APPLYING BOTTOM-UP LISTENING STRATEGIES TO EIGHTH GRADE IN A PUBLIC HIGH SCHOOL

VICTOR OLAYA VARGAS
DANIEL MEJIA GONZALEZ

UNIVERSIDAD TECNOLOGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA
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Asesor:
Profesor Javier Vanegas

UNIVERSIDAD TECNOLOGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
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Resumen

El presente estudio busca observar la percepción de los estudiantes y el impacto al aplicar la estrategia de escucha "bottom-up" en la clase de ingles, la cual consiste que los estudiantes escuchen partes individuales del lenguaje como palabras, terminación de formas gramaticales, entonación etc.

Para lograr los objetivos del estudio, los investigadores llevaron a cabo los siguientes pasos: primero se desarrollaron observaciones a las clases de Ingles de un colegio en Pereira RDA, en las cuales se observó que el profesor no usaba suficientes estrategias para desarrollar la habilidad de escucha en los estudiantes, los cuales solo escuchaban el ingles cuando la profesora leía lo que estaba escrito en el tablero. Después de estas observaciones se elaboraron dos preguntas que encabezarían el estudio:

- ¿Cuáles son las percepciones de los estudiantes durante la aplicación de la estrategia para la escucha "bottom-up"?
- ¿Cuál es el impacto en términos de aprendizaje del lenguaje durante la aplicación de la estrategia para la escucha "bottom-up"?

Para dar respuesta a estas preguntas se llevo a cabo una investigación de tipo cualitativo, y los instrumentos que se usaron para recolectar datos fueron, diarios de campo, videos y cuestionarios. Los datos que se recolectaron gracias a los instrumentos fueron codificados para obtener categorías y dar respuesta a las preguntas formuladas, y finalmente estas categorías fueron discutidas con base en teorías desarrolladas por expertos que habían hecho investigaciones anteriores en este campo del conocimiento.

Abstract

The current study is based on listening comprehension techniques applying bottom-up listening strategies. In this study our first observations were addressed to eighth graders of a high school in Pereira where we found that the amount of listening practice was not sufficient to develop the learners' listening skill. After observing this fact, we decided to implement bottom-up listening strategies to provide the learners with opportunities to receive listening input. Consequently, we formulated two questions that aimed to find answers to what learners' perceptions were, and what the impact on learners' listening skill was when applying bottom-up listening strategies. To answer these questions we applied qualitative research. The instruments that we used to collect data were field notes, video recordings, and questionnaires. The collected data was analyzed in order to obtain findings that gave answers to our research questions. Those findings were discussed based on what experts have written about the field to support and enlighten the results of our study

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Introduction

In many EFL classrooms listening has attracted the least attention of the four skills. With this study we want to show the importance that listening has to learn a foreign language. To carry out this study we apply bottom-up listening strategies in order to provide the learners the listening input to develop this skill. Next we will name the steps that we followed to develop this study.

In the statement of the problem is some information that explains some preliminary characteristics of the setting where the problem was identified. After that, the rationale in which main reason by which the project started is explained. Following the research questions, and the objectives in which the project is centered.

In the literature review is all the theory that supports the project. Next to it, the methodology, type of study, setting, participants, methods and the instructional design are described. Finally the findings and the discussion in which are the answers of the research questions.

Statement of the problem

Language is compound of four skills; listening, speaking, reading and writing. In any language listening is the first skill that a native speaker develops; If we assume this, we can then say that listening is the first skill that learners face in their learning or acquisition process**.** Krashen (1985) argues that people acquire language by understanding the linguistic information they hear. Knowing this, we can assume that listening is the base of language. First, children listen to a lot of words and phrases given by their parents or people around them, and then after they have internalized a big number of words they begin the process of speaking.

We observed an English class of eighth graders in a school in Pereira and we noticed that the only listening that learners were exposed to was the voice of the teacher. Most of the time the teacher used her native language to develop the class and the listening input in L2 was only evident when reading aloud sentences or phrases written on the board. It showed that learners had few opportunities to listen to the target language. In the sessions we observed, the use of materials, such as audio recordings, podcasts, etc and activities to develop the listening skill such as dictations, listening and repeating, writing down the gist from a piece of audio, listen and check, etc were not evident.

Based on the observations we made, we could assume that other teachers ignore the importance of the listening skill. In fact, the teacher we observed did not take into account listening tasks as input sources for her classes. According to Celce (2001) until quite recently, listening comprehension had been neglected with regard to both, its place in second or foreign language teaching methodology and the development of techniques and materials for use in the classroom. For the case of the classes we observed, it was evident that listening skill keeps being neglected.

The problem that we identified in the observations was that listening receive the least attention in these English classes. This teacher did not use materials or other sources to develop the learners' listening skill. Brown cited by Morley (2001), continues to demonstrate that listening is still regarded as the least important skill in a significant number of published courses on listening comprehension and classroom practices. This situation could be noticed in the English classes we observed, in which the teacher dedicated most of the session time to teach grammar, reading and writing, giving little attention to the listening skill.

According to Call (1985), in foreign language teaching and learning, the listening skill has attracted the least attention of the four skills. It seems that listening is not really important in these classes. Due to the arguments expressed above we decided to focus this project on listening activities using bottom-up listening strategies in order to develop some listening classes for a group of eighth graders beginners.

Rationale

Listening as a tool for language learning should be considered as important as the other language skills; in other words, it should be taken into account with the same importance in the teaching-learning process of a second or foreign language. Nevertheless, several investigations have demonstrated that listening has been taken by teachers as a passive skill, Brown (1987) cited by Morley (2001) declares that in many classrooms, listening does not obtain the attention that it needs and that it is regarded as the least important skill. Besides, according to Brown, Call (1985) declares that according to research done in the curricula of most foreign language programs in foreign language teaching and learning, the listening skill has attracted the least attention. We decided to focus this study on listening because we consider this skill as a very central one in the process of learning a language; in fact, Krashen (1985) declares that people acquire language due to the linguistic information they hear. From this point of view we can have an idea of the relevance that teachers should give to this skill when they are teaching a new language, if we are clear that language is developed because of the listening input that we receive.

Listening is not alone in its process, it involves and develops other skills that Harmer (2007) explains. He confirms the importance of the listening skill, arguing that this

skill helps the students not only in listening but to develop pronunciation, intonation and the sounds of both individual words and those which go together in connected speech. Harmer also illustrates the importance of speaking; however, he comments that success in the spoken discourse not only depends on the ability to speak but also on the ability to listen. According to the idea expressed above, and taking into account the importance of the listening skill in the process of learning and teaching a second or a foreign language, we decided to apply a listening strategy to develop this skill in learners. In this study we apply bottom-up listening strategies to a group of eight grade EFL learners in order to observe what is the impact, and what the learners' perceptions are in regard to this skill applying bottom-up listening strategies.

Research questions

- What are the learner´s perceptions regarding listening activities using bottom-up listening strategies in an eighth grade English class?

