

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**“THE MOST COMMON STRATEGIES ADVANCED ENGLISH I STUDENTS  
FROM THE BACHELOR IN TEFL OF THE FOREIGN LANGUAGE  
DEPARTMENT APPLY OUTSIDE THE CLASSROOM TO DEVELOP THEIR  
LISTENING SKILL, ACADEMIC YEAR 2015”**

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## **ABSTRACT**

It is well known that nowadays listening has become one of the most powerful and challenging skills in foreign language learning. Hence, the present study focuses on the most common strategies that students from Advanced English I apply outside the classroom to enrich their listening skill. Consequently, a total of 123 pupils who took this subject were picked up to be part of this investigation. Data was gathered by means of a questionnaire and also a listening test. Thus, the outcomes of such study bring to public view that listening to music in English, play videos on YouTube, watch movies among others were some strategies successfully implemented by the majority of learners. Moreover, since it has been acknowledged what students do outside the class for improving their listening skill, teachers now have the chance not only to suggest ways to come along the listening skill but also how to give positive feedback to engage learners to succeed on this area. Finally, it has been created a list of suggestions that can help out both teachers and students so as to work together and get the most of it including a better performance in and outside the class classroom.

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## **I. STATEMENT OF THE PROBLEM**

### **A. HISTORICAL FRAMEWORK**

Learning and improving the English skills requires time beyond the walls of a classroom. Listening is not an exception. Many researchers in second language acquisition show that being exposed to English out-of-school context is an important part of the language learning process. It is impossible to deny the importance of using listening strategies outside the classroom in order to improve this macro skill. Listening is an essential skill in language learning because the key to acquire a language is to receive language input (Hamouda, 1993). The following paragraphs will briefly summarize findings from previous researches on different listening strategies out-of-school context in order to improve the listening skill.

The first study was carried out by Pickard (1996). His study aimed to find out the strategies employed outside the classroom by a sample of students while they were studying English at secondary school in their own country. The study focused on a group of 20 German-speaking students who were now in their first undergraduate year of the European Business Studies Degree at Humberside University. In his study, Pickard used two instruments to collect the data; a questionnaire on out-of-class learning strategies followed by an in-depth interview into out-of-class activities. In the listening section of the questionnaire, the subjects of the study were asked to indicate how frequently they used different listening strategies such as listening to the radio, watching TV in English, going to see films and theatrical productions in the English language, attending talks and lectures, and listening to tapes in English. The results of his study showed that listening to the radio represented the most frequently used strategy. Most of the students listened to English-speaking radio stations several times a week. The second listening strategy that was used the most was watching English TV such as films, series, etc. Meanwhile, listening to language tapes and attending lectures were not frequently used by the subjects. Finally, visiting to the cinema and theatre were quite rare activities that they practice.

Another study made by Suh, Wasanasomsithi, Short, & Majid (1999) was focused on finding out the most common strategies that a group of students used outside the classroom to improve their English conversation skills (listening comprehension and oral Skills). In this study, they interviewed individually for about ten to fifteen minutes a group of eight ESL students at Indiana University. The subjects came from Asian countries. Of the eight participants, five were Korean, two were Japanese, and one was Chinese. After the interviews, the findings showed that the students mostly used independent strategies to practice English out-of-school context and the participants indicated that the strategies helped them to improve their listening comprehension. Overall, as in the previous study it was reported that watching television in English (movies, cartoons, series, etc.) was the most common independent strategy that the subjects participated in out of the classroom. The students answered that watching television and going to the movies helped them to improve their listening comprehension. A second strategy that students implemented was watching videos (YouTube videos for example). In this study, participants also reported that listening to music was a helpful strategy to improve their listening skill. At the same time, in order to improve listening out of the classroom, travelling was considered useful to gain exposure to native English speakers.

Likewise, other studies about developing listening skill have been carried out, findings revealed by A Study of English Listening Strategies Applied by Technological University Students Yi-Jiun Jou developed in the Department of Applied Foreign Languages, Cheng Shiu University. The purpose of the study was to find out strategies applied by university students in Taiwan in the classroom and what can be done to encourage students to practice outside the classroom by instructing them how to apply the strategies properly. There were 239 technological university students who participated in this study. The tools to carry out the study was a questionnaire. The questionnaire consists of two parts, in the first part of personal information, subjects were supposed to fill out the gender, age and major. In the second part, 30 questions were designed to include metacognitive strategies, Cognitive strategies, social / affective strategies and three phrases of listening comprehension. The questionnaires were adapted from Cheng (2002) "Factors Associated with Foreign Language Writing Anxiety". The questions in 239 valid samples

were scored on a five-point with ‘strongly agree’, ‘agree’, ‘no opinion’, ‘disagree’, and ‘strongly disagree’ accordingly. Some of the phrases included in the listening comprehension intended to find out more deeply if students were practicing listening by their own for example in the cognitive strategies one of the phrases was: “I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners”. The results of this study provided references for both educators and learners to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication outside the classroom. It also showed that successful listeners tended to apply self-monitoring, elaboration, and inferring strategies in the processing a listening text (Chamot & Kupper, 1989). Besides making up the list of language learning strategies, learners should focus on their learning such as summary and link the word to the previous knowledge, and pay attention on listening text (Oxford, 1990). In addition to making progressing in basic skills such as vocabulary, grammar and sentence structure, it is more essential to promote students’ learning motivation and build up their learning autonomy to develop more proficient students and avoid students to hesitate at the moment of solving listening tasks.

Another paper: “Extensive Listening: A new approach to an old problem” published by Wm. R. Holden III shows an integrated set of strategies for teachers to instruct students on how to develop listening proficiency and comprehension by practicing extensive listening.

First, the author explains how to select the proper authentic material taking into account different factors that either facilitates or impeded listening comprehension such as: Interest or Lack of Interest, Availability of Environmental Cues or Lack of Environmental Cues, Topic/ Genre Familiarity or Lack of Topic Familiarity, Lexical Simplicity or Lexical Complexity and so on. Also gestures and facial expressions provides learners extra help in linking meaning to stress, intonation and other prosodic cues. Other visual information can help easing the understanding of unfamiliar language as learners have to infer and deduce to “make sense” of things. Furthermore, the author suggest to prepare students for extensive

listening by following the process of pre-listening, during listening and post-listening activities to ensure the development of listening comprehension.

Furthermore, Dr. Iman Abdul-Reheem Amin et al (2011) fulfilled a study in which their goal was to investigate the correlation between EFL students' strategic listening and their listening comprehension skills. In this study, eighty secondary school students were chosen as the sample and the instruments used by the researchers were a strategic questionnaire and a strategic listening checklist. The participants' listening comprehension skills were measured by an EFL listening comprehension test and the analysis was performed to test the correlation between strategic listening and listening comprehension test scores. The results showed that the relationship between the use of listening strategies and the listening comprehension was very significant and positive among the students. In the findings was clearly noticed that the more listening strategies the students applied, the higher the score they reached on the listening comprehension test.

In other words, the findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies for instance: listen for specific information, listen for gist, listen for making inference, listen for prediction, summarization, note taking and their listening comprehension development. These findings have a very close similarity with the outcomes gotten by Vandergrift (2002) who found that the knowledge of listening strategies facilitates the listening comprehension in second language learners.

The researchers concluded that when listeners are aware of their metacognitive process, they use listening strategies successfully which allows the learners to get better results in their overall in listening comprehension.

## **B. DESCRIPTION OF THE PROBLEM**

Second language learners know that being able to understand the target language is so crucial not only in the classroom, but out of it as well. Most of the time, students get used to listen to their teacher or classmates since they have contact with each other almost daily. However, in the real environment out of the classroom, sometimes students do not understand what somebody else is saying in English, especially when they listen to native speakers using the language in different contexts.

There is a well-known saying that states that “Practice makes perfect”, so students need to be involved in different activities that provide them with the opportunity to practice the language as much as they can. Nevertheless, sometimes in-class activities, time, materials, the environment, etc. are not enough resources to let students improve this macro skill. Therefore, it is necessary that students look for different strategies out of the classroom to develop and improve their listening as well as other skills. In order to find out the activities the students are implementing to improve their listening skill, this research project focused on the topic “The Most Common Strategies Advanced English I Students from the Bachelor in TEFL of the Foreign Language Department Apply Outside the Classroom to Develop their Listening Skill, Academic Year 2015”

There are different strategies that students can apply outside the classroom to improve their listening skill. For example, listening to radio stations or TV shows in English, connect the topic of the listening to their prior knowledge, use visual images to help them remember what the listening was about, etc. It is well known that practicing a language outside of the classroom with different strategies is essential to develop a high level of language proficiency.

There have been different studies about the importance of using strategies to improve the listening skill. According to Nunan (1989) in his book “Designing Tasks for the Communicative Classroom”, listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur

in sequence and rapid succession. The correct use of strategies will help students to get a better understanding while they are listening in the second language.

Listening is an essential skill, present in most of the activities we carry out throughout our lives. While using strategies to improve the listening skill, it is important to take into account the purpose of the listening strategies. According to Lindsay and Knight (2006) in their book “Learning and Teaching English”, people have four different purposes when they listen:

We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language (2006: 46).



## **C. OBJECTIVES**

### **GENERAL OBJECTIVE**

To find out the most common strategies that students from Advanced English I from the Foreign Language Department use to improve their listening skill outside the classroom.

### **SPECIFIC OBJECTIVES**

To list and describe the activities practiced by students outside the classroom in order to help them to develop their English listening skill more efficiently.

To assess students' listening skill in a performance listening test by having them use different listening strategies.

To explain how the use of listening strategies out-of-school context can have an impact on the listening comprehension.

#### **D. RESEARCH QUESTIONS**

- ❖ What are the activities practiced by students outside the classroom that help them to develop their English listening skill more efficiently?
  
- ❖ How can the use of listening strategies out-of-school context have an impact on the listening comprehension?
  
- ❖ How do English listening strategies practiced outside the classroom help students' performance in a listening test?
  
- ❖ What solutions can be given to Advanced English I students in order to ease the process of listening for them to develop the ability of understanding spoken English regardless of the diversity of English speakers' accents from different places in the world?

