USE AND FREQUENCY OF LISTENING STRATEGIES AMONG PRE-INTERMEDIATE STUDENTS
at the BA English Program, Language School, UV

QUE PARA OBTENER EL GRADO DE:

MAESTRÍA EN ENSEÑANZA DEL INglÉS COMO LENGUA EXTRANJERA

PRESENTA

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Introduction

Listening is nowadays considered a very important skill in order to learn a language. It serves as the oral input that learners receive and process in order to gradually produce it later on in an effective way. To achieve this, that is, to develop a skill, it is important to have certain subskills or strategies or undergo a process. This thesis focuses on the analysis of the processes and strategies that can be taken into account for the practice and development of this language skill.

This qualitative small-scale research was done with the objective of verifying, analyzing and describing the different processes that students carry out when arriving at answers during a listening activity. The necessity of studying students’ choices of strategies emerged from the concerns and complaints on behalf of my students on the difficulty of the listening tasks basing their arguments on the inadequate level of the listening, the delivery rate and accent of the speakers, among others. After giving it some thought, I realized that the activities of the textbook and the methodology mainly focused on testing the skill instead of actually teaching it. According to these activities and methodology to work on this skill, it became apparent that there was an urgent focus on listening as a process and the strategies to face the skill.

During this study, I found several authors that helped me realize about this need in my teaching context as well as raising awareness of the measures we had to take into consideration to help our students. However, first of all, I found particularly interesting to understand the processes that students might be carrying out during activities and the way they perceive and deal with this skill. These authors (Field, Rost, White, Helgesen, Brown, Ur, Anderson, Lynch, Nunan, among others), helped me visualize the problem with an objective point of view and a theoretical basis in order to study, analyze and understand the processes that pre-intermediate students undergo when working on listening comprehension at the Language School of the University of Veracruz, in general to understand and raise awareness of the complex process of this skill.
This thesis consists of three chapters and the conclusions as well as the methodological implications. In the first chapter, the literature review of the listening skill as a process is presented. Here we can find a discussion of the main points of the listening skill supported by other researchers' points of view, which were taken from printed books as well as online articles and websites. It is important to mention that some of the articles published in the Net are of great help because they are updated and provide recent research and outcomes of the study of listening.

In the second chapter, the methodology of this research is explained. Here we can find specific information about the study, the procedure, the participants, the context, the instrumentation as well as the listening text used to collect the data. In addition, the reasons for choosing a mixed type of quantitative and qualitative procedures to analyze the data will be explained in detail as well as the focus on the qualitative approach of the study in general.

In the third chapter, the specific and general results are presented. Here we can find an analysis of the listening strategies used by the participants as well as an interpretation for their choices, performance, and the processes that they carried out. There is also a presentation of graphs, which will be useful to observe the frequency of strategies being used as well as their interpretation, in which perceptions will be stated, supported by several excerpts from the participants with the purpose of exemplifying and analyzing the use of these strategies.

Finally, the conclusions of this work and implications for teaching this skill are presented. Here I mention some of the points that I found most relevant from the study, such as the explanations for the use of specific strategies. Moreover, some of these points are emphasized from a practical point of view and some suggestions are provided to consider working upon when teaching the listening skill as well as for further research.
Rationale

According to my working experience at the Language School of the University of Veracruz, I noticed that the technique used to teach listening in the English courses I have worked on tended to focus on the product of the listening comprehension and not on the development of listening strategies, that is, only the right answers on behalf of the learners. The coursebooks, of course, have been influential in the way I work with listening, but they do not seem to promote having learners reflect on the way they listen, only on the focus of checking right answers.

My interest rose when I noticed that every time I worked with a listening activity, my students usually complained about the different factors that impeded them to choose the correct answer, for example, the delivery rate, the accent of the speakers, the unclear topic and situation of the listening text, the quality of the sound, among others. Then I realized that I had to help them overcome these difficulties. In order to compensate for these issues, we had to use strategies. I also realized that the way I was working with listening activities, which were about having students listen and then checking their answers, was not working properly in their development of this skill. We needed to actually practice this skill through strategies and not only to carry out test-type activities in class.

In addition, students had to be aware of the listening strategies that they could make use of in order to work on the development of this skill. Therefore, I decided to carry out a study in which a group of learners could be analyzed during a common listening activity in terms of listening strategies based on the processing models of bottom-up and top-down with the purpose of presenting the processes the students carry out in order to arrive at an answer. They were not aware of the listening strategies that I focused on and they had not had any kind of conscious strategic training before the study.
It should be clear that I do not intend to propose any change in the teaching methodology of the listening skill. I do intend to describe what I observed about how students processed a text in terms of listening in order to understand which listening strategies they made use of and the reasons for their use.

Although skills are a complex issue in ELT, they can be developed by means of the development of learner's autonomy and strategies. With appropriate strategies, learners might be able to face activities with tools that may help them perform effectively. In my teaching context, strategies are not usually taught because the main focus is on the testing of skills. However, learners often find problems with activities due to the lack of strategies rather than the lack of language level. This has become a problem as learners cannot cope with the challenges that activities require. Also, students often state that the problem of these activities is that the language is an upper level or faster than it should be.

It is important to mention that for receptive skills, learners have a certain way of processing the information they are receiving. This situation seems to be exactly what Field (in Richards and Renandya, 2002:246) states, "We tend to judge successful listening simplistically in terms of correct answers to comprehension questions and tasks. We overlook the fact that there may be many ways of achieving a correct answer." In other words, this process and strategies are often overlooked because the main focus of activities has become to have students recognize the same and correct answer. For instance, for listening comprehension, learners can make use of several strategies that help them have a better performance during activities. These can be elaboration, inferencing, selective attention, and self-monitoring (Chamot and Kupper, 1989 cited in Oxford, 1994).

In this paper, I will present an analysis of the use and frequency of listening strategies, based on the comprehension processes of top-down and bottom-up, of ten pre-intermediate students from the English Language B.A. during a listening activity. In order to study the use, I intend to observe, analyze and describe the
reason why students made use of a certain strategy with the aim of carrying out the activity. In order to study the frequency, I intend to describe the strategies that students utilized in a quantitative and qualitative way. Therefore, the research questions are the following:

- What are the most frequent listening strategies, based on the top-down and bottom-up process that pre-intermediate students at the B.A. make use of, and
- What are the reasons for their choice of strategies?

The main goal of this study is to analyze the top-down and bottom-up processes that are involved in the listening skill. Through the analysis of the students' strategies belonging to these two processes, a tendency of which strategies are chosen can be observable and therefore the process they opt to follow. As for the specific objectives, this study intends to:

- study which of the strategies are most common among pre-intermediate learners
- learn the reasons of students' correct and incorrect answers to a specific listening activity
- observe the behavior of the students during a listening activity in terms of actions in the search of correct answers
- work on the listening skill as a process focusing on the strategies used by students
CHAPTER ONE: LITERATURE REVIEW

1.1 The Listening skill

Since the importance of teaching languages started to grow, there was a long period of time before the listening skill was considered as important as the other skills (Richards and Renandya, 2002:235). In terms of methods for learning languages, listening started to be focused on as the needs for people to learn languages reflected that it was essential, that is, when people began to feel the need to communicate in a foreign language they first needed to receive the language in order to produce it later. Methods, such as the Direct or the audiolingual, focused on listening in order to have learners produce sentences they had already heard. Then, the Communicative Language Teaching (CLT) integrated skills with the purpose of having a complete instruction and a better performance of the language in real situations. Consequently, listening has recently played a central role in language learning. Rost (1994:141) states that teachers nowadays are more aware of the role of listening in language learning and that listening has become important for these reasons:

1. Listening represents input for the learner.
2. Language in its spoken form also represents a form for interaction. As learners need to be able to interact to understand, it has become essential in order to have access to speakers of the language.
3. Spoken language presented in an authentic way challenges the learner to understand the language in actual use by native speakers.
4. Listening can be a means for the teacher to be able to focus on other features of the language such as vocabulary, grammar, or interaction patterns.

Along with the points mentioned above, this skill also represents essential contact with the foreign culture and language in specific terms, such as the involvement of the learners with the language. Rost (1994:141) also points out the interests that listening can stimulate and provide such as “participation in the target culture (via
movies, radio, TV, songs, plays), appreciation of the beauty of the language (figures of speech, sayings, colloquial expressions) and fulfillment of social needs (development of relationships, confidence, gathering information for everyday survival needs).

In addition, in daily life people usually take listening for granted, as almost all the time they are hearing something. Anderson and Lynch (1988:3) state that “We often become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency.” As the authors state, we only realize that we are listening to something when it turns to be strange or different from what we are used to and also become aware of everything we can understand as an achievement when we find ourselves in an unfamiliar listening environment, that is, when listening to a foreign language.

In order to listen successfully, a person has to do a series of actions, usually in a very short time. Helgesen (2003:24 in Helgesen and Brown, 2007:3) states that “Listening is an active, purposeful processing of making sense of what we hear,” that is to say, although the listening skill can be considered a simple activity in our everyday life, it is a process we carry out in order to receive, decode and apply new and given information, in different contexts such as in our mother tongue or in a foreign language. Nevertheless, this process involves the use of listening strategies, which are “conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding” (Rost, in Carter and Nunan, 2001: 9).

1.2 The importance of the listening skill in the foreign language classroom

Listening in the classroom can be very productive for students who can understand what the speakers in the tape or compact disc are saying. However, what happens to those students who always feel lost during listening activities despite trying hard to listen? What kind of problems do they have when listening? Do they really pay
attention? How are they trying to find key words? All of these questions are often asked by teachers while teaching listening and it is crucial to observe and understand students when they try to do these activities and overcome these difficulties.

First of all, listening, despite being considered a receptive skill, is not considered to be passive and it seems to be one of the most challenging skills for students to develop. This is because listening skills are acquired with considerable time and practice. As there are no rules as in grammar, it can become frustrating for learners to try to learn it. Other skills such as speaking and writing have specially designed exercises to put them into practice. Beare (n.d.), in his article The Challenge of Teaching Listening Skills, points out there are ways to improve listening skills even though they are difficult to enumerate and analyze. In addition, this skill requires the listener's involvement in a process in order to receive and internalize the information. Unlike reading, when readers are able to take their time in order to understand and go back and forth through the text assimilating the information, listening does not usually give listeners a second chance to grab the information because it is ephemeral in real life situations.

Another problem for students when facing listening is the delivery rate in which a person speaks normally in their mother tongue, which might be considered by speakers of other languages to be extremely fast. As a result, speed might also hinder comprehension. However, as, Anderson and Lynch (1988:3) state, there is an explanation for this: we normally try to analyze our listening skill when we hear a language or an accent that is not familiar to us. The common perception of non-native speakers is that native speakers talk in a very fast way, though it is normal for a person to have a high delivery rate when speaking in their native language. This might be a potential problem for students when trying to listen carefully and as stated by the authors, they feel they cannot cope with the torrent and speed of language uttered by the speakers.
1.2.1 The usual listening activity

The listening skill is usually worked on in the classroom with a tape, a cd, dictation or a video. The activities are usually carried out according to a determined procedure in which some new or key words are taught to the students, some questions concerning the topic are dealt with, and then the tape is played. After that, there is a comprehension check about the general meaning and details. Finally there is a follow up activity in which the topic is used to introduce a new one. Obviously, this technique may vary but this seems to be the procedure in which a listening activity is carried out in general terms (pre-listening, while-listening and post-listening). This way, students are prepared with the vocabulary and background information about the topic before carrying out the listening task and given reinforcement of newly learned material after the task.

1.2.2 Constraints of the usual listening activity

White (1988:5) considers there are some constraints to this technique that are important to take into account. The aforementioned listening activity has several negative points. First of all, there is a limited time for listening to the tape as teachers focus on the pre-listening and post-listening activities and the time employed for students to listen is relatively short. Secondly, the teacher is the main person responsible for having students understand the text without giving them freedom to use their own way of approaching the task. Third, there is an assumption that if students work with listening that way and do it successfully, they will also be successful when facing a real-life listening situation. The author questions this considerably because there seem to be more ways to listen in real life.

In addition, this technique assumes the students are mere overhearers of a conversation or a situation without showing them that listening is more than just listening to people and then remembering or comprehending what they have just said. As well, teachers usually expect students to understand every single point of the conversation or question from the course book or activity. In the end, students are only expected to have understood the points the teacher has focused on and are
not expected to reflect on what they need to improve their comprehension. Consequently, teachers very often tend to focus more on the product of the activity than on the process that students should follow during this type of activity. They usually do this by only checking if students answered right or wrong at the end of the text without thinking about the course of action that students may have gone through.

1.3 Listening as a process

It is important for teachers to discover what their students are doing either physically or mentally and consciously or unconsciously during an activity and to have students reflect on the way they should face listening, in order to understand the barriers that impede the acquisition of listening skills. Field (in Richards and Renandya, 2002:246) explains that “We focus on the product of listening when we should be interested in the process – what is going on in the heads of our learners. Wrong answers are more informative than right ones; it makes sense to spend time finding out where and how understanding broke down.” In other words, the encouragement of the self-discovery of listening strategies has become imperative for students to improve their listening in or outside the classroom.

In many cases, students often fail and feel frustrated for not understanding during an activity because of their lack of skills and strategies. As White (1988:13) states, “Language learners often think that all their difficulties in listening are due to their inadequate knowledge of the target language.” According to the author, there might be more causes of this misunderstanding. If the listening activity is adapted to suit the students' level of proficiency, the problem might surely represent a lack of skills or strategies. So it becomes imperative for students to be aware of and able to reflect on their own process of listening and use the strategies which can help them in a satisfactory way.

There are several characteristics that listeners need in order to be successful. They have acquired a number of skills because they have used strategies for listening. To
be skillful at listening, they needed to focus on different strategies and put them into practice. Ur (1984:9) states,

Good listeners need to be able to use a combination of sub-skills simultaneously when processing spoken language; the skills they will need at any particular moment will depend on the kind of text they are listening to, and their reasons for listening to it. Of course, language learners will not be very good at these skills to begin with, and teachers will need to teach them strategies for coping with what they have missed or misunderstood.

According to the author, it is relevant to point out that successful listeners can use a combination of skills at the same time when understanding spoken language. These skills will be used depending on the kind of text and the purpose for listening. For beginner learners, it might be difficult to cope with understanding texts, but teachers need to help them develop these skills in order to compensate with what they cannot understand. Therefore, if teachers want their students to have the necessary skills for listening effectively, they should encourage students to work with the strategies they feel are more convenient.

Furthermore, as White (1988:9) also presents, when listeners become competent in what they do and feel listening is relatively easier than it used to be, it means they have stopped putting into practice the strategies, at least consciously, and try to compensate their lack of language with more listening skills to cope with meanings. Strategies are these efforts to compensate for what they are not sure they understood. As learning progresses, there is less need to use the strategies due to the familiarity with language that they find and the fact that they become more competent at listening skills. In other words, learners become less and less conscious when receiving language in the strategy to use but more conscious on the meaning and the key information. McDonough and Shaw (1993:137) state that “In a competent listener, the micro-skills (...) are engaged automatically. Language learners, however articulate in their L1, are confronted with a rich and complex medium, a daunting array of skills, and a foreign language.”
1.4 Previous research on listening strategies

Along with the importance of listening in the last decades, several studies and papers have focused on the way to work with listening as a process. Some have found about how listening should be worked on and how teachers can really teach listening and not only test it in class.

Yiching Chen (2005), in her study focusing on the barriers that students face when acquiring listening strategies, analyzed the different obstacles for students when trying to put listening strategies into practice, giving account of sixty-four students of different levels from Taiwan. She reported that the results showed there were seven kinds of barriers that affected strategy use in learners. These were affective barriers, habitudinal barriers, information processing barriers, English proficiency barriers, strategic barriers, belief barriers, and material barriers.

Given these results, Chen concluded that the acquisition of different listening strategies is often hindered by learners' beliefs and habits. These two barriers were the most prominent in the study as it showed that learners have become used to approaching all listening activities the same way even though they are not successful. When learners think that the only way to understand a spoken text is by listening to every word or detail and cannot change that point of view after being trained with a certain strategy, it is quite difficult for them to acquire a new strategy or even put it into practice for the first time. For instance, learners who have the habit of translating every single detail into their native language have problems when they have to put into practice strategies such as inferencing, elaboration, prediction or selective attention. As they work at a low level, that is, with only specific information, they are unable to listen to the information from a general point of view. All in all, this shows the importance of making learners aware of the variety of strategies there are in order to have them experiment with different ways of approaching a listening task.
Furthermore, Ming Yee Carissa Young (1997) in her paper about a serial ordering of listening comprehension strategies found particularly relevant information about the strategy use in learners through quantitative (strategy use on a scale) and qualitative (think-aloud protocols) procedures in order to find which strategies are most used by learners and whether their frequency use depended on the level of proficiency of learners.

