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Inglés

Improving Listening Comprehension Through Exposure to International English Accents in  
10<sup>th</sup> Graders at Liceo Platanillo de Barú

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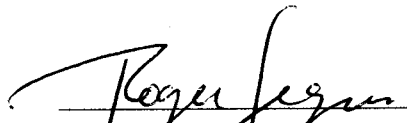
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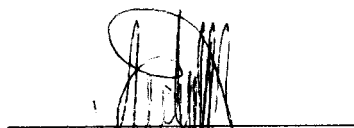


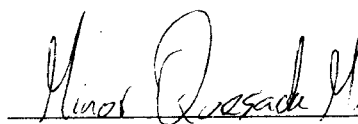
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### **Abstract.**

The present action research project aims to improve the listening comprehension level of 10<sup>th</sup>-grade students at Liceo Platanillo de Barú, by exposing them to a variety of audios that include international English accents through eight implementations. Before the implementations were applied, students took a pre-test in order to measure on a small scale how their English listening comprehension was in both, American English based and international English accents. The implementations consisted of listening to audio tracks with international English accents and solving practices using printed material, after the process students took a post-test to make a comparative result between their listening skill performance before and after the development of the project. The students demonstrated an improvement in their listening to audio practices with international English accents but, the results of the post-test on the audio with American English based accent had a lower performance in comparison to the pre-test.

## **Resumen ejecutivo.**

El presente Proyecto tiene como intención mejorar el nivel de comprensión auditiva en estudiantes de decimo nivel en el Liceo Platanillo de Barú, esto mediante la exposición de los estudiantes a diferentes audios que contienen acentos internacionales del inglés mediante ocho implementaciones. Antes de la aplicación de estas implementaciones, los estudiantes realizaron una prueba previa con el fin de tener una idea más concreta de cuál era su nivel de comprensión auditiva tanto en audios con acento americano y acentos internacionales. Las implementaciones consistieron en escuchar audios con diferentes tipos de acentos internacionales y resolver practicas con material impreso basadas en ello, finalmente luego de este proceso los estudiantes realizaron una prueba posterior con el objetivo de hacer un análisis comparativo de su desempeño antes y después de la aplicación de las implementaciones. Los estudiantes demostraron una mejora en su comprensión auditiva en el caso de las actividades de audio con acento internacional, en el caso del audio con acento americano hubo una baja en la prueba posterior con respecto a la prueba previa.

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## CHAPTER I.

### Introduction

Listening is a receptive skill needed for fluent communication, for second language learners it is commonly taught using audio tracks about different topics and conversations which are more often performed by north American native speakers, which is only one of the many possible real-life scenarios students can find, Ugalde (2019) mentioned in her article: Innovation in your hands that: “ For a long time, teachers have intended to make the process of learning a second language as natural as possible. However, the lack of real scenarios and everyday situations hinder that familiarity with the language.” It does not only create a barrier to learning new vocabulary, but a lack of familiarity with different international English accents, which are as important as the accents students are more familiar with. The mentioned real-life situations can involve an English international accent and students deserve to be prepared for a fluent understanding. There is a need of using diverse English accents in order to prepare students better, improve their listening comprehension and be more inclusive in the learning process.

Learning languages nowadays has many advantages, one of them is the facility of access to learning resources, listening skill is not an exception there are videos, audio, podcasts, etc. from all over the globe and, several topics that can be easily found, most which are created in English because of the scope the language provides. Vo (2013) stated: “listening to materials on the Internet supplies students with multimedia input including visual support, such as texts, captions, illustrations, photographs, etc., while CDs and tapes provide only audio input.” Most young people, 10<sup>th</sup> -grade students, in this case, have the abilities and resources to access all kinds of listening options that students of previous generations were not able to have, nor teachers were able to provide them. This is an advantage to be taken in this research project, the

blessing of having several options to provide students with audio tracks with different International English accents with the kind of resources they have access to and are familiar with.

This project presents the development of an action research investigation that intends to test if students are able to understand correctly International English accents before the action research takes place and the possibility of positive effects such as the improvement of listening skill, that the project could have by getting students more involved to a variety of international English accents. Given that English has become an international language, the results of this project can help students by providing them with the tool to have a better listening understanding of international English speakers worldwide, get access to more resources in the study and work fields and, make all the possible real-life situations that involves international English accents speakers practical and easy to understand.

### **Rationale**

When teaching English listening skills in Costa Rica, it is common to use audio tracks that belong to people who speak American English. On the current syllabus, according to Costa Rica's Ministry of Public Education "Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world." (MEP, 2016. p.11.) Improving the listening skill of the students by using international accents is important to prepare them better for real-life situations where English is commonly used worldwide, spoken by people from different countries and accents. A good communication process cannot be done without a good level of listening comprehension. If the English listening comprehension learning process has been done using a unique accent, then students would not

have the facility to understand in a fluent and correct way all the different international English accents. According to Renukadevi, (2014) “Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable to transfer their L1 skill easily to a second language.” (p.60). Comprehension is accompanied by attention, if as listeners, especially to a foreign language, we are not putting enough effort into attention, communication is not going to achieve its purpose, and listening to international English accents is going to create in students a need of taking time to pay more attention to the speaker and develop better their in-class tasks.