## **E. JUSTIFICATION**

English, nowadays, is going from being a foreign language to become an international language. According to David Crystal (1994), OBE, an expert on the evolution of the English language, in his article "What is Standard English", Crystal hypothesizes that, globally, English will both split and converge, with local variants becoming less mutually comprehensible and therefore necessitating the rise of what he terms World Standard Spoken English. It is true that people want to learn to speak English, and it is important to produce language verbally, their purposes may vary: to get a better job, to be able to communicate in case they decide and have the chance to travel abroad, to get a scholarship, etc. and it is known for sure that learning a foreign language, English in this case, means to be proficient at grammar, vocabulary, reading, writing, listening, speaking and some other areas, and this is what a person who is learning the language looks forward to accomplishing. Acquiring communication skills, being able to convey information to another person effectively and efficiently with good verbal, non-verbal and written communication skills help facilitate the sharing of information between people within a group. However, people now are aware that what they need to reach is to understand spoken English and to be able to deliver a proper response. For most students who are studying a university major which is emphasized on teaching, the previous matter is not the exception. Thus, it is important for them to succeed at understanding the target language and express their ideas out properly.

As students, the researchers could find the most common scenarios and difficulties that are encountered at the time of practicing and trying to communicate in the target language and by experience the researchers know that one of the most common skill that a learner has difficulties with is listening. Understanding and being able to grasp the message while listening, allows students to give an accurate response, enables them to produce and being proficient at speaking and this is essential not only for studying purposes, but for real life situations, either for a job or any other situation that requires the usage of English.

English teaching major students have as their main goal to teach and instruct other people. However, when they finish their studies, this opportunity is denied sometimes because they are not certified teachers yet. Therefore, an alternative for them is to apply for a job in a call center, for example, but for this job they must have a high level of listening.

The researchers have had the chance of working at a call center and by experience they have faced some difficulties and barriers for understanding native English speakers and as a result it has been challenging to comply with the expectations at their jobs. This is the reason why it is necessary to discover the most common strategies that students use to develop listening skill competently.

Besides, by developing a high level of such skill, having exposure to native English speakers will enable English teaching students to identify and differentiate different accents, stress in different words so that it also helps them to develop better pronunciation, in that way, they will be able to transfer this competence to their students when they become teachers.

It is true that all the English skills are important to succeed, however, for English teaching major students at the Foreign Language Department, listening is considered the most difficult to develop. This is the reason why this study will focus on one specific skill: listening and what students are actually doing in order to develop and reach this skill in an accurately and efficiently manner. In the same way, to provide them with a useful set of activities to practice for them to acquire this skill proficiently.

## **F. DELIMITATION OF THE PROBLEM**

This research study took place at the Foreign Language Department of the University of El Salvador and it emphasized on the strategies that students use to improve their English outside of the classroom. Based on the goal of this research, and the population triangulation fitted accurately to this study. The reason why this approach was used is because according to Patton (2001) triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches. On one hand qualitative approach was used to measure effectively the students' attitudes and level of understanding about traditional ways to learn English outside classroom, and non-traditional means including electronic media, online resources, and self-access and on the other hand quantitative approach was used to measure and analyze the students' grade obtained in a listening test. A descriptive study was applied since in this sort of studies the main concern is aimed at explaining and specifying particular behaviors, properties and characteristics of a group of people. In order to gather the data, there was a questionnaire providing statistical evidence of the strategies that students use outside the classroom to improve their English listening skill. Besides that, there will be a listening test to measure how well they perform by listening to native speakers in different contexts.

## II. THEORETICAL FRAMEWORK

### A. KEY TERMS DEFINITIONS

**Listening:** Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning, Thomlison's (1984). An able listener is capable of doing these four things simultaneously.

**Listening Strategies:** Neena Sharma (2011) states that listening strategies are actions or techniques that help directly to the comprehension and recall of listening input. He mentions that the listening strategies can be classified by how the listener processes the input. In order to have a better listening comprehension, the students can use their background knowledge of the topic, the situation or context, the type of text or listening material, and the language being used.

**Strategic Listening:** According to Amin et al. (2011) the definition of strategic listening is "the process of being aware of listening processes; having a repertoire of listening strategies, and knowing which work best with which listening tasks; using various listening strategies in combination and varying the combinations with the listening task; being flexible in the use of strategies; using both bottom-up and top down strategies; and planning, monitoring, and evaluating before, during and after listening."

**Listening Comprehension:** According to Vandergrift (1999, p. 168), listening comprehension is "a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance". Therefore, listening comprehension involves a lot of mental activity by the listener. Vandergrift's definition indicates that listening comprehension involves bottom-up and top-down processing of incoming speech.

**Listening as a receptive skill:** Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of language. We do this by using context and our knowledge of language and the world.

**Inside vs outside the classroom:** When talking about English out-of-school context, it is the teaching and learning process that takes place by the teacher and the students in different classroom situations such as doing a role play, watching some English videos, reading a book, learning the grammar rules, etc. On the other hand, when talking about English out of the classroom, it refers to the different English situations that the students are exposed outside the school. Students can learn or practice English by themselves in situations such as listening to the radio, watching TV programs in English, practicing oral communication with their peers, reading magazines, chatting with their friends, or any other activity that takes place outside the classroom environment are examples of English picked up out-of-school context.

**Self-learning:** (also autodidacticism) or self-education is self-directed learning that is related to but different from informal learning. In a sense, autodidacticism is "learning on your own" or "by yourself", and an autodidact is a self-teacher.

## **B. LITERATURE REVIEW**

Without a doubt, in second language learning, listening has a substantial part in the learning process by being one of the four major skills in language acquisition. In order to develop language proficiency, the other skills such as writing, reading and speaking are really important; however, listening contributes primarily for language expertise (D. Renukadevi, 2014). Listening is one of the first receptive skills that arises awareness of language in people and at the same time, it is one of the first skills developed in a human being. There are sub skills in learning a second language such as stress, rhythm, sound, intonation that are perfectly adapted through the macro skill of listening. People get confidence in the process of learning a second language when they get to understand spoken language by listening which also helps to improve the language proficiency. In the study “The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening” D. Renukadevi stated that listening is an important skill that allows learners to understand the beauty of the language. Listening is also the foundation for communicative competence because it provides the input that gives learners the ability to interact in spoken communication.

Listening is an important part of human communication. When talking about learning a language for communicative purposes, listening is a key skill that helps learners to acquire pronunciation, vocabulary, syntax, words stress, in general the comprehension of messages. If the input is not understood appropriately, learners face the problem of lack of improvement. In many studies carried out regarding to language skills acquisition have shown that when people communicate, they gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing. (D. Renukadevi, 2014). In a different study Gilakjani and Ahmadi (2011) reflected that listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. It is important, therefore, that with the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a language forerunner.



## **THE LISTENING PROCESS: IMPORTANCE AND DIFFICULTIES OF LISTENING IN LANGUAGE LEARNING**

Listening, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering, evaluating, and responding.

Listening is a friendly partner to the speaking skill. When people are not able to listen and understand what someone else has said, it is very difficult or maybe impossible to take part in a conversation. This is an issue that is best reflected with beginning learners who have difficulties answering simple wh- questions or other questions correctly because they have failed to aurally comprehend the question. (Cornwall, 2010)

### **POTENTIAL PROBLEMS IN LEARNING TO LISTEN TO ENGLISH**

In the study “Teaching Listening”, Underwood (1989) come up with seven obstacles that ESL learners may face to become efficient in listening comprehension.

The first difficulty has to do with the speed of delivery. Second language learners sometimes cannot control how quick the speaker delivered a particular message. Underwood states that, “Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks” (Underwood, 1989, p. 16).

The second problem is that listeners cannot always have words repeated. In the classroom, students most of the time do not have the power to decide as to whether or not to replay a recording of part of it. In this context, teachers decide what and when to repeat listening passages; nevertheless, it is “hard for the teacher to judge whether or not the students have understood any particular section of what they have heard” (Underwood, 1989, p. 17). This particular problem may change if the context takes place as a self-learning environment out-of-school. Outside the classroom, learners can study themselves

and practice their listening skill. When listening they can pause the recording, go back or forward in order to repeat some sections of the listening.

Third, a big problem that many learners face is the lack of vocabulary. Many listener may agree that they are not able to understand some listening exercises because they do not know some key words that are presented in the listening task. Moreover, when listeners find unknown words, they stop listening to think about the meaning of the word, and thus cause them to miss the following part of the speech. A learner who is familiar with the vocabulary used in a listening exercise will have a better performance and consequently better results in the activity than one whose knowledge of the vocabulary is limited.

Fourth, listeners may fail to recognize the signals, which indicate that the speaker is moving from one point to another, repeating a point, giving an example, summarizing, etc. This is also known as Discourse knowledge, sometimes called script knowledge (Dunkel, 1986), refers to awareness of the type of information found in listening texts, how that information might be organized, and how listeners can use the information to facilitate comprehension. Discourse markers can be used in formal and informal situations. In formal contexts, signals used in lectures or speeches such as “secondly,” or “then” are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are more difficult to keep track as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can easily be missed especially by less proficient listeners.

The fifth problem is that listeners may have lack of contextual or background knowledge. The learners’ background is an exceptional agent in listening comprehension. As Soureshjani (2011) declared, “having background knowledge is a key feature to the successful understanding of any kind of reading and listening materials, so language learners willing to improve their reading and listening comprehension should have greater exposure to reading and listening materials” Maybe the listeners can understand the surface meaning of the text; however, they may have considerable difficulties in comprehending the whole meaning of the speech unless they are familiar with the context. The use of

nonverbal cues, such as gestures, tone of voice, nods, or facial expression can also be easily misinterpreted by listeners from different cultures.

The sixth obstacle has to do with learners having problems to concentrate in a foreign language. Lack of concentration can affect listeners' performance significantly. When beginner learners perform listening tasks, even the smallest distraction can seriously alter listening comprehension. Concentration is easier when listeners find the topic of the listening passage interesting; nonetheless, learners sometimes feel listening is very tiring even if they are interested because it requires a lot of effort to follow the meaning. Listening comprehension is one of the skills that required concentration because it is a complex process, in which learners build a mental representation of the words and expressions they are listening to.

Finally, the seventh and last difficulty is that listeners may have established certain learning habits, such as a wish to understand every word. Traditionally, in the classroom, teachers want their students to understand every words they listen to by pronouncing and repeating the words carefully, by speaking slowly, testing the language according to their English level, and so on. As a result, some other problems such as frustration and anxiety appeared as internal factors that negatively affect the learners while doing a listening exercise, given that if they could not understand some words or expressions in a listening exercise, they felt stressed or discouraged by the failure. It is important for students to tolerate vagueness and incompleteness of understanding.

