A Study of 7 Audio Scripts in *Business Result (Intermediate)* with an Action Game of Listening Practice

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Abstract

This paper aims to provide some additional examples of listening instructions because listening is important for effective business communication. It studies 7 audio scripts in Business Result (Intermediate) Student's Book prescribed for 4th Year English specialization students at YUFL with an action game of listening practice by McCaughey (2015) which includes students' body movement, picture drawing, dictation and gap-filling for reduced forms. The strength of this research is that students have to use their motor skills along with their listening skills at the same time. They can acquire better listening skills through hands-on activities. As a result of enjoyable exposure of the game, it indicates the importance of teacher's responsibility and students' responsiveness to improve students' listening skills.

Keywords: action game, body movement, dictation, gap-filling, listening, motor skills, picture drawing, responsibility and responsiveness.

I. Introduction

It is commonly thought that the problem with listening instruction is a bit boring and passive as students simply sit and listen. For a listening lesson, in the first stage students are motivated to prepare to listen. Secondly, they focus their attention on the listening text and finally they develop their understanding of it. Listening to a foreign language is a very intensive and demanding activity. How about while listening practice in **Business Result (Intermediate) Student's Book** prescribed for YUFL Fourth Year English Specialization students? This module is without a listening component in the examination. According to the experience of teaching 114 students from 2 sections for the first semester of 2019-2020 academic year, it is found that their perception of listening needs satisfaction. So it is to search a way for their more enjoyment, to create some instructions needed more for engaging and interactive lessons on listening skills for the second semester. As a result, this paper tries to describe some examples of listening instructions to make students' active responses through an action game of their body movements, their drawing while dictating instructions, writing for dictation and gap-filling of reduced forms by McCaughey (2015) to improve students' listening skills.

II. Aim and Objectives

This study aims to provide some additional examples of listening instructions for 7 audio scripts of 8 units for the second semester from audio scripts (01-73) in 16 units of **Business Result (Intermediate) Student's Book**. Its objectives are to be able to expose more enjoyable listening practice and to improve listening skills with the exposure of productive listening practice.

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III. Data and Method

3.1. Research data

To present the research, an action game for listening tasks occurring active responses by Kevin McCaughey (2015) is used in studying 7 of audio scripts (36-73) in 8 units for the second semester of **Business Result (Intermediate) Student's Book** by John Hughes & Jon Naunton prescribed for YUFL Fourth Year English Specialization students, totally 114 from 2 sections for 2019-2020 academic year.

3.2. Research method and procedure

There are audio scripts (36-73) in 8 units for the second semester of **Business Result (Intermediate)** in the study. Firstly, the data are divided based on listening instructions with 7 learning objectives. Listening practice can be seen as more satisfactory exposure of listening comprehension skills and not much satisfactory one of listening communication skills during listening as in <TABLE 1>, <TABLE 1-division>, <Figure 1>, <Figure 2> and <Figure 3). And then some examples of listening instructions are described for more enjoyable listening exposure using an action game for listening tasks occurring active responses by Kevin McCaughey (2015).

IV. Scope of Study

4.1. <TABLE 1> Division of Audio Scripts 36-73 (at random) in Business Result (Intermediate) by John Hughes & Jon Naunton (2008)

Audio scripts (36-73) in **this Book** are divided into three parts of pre-, while- and post-listening practice with their listening instructions based on seven learning objectives in order to know how not much satisfactory exposure of listening practice especially appears as follows.

Audio script /unit	7 Learning objectives	Listening instruction	Pre e.g	While e.g	Post e.g	Not satisfied	More satisfied
36/9, 42/10 45,46, 47/11 50/12, 57/14 70/16	**Working with words**	e.g.1.Listen… (again)and answer … e.g.2 .Listen. Complete… e.g.3.Listen… again. Match words from the list to definitions19.	√	√	√ √	1 2	1
	Total		2	5	8	10	5
58,59/14	**Socializing**	e.g.1. e.g.2.		√	√	1	1
	Total		0	1	2	2	1

