12th. To me, that makes it fair game for a review. First of all, I xxxx, for its mission, it's pretty amazing.

APPENDIX H: MODEL OF A LISTENING PRESENTATION ON THE TOPIC OF RELATIONSHIPS

Video title: How Can I Tell If Someone Is Lying To Me?

URL: <http://www.videojug.com/film/how-can-i-tell-if-someone-is-lying-to-me>

Purpose

The purpose of these tasks is to practice getting the main points from a video and the key supporting details. In the process you will learn something about how people behave (verbally and through body language) when they are lying.

Prelisting Questions

Can you tell if someone is lying to you? If so, what gives it away?
Do you think you're a "good" (i.e., effective) liar or a "bad" one? Why or why not?
If you could study how to lie more effectively, would you be interested in learning the techniques?

Prelisting Task

Students prepare a list of 10 statements about themselves, 5 of which are true, and the remainder believable lies. Alternatively, several lies could be embedded in a story that each student prepares about himself or herself.

In groups of three or four, students read their statements (or tell their stories) to classmates. It is important that the presenters look up from their paper when they speak. Classmates will note their observations about the oral delivery and body language. At the end of each list of statements or story, the classmates will speculate about which items were lies and why they thought so.

Listening Task

As you listen to the video, note the behaviors that are often associated with lying. They will include, for example, exaggerated body movement and nose touching.

Postlistening Questions

When do you think lying is acceptable? Give an example of when you told a lie that you thought was justifiable.

Do you think there are any cultural differences in the contexts in which people might tell lies or in the way they do it?

APPENDIX I: VETTED SITES FOR USE IN SELF-DIRECTED INDEPENDENT LISTENING

(all offer scripts and/or closed captions)

Randall's ESL Cyber Listening Lab http://www.esl-lab.com/	A huge repository of audio files (most less than 2 minutes) with corresponding comprehension tests that are scored upon completion. Scripts are included for each lesson, along with vocabulary activities and postlistening exercises.
ESL Bits http://esl-bits.net/	Audio files taken from National Public Radio (in the United States) and Voice of America. It is possible to listen to the content at normal speed or slightly slowed down. Scripts are available for all of the recordings.
Voice of America's Special English and Words and Their Stories http://www1.voanews.com/learningenglish/home/ http://www1.voanews.com/learningenglish/home/words-stories/	Stories are read especially slowly for nonnative speakers of English. A particularly culturally rich series offered in the Special English section is "Words and Their Stories."
BBC Learning English's 6 Minute English http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/	Engaging listening content designed for learners of English as a second language. PDFs of scripts are downloadable, with key vocabulary highlighted.
Centers for Disease Control and Prevention http://www.youtube.com/user/CDCStreamingHealth	For more advanced learners, this YouTube channel features short, informative health-related videos that offer optional closed captions.
Yappr http://en.yappr.com/	Yappr uses videos from YouTube featuring comedy, music, and news as content to learn and practice English as a second language. Videos are graded by difficulty level, are rated by Yappr users, and have subtitles that appear in a window to the left of the video.