## **LISTENING IS A SIX- STAGED PROCESS**

According to Steinberg (2007), listening skills can be defined as “the ability of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it” Nonetheless; listening is a complex process than just hearing. As reported by Nunan (2001), Listening is a six- staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. It is important to remember that these stages occur in sequence and rapid succession. Consequently, it can be said that the listening skill is a very complex ability in second language learning. Also, in order for learners to have a successful performance in their learning and development of the listening skill, they need to be aware and engaged into this process.

The first stage is Hearing and has to do with focusing on hearing a speaker’s message. Hearing is the response that takes place when the sound waves stimulate the sensory receptors of the ear. When people hear, sound waves make their way to their ears, so they perceive sounds. This could be a car's alarm system, the barking of a dog, birds singing, or someone's words. People are able to filter out other sources so that they can isolate the message and avoid the confusing mixture of incoming stimuli. According to Nunan, “we must hear to listen, but we need not listen to hear (perception necessary for listening depends on attention)”

Attention comes as the second phase in the listening process. This stage refers to the selective perception that the brain focuses on which is an important requirement for effective listening. When people hear, there are a lot of sounds around them; however, people are able to pay attention to just a certain amount of stimuli that they hear. For example, a dog barking in the distance may not be of interest for someone at all. Nonetheless, the sound of his or her car alarm may be a very different story, so that person will pay attention to it. Paying attention can be difficult when there is noise that makes it harder to hear the sounds.

The third stage is Understanding. In this stage, the learners try to analyze the sense or the meaning of what they have heard and understand the symbols they have heard and seen. Symbolic stimuli are not only words, they can also be sounds like an ambulance siren or even sights, like a yellow car(taxi) that have symbolic meanings as well. In the example of the car alarm, the person may come to the understanding that someone is trying to steal his/her car. So much of the way we understand things is influenced by our own perceptions and experiences. Thus, the background knowledge is important and people have to take into account some points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. By keeping in mind this factor, the information will be better received.

The next step is the listening process is Remembering. In this phase the message is not only received and interpreted but also the information is added to the learners' mind storage account. It is important to mention that Remembering begins with listening; if people cannot remember something that someone said, they might not have been listening efficiently. This stage also takes place within the communication because the learners need to remember what has been said in order to react and keep the conversation going. People's attention is very selective, and in the same way works the memory. So at the end, what people remembered can be different from what was originally heard or seen.

In the penultimate phase comes Evaluating. This stage refers to judging the value of the message that has been received. So, the listeners build their own opinion about what they have heard, paid attention to and understood. At this point, learners decide what to remember and they are able to feel positive, negative or neutral about it. Because people have biases and their perspectives are learned from commonly diverse sets of life experiences, the evaluation of the same message can vary a lot from one listener to another. Even the most open-minded listeners can have different points of view on a speaker, and those opinions can influence how the message is evaluated.

The sixth and final stage of the listening process is responding, sometimes referred to as feedback as well. In this step, people will have to react to what they have heard and

paid attention to. The speaker can determine the degree of success in transmitting the information according to the response from the listener. In a conversation, the listeners could either respond verbally (with words) or non-verbally (facial expressions, body language). The learners can check whether they understood the speaker by asking questions or they could give feedback on what they have heard.

### **APPROACHES TO TEACH LISTENING (BOTTOM UP AND TOP DOWN)**

It is also quite important to understand the main differences between bottom-up and top-down processing, the sort of information each process requires to try to figure out a message, and the relationship between these processes.

In the book “Teaching and Learning Second Language Listening: Metacognition in Action”, Vandergrift & Goh (2012) agreed that, bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization sounds, words, clauses, sentences, texts until meaning is derived. In other words, bottom-up processing focuses on both segmentals (individual sounds or phonemes) and suprasegmentals (patterns of language intonation, such as stress, tone, and rhythm) of the target language. Therefore, listeners step by step create significance from phonemes to words to a larger unit of meaning.

This listening factor, seen as a decoding process, draws the inference that comprehension method come out with information in the sound stream, with minimal enrichment of data from the listener’s prior background knowledge of our surroundings. In fact, listeners focus on linguistic knowledge, which displays phonological knowledge; for instance (phonemes, stress, intonation, and other sound adjustments made by speakers to speed up speech production), lexical knowledge, and syntactic knowledge (grammar) of the target language. Whereas, using this method isolated is not that much recommendable, due to the fact that listeners cannot keep up to date with the sound stream.

On the contrary, top-down processing, mainly alludes to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of schemata or script; plans about the overall structure of events and the relationships between them. Listeners can put into practice a bunch of different kinds of knowledge to a specific task, embracing: prior (world or experience) knowledge, pragmatic competence, cultural knowledge in regards to the target language, and discourse knowledge. As a consequence of these knowledge sources, listeners are able to collect and store data in their long-term memory in the form of schemata, describing a mental structure of preconceived ideas. This top-down component of listening, examined as an interpretation process, gets the idea that comprehension starts with listening apprehensiveness about the data in the text and eventually laying on appropriate knowledge sources to understand the sound stream. Nevertheless, this approach is not that much useful if it is applied in an isolated way, considering that listeners might not hold all the enough prior knowledge being requested to figure out a situation correctly.

In real basis, both processes top-down and bottom-up unusually work alone. In fact, a study carried out by Davis & Johnsruide, 2007 states that the interactive nature of these processes, especially about how data from top-down processing limits and inhibits interpretation. Linguistic data gather from the decoding process and previous knowledge utilized during the interpretation processed in parallel fashion as listeners build up a mental representation of what they have heard

The usefulness of each approach will basically depend on the listener and the purpose for listening. Therefore, a listener who requires to double check a specific detail such as the cost of an object or getting directions might focus on bottom-up processing than a listener who is involved in gathering an overview of what is going on at any particular scenario. Investigation on these cognitive processes brings to mind that L2 listeners really need how to use both processes to their advantage, taking into account the objective for listening, learner features and the context of the listening matter.

## **STRATEGIES FOR EFFECTIVE TEACHING OF LISTENING**

As a matter of fact listening strategies are techniques or exercises that supply immediately to the resemble of listening raw data. Nowadays, a bunch of different listening strategies have been set down to fit with the variety of listening scenarios and due to this fact, in real world teaching, students have the capacity to adequate their listening behavior to face multiple events with different types of input and listening purposes. Listening strategies can be widely arranged as top-down strategies and bottom-up strategies. While, top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they come to the aid of to interpret the ideas he has listened. Top-down strategies can be displayed as follow: listening for the main idea, predicting, drawing inference and summarizing (D. Renukadevi 2014.)

However, bottom-up strategies are text based where the listeners use linguistic knowledge to figure out information. In here the listener focuses on the language in the message. In other words, he tries out to mix sounds, words, and grammar to reach the main message. Consequently bottom-up strategies falls into concentrate on specific details while listening and recognize word-order patterns.

On top of that, there is something that we need to remark and that is in regarding the idea that listening comprehension is not restricted either to top-down or bottom-up processing. Nevertheless it should be an interactive, interpretive process where listeners implement both their previous background knowledge and linguistic knowledge in order to take for granted the message. Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general. The metacognitive strategies train the language learner to cope with the demands of listening. Actually it has been confirmed that metacognitive strategies make the learning



process much competent, as a result, learners maximize the input and thus this can be definitely used as a tool to improve their listening skill. In addition, a research made by Wenden (1998) claims that students who use their metacognitive abilities have the ability to improve and get a better performance at any scenario. Then, here we have some advantages they can have over the others:

- Learners become more strategic.
- Progress in learning is faster with improved quality and speed of their cognitive development.
- They are confident in their abilities to learn and hence can provide accurate assessments of why they are successful learners.
- They think clearly about inaccuracies when failure occurs during an activity.
- Their tactics match the learning task and adjustments are made to reflect changing circumstances.
- They perceive themselves as continual learners and can successfully cope with new situations.

In the same topic about top down and bottom up strategies, Willis (1981:134) mentions a series of micro-skills of listening, which she also calls “enabling skills”. Strategies that help students to achieve a better listening comprehension. These skills are the following:

- Identifying relevant points; rejecting irrelevant information.
- Predicting what people are going to talk about.
- Retaining relevant points (note-taking, summarizing).
- Guessing at unknown words or phrases without panicking.
- Recognizing discourse markers, e.g., well, oh, another thing is..., now, finally etc. Recognizing cohesive devices, e.g. such as ‘and’, ‘which’, other linking words, pronouns, references etc.
- Understanding inferred information, e.g., speaker’s attitudes or intentions.
- Using one’s own knowledge of the subject to help one understand.
- Understanding different intonation patterns and uses of stress, which gives clue to meaning and social setting.

## **LISTENING STRATEGIES TO PRACTICE OUT-OF-SCHOOL CONTEXT**

Listening is receptive skill that takes place in the daily activities throughout our lives, as Lindsay and Knight shows: People listen to many different things, for example, listening to music, the weather forecast on the radio, conversations face to face or by telephone, instructions or professional advice, for example, in a doctor's clinic, in the bank, in the boss' office, etc. However, in the process of learning a second language and specially in mastering the listening skill, people may have problems to understand lectures, songs, talks, radio or TV shows, or recorded listening exercises. In this dilemma, the listener, the speakers and the situation can all be the cause of such problem. Some factors such as background noise, a lack of visual clues (such as on the telephone), the listener's limited vocabulary, the speaker talking too fast, the inability to distinguish individual sounds, and the lack of previous knowledge of the topic contribute to growth the problem of listening comprehension.

According to Lindsay and Knight, people have four different purposes when they listen: We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language (2006: 46). In the article "Five essential listening skills for English learners" written by Raphael Ahmed suggests that sometimes the challenges posed by the situation or the speaker may be out of the listener's hand. Listening can be tricky for learners, especially if there are several speakers, use of different accents to deal with, lack of visual clues to help them get the meaning or idea of the listening or background noises. However, Raphael Ahmed mentions that there are strategies learners can develop in order to become active, not passive, listeners.