Audio script /unit	**7 Learning objectives**	**Listening instruction**	**Pre e.g**	**While e.g**	**Post e.g**	**Not satisfied**	**More satisfied**
38,39/9, 49/11 54/12, 56/13, 64,65/15, 73/16	**Practically speaking**	e.g.1. e.g.2. e.g.3.	 √	 √	√ √	1 2	 1
	Total		2	3	6	8	3
43/10, 48/11 62,63/15, 71, 72/16	**Meeting**	e.g.1. e.g.2.		 √	√	1	 1
	Total		0	5	7	7	5
40,41/9, 44/10 60,61/14, 66,67,68,69/ 15	**Language at work**	e.g.1. e.g.2. e.g.3.	 √	 √	√ √	1 2	 1
	Total		1	5	6	7	5
51,52,53/12	**Presenting**	e.g.1. e.g.2. e.g.3.	 √	 √	√ √	1 2	 1
	Total		2	1	5	7	1
37/9, 55/13	**Exchanging information**	e.g.1. e.g.2.		√	√	1	 1
	Total	44	0	2	3	3	2
Total	66		7	22	37	44	22
Percentage	100%		10.6%	33.3%	56.1%	66.7%	33.3%

4.2. <TABLE 1-division>

Audio scripts of not much satisfactory listening practice are expressed as follows.

Audio	**Working with words**	**Socializ -ing**	**Practically speaking**	**Meeting**	**Language at work**	**Present -ing**	**Exchang -ing informat -ion**
Total (44)	10	2	8	7	7	7	3
100%	22.73%	4.55%	18.18%	15.91%	15.91%	15.91%	6.81%

V. Research Questions

Based on the data collection, research questions come out as follows.

1. How can while-listening lesson be developed with an action game?
2. What kinds of instruction for listening would be applied? and
3. How and why can teachers prepare for improving students' listening skills?

VI. Literature Review

In 2005, Daw Khin Than Htay researched on **Developing Listening Skills of Undergraduates at YUFL**. It reports the findings of a study to investigate issues on the research topic. The introductory, theoretical background, the design of the investigation and data collection methods and procedures outline, a detailed analysis and discussion of the data and pedagogical implications of the research findings are focused.

In 2007, Daw Toe Su Haling made a research on **Overcoming Myanmar Students' Difficulties in Listening Comprehension Learning Skills** for the first year English specialization students at YUFL to learn listening skills intensively for the first time in their life. The research concerns using cassettes of native speakers' voices, both authentic and realistic audio materials. It focuses on how to improve aural perception or have students understand spoken English and how to overcome their difficulties in listening comprehension to improve their listening skills.

So it becomes interesting to do this research on to study some audio scripts in **Business Result (Intermediate)** for making listening instructions which has never been researched before.

The teaching method of an action game by Kevin McCaughey's (2015, Ukraine) Practical Tips for Increasing Listening Practice Time (americanenglish.state.gov/English-teaching-forum, VOLUME 53. NUMBER 1.2015) motivated to start doing this research.

According to Google scholars, it is noticeable that Field (2003) emphasizes that phonetic variation of a word misleads learners the oral version and it is difficult for them to catch the word from a connected speech such as a dialogue. Kurita (2012) suggests dictation is especially useful for young learners to reduce anxiety in listening.

Finally, in Wikipedia, Crock & Hartung's (1992) idea that simple movements can have the ability to improve cognition in just seconds also attracts to present this paper.

6.1. Techniques used in describing some examples of listening instructions

To describe some examples of listening instructions for 7 audio scripts in not much satisfactory listening practice during listening, Kevin McCaughey's five tips are used. They are seen as follows.

1. Students Do During

Some examples for 7 listening audio scripts instructed in a children's game of students' body movements, of drawing picture/ map dictation, of writing (dictation for lots of exposure to the language) and of Gap-filling (reduced forms repetition to figure out what is missing) by their teacher for immediate actions or active responses occurring during lesson are described as in 6.2. e. g. stand up, wave your arms, jump up.

