Extensive Listening in a Self-access Learning Environment

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Extensive Listening in a Self-access Learning Environment

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Abstract
Extensive listening (EL) is an approach to building listening fluency in high-intermediate to advanced adult English language learners bound for academic settings. EL means listening quickly to large amounts of easy, varied, and interesting, self-selected audio material (Waring, 2009). By training learners to identify appropriate level listening materials and to listen for fluency purposes in a self-access environment, teachers using EL promote learner autonomy and learner access to more input for implicit language learning. This paper provides a template for establishing an EL course.

Introduction
Listening is a complex, problem-solving skill that requires rapid, on the spot processing as well as attention and memory (Vandergrift, 2004). We listen twice as much as we speak, four times as much as we read, and five times as much as we write (Rivers, 1981; Weaver, 1972 cited in Decker, 2004). The low anxiety and self-confidence needed to attend to all that goes on in a listening event are extremely difficult for students to develop sufficiently in the classroom or language lab for successful listening in the real world. Second language classroom listening activity typically provides intensive listening and explicit instruction to develop metacognitive awareness of the complexity of a listening event and to generate use of comprehension, word recognition, or lexical segmentation skills and strategies. However, fluency listening is often relegated to the activity students are directed to attempt outside the classroom. Unfortunately, finding appropriate level listening opportunities or materials is difficult even for fairly advanced language learners. Efforts to enhance the listening component of the Intensive English Program (IEP) at Indiana University have resulted in the implementation of an Extensive Listening elective course for high-intermediate and advanced learners. The purpose of this paper is to provide the rationale, design, and early evaluations of this course as a viable model for building listening fluency.

Background
Two compatible approaches to increasing the quantity and quality of needed target language listening input provide a viable response to this dilemma: extensive listening (EL) and self-access (SA) learning. EL, a method for building listening fluency, has developed on the heels of the much more accepted and implemented Extensive Reading (ER) approach to building reading fluency. ER has been promoted particularly in EFL contexts since the 1950s (Hill, 2011) and is now a well-established component of second and foreign language programs both for children and adults. ER is well-motivated as a means of second language learning. Whether from the perspective of fluency before accuracy development (Ellis, R., 2004; Grabe, 2004; Hudson, 2007; McGowan-Gilhooly, 1991), the role of implicit learning (Ellis, N., 1995, 2005; Nation, 2001), or from research
evidence of the impact of ER on a range of language proficiencies (Brown, Waring & Donkaewbua, 2008; Elley, 1991; Elley & Mangubhai, 1983; Flahive & Bailey, 1993; Janopulos, 1986; Mason & Krashen, 1997; Nation, 1997; Takase, 2008, 2009; Tsang, 1996; Waring, 2009; Waring & Takakei, 2003), ER is an excellent means of providing the volume and frequency of language input necessary for second language acquisition. In spite of this support for ER, listening fluency development has not been given the same attention in either research on language learning or curricular design, particularly in ESL contexts. Nonetheless, those already convinced of the efficacy of ER have begun to apply similar principles to the development and implementation of EL programs (Cutting, 2004; Decker, 2004; Field, 2000; Renandya & Farrell, 2010; Waring, 2009; Waring, 2010).

SA language learning is an approach to learning language, not an approach to teaching language (Gardner & Miller, 1999, p. 8). As such, the primary goal of the teacher and the curriculum is to create “an environment in which language learners are active participants rather than passive recipients of information” (Klassen, Detarmani, Lui, Patri, Wu, 1998, p. 1). Although various classroom instructional methodologies can promote active learner participation and learner autonomy, SA language learning has been realized most directly in SA learning centers, where learners come to extend their language learning activity outside the classroom by exploring both print, multi-media, and online target language resources independently. Ideally, trained facilitators in the SA learning center guide learners to resources most beneficial for their language learning in relation to language proficiency and learning purposes.