## **1. Predicting content**

A good example of predicting content takes place when we watch the news on TV. If the person on TV wears a suit and he/she stands in front of a big map with a lot of symbols such as clouds, the sun, thunders, rain, etc., it will most likely be a section of the weather forecast. According to that context, you may expect to hear words like rainy, sunny, cloudy, windy, etc. The listener may also predict what tense will be used in the forecast. For example the use of the future tense in sentences such as “It’ll be a rainy day, so take your umbrella with you” or “It’s going to rain cats and dogs late at night”

Listening takes place in such a variety of situations. Therefore, depending on the context of the listening task such as a university lecture, job interview, news on TV, a conversation between friends about their last vacation, etc., the listener can anticipate the kind of language and the words that the speaker/s will make use. In this kind of strategy, the previous knowledge that the listeners have about the world will help them to predict what kind of information they are most likely to hear. When the listeners identify the topic of a conversation, lecture or talk, it takes place the a process of recalling information in which all the related vocabulary stored in the brain is activated to help people understand better what they are listening to. According to Nihei (2002), it is impossible for listeners to catch all the information as they listen. However, they need to guess what they cannot understand or what would come next by using many clues, such as key words, the speakers' facial expressions and gestures, their previous knowledge of the world or topic, rhetorical markers, etc. For example, if listeners hear the words "one of the most important reasons is...," they can predict that the speaker will say an important thing next.

## **2. Listening for gist (main idea)**

When people have the chance to do skydiving, it is possible for them to see from the height a really big area of the place where they want to land. They are able to see if there are a lot houses, roads, trees, etc. In general, the best and safe area to practice the sport.

In the listening process, learners are also able to get the “whole picture” of the listening task but there is one important difference: the information comes in a sequence. In the sequence of the information, there are content words (nouns, adjectives, adverbs, and main verbs) that help learners to create the picture of the listening task. Listening for gist refers to understanding or getting the main idea of the text. For example, the words sand, friends, sunny day, big waves, sea food have their own meaning, but when they are heard in a sequence, learners can get the main idea to form the context of a day on the beach. In this kind of listening strategy, students are not asked detailed questions. For example, they might just be asked the following general questions: "Where are the speakers talking?" "What are they talking about?" "Why are they talking?" In brief, listeners have to grasp the main ideas without worrying about the details.

### **3. Detecting signposts**

When people are driving, they can see the different traffic signs along the road that help them to understand what is coming. It is the same with the traffic light that tells people to continue or prohibits any traffic from proceeding. Talking about listening, there are signposts in language which enable listeners to follow what they are listening to. In practicing and improving the listening skill, there are linking words that help the learners to recognize what the speaker is talking about. These kinds of words are really useful in any kind of situation because they provide a better idea of the task.

An example of this strategy can take place in a lecture at a university. If you hear that the professor is going to talk about four different factors that contribute to the increasing violence in a specific city or country, the listener is concerned that the professor might use phrases such as “I’d like to begin/start by ...”, “The next issue/topic/area I’d like to focus on ...”, “Finally/ Lastly ...” to indicate how the topic will be developed. There are some other words or phrases that work in a similar way. For instance, to give examples (as an illustration, a good example of this is...); to paraphrase and clarify (so what I’m saying is..., to put it more simply) and so on.

#### **4. Listening for details**

When there is a crime scene, people may hire a detective to investigate how that happened and find who is guilty of the crime. A detective takes a look of the whole picture in order to have a better understanding of the investigation, but also he/she looks for specific information that may or nor match with the opinions of witnesses.

In the same way, in real life and in many tasks that learners face, there are situation where people only listen for specific details and ignore the rest of the message. They are really interested in specific information, for example if the listener is asked to write down the age of a person, he/she listens for the words related to age ('years', 'old', 'date of birth', 'young', etc.) or a number that could represent that person's age. If it is a conversation, he/she might wait to hear someone beginning a question with 'How old...?'. Some other examples could be to mention the name of a particular person in history, the year in which something took place, the time an airplane will depart, where people may expect raining after listening to the weather forecast, etc. Learners may ignore anything that does not sound relevant to the task they are doing. The purpose of this strategy is to highlight specific information. It also allows listeners to narrow down their search and get the details they are interested in.

#### **5. Inferring meaning**

Visiting a new country is really challenging is you do not speak the language; you may face some problems at the time of communicating with people. However, there are some clues, expressions or body language that the speakers could perform to help you come across with the meaning of what they are saying. For example, you go to a restaurant and after you finish eating, you hand over a credit card to pay for the bill; however, the waiter seems to say something apologetic in response. Although you do not understand what he is saying, you can probably infer that they do not accept credit cards, and that you will need to pay with cash instead.

This strategy is called inferring meaning. With this technique, learners are able to take information and clues from the context and merge it with their background knowledge and experience to figure out the meaning of what they hear. This technique is also relevant to find out the relationship between people from the words they use in a conversation, without having to find out directly. By using contextual clues and their knowledge of the world, learners can work out what is being said, who is speaking and what is taking place. That is, in this type of listening, students need to understand that "everything is comprehensible, but there is meaning to the discourse that exceeds the understanding of each of the utterances or parts of it" (Mendelsohn, 1994, p. 105).

Nihei (2002) in his study "How to Teach Listening" also suggests another listening strategy: **Using non-verbal cues.**

Out of the classroom, many English learners spend a considerable amount of time on the media: cable TV, internet, radio, etc. Many of them like to watch videos on YouTube, they may have a Netflix account to watch movies or series in English, or they spend some time watching their favorite programs on TV. In all these activities, learners have the chance to watch the speakers as they speak and how they interact with the other characters. In these scenarios, listeners are able to use non-verbal cues to get a better understanding of what is happening. Using non-verbal cues means paying attention to paralinguistic signals. Paralinguistic signals include gestures, speakers' lip movements, body language, facial expressions, settings of where conversations take place, etc. The significance of using the visual cues is really important specially when talking about beginners learners because it increases the ability to understand spoken English.

Listening in a foreign language is a complex process that requires persistency, hard work and patience. Learners have to be able to understand the main idea of what is said as well as specific details. They may have to infer relationships between speakers, or identify the context in which the speakers are immersed. They need to infer what is the listening about based on clues. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. It is important to mention that

listeners may well have to use several of these skills in the course of a single listening activity in order to improve their listening comprehension.

### **Watch movies, TV shows, and videos in English**

According to Howatt and Dakin (1974), listening skill has the main goal to understand what the speaker says. In addition to that, this process includes several stages to take into consideration. For instance, understanding the variety of accents and different pronunciation that the speakers have, the speaker's grammar and vocabulary, and comprehension of meaning.

It is well-known that movies and videos can reinforce listening comprehension by giving students enough, authentic and real life scenarios that can be very meaningful at the time to face difficult situations on a daily basis. Therefore, nowadays movies, TV show, and videos are some of the new media used by students who are trying to learn English as foreign language.

Furthermore, some benefits of watching movies, TV shows, and videos are: First, they provide students with examples of English used in real situations outside the classroom, particularly interactive language the language of real-life conversation. Second, movies expose students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only films and television can provide learners with this real-life language input. Finally, movies and TV shows assist the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously.

## **Listening to the radio in English**

One important way to improve the listening skill and be able to understand native speakers when they speak at a normal rate is to listen to the radio in English. Listening to radio stations carefully can also help to improve some other skills besides listening. For example, learners can increase their ability to get a better accent and fluency when they speak. They can also get new vocabulary, sharpen their comprehension skill, improve their grammar, and provides learners with the ability to focus in the task.

In the article “10 Great Tips to Learn English with the Radio” written by Victoria Zurakowski, she mentions that learners can improve their English listening skill and get accustomed to the natural speed and tone of native speakers by listening to radio stations in English. Using this listening strategy also allow students to gain speaking fluency and a better pronunciation.

When looking for radio stations, learners should consider online radio stations rather than the traditional ones because they can listen to any station worldwide. Listening to music is good to improve listening, but it is much better to try to find a talk radio station or a station that has talk radio style programming rather than just music. Learners can listen to music, too, if they enjoy it, but they will learn language best and intonation by listening to native speech. It is better if learners focus on radio stations that provide information like news, motivational speeches, the weather, call-in advice programs, etc. That is the beauty of the online station that provides endless topics to listen to. At the beginning, learners may listen to the radio five or ten minutes each day, it does not matter how much time they devote to listening, but being consistent is the key because they will be exposed to the language. Besides that, learners should challenge themselves by trying to understand a little more each time they listen. They do not have to get discouraged by what they do not understand. Instead, they have to treat it as a challenge. For example, one day they might listen to a weather forecast but they could not understand that much due to the lack of vocabulary. Over the next days, learners could learn vocabulary related to weather so they can be able to have a better understanding next time they listen to the weather report. Learning a few words every day will allow learners to be able to pick out words and interpreting their meanings as they flow past at the speed of speech. The last tip is to keep



your listening experience as enjoyable as possible. Learners should choose topics that interest them. Eventually, they will be listening to more and richer broadcasts and after some time they will find easier to understand native speech.

### **Listening and getting familiar to different accents of different English-speaking areas of the world.**

It is clearly known that English is an International language and therefore there is a variety of accents. The most remarkable accents around the world are the American accent, the British and Australian which are quite different from each other. Dr Arafat Hamouda (1993) pointed out that in order to ease the process of listening comprehension it is important to make students aware of different native-speaker accents. It is necessary to let students deal with different accents, especially in extensive listening. And he suggested that strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents

### **Watch movies, documentaries, and TV or radio news report With and Without subtitles**

According to the findings from the study “The effect of films with and without subtitles on listening comprehension of EFL learners” by Abdolmajid Hayati and Firooz Mohmedi (2009) watching videos in English with English subtitles does contribute to develop listening comprehension. Subtitles in the target language facilitate student listening comprehension and give the students the opportunity to receive visual as well as auditory messages. It seems that reading and listening to messages simultaneously enhance learning of foreign language. Besides students who were involved in the study confirmed the efficacy of watching videos with subtitles. Video subtitles in the target language do help them associate the aural and written forms of words more easily and quickly than did videos with their mother tongue or without subtitles.

Garza (1991) based on a study he carried out stated that students who viewed the video segments with captions gained the better scores. Garza's data clearly showed that texts enhanced visual channel, and even though it presents information redundant to the one presented by the auditory channel, it indeed facilitates students' comprehension.

### **III. TYPE OF STUDY**

In order to carry out a research study, it is essential to determine the type of research that is going to be developed. The researchers' purpose is to apply a descriptive study since in this sort of studies the main concern is aimed at explaining and specifying particular behaviors, properties and characteristics of a group of people. Descriptive studies give us an idea about the state of one or more variables in one or more group of people or things. The process consists of measuring a group of people or things, one or more variables and give their description. Therefore, since the subject of this study is the most common strategies advanced English I students from the Bachelor in TEFL of the Foreign Language department apply outside the classroom to develop the listening skill, academic year 2015, it is worth it to mention that the study describes how these strategies can be applied and the activities they can practice in order for them to be proficient at that skill.