2. See it

The teacher can see exactly every step in the way of who understands, who reacts immediately, who does not do, who are fast, who are slow, who does with ease, who is struggling, who needs an extra challenge, everyone understands, no one understands and who looks at others to imitate them and so who needs wear blindfolds or close the eyes. This works throughout listening time students do.

3. Keep it short

To increase students' awareness of reduced forms, the teacher can provide short ten-second to two-minutes audio, one faster or more complex vocabulary or one with reduced grammar forms in listening with little preparation. e. g. It'd[idəd].

4. Play it again

The teacher has to prepare handouts of gap-fill in advance with missing words up to 12 and play the audio or speak it as many times as possible.

5. Change it up

Audio sources are a variety of recorded audios or teacher's voice, non-authentic text, unscripted texts, native speakers or non-native speakers.

6.2. Description of some examples of listening instructions

Some examples of listening instructions for 7 units in **Business Result (Intermediate)** audio scripts for second semester are produced due to their listening objectives as follows.

6.2.1. Examples for instructions of students' body movement

Teacher commands:

Objective 1: Working with words: Logistics and supply chains

Interview (Interviewer and Steve Zackon) (Unit 9 / 36)

- "Put your **hand up** if you know the answer what Dell is." (Answer: a brand of computer manufacturers)
- "**Nod** your head if you understand the word 'touch' from the phrase 'the personal touch'." (Answer: the way or style of doing something)
- "Show me your **thumb up** if you understand the phrase 'in stock'." (Answer: the supply of goods is available)

- "**Clap** your hands if you know what the phrasal verb 'run out' mean." (Answer: use up or finish the supply of something)
- "**Stand up** if you know the meaning of 'barcode'." (Answer: thick and thin information lines printed on things you buy a computer can read)
- "**Hold** a pen in the air if you know the phrase 'stock up on'." (Answer: buy a lot of something)
- "Put your **hand up** if you know the answer what the word 'obsolete' is." (Answer: out of date)
- "Show me your **thumb up** if you understand the phrase 'an international courier'." (Answer: an international travel company)
- "**Hold** a book in the air if you know the phrase 'the tracking facility'." (Answer: follow-up services)

Objective 2: Socializing: Planning future contact

Presentation in person and on phone (Anton and Karl) (Unit 14 / 58)

- "**Clap** your hands if you enjoyed your talk (with your friends)."
- "Show me your **thumb up** if you are glad you could come (to the class)."
- "Put your **hand up** if you agree to invite (your classmates to your birthday)."
- "**Jump up** if you would like to join me for a drink."
- "**Nod** your head quickly if you are still interested in my company's proposals."

Objective 3: Practically speaking: How to leave a voicemail message

The recorded message (**Unit 9 / 39)**

- "**Shake** your head if you disagree it is four o'clock on Monday the 12th now." (Answer: It is … o'clock on …day the … now.)
- "Put your **hand** near your ear if you want to explain why you were just calling about my order." (Answer: I was just calling about your order)
- "**Raise** your pointed finger if you have a few questions to ask me." (Answer: I have a few questions to ask you.)

Objective 4: Meetings: Making suggestions and recommendations

Discussion (manager and architect) (Unit 10 / 43)

- "Raise your **thumb** if you know the suggestion for the plan for the main offices." (Answer: What about the idea of a crèche and relaxation area?)
- "**Hold** a book if you know the first part of suggestion for the plan for the main offices."(Answer: I think we should consider having the crèche, a nursery.)
- **"Stretch** your hands up if you know the second part of suggestion for the plan for the main offices." (Answer: I have a few reservations about having an 'Anarchy Zone'.)
- "**Clap** your hands if you know where is recommended putting the crèche." (Answer:

I'd recommend putting it in the area behind reception.)