### **Purpose**

Through the implementation of this action project, it is intended to immerse students onto International English accents in order to improve their listening skills and prepare them better for situations where having a good comprehension level is needed. To prepare students to have access to proper communication by being able to understand conversations, guidelines, movies, etc. without the exclusion of international English accents. Also, to create consciousness and respect about the variety of international English accents that can be found and how common it is to be a part of it as non-native speakers and finally to pay better attention when a listening activity or even real-life situation is happening.

**General Objective:** To improve listening comprehension through exposing students to a variety of international English accents, in 10<sup>th</sup> graders at Liceo Platanillo de Barú.

**Specific Objectives:**

1. To Diagnose the students' current abilities to comprehend international English accents
2. To expose students to listening activities containing international English accents
3. To appraise the effectiveness of the action plan to improve the listening comprehension level of students to audios with International English Accents.

**Research Questions:**

How will listening to international English accents improve the student's comprehension?

What benefits can students get from listening to International English accents?

**Hypothesis:** The use of audio tracks containing different English accents will have an impact on improving students' listening comprehension.

## CHAPTER II

### **Literature Review**

This action project intends to immerse students in International English accents to help them improve their listening skills and prepare them better for situations where having a good comprehension level is needed. Also, to create consciousness and respect about the variety of international English accents that can be found. For instance, the following chapter includes a series of background information about English listening comprehension, its importance, and difficulties for students, and how the variations of spoken English can be applied to possibly make improvements on listening comprehension.

### **The importance of developing appropriate English listening comprehension.**

Listening is an input skill that plays an important role in the learner's language development, the main goal for most English learners is communication, especially spoken but, for it to be accomplished it is needed good listening comprehension, Yildirim and Yildirim (2016) mentioned in their article that "most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively." Having good listening comprehension can make communication easier and more fluent, which makes in terms of using a second language, English in this case, things easier in all sorts of ways. Qi (2019) mentioned that

If a person wants to be a good speaker, he/she must be a good listener first. In my opinion, to be a good listener is much more important than to be a good speaker. If we can't catch the speaker's contents, how to proceed with the conversation and communication with others? (p.32)

There is a real need of developing a proficient listening comprehension to improve as a second language speaker.

### **World Englishes.**

In such a developed world time, communication between people from different countries is especially important, In Costa Rica “When thinking about good English, people usually think about native speakers (NSs) people from the USA, for example, whose grammar and pronunciation are (apparently) impeccable.” (Zuñiga & Barrantes, 2021). But the actual situation is different, “In colonial times there was no strong need to impose a metropolitan spoken standard and many local varieties of English emerged – the so-called ‘New Englishes’ – from contact with local languages. Many new Englishes have since flourished and have developed literatures and even grammar books and dictionaries” (Graddol, 2006). These variations of English should be a way of improving the students listening comprehension in order that students can recognize and understand it correctly, especially when they can anytime face a real-life situation that includes an international English accent.

### **International English accents.**

The impact of the English language can be noticed from several points of view “Out of the world’s approximately 7.8 billion inhabitants, 1.35 billion speak English. The majority aren’t native English speakers, however. About 360 million people speak English as their first language” (Lyons, 2021). The number of English speakers is as varied as their phonology, as the author mentioned, there is a noticeable number of people who speak English as their second language but, there are also different countries that have English as an official language, in consequence, there could be variations noticed in every country, region or continent. A fluent English speaker, either if it is their first or second language, should be able to communicate with other English speakers with less possibly inconvenient.

English has also become a popular language to have a larger scope, especially related to technology and social media, in the book *Why global English may mean the end of 'English as a Foreign Language'* the writer mentioned that “As English becomes used more widely as a language of international reach, a greater diversity of viewpoints are represented” (Graddol, 2006). Media users and creators, use English as their main way to get to more people, sell products, and talk about different topics that can be debated by more people who can provide their points of view easily. Even greater companies have English as their main language, and it is used for them to look for second-language English speakers in different countries to engage them in a variety of job positions, which makes their customer service a usual situation where it is needed to have the comprehension to international English accents.

### **Challenges of listening to variations of spoken English.**

Learning a second language may not always be easy, there are challenges that learners will have to go through, in the specific case of listening, research mentions:

The challenges facing students and teachers are due partly to a lack of understanding of what listening entails and how comprehension is achieved. As a result, the learners may have unrealistic expectations of their listening development and the teachers might think that there is little they can do to teach listening because the processes that learners engage in during listening cannot be directly observed and controlled. (Murcia et al., 2013, p. 72)

Even if the process cannot be controlled, there is much that teachers can do by providing a variety of audio tracks to make students more aware of what they are listening to, the kind of activities that are included in listening comprehension should be about what does the students



understood instead of just making them listen to specific keywords to find an answer. There is in fact, a matter of English proficiency for it to be achieved and the teacher must face the challenge of taking students from simple listening activities to more complex ones, using audio of a variety of English accents could be a way to help students listening proficiency. On the other hand, Qi (2019) stated that:

The strong accents of the speakers and some unknown background knowledge about different countries make the students difficult to understand the listening materials. Even though the teachers provide many hints and play the recorder at least three times, the students can't catch the main ideas of the conversations. (p. 35)

Somehow this situation can be presented due to a lack of listening to those “strong accents” that the writer mentions.

