



Extensive Listening in ESP: An Experiment in the Course of “English for Tourism 2” at Dalat University

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Abstract: This article presents the results of an experimental study on the practice of extensive listening strategy (EL) for the third-year students at the Faculty of Tourism, Dalat University, when studying the course of English for Specific Purposes (ESP) “English for Tourism 2”. The students of the experimental group spent eight weeks conducting searching listening materials, listening outside the classroom independently and with their team, taking weekly listening tests designed by other teams before taking the final listening test; the results of which would be used to compare with the English listening results of the control group performing traditional listening practice activities. The results of the final listening test, survey and interview responses revealed a statistically significant positive correlation between the application of EL during the course period with the English listening competence of the students, researchers also investigated the perception of these students about the application of this listening strategy. This study implies improvements in the design for future implementations of EL, including the length of practising EL activities and the enhancement of students participation in these listening activities.

Keywords: English for Specific Purposes (ESP); Extensive listening (EL); Listening skills.

1. Introduction

The nature of courses of English for specific purposes (ESP) and their aims have received much interest from researchers [1, 2]. The learner needs and the requirements of specific subject areas affect the aims of these courses. Furthermore, many researchers and educators have the belief that students who listen better are better students, and effective listeners achieve academic success [3-6]. Brown [7] and Ediger [8] among others prove that good listening habits with listening

purposes are a significant factor to develop courses of English as a second/foreign language (ESL/EFL) in general and ESP courses in particular. Recognising the important role of listening in ESP courses, it was decided to conduct an experiment on listening practice and improve this skill for the students learning English for Tourism at Dalat University, Vietnam, an EFL context.

For the Tourism major - the training of human resources for jobs that have direct contact with foreigners - the enhancement of English listening skills for students plays a key role in improving the quality of teaching and learning this specialized English. This study focused on the effect of extensive listening (EL)

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on self-studying and on the improvement of listening skills. From this research, students would have the opportunity to refer to interesting resources that are relevant to the level of the students. It was expected that the experiment would create excitement and motivation for students to participate in the listening activities more positively.

This research aims to contribute to providing a clear picture of the processes of language teaching and learning in this EFL context. It has discovered whether EL practice, which is the practice of listening for pleasure and the students can choose what they are going to listen by themselves, would help students to develop their listening skill and improve their integrating competence in using English. It also tries to find out whether applying EL makes the students more confident when they deal with listening and concurrently helps them get more familiar with self-study.

2. Literature review and research questions

2.1. Literature review

English for Specific Purposes (ESP) is defined by Richards and Schmidt [9] as “the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”. In effect, the nature of ESP courses and their aims have received much interest from researchers. Widdowson [1983, as cited in 1] mentions ESP courses as the courses that equip learners with specific types of language to fulfill the tasks (*narrow angle ESP* courses) or aim to provide learners with a general capacity to enable them to cope with undefined eventualities in the future (*wide angle ESP* ones). When studying English for academic purposes (EAP), a branch of ESP, Bruce [1] affirms that EAP is a *needs-driven activity*, which would help learners get familiar with texts and tools of discourse analysis which could be employed when studying in the chosen discipline. Therefore,

when applying ESP courses such as ‘English for Tourism 2’ for Tourism majored students at Dalat University, it is crucial to consider the activities to supply the students with adequate skills - especially listening skills - which are relevant to their future jobs when they often have direct contact with foreigners.

The models of listening process have been investigated by many researchers to discover which approach might result in effective listening comprehension [7, 10-12]. The basic methodological model for teaching listening as a receptive skill presents the important role of the teacher in the students’ listening practice processes. In fact, types of knowledge integrated into practising listening skill need to be considered [10]. Besides, more opportunities for students’ listening might increase their independence and creativity since individuals tend to use their preferred listening styles [3]. In effect, many studies have been conducted in order to seek more effective ways of practising listening or facilitating listening practice process [13-15].