Objective 5: Language at work: Past perfect and past continuous

Presentation of feedback (of 2 employees, Helena and Mathias) (Unit 15 / 66)

- "Let us suppose, for example, you are Helena. All, **stand up and jump up** if you know what you were working for." (Answer: I **was working** for a large food company which didn't employ many women.)
- "Show your **thumb up** if you know who Helena had already discussed with." (Answer: I **had already discussed** with the Production Manager.)
- "Let us suppose, for example, you are Matthias. All, **stand up and jump up** if you know who Matthias had had a performance review with." (Answer: **I'd had** with our HR manager.)
- "**Raise your hand** if you know what Matthias and HR manager were talking about." (Answer: we **were talking** about the usual things.)
- **"Nod your head** if you know why HR manager's answer to the phone twice and reply to an email annoyed Matthias." (Answer: because I **had prepared** very thoroughly for the appraisal.)
- "**Hold a book** if you know one thing that the typed performance review didn't match the discussion." (Answer: **He'd said** I **was doing** really well**.)**

Objective 6: Presenting: Giving a formal presentation

Presentation (presenter and Rudi) (Unit 12 / 51)

- "**Stand up** if you understand how the presenter begins the presentation." (Answer: I'd like to begin by explaining the basic concept behind the meeting this morning.)
- "**Raise your hand** if you notice how many parts the presentation is divided into." (Answer: 3, first, then and finally)
- "**Clap** your hands if you know the time for question shooting." (Answer: Please feel free to ask question whenever you want.)

Objective 7: exchanging information: Placing and handling orders

Phone call information (Gisele and Linda) (Unit 9 / 37)

- "**Stand up** if you know how to check on an order." (Answer: I'd like to find out what has happened to it.)
- "**Raise your hand** if you know how to ask for details when you placed the order."

  (Answer: When did you place the order?)
- "**Hold a pen** if you know how you placed an order." (Answer: It was a repeat order for 2,000 motherboards.)
- "**Jump up** if you know how to do promising action." (Answer: I'll look into it immediately.)
- "Show your **thumb down** if you know how to complain." (Answer: This is a real problem for me.)

6.2.2. Examples for instructions of drawing picture dictation

Teacher instructs:

Unit 9 / 36

- We are going to draw a picture of 'Dell' computer logo. Step 1 Draw a big circle. Step 2 Draw a second one inside the first circle. Step 3 Write DELL in Double shape including the slanting E upside. Check.

Unit 9 / 37

- We are going to draw a picture of **warehouse**. Draw a high rectangular as four walls of a room. Inside it, put boxes overlapped here and there on the shelves or on the ground. Check.

Unit 9 / 39

- We are going to draw a picture of **a clock**. Draw a circle. Write a horizontal line and a vertical line in each half way. Starting from top, write 12, 3, 6 and 9 inside it clockwise.

  Between them, write 1, 2, and 4, 5 and 7, 8 and 10, 11. Put a long hand and a short hand at any points you like. Clear the inside lines. Check.

Unit 10 / 43

- We are going to draw a picture of **a factory**. Draw a two connected curves. Under each,

  draw each rectangular. Under them, draw each door. Between them, draw two separate rectangulars. Check.

Unit 12 / 51

- We are going to draw a picture of **morning**. Draw a circle. Around it, draw pointed tips. Inside it, draw closed eyes and smiling lips. Around the face, draw some curly symbols. On the top, write 'Good morning' and at the bottom, write 'EVERYONE' in all capital. Check.

Unit 14 / 58

- We are going to draw a picture of 'Jatropha seeds' (originated in South America and used to make oil lamps meaning physic nuts in Greece). Step 1 Draw an oval-shaped circle. Step 2 Draw a smallest circle at one end. Step 3 Draw a line from one end to another in the middle. Check.

Unit 15 / 66

- We are going to draw a picture of **a manager**. Draw a question mark. Under it, draw a small oval. Under it, draw a vertical rectangular. Under it, draw two legs. On both the left and right, draw two hands. Under the feet, draw a 6 junction. Check.