## **IV. HYPOTHESIS**

### **A. RESEARCH HYPOTHESIS:**

- Practicing listening activities outside the classroom does help students to improve their listening comprehension.

### **B. NULL HYPOTHESIS:**

- Using listening strategies out-of-school context is not related to the students' listening performance.

## **V. RESEARCH DESIGN**

The research design to be applied in this study is non-experimental research since non-experimental research is closer to the real variables; consequently, there is a higher level of validity than in experimental research. In non-experimental research the independent variables have already occurred and cannot be manipulated. The researcher has no direct control over these variables; he cannot influence them because they already happened, the same as its effects. Moreover, in a non-experimental study there is not any situation created deliberately but there are real situations, situations that already exist and required to be observed only; it means that these situations are not intentionally provoked or created by the researcher. This is why non experimental research is considered to be the appropriate design to be applied for this study.

## **VI. POPULATION AND SAMPLE**

As a group, it was decided to carry out this study at the Foreign Language Department of the University of El Salvador. The reason why it is because there is a large amount of students enrolled in this Department. The plan is to choose that particular population because it is intended to find out what kind of English learning strategies they are using so far to improve their listening skill outside of the classroom. In this semester there were 8 groups of Advanced English I, the study focused on students who were taking “Advance English I” in semester II of the year 2015, however, it was agreed by the researchers since the beginning of the project to work specifically with the English Teaching Major students to reduce the parameters of our research study.

It has been agreed that the selection of the students will be in the following way: since there are four groups that will be included in the study, the 100% of the whole entire population will be considered the sample. That is 123 students from the four groups on the teaching major. Therefore, it has been considered that the findings and results will be more reliable and precise based on this amount of students.

## **VII. DATA GATHERING PROCESS**

### **A. RESEARCH INSTRUMENTS**

One important part of a research study is the way in which the information will be gathered. It is known that there are a lot of ways to conduct and collect the data about a specific subject; however, for our study the instruments applied on this study were a survey and a listening test. In survey research, the researcher selected the whole population and administered a standardized questionnaire to them. Therefore, a questionnaire was used to provide statistical evidence of the strategies that students use outside the classroom to improve their listening skill. Also, a standardized listening test allowed the researchers with statistical evidence of how well the students perform in this macro skill.

### **B. DATA GATHERING PLAN**

The process for getting the information will be performed as follow: in the first place it was to find out the amount of students studying Advance English I subject in the Foreign Language Department. Based on data gathered there is an estimated of 123 learners who signed up for this subject. In addition to this, after having gotten precise information of the whole population to be studied, the sample taken will be 100%, that is to say, 123 students that will be under the investigation carry out by the researchers. Consequently, the students will answer a questionnaire in which they will pick up the best option that suits for them. Also, a standardized listening test will be administered to the population in order to have statistical evidence of how well the students perform in this macro skill. Nevertheless, a letter will be written and sent by the analysts to the teachers in charge of the subjects in order to have their approval to administer the instrument prepared in advanced. Last but not least, after having tested the students, researchers will commit to find out and analyze all the data in order to provide accurate finding that can be useful for everybody.

## **PILOTING**

In favor of this study's reliability, it was important to make sure the instruments to collect the information were reliable and valid as well. This is the reason why it was essential to perform a piloting before running the actual survey. The piloting was carried out by taking six students to check or to analyze any error rate or any circumstance that may disturb the real administration of the instrument, to find out if the instructions were clear enough and also if there was any difficulty at the moment of answering the questions.

In this way, it was found that some question needed more explanation. For example in the multiple-choice questions as this in question 10 the instruction was changed to "10. From the options below, which ONE best describe your decision to study the teaching major?" so that students knew they had to choose only one option.

Besides, in question 11: "How do you evaluate your listening skill according to the options below?" the rate to evaluate their listening skill was not appropriate so it was changed to: "1. Very good, 2. Fairly good, 3. Good and 4. With Difficulty".

Additionally, the strategies included in the test had to be distributed in to categories in order to and by an agreement between the researchers and the advisor of the project, it was decided to classify strategies in 3 categories: "Comprehension, Pronunciation and Vocabulary".

Moreover, the frequency organization that was included in the strategies section was not in the correct order and it was changed to "1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Usually and 5 = Always". At the end of the survey there was a section where students must have suggested 7 strategies each which caused a delay for them to complete the survey; however, it was decided to change it to: "If a friend told you that he/she wanted to find ways to improve his/her English listening skill without enrolling for a course, what activities would you advise him /her to do?. List as many as you can." So that students had students completed the survey more quickly.



When it comes to the results of the survey, it can be said that students are practicing the English listening activities outside the academic context to reinforce comprehension. According to the findings, there is a large portion of students, who are exposing themselves to English input; they listen to English daily outside the classroom most commonly for 1 or 2 hours on a daily basis and it seems to be that they majority of them feel more comfortable by practicing at home, followed by another group of students who prefer to practice listening in the classroom. Further findings are explained in detail in the outstanding findings section.

## VIII. DATA ANALYSIS

### A. STATISTICAL PROCEDURE

In order for this study to be reliable, the method of triangulation has been used to develop this research. Patton (2001) stated that triangulation strengthens a study by combining different methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches. Since this project has been thought and developed using quantitative and qualitative approaches. It was decided by the research team to interpret data using a descriptive study mainly, for this reason, there are two main statistical procedures that have been combined in the explanation process of this research project. Additionally, it was agreed to use convenience sampling by taking the whole population (students of the Foreign Language Department from Teaching Major, only, at UES) due to it being a small population. Furthermore, it was necessary to perform a survey and a listening test. The survey included demographical information as well as listening skill competence and out-of-school strategies practice from the students' end to analyze how students' answers in the survey were related to the results obtained in the listening test. In this way, the results will provide validity and consistency to the study. Finally, a general summary was made to complement the analysis of all the results.

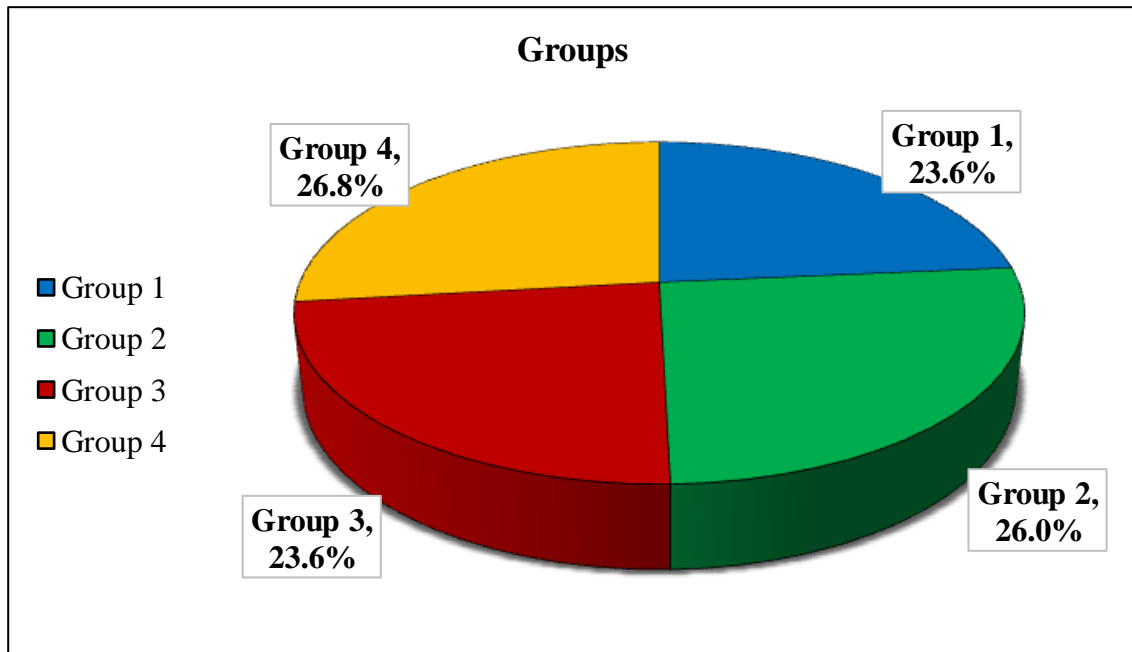
## **B. DATA ANALYSIS PLAN**

After having conducted the questionnaire and the listening test, it is time for interpreting the facts gathered. It is convenience to follow a data analysis plan which is used to determine critically how the data will be cleaned, transformed, and analyzed. In this survey there will be different sort of questions that will help the researchers to find out accurate information needed to answer the research question set up at the beginning. The responses of the questions of the survey will display the most common strategies that students apply outside the classroom to improve their listening skill. As a result, the collected data will be examined into scores depending on the degree on the answers. Thereby, the information found it will be analyzed by means of Microsoft Excel program, and it will be disassembled question by question in order to get precise data. As a matter of fact, an amount of one hundred and twenty three questionnaires and listening tests will be arranged into different charts with the data obtained. These tables of content were focus on delivering statistical proofs in regards of the most common strategies that pupils put into practice outside the classroom to improve the listening skill. Lastly, the final findings display the answers to the research questions presented at the beginning of the study and most important if the objectives establish were accomplished.