Extensive listening (EL) has recently been investigated as a potential listening pedagogical approach. Although there is no clear answer to the question “What is EL?” since EL is a relatively new idea and its theoretical framework is under-developed, many researchers have attempted to explore the features of this relatively new concept [6, 12, 16-18]. Harmer [19] classified EL as the activity taking place when “a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement” [19]. Accordingly, EL can be practised outside the classroom in relaxing way. Being an activity for pleasure, EL is expected to be helpful and contribute to the learners’ listening process. In the field of ESP, researchers study to recognise that the process of students’ EL practice with different types of listening could help students to improve their ESP listening skills. However, deciding the authenticity of the listening materials, the appropriate text level, and the

guidance of teachers when students practise EL are the controversial issues that need consideration when applying this approach of listening. Therefore, it is necessary to carry out a study on EL with the awareness of the teacher's help during EL practice, in combination with estimating the difficulty level and authenticity of the listening source.

A number of empirical studies on EL have been made in different countries around the world. Brown [16] conducted two small studies at a university in Japan to explore the benefits of this new extensive listening practice but he only focused on investigating the students' perceptions of EL. Recently, Mayora [20] reported the experience of employing a small-scale narrow listening scheme as one of the varieties of EL with intermediate English learners at a Colombian university. Unlike previous studies, our research project aims to initiate students' selecting and checking the difficulty level of listening practice materials by designing their own listening tests for other students in the experimental group. This also helps all students in the experimental group to have the opportunity to practice listening outside the curriculum.

Cohen, Manion [21] affirm that testing is a broad area and various issues should be taken into account when employing testing to collect research data. A test is considered as an observable performance which is affected by the essential features of the test criterion. Generally, test results could give obvious information to analyse the different performance between the groups. Hence, in this research, we asked the students in the experimental to select and design their own listening tests for the remaining students in the experimental group. We also used a listening test at the end of the course as a data collection method to find the answers for the research questions. The goals of the ESP listening courses at Dalat University are adapted from Richards [22]. Accordingly, the students are expected to acquire several skills such as getting the *main ideas* in topical texts and

understanding *some of the details* on a simple level, dealing with present time and concrete situations within their range of familiar subject matter; understanding *information questions* and *yes/no questions*; and recognizing *intonational patterns* for questions, statements, instructions. Therefore, the listening tests will ask the students to listen for main ideas and detailed information in reports and conversations, the topics are tourism related. While the broad skill tested is listening for gist, the underlying skills are:

- Recognising the significance of words or phrases that connect larger pieces of information within the text,
- Understanding the types of reference used, such as pronominal, article and lexical,
- Distinguishing fact from opinion.

However, test results could not provide information about the deep cause of the different test performance, which again could be discovered by other methods of data collection, such as questionnaires and interviews [23]. Questionnaires should be used to collect information about the learning styles which might influence the test results, they can also help researchers to discover the effect of different question types of the tests on the learners' presentation; interviews with the learners with typical test performance should then be conducted, in order to explore detailed information about the strategies or specific procedures that a student applied in learning and taking the tests, which might lead to positive or negative test results. Therefore, these three combining methods were used in our study in order for the researchers to draw a more profound conclusion about this experimental EL.

2.2. Research questions

Regarding the third-year students learning ESP in Tourism Faculty at Dalat University, Vietnam:

- To what extent does the use of extensive listening affect the students' result of listening proficiency?

Based on the findings of many researchers on the field, such as Kiany and Shiramiry [24], Mayora [20], that different listening activities have a positive effect on improving L2 listening fluency, we suggested the hypothesis that the experimental group practising EL would have a higher level of performance than the control group practising listening in traditional way.

- How are these students' perceptions of extensive listening?

3. Research methods and research schedule

3.1. Research methods

A quasi-experimental style of research was conducted on the convenience sampling and we used purposive sampling for this experiment. The population of interest in the study was 90 students from the third-year students who were studying in two ESP classes of "English for Tourism 2" at the faculty of Tourism, Dalat University. The same teacher, who had professional qualification and experience in teaching ESP, taught the two classes during the experiment period. The result of the first listening task in 'English for Tourism 2' was used to collect data and divide the samples that had as similar characteristics as possible into control and experimental groups. The data to answer Research Question (1) would be collected from a post-test after conducting the experiment period. Questionnaires and interviews were carried out as a data collection method to find answers for Research Question (2).