The scale of listening strategies went through a quantitative analysis as the frequency number of use had been required for the scale. The think-aloud protocols were analyzed qualitatively in order to identify the sequence of strategy use. There were twenty identified strategies such as note-taking, deduction, transfer, resourcing, hypothesis-testing, grouping, uptaking, clarifying, repetition, problem identification, reprise, planning, self-monitoring, translation, imagery, feedback, self-evaluation, inferencing, elaboration, and summarization.

Huei Chun Teng (1998) carried out a similar study about listening comprehension strategies focusing on the frequency of strategy use among 51 students of low-intermediate level in Taiwan. The researcher’s study was about finding out how many strategies were used by effective and ineffective students. The categories of the strategies were memory, cognitive, compensation, metacognitive, affective, and social. In terms of categories, the results indicated that the category which was most frequent among the subjects was compensation. This revealed that for the students, regardless of their level of proficiency, comprehension depended on how they dealt with the meaning they had understood and compensated with their own interpretations and without focusing on the information they had missed. Among the most effective listeners, paying attention (a strategy belonging to the cognitive category) was the most used strategy, followed by translating, transferring, and delaying speech production to focus on listening. The least used strategies were writing a language diary, cooperating with proficient users, using music, and using a checklist.
According to the researcher, these results showed that effective listeners make use of a variety of strategies in order to carry out the listening activity successfully. There seemed to be an interesting and relevant point for the study because the researcher explains that cultural background and environment study was influential in the frequency of strategies used by the subjects. She stated that the use of strategies belonging to the affective category was not frequent due to the Taiwanese students' learning style and beliefs.

From the three studies we have reviewed here, we can see that the authors studied the listening skill in such a way that it represents a process. This means that although they checked comprehension of the listening texts, they explored it beyond writing the correct answer. They focused on the process that students work on in order to understand the text. This process includes a range of strategies that students make use of for comprehension purposes.

1.5 Listening Strategies focused on in this study

The analysis of these previous pieces of research seems to be relevant for this study as I considered several similarities along with the strategic approach to face listening tasks. What follows is a description of the strategies that were focused on in this study, belonging to the top-down and bottom-up processes in order to narrow down the focus of analysis of use and frequency.

The analysis of the listening strategies for this study was based on the two different ways people carry out when processing new or given information: the top-down and the bottom-up processing models. These strategies are classified in these two groups according to the learner's approach to process the input. The first focuses on the learner's background information, the situation and the kind of language and text that the learner is going to listen to as Helgesen and Brown (2007:6) affirm, "Top-down processing (...) starts with background knowledge called Schema. This can be content schema (general knowledge based on life experience and previous learning) or textual schema (knowledge of language and content used in a particular situation:}
- **Predicting** is another strategy based on the previous knowledge of the learner about the topic. Once learners know what the topic is about, in order to understand the listening, they rely on their predictions of what the message or the conversation is going to be about.

- **Drawing inferences** happens when students are listening with an objective but the content of the text does not contain the information in an explicit way. (Helgesen and Brown, 2007:13)

- **Summarizing** is about gathering and summing up the information from the main points they have understood in order to have a whole picture disregarding the specific details that are not considered to be important to understand the text.

### 1.5.2 Bottom-up process strategies

The following are the strategies that require a particular to general approach, which is a bottom-up process:

- **Listening for specific details** is a strategy based on the focus on specific words, phrases or details of the text in order to build the general meaning.

- **Recognizing cognates** is about making meaning out of the words that are similar in form from the first language.

- **Recognizing word-order patterns** is about identifying familiar order of words such as subject-verb or adjective-noun.

To sum up, this chapter focused on the central topic of this study from a theoretical point of view: the listening skill as a process, and not only as a product of comprehension. Nevertheless, we also have to take into consideration the strategies that listeners make use of according to the type, length and focus of a specific activity either with a top-down or a bottom-up process. Therefore, specific listening strategies play a very important role as well, and an analysis of them comes in a further chapter.
CHAPTER TWO: METHODOLOGY

In this chapter the methodology followed in this study will be described. It is divided in four sections. The first section deals with the study. The second section describes the subjects. The third section describes the instrumentation such as the listening text and think-aloud session used to collect the data, and the fourth section is about the procedure that was carried out.

2.1 The study

The study intends to analyze the use and frequency of listening strategies, based on the theory of top-down and bottom-up processing, which ten students made use of in one particular context, that is, in one particular activity.

2.2 The subjects

The subjects were 10 students from the Language School of the University of Veracruz. The participants shared the following characteristics: a) one year approximately of experience learning the language at the Language School, b) to be at a pre-intermediate level, and c) the age ranging from twenty to twenty one years old. There were seven female students and three male students among the participants. They were chosen at random for this study.

It was important that the participants had studied English at university level for one year as they are at a pre-intermediate level and they had the experience of having worked with listening activities previously. At this stage, they might or not be aware of what mental or physical activities they usually carry out during listening activities. However, after one year of experience learning the language they might be able to describe the activities they did before, during and after listening to a text for academic purposes and how they arrive at the answers.
2.3 The context

The study was carried out at the B.A. in English language of the Language School of the University of Veracruz. The B.A. consists of ten semesters. The first six semesters focus on the core courses and then from the seventh semester onwards, there are three areas which students can study: teaching, translation or literature. The levels for each semester at this school are the following:

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<td>Pre-intermediate</td>
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The students analyzed in this study were those from third semester. At this stage, students have studied for one year and therefore have one year of experience working with listening activities in their previous two English courses.

2.4 Instrumentation

A think-aloud session was the instrument used for eliciting data for the purpose of this study. Think-aloud sessions were used for each subject in order to have them describe the process they carried out or the steps they followed while listening with the objective of arriving at answers. The session was about having students do a listening activity and giving them the choice to stop the recording every time they felt they wanted to express an idea that came to their minds or describe how they were doing in terms of comprehension, that is, what they had or not understood. With this,
students were able to describe the activities that they carried out in order to receive and process information.

The listening text

The listening text was taken from the Channel Your English Intermediate textbook by Mitchell H.Q. and J. Scott (2002) used for the Departamento de Lenguas Extranjeras (DELEX). It lasts two minutes and is about listening to four different people, one at a time, talking about the medium of communication they preferred as well as their reasons for using it in their daily lives. The activity focused on having students listen to specific details in order to identify the topic of their speech. The topic, that is, the medium of communication that speakers described was not explicitly stated in the text. (See Appendix A, p. 58)

First of all there was a small talk with each student with the following questions:

How often do you use the types of media below?

What do you use them for?

The exercise was about matching each speaker with the medium of communication, which was represented by an image. The options were radio, magazine, newspaper, internet, and television. There was one extra option used as a distractor, which was magazine. For a transcription of the text, see Appendix B, p. 59.

2.5 Data collection

2.5.1 Procedures

Before sessions started, the subjects were told about the study and the recording of the sessions. They were also given the explanation and purpose of the study. They were given the instruction about the activity and they were told about the chance they had to think aloud during the sessions. Subjects were to confirm if they knew
what they were told to do. They were also asked questions about the instructions of the session.

First of all, the subjects answered the pre-listening questions. This was used as the warm-up for the listening activity. Then the subjects listened to the text and matched the speaker to the medium of communication the subjects thought the speakers were talking about. They made a sign to pause the recording when they felt like commenting what they had understood at that point. Most of the subjects waited for each speaker to finish talking in order to give his/her general impressions of what the speaker had expressed.

2.5.2 Qualitative and quantitative procedures

Both quantitative and qualitative procedures were used in order to analyze the subjects. The quantitative procedure was used to determine the frequency of each strategy used by the subjects through an account. The qualitative procedure was used in order to identify which strategy was used according to the account given by the learner. It was also used to understand the reasons for the choice of strategy of each subject. Therefore, the qualitative procedure had more emphasis due to the intention of the study, which was about understanding and observing the strategies that the subjects made use of and the process that they underwent while dealing with a listening activity.

2.5.3 Transcription and analysis of the think-aloud sessions

During the sessions, the subjects had the chance to express themselves in Spanish in order to have more accurate responses and ideas from their experience. Nine out of the ten subjects spoke Spanish during the sessions. The audio-recordings of the think-aloud sessions were transcribed verbatim (See Appendix C, p. 60).

In order to collect and interpret the data, these steps were followed from the sessions for the purpose of this study: The researcher (1) read the transcriptions of each subject carefully several times, (2) identified and underlined an excerpt in
which a strategy used for comprehension was stated, (3) categorized the strategy according to the top-down and bottom-up processes, and (4) made an account of the general use of strategies, of each process strategies, and then each subject's use of strategies.

To conclude, taking into consideration the different aspects of the methodology of this study, it can be noticed that the instrument and procedures focused on the ability of listening as a process, even though it focuses the frequency of strategies with a quantitative approach. Furthermore, as it can be seen in the following chapter, the use of strategies that the subjects made use and their interpretation for this use was identified and interpreted qualitatively.
CHAPTER THREE: RESULTS AND DISCUSSION

In this chapter, a general analysis of all the strategies that the subjects made use of will be presented. Then the strategies belonging to each process (top-down and bottom-up) will be analyzed taking into account all the subjects. Finally there is an analysis of each subject’s use of strategies during the listening activity in the think-aloud sessions.

3.1 Results

In terms of frequency and taking into consideration both processes of the use of listening strategies, the following are the most common strategies that the students made use of during the sessions. In general terms, among the ten students, these strategies were the most commonly used.

3.1.1 Use of strategies

As it can be shown in graph 1 below, among the ten students, listening for specific details was the most frequently used with a percentage of 49%. Furthermore, they also made use of other strategies such as drawing inferences with a percentage of 27%, listening for the main idea with the frequency of 11%, predicting with a 7%, recognizing cognates with a 4% and summarizing with a 2% of the total number of 147 strategies being used by the ten subjects. From all the strategies belonging to both bottom-up and top-down processes, recognizing word-order patterns was the only one that was not identified to have been used by the subjects.
Interpretation

As the activity demanded it from a general point of view, we can see that most students listened for specific details in order to understand what each speaker was talking about. They recognized words from the speakers so as to relate them to the media of communication given as options. Nevertheless, in many cases after recognizing words or specific details from the speakers, they tried to draw conclusions and most of the times they did not feel completely sure of them (based on the analyses of the way they stated their comments). They usually chose words or expressions such as “...me hace suponer que...,”, “...saco conclusiones...”, “...eso me hace recordar...”, “it sounds like...”, “...relacionando así...” or “al tanteo, al azar” to describe what they were able to understand from the speakers or to give an answer. For this reason, in these instances the strategy that was identified was marked as drawing inferences. In many of these cases, the way in which a student stated how he / she got to the answer made reference to two different strategies (from different processes): listening for specific details and drawing inferences,
as they carried out a process of identifying certain words and then reaching to a conclusion by inferring the meaning without being completely sure. As S4 described,

Ella dice que está trabajando, que trabaja en casa y que lo utiliza por...para diferentes razones, por lo tanto la más factible sería escoger el internet...que pues la mayoría de la gente la usa para trabajar desde su casa...

In this case, S4 recognized some words or expressions as 'work at home', “for different reasons,” and then he/she infers that it might be about the internet because as he/she states that most of the people uses it to work from home.

As for the **Recognizing word-order patterns** strategy, it might not have been identified during the sessions as the activity did not demand the students to identify familiar order of words to understand or process the information.

### 3.1.2 Top-down process strategies

As stated previously, 4 strategies were subsumed under the category of top-down process strategies, which focus on the students' background information, the situation and the kind of language. We can see that **drawing inferences** was the most used with a percentage of 58%, **listening for the main idea** with a percentage of 24%, **predicting** with a 14% and **summarizing** with a 4% of a total of 78 strategies from the top-down process.
Interpretation

The subjects, in general terms, made use of drawing inferences in order to give a correct answer. They recognized some words and tried to understand an implied meaning. This strategy seemed to have been useful for most of the students as they answered in a successful way. Listening for the main idea was the second most employed strategy as the activity sometimes required the subjects to think about a general idea of a means of communication in order to relate them to one of the speakers. Predicting was also employed by those subjects who described the effectiveness of the previous talk before the activity. Summarizing was only used by student 9 three times when she explained that she had recognized some words from a speaker and then tried to relate them all in order to have a general idea. This strategy was identified when she stated:

Aquí dice bueno, entendí...hay palabras así que son conocidas como cinema, y sobre información de film, que son información sobre películas, también habla sobre noticias y escuchar música...así conjuntando todas diría que es acerca del Internet ya que ahí se puede encontrar información de películas, del cine, de escuchar música, y también noticias.
She recognized some words and expressions such as the 'cinema', 'information of film', 'news' and 'music' and as she expressed it, 'conjuntándolas' or having it as a whole, she made a summary considering the meaning of all the words to have an idea of what means of communication the speaker was talking about.

3.1.3 Bottom-up process strategies

About the strategies used belonging to the bottom-up process, which focuses on the text, that is, the language, the sounds, the words and utterances that the learner is going to recognize in order to receive the message both for particular and general information, listening for specific details was the most used with a 93% of the total of 89 strategies. This might have been due to the way that the listening text and activity was designed for. The students listened to the speakers and then recognized specific details such as words or phrases in order to then have a general idea and relate them to the means of communication they had as options. However, as the account of the strategies of this process shows, this strategy was the most and almost the only used one. Recognizing cognates was only used four times, which stood for the 7%, solely by student 9. Recognizing word-order patterns seemed not to have been used at all.

![Graph 3. Bottom-up strategies](image)
According to the nature of the activity, which was about recognizing words or phrases in order to relate a speaker to a medium of communication, the Listening for specific details strategy was the most used. This fact seems to show the appropriate approach of the students to do the activity as well as the effective overall performance. Although Recognizing cognates was mentioned only six times, it might have been used much more times but it may not have been mentioned by the students (as the term 'cognate' in English or 'cognado' in Spanish could have been unfamiliar to them). Finally, as previously mentioned, the Recognizing word-order patterns was not mentioned at all due to the fact that the activity did not require the listeners to recognize these patterns at a sentence level.

3.1.4 Analysis of the strategy use per student

After analyzing the total of activities from the two processes, it is now important to study the strategies that each particular student made use of in order to observe the process each of them carried on during the same activity. Therefore what follows is an analysis of the strategies used by each student. There is an account of the strategies that they employed and how effective their result was in the end.

Student 1

Student 1 made use of 9 strategies in total. He used drawing inferences five times with a 56% and listening for specific details 4 times with a 44%. As we can see through the results, he made use of a balance between the two processes.
Interpretation

Here, we can see that although S1 explains he had problems understanding some of the expressions or ideas, he did recognize some words and identify some of them as key words. Therefore, we can identify the listening for specific details strategy. Then he claimed that from those key words he usually drew conclusions. Drawing inferences and listening for specific details were used almost at the same time because in most cases, he seemed to have recognized some words but then tried to infer the answers, sometimes too soon. In order to illustrate this, the following example might show how this balance was made. S1 stated:

...pues algunas cosas si...de plano no le entendí...o sea, soy sincero, no le entendí, pero sí te vienen ciertas palabras, bueno es lo que...este...usualmente hago, con ciertas palabras que son como que clave y más entendibles para mí, y entonces de ahí saco conclusiones...

According to what S1 stated, drawing inferences can be identified here because he makes use of the key words he has recognized in order to have a general and inferred meaning.
Student 2

Student 2 made use of 10 strategies, seven of which were listening for specific details (70%), two were listening for the main idea with a 20% and one was predicting with a 10%.

![Graph 5. Strategies used by student 2](image)

**Interpretation**

As we can determine by the frequency, S2 relied on listening for specific details a great deal. This strategy also helped him change his mind in regard to an early or unclear answer such as the following case:

> creo que es de periódico...porque...bueno...al principio estaba un poco confundido con televisión, pero cuando dijo crucigramas...que los hacía cuando tenía tiempo libre, pero que nunca los terminaba...eso creo que fue lo que más me ayudó a contestar que era el newspaper...

In this case, S2 said he was confused with one of the options, the television, but then he recognized some useful words and phrases such as ‘crossword’, ‘free time,’ and ‘I never have the time to finish it’. These words helped him realize the speaker was talking about the newspaper because of those specific details that one can
usually find in the newspaper such as a crossword. As a result, he changed the answer he had thought about and decided to choose the newspaper as the answer for that speaker.