## 1- GENERAL INFORMATION AND LISTENING STRATEGIES ANALYSIS

**GRAPH 1  
GROUPS**

Variable	Frequency	%
Group 1	29	23.6
Group 2	32	26.0
Group 3	29	23.6
Group 4	33	26.8
<b>Total</b>	<b>123</b>	<b>100</b>



### ANALYSIS OF GRAPH 1

In the graphic above, it is shown the distribution of students in the four groups that were considered for this study. The results gotten in this graphic show that in group 1 and 3 there is the same amount of students (29) which is the 23.6% of the population respectively. The percentage of students in group 2 is the 26.0% which is the equivalent to 32 students. Finally, there are 33 students in group number 4 which is the 26.8% of the sample. As it can be seen in the percentages, the amount of students in each group is quite similar, there is not a big different in the distribution of students which is good because there is not an overpopulation in some groups

**GRAPH 2**  
**GENERAL INFORMATION**

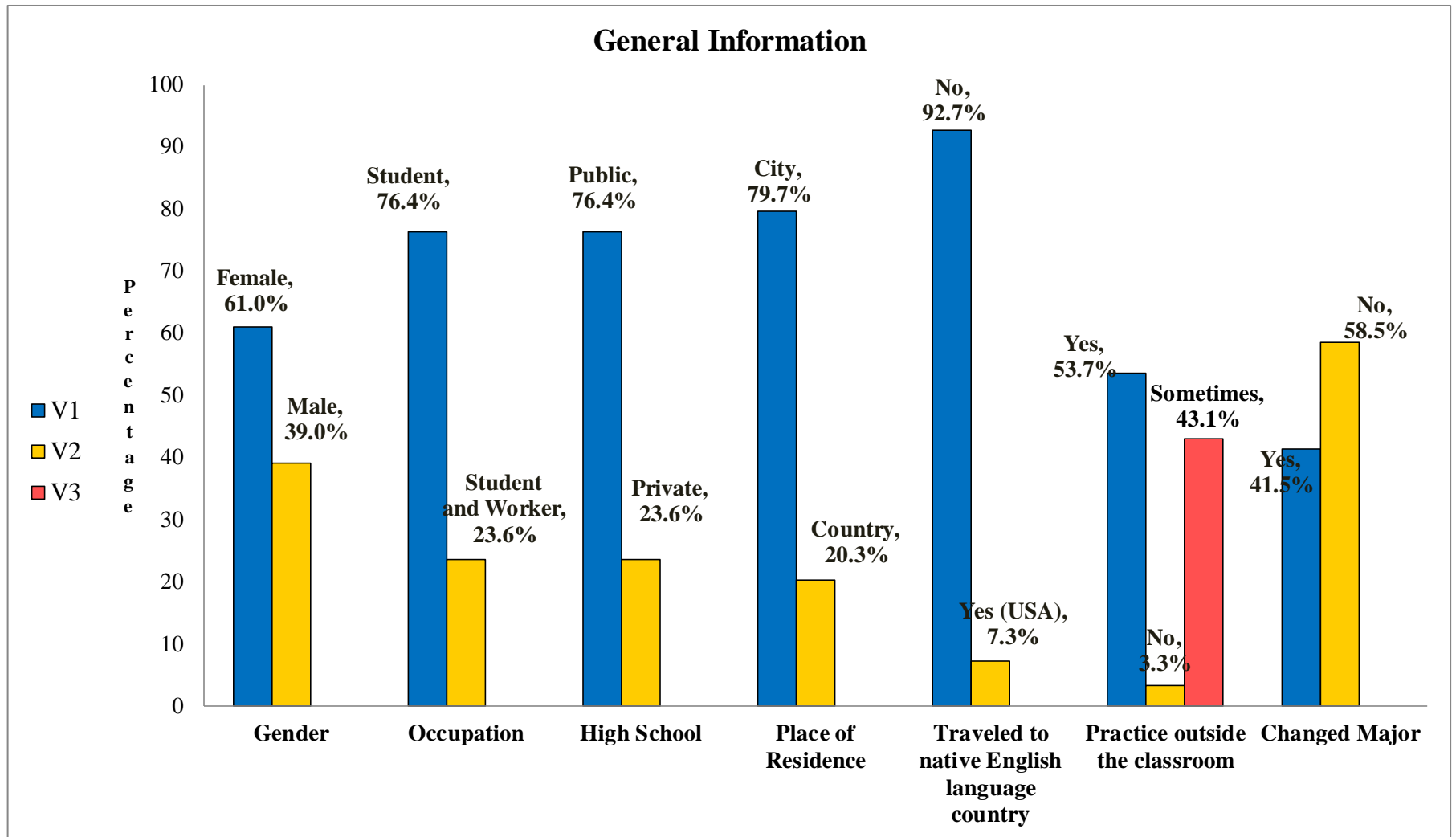
This table represents the answers from questions 2 to 8 meant to collect demographic information included in the survey. The variables are included right below the variable column. In the columns 1, 2 and 3 it is explained what the value or characteristic assigned to the variable is.

Variable	1	2	3
2. Gender	Female	Male	N/A
3. Occupation	Student	Student and Worker	N/A
4. High School	Public	Private	N/A
5. Place of Residence	City	Country	N/A
6. Have you traveled to a country where English is the native language?	No	Yes	N/A
7. Do you practice your English listening skill outside the classroom?	Yes	No	Sometimes
8. Have you ever changed major?	Yes	No	N/A

Variable	G 1			G2			G3			G4			Totals			T	%			T %
	1	2	3	1	2	3	1	2	3	1	2	3	T1	T2	T3		V1	V2	V3	
2. Gender	14	15	N/A	24	8	N/A	22	7	N/A	15	18	N/A	75	48	N/A	123	61.0	39.0	N/A	100
3. Occupation	25	4	N/A	26	6	N/A	24	5	N/A	19	14	N/A	94	29	N/A	123	76.4	23.6	N/A	100
4. High School	23	6	N/A	22	10	N/A	24	5	N/A	25	8	N/A	94	29	N/A	123	76.4	23.6	N/A	100
5. Place of Residence	21	8	N/A	27	5	N/A	25	4	N/A	25	8	N/A	98	25	N/A	123	79.7	20.3	N/A	100
6. Have you traveled to a country where English is the native language?	27	2	N/A	29	3	N/A	28	1	N/A	30	3	N/A	114	9	N/A	123	92.7	7.3	N/A	100
7. Do you practice your English listening skill outside the classroom?	13	2	14	19	0	13	18	2	9	16	0	17	66	4	53	123	53.7	3.3	43.1	100
8. Have you ever changed major?	11	18	N/A	12	20	N/A	12	17	N/A	16	17	N/A	51	72	N/A	123	41.5	58.5	N/A	100

**GRAPH 2  
GENERAL INFORMATION**

This graph shows the answers from questions 2 to 8 meant to collect demographic information included in the survey.



## ANALYSIS OF GRAPH 2

### GENERAL INFORMATION

#### 2.1 Gender

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Female	75	61.0
Male	48	39.0
<b>Total</b>	<b>123</b>	<b>100</b>

The search project is taking as sample the students from the Advanced English I subject of English Major, from the University of El Salvador. According to the graphic, the majority of surveyed people were women, which is exactly the 61.0% of the population. Adding more about it, it can be mentioned that surveyed men were the 39.0% a different of 22% less than women. Based on these percentages, it is important to highlight that there is a high level of prevalence of women studying the English major at the Foreign Language Department. The major is being very popular and attractive among the female group.

#### 2.2 Occupation

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Student	94	76.4
Student and Worker	29	23.6
<b>Total</b>	<b>123</b>	<b>100</b>

Getting to know the population's occupation was an important piece of information that the researchers wanted to find out. The results gotten show that the 76.4% of the participants are full time students; on the other hand, 23.6% of the surveyed people stated that they do study and work. Since the study is focused on the strategies that students use outside the classroom to improve their listening skill, being a full time student gives the participants the opportunity to have more free time and embrace in different activities out-of-school context to improve this macro skill. It is not being said that the students who work and study are not able to practice their listening skill out of the classroom, but without a doubt they have less time than people who are full time students.

### 2.3 High School

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Public	94	76.4
Private	29	23.6
<b>Total</b>	<b>123</b>	<b>100</b>

When referring to the access that the students had as far as the institution where they studied high school, the results gotten are as follows: the majority of the students (76.4%) answered that they attended a public institution. The rest which is represented by 23.6% ended up saying that they had the chance to go to a private high school institution.

When it comes to learning English, the places where students study take a big importance. It is well known that in our country private institutions many times have better resources at the time of teaching than public institution. Therefore, students may have more opportunities to have a better learning experience. However, self-learning is a process that each student can carry out even though they are not provided with the resources in their institution. It is just a matter of being interested in learning.

### 2.4 Place of Residence

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
City	98	79.7
Country	25	20.3
<b>Total</b>	<b>123</b>	<b>100</b>

When the students were asked about their place of residence, these are the results to that particular question: 98 students which is the equivalent to 79.7% of the population stated that they do live in the city, followed by 20.3 % (25 participants) who mentioned living in the country side. Nowadays, living in the city or the country side is not an excuse to study as much as possible because there are many students that they do have access to technology like smartphones, cable TV, and internet. People need to be aware of the resources available to them, so they can take advantage in order to improve their skills, and in this case the listening skill.



## 2.5 Have you traveled to a country where English is the native language?

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
No	114	92.7
Yes (USA)	9	7.3
<b>Total</b>	<b>123</b>	<b>100</b>

When students are able to get in contact and practice the language in an English Language environment, they do have more chances to improve their overall English skills. Traveling to a country where English is the native language is the best example. The outcomes from the chart show that the majority (92.7% or 114 students) have never been able to go and practice their language in an English speaking country. The minority, which is represented by 7.3% (9 students), stated that they were able to travel to the United States at one point, so they had the opportunity to get involved in the language. As it can be seen from the results, very few students have experienced being in an English speaking country. However, that does not mean that students cannot improve their English skills, it is just a matter of looking for the resources available and be willing to learn as much as possible.

## 2.6 Do you practice your English listening skill outside the classroom?

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Yes	66	53.7
No	4	3.3
Sometimes	53	43.1
<b>Total</b>	<b>123</b>	<b>100.0</b>

Practicing the language out-of-school context is an activity that students need to perform in order to improve their skills. Sometimes, what is learned in the classroom is not enough or it is not clear, so students need to look for some other resources out of the classroom to have a better understanding of the language. When students were asked if they practice their listening skill outside the classroom, these are the results gotten: The majority (53.7%, 66 students) said “yes” to the question. Therefore, they are aware of the importance of practicing that skill in order to polish it. The next proportion is 43.1% of the population who stated that they sometimes practice the listening skill out of the classroom. The last group made up of 3.3% said that they do not get involved in activities out-of-school to

practice and improve the listening skill. Concluding with the present graphic, it can be said that the majority of students are using different resources out of the classroom to get an improvement in their listening skill.