3.2. Research schedule

The researchers divided the students into a control group and an experimental group. To achieve balance in the two listening groups, the students were assigned to the two groups based on the result of the first listening test in 'English for Tourism 2', together with the factors of gender and age. The purpose of this pair sampling is to eliminate the impact of external factors from the comparison. In this

way, it will be credible that the difference in the test result from these two samples is truly from EL.

There were 50 minutes per week for listening ESP classes. During the period of eight-week long experiment, different treatments were used for the two groups.

- With the control group, the teacher spent all the listening time guiding the students comprehend the content of the required listening textbook [High Season - 25] and focused mainly on textbook materials. Students would listen to the same materials in their textbook until they could answer the enclosed questions. They would learn the importance of English rhythm and intonation in listening in addition to confirming differences with Vietnamese sound system. The instructor would spend time teaching how to repeat exact English sounds. This class focused on the rhythm, intonation and the difficult sounds such as [ð] and [θ]; [s] and [ʃ].

- With the experimental group, the teacher introduced students to active listening techniques, introducing some websites for them to find the materials on tourism topics, such as: <https://learnenglish.britishcouncil.org/en/magazine/ecotourism>; <https://www.english4hotels.com/>. Students were asked to work in groups of four members, they would choose and listen to various sources, and then each week, the groups would in turn make a short listening test for other classmates in the experiment class to take. During the listening time in class, the students would have only one time listening to the materials in their textbook and checking the answer for the enclosed questions (these often took 20 minutes). After that, the students would do the listening tests designed by their classmates. While they were practising, the teacher would walk around the groups and check to see if the students could answer the listening tests. This enabled the teacher to notice, give feedback on each student's strength and weakness in listening when the test ended, and suggest ways to overcome their problems for later practice. The group that made the

listening test would mark that test. This activity was expected to bring about the mutual effect: the group designing the test would be able to evaluate the difficulty level of the listening source they had chosen through examining the rate of their classmates' right answers to that test; whereas the students taking the tests could recognize the effectiveness and/or improvement of their listening practice after each week and make adjustments to their listening practice (if any).

After the eight-week period, a listening test which has the same format, question types and tests the same level as the listening tasks in the textbook, was given to the two groups. The content of the transcripts in this test was also related to tourism. This test was low-stakes since its result only served the purpose of collecting data for this research. It did not affect the results of the students in the ESP listening course. However, usual test conditions would be applied and the students would not be allowed to consult reference materials while taking the test. For the purposes of validity and reliability of this research, the researchers would do all the marking using the scoring guide. The marker bias; therefore, would not be problematic. The researchers marked the test, analysed the result from this test to measure post-instructional levels of proficiency and assessed the amount of progress each student has made after the experiment period. The test would provide data to the research about the students' progress in relation to the aims and objectives of this particular research. It would provide feedback to the learners themselves concerning their development of the listening skills after an eight-week period of practising listening differently. Finally, it would be evidence about the effectiveness of the implementation of the extensive listening approach.

The participants from the experimental group answered the questionnaires and the researcher conducted individual interviews with some of these participants about their experience and attitudes during the experiment period. The interview questions (Appendix 4)

were designed in an attempt to allow the respondents opportunities to develop their responses in ways that the interviewer might not foresee. The stated opinions would be used to compare with the data subsequently obtained from the results of the final listening test to discover the agreement and variance between their stated attitude and their actual practice regarding extensive listening. The interviews would be guided by a loosely defined series of questions covering different themes related to their extensive listening practice experience. Additional questions could be asked, depending on the issues arisen from the students' responses. The three principal themes of the interviews were:

- The students' experience of learning ESP listening skill,
- Their approaches to extensive listening practice in relation to their confidence,
- Their perspectives about EL strategy and their self-study experience.

The data from the interviews were transcribed, coded, categorized in themes and analysed by the researchers.

4. Findings and discussion

The structure of the sample (**Table 1**) illustrates the typical characteristics of the third-year students studying tourism at Dalat University: most of them were 21 years old at the time of the experiment and the number of females accounted for the majority. The results of these students' listening practice and their answers for the questionnaires as well as the interview helped reveal the effects of EL on their English listening study and the reality of studying ESP in this EFL context.