- What is the impact in terms of English language learning with the application of applying bottom-up listening strategies to EFL eighth grade learners?

Research objectives

- To determine students' perceptions about the use of bottom up listening strategies in learning English through listening.

- To describe what the impact in terms of English learning in instructional language sessions is with the application of bottom up listening strategies to a group of eighth grade learners.

Definitions

Bottom-up

According to Jack and Willy "the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are form together to form complete meaningful texts." (p. 239).

Top-down

According to Jack and Willy "the top-down view suggests that the listening actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses previous knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation includes such things as knowledge of the topic at hand, the speaker or speakers and the relationship to the situation, as well as to each other and prior events." (p. 239).

According to Flowerdew, and Miller (2005), "at the level of the group beginners are likely to need spent more time on developing basic bottom-up skills of the decoding. For more advance learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge maybe more appropriate, although even advanced learners need to work on bottom-up features of fast speech." (p. 27).

Literature Review

The theoretical background of diverse factors that listening skill involves will be presented in the following literature review: The importance of listening, listening comprehension, micro skills of listening comprehension, and bottom up process, among others. These factors will be explained and discussed by other studies in order to enlighten the reader through the concept of listening, and the implications that have emerged by the development of these studies.

The importance of listening in teaching English as foreign or Second language

Listening is the foundation for speaking. By and large, people cannot develop oral skills in any language if they cannot listen. As listening represents the oral input a person receives to be able to produce output, we can say that listening comes before than speaking. Brown (2001) claims that people cannot learn to speak if they are not exposed to listening

in the first place in order to internalize linguistic information which is essential in the process of learning to speak. This idea is supported by Krashen (1985) who argues that people acquire L1 by understanding the linguistic information they hear. Following this line of ideas, Nord (1981) cited by Peterson (2001), declares that listening should be before than speaking since it is impossible to produce language without being able to understand what is being said.

According to Harmer (2007), listening helps second-language learners to develop pronunciation because listening provides learners with the opportunity to appropriate sounds, stress, and intonation. He points out that spoken communication is not only related to being able to speak, but also with the capacity to listen to the spoken discourse effectively. According to Rivers (1996) cited by Morley (2001), speaking does not mean communication if the spoken language is not understood by other person. In other words, communication cannot be developed if the speaker is not understood by the listener.

Several studies show learners perceive that listening skill is important in language learning process. For example Seferoglu & Uzakgoren (2004) developed a study about learners' perceptions of English listening skills at an English preparatory school in Turkey, where English language learners studied English to enter the university. Forty-one beginner level Turkish EFL learners, whose target language was English, participated in this study. The researchers showed that learners think or perceive that listening skill is important at the moment of learning English. Many authors have privileged listening commented about its importance, Rivers (1996) and Weaver (1972) cited by Morley (2001) also support the

importance of listening, arguing that people usually listen twice as much as they speak, four times more than they read, and five times more than they write. Peterson (2001) points out that when second or foreign language learners are starting in their process of learning a language and when they have not yet developed reading skills, listening is the only part of the target language that they are exposed to. At this stage, learners start having a general idea of the language system forming bases for future knowledge.

Even though the importance of listening has being recognized by many studies, this skill does not seem to receive enough attention in many EFL classrooms. According to Call (1985), in foreign language teaching and learning, the listening skill has attracted the least attention of the four skills, in terms of the amount of research in the curricula of most foreign language programs. Brown (1987) cited by Morley (2001) claims that in many classrooms listening does not obtain the attention it deserves, and that it is regarded as the least important skill. Littlewood (1981) agrees, suggesting that people regard listening as a passive skill. In the following sections, we explore factors that challenge the assumption that listening is a passive skill.

Listening comprehension

Several authors have written about the complexity of the process of listening comprehension. According to Buck (2004) listening comprehension is an interactive process in which the listener receives the acoustic input and then his brain engages in a process of understanding in which the sounds given by the speaker are understood.

Referring to the connection that the brain has to do to understand the spoken language, Littlewood (1981) argues that people have regarded listening as a passive skill; however listening requires an active involvement from the hearer in order to get the meaning of what the speaker says. Buck (2004) comments that "listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sound" (p.31).

Bottom-up and top-down processes

Listening comprehension involves bottom-up and top-down processes. The bottom-up process involves reaching the meaning of the utterance from the small components, For example, giving learners an exercise in which they have to listen to a recording and pay attention only to the verbs. On the other hand, when learners use top-down processes, they should listen to the speech and take the general idea of the text. They can use their background knowledge to predict what is going to be said next by the speaker. White (1998), and Brown (2001) explain that the bottom-up process is related to being able to recognize the small patterns of the spoken text such as words and sounds, and top-down involves applying larger items and prior knowledge of what is been said by the speaker in order to anticipate what he or she is going to say next.

White (1998) comments that listening consists of a variety of sub-skills. He mentions different authors that distinguish between bottom-up skills and top-down skills. In

fact, Brown (2001) adapted from Peterson (1991) presents a quantity of activities illustrating the difference between bottom-up and top-down processes.

Exercises for beginning level listeners.

Bottom-Up

1. Discriminating between intonation contours in sentences.
2. Discriminating between phonemes.
3. Selective listening for morphological endings.
4. Selecting details from the text (word recognition)
5. Listening for normal sentence. (word order)

Top-down

1. Getting the gist of a sentence.
2. Recognize the topic.
3. Following directions.
4. Discrimination between emotional reactions.

For intermediate level listeners

Bottom-up

1. Recognizing fast speech forms.
2. Finding the stressed syllable.
3. Recognizing words with reduced syllables.

Top-down

1. Analyze discourse structure to suggest effective listening strategies.

2. Listen to identify the speaker or the topic.
3. Finding main ideas and supporting details.
4. Making inferences.

According to Peterson (2001) in bottom up the listener is supposed to pay attention to every detail of the spoken text. She agrees with Brown (2001) in saying that in the bottom-up process the listener reaches understanding following a sequence that goes from sounds to words to grammatical relations to lexical meaning. In short, this process goes from bottom to top to finally arrive the message. Top-down requires the ability of bringing prior information that is used to understand the topic the speaker is talking about. In top-down the listener is able to make predictions about what is going to be said by the speaker, it means that the listener can deduce or anticipate the final message. The listener can do it by using his prior knowledge and global expectations about the language and the world.

Buck (2001) says that according to his experience, he has noticed that people think that language processing follows a unique sequence. That process is called bottom-up in which people interpret language starting from the lowest level to the highest level, assuming that speakers decode firstly the phonemes, then they decode individual words going to a higher level syntax to finally arrive at the meaning of the message.

