

ABSTRACT

The Teaching of Listening Comprehension as a FL Skill From a Critical Pedagogy Perspective: From Listening Comprehension to Critical Listening

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This study sought to document the responses of 22 students to the implementation of Critical Pedagogy (CP) as a teaching approach. Three aspects were considered: challenges, benefits, and students' listening ability, not only to understand but also to interpret aural messages in the Listening Comprehension class of Level II students of the Spanish degree programme at The University of the West Indies (UWI), St. Augustine, during the 2008/2009 academic year. This report describes students' responses to the implementation, what they perceived as benefits and challenges, and the listening skills they were able to display during different moments of the implementation. Their perceptions and responses to the listening skill, autonomous listening, and mass media are presented and analysed to evaluate the way in which their perceptions influenced their responses and their listening skills.

Keywords: Listening; Foreign language education; Critical pedagogy; Spanish; Case studies; The University of the West Indies, St. Augustine; Teaching methods; Trinidad and Tobago