Table 1. Structure of the sample

Gender	Age				Grand Total
	20	21	22	23	
Female	3%	58%	13%	0%	73%
Male	0%	23%	3%	3%	28%
Grand Total	3%	80%	15%	3%	100%

To test the hypothesis that the experimental group practising EL would have a higher level of performance than the control group practising listening in the traditional way, we use the test of hypothesis for comparing the

average scores of the listening test between the two groups. The test hypothesis procedures for comparing two population means of independent samples with small samples are summarized as follows:

One-Tailed Test

$$H_0: (\mu_1 - \mu_2) = D_0$$

$$H_a: (\mu_1 - \mu_2) < D_0$$

$$[\text{or } H_a: (\mu_1 - \mu_2) > D_0]$$

Test statistic:

$$t = \frac{(\bar{x}_1 - \bar{x}_2) - D_0}{\sqrt{s_p^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Rejection region: $t < -t_\alpha$

[or $t > t_\alpha$ when $H_a: (\mu_1 - \mu_2) > D_0$]

where t_α and $t_{\alpha/2}$ are based on $(n_1 + n_2 - 2)$ degrees of freedom.

Two-Tailed Test

$$H_0: (\mu_1 - \mu_2) = D_0$$

$$H_a: (\mu_1 - \mu_2) \neq D_0$$

Rejection regions: $|t| > t_{\alpha/2}$

Table 2. t-Test: Two-Sample Assuming Unequal Variances

Listening Test		
	Experimental Group	Control Group
Mean	3.15	2.28
Variance	3.84	2.87
Observations	47.00	43.00
Hypothesized Mean Difference	0.00	
df	88.00	
t Stat	2.26	
P(T<=t) one-tail	0.01	
t Critical one-tail	1.66	
P(T<=t) two-tail	0.03	
t Critical two-tail	1.99	

The test results presented in Table 2 show that $t\text{-Stat} = 2.26 > t\text{-Critical} = 1.99$, thus suggesting that the null hypothesis that there is no difference between the means should be rejected. This means that there is a statistically significant difference between the average scores between the two groups. As the average score of the experimental group (3.15) is larger than the one of the control group (2.28), one can infer that EL has a positive effect on the students' listening ability.

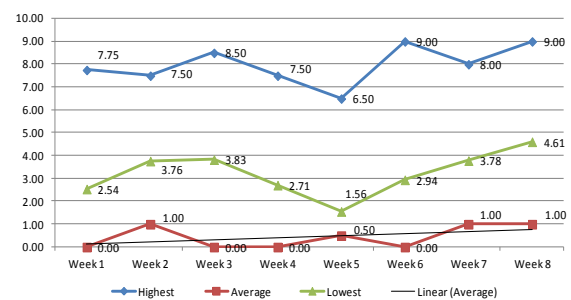


Figure 1. Score statistics for the eight weeks applying EL.

Figure 1 indicates that the English listening ability of these students is very poor in general. Except for the average score of the eighth week, which was moderately high, the average scores during the weeks only ranged from 1.56 to 3.83. Besides, there is a big difference in listening competence among these students. In the practice period, some students were not able to answer a single question while there were still many students who could get very high scores (9.00 over 10.00 marks). This circumstance is

explicable because the data from the questionnaires (see Appendix 3) show that there were only 20% of these students gaining good and excellent results in “English for Tourism 2” (including the four language skills). In fact, this difference of listening levels would make it difficult for teachers to implement the same listening activities for the whole class. Therefore, EL is a good choice for each student to choose appropriate listening sources for himself/herself and practise his/her listening skills.