In an English class teachers should use both processes providing listening activities in which the learners can practice both of them: bottom-up and top-down. Brown (2001) suggests that learners should be exposed to both bottom-up and top-down processes in

order to understand the spoken language. Morley (2001) agrees that teachers need to give students the opportunity to work listening using these two strategies for listening. Finally White (1998) asserts that good listeners are able to operate from both directions when processing spoken language, using one of them or both them simultaneously according to text they are listening to. Shohamy & Inbar (1991) cited by Mayor (2003) comment that in order to test listening comprehension the text should include both processes in listening bottom up and top down. Therefore the text should have linguistic cues and non-linguistic cues immersed testing for both intrinsic and extrinsic information, global and detailed comprehension. Applying bottom-up and top processes, learners face diverse difficulties that make the spoken discourse difficult to understand.

Factors that makes listening difficult in learning a foreign language

Several studies have noticed factors that place listening as a difficult skill for EFL learners: the study of Seferoglu & Uzakgore's (2004) named several factors that EFL learners perceive make listening difficult. The researchers asked learners for the factors they considered made listening a difficult skill in their learning process, and these were the results: Pronunciation and accent of the speaker, rate of delivery, the effect of tape recorder, lack of vocabulary, lack of proficiency, lack of concentration, lack of practice, situational factors. Although there are a range of factors that make listening difficult, as is showed in the study of Seferoglu & Uzakgoren (2004), we will focus the following sessions on, *reduced forms, stress, rhythm and intonation, rate of delivery and lack of concentration,* which we consider are relevant for our topic (bottom-up listening strategies).

Reduced forms

Listening to *reduced forms* in English is often difficult for EFL learners. Brown (2001) comments that in a normal English conversation is evident the use of reduced forms. That is, learners need to learn how to listen to reduced forms because they are widely used in English oral speech. There are different types of reduced forms, phonological, morphological, syntactic, and pragmatic, let's take a look to the examples presented by Brown (2001), phonological ("djeetyet? For di you eat yet?"), morphological ("I'll"), syntactic (when will you be back? Tomorrow, maybe.) And pragmatic (a phone rings in a house, then child answer and says, mom! Phone.). Nevertheless, although reduction forms are important for EFL learners' process, they represent a problem when learners are starting the process of learning a foreign language.

Stress, rhythm, and intonation

The prosodic features of the English language are very important for learners because prosody carries meaning. Brown (2001) points out that learners should be attentive to *stress, rhythm, and intonation* at the moment of listening in order to achieve understanding. Prosodic features enable the listener to interpret when the speaker is asking a question, making a statement, or making emphasis on a specific part of the sentence. Besides, by recognizing stress, rhythm, and intonation the listener undertands when the speaker is conveying messages like sarcasm, insults, solicitations, or praises.

Rate of delivery

Another problem that learners face when listening to second language speech is the *speed of a speaker's utterances, or rate of delivery*. Speed may make that learner cannot

follow what the speaker is saying and therefore miss the message. The study of Seferoglu & Uzakgoren (2004) shows that when the speaker uses a high speed to deliver the massage, learners probably do not understand the spoken language and they lose the message, on the other hand, in the study of Underwood (1989), it was found that learners believe that not having control over the speed of language is the biggest difficulty that they faced when listening. Besides when listening second language utterances too fast, learners feel that the words disappear before being able to reach understanding on what is being said. It makes that they cannot keep up the speech. Learners concentrate their attention trying to get the meaning of every word; therefore, they fail in listening because they miss the principle ideas of the message.

Lack of vocabulary

Learners think that to reach comprehension they have to analyze or to understand every single word of the spoken language. According to Underwood (1989) Traditional teachers have taught learners to pay attention to every single cue of the spoken language (individual words). This fact could cause frustration in the learners, since it is probably difficult for them to be able to recognize all the patterns that are involved in the spoken discourse. Lack of vocabulary can make learners to lose messages expressed orally. However, we should mention that it is not always true. Underwood (1989) comments that even native speakers do not need to understand all the utterances of a speech. They can follow and respond a conversation only by understanding some parts of what the speaker says. She also points out that learners miss the next part of the speech when they start thinking about the meaning of the unknown words. She says that an unknown word can become a barrier for learners at the moment of listening. As we have seen, the lack of

vocabulary can represent a problem for understanding the spoken language, mostly for EFL low beginners, since they should start their process of learning with individual words.

Lack of concentration

Not being able to concentrate in what the speaker says may also cause failures in comprehension. Rost (1991) writes that there are some factors that can make learners lose attention. Learners lose attention when the topic is not interesting, when they are not able to follow the conversation or when they are worried so much about answering the questions that they do not have time to listen. Underwood (1989) agrees with Rost arguing that if learners find the topic interesting they will concentrate more easily.

Types of knowledge used in listening

There are two types of knowledge that a listener uses to understand the spoken language: linguistic and non linguistic knowledge. Both knowledges are used together to reach understanding. The first is related to the form or the components of the speech such as lexis, phonology, syntax etc. The second one is related to the meaning of the speech, it involves the background or general knowledge of the world from part of the listener. Linguistic knowledge can be defined as the ability to recognize the small parts of the language individually such as sounds, words, intonation, stress etc. Non- linguistic knowledge is the ability to predict what the speaker is going to say or to deduce meaning from the context; it is related to prior knowledge and background. According to Buck (2001), linguistic knowledge is composed of different elements such as phonology, lexis,

syntax, semantics and discourse structure. Non-linguistic knowledge is about the context, which is crucial to interpret the incoming message, and general knowledge about the world and how it works in terms of usage. Linguistic and non-linguistic knowledge are involved in listening comprehension and good listeners use both to understand spoken language.

In listening, the listener use linguistic and non linguist cues or knowledge in order to understand the spoken language. According to Rost (1991) successful listening involves the use of both cues in order to understand what the speaker is saying. It means that a listener use both knowledge to understand language. However, the use one of them or both simultaneously in listening comprehension depends on the context and what the listener is saying. Littlewood (1981), comments that learners should be engaged in an active process of listening for meanings, using not only the linguistic cues but also the non-linguistic knowledge.

Linguistics cues in listening are called sub skills or micro skills. According to White (1998) those sub skills are: recognizing individual sound, discriminating between sounds, identifying reduced forms in fast speech, identifying stressed syllables, identifying stressed words in utterances, recognizing intonation patterns. On the other hand, non-linguistic cues work with the learner's prior knowledge and how he or she deals with it to get the meaning of the discourse.

Micro skills of listening comprehension

Richards (1983) cited by Brown (2001), presents the micro skills that are involved in listening. According to Brown (2001) when teachers are working with listening, they can take in to account these micro skills depending on students' needs. In other words, teachers have the possibility of choosing several micro skills in order to design their listening lessons. Richards (1983), cited by Brown (2001) divided listening in micro skills in order to facilitate the teaching of listening. Next, there are some of the most remarkable micro skills:

- Retain chunks of language of different lengths in short term memory.
- Discriminate among the distinctive sounds of English.
- Recognize English stress patterns, words in stressed and unstressed positions and rhythmic structure.
- Recognize reduced forms of words.
- Process speech containing pauses, errors, corrections and other performance variables.
- Recognize grammatical word classes, (nouns, verbs, etc.) systems (tense, agreement, plural) patterns, rules and elliptical forms.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devises in spoken discourse.
- Infer situations, participants, goals using real-world knowledge.