It also seems important to mention that the listening for the main idea strategy was used twice because when he was asked about his general impressions of the listening text, he described how he listened to each speaker and then came up with an answer:

muy pausado... si ayuda un poco. Pues entre cada pausa te da tiempo a tratar de pensar de qué están hablando...

Furthermore, listening for the main idea was also identified when he described how the activity had been for him:

la primera vez que lo escuché y quise que siguieran...para tratar de entender a los demás y ya la segunda ocasión...ya esta vez sí le puse un poco más de atención... así...le llegó a entender...

Nevertheless, predicting was identified only once when the student described the instruction he had received for the activity. He explained that with the instruction of matching one speaker with one option, this really avoided being confused in choosing two types of media, instead of one:

si no me hubieras explicado que cada uno hablaba...pude haber entendido que la misma persona hablaba de dos al mismo tiempo...me confundiría...por ejemplo en la del periódico...hablaban de cartones, llegué a pensar...bueno...que hablaban de la televisión...

Student 3

S3 employed 12 strategies, in which six were listening for specific details with a 51%, four were drawing inferences with a 33%, and both listening for the main idea and Predicting were used once, with an 8%.
Interpretation

S3 was the only one who wanted to speak English during the sessions. As for the results of the activity, she seemed not to have any problems to understand the text nor doing the activity. According to what she expressed during the session, it looks like she did not make use of as many listening strategies as others. However, as I was able to notice, she only listened but did not describe what she was thinking or doing while listening to the text. Therefore, she might have employed more strategies than the ones identified here but it seemed to have been a matter of verbalization.

Listening for specific details was the one she used the most in cases such as these:

Because...is the girl or that lady said that she can do a lot of things like...at the same moment and that means the internet

or

The clue there is the series.
In these instances, S3 found specific information about the medium of information the speaker was referring to. In addition, she also made use of **drawing inferences** when she inferred some information about the radio:

> I don’t know... that’s why I underlined it...because ok, it sounds like it’s the radio, but it might be not, so I can change it later if I have another clue.

In this case, the subject seemed to have recognized some ideas, although she did not mention them specifically, and she chose the radio tentatively as she had the opportunity to change it later on. **Listening for the main idea** was identified only once when she mentioned how she used to listen to each speaker:

> It’s just like maybe I like to concentrate and follow like the crazy stuff I want... Oh well, for me I think it’s better like...all together... (each speaker’s talk).

Here, she expressed that pausing the listening text would be like interrupting and that could have made her lose concentration. Therefore, after each speaker she made the sign to pause the recording and then described what she understood or not and how she did it. Finally, **predicting** was also used once when she talked about the importance of the pre-listening talk for preparing the mind about the topics:

> it could be like an introduction... and you start to open up your mind of what is coming...like that...

**Student 4**

From the account, we can see that S4 employed 19 strategies in total. There were 8 which were about **Drawing inferences** (42%), 8 about **Listening for specific details** (42%) and the other 3 were about **Predicting** (8%).
Graph 7. Strategies used by student 4

**Interpretation**

As we can see most of these instances were identified as both **Listening for specific details** and **Drawing inferences**, exemplified in the following excerpt:

La uno sería la televisión porque él dice que lo que primero que enciende en las mañanas, que ve series, entre otras cosas...el segundo sería el radio porque habla sobre las estaciones del radio, y este...la música que puede escuchar ahí...que puede ser divertida...algo así escuché...y también habla sobre el tráfico...no sé si era el tráfico o algo así... Para cuando vas en el carro que oyes el radio y muchas veces están diciendo en las noticias qué calle está llena de carros...

Here we can see that S4 recognized many details from the recording, specifically about speaker two and then she tried to infer the answer by using background knowledge about the traffic news. Moreover, we can notice that she seemed to have elaborated on her answer when she described the situation when you go on a car and hear the traffic news.

There were also three instances identified as the **Predicting** strategy. S4 explained three times that predicting what was coming before actually listening helped her...
think about certain points to approach the information from the recording in an easier way. For example, S4 stated that

(The previous talk)... me enseñó, o entrenó como una cierta introducción al tema de lo que iban a estar hablando, no sé como que me ayudó a buscar ciertas cosas en la grabación, qué tanto la usan, qué es lo que hacen cuando están en determinada...si lo ven o lo escuchan...

Furthermore, S4 used this strategy between each speaker. This can be exemplified in the following comment:

ya tienes una idea y ya expresarla para como que reafirmar luego...

Here, she mentions that the pauses between speakers helped her think about what was coming next.

**Student 5**

About the comments made by S5 during the session, it can be noticed that **Listening for specific details** was used 11 times (92%) and **Listening for the main idea** only once (8%).

![Graph 8. Strategies used by student 5](image-url)
Interpretation

As we can see, S5 relied on **Listening for specific details** a great deal as she made use of this strategy 11 times. However, it is important to notice that using only this strategy was not completely successful (four times) as she only focused on a certain detail that she recognized and stuck to that idea without paying much attention to what was coming next. In other occasions, the only word that she was able to recognize did not help her much to understand what the speaker was talking about:

Si es que si me acuerdo pero no se todo el principio, pero si o sea si entendí que que “trabajo” o algo así...pero no....

During the session, she tried to mention every single thing she had just heard from the recording, and this might have distracted her to do the activity successfully as the following example shows:

Que la música de all the World ¿dice? alrededor del mundo...como que de muchos lugares algo así....¿no?

**Listening for the main idea** was mentioned only once when S4 mentioned how avoiding translation had helped her. However, according to her comment, she expressed that she did this in many cases. So this might be relevant for the analysis of her strategic use during activities:

no sé si lo hago inconscientemente o que, pero como que a veces no voy ni traduciendo al español, o sea, pero ya lo entendí, no sé como, pero lo entendí. En ese momento no dice... ah dijo... magazine...y ya revista. No, si no que escucho todo, lo analizo y si me preguntan pues ya te digo en inglés y en español.
Student 6

As we can see, only a total of nine instances of strategies were identified in S6’s listening session. Seven (78%) of them were **Listening for specific details** and one was **Predicting** (11%) and another one was **Drawing inferences** (11%).

![Graph of strategies used by student 6](image)

**Interpretation**

S6 also seemed to have relied on **Listening for specific details**. However, unlike S5, she used this strategy unsuccessfully only once, when she described that she had not paid enough attention to the details. This is exemplified in the following excerpt:

Ya le entendí...este...creo que al principio no había puesto así...toda la atención de lo que detalló...de lo que veía...

In general, she made use of this strategy with efficient results, for example, when listening to the speaker on the radio:

radio porque habló que hay muchas estaciones y que lo usa mucho cuando esta en el tráfico..." and the one on the newspaper: "Ya lo escuché más detallado...ya estoy más segura de que es newspaper...porque habló de las secciones que tiene y que su hijo,
creo, también le gusta ver la sección de las caricaturas y a veces hace el crossword cuando va en camino al trabajo...

Student 7

In total, S7 used 19 strategies from which seven were Drawing inferences (36%), six were Listening for specific details (32%), four Listening for the main idea (21%), and two were Predicting (11%).

![Graph 10. Strategies used by student 7](image)

Interpretation

Like S4, 19 strategies were identified in S7 comments. However, S7 made a more balanced use of strategies. The analysis not only included four different strategies but a more distributed number of instances in which these strategies were used.

It might seem important to notice that two strategies were used at the same time (Listening for specific details and Drawing inferences) several occasions such as in the example of the speaker on the newspaper:

"...pues en ésta habló de que ella lo disfruta porque vienen diferentes temas que van desde política hasta de deportes, y que los sábados o algo así salían las caricaturas o algo especial, entonces este..."
que yo sepa eso pasa en los periódicos, o sea, todo eso, entonces pues ya, sería el newspaper.

Here as we can see, there are two strategies being used from the two different processes. First of all, S7 recognized some of the words and expressions such as 'politics,' 'sports,' 'Saturday cartoons' and then the subject made use of her background knowledge when she expressed 'as far as I'm concerned, this happens in the newspaper,' therefore the reason for her choice.

It seems to be relevant to point out that S7 used the strategy Listening for the main idea with a number of four instances and that Drawing inferences was also identified in the same excerpt. To demonstrate this, we should read the following example:

se me hizo interesante porque se ve que ella vive en una ciudad grande, igual por ejemplo, la voces...igual si te ayudan más o menos a...por ejemplo, relacionas automáticamente porque en el primero era un viejito no? Y como no tiene mucha actividad, y a qué puede recurrir? Pues a la televisión. Pero en cambio, por ejemplo ella se ve que tiene una vida más activa, entonces, no creo que tenga tiempo para ver la tele...entonces tiene que ser algo práctico y ahí entra a favor de la respuesta que anoté...

Here, S7 described how she identified the main idea of the speaker. Then she thought about the city in which the speaker lived and how that helped her decide on the answer. She also relates everything when she mentions the old man talking about the TV because of the lack of activity in his life and how different this is to the life of the speaker talking about the radio. So in this case, S7 identified the main idea by using the background knowledge to infer on the options.
Student 8

S8 made use of a total of 24 strategies. This was the second highest number of strategies being identified from all the subjects. 12 (49%) of them were Listening for specific details, 9 (38%) were Drawing inferences and 3 (13%) of them were Listening for the main idea.

Graph 11. Strategies used by student 8

Interpretation

She seems to have made a balance of top-down and bottom-up strategies because of the use she made of Listening for specific details and Drawing inferences. However, here we can also observe that the process of information during the listening activity that S8 underwent was from specific to general by recognizing details and sometimes reaching to conclusions. In this case, each strategy was generally and individually categorized. For instance, Listening for specific details was identified from the following comment:

...sólo puse atención a esas dos frases que dijo...fue lo que me llamó más la atención porque luego me enredo de tantas cosas que dice y además como es lo primero que prende en la mañana y que es donde le encanta ver sus series.
She mentioned she sometimes got confused with too much information from the speaker. Here we might be able to pinpoint that this subject made a discrimination of certain phrases she found familiar, even though she seemed to have understood more than that and stuck to them in order to arrive at an answer.

**Drawing inferences** was identified from this kind of comments:

bueno, yo creo que es la televisión pero si en los otros también dan más o menos de la televisión pues ya ocupó la segunda vez que escuchamos la grabación para reafirmar que sea la televisión.

Here we can notice that although she might not be completely sure about her choice, she points out that the second time she listens helps her in order to reaffirm her choice.

Finally, **Listening for the main idea** was recognized at the beginning of the session when S8 expressed this:

Bueno lo primero que yo hago para un listening es escuchar lo que pueda de cuando son hablantes, speaker one and , escucho todo, no trato de ir por partes sino que poner así en todo, por ejemplo aquí puse atención en las partes que me parecieron a mí lógicas, como por ejemplo la parte que es lo primero que prende en la mañana y que le gusta ahí ver sus series y las series pasan en la televisión...no me gusta ir cortando por cachitos, si no, no entiendo...ya si no le entiendo ya espero a la segunda "pasada" para resolver las dudas que me quedaron.

As we can see, during this listening activity, it seemed to be easier for this student to analyze the way she approached the activity after each speaker has finished talking and not stopping the recording.
Student 9

S9 was the subject that made use of most strategies from all the subjects with 33 strategies in total. 15 (46%) of them were **Listening for specific details**, 7 (21%) were **Drawing inferences**, 6 (18%) were **Recognizing cognates**, 3 (9%) were **Summarizing** and 1 (3%) was **Listening for the main idea** as well as **Predicting** (3%).

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</tr>
<tr>
<td>Predicting</td>
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<td>3%</td>
</tr>
<tr>
<td>Drawing inferences</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>Summarizing</td>
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<td>9%</td>
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</tr>
<tr>
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<tr>
<td>Recognizing word-order patterns</td>
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Graph 12. Strategies used by student 9

**Interpretation**

S9 made use of many strategies. She mostly relied on the **Listening for specific details** when he described the specific information that he had recognized in order to understand the speaker:

Aqui ya, creo que ya estoy seguro de qué es el speaker one...creo que...bueno lo que entendí mas o menos con palabras relacionadas a lo que entendí era que es su compañía y que en ella ve las series que le gustan a las nueve en punto, algunas películas, ya parece que es acerca de la televisión...

as well as in the following comment:
Aquí sigo relacionando lo que son el trabajo y la casa, la música, que creo que es aquí lo principal, la palabra principal acerca de esto...también habla del "broadcast" que son como que, algo como los programas de radio y dice que en el tráfico es muy útil...

In many cases, **Drawing inferences** was used at the same time with other strategies such as **Listening for specific details**:

lo utilizaba sobre el tráfico, la música...también hablaba sobre el trabajo y casas...no estoy seguro de qué es pero ya tengo más o menos idea...creo que la radio también

and **Recognizing cognates**:

más o menos trato de buscar palabras que yo conozco o palabras cognado para tratar de relacionar con los medios que maneja aquí...

Something worth mentioning here is that in the analysis of the strategy use, S9 was the only one who mentioned the use of cognates while listening. In such cases as:

bueno más o menos me guié por cognados...

and

Traté de localizar las palabras que eran más entendibles o palabras como cognados para ver si por eso me podía guiar pero no me salieron tantas

We can observe that **Recognizing cognates** was a very reliable strategy for S9, as he mentioned it six times during the think-aloud session.

Summarizing was also identified three times. In these cases, S9 explained he had related or gathered all of the words he had heard in order to have a general idea:

...relacionando así con estas palabras y conjuntándolas haciéndome una idea, creo que es acerca de la radio...

or

Aquí dice...bueno, entendí...hay palabras así que son conocidas como cinema, y sobre information of film, que son información sobre películas, también habla sobre noticias y escuchar música...así
Furthermore, it seems to be even more relevant to notice that although in many cases S9 sometimes used strategies unsuccessfully, he made use of a wider variety of strategies, using six out of the seven in total.

**Student 10**

S10 used a total of 15 strategies. 7 (47%) were **Listening for specific details**, 6 (40%) were **Listening for the main idea** and 2 (13%) was **Predicting**.

![Graph 13. Strategies used by student 10](image)

**Interpretation**

Although she did not mention the use of many strategies as other subjects, she did use them in a successfully way. In addition, from a general point of view, there was a balance in the use of top-down and bottom-up strategies such as **Listening for specific details** and **Listening for the main idea**, with almost the same number of instances. This happened because every time she explained she had recognized something specific:
Pues que le gusta encenderla porque ¿cómo se llama? Vive sólo y se mantiene... le hace compañía... además de que le gusta ver... tienes sus series favoritas y todo eso y lo que le molesta son los comerciales que interrumpen a las películas.

She expressed a personal comment, using background information therefore listening for the main idea:

y a mí me chocan los comerciales... sí, por eso me gusta más el cable o sky donde pasan las películas sin comerciales.

Predicting was identified twice. First of all, when she referred to the talk previous to the text, as in the following comment:

ver las imágenes y el comentar qué medios eran... pues se limita a un número de medios, en cambio si no los tuviera... estaría pensando, hay muchas otras posibilidades... no nada más esos cinco... es más fácil... es como... al menos yo uso mucho el sentido común a la hora de hacer cualquier actividad, veo cuáles son mis posibilidades... y como que cuáles concuerdan lógicamente... en este caso sí... hay muchos otros medios no nada más esos cinco... el hecho de tenerlos hace la actividad más sencilla...

and then when referring to the way she usually approaches a listening activity:

primo veo lo que dice el texto, sobre qué voy a escuchar, al verlo como que ya relaciono yo, mas o menos estoy pensando o me doy una idea de lo que voy a hacer... y ya a la hora de escucharlo ya tengo como que estoy concentrada en eso...
3.2 Discussion

To analyze the outcomes of this study, it might be important to revisit the research questions stated at the beginning: What are the most frequent listening strategies, based on the top-down and bottom-up processes that pre-intermediate students at the B.A. make use of and what are the reasons for their choice of strategies?

In order to answer them we might consider a quantitative procedure, in which we can see how many times a specific strategy was used during the sessions. However, and most importantly, in order to understand this process, i.e. the reasons for using that strategy, it might be useful to consider a qualitative procedure. From a quantitative point of view, we were able to observe in chapter three that Listening for specific details and Drawing inferences were respectively the most employed strategies during the listening activity. This proves that, in general terms, the students actually utilized the strategy they were supposed to as the activity and the listening text were designed to have them practice a bottom-up process strategy such as Listening for specific details. Nevertheless, from a qualitative point of view, three important points can be pointed out after studying the reasons for the subjects’ choices:

Firstly, among the students, there seemed to have been a balance of top-down and bottom-up strategies, which reflects the effectiveness in the process of comprehension. In total, students made use of 78 strategies from the top-down process and 89 strategies from the bottom-up. This might prove that carrying out both processes seems to be necessary in order to listen to information successfully. For this reason, when analyzing the use of strategies, it became rather difficult to categorize a strategy due to the fact that it might imply the use of another strategy at another level of recognition or conclusion for a correct answer. That is, the student, before drawing a conclusion about the right answer, might have recognized a specific detail, and then, before considering the right answer, he/she might have deduced it. As a result, before arriving at an answer, a student carried out a process
in which they make use of different strategies (going from bottom-up to top-down process and/or vice versa).