### **Benefits of using variations of spoken English to help the improvement of listening skill.**

Listening to variations of spoken English that might be a little harder to understand, can help students to develop a better listening comprehension than listening to a more traditional one on repeated occasions, it makes them go out of their comfort zone, analyze better what they are listening to, research done by Song and Iverson (2018) supported that “some of the additional effort and load experienced by L2 [second language] listeners may be a product of compensatory mechanisms that help overcome L2 perceptual and comprehension difficulties.” Which reinforces the idea that including more complex activities and or audio tracks can help students improve their listening comprehension level.

### **Top-down processing.**

According to Murcia et Al., (2013), “Top-down processing is used to describe the way meaning is inferred and constructed from the application of prior knowledge about language and

the world stored in long-term memory.” (p. 76) On English listening activities or real-life situations, more experienced people, or at least the ones with prior knowledge can process by top-down processing using previously learned structures, vocabulary and every kind of information that may lead them to understand what they are listening to. In class, the teacher can prepare a pre-listening by showing the students pictures about the same topic the audio will be about, to help them prepare themselves by thinking about the coming vocabulary and understanding the content of the audio track.

### **Bottom-up processing.**

Murcia et al., (2013) stated that “bottom-up processing is often used to describe the way meaning is built up from the sounds that have been decoded” (p76). The listener uses clues and sounds to understand words and then form the sentences, this can be a slower process but, is basically how learners should be starting their listening comprehension. “Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps.” (Morley, n.d.). which makes both processes useful in one kind of activity.

This chapter included a variety of information that will be important to know for the development of this action research project; aspects such as the benefits and difficulties of listening comprehension and international English accents are explained. The third chapter will include important aspects about the methodology that will be used to develop this research project.

## CHAPTER III.

### **Design and Method.**

This chapter includes important information for the development of the research, such as its method and strategies to be applied in order to accomplish its purpose of immersing students onto international English accents intending to improve their listening skills, and information about the students and institution that will be involved.

### **Research Method.**

This project will be executed by using the action research method, Koshy (2010) stated that:

Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. Action research is participative and collaborative. It is undertaken by individuals with a common purpose.

Efron & Ravid (2010) also mentioned that “the ultimate goal of this type of educational research is to develop universal theories and discover generalized principles and best strategies that ultimately improve the quality of education.” (p.3). Action research plays an important role in the education field, Clark et al., (2020) mentioned that “the purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders” (p.13).

**Constructivist approach:**

According to Mills et al., (2006),

Constructivist grounded theory has its foundations in relativism and an appreciation of the multiple truths and realities of subjectivism. Undertaking a constructivist enquiry requires the adoption of a position of mutuality between researcher and participant in the research process, which necessitates a rethinking of the grounded theorist's traditional role of objective observer.

**Experimental Design:**

Bell (2019) defined experimental design as “the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn”, he also stated that “The essence of experimental design and perhaps the most important reason researchers choose to design and conduct experiments is the precision with which one can analyze the relationship between and among variables”.

**Qualitative Approach:**

For the implementation of this action research, it will be used the qualitative approach which according to Patak et al., (2013) is used to understand people's beliefs, experiences, attitudes, behavior, and interactions, the qualitative approach then, focuses on study people and what they do, it can be said that as Williams (2007) stated: one identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. In this specific research, the students will be active participants of the listening activities and their experience is the one that is going to be considered.

**The Context.**

This action research is going to be executed at Liceo Platanillo de Barú, which is a public institution that was founded on 2002, as a response to the petitions of its need from the neighbors

of the Barú district. The institution belongs to circuit 04 of the Regional Directorate of Education in Pérez Zeledón. It is located some meters northwest of de Community's EBAIS. The institution is also included in the Educational Innovation Program, which consists of the application of technology as an auxiliary element for the development of the curriculum. (Liceo Platanillo, 2015).

The students that will be participating of this action research project are 10<sup>th</sup> graders of the previously mentioned institution. It is expected from the students to have a A2/B1 English level.

The group consists of 22 of students, 13 male and 9 female, with an age range of 16 years old.

#### **Data Collection Procedures and Tools of Initial Research.**

To achieve the data collection of this action research project, a pre-test is going to be applied to the group of students, to assess their English listening comprehension level.

***Instruments:*** As the focus of the project is listening comprehension, it is intended to immerse the students in a variety of English accents, the pre-test will include two different audio tracks related to the same topic but with different accents of spoken English. Students will answer five specific questions of each audio, ten in total.

**Diagnostic Data Analysis:** Using the points obtained in each practice, students will assign their level of understanding by using a scale from 1 to 5, in which 5 will be the highest-grade meaning Excellent, 4 will be Very Good, 3: Good, 2: Fair and finally 1: Poor. From the student's

achievements the average of comprehension to international English accents will be found. Data will be present in graphics.

**Action Plan**

Through eight implementations, students will be immersed to different accents of spoken English using a variety of audios, students will do practices based on those audios using different printed materials to develop the activities.

The listening activities will be based on the current topics assigned from the syllabus to 10<sup>th</sup> graders but all of them in different spoken accents of English, students will have to find keywords, look for specific information, choose between options given, or write/ speak about what they understood the audio was about.