- From events, ideas, etc. describe predictable outcomes, infer links and connections, between events, deduce causes and effects, and detect such relations as a main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial, kinetic and body language and other nonverbal clues to decipher meanings.

These micro skills help teachers to clarify the organization of the listening skill. Knowing these micro skills; teachers also can divide the goals for their sections. Brown (2001) argues that teachers can use these micro skills to have a clear idea of what part of the listening skill their students will work on. White (1998) agrees with Brown (2001), reporting that there are a great number of micro skills that are involved in skilled listening. White (1998) also presents a number of micro skills, and mentions that many experts differentiate these micro skills between Bottom-up, and Top-down processes. He divides these micro skills into five different categories: the perception skills, language skills, using knowledge of the world, dealing with information and interacting with the speaker. Finally, he declares that other authors may name these micro skills in a different way.

Methodology

Type of study

The project is based on qualitative research because we described the learners' perceptions and the impact of applying bottom-up listening strategies. Besides, the instruments that we used to collect data such as questionnaires, field notes and video recordings are all instruments currently used for qualitative research. We interpreted and described what happened in the classes while applying bottom-up listening strategies focusing on learners' perceptions and the impact of using this strategy in the class. According to Seliger and Shohamy (1989), "the ultimate goal of qualitative research is to discover phenomena such as patterns of second language behavior not previously described and to understand those phenomena from the perspective of participants in the activity." (p. 120)

For this research, we were interested in describing what happened in the classroom while applying bottom-up listening strategies, avoiding modifying learners' behavior because of the presence of the researchers. We applied the "case study" that is used in qualitative research to investigate second or foreign language learning processes. According to Seliger and Shohamy (1989) "the case study approach is used where the investigator is interested in describing some aspects of the second language performance or development of one or more subjects as individuals." (p.125)

Instruments

In order to answer the research questions the instruments that we used to collect the data were three: questionnaires, field notes and video recordings. We applied questionnaires for each session in order to examine learner's perceptions. In the field notes we wrote the most important features that we observed during the sessions, and finally we made video recordings during the listening activities in order to observe the issues that were not evident in the questionnaires and field notes. According to Seliger and Shohamy (1989) "qualitative research uses a variety of means to collect data. Because data are collected from different sources and with different means, such as observations, recordings, questionnaires, interviews, case histories, field notes, and so on, qualitative research can provide insights not available through research methodologies dependent on a single approach such as an experiment or a test." (p.122)

We applied questionnaires to find learners' perceptions during the instruction of bottom-up listening strategies. These perceptions were related to the way learners felt during the activity: if they liked or disliked the activity, if they were motivated to listen or not, etc. Seliger and Shohamy (1989) say that "in second language acquisition research, questionnaires are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts." (p.172)

We used field notes in order to describe every situation that happened in the class during the listening activities. In the field notes we wrote what we observed regarding the

behavior and the comments of the students while we were applying bottom- up listening strategies.

We video recorded learners in order to observe them during the development of the listening activity using bottom-up strategies. We transcribed and analyzed the videos to find information that was neither in the questionnaires nor the field notes.

Setting

The setting in which the project was developed was in a public high school in Pereira Risaralda Colombia. This school offers the students three hours of English classes per week.

Participants

In this study the participants were thirty five students, nineteen females and sixteen males. They were between fourteen and sixteen year old. The learners were divided into two groups, a group of twenty and the other of fifteen learners. In these two groups bottom-up listening strategies were applied. The researchers applied the activities and collected data through questionnaires, video recordings and field notes.

Data collection methods

In this study, we collected data using video recordings, field notes and questionnaires. The researchers worked in two different groups during six sections in each lesson we developed activities to work in the four skills (listening, speaking, reading and writing). Since we centered the study on the listening skill we collected data during its application. We video recorded learners during the listening activities then when the classes finished, each teacher provided the questionnaires to five of the students; finally, each researcher developed field notes based on learners' behavior and performance in the listening activity. We joined and analyzed the data in order to obtain information relevant to our questions.

Data analysis

In order to have relevant information from the data, we prepared the transcription of the videos, and organized the lines of the questionnaires and the field notes. Then, we codified this information in order to take out the lines that represented relevant information to obtain the findings for our study; in other words, we looked for codes with high relation in order to take out findings. These findings were explained and then discussed and compared with theory from the literature review. All this process was developed taking into account the questions and the objectives of the current study. Finally, from this process emerged the information to answer the questions of the study.

Instructional design

There were six sessions in which either recordings or teachers' voice was used to provide the listening activities. During these sessions were applied seven activities using bottom-up, five of them using recordings in which the model was a native speaker and two using the voice of the teacher. In the application of the activities was followed a similar procedure: first, the teacher introduced the words that were going to be used in the listening activities. Then the teacher provided the students a sheet in which was the exercise that learners had to do. Finally, the teacher played the recording and the learners had to do the exercise according to what they heard. The learners had the opportunity to listen to the recording three times. (See example of the activities in the appendices).

Findings

1. Learners regard that teacher's voice is easier to understand than recordings.

Data from field notes, questionnaires and videos revealed that the learners consider the teacher's voice simpler to understand than recordings. We noticed that learners can face many problems listening a recording when listening to a recording when the models are native speakers. The following are extracts from the field notes that illustrate that learners prefer to listen to a teacher's voice than a recording.

27. It was notable easier for the students to get the sense of the words they have heard when the teacher pronounced them.

112. However when the teacher used his voice reading the exercise the learners felt more comfortable paying more attention to the activity and many of them could follow the sequences of the exercise, accomplishing it successfully.

106. Learners had several problems developing this activity since it was very difficult for them to follow the recording and get the correct verb. They complained saying "profe eso está muy rápido, no entendemos, es que ese "man" habla muy rápido, está muy duro, dígalo usted mejor".

In the extracts, we notice how in line 27 the teacher observed that when the students listen to the teacher's speech they could understand clearly. In line 112, it is evident that when learners listened to the recording, they got distracted and did not pay attention to the speech; nevertheless, when the teacher used his voice to develop the activity we see how learners start paying more attention, and therefore most of them develop the task

successfully. In line 106 the teacher observed that learners complained because they could not understand what was said in the recording; therefore they asked the teacher to use his voice. The students perceive that if the teacher uses his voice they could understand easily.

Data from questionnaires confirms our hunches that learners consider the teacher's voice more understandable than the recordings; the following are extracts taken from the questionnaires:

S7. *Es muy importante, estuvo muy buena por que cuando el profe habla para tachar yo entendí.*

S9. Si, si pude pero cuando el profe habló.