6.2.3.Examples for instructions of writing dictation

Write down what you hear teacher (or audio) says:

Unit 9 / 36

- We <u>make up</u> machines to our customers' specifications./ meɪk ʌ p /
- They don't <u>have to</u> send the machine away. /æv tə/
- So we <u>have to</u> keep a lot of components in stock. /hæv tə/
- How <u>do you</u> make sure that you don't run out?/dəjə/
- Obviously you never <u>want to</u> run out of basic items. /wɒntə/

Unit 9 / 37

- Something <u>must have</u> gone wrong. /mʌsəv/
- <u>Would</u> you like me call you back? /wʊd/

Unit 9 / 39

- <u>Could you</u> please call me back? /kʊ jə/
- You <u>can</u> reach me on 07892 159753. /kæn/

Unit 10 / 43

- Well, it <u>might prove</u> difficult to have both. /m aɪ pru:v/
- You <u>might be better off</u> without it if employees spend too long in there. / m aɪ bi: betəɒf/

- And also, it's quite a long way from the factory area, which is good for health and safety. / wɪtʃiz/

Unit 12 / 51

- And finally,after coffee,we'll try to come up with a mission statement /tək ʌm ʌp /

Unit 14 / 58

- Can I interrupt you for a second? /k ən aɪ/
- How about if I call you next week? /əbaʊɪf aɪ/
- There's been a slight change of plan. / tʃeindʒəv /

Unit 15 / 66

- He asked me to sign it. /s aɪn it/
- I asked if I could take it out of the office. /æsktif/, /teikitaʊtəv/
- I would only get a three percent raise. /wʊdəʊnli/

6.2.4. Examples for instructions of Gap-filling

Write the following gap fill on the board or in the handout. {Teacher (or audio) says}

Unit 9 / 36

1. … right, … it? (Answer: That's, isn't)
2. If only! … tiny by comparison. (Answer: We're)

Unit 9 / 37

1. If … bear with me a moment, … call up your details. (Answer: you'll, I'll)
2. Right, got it here. (Answer: I've)
3. … not happy about this at all. (Answer: I'm)

Unit 9 / 39

1. … four o'clock on Monday … 12th. (Answer: It's, the)

Unit 10 / 43

1. … afraid there … much space for both of them. (Answer: I'm, isn't)
2. … rather not have it. (Answer: I'd)

Unit 12 / 51

1. First, **…** going to talk for a few minutes about where this company is. (Answer: I'm)
2. Then, … try to define how we want our customers…to view Bertran RL. (Answer: we'll)

Unit 14 / 58

1. … glad you … come. (Answer: I'm, could)
2. … love to, but … afraid… . (Answer: I'd, I'm)

Unit 15 / 66

1. It … match our discussion. (Answer: didn't)
2. … said I was doing really well. (Answer: He'd)

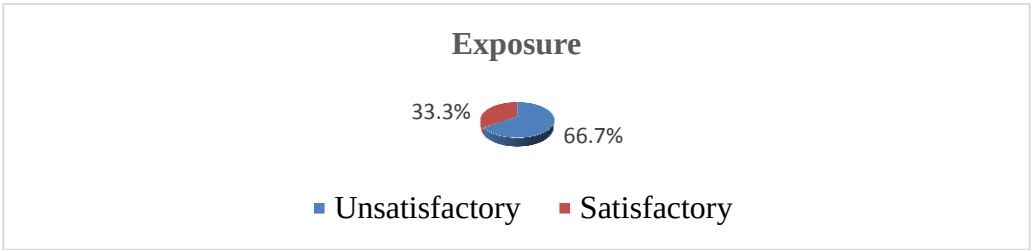
VII. Findings and Discussion

According to <TABLE 1>, in <Figure 1> pie chart**,** it seems that percentages of Pre-listening, While-listening and Post-listening Exercises in Business Result (Intermediate) audio scripts (36-73) are stated as 10.6%, 33.3% and 56.1% respectively, expressing total number after tallying up the data in the draft outside.