Table 1

*Action Plan Summary*

	<b>Name of the Activity</b>	<b>Purpose of the Activity</b>	<b>Mediation Strategy</b>	<b>Time</b>
<b>1</b>	<b>Implementation</b> Job descriptions	To Introduce – accent of spoken English	Listen for specific vocabulary	10 minutes
<b>2</b>	<b>Implementation</b> What do you do in your job?	To relate specific information using the content of the audio track	Listening for specific information	10 minutes

<b>3</b>	<b>Implementation</b>	Jobs and occupations descriptions	To find the missing words	Listening for vocabulary	10 minutes
<b>4</b>	<b>Implementation</b>	Describing different jobs	Fill the vocabulary gaps	Listening for specific vocabulary	10 minutes
<b>5</b>	<b>Implementation</b>	Job descriptions	Matching descriptions with the job	Listening for details	5 minutes
<b>6</b>	<b>Implementation</b>	Pilot duties	Find information related to a specific job	Listening for specific vocabulary	10 minutes
<b>7</b>	<b>Implementation</b>	Baker routine	Listen to find the right information	Listening for specific details	10 minutes
<b>8</b>	<b>Implementation</b>	Find out the job	Matching job descriptions to printed figures	Listening for details	15 minutes

### 3.6 Intervention Assessment

A post-test is going to be implemented after the eight interventions, using as reference the previously applied pre-test, to make a comparison of the results, and to know what the effect of the implementation of all the activities was. If there is an improvement in their listening

comprehension or if there are no differences. The post-test will be implemented using an audio in which the speaker(s) has one of the many international English accents, students will listen the audio track to answer a multiple-choice practice to assess their development by the correct answers. The results will be included as a graphic which will be done once the results from both tests have been collected, thorough analysis of the data.

This chapter included information about the type of the approach that will be used, how is the data going to be found, and information about the participants and the institution they belong to. The following chapter will include the analysis of the findings of the action research: pre-test, action plan, and post-test.



## Chapter IV

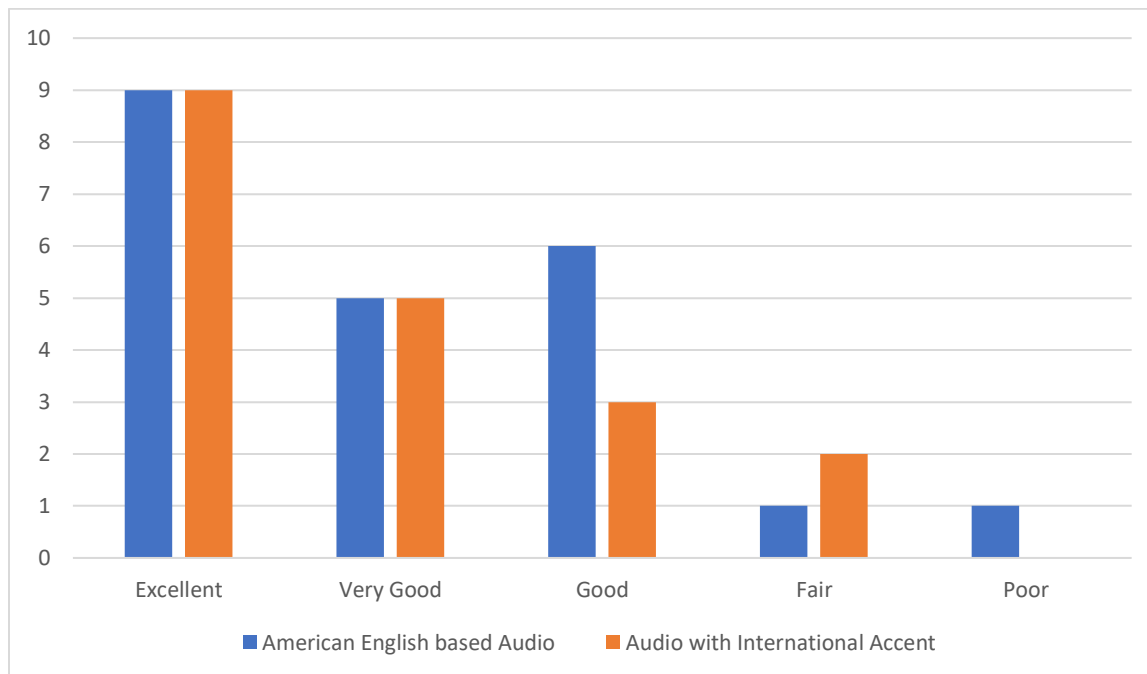
### FINDINGS

This action research intends to help students improve their listening skill by using audio tracks that contain different accents of spoken English. The present chapter summarizes the results obtained from the application of the pre and post-tests and examines the effectiveness of the action plan through a comparative analysis.

The pre-test consisted of a listening activity using two different audios, the first one had an American based accent and the second one with an International English accent. In both, students solved an activity to have a clearer idea of their listening comprehension level at the beginning of the project.