We notice that S7 perceives the activity as important and good because he can understand when the teacher uses his voice. The student emphasizes on the fact that the voice to develop the activity is given by the teacher, assuming that he can understand because the teacher uses his voice. In this activity the speech was developed by a native speaker; nevertheless the students did not understand; therefore, the teacher decided to use his voice. S9 affirms that he can accomplish the goal of the activity when the teacher uses his voice, but not when he listens to the recording. These samples show that learners conceive they can understand better if the teacher uses his voice to develop the speech of the activities.

Data from the videos confirm that the learners perceive they can understand more when the teacher uses his voice to develop the exercises. The following are samples taken from the transcription of the videos.

V-S2: profe hable usted.

V-S2: Es que es más fácil si usted lo dice.

V-S4: a usted le entendemos más.

V-S2: no, espérese repítalo usted. ¿Cuál es esa?

In this activity the students could not understand the voice of the recording because it was performed by a native speaker; therefore S2 asked the teacher to provide the voice for the task, nevertheless the teacher continued with the recording. After this, S2 and S4 said to the teacher that if he speaks they could understand better. These samples prove that using the voice of the teacher in listening activities, learners feel more comfortable and secure on what they are listening to.

We notice that learners feel more comfortable when listening to the teacher' voice than to native speakers, Learners find the teacher's voice more understandable because the teacher speaks more slowly and tries to articulate in a more understandable way to allow learners to understand the listening input.

2. Learners consider that they should be attentive to accomplish understanding during bottom-up listening activities.

Data from questionnaires, field notes, and videos revealed that learners are aware that listening requires a great deal of attention in order to understand spoken discourse. The following are extracts taken from the questionnaires, illustrating that learners are conscious of the importance of being attentive when listening to the tasks.

S3. Sí se entiende pero hay que colocar cuidado.

S4. No, porque estuve atento.

S8. 7. Si, porque la verdad casi no presté atención.

S10. No, porque cuando pusieron la grabación yo puse cuidado.

S6. Si, por que presté mucha atención.

S3 and S6 comment that they were successful and understood the spoken language of the activity because they were attentive during the development of the task. They comment that the task is understood if learners are attentive. The S4 and S10 are asked if they had problems developing the activity, and the answer was "not" commenting that they did not have problems because they were attentive. On the contrary, S8 answering the same question argues that he had problems because he was not attentive during the activity. These data show that learners are conscious about the attention they should pay during the listening activities to understand the listening exercises.

Data taken from the field notes support our hunches that learners are conscious that they should be attentive in order to accomplish the information of the listening tasks, these are some extracts taken from the field notes:

38F. the learners were very attentive and they could achieve the goal of the activity without any problem.

55F. Learners were disciplined during the listening activity. Most of the learners seemed to be very attentive to what they were hering, at the end of the task, most of them could accomplish the goal of the activity.

Line 38 shows that when learners are attentive during the activity, they can achieve the goals of the task; the teacher also emphasizes the attention of the learners. We can observe that in this task learners did not find troubles to understand the spoken discourse. Similar to

line 38, line 55 shows that learners could complete and understand the content of the activity due to their attention and the concentration during the activity.

Learners who did not have problems completing the exercise realized that their success in listening tasks was due to the attention that they paid during the activity. It means that although bottom-up listening activities focuses in individual patterns, it requires a great deal of attention on the part of the learners.

3. Speed of the discourse causes learners difficulties in understanding bottom-up listening activities.

Data from the field dairy, questionnaires and videos revealed that the speed of the discourse is a problem for the learners in achieving understanding. The following are extracts from the field notes that illustrate the difficulties that these learners had when facing bottom-up listening activities when the speech go at a normal speed.

> *50. It was not easy for them to get the meaning of the sounds when the recording was played, since it was the voice of a native speaker.*
>
> *128. The students had to tick each picture according to what they heard, some of the students did not get the verbs, therefore, there were some comments like:"Profe yo no entiendo, no hable tan rápido, mas despacio". Although, this activity was developed with the teacher's voice learners were complaining for the speed.*

133. It shows that the speed continue being a great difficulty for learners. Even if they know the words, it is hard for them to be able to understand those words with a normal speech rate.

Even when learners have previous knowledge of the topic, it is difficult for them to understand the voice of a native speaker because of the speed. It can be noticed in line 50 how learners failed achieving understanding of the listening activity because they listened to a recording in which the voice of a native speaker was recorded.

In the line 128 we can observe that no matter if it is the teacher's voice or a recording, the learners are affected mostly by the speed of the speech. We can see in this line how learners complain because of the speed even when the activity was developed using teacher's voice.

In line 133 we can observe how even learners knowing the words, they are unable to recognize those words because these are delivered at a normal speech rate and learners cannot understand what is said. As we saw from the line 128 learners complain when they do not understand what is said asking the teacher to slow down the speed.

Data taken from the questionnaires support our hypothesis that even when learners are asked to understand some words they cannot achieve this goal because they do not understand the words when these are delivered at a normal speech rate.

S4. Un poco de dificultad, ya que algunas pronunciaciones no las escuchaba bien.

According to what S4 says, this learner presents a little difficulty in completing the exercise. The student argues that the difficulty he has, is because of the pronunciation of the speaker. When this learner says that he could not listen to some pronunciation, he means that he missed the words that he was supposed to listen to because the speed of the listening input was delivered at a normal speech rate, and the learner could not follow the words.

Data taken from the video support our hypothesis that speed of the listening input causes difficulty to the learners in achieving the goals of the bottom-up listening activities. Data also showed that when learners do not understand the listening activity they lose interest in the activity.

S1: vuélvala a poner

S2: profe vuelva a poner

S5. ¿Que cogieron? Nada

S6: No, eso está muy duro

S3: Eso tan maluco.

S1 and S2 ask for repetition, since they do not understand the speech. In this exercise learners faced a recording made by a native speaker. We observe that learners ask for repetition since the speed of the recording was delivered at a normal speed.

S5 expresses that she was unable to grasp the words that she was supposed to listen to in order to complete the exercise. She asks the whole group if they understood and she answered her own question negatively. She assumes that as she did not understand, neither

did the rest of the group. The reason why this learner could not get the information was the speech rate of the listening input.

S3 mentions that the activity is boring. We noticed that this learner regards the activity as boring because it was difficult for her to achieve the goal of the activity. We observed that when learners have problems with comprehension they lose interest in the activity.

4. Learners start achieving understanding in the second time they are exposed to the oral speech using bottom-up listening activities.

Data from field notes and videos indicated that learners should be exposed to the listening activities at least two times in order to understand the spoken discourse in bottom-up listening activities. The following are extracts from the field notes illustrating that learners are able to achieve understanding when the recording is played more than once.

92. In the first time few of the learners could get several verbs, however, many learners had problems doing the activity since they expressed that they got only two or three words. In the second time many of learners starting to get the verbs since many of them expressed that it was very simple.

22. The second time they were more attentive and did not complain. It seemed as if they were understanding or getting the missing words.

152. However, the second time they followed the exercise paying a lot of attention to what they were listening to and nobody asked for the teacher's voice.