Table 3. The correlation matrix between the score of weekly tests and the score of final listening test (L-test)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	L-Test
Week 1	1.00								
Week 2	0.18	1.00							
Week 3	0.18	0.74	1.00						
Week 4	0.24	0.51	0.67	1.00					
Week 5	0.18	0.21	0.45	0.67	1.00				
Week 6	0.31	0.64	0.60	0.60	0.65	1.00			
Week 7	0.33	0.33	0.38	0.55	0.52	0.25	1.00		
Week 8	0.02	0.60	0.79	0.45	0.26	0.58	0.31	1.00	
L-Test	0.11	0.53	0.54	0.61	0.57	0.49	0.58	0.49	1.00

	Average-Week	Listening Test
Average-Week	1.00	
Listening Test	0.58	1.00

In order to evaluate if frequent listening practice may add value to the listening skills of the students, we calculated Pearson correlation coefficient between the score of weekly tests and the score of the final listening test (L-test). As presented in Table 3 the coefficients of correlation are quite large, mostly larger than 0.4, thus suggesting that the score of weekly listening tests and the score of L-test are quite highly correlated. The coefficient of correlation between the average score of eight-week tests and L-test is also quite high (0.58). The implication is that a positive linear relationship exists between the score of weekly listening tests and the score of L-test. This suggests that

frequent practice may result in improvement in listening fluency.

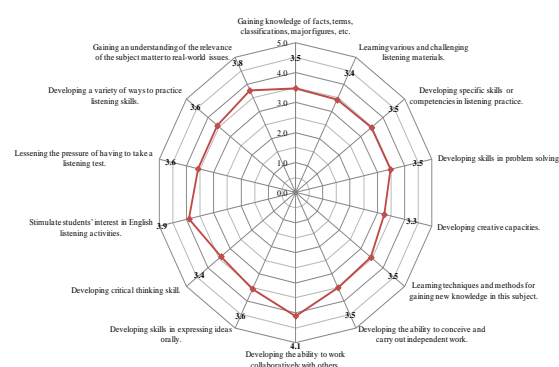


Figure 2. Objective achievement of the EL practice.

The responses to the questionnaires show the students' positive perceptions of practising EL. The majority of students agreed that the EL practice had helped them achieve a variety of significant objectives (Figure 2). Outstanding among the advantages that EL had brought about that most students realised was that EL helped them gain an understanding of the relevance of the subject matter to real-world issues and gain knowledge of facts, terms, classifications, major figures, etc. EL practice was also recognised to stimulate these students' interest in English listening activities, which could result in a positive attitude toward the subject. The students also found that EL developed their ability to work collaboratively with others, which was an essential skill for their study and their future job. Nevertheless, there was some uncertainty about whether EL could develop their critical thinking skill. The objectives of developing creative capacities as well as learning various and challenging listening materials did not receive much appreciation from the students, which implies that listening materials should be chosen carefully and diverse activities should be introduced in the listening practice.

The survey, however, reveals that the inadequacy of students' preparation for the listening activities might affect their listening result (Figure 3). Two-thirds of the students admitted that they took the course "English for Tourism 2" because they were interested in the course or because of both their interest and the importance of the course. On the whole, the students understood what was expected in preparation and participation for sections. They agreed that the listening assignments at class were clear and easy to understand since most of them diligently attended classes for this course. Only 17.5% of them felt that the workload for this course was (much) heavier than other courses they took in the same year, and 92.5% found that the pace in the course was not fast. Moreover, most of the students (87.5%) believed that they had learned a fair amount or much more in this course than other English

courses. In contrast, only 7.5% of them thought that the course was easy, which implied that they realised the challenge of the course with EL.

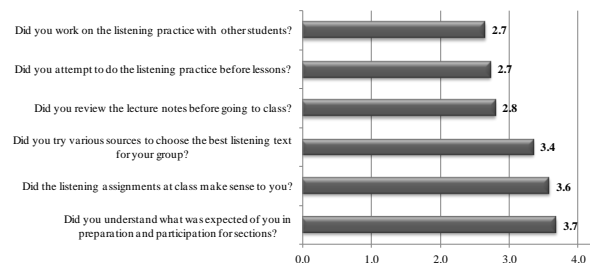


Figure 3. Students' preparation for the classes.

Despite that awareness, a large number of students did not try various sources to choose the best listening text for their groups, which meant they did not practise listening as much as expected. Actually, several students did not either review the lecture notes before going to class or attempt to do the listening practice before lessons. Nearly half of the students only spent less than an hour per week on English listening practice for the class, while only 10% of them spent four hours or more per week on this practice. In addition, the fact that numerous students did not work on the listening practice with other students in their groups was also a noteworthy point, indicating their lack of teamwork skills when practising listening.