Figure 1

#### *Pre-test results*

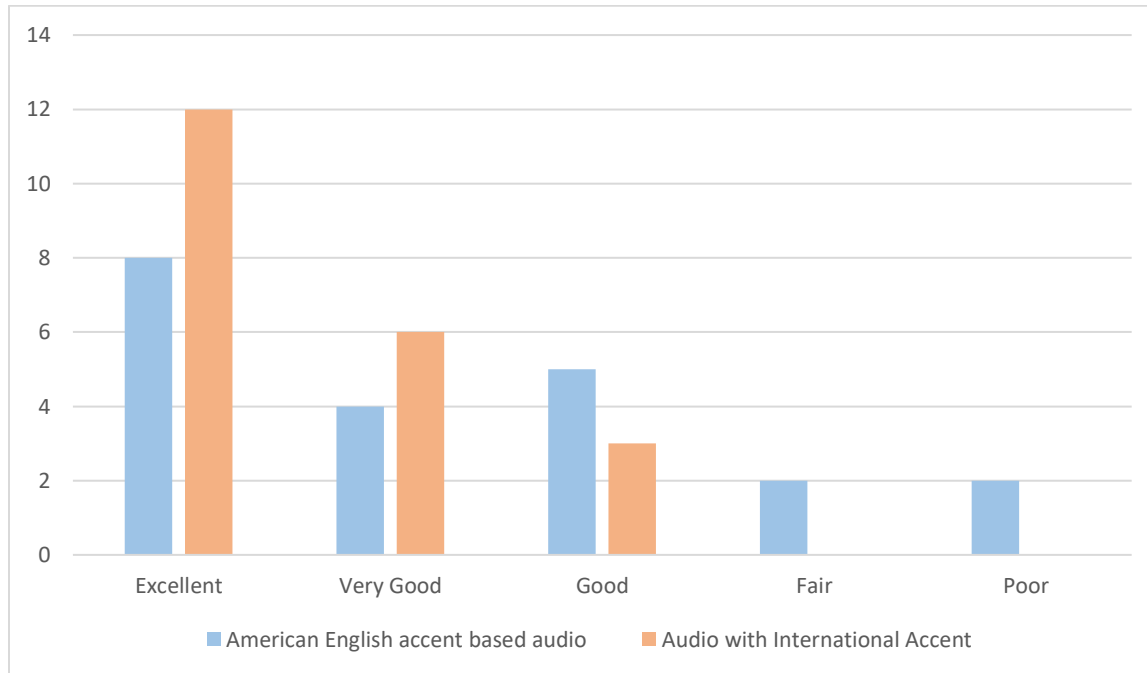


*Note.* The figure represents the results obtained from the pre-test.

Once the action plan was implemented, students took a post-test which as the previously applied pre-test, included two audios, one with American English based accent and, the other one with an international English accent then, they solved a five-question practice per audio.

Figure 2

*Post Test results*



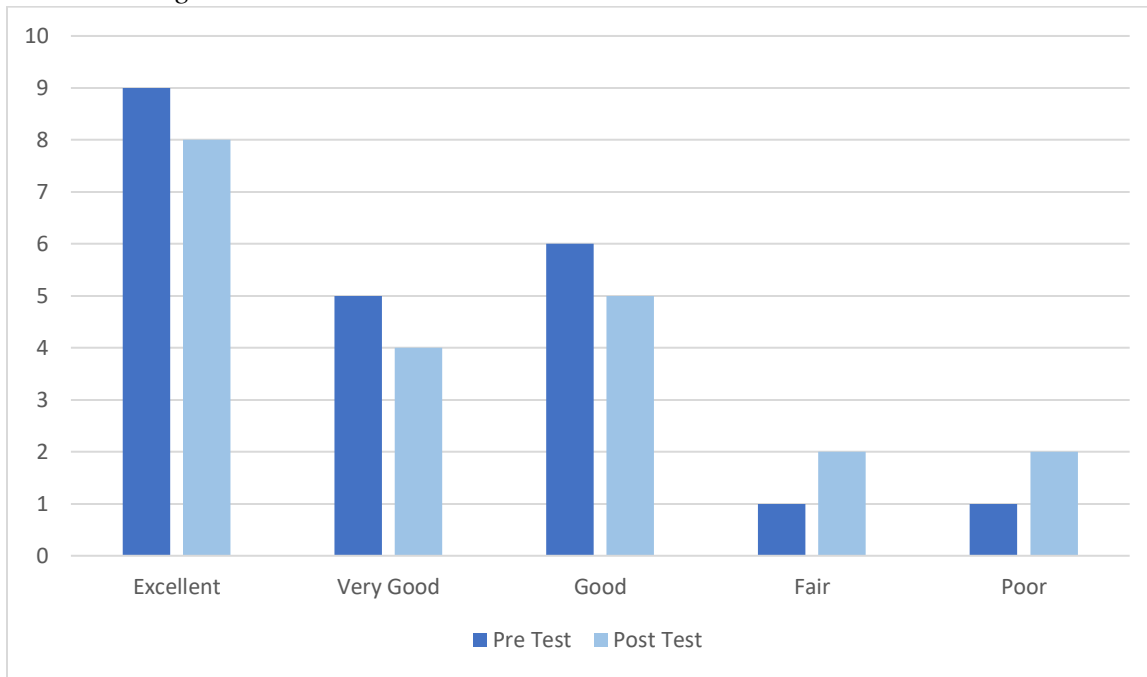
*Note.* After the eight implementations were applied, twenty-one students took the post-test.