93. When the teacher suggests listening for the third time many students said that it was not necessary.

24.The third time, they were very attentive trying to correct or review what they had written.

In line 92 it is evident that few learners are able to understand the listening input when it is played for the first time. Nevertheless, the second time learners were exposed to the recording most of them started comprehending the listening input. We observe that listening the second time, learners confirm the information that they listened the first time. It is difficult for learners to understand the speech the first time because their listening skill is still not prepare for the new listening input; nevertheless in the second listening they are more familiar with the voice of the speaker and therefore it is easier for them to start understanding.

In lines 22 and 152 we observe how learners start understanding the content of the listening text the second time they are exposed to the listening activity. The teacher observed that students pay more attention the second time they listen to the spoken text.

Lines 24 and 93 reveal that the third time learners are exposed to the listening input they have understood most of the words to develop the listening activities. We observe that many students do not need to listen a third time because by this time they have already completed the listening exercise; nevertheless some of them ask for a third repetition in order to review what they have listened before.

Data taken from the videos support our hunches that learners start achieving understanding the second time they are exposed to the bottom-up listening activities. The following are extras taken from the videos:

S4: venga repitalo

S4: la cogi de una

56T: now if you want I can play the recording again or we can continue with another activity

57S1: que él va a continuar con la clase

58T: o la pongo de nuevo

59S2: no, ya

60S3: profe ya

61S1: ya las cogimos

S4 asks for repetition because this is the first time that he faces the listening input. However, listening the second time, the same learner expresses that he could understand easily.

In lines 56 to 61 there is a dialogue between the teacher and the learners, in this lines we find support for the claim that when using bottom-up listening activities, it is enough to play the exercises three times. In the third listening, most of the students have the exercise almost finished. The students seem confident, since they express that a third time is not necessary to complete the exercise.

In these findings we observe that when the learners listen to the portion of input for the first time, they are not mentally prepared. That is the reason why there are a lot of complaints in the first listening. However, on the second listening, as we can observe, almost nobody complains and learners are concentrated on the exercise. The possible reason for this is that in this time they are more involved in the listening input and therefore they can get more information.

5. The relative impact of Bottom–up listening strategies instruction.

Data obtained from questionnaires revealed that learners had good performance during the implementation of bottom-up listening strategies. In the questionnaires given to learners, one of the questions asked if they accomplished the goal of the listening activity. The following table contains data that illustrates that learners had a good performance during the application of bottom-up listening strategies.

Table 1

Activity	**Description of the activity**	**Learners who achieved the goal of the activity**
Dictation	learners should obtain some missing words	90%
numbers	Learners had to underline the correct number	70%
Professions	Learners had to tick the correct profession.	90%

Bottom-up listening strategies.

Daily routines	Learners listened to a story and they had to get the missing verbs.	70%
Present continuous.	Learners had to listen to a sentence and they had to tick the picture that contained the verb	80%
Past tense of the verbs. /ed/ pronunciation.	Learners had to organize the verbs according to its pronunciation; /t/, /Id/, /d/	80%

As we notice in the table 1, most of the learners could achieve the goals of bottom-up listening activities. Although, other findings above reflect possible problems during the listening activities, data confirm that in the application of both strategies learners had a good performance; in other words, using this strategy learners' listening skill is affected positively, since in all of the sessions most of the learners accomplished the goals demanded for the tasks.

Discussion

In this section, we will discuss our findings by comparing and contrasting them with the literature on listening comprehension.

The teacher's oral output as learners' comprehensible input

In all our designed listening activities that contained recorded native-English speaking voices, most of the students asked us to repeat the content of the recordings because they felt that they could understand the teacher's output better than the output from the recording. Students probably think that the teacher's voice was more understandable because they perceived it clearer and slower than the voice in the recordings. We realized that learners had difficulties understanding a native speaker's speech, but when the speech came from the teacher, learners could understand more information and they were more attentive and confident. Ur (2003) considers that speaking slower is not the best option for learners to achieve understanding of the spoken language. When providing slow input, teachers take away opportunities from learners to be exposed to everyday normal speed of speech. Ur's (2003) comment may be relevant for a foreign-language learning context where learners already have listening experience, since they have had the necessary practice to construct background knowledge in the target language. However, in our context of beginning learners with little experience with the foreign language, modifying our speech provided the comprehensible input that our learners needed at their particular listening developmental stage.

Teachers can modify their speech as an instructional choice to help students develop their listening skills. At the first stages of listening development, teachers can make authentic recordings more comprehensible to students by repeating speech slowly. This way, teachers provide opportunities for the students to listen to comprehensible input, while scaffolding the students' listening skills until they are developmentally ready to understand more authentic oral speech. Buck (2001), reports that many learners feel that they could understand better if the recording goes slower. He comments that there are several studies that illustrate the relationship between speed and comprehension, supporting the learners' thought that the faster the speech the more difficult it is to comprehend. Using his or her own voice, the teacher has the opportunity to develop the language according to the learner's level and that way facilitating comprehension of the speech. Peterson (2001) agrees that slow speech will not affect the learners' negatively; arguing that teachers do not have to speak to learners as if they already knew the language. She suggests that teachers to use at beginning levels clear pronunciation, repetition of ideas and limited vocabulary. In fact, we considered Peterson's (2001) suggestions when learners did not understand the spoken language. We noticed that modifying the speed of our speech and vocalizing more clearly, the students could achieve the goals of the activities and their motivation and confidence to develop the listening tasks increased. In this context, learners preferred the teacher's voice because they realized that the teacher's speech is more understandable. When teachers develop the listening activities, they can control the language that is delivered. Repetition, clear pronunciation and speed, are factors that teachers can manage when they are developing the listening activities using their voice. We feel that speed is an

important factor that can affect comprehension of the spoken discourse; nevertheless the rate of speech should be fixed according to the learners' level.

According to the findings in this study, speed of the discourse affects learners' listening comprehension during the application of bottom-up listening strategies. Learners had problems at the moment of developing some listening activities because they did not understand the target language when it was delivered at a normal speed. When learners realized that they did not understand the message of the spoken language, they lost interest in the activities and they got distracted. According to Seferoglu and Uzakgoren (2004) when the speed of the discourse is given at a high speed rate, learners tend to miss the message of the discourse. Although bottom-up listening activities deal with individual patterns, we observed that learners had problems understanding some listening tasks that used a normal speech rate. To solve this problem we used our voice slowing down the speed. Nevertheless, Ur (2003) disagrees with using this solution arguing that teachers should not slow down the speed of the discourse. Instead of that, she suggests to encourage the students to be relaxed during the activities, trying to understand only what is important and to disregard the rest. It is important to emphasize that the study was applied in an EFL context with low beginners and that it would be difficult for them to understand, even when they were asked to relax, if the speed continued being high. In this study we used a standard rate of speech and we noticed that learners presented difficulties completing the listening activities.