However, there were some cases in the study that did not follow this trend. For instance, Student 5 seemed to have relied too much on the **Listening for specific details** strategy (belonging to the bottom-up process). As a result, he/she failed to understand the whole idea for the speaker talking about the internet, as he/she focused too much on the words he/she heard drawing early and wrong conclusions. This confirms what Helgesen and Brown (2007:7) state, “It is not surprising that many learners tend to listen to a foreign language “bottom-up.” In school, we often teach based on the “building blocks” of word and structures. Students, who have a less than complete knowledge of the language, grab for the pieces they understand. Unfortunately, the results can be frustrating.”

Moreover, this balance of processes was identified in some cases as more than one strategy might have been mentioned based on what the student had explained, e.g. when a student made use of more than one strategy:

...relacionando así con estas palabras y conjuntándolas haciéndome una idea, creo que es acerca de la radio...

The strategies that S9 has used are **Listening for specific details** (at the beginning of the comment), **Drawing inferences** and **Summarizing**. S/he mentions that s/he previously recognized some words and then s/he related them all in order to have an idea (**summarizing**) and at the same time s/he made an inference in order to recognize the answer, as it was implied from the general meaning.

In general terms, it is important to observe the frequency and use of the strategies that the subjects made use of in this study despite not having any listening strategy training before. Furthermore, it also seems relevant to observe how complex and different the process that each subject underwent was as we can see that they not only receive information, but they also use it in order to make inferences or have a general picture from the text and sometimes this is done the opposite way.
As for elicitation, the following point was concluded: some students just did the activity and did not seem to be willing or feel the need to give any comments. Some felt comfortable doing the activity and some felt under pressure to carry out the activity successfully. However, in order to have valuable information about the process they were carrying out, I had to elicit their participation. This was extremely important for students to describe to the researcher what they were recognizing or thinking about during the activity and even to monitor themselves about the information they were receiving and channeling. This could have been different if the students had received previous training on think-aloud protocols prior to carrying out the activity for this study.

In addition, it might be worth mentioning that the students who did not have many problems with the activity were the ones who did not give much explanation of what they were doing during the listening text. This confirms what White (1998:9) says about the unconscious use of strategies, cited above in chapter 1. Successful listeners, despite making use of strategies, do not employ them in a conscious way or at least when they have to explain what they did during the activity.

The study certainly reflected the importance of a three-stage approach to work on listening activities (pre-, while-, and post-) because the subjects made a reflection on what was coming at the beginning and thought about how they processed the information. First of all, the pre-activity confirmed the importance of activating schemata before listening to the speakers. The participants felt they were prepared for the activity, i.e. the way they were going to select the speakers and the options and the topics to deal with, i.e. having an idea of what the speakers were going to talk about.

The while-activity, which was about actually listening to the text, was important in terms of schemata use. After the pre-activity, students' background knowledge played a very important role for the purpose of comprehension. When the participants made use of their background knowledge, it was generally identified that the subjects had elaborated on their answers, giving an anecdotic or a habitual point
of view or giving an explanation on the answer. To exemplify this, S10's comment might be useful:

...le gusta mantenerla encendida mientras está haciendo trabajos alrededor de la casa...de hecho por eso es que pensé que era la radio...porque yo también hago...suelo hacer eso...pongo música, cuando estoy haciendo algo, no sé lavando trastes o algo que no puedo ver...pues estar escuchando por eso.

Although the participants gave comments during the whole activity, at the end of the task, they tended to give general observations about how they approach listening activities in general terms. This also proved to be useful as most of the participants monitored themselves as listeners and found strengths and weaknesses. For example, S1 expressed that one of his strengths was to identify key words and then draw conclusions:

...pues algunas cosas sí...de plano no le entendí...o sea, soy sincero, no le entendí, pero sí te vienen ciertas palabras, bueno es lo que usualmente hago, con ciertas palabras que son como que clave y más entendibles para mí, y entonces de ahí saco conclusiones...

Or in the case of S9 when he explained that he concentrates on the voices in the recording without listening to the background noise and focusing on the words he knows or the cognates:

Trato principalmente de concentrarme en las voces en este caso en la grabadora, tratando de escuchar y hacer un lado todo lo demás, escuchar más o menos las voces o escuchar palabras que conozco y cognados.

In terms of weaknesses, S8 stated that most of the time when she does not understand anything, it is because she loses concentration and ends up arriving at a random answer:

Bueno cuando me pasa en la mayoría, como aquí en la dos que no le entiendo nada, sí me la paso muy mal y acabo haciéndolo casi al tanteo, al azar, pero a veces me pasa que no estoy concentrada...

And when she explains that she needs to listen to larger chunks of language, for example, each speaker:
(trato de) ir separando por partes, bueno aquí que fue por hablantes, trato de separarlos así por que sino... si los voy cortando en cachitos trato de poner atención a lo que se dijo primero y ya no hago caso a lo que se dijo después y voy perdiendo tiempo y eso me deja muy atrasada...

In addition, S9 provides an important remark about how difficult it is for him to concentrate during an activity when his eyes are open:

hay veces que me pasa que si los dejo abiertos, veo pasar algo o veo caminar a alguien y me distrae, en ese caso pierdo la orientación hacia la voz.
CONCLUSIONS

After this study, I was able to observe that listening, apart from being a receptive skill, is relatively an active process that requires the teacher to prepare students to carry it out in a successful way. Therefore, strategies represent an efficient tool in order to face listening activities. Although this study focused on students at a pre-intermediate level, its findings might imply certain points to follow for lower or higher levels.

First of all, it is important for teachers to be aware of these processes and the strategies that can be taught and practiced inside or outside the classroom. As we could see in the conclusions, a balance of these processes seems to be required and students should be aware of this. If students only focus on one type of strategy, they can have problems in comprehension as Helgesen and Brown (2007:8) state, "...putting too much focus on either bottom-up or top-down processing leads to misunderstanding. One of your jobs as a listening teacher is to help your students learn to balance the two kinds of processing." Therefore, teachers should promote the use of strategies belonging to both processes according to the purpose and kind of listening activity they are carrying out.

Teachers should be able to analyze each listening activity from the textbook or the syllabus in terms of strategies in order to have students prepare for it and increase their chance of success in real-life situations. To achieve this, there is a need to have students become aware of and practice both bottom-up strategies, from which they can recognize minimal pairs for example, and top-down strategies, from which they can use all the background information, when designing courses, lessons or teaching materials (Nunan in Richards and Renandya, 2002:239). Therefore, it is evident that in order to be aware of teaching strategic listening, teachers should previously evaluate the focus of all of these actions.

Students can be encouraged to use listening strategies through different kinds of activities. Gradually, strategies can be used in such a way that the same activity can
be used several times in order exploit the strategies or techniques students can use in different situations and feel more confident with. Holden (2004:260 in Mendez and Marin-Marin, 2007:36) claims that when listening tasks are designed in such a way to have students practice certain strategies at certain points in a systematic way, students are eventually going to improve their listening ability.

Teachers should encourage learners to actually know themselves in order to become confident listeners. Besides identifying the purpose of listening and being aware of the top-down and bottom-up processes and the strategies learners can employ, they should bear in mind which is the strategy that they tend to rely on excessively, or in different kinds of listening activities in order to practice and make use of the appropriate one more successfully. According to Rost (1990 cited in Rost, 1994:137), in order to help our students become competent listeners, they need to be “able to seek clarification smoothly when speech is unintelligible; able to note areas where own knowledge is lacking to achieve an acceptable level of understanding and to note where the speaker is vague or inconsistent.” One way to achieve this awareness from learners could be working with think-aloud protocols in order to obtain valuable information about their process of listening and make them reflect about their own approach to listening activities.

In this study, the teaching of the listening skill was emphasized in opposition to the tendency of only testing it. We teachers should try to actually teach it and test it at the appropriate time. For example, during classes teachers can help students find their strengths and weaknesses and not only check correct or incorrect answers. During difficult listening activities, we should use different approaches to have students reflect on the way they listen and also appreciate their effort and take advantage of what they actually understand in order to encourage them to keep listening. As it seems to be common to see that students often get desperate when trying to understand all the text, it is extremely important to make them aware of the fact that in a listening text, it is not important what we cannot understand, but the bits of language (words, phrases, sounds or gestures) that we can actually use to build our own meaning. (Field, in Richards and Renandya, 2002:246; White, 1988:6)
Since this skill is considered as a reciprocal one (McDonough and Shaw, 1993:132; Anderson and Lynch, 1988:4), it seems to be crucial for the students' exchanging roles from listener to speaker. When students are carrying out speaking or communicative activities, we should focus on the students' performance of the listening skill by monitoring and giving appropriate feedback on their responses and their effects on communication.

To sum these implications up, there is a need for raising awareness and promoting strategies in learners' skills' development. It seems to be necessary to find out what learners are thinking or doing in order to answer a listening activity. We teachers should try to go beyond the surface of correct answers and into the depths of learners' minds in order to understand the reasons of choosing incorrect answers and poor performance in comprehension. For further research, it might be useful to know how students react before and after a strategy training course and see how they perform in different kinds of listening activities taken from both authentic and non-authentic texts.
REFERENCES


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APPENDIX A. Listening Activity

**listening**

1. Discuss the following:
   - How often do you use the types of media below?
   - What do you use them for?

2. You will hear four people talking about different types of media. Listen and match the four speakers with the types of media a-e above. There is one extra which you do not need to use.

   - Speaker 1
   - Speaker 2
   - Speaker 3
   - Speaker 4

   Channel your English
APPENDIX B. Transcript of the listening activity

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.
APPENDIX C. Think-aloud sessions transcript

Student 1 (S1)

Speaker 1

I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company.

(S1) este...bueno...dice...que es la primera, este, cosa que prende en la mañana no, entonces pues al prender...algo, creo que se trata de la radio, bueno, me hace suponer que es la radio

(Interlocutor) ...ok...yes...¿por qué escribiste la nota?

(S1) este... porque es relativa a aparatos y ese tipo de cosas, entonces para prender, puse turn on

(Interlocutor) ...ok

somehow. It also keeps me informed about current affairs, which is essential in my line of work. And of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2

There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange.

(S1) este...realmente no entendí todo el vocabulario, pero entendí una cosa, bueno una parte que dice “in the mornings”

(Interlocutor) ...a ja...

(S1) eso me hace creer, que se trata de un este periodico, newspaper, porque es en la mañana

(Interlocutor) ok, ¿en el speaker 2? ¿Otra cosa?

(S1) no, es que no le entendí ...bueno, totalmente a todo lo que dijo no le entendí

(Interlocutor) ok, vamos a tener otra repetición
but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

**Speaker 3**

As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

**Speaker 4**

I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always as accurate.

(S1) eh, aquí pues este... te empieza a hablar sobre diferentes temas de actualidad, o algo así, que te dice de deportes no, de política, o solamente noticias. En este caso podría ser obviamente el periódico...otra vez

(Interlocutor) Ok, ¿para que speaker?

(S1) para el cuatro

as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(Interlocutor) Ok ¿Qué te pareció?

(S1) Este... pues algunas cosas sí...de plano no le entendi...o sea, soy sincero, no le entendi, pero si te vienen ciertas palabras, bueno es lo que...este... usualmente hago, con ciertas palabras que son como que clave y más entendibles para mi, y entonces de ahí saco conclusiones...puede ser ...este...vaya...la opción que me están poniendo ahí...y pues ya tengo una idea...este...para la segunda vez que lo escuche.

(Interlocutor) Ok ¿Lo escuchamos otra vez?

(S1) sí...

**Speaker 1**

I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is
essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S1) pues...ya un poco más entendible...otras palabras...por ejemplo en el cuatro, es que saco conclusiones, pero puedo volverlas a cambiar...o sea, por lo mismo de las palabras no? Por ejemplo me dijo que el reporte del clima o algo así entendí...me hizo suponer que era televisión, pero después mencionó crossword, o algo así...no entendí muy bien...y pues ya era periódico

(Interlocutor) ¿Cómo quedaría para el speaker one? ¿Qué tipo medio de comunicación?

(S1) este...radio, creo...eso creo yo...

(Interlocutor) ¿y en la numero dos?

(S1) este...no recuerdo muy bien

(Interlocutor) si quieres podemos repetirlo

(S1) sí...por favor

(Interlocutor) recuerda que sólo puedes utilizar uno, para cada speaker
Speaker 2
*There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.*

(S1) I think...creo que para la dos es...este...magazine

(Interlocutor) ¿Por qué?

(S1) este...porque dice que trae noticias y lo mantiene como que al tanto, no, de...de otras cosas, y creo que relaciona algo con música y eso, pues creo que en la mayor parte de las revistas de jóvenes, si se puede llamar así, vienen cosas de música

(Interlocutor) Ok, muy bien

(S1) en el tres...este...creo que sí, Internet, porque dice que trabaja en su casa, y pues que también, empieza a ver este...artículos...algo así como que de todo un poco, algo así...ciertas cosas y...en el cuatro, pues como ya había dicho, este...el newspaper porque este... pues escuché algo de crossword, algo así...no sé...no sé...no estoy muy seguro.

(Interlocutor) Ok, no te preocupes. Puedes acordarte de detalles? Lo que dijeron los speakers?

(S1) este...no, no todo. Te digo son...palabras

(Interlocutor) Ok, entonces cómo quedaría? Speaker one?

(S1) este...radio, este...revista, Internet y periodicó

(Interlocutor) Ok, bueno, vamos a revisar las respuestas...

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(S1) Ok, creo que en el libro que estamos utilizando nosotros, este...la pronunciación...creo que es británica...casi estoy seguro...y es mucho más difícil entenderle que éste...creo que es un poco más accesible...como la pronunciación...cierto vocabulario...pero en el otro sí es como que más difícil, mas que nada porque como te digo...es británico...creo...y a veces como que no cacho, a
veces como que dejo cosas en blanco porque no cacho...entonces ya después como segunda o tercera vez que escucho...entonces como que más o menos ahí voy...pero no del todo...son ciertos aspectos y palabras...mas que nada, vocabulario.

(S1) este...yo creo que cuando estás solo, o eso, escuchas conversaciones y como que estás más concentrado, en este...tu trabajo vaya, en escuchar esa cosa, y pues son dos o tres veces las que escuchas, y entiendes mucho mejor...que cuando estás en el salón...que pues es...más relajo y esto y el otro...y hay compañeros ahí cerca...entonces te distraes más....

(Interlocutor) Ok, entonces eso llega a perjudicar a veces...

(S1) a veces...no siempre, porque pues también estás a lo que estás no? Entonces como que la mente juega otro papel y pues te distraes...

N.B. At first, he tried to draw conclusions and wanted to stop the listening text every single moment that he recognized some words or meanings. However, he realized about this and tried to listen for a longer time in order to get the general and correct meaning of each speaker.
Student 2 (S2)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the

(S2) Escuché que el señor dice que todas las mañanas se levanta...la enciende y que es su mejor medio de información...su favorito...que sus programas o novelas o series empezaban en la noche...que es la mejor forma de mantenerse informado...

(Interlocutor) Ok, nada más eso es lo que has escuchado? ¿No has llegado a ninguna conclusión sobre cuál pueda ser?

(S2) sí...

(Interlocutor) ¿Cuál?

(S2) La radio...

ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at

(S2) no, no le entendí mucho al dos...solo entendí que se usa para mantenerse informada pero no llegué a entender lo demás...

(Interlocutor) ¿Esa información no te ayuda para...?

(S2) No...no...

(Interlocutor) Ok, seguimos con el tres...

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s
all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S2) eh...dice que...la usa...bueno...la usa para escuchar música alrededor del mundo, que incluso puede comprar tickets o ver películas...y buscar más información acerca de la película...

(Interlocutor) Ok ¿Te ayuda esa información para llegar a una conclusión?

(S2) Sí, creo que Internet...

(Interlocutor) Ok ¿Quieres anotarlo o...?

(S2) Sí...puse al speaker one, puse A que es la radio, el speaker three, que escuché que era sobre internet...

(Interlocutor) Ok, sigamos...

...S2 writes some notes....

(Interlocutor) Muy bien ¿Qué es lo que hiciste?

(S2) Escribí las palabras que me ayudaron a...bueno a decir que...se trata del Internet

(Interlocutor) Ah ok ¿Para el speaker three?