Both EL and SA centers have been more readily embraced in EFL contexts due to the obvious dearth of target language input. Unfortunately, however, this problem also extends into the second language context. Due to the congregating of ESL learners into L1 cohorts in the target language environment and the ease with which they can connect to L1 speakers and input as a result of internet and mobile technologies, many ESL learners do not avail themselves of the target language available to them beyond the classroom. They also need the guidance to know which resources outside the classroom are most beneficial for them. In terms of fluency development this seems to be particularly necessary since many learners have only had target language experiences in instructed contexts in which explicit and intensive instruction is the norm. By extension, learners are often certain that difficult written or multi-media “texts” which necessitate the use of dictionaries and grammar textbooks are the most beneficial for their learning. While there is no argument that this type of activity is necessary, it simply cannot provide the volume of input and the repetition of vocabulary and grammar necessary to impact the rate of language learning that most learners expect and desire.

Learners and teachers in the Intensive English Program (IEP) at Indiana University have found themselves with these same dilemmas. Even advanced students in our EAP-oriented program demonstrate limited listening proficiency and request more help in this area. Research on the ER course implemented in 2009 demonstrated effectiveness of the course for low-intermediate learners in significantly improving learners’ scores on the Edinburgh Project on Extensive Reading (EPER) diagnostic cloze test as well as the Reading section of the IEP Placement Exam (Ewert, 2012). This success, along with the growing number of reports on EL courses in EFL contexts (Cutting, 2004; Decker, 2004; Ferrato & White, 2009; Renandya & Farrell, 2010;
Waring, 2010; Zhang, 2005), led us to design and implement an EL course for our EAP learners. What follows are the characteristics of extensive listening and a description of the development and design of the course.

**Characteristics of the EL Course**

The goals of the EL course, like the ER course, are to build fluency by engaging with large amounts of “text” which can be understood easily with high levels of comprehension. Meeting these criteria is more difficult in EL than in ER for several reasons. First, natural listening is typically constrained by time and is fleeting, requiring immediate processing. This makes it harder to use compensatory strategies such as rereading or looking up words in a dictionary. In addition, listening typically involves more than one speaker, which adds speaker variation and reduces control over the speed of listening. Finally, the impact of stress, intonation, pitch, and volume on meaning must be interpreted along with the meaning of words and phrases. In EL, learners are not listening for specific information or details, and they are certainly not listening to mimic the text or answer pre-determined questions. Rather, the learners should be able to listen without much awareness of learning at all. In other words, they should be listening for pleasure or information just as they do in the L1. For these reasons, in order to be able to participate in EL, learners must have a much higher level of proficiency than those who engage in ER. Conversely, the appropriate listening texts for EL must be much easier than the texts typically used for listening development and practice in the language classroom.

The distinction between classroom listening and EL is illustrated in Table 1. This is an adaptation of Day and Bamford’s (1998) explanation of the differences between intensive and extensive reading.

**Table 1. The Differences Between Intensive and Extensive Listening**

<table>
<thead>
<tr>
<th></th>
<th>Intensive Listening</th>
<th>Extensive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class goal</td>
<td>listen for accuracy</td>
<td>listen fluently</td>
</tr>
<tr>
<td>Listening purpose</td>
<td>answer questions/study</td>
<td>get information/enjoy</td>
</tr>
<tr>
<td>Focus</td>
<td>words/pronunciation</td>
<td>meaning</td>
</tr>
<tr>
<td>Material</td>
<td>teacher chooses/often difficult</td>
<td>you choose/easy</td>
</tr>
<tr>
<td>Amount</td>
<td>not much</td>
<td>a lot</td>
</tr>
<tr>
<td>Speed</td>
<td>uncomfortable</td>
<td>comfortable</td>
</tr>
<tr>
<td>Method</td>
<td>must finish</td>
<td>stop if you don’t like it</td>
</tr>
<tr>
<td></td>
<td>use dictionary</td>
<td>no dictionary</td>
</tr>
</tbody>
</table>