<Figure 1> Percentages of Pre-listening, While-listening and Post-listening Exercises

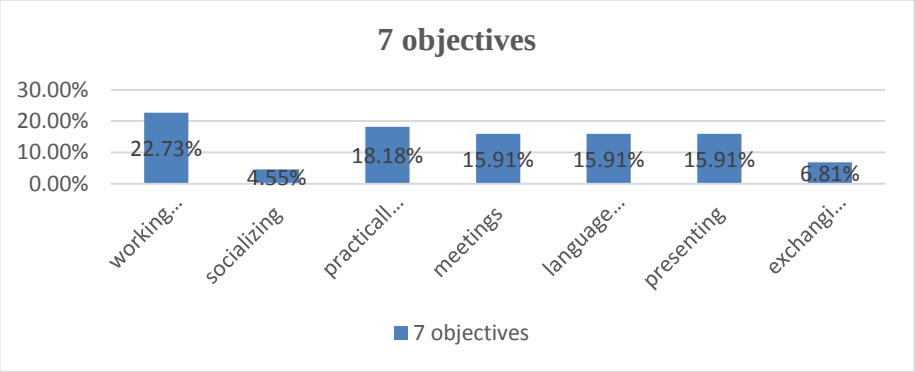
It is seen by <Figure 2> pie chart that 33.3% represents the percent of satisfactory listening practice and 66.7% (10.6% plus 56.1%) shows the problem of unsatisfactory listening practice during the lesson by examining the listening instructions. It is obvious that the listening practice needs more enjoyable listening exposure which focuses communication skills and students do satisfactorily.

<Figure 2> Percentages of More Satisfactory Listening and Not Much Satisfactory Exposure of Listening practice



So it is sure that some students feel bored as passive learners in their listening because they sit and answer in their books except listening to the tape and teacher's voice for several times. It means that written exercises take more time than listening time. It is seen that they do not have relaxation during listening activities. It is found that an interesting classroom activity for their active responses is needed to be done more than this for teacher-student interaction. It becomes important to try to find any way for improving their listening skills.

<Figure 3> Percentages of Audio Scripts' 7 Learning Objectives of Not Much Satisfactory Listening Practice



As a result of <TABLE 1-division>, in <Figure 3> chart, it seems that some examples of listening instructions can be searched in the line of seven listening objectives. Among them, it is seen that the percent of listening instructions for the objective of working with words is the strongest (22.73%) and that for socializing objective is the weakest (4.55%). It is not surprising because business vocabulary is more important than others in language input.

After the search, some examples from the seven audio scripts focusing on simple activities of students' body movement, picture drawing, dictation and gap-filling for reduced forms during listening lesson appear. It is found that the total amount of sample instructions for each activity is counted 75 as 35, 7, 19 and 14 respectively. Teacher has to give clear and short instructions, and monitor students' immediate responses. It is not expected to follow exactly what teacher asks them to do. It hopes as students react.

As a result of students' body movement instructions, it seems mostly upper body movements because it may be difficult to move tables and chairs for arranging the space for free body movements of 57 students in a big class. If it is possible, it is believed that the whole body movement instructions can be searched more than this. And it is sure it is fun. Through this activity, Business English words such as customers' specifications, the personal touch, stock up on, obsolete, an international courier, the tracking facility, crèche, Anarchy zone, and so on can be exposed to the learners usefully.

As a result of picture drawing, students can enjoy their creativity for variety of drawing. It is knowledgeable by Google search. As a result of dictation, students can catch the quick listening for fast speech with two-third speed of the speaker and get lots of exposure to the language. As a result of gap-filling, students can notice the reduced forms accurately by the repetition to figure out what is missing.

To get active responses for the action game from students, teacher has to prepare for easy and accurate instructions carefully, see each student's perception of understanding, keep the audio short for a few seconds segments and change up native speaker's audio or non-native speakers'(English, American, Swedish, Japanese, Scottish, German and Poland in the audios.)

VIII. Conclusion

Within this paper it has been found out that students who are reluctant while exercising their listening lesson can be developed with an action game. This paper is trying to describe 75 examples of (4) kinds of instructions for listening exposure that would be applied for the second semester as the additional listening instructions to the existing audio exercises. This is a way to develop students' listening skills or to structure a listening lesson as teacher's preparation in

teaching listening portion, and it is also hoped for more students' enjoyment and improvement in listening skills. The more listening exposure, the more improvement in listening skills. For this, teacher is responsible and students must be responsive.

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