**Comparison between Pre and Post-Tests**

After the obtained data found in the first two figures, figures 3 and 4 represent the comparison results between the pre and post-test on each kind of audio: the American English based one and the one with an international English accent.

Figure 3

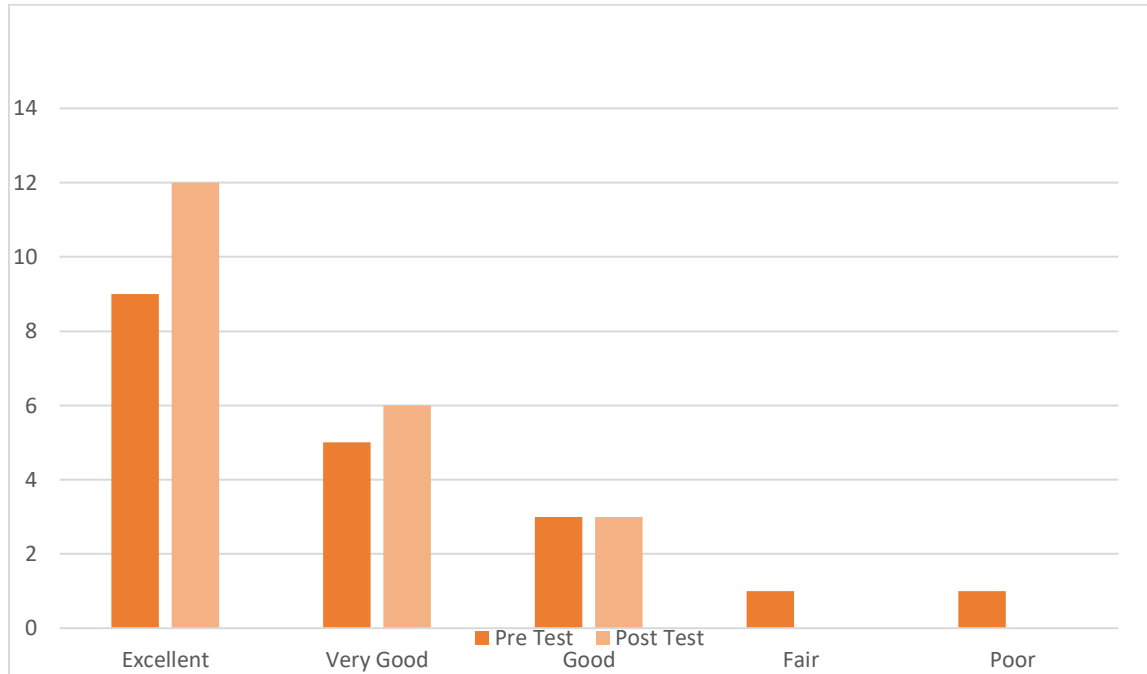
*American English Based Audios*



*Note.* This figure represents the student's level of achievement on American English audios on both, pre and post-tests.

Figure 4

*Audios with International English Accent*



*Note.* This figure represents the results obtained from the audios with International English Accents on the pre and post-tests.

To summarize, this chapter represents how the students listening comprehension abilities was at the beginning of the action research, based on the pre-test and the results of the implementations based on the student's level of achievement obtained on the post-test, which shows an improvement on the listening comprehension to audios with different accents of spoken English.

## CHAPTER V

### REFLECTIONS

The development of the action research showed a variety of reactions that students had regarding the listening skill and more specifically to international English accents, which was the main objective of this action research, getting students to hear audios with different accents of spoken English to intend to improve their listening comprehension level, accents which they were not used to hear commonly in the classroom. First, reactions were from negative to a sense of nervousness and self-challenge, trying to be able to understand correctly, as students were getting more used to the idea of listening to that type of audio, they were visibly more comfortable with the practices, and their expressions also got more confident participating.

There was a visible need of having access to technological tools in the classroom, which could have made the development of the activities more interactive and at the same time catch the student's attention in different ways, anyways the intention of implementing listening activities that include different accents of spoken English can be perfectly developed using printed materials and a speaker. As teacher students, and especially after a lot of virtual learning processes, technological tools are seen as the main source of teaching but, the reality that can be found in the classroom could be totally different and it cannot be an excuse not to providing students with all the variations English has.

## Chapter VI

### CONCLUSIONS

The student's listening comprehension level at the beginning of the project was good and, after the development of the activities the results of the listening to audio tracks with different accents of spoken English was positive, on the other hand there is a lower performance on the post-test activity with an American English based audio tracks. The results obtained from the pre, and post-tests showed how listening to audios of different accents of spoken English might be helpful for some students to train their listening skills in a variety of accents of spoken English and not only the American English based (which is mostly used on the Costa Rican education system), but also how in some way listening frequently to audios with different with international English accents might make an improvement only in the same kind of audios.

There is no way to ensure that students did improve their listening comprehension level, but there was a positive difference regarding international accents of spoken English and, what is more important is that they had the chance to be introduced to those accents which hopefully could help them in future situations. There was also a confidence improvement from the students to listening to something new that might have felt a little difficult in the beginning, it is important to consider the length of the implementation as a factor as to why there were no positive results. Listening has been considered a difficult skill to master and the introduction of a variety of accents can have raised the level of difficulty that was not positively addressed through eight implementations. In this sense, it is a positive action if teachers keep on encouraging their students to put themselves in challenging situations during the language learning process, especially if it could help them to make an improvement.