(S2) Sí...

(Interlocutor) Ok, sigamos...

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S2) Eh...creo que es de periódico...porque...bueno...al principio estaba un poco confundido con televisión, pero cuando dijo crucigramas...que los hacía cuando tenía tiempo libre, pero que nunca los terminaba...eso creo que fue lo que más me ayudó a contestar que era el newspaper...
(Interlocutor) Bueno...escuchamos otra vez los cuatro por segunda vez...¿estás listo? Puedes cambiar lo que tú quieras y luego me explicas el por qué, ok?

(S2) Ok...

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
(S2) mm...ahora no...bueno...me confundió un poco ahora sobre la televisión...porque hablaba sobre series...yo pensé que sobre series pero habladas...al principio... pero creo que se refiere más a la televisión...entonces cambiaría mi respuesta...

There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the

(S2) Ya, ya le entendí...que habla sobre programas de radio y que es útil cuando está en la casa, porque no necesita ver...bueno...sólo escucha la radio, y que es difícil tener una favorita porque ya hay demasiadas...y creo que sí habla sobre la radio...

(Interlocutor) Ok ¿A diferencia de la primera vez, cómo se te hizo?

(S2) Es que la primera vez no había entendido las primeras palabras que creo que son...que te dicen ahí...la clave...de lo que es...

(Interlocutor) Ok, muy bien. Seguimos...

mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.
N.B. Discrepancia en la comprensión específica pero coherencia en la comprensión en general

(S2) Esa sí la dejaría yo igual...la tres...porque sí dice que aun cuando termina su trabajo...la sigue usando...bueno, sigue usando el Internet para...dice que le gustan las películas algo así...y que investiga sobre las películas...

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S2) Eso lo dejaría igual...dice que habla de economía, deportes, política, y sí...que los crucigramas los resuelve cuando va en el tren camino a casa pero que nunca le da tiempo de terminarlo...y eso ya lo había escuchado la primera vez...

(Interlocutor) Muy bien. Tienes todas las respuestas correctas. Ahora ¿Cómo te sentiste con la actividad? ¿Qué te pareció la plática que tuvimos acerca de los medios de comunicación?

(S2) Pues yo creo que ahorita, nadie está exento de usar uno de estos medios de comunicación...unos más...bueno depende de la persona, pero unos más...pueden ayudarte más...al fin y al cabo todos son medios de comunicación...

(Interlocutor) ¿Te ayudó de alguna forma para escuchar? ¿Para la actividad? ¿El que hablamos de esto primero?

(S2) sí...porque...no sé...igual si no me hubieras explicado que cada uno hablaba...pude haber entendido que la misma persona hablaba de dos al mismo tiempo...me confundiría...por ejemplo en la del periódico...hablaba de cartoons, llegué a pensar...bueno...que hablaba de la televisión...

(Interlocutor) ¿Entonces sirvió como un modelo más o menos que yo te preguntara acerca de cada uno porque así ibas a escuchar a cada hablante?

(S2) sí...

(Interlocutor) ¿Alguna otra nota en general de toda la actividad? El escuchar cuatro personas hablando...¿Qué te pareció? ¿Cómo te sentiste?

(S2) Pues... el primero sí...se nota que es como una persona mayor...es un poco más difícil de entenderle
(Interlocutor) Ah sí?

(S2) Como...no sé...hablaba ....(Student imitates the speaker)

(Interlocutor) ¿Y en general en cuestión de acentos, de rapidez?

(S2) Pues unos sí los noté normal, pero unos sí los noté muy lento...

(Interlocutor) ¿Te acuerdas de alguno?

(S2) mmm....no recuerdo si la de...Internet...

(Interlocutor) ¿Sentiste que habló cómo?

(S2) muy pausado...

(Interlocutor) ¿y eso te ayudó?

(S2) Pues sí...sí ayuda un poco... ...

(Interlocutor) ¿Puede ayudarte a ir pensando el vocabulario que dijo o las ideas que dijo te ayudaron más o lo pausado que habló?

(S2) Pues entre cada pausa te da tiempo a tratar de pensar de qué están hablando...

(Interlocutor) ¿Entonces sientes que como habló pausado te ayudó un poco más?

(S2) sí...o sea, las ideas también son útiles...pero el que sea pausado me ayudó mucho...

(Interlocutor) ¿Por qué no contestaste nada en la dos?

(S2) Es que cuando...el speaker dos habló no le entendí...no entendí mucho de las palabras y la verdad no llegó a ninguna conclusión...

(Interlocutor) ¿En la primera vez?

(S2) Sí, la primera vez que lo escuché y quise que siguieran...para tratar de entender a los demás y ya la segunda ocasión...ya esta vez sí le puse un poco más de atención... así...le llegué a entender...

(Interlocutor) ¿No te desesperaste cuando no escuchaste al speaker two?
(Interlocutor) Ok, gracias...

Observations: He listened and recognized some words and wanted to draw conclusions right away. When he took notes, he wrote some of the words he heard and then tried to relate them to the answer.

**Student 3 (S3)**

**Speaker 1**

* I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(Interlocutor) ok, why did you write that?

(S3) Because he said something about...I don’t remember...watching something (laughs) and that’s the TV because I was between the radio and the TV...

(Interlocutor) What made you decide?

(S3) Yeah...that thing that...I don’t know...he said something about watching...or something like that...I don’t remember...but it meant...TV

(Interlocutor) ok, alright, let’s continue with the second speaker

**Speaker 2**

* There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work

(Interlocutor) ok, Why did you write that?

(S3) Because of the stations... Yeah...it was easy...

(Interlocutor) What about the information that is coming?
(S3) I don't know... that's why I underlined it...because ok, it sounds like it's the radio, but it might be not, so I can change it later if I have another clue.

(Interlocutor) So it's like tentative?

(S3) Yeah...

in the mornings. It's strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there's the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(She made gestures of affirmation while listening to speaker 2)

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I'm working I usually listen to music from all around the world. When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4

(Interlocutor) ok, Why did you write that?

(S3) Because...is the girl or that lady said that she can do a lot of things like...at the same moment and that means the internet.

I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn't always accurate as it should be, but that's not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I'm on the train to work, but I never have the time to finish it.

(S3) Yeah...the newspaper. First of all, it's like...how d'you say...taking (out) the ones that I already used...

(Interlocutor) Leaving out?

(S3) Yeah that...and I got just two missing...so it says that the thing in the media or that thing, she can find a lot of stuff and that meant the magazines in most of cases is just about one or two topics and I have seen that, the newspaper... the newspaper has the crosswords the lady said...
(Interlocutor) Ok, you left out some options right? You left out the TV because you already had it from speaker one, and speaker two, radio...were you sure about the answers of speaker one, two and three?

(S3) Yes, there only...was... were a doubt...was the radio...and at the end just with three or two words that she said...

(Interlocutor) Ok, alright. Let's listen to it one more time so you can confirm all this information alright? And if you have as well, another observation, just...alright?

(S3) Oh one thing that...well it's like...could be like kind of confusing maybe, like they take too long between sentences...well...that's what I noticed like..."oh yeah I like this..."

(Interlocutor) Oh really, with all speakers?

(S3) I don't know it was...the one with the internet...I don't remember which one...it's like confusing I guess...because he said like this... (Exemplifying the situation: talking and making pauses)

(Interlocutor) What? Was it good or bad for you? Because it was paused.

(S3) Yeah...I think is not that good because it means like...everything separate...separated...it's like...it feels like it is over and you start to listen again and maybe with another idea...but you realize that is the same voice or something like that...I felt that way...

(Interlocutor) Ok, you had to relate...so after there is...I mean, when one speaker was talking, she pause or he paused at every sentence right and you felt like that?

(S3) Well...yeah, not every but it was one that I really felt like the strongest one...

(Interlocutor) What do you mean the strongest?

(S3) Like...I got like... I thought that the girl was already finished talking and she kept speaking after like a million minutes later...so I was like....(gesture of confusion)...that was my problem...

(Interlocutor) Now, we're going to listen to it again, ok? And after that we're going to have general observations.

(S3) ok

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S3) The clue there is the series

(Interlocutor) The series...now you are sure of that...

(S3) Yes...

(Interlocutor) Did you get any other information?  
(S3) No...

(Interlocutor) This second time? No?  
(S3) No...

(Interlocutor) The same as the...

(S3) Yes...

(Interlocutor) Ok, good. Now I have a question for you...why don’t you make like a sign to stop? You don’t want to stop the speaker?

(S3) No...(laughs)

(Interlocutor) You don’t want to stop, or the activity in general?

(S3) What...?

(Interlocutor) I mean... the activity...I mean...you want to let speakers talk...one, two, three, four.

(S3) It’s just like...maybe I...like to concentrate and follow like the crazy stuff I want.

(Interlocutor) If you stop the listening text, you feel like I mean you are not concentrated?

(S3) Well maybe if you stop it without my sign...it will be ok. But if I like...do a sign to stop it...it was like...crazy...

(Interlocutor) And for each speaker...if we stop it for each speaker...is it better for you? Not exactly at the moment that they are speaking?
(S3) Oh well, for me I think it’s better like...all together...

(Interlocutor) ok...

**Speaker 2**
*There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin*

(Interlocutor) What?

(S3) Those pauses...(Then, there’s the news broadcasts... They always keep me up to date) are like..."ok, are you finished? ... Ok, no..."

(Interlocutor) Ah ok, and you lose concentration...

(S3) Yeah, it’s just like you are like...in...like I’m like feeling what she is feeling and everything...ok,...now it’s over...now the next person...oh no...it’s like...you get like...confused...well, that’s what I feel...

(Interlocutor) Good, good...

(S3) Maybe not a big one...because I mean it’s not too long...and all that stuff but it’s clear

(Interlocutor) It’s clear...for an activity?

(S3) I guess...

(Interlocutor) What do you think if it were like in a normal environment, in a natural environment?

(S3) I don’t think they would make like...those kind of long pauses because...er...at least like if they do like a long pause, they would make a sign like...”er,” “uhm”

(Interlocutor) Ah the fillers?

(S3) Yeah that could connect the everything..."ok, ok, she’s thinking... she’s thinking"

*is very useful.*
Speaker 3

As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I'm working I usually listen to music from all around the world. When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4

(S3) Oh...she said something about "pop up", so...

(Interlocutor) And what is a pop up?

(S3) When you open a web page...and suddenly something appears...like "buy it!"

(Interlocutor) Ah ok, you already know...right?

(S3) Yes...

(Interlocutor) And that helped you...

(S3) Well, I already knew about everything because she books a ticket, and she listens to music and she's doing other stuff but another big clue could be the pop ups.

(Interlocutor) ok, alright, speaker number four...

I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn't always accurate as it should be, but that's not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I'm on the train to work, but I never have the time to finish it.

S3 writes a word "daily"

(Interlocutor) Yes? What do you think about your answer for the speaker ...or why did you write that?

(S3) Because... er...it's a very big clue...the magazines are not daily and the newspaper is...

(Interlocutor) Ok. Alright, very good. All answers correct!

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(Interlocutor) You've got everything correct. However, was it...tell me how this listening text was...it was easy...not difficult but complex...

(S3) For me was pretty easy...because... first of all, I think the voices are like clear...and the way they speak is quite clear too, so er...it was pretty easy...

(Interlocutor) In terms of accent?

(S3) Er...I didn't listen like a quite clear accent...yeah...it was quite clear for me...

(Interlocutor) Alright, any...tell me one question apart from this...was the talk that we had useful? In order to answer the activity? Remember the talk about the media that you use and how often...

(S3) Well...it could be like an introduction... and you start to open up your mind of what is coming...like that...

(Interlocutor) What did you think about when we were having the talk?
(S3) Er...I don't know...like a flash...no like you ask...“ok, the first thing that comes to my mind“...I did it...had a process to answer...

(Interlocutor) Ok, that's fine. Any observation about the listening and the activity and the experience that we have had?

(S3) Besides the pauses...I think that's all...the big long pauses...

(Interlocutor) That's it...thank you very much Marisol.

(S3) You're welcome.
Student 4 (S4)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company.

(S4) Está hablando sobre lo primero que hace en la mañana, lo primero que lee...está hablando del periódico...

(Interlocutor) Sientes que es el periódico? No deseas escribir nada sobre eso hasta ahorita?

(S4) No...

(Interlocutor) O prefieres seguir escuchando?

(S4) Prefiero seguir escuchando.

somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also

(S4) She...ella habló sobre estaciones y yo supongo que es sobre el radio.

(Interlocutor) Te hace suponer eso no? Muy bien, alguna otra hasta ahorita? A ja del primero?

(S4) Del primero, él estuvo hablando sobre...este..creo que series algo así...y pues ya no sería tanto el periódico sino más la televisión...

(Interlocutor) Ok, tú crees eso...muy bien. ¿Quieres anotarlo? ¿O quieres dejarlo porque vamos a escucharlo dos veces?

(S4) Ese lo dejo para después...

(S4 anota la respuesta de la dos, la uno la deja para después)

(Interlocutor) Ok, seguimos, estamos en el speaker two todavía....
live up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives

(S4) Ella dice que está trabajando, que trabaja en casa y que lo utiliza por...para diferentes razones, por lo tanto...la más este...factible sería...escoger...el internet...que pues la mayoría de la gente la usa para trabajar desde su casa...

(Interlocutor) Muy bien, muy bien, deseas escribir algo, tomar notas o no? (PAUSA PARA QUE ESCRIBA ALGO) ok, vamos con el speaker number 4 (error, debe ser 3)

the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(Interlocutor) ¿Cómo te sentiste para el speaker 4? ¿Qué lograste escuchar? ¿Qué entendiste?

(S4) Ella estaba hablando sobre las diferentes...los diferentes reportajes que puede encontrar y que tiene diferentes secciones tanto de deportes,(...) por lo mismo eso me hace recordar mucho el periódico...

(Interlocutor) Ah, por las secciones...

(S4) Por las secciones, y aparte de que luego determinados periódicos traen ciertas cosas para niños o caricaturas o juegos o eso...

(Interlocutor) Muy bien...vamos a escuchar una segunda vez para que ya ahora sí anotes las respuestas como tú creas...ok?

Speaker 1
I couldn't live without it. It's the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it's difficult to choose. I usually have it on while I'm doing jobs around the house. It can also liven up a boring drive to work in the mornings. It's strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there's the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I'm working I usually listen to music from all around the world. When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn't always accurate as it should be, but that's not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I'm on the train to work, but I never have the time to finish it.

(Interlocutor) Muy bien...¿cómo te sentiste? ¿Tienes las respuestas de las cuatro? ¿Cuál sería la del speaker one?

(S4) La uno sería la televisión porque él dice que lo que primero que enciende en las mañanas, que ve series, entre otras cosas...el segundo sería el radio porque habla sobre las estaciones del radio, y este...la música que puede escuchar ahí...que puede ser divertida...algo así escuché...y también habla sobre el tráfico...no sé si era el tráfico o algo así...

(Interlocutor) ¿Eso con el radio cómo lo relacionas?

(S4) Para cuando vas en el carro que oyes el radio y muchas veces están diciendo en las noticias qué calle está llena de carros...

(Interlocutor) Ok ¿Speaker three qué te pareció?
(S4) Él...ella, perdón, habla sobre trabajar o buscar cosas desde su casa... también este... cuando no trabaja, desde ahí puede comprar, si tiene ganas de ir cine, puede comprar boletos desde ahí, o qué películas están, a qué hora...

(Interlocutor) Muy bien. ¿Entonces sería el Internet en el tres? ¿Y en el speaker cuatro?

(S4) En el speaker cuatro sería los este... periódico... porque habla sobre los reportajes... este... las secciones que son de (....) y una sección especial los sábados, que normalmente es en el periódico que es semanal.

(Interlocutor) Muy bien, Trini, tengo dos preguntas para ti. ¿Cómo te ayudó? ¿Por qué escribiste notas?

(S4) Para poder recordar lo que había escuchado en cada uno de ellos.

(Interlocutor) Ah ok, ya después... por eso escribiste las notas... y las respuestas por qué no las escribiste de una vez? O sea en el speaker uno, por qué no escribiste “televisión” por ejemplo, sino que escribiste las notas.

(S4) Porque las respuestas las podría confirmar, todavía... no quería adelantarme demasiado... por que luego tienes que estar escribiendo con lapicero y luego tienes que estar borrando...

(Interlocutor) Sí, muy bien, muy bien. Otra cosa... eh... ¿qué es lo que sientes que mas te ayudó cuando estábamos haciendo el listening? De todo lo que hiciste, de tomar notas, de ir parando ¿qué sientes que te ayuda para llegar a las respuestas correctas? Porque las cuatro las tienes correctas.