Another distinction between EL and ER is in determining the level appropriateness of a particular listening text for a particular learner. The absence of more
than fifty years of practice, reading level diagnostic measures, and thousands of leveled texts published for ER notwithstanding, the match of a listening text to a particular learner is complicated by the additional listening features mentioned above. As a result, for EL to be successful, it is absolutely necessary to guide learners to make their own decisions about whether a text is appropriate or not, text by text. Difficulty must be quickly determined by the individual learner and not by the nature of the listening text itself. A given text may be easy for one person, but difficult for another depending on experience, interest, background knowledge, as well as general language proficiency. Waring (2010) suggests a series of questions a learner might ask to determine whether a particular listening text is at an appropriate level of EL:

- Can I understand about 90% or more of the content (the story or information)?
- Can I understand over 95% of the vocabulary and grammar?
- Can I listen and understand without having to stop the CD or tape?
- Am I enjoying the content of the listening material?

Waring also suggests that if the learner answers “no” to any one of these questions, they should try something else. Taking all of these factors into consideration, we decided to design an elective EL course for our high-intermediate to advanced language learners, who are enrolled in Levels Six and Seven of our seven-level pre-academic program. Each course is designed for seven-weeks of instruction. The following section describes the implementation process of this EL course.

**Implementing our EL Course**

**Finding an EL coordinator.** Based on our experience with the ER course, we knew that a course such as EL would need a teacher who could both develop and gather materials, coordinate the technology needs of such a course, and most importantly, understand (well) and advocate for this approach to building listening fluency. A teacher who was enthusiastic about EL and familiar with commercially produced and online listening materials volunteered for this position. Since she had previously taught ER classes and had researched and evaluated online English learning materials in a previous research project for the IEP, she had the requisite knowledge and skill to lead the course implementation process.

**Developing a “library” of listening materials.** In order for students to access the greatest number of EL materials simultaneously, the decision was made to utilize Indiana University’s course management online platform (Oncourse) to house the EL library. It was also decided that the EL elective class would meet in a campus computer laboratory equipped with headphones and internet access. The next step involved finding and evaluating listening texts. A rubric was designed and used to choose materials for both English learners as well as the general English speaking public. Based on a rubric for evaluating ESL-appropriate internet sites created by John de Szendeffy (2007), our rubric incorporated aspects such as accessible (high frequency) vocabulary, digital ease, helpful visuals, and appropriateness for diverse cultures (see Appendix A).

Since we already had a considerable collection of graded readers for our ER course, and many of these had supplemental audio recordings, we tested them first using the rubric mentioned above. They scored well, so we requested and acquired publisher
permission to upload these copyrighted audio files to the EL class Oncourse site. The
next step was to locate and evaluate copyright-free online audio-video sites and these,
too, were inspected in terms of the rubric’s criteria. Before these were uploaded to
Oncourse, all of the materials were further examined in terms of a second rubric (see
Appendix B) to establish whether a variety of materials would be represented in the EL
collection. This rubric reflects elements used by de Szendeffy (2007), but is also based
upon features that Waring (2009) recommended for choosing EL texts. This second
rubric was used to discriminate between such aspects as fiction or nonfiction, scripted or
spontaneous speech, monologue or dialogue, accent styles, intended audiences and more.
(A list of possible audio and video websites that we have used can be found in Appendix
C.)

Determining course objectives and outcomes. The primary goal of the class is to
improve English listening fluency. Objectives such as listening to large amounts of self-
selected recordings and listening to easy materials for general comprehension reflect the
fundamentals of extensive listening. The student learning outcomes state that students be
able to navigate the EL library, choose appropriate materials, build word speed
recognition and automatic language processing, as well as discuss their experiences with
classmates and reflect on their progress. There is a certain amount of generality or
vagueness in the learning outcomes because the primary goal of the course is to have the
students engaged in listening Monday to Friday for 50 minutes straight (as many days as
possible) during the 7-week course, and choosing their own listening materials. By
design, the course does not have tests or quizzes, and so the learning outcomes for word
speed recognition and automatic language processing are not empirically investigated.
However, the teacher can easily observe whether the students are navigating the EL
library well, choosing appropriate materials, and reflecting on their experiences with
classmates and alone. The lack of typical “work product” evidence in this course can be
quite disconcerting for teachers when they first take on the EL course. As with the ER
syllabus, final grades are assigned on a satisfactory/fail basis to minimize stress and
promote enjoyment. To receive a passing grade, students in EL are required to complete
listening logs, short journal assignments, and self-evaluations.