In the interview, the students presented their viewpoints to the activities. Among the listening question types, gap-filling and True/False tasks received divergent opinions, some found that "it was easy to find the answers for these kinds of questions", whereas others thought that these tasks were the hardest since it was easy to be bewildered. Some indicated that they liked designing the test, which encouraged their active listening and improving their writing skills, others recognised the benefit of this activity to themselves for increasing their creativity and thinking ability. For most of the students interviewed, listening to English was not boring anymore. In particular, one student expressed that she liked taking the test designed by other teams since

she liked tackling surprises in class. The participants also shared their experience on practising listening to get better results, such as listening as much as possible, listening to foreign music, talking to foreigners and watching movies. Many interviewees even suggested more time listening in class.

The answers for the questions “How would you describe language teaching in your country?” and “What are the characteristics of the education or the people of your country which influence how you learn a language” help recognise the students’ views about their circumstances of learning language skills, the potential for their learning language skills and the challenges they face during the practice process. The students found that English learning was not paid much attention to by non-English majored students, and thus several of them studied English courses reluctantly. Besides, the foreign language learning and listening practice of these students still met difficulty due to the habit of stereotyped, passive studying and mispronouncing. However, most of them believed that diligence and patience are the two characteristics of Vietnamese students, which are necessary to learn a language in general and to practise listening skills in particular. In their opinion, the practice of EL in such ESP courses as ‘English for Tourism 2’, the content of which was focused and important to their future job, brought them valuable knowledge as well as the interest of learning. That should be the reason why a great number of students in the experimental group, when answering the questionnaires, rated the EL activities in the course very good or excellent. Only 15% of them rated EL 5 or under out of 10, while more than 70% of them rated this practice a 7 or above on the scale of 1 to 10 (Figure 4).

In summary, the majority of the students responded positively to this new strategy of practising listening, which is the motivation for implementing reforms in teaching and learning language and listening skills in particular.

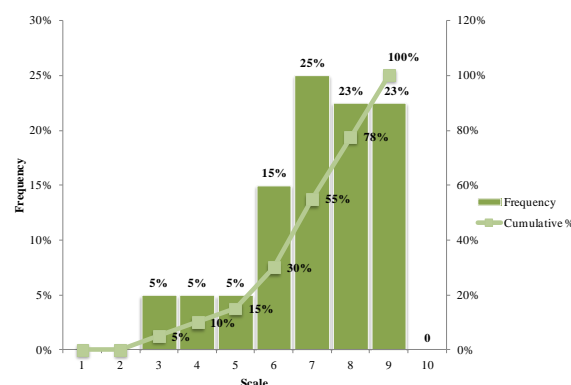


Figure 4. Rating the extensive listening activities.

5. Conclusion

The results of the study have answered the two research questions. It is indicated that there is a statistically significant positive correlation between the application of EL during the course period with the English listening competence of the students. The findings of the questionnaires and interviews have described the perspectives of the students on their ESP study and EL practice, the objectives that EL activities have achieved and the causes of the inadequacies in the implementation of EL. Generally, the students supported the new strategy of practising listening skills in order to improve their listening fluency. Valuable suggestions for applying this strategy more effectively have also been raised. In brief, this experiment has provided interesting insights to improve the design for future implementations of EL, such as students should practise the EL activities over a longer period of time, and all students must be stimulated to do the tasks.

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Appendices

Appendix 1. First Listening Test

Listen to the two telephone calls to the California Travel Bureau in London. Complete the information in the chart which follows.

Name	Ms Wallace	Mr Curtis
Date of visit to Yosemite		
Number of people		
Accommodation requirements		
Address		

Source: *High Season* [25]

Appendix 2. Final Listening Test

Listening to a conversation and fill in each blank with 1 word and/or number.

1. Mrs Venables asks the travel agent about the information of a holiday and _____ reservation.
2. The customer's first name is _____.
3. Her address is 64 Bridge Lane, _____.
4. Her husband's mobile number is _____.
5. There are _____ people going on the holiday.
- 6 & 7. Her holiday will be from _____ to _____.
8. She has to pay _____ for the deposit for her group.
9. She agrees to pay by _____.
10. The balance will be paid no latter than _____.