(S4) El ir parando, porque muchas veces por la velocidad no puedo escribir tan rápido como voy escuchando.

(Interlocutor) Te gusta tomar notas ¿para ti es muy efectivo eso?

(S4) sí...

(Interlocutor) Y la última, bueno, la penúltima. ¿Qué tanto te ayudó el que tuviéramos esa plática al principio de cuales son el tipo de medio de comunicación que usas y cada cuánto? ¿Te ayudó en alguna forma?

(S4) Pues en cierta manera, sí porque me enseñó (o entrenó) como una cierta introducción al tema de lo que iban a estar hablando, no sé como que me ayuda a buscar ciertas cosas en la grabación, qué tanto la usan, qué es lo que hacen cuando están en determinada... si lo ven o lo escuchan...
(Interlocutor) La última pregunta, en general, qué te pareció esta experiencia, de analizarte a ti misma como listener, qué es lo que haces para llegar a esa respuesta...o sea que te pareció, te ayudó...

(S4) Pues sí me ayudó porque así ya puedo llevarlo en práctica, no nada más en una entrevista o en el salón de clase sino que fuera...también...en el CAAFI o con el mismo disco que viene con no sé...ir a agudizando más mi oído...muchas es lo que me falla...es el listening...por lo mismo de la velocidad...que lo pasan todo de corrido, tres veces...y luego sale uno así en los exámenes...(risas)

(Interlocutor) Ok, imagínate que esta fuera una actividad de listening normal, yo te pongo el listening, que tú lo escuchas, lo paramos, lo escuchamos otra vez, luego ya lo paramos, y checamos la respuesta, claro con su plática previa no? Como la que hicimos, pero si hubiera sido esto en un contexto real, por ejemplo en un salón de clase, cómo crees que te hubieras sentido? ¿Crees que hubieras tenido las cuatro respuestas como ahorita?

(S4) Uhmm, a lo mejor no todas por lo mismo de que no soy muy buena escuchando...muchas veces me distraigo por cualquier cosa...pero ya con la introducción ya es más fácil pues ya sabes de qué va a hablar y ya sabes más o menos qué buscar en la grabación.

(Interlocutor) Ok, y cuando te analizaste a ti misma, el por qué haces esto, el por qué haces el otro, te ayudó?

(S4) Pues sí...me centro en escribir unas cosas y no intentar escuchar todo de golpe y luego ya escribir, sino ir escribiendo mientras voy escuchando y nada más ciertas palabras no...no todo, no intentar escribir todo lo que...intentar escribir todo lo que va diciendo.

(Interlocutor) ¿Tuviste algún problema con la forma en la que trabajamos, por ejemplo de que tú alzabas la mano y yo lo ponía en pausa? ¿Tuviste algún problema de que tú perdías concentración?

(S4) No, nada más fue eso de que como que no estaba acostumbrada y a veces se me iba la onda de levantar la mano, pero...

(Interlocutor) Ah querías dejarlo pasar como una actividad normal...

(S4) Como normalmente, pero sí este...no tuve ningún tipo de problema...

(Interlocutor) Muy bien Trini...eso es todo, muchísimas gracias.
(Interlocutor) ¿Cómo se te hizo?

(S4) Más fácil...de lo que es en clase...sí...

(Interlocutor) ¿Por qué? ¿Por cómo hablaban, la velocidad, tú podías parar?

(S4) Por la velocidad...porque sí creo que esta grabación viene así como que más lenta, más clara... y este...

(Interlocutor) Ah o sea, no por las pausas que hacíamos sino cómo hablan de por sí los...

(S4) Aparte las pausas...ya tienes una idea y ya expresarla para como que reafirmar luego...

(Interlocutor) Crees que podrías poner en práctica esto que hicimos, aunque no pudieras pararlo?

(S4) Sí por lo mismo de ir tomando notas...

(Interlocutor) Muy bien, gracias.
**Student 5 (S5)**

**Speaker 1**

*I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.*

(S5) Entendi que habla de la televisión... y que tiene una serie favorita... pero no escuche el nombre de la serie... pero si este... habla de la... television

(Interlocutor) ¿de la televisión?... ¿el dijo la palabra televisión?

(S5) No, pero por “series”. Las series no están en la radio ni en la revista

(Interlocutor) Ok, alguna otra palabra que

(S5) Lo del principio casi no lo escuché... no lo entendí...

(Interlocutor) ¿No lo entendiste?

(S5) casi no

(Interlocutor) Ok... bueno entonces ya tienes mas o menos cual para____________

**Speaker 2**

*There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.*

**Speaker 3**

*As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.*
Speaker 4

I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S5) El speaker 2 habla de... la radio porque habla de secciones...secciones entre esa el Internet porque dice que puedes ver ... películas e incluso puedes comprarlos... no escuche si comprar los boletos o algo asi... y el 4 habla del periódico por la sección de deportes y económicas y sobre todo por las caricaturas que luego vienen ahí.

(Interlocutor) Muy bien... Ok, vamos a escucharlo por segunda vez y me dices cualquier cosa...me alzas la mano cuando tu quieras y ahí puedes checar o confirmar la información.

Speaker 1

I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S5) Sigo sin entender la primera parte, no se si es por la voz del señor o que pero casi no....empiezo a entender a partir de que es mi serie favorita... pero al principio habla de su ¿que? my ...se me fue la palabra ...“my company”... algo asi, pero no entiendo el principio, no escucho bien no se si es por la voz porque el speaker ... si lo entiendo un poco mas.

(Interlocutor) Ok, muy bien...numero dos.

Speaker 2

There are so many stations these days it’s difficult to choose. I usually have it on

(S5) dice que...que con tantas estaciones es muy difícil seleccionar alguna....¿no?

(Interlocutor) Ok, Ok,

while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes.

(S5) dice que...es extraño pero que actualmente los comerciales los hacen con música o algo así ¿no?
(S5) Que la música de all the World ¿dice? alrededor del mundo...como que de muchos lugares algo así...¿no?

When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film.

(S5) Que puedes checar acerca de los cines y puedes obtener mucha información acerca de eso.

(Interlocutor) Ok, aja

I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S5) No se si es porque no conozco el vocabulario de la ultima parte pero casi no le entendí, la ultima.

(Interlocutor) ¿Casi no le entendiste? Ok, y con lo que le entendiste... ¿te ayudo no?

(S5) sí porque cuando se trata de listening me cuesta mucho porque casi no practico en mi casa...la verdad...y aquí no se si son pocas las actividades que se hacen con listening... como que no se le presta la debida importancia creo al listening y porque... ¿como te diré?...bueno cuando se trata de hacer este tipo de actividades aunque escuche una palabra clave con esa palabra trato de enlazar todo lo que escuché, con esa palabra, pero para poder entender necesito, a veces necesito ver las imágenes para poder razonarlas más fáciles por lo mismo de que luego no le dedico tiempo al listening...y porque si escucho música en Inglés y eso también te sirve mucho, bueno ¿te sirve que te comente esto?

(Interlocutor) sí mucho, mucho

(S5) Escucho música en Inglés y lo que hago...no me gusta cantar las canciones a lo loco. O sea, que lo que estoy escuchando, adivinar y si lo estoy diciendo bien o lo estoy diciendo mal. Lo que hago es ir a Internet, bajo la letra y ya la canto con toda una libertad que se que todo mundo me va a entender el que sepa de ese tipo de canciones, ¿no?

(Interlocutor) Sí, claro.

(S5) las bajo, me las aprendo y las ando repitiendo. Y las películas, por ejemplo, fui a ver Spiderman, y hubo muchas veces en que no leí los subtítulos, porque los
entendía, los entendía, o sea igual y eran frases muy cortas pero las entendía. Sin necesidad de verlos, pero te vuelvo a repetir es cuestión de que casi no le dedico...

(Interlocutor) tuviste la necesidad de, por ejemplo, con una película... de escucharla otra vez, como aquí en las actividades que hacemos en el salón?

(S5) ¿De escucharla otra vez?

(Interlocutor) sí o sea ya vez que la repetimos, para...

(S5) Sí, de hecho sabes que hago cuando veo películas, un claro ejemplo lo tengo en la película de... Apocalipto. Esa película venía no sé en qué lenguaje era, pero venían los subtítulos en Español y en Inglés y la vi pero la vi con una libreta en la mano, e iba anotando las expresiones en Inglés y en Español. Porque muchas veces lo que tratamos de hacer, bueno al menos eso hacía antes... de cómo que traducirlo literalmente y en si no era lo mismo lo que nos quieren dar a entender... entonces lo que hice fue hacerlo con... fue...perdón...fue ver la película pero con una libreta, iba anotando todo lo que veía en Inglés y en Español.

(Interlocutor) Ok, ahora que comentas eso de la traducción...cuando escuchas... ¿traduces?

(S5) Ese es mi problema, que... mira, incluso me pasa con los temas en la clase... para que yo los pueda entender necesito que me los expliquen en Español. Asimilo todo y no me va a afectar nada siento que hacerlo en Inglés. Así es como he aprendido lo poquito que sé de Inglés. Porque necesito que alguien me diga... a ver esto en Inglés es así, pero en Español es un dijeraz...esto y yo... ah bueno... entonces ya...no me cuesta quizás porque todavía sigo en el error de pensar en Español y no pienso en Inglés

(Interlocutor) ¿Entonces cuando estamos en un listening sientes que piensas en Español?

(S5) siento que sí, definitivamente, siento que para poder entender en Inglés necesito primero entender Español.

(Interlocutor) Y ¿qué haces cuando escuchas una palabra que reconoces?

(S5) ¿nueva? ¿que reconozco? Relaciono

(Interlocutor) este... ¿la traduces? y luego piensas que...
(S5) Pues, no se si lo hago inconscientemente o que, pero como que a veces no voy ni traduciendo al Español, o sea, pero ya lo entendí, no sé como, pero lo entendí. En ese momento no dice... ah dijo... magazine =y ya revista. No, si no que escucho todo, lo analizo y si me preguntan pues ya te digo en Inglés y en Español.

(Interlocutor) Muy bien, pero lo entiendes en... ¿lo entiendes? Nada más sin importar el idioma.

(S5) aja, ahí está como que lo entiendo...quien sabe en que parte del cerebro se va esa parte que lo entendí

(Interlocutor) Si ok, ok, ya en cuestión de puntos gramaticales y todo eso, ¿si necesitas la explicación en Español y todo eso?

(S5) Si de hecho a veces no lo he pedido en clase porque me da pena van a decir bueno ¿y esa qué? ¿no?

(Interlocutor) Pero puedes hacerlo

(S5) Pero... te juro así que... por ejemplo ahorita quizá no estoy en el tema, pero me cuestan mucho los tiempos, el futuro me está matando y todo por qué, porque no he pedido la explicación en Español.

(Interlocutor) ok, muy bien, sí

(S5) Yo necesito que me expliquen en Español y ya automáticamente se me va a quedar, porque así ha pasado con anteriores.
Student 6 (S6)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite

(S6) I...I didn’t get it the last part...the first thing that he said
(Interlocutor) Ok, did you get the answer already?

(S6) no...

series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(Interlocutor) (intervenes as S6 does not participate) Ok, you wrote speaker 4...newspaper...yes? Why did you write the newspaper?

(S6) Because she said that has like the ....economics, sports, y lo relacioné...

(Interlocutor) Lo relacionaste...te ayudo más...

(S6) a ja...
(Interlocutor) ok, ¿Qué pasó con el primero y el tercero? ¿No los contestaste?

(S6) No...no entendí...es que sí escuché lo que decían pero no sé cual sea

(Interlocutor) ¿Sí escuchaste palabras?

(S6) a ja...pero hubo una parte que no, no entendí bien...

(Interlocutor) ok

(S6) Necesito volver a escucharlo...
(Interlocutor) ok, vamos a escucharlo por segunda ocasión...recuerda, cualquier observación que tengas...como te sientas...me dices ok?

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S6) Ya le entendí...este...creo que al principio no había puesto así...toda la atención de lo que detalló...de lo que veía...

(Interlocutor) ¿Y la segunda vez?

(S6) Ya le entendí mejor...

(Interlocutor) ¿Qué entendiste mejor?

(S6) Este...que era que lo que buscaba...en la mañana...lo que veía...

(Interlocutor) Ok...

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(Interlocutor) Ok...¿Tienes la respuesta para el speaker 2?

(S6) sí...radio porque habló que hay muchas estaciones y que lo usa mucho cuando esta en el tráfico...
(Interlocutor) Ok...¿Eso te ayudó para obtener la respuesta? ¿Y ya la tenías antes?

(S6) ya...

(Interlocutor) Ok, siguiente...speaker 3

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(Interlocutor) Decidiste para el speaker 3, internet...¿por qué?

(S6) porque...este...habló de que escucha música de todo el mundo y habló también de que puede ver carteleras y apartar boletos

(Interlocutor) Eso te ayudó...y te ayudó de alguna manera que ya habías respondido para el primero televisión y para el segundo la radio?

(S6) sí porque me había confundido el speaker 3 y el 4...no sabía si era newspaper en el tercero o internet por lo que dijo de la cartelera...

(Interlocutor) ok...

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(Interlocutor) ¿Cómo te sentiste en el speaker 4?

(S6) Ya lo escuché más detallado...ya estoy más segura de que es newspaper...porque habló de las secciones que tiene y que su hijo, creo, también le gusta ver la sección de las caricaturas y a veces hace el crossword cuando va en camino al trabajo...

(Interlocutor) ok, muy bien. Nada más tengo dos preguntas...¿Qué tanto te ayudó el que platicaramos primero?

(S6) Para saber más de qué iban a hablar en el listening y qué tipos de media...
(Interlocutor) Ok ¿tú crees que te hubiera ayudado si nada más hubiéramos empezado el listening así de “escucha el primero, va a hablar sobre un tipo de medio de comunicación...” y ya?

(S6) Pues sí pero...iba a ser más difícil captar así...todo, yo creo

(Interlocutor) Ok Otra pregunta es ¿Cómo te sentiste en esta sesión de listening, en donde te analizas tú y por qué?

(S6) Cómo me sentí?

(Interlocutor) Sentiste que fue útil o como te sentiste el analizarte a ti misma?

(S6) Sí porque en el segundo listening me ayudó para aclarar las dudas que tenía con las demás y pues nada más...
(Interlocutor) Ok, ahora sí la última pregunta ¿tú crees que podrías poner esto o lo pongas en practica en una clase normal cuando tenemos un listening de que estas poniendo respuestas tentativas y luego las borras así?

(S6) Sí...pues siempre en los listenings trato de tomar notas de lo primero que escucho y ya después cuando vuelvo a escuchar ya...es más fácil...

(Interlocutor) Muy bien ¿esas notas que tú tomas en qué consisten? En la respuesta como ahorita? Que nada ponías la respuesta que tú creías o notas de alguna información en específico?

(S6) A ja de algo en específico para saber qué respuesta es...

(Interlocutor) Ok, eso es todo, muchas gracias

(S6) De nada
Student 7 (S7)

(Interlocutor) Ok, Alejandra, qué haces normalmente en una actividad de listening?

(S7) Este, primero busco qué es lo que me piden, o sea, las respuestas, o sea las opciones...por ejemplo, aquí veo...primero que son cuatro...entonces tengo que checar el cambio de una persona a la otra, para que no se revuelva la información y ya de ahí, este...como aquí tengo una extra...tengo que checar primero cuales son las opciones que tengo, no sé, si escucho algo que ni siquiera está en el libro, pues entonces como que no lo tomo en cuenta...

(Interlocutor) Ok, muy bien

Speaker 1

I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

Speaker 2

(S7) Bueno, ahí este...como dijo que era algo que él prendía...pues automáticamente descarté el newspaper and magazine...entonces, ya estaba medio grande, entonces no creo que sea la computadora

(Interlocutor) ¿No crees que sea por la voz del señor?

(S7) a ja porque ya estaba grande, entonces este, solo me quedan dos opciones que es la televisión y la radio...pero entonces él se ve que la ocupa todo el día...bueno, entonces, este, creo que habló algo de su serie favorita, de películas y sólo queda la televisión...creo que la forma en la que escuché es de ir descartando las opciones que tengo en el libro

(Interlocutor) ok, eso te ayudó más, ok...

(S7 escribe televisión en el speaker 1)

There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
Bueno...ahí, escuché que habló de una estación...entonces, es la radio la que sintoniza, entonces este ya automáticamente si ya había descartado la televisión, ya está la radio y otra era porque decía...mencionó cosas del tráfico, música

(Interlocutor) Y todo eso lo relacionaste...

(S7) a ja...

(Interlocutor) Vamos con el speaker 3...