We can notice that in daily life, when native speakers are talking with someone who is learning the language, they reduce the speed and try to speak more clearly in order to

make themselves understood. Buck (2001) argues that when people are talking to others who have a lower level in listening, they tend to speak in a more understandable way, reducing the speed of the discourse to make it clearer. We consider that by reducing the speed and speaking clearer we can help learners to be successful in the listening activities and this will not affect negatively the development of their listening skill, on the contrary it will motivate them to continue listening since they perceive that they can understand the spoken language even when they are just starting to learn it. The idea of Ur about not slowing down the speed of the discourse can be taken into account when the learners have enough practice in listening, but we should reflect about using this method when our learners do not have enough background and are starting in the process of understanding the spoken language.

The importance of attention in the acquisition of bottom-up listening strategies

Even when bottom-up strategies demand from the learner to concentrate just in one part of the speech this process requires a great deal of attention. People could assume that bottom-up strategies are easy to use and that these strategies do not demand a great deal of concentration and attention from part of the listener. However, we found that learners in this study realized that bottom-up listening activities are complex demanding attention and concentration to be achieved. We believe that exposing the students to explicit instruction in listening strategies provide them with language experiences that will be helpful for them to advance in their English language learning. Morley (2001) comments that using bottom-up strategies at beginning levels demand conscious attention on the part of the learners.

then when learners internalize the structures because they have listened to the same information many times, they can process that information automatically. Several studies have reported the importance for learners to be attentive in listening activities in order to achieve understanding of the spoken language, Rost (1991) writes that when learners are not attentive during the listening activities the results will be poor understanding, he point out that to be attentive is an important factor to understand the listening activities. Buck (2001) points out, that there are different factors that cause poor understanding stating that lack of attention is one of them. We can observe that Rost (1991) and Buck (2001) agree when they comment about the problems that may arise when there is lack of attention. We know that lack of attention is a problem for understanding the spoken discourse. In fact, in our study learners were conscious that attention was a core factor to accomplish bottom-up listening activities. According to White (1998), language learners often think that they do not understand the spoken language because of their lack of knowledge or lack of vocabulary in the target language. He declares that concentration is an important factor for learners to understand listening activities and that poor understanding is not just because of lack of knowledge or lack of vocabulary. Unlike White's (1998) study in which learners thought that the main difficulty for understanding the language was lack of knowledge. In our study, learners thought differently, realizing that attention and concentration are decisive in order to achieve understanding in listening activities. It is relevant that in this study the students were conscious of the importance of attention in order to comprehend spoken language.

Learners start achieving understanding the second time they are exposed to the listening activity.

In our instruction, we repeatedly exposed the students to the recorded speech, and when they were engaged in independent listening activities, we played the recordings up to three times. The main reason for providing input repetition was to give learners the opportunity to understand and accomplish the goal of the activity. It was evident that many learners had problems with understanding when they listened to the recording for the first time. However, the second time they had the opportunity to listen to the recording, they started getting more information. Ur (2003) comments that in daily life, students will not have the opportunity to listen twice; she suggests that instead of playing the discourse twice, teachers should provide spoken texts in which the main information is repeated more than once. We consider that the thoughts of Ur are relevant and could give good results as well in listening activities. Nevertheless, it is very common in the classroom that the learners ask the teacher for repetition because they want to catch what they could not in the first listening and that is reasonable. Harmer (2007) comments that teachers usually play the recording more than once, because students ask to hear the discourse again in order to obtain what they missed the first time. We noticed that when students listened for the first time, they tried hard to understand the content of the recording. Nevertheless, they did not understand and they had many doubts on what they had listened. We think that the first time the learners have and scheme of the discourse; adapt their hearing to the sounds or to the speaker's voice and start waking up their listening skills. It seems as if they used the first listening as a warm up preparing their listening skills for a second chance. Therefore,

learners want to listen to the recording again in order understand the spoken language, Harmer (2007) declares that "the first listening to a text is often used just to give students an idea of what the speakers sounds like and what the general topic is, so that subsequent listening are easier for them" (p 135). We realized that the information learners understood the first time is partially poor, but in the second time of listening, learners start understanding achieving the goal of the activity. Our experience with teaching English learners to listen to English speech showed us that in a language classroom context, exposing the learners to a second listening is important. Although it is true that in daily life learners may not always have the opportunity to listen to speech twice, it is also true that speakers often ask for repetition if they do not understand what the interlocutor says. Therefore, allowing the learners to listen more that once the same text is not harmful, by the contrary gives them a better understanding of what they are listening.

The relative impact of Bottom–up listening strategies instruction

The study revealed that beginners have positive results applying bottom-up listening strategies, since a great number of learners achieved good performance through the development of the listening tasks. Learners could work and be successful in the exercises because the strategy is adapted to their level (low beginners). Morley (2007) argues that bottom-up listening activities can help low level learners to understand enough linguistic elements of what they hear. According to the results in our study, most of the students worked successfully in the bottom-up listening activities. It is evident that learners have a

great possibility to learn and to be successful in listening tasks with the implementation of bottom-up listening strategies.

Instructional and research implications

Instructional Implications

Many EFL beginners learners feel discourage when listening because they are unable to understand spoken discourse. They think that they should understand every single word and they get discouraged when they realize that they cannot even understand the simplest words. However, applying bottom-up listening strategies in English beginning levels can be very positive since learners only have to focus their attention in one part of the discourse and they do not need to worry about understanding the whole text. When learners can recognize the small patterns of the discourse they feel comfortable and motivated because they feel that they understand the spoken language, and this fact encourages them to continue listening. Therefore, we suggest that EFL teachers should include explicit instruction of bottom-up listening strategies in their beginning level lessons, and when learners have acquired background in the target language teachers can begin applying top down strategies. Nevertheless, we do not suggest to use top-down strategies in learners who are starting the process of learning English when their language background is poor.

In applying bottom-up listening strategies the learners can have difficulties because of the speed of the discourse. We consider that for beginners, slowing down the speed is a good method that teachers can use to increase confidence and motivation on the learners while listening, and once the learners have acquired enough confidence in listening practice we can start using the spoken discourse with a normal speed, asking them to be relaxed during the activities, trying to understand only what is important and to disregard the rest.

To implement bottom-up listening activities teachers should have a deep knowledge of the sub-skills that compound listening comprehension. The design of the activities is not too difficult; nevertheless teachers should be aware of learners' language level because when the activities are above their level being too difficult, learners tend to get frustrated and lose interest in the activity, on the contrary if the activities are too easy, learners will not make any progress in their language learning process.

Research Implications

Two future research project ideas result from the present study. The first one may explore the use of the teacher's modified speech as a main source of listening material as compared to normal speech. Our study suggests that from the learners' perspective, the teacher`s speech is more understandable and clearer than the voice from a recording, since the teacher can modify the speech by making it slower, and by adapting it to learners listening comprehension level . However, we struggle with the idea that modified speech may be harmful for English language learners in the long run, as they may not be exposed

to language with a normal speed in order to be able to deal with everyday language (Ur, 2003). A study that compares the effectiveness of the teacher's modified speech and the speech from authentic audio recordings would be helpful to explore the effectiveness of the two in teaching English language learners.