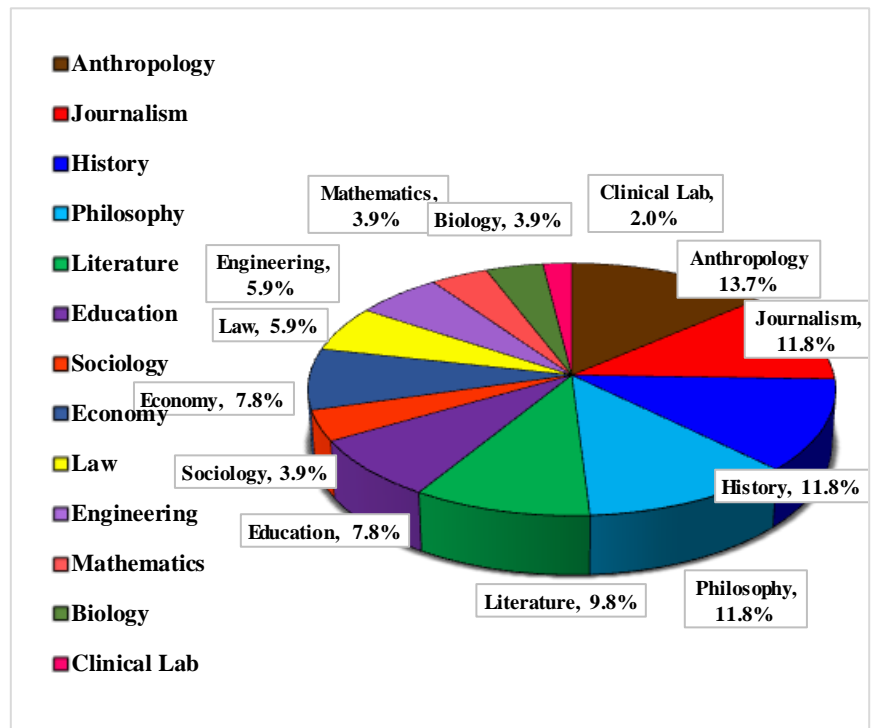
### 2.7 Have you ever changed major?

Variable	Frequency	%
Yes	51	41.5
No	72	58.5
<b>Total</b>	<b>123</b>	<b>100</b>

This graphic shows the percentage of students who have changed their major to be part of the Foreign Language Department, and to be more accurate to the English Major. According to the results, 58.5% of the participants have been in the English major since the beginning of their university studies. On the contrary, it can be seen that 51 students (41.5%) have moved themselves from different major. Many times students have to change major because they do not get enrolled in their first option at the time of doing the admission test. In addition, while being in their major many students find out that they do not have the call to be there or the English knowledge and that is why they decide to move to a different major.

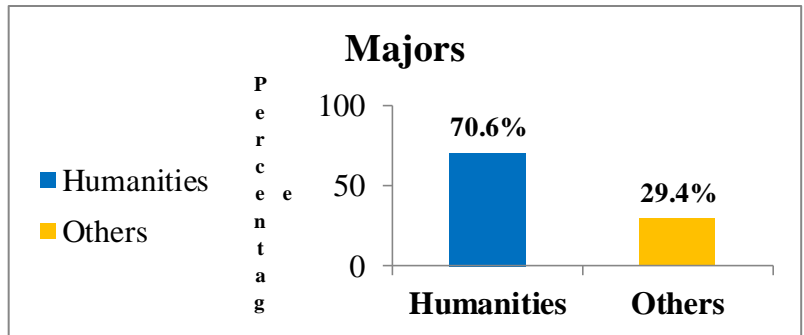
GRAPH 3

Majors		F	%
Humanities	Anthropology	7	13.7
	Journalism	6	11.8
	History	6	11.8
	Philosophy	6	11.8
	Literature	5	9.8
	Education	4	7.8
	Sociology	2	3.9
Others	Economy	4	7.8
	Law	3	5.9
	Engineering	3	5.9
	Mathematics	2	3.9
	Biology	2	3.9
	Clinical Lab	1	2.0
<b>Total</b>	<b>51</b>	<b>100</b>	



**GRAPH 4**

<b>Majors</b>	<b>Frequency</b>	<b>%</b>
Humanities	36	70.6
Others	15	29.4
<b>Total</b>	<b>51</b>	<b>100</b>



**ANALYSIS OF GRAPH 3 AND 4**

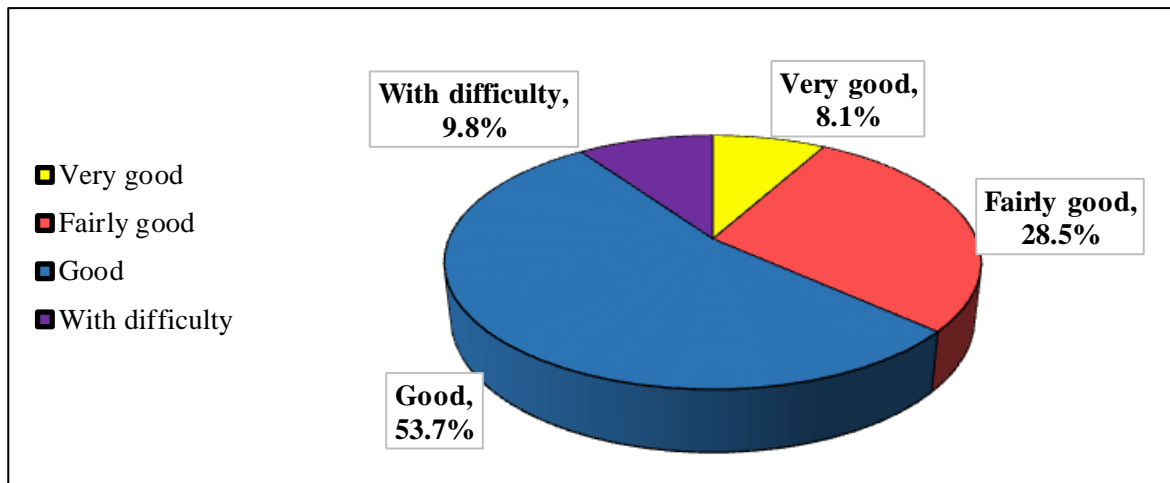
This graphic is related to the previous explanation because it shows the different major from where students have been changed. The picture displays that the majority of students who have moved come from Anthropology (13.7%). Then, it can be seen that three majors share the same percentage of students. Those majors are Journalism, History and Philosophy which have 6 students each and that is equivalent to 11.8% of the population respectively. Literature comes next with a 9.8 % of these students. Economy and Educations have the same amount of students (4 each) being 7.8%. The next majors are Law and Engineering with 3 students each and that is 5.9% of the sample. Mathematics, Biology and sociology have one student each which is represented by 3.9%. Finally, Clinical Lab belongs to 2.0% (1 student). As it is shown, many students have changed majors, and it is a good indicator that the English major is very popular among students.

### GRAPH 5

#### How do you evaluate your listening skill according to the options below?

I listen to and understand English

Variable	Frequency	%
Very good	10	8.1
Fairly good	35	28.5
Good	66	53.7
With difficulty	12	9.8
<b>Total</b>	<b>123</b>	<b>100</b>



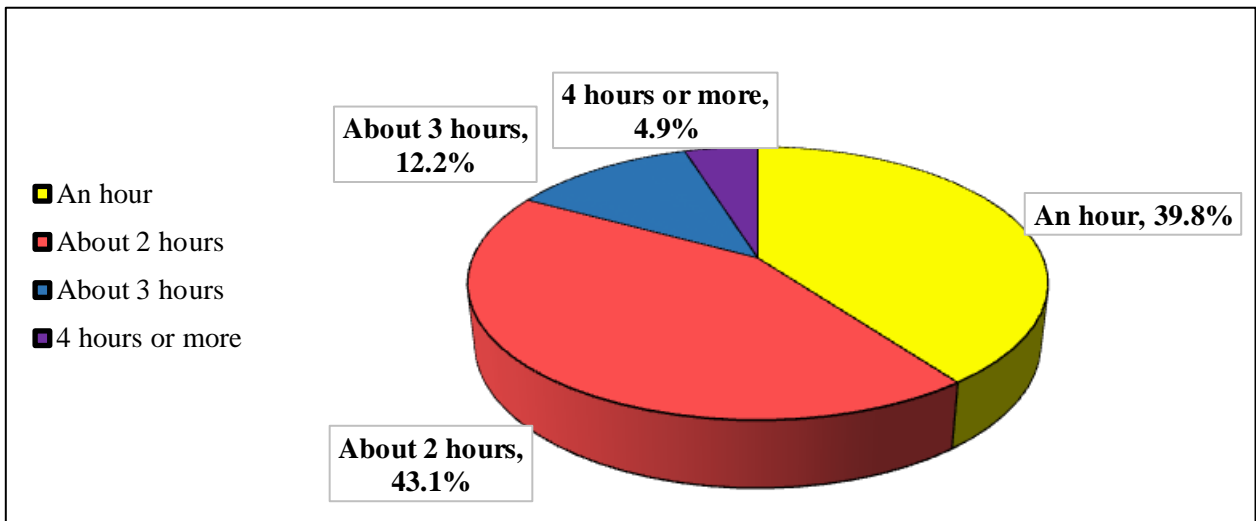
#### ANALYSIS OF GRAPH 5

Since the focus of the research study was on the listening skill, it was really important to find out how students evaluate themselves in that particular skill. According to this graphic, the majority of students that were asked (53.7%) said that their understanding of English is good at the moment of being exposed to the language. There is another group of students that mentioned that their listening skill is fairly good, (28.5 % of the population). Likewise, there is another proportion of students (9.8%) that evaluate themselves as having difficulties at the time of listening to English. Based on the results, the minority is represented by 8.1% who are the students that feel confident to say that they listen to and understand English very good. As it can be seen, listening to English is a skill that needs improvement because the majority of students are right in the middle, some of them might understand spoken English but some other may also face difficulties to get a better understanding of the spoken language

### GRAPH 6

Outside the classroom, how many hours do you listen to English in a daily basis?