## Chapter VII

### SUGGESTIONS

It was noticeable that students became more confident with audios that contain International English accents after listening to a few in a short period of time, it could be helpful to improve the listening comprehension development for them to have a mixture of listening practices that include audios with both, American English based accents and different accents of spoken English, making a balance so they do not feel in a comfort zone by only listening to one variation of spoken English and, to keep them familiar with both so they wouldn't find a shocking difference at the time of changing accent. That could help them not only in the educational field but in future real-life situations they might have to face in personal or professional fields.

For further action-research projects on the listening comprehension areas, first, it would be helpful to have access to more tools to implement the activities, especially technological ones, which might be more interactive and catching for students, and having longer time periods to put it into practice, also to include a mixture of audios with American based and international English accents to test if it can really be helpful for the listening skill. There is still little information and research about the topic, which means a bigger effort to achieve but, it is worth it to keep on researching what can help present and future generations of English language learners.

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## **Annexes**

### **1- Pre-test:**

**Audio #1** Instructions: Listen carefully to the audio and answer the questions below. The audio will be played three times.

1. There is a \_\_\_\_\_ show at 7:00 on channel 5.
  - a) Christmas
  - b) Reality
  - c) Comedy
2. How about watching a \_\_\_\_\_ on the life of panda bears in the wild?
  - a) Documentary
  - b) Soap Opera
  - c) Movie
3. I'd rather watch something with a little bit more \_\_\_\_\_ and \_\_\_\_\_.
  - a) Action and suspense
  - b) Romance and action
  - c) Suspense and romance
4. Oh, how about this? On \_\_\_\_\_ at 9:00, there's a home improvement show.
  - a) Channel 12
  - b) Channel 7
  - c) Channel 2
5. There's a \_\_\_\_\_ game on right now, but... but I guess you can catch the score in tomorrow's newspaper.
  - a) Football
  - b) Basketball
  - c) Baseball

1<sup>st</sup> Audio taken from: <https://www.esl-lab.com/intermediate/tv-guide/>

**Audio #2** Instructions: Listen carefully to the audio and answer the questions below. The audio will be played three times.

1. Everybody has their own taste of \_\_\_\_\_.
  - a) Sweets
  - b) Movies
  - c) Cartoons
2. Some people like movies which are about \_\_\_\_\_.
  - a) Love
  - b) Animals
  - c) Criminals
3. To help people find a \_\_\_\_\_ of movie which is right...
  - a) Type
  - b) Genre
  - c) Style
4. Genres are normally used to group movies together which have a similar \_\_\_\_\_ and story \_\_\_\_\_.
  - a) Likes and preferences.
  - b) Subject and likes.
  - c) Setting and subject.
5. To group films together by how the \_\_\_\_\_ in which of the story is told.
  - a) Style
  - b) Type
  - c) Genre

## 1- 1<sup>st</sup> implementation

**Instructions:** Listen carefully the audio related to different jobs and occupations then, choose from the box the correct option for the missing words, there are two options left.

Produce	Works	Farmers	Professionals	
Teachers	Creative	Doctor	Selling	Treatments

1. Teachers, or educational \_\_\_\_\_ tasked with helping students understand certain subjects and topics, are especially crucial today. In short, \_\_\_\_\_ help their students to become qualified for their future careers.

2. Nurses are medical professionals who help to administer \_\_\_\_\_-ordered treatments to patients.

3. \_\_\_\_\_ maintain fields of crops (or vegetable/fruit plants) and/or collections of animals with the intention of \_\_\_\_\_ these products as food.

4. Artists \_\_\_\_\_ art or works of \_\_\_\_\_ significance, including music, paintings, drawings, poetry, writing, and more.

## 2- 2<sup>nd</sup> implementation

Audio taken from <https://www.youtube.com/watch?v=0x1WRY4fvz4>

**Instructions:** Watch and listen carefully to the video, then match the jobs and occupations with their respective activities.

Lawyer                         ( )

Nurse                           ( )

Journalist                    ( )

Marketing                    ( )

Waitress                       ( )

Snowboarding instructor    ( )

- a. Visit patients.
- b. Check e-mails and call clients.
- c. Talk to a lot of people.
- d. Teach people how to stand in a snowboard.
- e. Serve customers and prepare food.
- f. Find out what are the new stories of the day.

### 3- 3rd implementation

**Instructions:** Listen carefully the audio related to different jobs and occupations then, choose from the box the correct option for the missing words, there are two options left.

Produce	Works	Farmers	Professionals	
Teachers	Creative	Doctor	Selling	Treatments

1. Teachers, or educational \_\_\_\_\_ tasked with helping students understand certain subjects and topics, are especially crucial today. In short, \_\_\_\_\_ help their students to become qualified for their future careers.

2. Nurses are medical professionals who help to administer \_\_\_\_\_-ordered treatments to patients.

3. \_\_\_\_\_ maintain fields of crops (or vegetable/fruit plants) and/or collections of animals with the intention of \_\_\_\_\_ these products as food.

4. Artists \_\_\_\_\_ art or works of \_\_\_\_\_ significance, including music, paintings, drawings, poetry, writing, and more.