Motivating a sense of accomplishment. Of considerable importance in EL is
helping students understand the value of this approach and more explicitly the value of
listening to “easy” texts. Following the design of our already established ER course,
materials were created to introduce the students to the concept of EL and to help them
choose appropriate and enjoyable texts for their personal listening level from the self-
access library. These materials include a description of extensive listening and how it
differs from intensive listening. A handout that the students receive on the first day of
class can be found in Appendix D. After the students have been systematically introduced
to some of the audio sites and have selected texts to listen to and report about on their
listening logs (see Appendix E), they engage in individualized conferences with the
teacher in order to discuss whether their listening choices reflect their understanding of
EL. They often need to be reminded that they should not expect to learn new vocabulary
or grammar with EL but rather to process information that they already know. In addition
to the use of listening logs, student self-monitoring continues throughout the course by
way of journal entries (see Appendix F) and listening discussions with fellow classmates.
Monitoring for progress. Aside from introducing students to EL, training them to use the self-access library, and offering technical support, the teacher monitors each student’s progress. Assessment includes not only conferencing with individuals but also responding to the journals that students submit four times during the session. To maintain the pleasurable atmosphere of the class, each journal assignment requires only 150-word responses. Journal questions are designed to elicit student reflections on their activities and progress, as well as their expanding comprehension of EL. Student comments that have required teacher clarification include entries such as:

“EL is basically to practice your hearing and listening abilities more and harder.”

“If a passage is too hard, I will try to listen to it many times and read the script.”

“I am not sure about how can difficult passages affect listening fluency.”

When confusion about a particular EL element is noted in the answers of a number of students, the topic is discussed and clarified with the entire class. The listening logs, mentioned previously, chronicle the students’ choices and form the basis for student-teacher conferences. In addition, they are used during small group discussions to help the students review what passages they have enjoyed and would like to recommend to their classmates.

Conclusion: Evaluating the Outcomes

After the first three sessions of the EL elective, the teacher-coordinator found that opening the students’ minds to this alternate method for improving listening ability had taken from two weeks to two sessions to accomplish. To learn whether specific interventions in the course would help students grasp and practice the concepts of EL earlier in the course, she conducted an action research project (Burns, 2010). Changes made included adding the explanation of EL (see Appendix D), modifying the students’ journal questions to better reinforce concepts of EL (see Appendix F), and introducing group discussions about the students’ listening logs earlier in the session to give them more opportunities to share their EL experiences. She found that her changes did help many of the students to better understand the purpose of EL and has adopted them for the EL course as it is described above. Keeping students focused on choosing audio texts that are easy is the biggest challenge. At the end of each session the students complete self-evaluations about their experiences and progress with EL:

“I can find the right level by myself, because if I cannot understand it I will choose another materials.”

“Since I took this class, I noticed that I started to understand almost all the listening passages. Now I don't translate them in my mind from my native language into English.”
“I think that extensive listening is a tool which helps to understand a foreign language. This tool is an extra practice that allows exercising the mind and opening up it to understand the language more fluently.”

We are encouraged by comments such as these when evaluating the usefulness of the EL course. The fact that they were made by advanced-level students shows that they have come to share our belief that EL is a beneficial way to augment the explicit, intensive-style listening instruction learners typically receive in their EFL/ESL classrooms. Although we have not conducted any systematic research on possible proficiency effects of our EL course, the eagerness of many students to sign up for this elective more than once, the comments they make in their journals, and the theoretical rationale for implicit learning through fluency training, convince us that we should continue with our EL course.