As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S7) Bueno, pues ahí ella dijo que lo podía utilizar para su trabajo y para su tiempo libre entonces este...the Internet...bueno, pienso que es la mejor opción para este...

(Interlocutor) Ok, speaker 4

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S7) mmm...pues en ésta habló de que ella lo disfruta porque vienen diferentes temas que van desde política hasta de deportes, y que los sábados o algo así salían las caricaturas o algo especial, entonces este...pues que yo sepa eso pasa en los periódicos, o sea, todo eso, entonces pues ya, sería el newspaper

(Interlocutor) ok, vamos a escucharla por segunda vez

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S7) Ahí hubo una palabra que no entendí, pero yo creo que esa palabra no es así como que muy relevante para saber la respuesta en sí que estoy buscando...es que
son de esas palabras que tú escuchas pero si sabes identificar que no te sirven para buscar la respuesta... es que mira, si son tan pocas las palabras que no entendiste, igual te ayuda el ligar lo demás con lo que estás escuchando, por ejemplo ahí pude identificar que esa palabra no era muy importante entonces seguí con lo que decía y si ahorita que lo escuché por segunda vez, no le volví a entender pero pues ya sé que es la televisión.

(Interlocutor) Ah ok, esa palabra la identificaste desde la primera vez y no le entendiste y la segunda tampoco pero aun así no te impidió no?

(S7) No me hizo cambiar de opinión conforme a la respuesta.

(Interlocutor) Ah ok, vamos con el speaker 2.

Speaker 2

There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(S7) Ahí, se me hizo interesante porque se ve que ella vive en una ciudad grande, igual por ejemplo, la voces... igual sí te ayudan más o menos a... por ejemplo, relacionas automáticamente porque en el primero era un viejito no? Y como no tiene mucha actividad, y a qué puede recurrir? Pues a la televisión. Pero en cambio, por ejemplo ella se ve que tiene una vida más activa, entonces, no creo que tenga tiempo para ver la tele... entonces tiene que ser algo práctico y ahí entra a favor de la respuesta que anoté...

(Interlocutor) Del radio, ok, vamos a escuchar speaker 3.

Speaker 3

As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S7) Igual, y porque se me hizo más fácil de contestar porque es con lo que estoy más familiarizada, o sea, el tipo de cosas que yo haría también, y con el Internet.

(Interlocutor) Con el Internet. Ok, te sentiste más identificada con la persona.

(S7) A ja, porque yo la ocupo más...
(Interlocutor) Ok, muy bien, speaker 4

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S7) Mmm, pues éste sí ya con lo que escuché ahorita confirmé que era el newspaper, porque escuché que te da un informe de todo los días, o sea a diario, y ya lo de los crucigramas...que se entretiene y pues bla bla bla...

(Interlocutor) Ok, muy bien, este...¿Qué te pareció el escuchar y el que estés analizando esto? ¿Qué te pareció esta experiencia?

(S7) Pues, entretenida porque al menos creo que yo puedo trabajar con algo más visual, entonces sí yo estoy viendo, y escuchando se me hace fácil

(Interlocutor) Ok ¿siempre que tenemos o que tienes en clase, un listening activity, siempre haces esto? ¿El analizar y el pensar cómo son? ¿Cada speaker?

(S7) a ja, o sea, cada vez que escucho las diferentes voces, y como que pienso en la situación, pues éste sí automáticamente ya me estoy imaginando, por ejemplo a un viejito, ahí en su casa, casi prendiendo la tele, o sea sí ayuda un buen, este que cambien las voces, porque no es lo mismo que estés escuchando siempre a la misma voz, a que sea más real

(Interlocutor) Ok, muy bien. Otra pregunta ¿Qué te pareció la plática que tuvimos antes de la actividad sobre los tipos de medios de comunicación que usas?

(S7) Bueno, la conversación me hizo como que centrarme en que tipo de gramática se iba a usar...fue como una introducción, o sea automáticamente cuando preguntaste que tan seguido, entonces ya se me vino a la mente todo lo de “siempre, nunca” o sea,

(Interlocutor) Adverbios de frecuencia...ah ok, ¿Eso pensaste? Muy bien, y para terminar...¿Tú crees que el análisis que hiciste ahorita, que fue de manera profunda lo puedes llevar a cabo en cualquier práctica de listening en el salón?

(S7) mmm, pues se podría, pero igual y es más difícil por el número de estudiantes, entonces sí, como que eso complica más, como que el estudio detallado de todo
(Interlocutor) De manera individual, o sea que tú lo hagas...

(S7) Sí, casi siempre así le hago

(Interlocutor) Así le haces...ok, otra cosa que quieras añadir?

(S7) No...
Student 8 (S8)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S8) Bueno lo primero que yo hago para un listening es escuchar lo que pueda de cuando son hablantes, speaker one and, escucho todo, no trato de ir por partes sino que poner así en todo, por ejemplo aquí puse atención en las partes que me parecieron a mí lógicas, como por ejemplo la parte que es lo primero que prende en la mañana y que le gusta ahí ver sus series y las series pasan en la televisión...no me gusta ir cortando por cachitos, si no, no entiendo...ya si no le entiendo ya espero a la segunda “pasada” para resolver las dudas que me quedaron. Aquí es lo que anoté que era lo primero que hacía en la mañana y es lo que yo hago primero, prender la tele y es donde pasan las series de televisión...

(Interlocutor) ¿Entonces reconociiste algunas palabras o frases desde el principio pero no paraste la grabación?

(S8) No...no me funciona eso de ir cortando por pedacitos lo que vaya entendiendo...me distrae...le pongo atención a una cosa o le estoy queriendo descifrar una cosa que dijo, le pierdo el hilo al resto de lo que dice el hablante y ya no puedo comprender

(Interlocutor) Ok, de acuerdo a este hablante ¿Entendiste todo, todo lo que dijo?

(S8) No...sólo puse atención a esas dos frases que dijo...fue lo que me llamó más la atención porque luego me enredo de tantas cosas que dice y además como es lo primero que prende en la mañana y que es donde le encanta ver sus series

(Interlocutor) Ok, vamos con el speaker two, ¿No quieres anotar nada para el speaker one?

(S8) No...bueno, yo creo que es la televisión pero si en los otros también dan más o menos de la televisión pues ya ocupo la segunda vez que escuchamos la grabación para reafirmar que sea la televisión

(Interlocutor) ¿Entonces lo pones de una vez de forma final o preliminar?

(S8) No, preliminar porque en los otros pueden decir mas o menos cosas que sean de la televisión y podría confundirme
(Interlocutor) Ok, vamos a escuchar al speaker two

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(S8) Creo que a ese realmente no le entendí nada...no sé...perdí la concentración no sé porque dejé de entenderle casi desde el principio...sólo entendí “music”...fue lo único que entendí y eso podría darme una pista que podría ser la radio o podría ser el Internet porque también ahí se puede escuchar música...por lo menos consideraría para ese hablante esas dos opciones...ya después para seguir escuchando ya podría aclararme si me da más pistas acerca de lo que hablan los otros y ya de eliminación

(Interlocutor) a ja ¿sientes que no entendiste mucho?

(S8) Pues realmente no entendí...me desesperé de no escuchar nada y perdí completamente la concentración

(Interlocutor) Muy bien, pero tomaste en cuenta lo que entendiste no?

(S8) Sí lo único que entendí fue la palabra “music” y “useful” pero “useful” pueden ser casi todos los “types of media”

(Interlocutor) a ya ¿sientes que no entendiste mucho?

(S8) Bueno, aquí en este ya me dio más pistas acerca de que podría tratarse del Internet porque dice que escucha música y hace cosas o sale cosas de alrededor del mundo, es lo que entendí “all around the world”, entonces es algo que pues con las revistas o el periódico no se puede hacer tanto, es más local... me sonaría más el Internet, aparte de que ve la cartelera creo...y puede hasta comprar los boletos y eso no se puede hacer de ninguna u otra forma y además dice que puede buscar más información y algo que entendí es algo que yo también uso en el Internet, que
es los “pop ups” o es lo que entendí en esa parte y eso me suena como que a
Internet...eso fue lo que utilizó para comprenderlo...y me parecería que sería el
Internet...de alguna forma preliminar porque igual tengo que comparar con los otros
hablantes

(Interlocutor) ok, no es definitivo verdad?

(S8) No.

(Interlocutor) Ok, seguimos

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and
sports. The weather report isn’t always accurate as it should be, but that’s not a big problem.
My children love the cartoons and of course the gossip in the showbiz section that comes out
on Saturday. I always try to solve the crossword while I’m on the train to work, but I never
have the time to finish it.

(S8) Este ya fue más fácil por ejemplo, no le entendí a muchas cosas de lo que dijo
pero dividió todo en secciones de deportes dijo de sports y que sus niños aman
el...los dibujos...los cartoons...las caricaturas que vienen en el periódico...bueno
creo que es el periódico porque lo dividió todo en secciones, dijo de deportes, de las
finanzas, que a sus niños les gustan las caricaturas, y algo sobre que entendí
“gossip”...algo de chismes y en el periódico vienen la nota roja y eso, creo que es el
periódico

(Interlocutor) Muy bien vamos a escucharla por segunda ocasión y cualquier
observación o confirmación, me dices ok?

(S8) Ok

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it
keeps me company, somehow. It also keeps me informed about current affairs, which is
essential in my line of work. And, of course, there’s my favourite series which is on at nine
o’clock. It’s just the ads that interrupt films that drive me crazy.

(S8) Sí, para mí ya fue una confirmación cuando creo que algo es...cuando estoy
realmente segura de que tengo la respuesta correcta, me es más fácil encontrar
más cosas de las que dice, por ejemplo ahora le entendí que le hace sentirse
acompañada y eso me confirma que efectivamente que la televisión es la respuesta
o es de lo que hablaba el speaker one

(Interlocutor) Ok, muy bien vamos con el speaker two
Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(S8) Otra vez me enredé...casi no le entendí mucho pero ahora le entendí que podía...bueno fue más o menos lo que entendí...que podía andar por toda la casa...o sea haciendo las cosas y andando por toda la casa, aparte de que puede escuchar música, anuncios o algo así...y que puede entender...escuchar también las noticias, por eso creo que se parecería más a la radio aunque igualmente me sentí así de que no le entendí mucho igual me desespereré...siempre me pasa eso cuando no le entiendo a uno de los hablantes, siempre trato de...no logro concentrarme, casi siempre espero a la segunda porque ya me digo a mí misma: “Ya no le entendiste...ya no...ya espera la siguiente”

(Interlocutor) ¿Y eso sucede normalmente al principio, que no escuchas dos o tres oraciones?

(S8) Sí, cuando dice ella...cuando siento que ya avanzó demasiado la grabación y no le he entendido prácticamente nada ya me desespero y lo dejo por la paz y cuando es por ejemplo la última oportunidad de escuchar, como en ésta, ya voy haciendo discriminación de las siguientes de conforme vayan hablando y ya lo que me parece más coherente y me parece más coherente ahora la radio que las revistas por ejemplo, porque en las otras estoy más segura de que sean las respuestas

(Interlocutor) ¿O sea que las palabras que ahorita captaste te ayudaron para...?

(S8) Más o menos darme una idea, hacer una discriminación entre las dos opciones que considero que son las revistas y la radio, pero no estoy completamente segura

(Interlocutor) Muy bien, seguimos con speaker number three

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S8) Pues ahí igual me confirmó, casi escuché las mismas frases y me confirmó la parte del cine, de que puede encontrar más información acerca de las películas y
eso no se puede hacer en muchas otras cosas que no sea el Internet...igual, le volví a entender las mismas frases y las mismas palabras, pero sí estoy más segura de ésta

(Interlocutor) Muy bien, vamos con el speaker four

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S8) Bueno, aquí lo que me confirma que es el periódico otra vez es que habla de secciones, ahora le entendí que habla de política también, igual la parte de los deportes, de los chismes “gossip” y la parte de las caricaturas...por eso creo que es un periódico

(Interlocutor) Muy bien ¿Tienes tus respuestas ya?

(S8) Mis respuestas del speaker one sería la televisión, del dos sería la radio, del tres la Internet y el cuatro sería el periódico

(Interlocutor) Very good, todas están muy bien. Las cuatro están bien. Ahora tengo algunas preguntas para ti ya de manera general, este...una, me platicaste algo muy interesante en lo del speaker two, que te desesperaste o perdiste concentración, normalmente pierdes concentración ¿por qué?

(S8) Porque habla muy rápido o no le entiendo...no escucho ninguna palabra de las que dice, no entiendo ninguna... no están en mi vocabulario que sé de inglés y siento que no le entiendo y que no le voy a entender

(Interlocutor) Muy bien, ésa es una ¿Conoces algunas otras causas por las que te desconcentras en un salón de clase normalmente?

(S8) En un salón de clases es porque me pierdo, de repente empiezo a pensar en otras cosas...pierdo la concentración incluso en la clase y entonces ya cuando se pasan al speaker tres y digo “ya, pon atención”

(Interlocutor) Ok, y pasas un speaker por ejemplo...ah ok...ahora otra pregunta ¿cómo te sentiste al analizar todo esto?

(S8) Pues me sentí segura porque entendí casi de todo de los hablantes, de los speakers, les entendí muchas palabras excepto a la dos pero en las demás sí me
sentí más segura y encontré palabras que definían así, que eran muy específicas para cada tipo de cosas... me sentí muy segura y no tuve tantos problemas como los tengo a veces en otros tipos de listenings

(Interlocutor) Eso es lo que te iba a preguntar ¿Cómo te sientes normalmente en otros listening texts? O sea en otras actividades de listening

(S8) Bueno cuando me pasa en la mayoría, como aquí en la dos que no le entiendo nada, sí me la paso muy mal y acabo haciéndolo casi al tanteo, al azar, pero a veces me pasa que no estoy concentrada... definitivamente no puedo concentrarme en ninguna de las partes y por más que trato, no pongo atención

(Interlocutor) ¿Pero haces lo mismo que lo que hiciste ahorita en el speaker dos? Que te desconcentraste pero captaste algunas palabras?

(S8) Sí, siempre hago eso, y aparte trato de discriminar y digo “no pues esta palabra pues no es coherente que vaya con este hablante o el objeto del que se está hablando” depende de lo que se trate el listening

(Interlocutor) Tratas de compensar de alguna manera, lo que no has captado, lo tratas de compensar con algunas palabras y de ahí...

(S8) De hacer una relación... relacionarlos... pero por lo menos... bueno a mí siempre me pasa que de cualquier listening por lo menos entiendo una... si se trata de hablantes o alguna entrevista o algo así... por lo menos sí entiendo algunas partes de la conversación y eso me ayuda... ya no es que entienda el resto de la conversación sino que me motiva a decir que “bueno sí le puedo entender un poco más” o si puedo encontrar la respuesta si escucho con atención la próxima vez que pase la grabación

(Interlocutor) Muy bien, y la última pregunta ¿Qué tan diferente sentiste esta actividad a una actividad en el salón que tú haces normalmente de listening? ¿Es muy diferente o sea a todo lo que hiciste aquí, lo que te analizaste o no lo que te analizaste, lo que analizaste aquí, eso lo llevas a cabo en una clase normal? ¿De que todo esto que me estuviste explicando?

(S8) Sí es mas o menos lo que siempre hago, tratar de escuchar... ir separando por partes bueno aquí que fue por hablantes, trato de separarlos así por que sino... si los voy cortando en cachitos trato de poner atención a lo que se dijo primero y ya no hago caso a lo que se dijo después y voy perdiendo tiempo y eso me deja muy retrasada... igual en el salón a veces me... hay estar con mis compañeros

(Interlocutor) Ah sí?
(S8) Sí de repente me hablan o yo los veo o me llama la atención algo que están haciendo y pierdo de repente la concentración...pero regularmente en el listening casi todos estamos atentos a la grabación pero sí eso a veces eso me hace perder la concentración y ya cuando quiero regresar, ya se me fue una buena parte de lo que se escucha.

(Interlocutor) Y utilizas esa estrategia de captar algunas palabras...y adivinas por lo que tienes ya.

(S8) Sí ya voy acomodando...

(Interlocutor) ¿Alguna otra observación?

(S8) No, creo que eso es lo que hago en cada listening...

(Interlocutor) Ok, muchas gracias eso es todo.
Student 9 (S9)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S9) Lo que entendí es que dice que le hace compañía...pasaban series que le gustaban a las nueve en punto...creo que es acerca de la radio...también me guío por el hablante...dice que era en su época...era cuando la utilizaba...

(Interlocutor) Muy bien, entonces qué crees que sea la...¿tienes la respuesta?

(S9) Todavía no...