Source: *Tourism 1* [26]

Appendix 3. Questionnaire Content

Questionnaire on Extensive Listening in ESP - An Experiment in the Course of "English for Tourism 2" at Dalat University

Confidentiality and non-commercialization of information: The data collected from this survey will help the research team understand the impact of extensive listening practice on tourism students at the University of Dalat when studying "English for Tourism 2". The data you provide, therefore, is only used within the scope of a scientific research project; it is not for any commercial or business purposes. We are committed to the confidentiality and non-commercialization of the data collected in this survey.

Instructions for completing the form: For questions or options, circle the one that corresponds to the most appropriate answer. For questions or entries of information and data, write the information and data into the corresponding line of information.

On each of the statements listed below, rate the progress you have made as a result of taking the extensive listening practice in the course "ENGLISH FOR TOURISM 2" by CIRCLING the appropriate number on the following scale:

Very little	Little	Some	Much	Very much
1	2	3	4	5

OBJECTIVE ACHIEVEMENT

1. Gaining knowledge of facts, terms, classifications, major figures, etc.	1	2	3	4	5
2. Learning various and challenging listening materials.	1	2	3	4	5
3. Developing specific skills or competencies in listening practice.	1	2	3	4	5
4. Developing skills in problem solving.	1	2	3	4	5
5. Developing creative capacities.	1	2	3	4	5
6. Learning techniques and methods for gaining new knowledge in this subject.	1	2	3	4	5
7. Developing the ability to conceive and carry out independent work.	1	2	3	4	5
8. Developing the ability to work collaboratively with others.	1	2	3	4	5

9. Developing skills in expressing ideas orally.	1	2	3	4	5
10. Developing critical thinking skill.	1	2	3	4	5
11. Stimulate students' interest in English listening activities.	1	2	3	4	5
12. Lessening the pressure of having to take a listening test.	1	2	3	4	5
13. Developing a variety of ways to practice listening skills.	1	2	3	4	5
14. Gaining an understanding of the relevance of the subject matter to real-world issues.	1	2	3	4	5

STUDENTS' PREPARATION FOR CLASS

15. Did you understand what was expected of you in preparation and participation for sections?	1	2	3	4	5
16. Did you review the lecture notes before going to class?	1	2	3	4	5
17. Did you attempt to do the listening practice before lessons?	1	2	3	4	5
18. Did you work on the listening practice with other students?	1	2	3	4	5
19. Did the listening assignments at class make sense to you?	1	2	3	4	5
20. Did you try various sources to choose the best listening text for your group?	1	2	3	4	5

Overall Evaluation (Circle one for each question)

21. How heavy/light is the workload for this course compared with other courses you have taken this year?
 Much lighter Lighter About the same Heavier Much heavier
22. How is the pace in this course?
 Too slow Slow Just right Fast Too fast
23. How challenging do you find this course?
 Too easy Easy Just right Difficult Too difficult
24. How much do you think you have learned in this course compared with other courses you have taken this year?
 Very little Little A fair amount Much A great deal
25. How many hours per week do you spend on English listening practice for the class?
 0-1 hour 1-2 hours 2-3 hours 3-4 hours 4 hours or more
26. The main reason for taking this subject is:
 Required Interested Both required and interested
27. Your current grade in the "English for Tourism 2" course is:
 A B C D F
28. % of classes that you attended for this course:
 0-20% 21-40% 41-60% 61-80% 81-100%
29. Please rate the extensive listening activities in the course on a scale from 1 to 10:
 (poor) 1 2 3 4 5 6 7 8 9 10 (excellent)
30. Your further ideas about the practice of extensive listening in "English Tourism 2":

PERSONAL INFORMATION:

Gender:..... Age:

Thank you very much for doing this survey!

Appendix 4. Interview Content

1. What kind of activities do you enjoy MOST in the listening practice and why?

2. What kind of activities do you enjoy LEAST in the listening practice and why?

3. What would help you to practise listening better?

.....

4. How would you describe language teaching in your country?

.....

5. What are the characteristics of the education **or** the people of your country which influence how you learn a language?

.....

6. Referring back to the title and aim of this survey, are there any other points which you would like to add which have not been included?