#### 4- 4th implementation

1. Listen to the audio and fill the text gaps using the words from the box below.

Flying	Shopping	Tour guide	Dentists	Important
Visiting	Hospital	Sells	Patients	Boat <u>trip</u>

A. I work on Saturdays and in the school holidays. Saturdays are busy because that's when everyone goes \_\_\_\_\_. Our shop \_\_\_\_\_ clothes and accessories for men, women and children. I work in the children's department. It can be crazy sometimes, but it's fun.

B. I work during my summer holidays when I'm not at university. Oxford has thousands of tourists in the summer, so it's easy to find a job as a \_\_\_\_\_. I take tourists to visit the university colleges and then we go down to the river. We go along the river on a boat. The tourists love the \_\_\_\_\_, but last summer one tourist fell in the river! I love meeting people from all over the world.

C. I like my job, but lots of people don't like coming to see me because they hate \_\_\_\_\_. Sometimes it's very hard work, but it's great to help people when they have a problem. It's so \_\_\_\_\_ to look after your teeth.

D. My job is very difficult, but I like it because I love \_\_\_\_\_. I fly planes that take people to different places on holiday. Most of the time I fly in Europe to places like Spain, Greece and Italy. The most difficult thing about my job is when the weather is bad. Snow and thunderstorms are the worst. The best thing is \_\_\_\_\_ different places.

E. I work in a \_\_\_\_\_ in the city centre. It's a very big hospital. I help the doctors with the \_\_\_\_\_. I give them their medicine and look after them when they feel ill. I love my job but I don't like the uniform and sometimes I have to work at night

5- 5<sup>th</sup> implementation:

Audio taken from <https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/work>

2. Using the same audio, match the different jobs with the previous descriptions.

- ❖ Pilot \_\_\_\_\_
- ❖ Nurse \_\_\_\_\_
- ❖ Dentist \_\_\_\_\_
- ❖ Shop assistant \_\_\_\_\_
- ❖ Tour guide \_\_\_\_\_

## 6- 6<sup>th</sup> implementation

### 1. Listen to the audio and fill the text gaps using the wordlist.

Hi, my name is Victoria, I am a \_\_\_\_\_.  
Let me briefly explain our responsibilities  
and what we must do while working.

The pilot's responsibilities include  
\_\_\_\_\_ passengers and cargo,  
determining the safest routes, analyzing  
\_\_\_\_\_ plans and weather conditions,  
calculating fuel, and inspecting operation  
systems and \_\_\_\_\_ equipment.  
During \_\_\_\_\_, you should react  
appropriately and help keep the cabin crew  
and passenger's calm.

To be successful as a pilot, you should be  
detail-orientated and be able to focus under  
\_\_\_\_\_. Outstanding pilots are  
lifelong learners with super self-confidence  
and situational awareness.

- a) Pilot
- b) Emergencies
- c) Pressure
- d) Transporting
- e) Flight
- f) Navigation



## 7- 7<sup>th</sup> implementation

2. Listen carefully to the audio and read the  
statements, write T if you think is true and F  
if you think is false.

- 1. The girl wants to be a teacher \_\_\_\_\_
- 2. Bakers work at the beach \_\_\_\_\_
- 3. Bakers prepare cookies \_\_\_\_\_
- 4. Bakers prepare pizza \_\_\_\_\_
- 5. She wants to make children happy \_\_\_\_\_





## 8- 8<sup>th</sup> implementation



## 9- Post-Test

**Instructions:** Listen carefully to the audio and choose the right option for each question, audio will be played 3 times.

1. Fred is a \_\_\_\_\_
  - a) Fireman
  - b) Teacher
  - c) Accountant
2. He works at the \_\_\_\_\_
  - a) Police station
  - b) Fireplace
  - c) Fire station
3. A quarter past six, he rides his bike to the \_\_\_\_\_
  - a) Fire station
  - b) Fireworks
  - c) House
4. Fred starts work at \_\_\_\_\_
  - a) 5am
  - b) 7am
  - c) 6pm
5. Sometimes he puts out \_\_\_\_\_ and \_\_\_\_\_ people.
  - a) Fires and tires
  - b) Fires and helps
  - c) Fireworks and scares

**Instructions: Listen carefully to the audio and choose the right option for each question, audio will be played 3 times.**

1. Sharon is a \_\_\_\_\_
  - a) Dancer
  - b) Chef
  - c) Nurse
2. She works at a \_\_\_\_\_
  - a) Bakery
  - b) School
  - c) Restaurant
3. At 8am she drives to the \_\_\_\_\_
  - a) Restaurant
  - b) Market
  - c) Hotel
4. She prepares lunch from \_\_\_\_ to \_\_\_\_
  - a) 6:30m to 8am
  - b) 12md to 3pm
  - c) 5pm to 9pm
5. At \_\_\_\_ she starts to prepare dinner.
  - a) 5am
  - b) 9pm
  - c) 5pm

**10- Audios created by text to speech:**

[https://drive.google.com/drive/folders/1QwPePNt6WqubZy8WGvHPJ13eQZTK39If?usp=share\\_link](https://drive.google.com/drive/folders/1QwPePNt6WqubZy8WGvHPJ13eQZTK39If?usp=share_link)