(Interlocutor) Ok, vamos a escucharlas por segunda vez después de todos los speakers, vamos con el speaker two ¿Cómo te sientes? ¿Lo sientes fácil o difícil?

(S9) Eh, medio...más o menos...

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(S9) Oh, aquí, bueno más o menos me guié por cognados...lo utilizaba sobre el tráfico, la música...también hablaba sobre el trabajo y casas...no estoy seguro de qué es pero ya tengo más o menos idea...creo que la radio también

(Interlocutor) Ok, vamos a escuchar al speaker three

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S9) En esa parte sí hubo palabras que no entendí y este, repasando tal vez pueda volverlas a escuchar y ya qué me queda claro
(Interlocutor) ¿Qué sentiste cuando no sentías que entendías?

(S9) Trató de localizar las palabras que eran más entendibles o palabras como cognados para ver si por eso me podía guiar pero no me salieron tantas

(Interlocutor) Ok, muy bien. Vamos con el speaker four.

Speaker 4
*I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.*

(S9) Aquí sí hubo un poco más de palabras que podían relacionar...nos habla de diferentes fuentes de información algo dice...habla sobre economía...de caricaturas, y también aquí creo que tengo una idea...creo que es el periódico...

(Interlocutor) Ok, muy bien. ¿Cómo te has sentido en todo esto?

(S9) Mmm...bien, tranquilo...un poquito confundido con el speaker tres, el three

(Interlocutor) ¡No te has desesperado?

(S9) No, hasta ahora no, porque más o menos trato de buscar palabras que yo conozco o palabras cognado para tratar de relacionar con los medios que maneja aquí...

(Interlocutor) Muy bien, vamos a escuchar por segunda vez...

Speaker 1
*I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.*

(S9) Aquí ya, creo que ya estoy seguro de qué es el speaker one...creo que...bueno lo que entendí más o menos con palabras relacionadas a lo que entendí era que es su compañía y que en ella ve las series que le gustan a las nueve en punto, algunas películas, ya parece que es acerca de la televisión...

(Interlocutor) Ah ok, muy bien. Speaker two

Speaker 2
There are so many stations these days it's difficult to choose. I usually have it on while I'm doing jobs around the house. It can also liven up a boring drive to work in the mornings. It's strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there's the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

(S9) Aquí sigo relacionando lo que son el trabajo y la casa, la música que creo que es aquí lo principal, la palabra principal acerca de esto...también habla del "broadcast" que son como que, algo como los programas de radio y dice que en el tráfico es muy útil...relacionado así con estas palabras y conjuntándolas haciéndome una idea, creo que es acerca de la radio

(Interlocutor) Ok, muy bien. ¿Te han ayudado las notas que has tomado?

(S9) sí porque anoto las palabras que conozco y que siento que relacionándolas puedo llegar a qué habla cada uno

(Interlocutor) Muy bien, ok. Speaker number three.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I'm working I usually listen to music from all around the world. When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.

(S9) Aquí dice...bueno, entendí...hay palabras así que son conocidas como cinema, y sobre information of film, que son información sobre películas, también habla sobre noticias y escuchar música...así conjuntando todas diría que es acerca del Internet ya que ahí se puede encontrar información de películas, del cine, de escuchar música, y también noticias.

(Interlocutor) Muy bien, ok. ¿También te ayudaron las notas?

(S9) También me ayudaron las notas y las palabras conocidas.

(Interlocutor) ¿Qué pasa cuando escriben las notas y están pasando...siguen hablando?

(S9) Este...trato de anotar...de ir anotando la palabra conocida y lo demás tratar de escucharlo...y tratar de comprenderlo porque hay veces que son palabras que se me dificultan y con las notas puedo ir relacionando
(Interlocutor) ok, cuando tú escribes lo que has captado, estás escuchando...o tratas de escuchar...

(S9) De escuchar y de anotar más o menos qué es

(Interlocutor) ok, speaker four

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S9) Aquí este, ya encontré otras partes que conforman según yo el periódico, la señora lo maneja como medio de comunicación sobre economía, que le encantan los dibujos, o sea las caricaturas...éstas son partes de un periódico, también lo menciona que siempre es muy útil para cuando necesita saber información, por eso considero que es el periódico

(Interlocutor) ok, entonces ¿tienes las respuestas? ¿speaker one?

(S9) es la televisión

(Interlocutor) Muy bien, speaker two?

(S9) Es la radio

(Interlocutor) ok ¿estás leyendo las notas que tomaste?

(S9) a ja, y ya con eso sé mas o menos qué dice cada uno

(Interlocutor) Pero no escribiste las respuestas en el momento verdad?

(S9) No, sólo puse las palabras que me podía ayudar, no puse las respuestas.

(Interlocutor) Muy bien ¿speaker three?

(S9) El internet

(Interlocutor) Muy bien. ¿speaker four?

(S9) El periódico
(Interlocutor) Muy bien, tienes todas las respuestas correctas. Ahora te voy a hacer unas preguntas ok? De manera general ¿Cómo te sentiste en el listening? ¿Cómo sentiste los hablantes? ¿Estuvo difícil, fácil?

(S9) Estuvo nivel medio, este...por ejemplo había en ocasiones, más que nada se me dificultó el speaker three del Internet...al principio no encontraba el hilo de lo que hablaba, no encontraba como conjuntar las palabras ni palabras cognado ni qué palabras entendía, ya con el repaso que le di en la segunda vez que se escuchó este...con la idea que tenía fui más o menos enfocándome a esas palabras para escucharlas y ya me quedaron claras...con los demás hablante pues sí fue un poco más fácil porque habían mas o menos entre cognados y palabras más conocidas que relacionándolas y conjuntándolas podía más o menos llegar a la respuesta

(Interlocutor) Muy bien ¿Qué tanto te sirvió el que platicáramos, la plática sobre tipos o medios de comunicación?

(S9) Eh, la plática me da un preámbulo más o menos de lo que va a tratar, me ayuda, ya relacionándolo, escuchando los principales medios de comunicación, imaginándome qué contiene cada uno de ellos...también al preguntarme qué tanto los uso, también es una forma de relacionar el contenido del listening y de lo que voy a hacer

(Interlocutor) Muy bien, ok y otra, ¿problemas de concentración no tuviste en este caso?

(S9) En este caso, no.

(Interlocutor) ¿Qué problemas tienes normalmente cuando tienes un listening?

(S9) Pues que a veces este...pues principalmente que no pongo atención...sería de que no me concentro bien...hay veces que porque estoy jugando en las clases o porque se me bloquea la mente porque pienso en otras cosas, no me enfoco verdaderamente en escuchar a los hablantes

(Interlocutor) Ok, y ¿cuando te enfocas en escucharlos, qué haces, dónde está tu vista, hacia dónde ves, qué haces?

(S9) Trato principalmente de concentrarme en las voces en este caso en la grabadora, tratando de escuchar y hacer un lado todo lo de demás, escuchar más o menos las voces o escuchar palabras que conozco y cognados

(Interlocutor) ¿Cierras los ojos para concentrarte?
(S9) Sí porque si hay veces que me pasa que si los dejo abiertos, veo pasar algo o veo caminar a alguien y me distrae, en ese caso pierdo la orientación hacia la voz

(Interlocutor) ¿Alguna otra observación que tengas?

(S9) No, más que nada la forma de concentrarme son tratar de enfocarme en las palabras clave, cognados y ya con eso relacionar...

(Interlocutor) Muy bien entonces eso es todo, muchas gracias

Student 10 (S10)

Speaker 1
I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.

(S10) Yeah, I understand everything...

(Interlocutor) Todo, todo?

Speaker 2
There are so many stations these days it’s difficult to choose.

(S10) oh no...es que no escuché bien el principio...puedes regresarle nada más al speaker two?

Speaker 2
There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the ads just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I’m working I usually listen to music from all around the world. When the work’s all done, it helps me with my leisure activities. I’m a film buff, you see. I can check out what’s on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the adverts that pop up all the time can be annoying, but I just ignore them.
Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S10) Is that it? Well, I guess I understand everything...I don’t know...

(Interlocutor) Yeah? In Spanish or in English...

(S10) well, yeah...creo que entendí todo bastante bien, según yo...
(Interlocutor) ok, ¿Cómo te sentiste?

(S10) Bien, está bastante y claro y como no hablan rápido...entendí bastante bien...generalmente suelo confundirme más cuando el listening es más rápido

(Interlocutor) más rápido...a ja...

(S10) Y como estoy más acostumbrada al inglés americano que al británico, luego como que me confundo un poco

(Interlocutor) ¿Qué sentiste en cuestión de acentos? ¿Americano o británico?

(S10) No, es que, como estaba muy pausado, me más daba tiempo de ir escuchando tranquilito la cosa y como tengo como la tengo muy cerca (grabadora) también me es más fácil, muchas veces a la distancia, si hay algún ruidito, si hay alguien platicando o los ruidos de afuera también, igual y ahorita está más callado todo, lo escuché bastante bien y creo que le entendí bastante bien

(Interlocutor) ok ¿Por qué no hiciste ninguna observación en lo que estaba el listening?

(S10) Porque le entendí todo, no necesitaba altos o...observación de qué?

The student thought that stopping the recording would be only for clarifying something about the text

(Interlocutor) sí, o sea, de que si te sentías bien de “todo lo escuché”

(S10) Sí, no necesité que se detuviera...la grabación
(Interlocutor) Ok, nada más te recuerdo, cuando estemos escuchando, tú alza la mano, tú dime el por qué, cómo te sientes, todo lo que has escuchado...

(S10) Sí, todo lo escuché...en el momento que fue así como para regresarle porque no escuché cómo empezó pero nada más eso...

(Interlocutor) Ok, bueno, vamos a escucharlo por segunda vez. ¿Sí? Para ver en qué te ayuda

**Speaker 1**

*I couldn’t live without it. It’s the first thing I turn on in the morning. As I live on my own it keeps me company, somehow. It also keeps me informed about current affairs, which is essential in my line of work. And, of course, there’s my favourite series which is on at nine o’clock. It’s just the ads that interrupt films that drive me crazy.*

(Interlocutor) uhm, ¿qué me puedes decir del speaker one?

(S10) Uhm ¿sobre lo que escuché? ¿Lo que entendí de lo que dijo? Pues que le gusta encenderla porque ¿cómo se llama? Vive sólo y se mantiene... le hace compañía...además de que le gusta ver...tienes sus series favoritas y todo eso y lo que le molesta son los comerciales que interrumpen a las películas

(Interlocutor) Y eso te ayudó para pensar sobre la televisión...

(S10) Uhm (asintiendo) y a mí me chocan los comerciales...

(Interlocutor) ¿Tambien?

(S10) sí, por eso me gusta más el cable o sky donde pasan las películas sin comerciales

(Interlocutor) Sin comerciales, ah muy bien, ok, ok. Speaker two, ok?

**Speaker 2**

*There are so many stations these days it’s difficult to choose. I usually have it on while I’m doing jobs around the house. It can also liven up a boring drive to work in the mornings. It’s strange, but I actually enjoy the adverts just as much as the music, they can be so funny sometimes. Then, there’s the news broadcasts. They always keep me up to date on the news and the traffic bulletin is very useful.*

(Interlocutor) Aja, del speaker two?

(S10) Este, que le gusta mantenerla encendida mientras está haciendo trabajos alrededor de la casa...de hecho por eso es que pensé que era la radio...porque yo
también hago...suelo hacer eso...pongo música, cuando estoy haciendo algo, no sé lavando trastes o algo que no puedo ver...pues estar escuchando por eso y porque...

(Interlocutor) Te identificaste con el speaker...

(S10) Uh um, (asintiendo) también por lo que dijo de los comerciales...generalmente como no puedo ver tienen que saber los recursos y sí es cierto, algunos son muy chistosos...

(Interlocutor) Ah ok

(S10) Lo del tráfico, también es en el radio, bueno en la radio, también este ponen lo del tráfico, también hay noticieros, y el clima y no sé qué tanto más

(Interlocutor) Ah ok, muy bien. Ok vamos a seguir con el speaker three

Speaker 3
As I work at home, I find it useful for many reasons. For me, it gives the most in-depth news and while I'm working I usually listen to music from all around the world. When the work's all done, it helps me with my leisure activities. I'm a film buff, you see. I can check out what's on at the cinema and then find more information about the film. I can even book tickets. Sometimes, the ads that pop up all the time can be annoying, but I just ignore them.

(S10) Este, que trabaja en su casa, entonces le ayuda con su trabajo y mientras está en el trabajo puede estar escuchando música de todo el mundo, puede hacer también... cuando termina el trabajo puede entreternerse un rato, puede reservar boletos para el cine, etcétera, y pues sí con la Internet se puede hacer eso y más...

(Interlocutor) Muy bien, ok. Perdón, ese último comentario que hiciste de “Con la Internet se puede hacer eso y más...” ¿Eso es lo que pensaste también al escuchar?

(S10) Sí...sí se pueden hacer muchísimas cosas...

(Interlocutor) Ok. Muy bien

Speaker 4
I like it because it gives you a daily report on different subjects like politics, economics and sports. The weather report isn’t always accurate as it should be, but that’s not a big problem. My children love the cartoons and of course the gossip in the showbiz section that comes out on Saturday. I always try to solve the crossword while I’m on the train to work, but I never have the time to finish it.

(S10) Uhmm...ahí supe que era el periódico por este...por cómo habla de las secciones...el periódico normalmente viene así en secciones...y como dijo que era
diario, igual el periódico generalmente es diario...o bueno es diario...sí...lo que dijo de las secciones, las caricaturas de los sábados

(Interlocutor) Ok, muy bien, gracias Sofi. Tengo otras preguntas para ti...¿Sientes que te ayudó el que platicáramos antes? ¿Por qué?

(S10) Sí, este, ver las imágenes y el comentar qué medios eran...pues se limita a un número de medios, en cambio si no los tuviera...estaría pensando, hay muchas otras posibilidades...no nada más esos cinco...es más fácil...es como...al menos yo uso mucho el sentido común a la hora de hacer cualquier actividad, veo cuáles son mis posibilidades...y como que cuáles concuerdan lógicamente...en este caso sí...hay muchos otros medios no nada más esos cinco... el hecho de tenerlos hace la actividad más sencilla...

(Interlocutor) Muy bien. Otra pregunta ¿cómo te sentiste en general? Con el listening y analizándote a ti misma...

(S10) Bien, bastante segura...sí bastante bien...me gusta escuchar música en inglés, me gusta ver películas en inglés, series en inglés...no digo que estoy muy acostumbrada al inglés en absolutamente todo pero, pues no, tampoco lo domino, pero no tengo tantos problemas escuchándolo...sobretodo si es como, repito, como más tranquilo, más pausado, suelo entender bastante bien el listening...

(Interlocutor) ¿Eso de que sueles entender bastante bien en cuestión de ideas generales o en cuestión de detalles?

(S10) Uhmm...depende también por ejemplo hecho del vocabulario, o sea, sí el vocabulario es un factor, no siempre conozco todas las palabras...igual y si no las conozco todas...no es como con el reading, que a veces puedes entender todo el contexto, a veces sí es como que uy! Un poco más difícil...está uno menos acostumbrado...pero sí...si conozco bien el vocabulario...si estoy familiarizada con él...todo tranquilo...

(Interlocutor) Ahora ¿Cómo te sentiste en comparación con una actividad de listening pero con todo el grupo? En clase...

(S10) Ahh mucho mejor, generalmente cuando las cosas son personalizadas, es más fácil comprender, con el ruido del grupo, con el compañeroito al lado que te está haciendo algún comentario y que te está interrumpiendo...te distrae

(Interlocutor) ¿Te hace algún comentario sobre lo del listening o es de otra cosa?
(S10) No, muchas veces sí “¿qué dijo? No le entendí” cosas por el estilo...entonces así como que (gesto de confusión) o te presto atención a ti o te presto atención acá...y sí te distrae por su puesto...cosas así

(Interlocutor) Ahorita estuviste completamente concentrada ¿no?

(S10) Sí ahorita yo solita, escuchándolo cerca...

(Interlocutor) Pero en sí eso es lo que afecta, que te desconcentras un poco ¿Pero aún así sientes que el proceso que hiciste es el mismo en una clase normal?

(S10) Sí, realmente sí porque primero veo lo que dice el texto, sobre qué voy a escuchar, al verlo como ya relaciono yo, mas o menos estoy pensando o me doy una idea de lo que voy a hacer...y ya a la hora de escucharlo ya tengo como que estoy concentrada en eso...

(Interlocutor) ¿Alguna observación, algo que quieras comentar?

(S10) No, todo bien, tranquilo, me sentí bastante segura

(Interlocutor) ok, vamos a checar las respuestas...todo bien...