

A CASE STUDY OF A KAZAKHSTANI EAP FOUNDATION COURSE LISTENING CLASS: TARGETING STUDENTS' PERCEIVED LECTURE LISTENING NEEDS

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Introduction. This case study investigated students' perceived listening needs on a foundation programme in Kazakhstan. Needs Analysis (NA) is key to targeting students' needs and tailoring materials to develop their language competence. NA has a number of stakeholders involved including the institution, academic community members, and importantly, it empowers learners as "reflective community members" [1].

Materials and Methods. In order to analyse students' perceived lecture listening needs qualitative data was collected from my students. The survey consisted of 14 questions and the same questions were repeated for importance, difficulty and classroom coverage. A total of 44 questions were asked. A Likert scale of 1 to 4 was used for the important and difficult listening skills. 1 was the *least important/difficult* and 4 was the *most important/difficult*. A Likert scale of 1 to 3 was used for the classroom coverage questions. 1 was *too little*, 2 *enough*, and 3 *too much* classroom time. These numbers were assigned to each value for descriptive statistical analysis. To triangulate the survey data classroom records and pedagogical artefacts from the institution were analysed and compared to the student responses.

Results and Discussion. Overall, the students rated the importance of the lecture listening skills higher than their difficulty. Ten out of the fourteen skills scored an average of 3 or more on the 4 point scale for importance, whereas none of the skills were rated above 3 in perceived difficulty. Students perceived *understanding how to be selective, brief and clear in taking notes, developing content/subject-specific vocabulary, listening for specific information and listening for the main idea and identifying key points* in the top five most difficult skills. This correlates closely with all of these skills ranking in the top five most important. Finally, students perceive the classroom coverage of the skills to be appropriate with only 4 skills not being taught or applied "*enough*" with no more than two students expressing "*too little*" coverage.

Conclusions. The overall aim of the case study was to improve the teaching and learning of lecture listening skills by targeting students' perceived needs. Based on the results, it is clear students understand the importance of lecture listening skills and key areas of difficulty were highlighted. Developing students note-taking skills and a possible move to content-based teaching approaches may help students improve their vocabulary and in-turn their listening comprehension.

References.

Belcher, D. (2006). English for Specific Purposes: Teaching to Perceived Needs and Imagined Futures in Worlds of Work, Study, and Everyday Life. *TESOL Quarterly*, 40(1), 133- 156.