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References


Renandya, W., & Farrell. T. (2010). Teacher, the tape is too fast! Extensive listening in ELT. ELT Journal, 64(2). doi:10.1093/elt/ccq015


### Appendix A: Evaluating Individual Websites

Table 2. *Rubric for Individual Websites Example*

<table>
<thead>
<tr>
<th>Twilight Zone (video)</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible vocabulary (high frequency)</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard register</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate length</td>
<td>*</td>
<td></td>
<td>24 minute video drama</td>
</tr>
<tr>
<td>Free/No copyright issues</td>
<td>*</td>
<td></td>
<td>hulu.com</td>
</tr>
<tr>
<td>Digital ease</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed control</td>
<td>*</td>
<td></td>
<td>But slow dialogue</td>
</tr>
<tr>
<td>Good production quality</td>
<td>*</td>
<td></td>
<td>Professional, b &amp; w</td>
</tr>
<tr>
<td>Visuals helpful</td>
<td>*</td>
<td></td>
<td>simple</td>
</tr>
<tr>
<td>Appropriate for diverse cultures</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Twilight Zone
www.twilightzone.org
Appendix B: Comparing Listening Websites

Table 3. Rubric for Comparing Listening Websites Example

<table>
<thead>
<tr>
<th>Made for native listeners</th>
<th>Twilight Zone (video)</th>
<th>BBC (audio)</th>
<th>The English Desk (audio)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made for learners</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Monologue</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Dialogue</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Unscripted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scripted</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Read aloud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spontaneous Speech</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>General North American Accent</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>World English Accent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British (RP) Accent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiction-based</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Twilight Zone
www.twilightzone.org

BBC Learning English: 6-minute English
http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/

The English Desk
http://englishdesk.blogspot.com/search?updated-max=2010-06-06T05%3A01%3A00-07%3A00&max-results=4
Appendix C: Possible Extensive Listening Websites

Please note that each specific website must be regularly evaluated for appropriateness according to an established rubric since they can change considerably over time. These sites have worked well for our program in the past.

Audio sites:

BBC http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/

Elllo http://www.elllo.org/english/0001.htm

The Listening Desk http://englishdesk.blogspot.com/search?updated-max=2010-06-06T05%3A01%3A00-07%3A00&max-results=4

Randall's ESL Cyber Listening Lab http://www.esl-lab.com/index.htm

Voice of America Special English News Stories http://www.voanews.com/learningenglish/home/

Voice of America Special English Short Stories http://www.manythings.org/voa/stories/

ESL Podcasts http://www.eslpod.com/website/index_new.html

Video sites:

Connect with English http://www.learner.org/resources/series71.html?pop=yes&pid=942#

Biography http://www.biography.com


Ted http://www.ted.com (you choose the talks)

National Geographic http://channel.nationalgeographic.com/channel/videos/player.html

Voice of America News Videos http://www.youtube.com/user/VOALearningEnglish

Hulu www.hulu.com for a variety of rubric-approved TV shows and movies (depending on current inventory)

You Tube www.youtube.com for rubric-approved video clips on a variety of topics (depending on current inventory)
Appendix D: Extensive Listening Orientation Handout

What is EL: Extensive Listening?
(Adapted from http://www.robwaring.org/el/)

EL involves
a) listening to massive amounts of text
b) text which learners can understand reasonably smoothly
c) high levels of comprehension
d) listening without being constrained by pre-set questions or tasks
e) listening at or below one’s comfortable fluent listening ability

EL is NOT ...

a) listening for specific information
b) listening for the exact words of a phrase or expression
c) listening for details
d) listening to mimic a text (sound like the speaker)

These are intensive listening exercises aimed at improving specific skills or answering pre-determined questions.

Why should we do EL?
Building fluency means building your listening speed. If you understand almost all of the text you listen to, you can build your word recognition speed, notice more uses of grammar points, and generally your brain will be working very effectively. This type of listening allows your working memory to concentrate on comprehending what you are listening to.

The EL level that is right for you
Many people try EL but soon give up. The main reason they gave up is that they chose listening texts which were too difficult. As they listened, there were words and grammar they did not understand which stopped or slowed their comprehension. They became frustrated, then tired, then gave up. Some people even blame EL itself for not working, but in fact the reason it didn’t work is that many people chose listening material at the wrong level. There’s nothing wrong with EL, only inappropriately chosen listening materials. Remember:

- It is very important that the listening be at the right level. This is the key to successful EL. The aim of EL is to build listening fluency (speed of recognition of words and grammar).
- When the listening text is at the right level for you, you can listen smoothly
- When you can recognize words and grammar easily, you can you process it quickly.
- When you can process a new language quickly, you will enjoy it painlessly!