The second topic for further research is the effectiveness of repetition of oral input for listening comprehension. A similar study would explore whether teachers should play the listening activities more than once or on the contrary, as was suggested by Ur, teachers should provide spoken texts in which the main information is repeated more than once, arguing that in daily life students will not have the opportunity to listen twice. What Ur suggests is a good possibility in order to give the learners an opportunity of rehearing the main points of the discourse without being explicit. It could help the learners to be more attentive during the listening input and be aware that in daily life they could not listen to the discourse more than once. However, in daily life is common that the listeners ask for repetition when they do not understand the spoken language. Research in this topic would be interesting and could bring relevant results in language teaching, since many EFL teachers as we did, exposed the learners to the same discourse more than once, assuming that learners can understand what is being said in the second or third listening.

Conclusion

For EFL beginners, it is difficult to understand the spoken language because they do not have enough vocabulary and listening background in the target language. The instruction of bottom-up listening strategies can be very useful for beginners in order to start developing their listening skills. When applying bottom-up listening strategies, learners do not need to be aware of the content of the whole text, they can initiate their process of learning the foreign language without feeling frustrated or discouraged for not being able to understand what is said. By mastering basic listening strategies, learners can understand small patterns of the spoken discourse, even when they are just beginning the process of learning a foreign language.

As we have mentioned, when applying bottom-up listening strategies, learners just have to concentrate on individual patterns; however, if the speech rate is delivered fast, beginners can face difficulties in achieving the goals of the activities. Therefore, the speech rate should be adjusted according to the level of the learners, and teachers can use their voice to adapt the speed of the discourse to the language level that they are teaching. The teacher's scaffolding enables learners to better understand better the spoken discourse and increase motivation in learners to continue listening. Listening to the input more than twice allow the learners to achieve a better understanding of the spoken discourse, therefore it is important to let learners listen to the same spoken text more than once.

English teachers should be aware of the importance of the listening skill, providing to their learners good opportunities to develop it. In this project we provided our learners with listening input using strategies that, according to their language level, helps the learners to develop their listening skill.

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Appendix

Cuestionario para cada clase

Este cuestionario se aplico a los estudiantes de 8º al final de cada clase

1. ¿Cuáles fueron las actividades que mas le gustaron durante la clase?

_____

_____

2. ¿Cuáles fueron las actividades que menos le gustaron durante la clase?

_____

_____

_____

3. ¿Qué piensa de la actividad de escucha que se realizó durante la clase?

_____

_____

4. ¿tuvo problemas para desarrollar la actividad de escucha que se desarrolló durante la clase? ¿por qué?

_____

_____

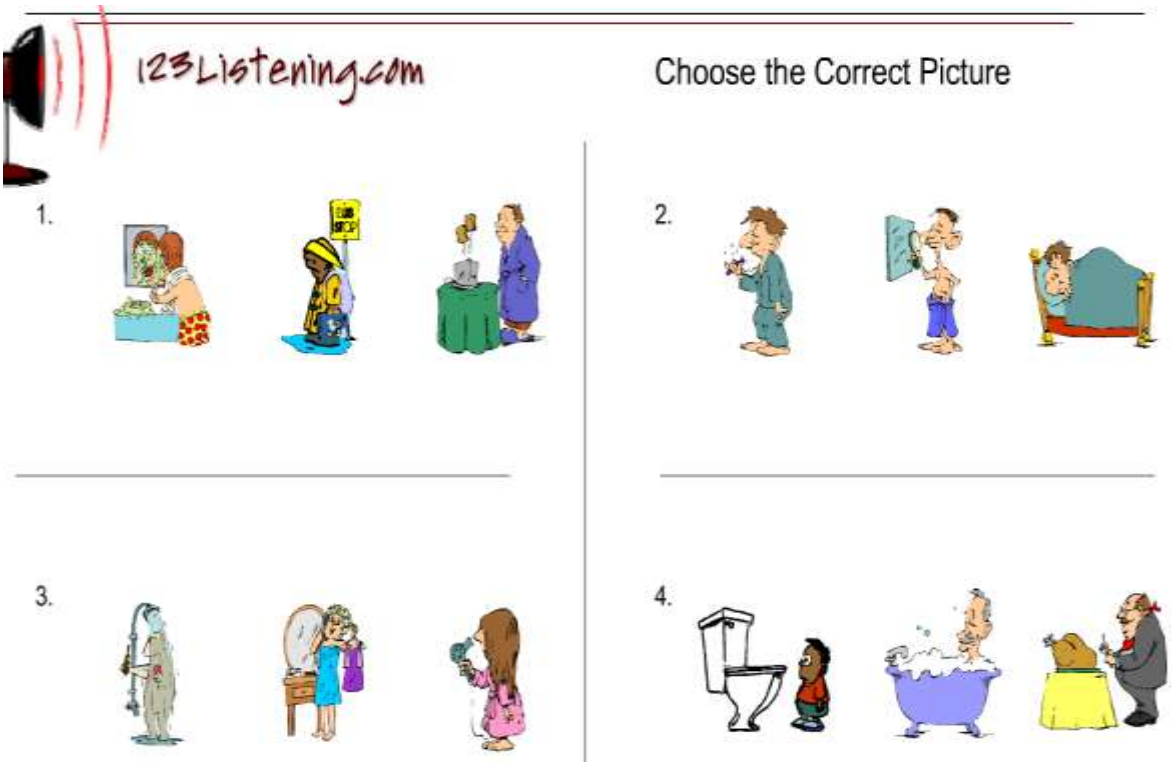
5. ¿Cree que cumplió el objetivo de la actividad de escucha que se realizó durante la clase?

_____

_____.

Bottom-up listening activities

1. In this activity the learners have to tick the correct picture according to what they hear.



2. In this activity the learners have to choose the number that they hear.

Tick the correct number according to what you listen

119 122 127 135 139

143 167 172 183 185

1012 1053 1125 1243 1653

3. In this activity the students have to fill the blanks with the verb that they hear.

Possible Answers

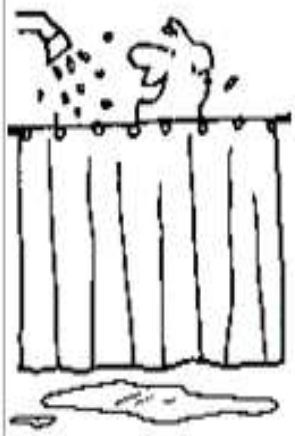
takes a shower	leaves for	goes to	reads	goes to bed	gets home	gets dressed	works	eats dinner
gets	gets off	gets to	sleeps	takes	plays	leaves	eats breakfast	gets up



Every day, Harold _____ until 6. a.m.



He _____ when his alarm rings at 6.



He _____ after he gets up.



Then he _____.