Choosing the right listening material
There are several key things to decide. You should listen to something and ask yourself these questions…

1. Can I understand about 90% or more of the content (the story or information)?
2. Can I understand over 95% of the vocabulary and grammar?
3. Can I listen and understand without having to stop?
4. Am I enjoying the content of the listening material?

If the answer to all these questions is yes, then you have found the right level for you. If the answer to any of them is no then it may be a bit difficult for you, and you may get frustrated, tired and under these conditions you’ll not enjoy the listening. If you don’t enjoy the content of the listening material, you’ll soon become bored, so choose something interesting.

The best way to find your own listening level is to ask the questions above. Listen to a little of each of the recordings and find the right level for you. Listen to that level for a while and when you feel your comprehension improves from the minimum 90% to 100% and you know all the vocabulary and grammar, then move up to the next level. When you move up to the next level, remember you will be working with more difficult language and grammar and your comprehension level may slow down, but don’t let it go under 90% or you won’t be listening extensively.

Don’t be tempted to listen above your level. EL is not like sports, when you can push your body until it hurts so you can improve your strength. If you push your listening speed too much, you won’t understand and then you can learn nothing. Just try to make it a regular habit and you’ll soon find your English listening improving very fast. It can be hard to make a regular time by yourself, so this Extensive Listening class will give you the time and the materials that you need. The best piece of advice is Have Fun! and you’ll not have to worry about making a commitment to your listening.
Appendix E: Listening Log

Table 4 provides an example of a listening log, which should be prepared for each type of listening. Each student can access these templates on the classroom management system.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Length</th>
<th>Memory/Reaction (Great=3, Good=2, OK=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>Swimming</td>
<td>6:00</td>
<td>babies/2</td>
</tr>
<tr>
<td>9/22</td>
<td>Blood doping</td>
<td>6:00</td>
<td>drugs at Olympics/1</td>
</tr>
<tr>
<td>10/6</td>
<td>Plastic carrier bags</td>
<td>6:00</td>
<td>500 billion in a year/3</td>
</tr>
</tbody>
</table>

1. Click on a story
2. In the Downloads box, click on audio (if possible use with Windows Media Player)
3. Preview the passage for 10 seconds and decide if you like it
4. If you like it: record the date, title, and length
5. Listen to the whole passage
6. Write something you remember and a reaction number

BBC Learning English: 6-minute English
http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/
Appendix F: Listening Journal Topics

Journal #1:
- Tell about a few listening passages you have enjoyed and a few you disliked. Tell why you liked/disliked them.
- Tell about the difficulty of the passages on OnCourse.
- Tell what goals you have for this class.

Journal #2:
- Did you enjoy talking to other students about your extensive reading? Why or why not?
- What did your group discuss? What passages did they recommend? Did you listen to them? What did you think about them?
- Tell about some of the things you listen to outside of class. What do you like/dislike about your "outside" listening. What makes your "outside" listening easy/hard?
- Discuss any progress you believe you are making in this class.

Journal #3:
- Discuss your listening improvement. Tell the goals you had at the beginning of the session and how much you were able to meet them at the end of the session.
- Did you enjoy doing lots of self-selected listening?
- Which sites did you find the most helpful? Which ones were least helpful? Why?
- Did keeping listening logs help you in any way? If so, how?
- Do you feel more comfortable and confident when listening to native speakers of English?
- Have you noticed any changes in your SPEAKING ability since taking this class?
- Did you understand almost all of the passages you listened to? Why or why not?
- Have your listening strategies changed since taking Extensive English? Do you listen more fluently (not word by word) and automatically (without translating to your native language)?
- Tell how you plan to continue improving your listening now that our class is almost finished. Will you use the public internet sites?
- What recommendations do you have for improving this class?