Variable	Frequency	%
An hour	49	39.8
About 2 hours	53	43.1
About 3 hours	15	12.2
4 hours or more	6	4.9
<b>Total</b>	<b>123</b>	<b>100</b>



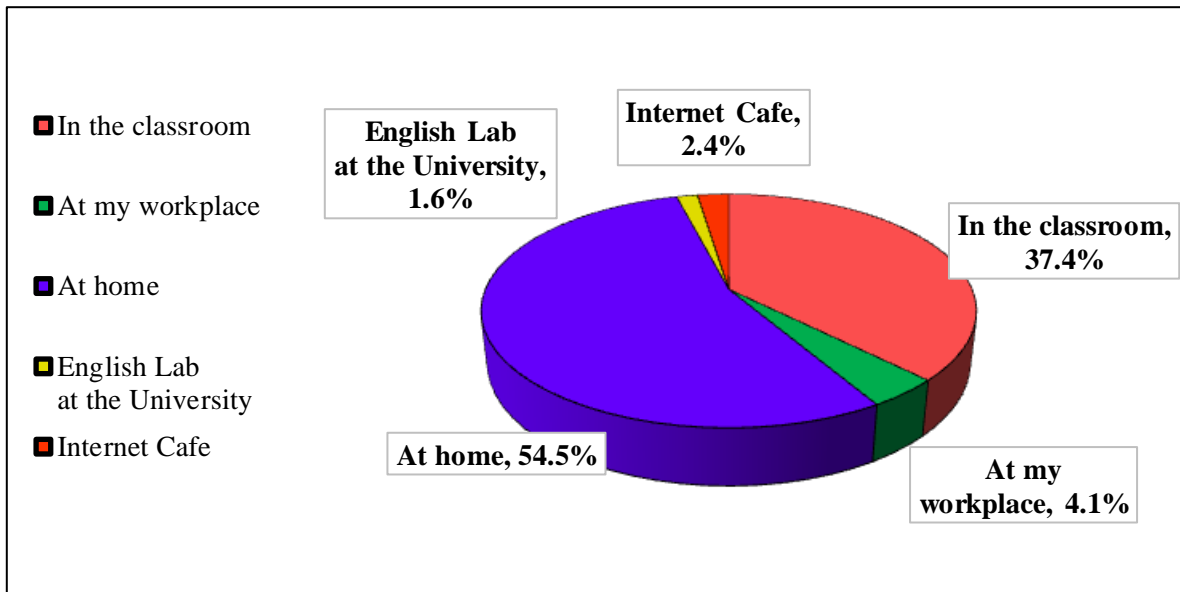
### ANALYSIS OF GRAPH 6

Devoting time to practice the language is a habit that each student should have. The participants were asked about the number of hours that they listen to English out of the classroom on daily basis. The results gotten are as follows: most students belong to 43.1% who said that they spend about 2 hours daily practicing the listening skill. Another fraction of them (39.8 %, just 3% less than the majority) said that listening to English just an hour is what they do on daily basis. A third group of students (12.2 %) stated that they practice their listening skill about 3 hour out-of-school context every day. Finally, 4.9% of the participants mentioned spending more than 4 hour listening to English daily. In brief, an average of two hours is what students devote to practice listening, it does not sound that much, so they should spend a little bit more on improving this macro skill.

### GRAPH 7

Where do you practice your English listening skill the most?

Variable	Frequency	%
In the classroom	46	37.4
At my workplace	5	4.1
At home	67	54.5
English Lab at the University	2	1.6
Internet Cafe	3	2.4
<b>Total</b>	<b>123</b>	<b>100</b>



### ANALYSIS OF GRAPH 7

According to the studies people practice their listening skill in different places; for instance, in the classroom, at work, at home and some other contexts in order to improve their capacity to understand spoken English on daily basis. In this graphic, students practice that skill the most at home by listening to music in English, watching videos on YouTube, among others. 54.5% of the population said they exercise that skill in that place (home). There is another group of students that mentioned that they practice the listening skill in the classroom that is a 37.4% of them. The other percentage (4.1%) shows a low level of students who practice that skill in their workplace. On the other hand, 2.4% put into practice the listening skill at the internet café. Finally, the last 1.6% of the participants said that they train themselves in the English lab at the University.

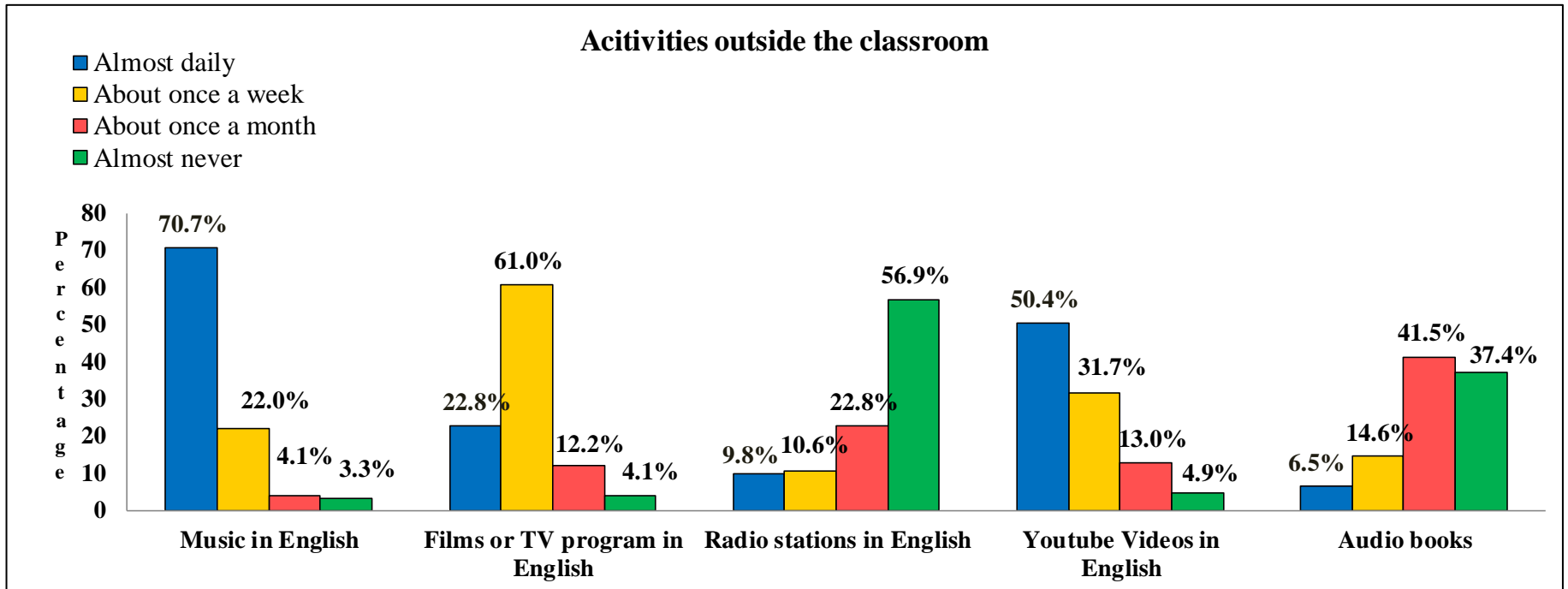
**GRAPH 8**

**Outside the classroom, how often do you listen to English in the following options:**

Activities	G 1				G2				G3				G4				Totals				T	%				%
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	T1	T2	T3	T4		Per	Per	Per	Per	
Music in English	25	2	1	1	23	7	1	1	14	11	2	2	25	7	1	0	87	27	5	4	123	70.7	22.0	4.1	3.3	100
Films or TV program in English	5	17	7	0	8	21	2	1	6	17	4	2	9	20	2	2	28	75	15	5	123	22.8	61.0	12.2	4.1	100
Radio stations in English	3	1	6	19	1	4	11	16	2	4	5	18	6	4	6	17	12	13	28	70	123	9.8	10.6	22.8	56.9	100
Youtube Videos in English	16	9	3	1	17	12	2	1	9	9	9	2	20	9	2	2	62	39	16	6	123	50.4	31.7	13.0	4.9	100
Audio books	1	6	14	8	1	1	18	12	1	7	7	14	5	4	12	12	8	18	51	46	123	6.5	14.6	41.5	37.4	100

In the chart below there are some variables that have been coded with the numbers 1, 2, 3 and 4 in the chart below there is the explanation for each one of them.

- |          |              |          |                   |          |                    |          |              |
|----------|--------------|----------|-------------------|----------|--------------------|----------|--------------|
| <b>1</b> | Almost daily | <b>2</b> | About once a week | <b>3</b> | About once a month | <b>4</b> | Almost never |
|----------|--------------|----------|-------------------|----------|--------------------|----------|--------------|



## ANALYSIS OF GRAPH 8

### 8.1 Music in English

Variable	Frequency	%
Almost daily	87	70.7
About once a week	27	22.0
About once a month	5	4.1
Almost never	4	3.3
<b>Total</b>	<b>123</b>	<b>100</b>

When it refers to the frequency the students listen to music in English, more than half of them concluded saying that they listen to music in English almost daily, represented by 70.7%. While 22.0% stated they do this activity once a week as a way of practicing the listening skill. On the other hand, 4.1% said they do it once a month and finally, the rest 3.3% agreed that they almost never listen to music in English. That means 4 students out of 123 do not perform this activity out the classroom.

### 8.2 Films or TV program in English

Variable	Frequency	%
Almost daily	28	22.8
About once a week	75	61.0
About once a month	15	12.2
Almost never	5	4.1
<b>Total</b>	<b>123</b>	<b>100</b>

When referring to the frequency of watching films or TV program in English, more than half of all the participants answered that they watch TV programs about once a week in order to improve their listening ability. This practice might have been influenced due to the fact that El Salvador is not an English speaking country. Therefore, there are few or almost none programs on air in that language. The second group with more percentage (22.8%) confirmed that they do practice this habit almost daily. The other 12.2% watch films or TV programs in English once a month and finally, the 4.1% mentioned that they almost never take part on this activity. That is to say, almost 28 students do this activity outside of a four-wall room on a daily basis and just 5 pupils do not perform frequently such task outside the classroom.



### 8.3 Radio stations in English

Variable	Frequency	%
Almost daily	12	9.8
About once a week	13	10.6
About once a month	28	22.8
Almost never	70	56.9
<b>Total</b>	<b>123</b>	<b>100</b>

When talking about how often students listen to radio stations in English, 9.8% of the population stated that they listen to any radio station almost daily. Also, an amount of 13 participants (10.6%) answered that they do so about once a week. A big percentage, exactly 22.8% remarked that they listen to radio once a month and 56.9% said they do it almost never. The outcomes gotten suggest that just 12 students use this kind of resource to improve their listening skill. On the other hand, 70 learners stated that they do not apply this activity to get a better understanding when it comes to deal with listening tasks.

### 8.4 Youtube Videos in English

Variable	Frequency	%
Almost daily	62	50.4
About once a week	39	31.7
About once a month	16	13.0
Almost never	6	4.9
<b>Total</b>	<b>123</b>	<b>100</b>

According to the graphic students that are interested in improving their listening skill make any kind of effort outside the classrooms. The picture shows what students answered when it refers to the frequency of watching and listening to YouTube videos in English. 50.4% do it almost daily which means that they show improvement through this way. There are some other students who perform this activity once a week and the percentage for that is 31.7%. A minority of the participants (13.0%) said that they watch YouTube videos in English only once a month, which means that they do not like very much this source. Lastly, the students that never listen to YouTube videos outside the classroom are 4.9%. This shows that very few pupils do not use this activity in order to improve their listening skill.

## 8.5 Audio books

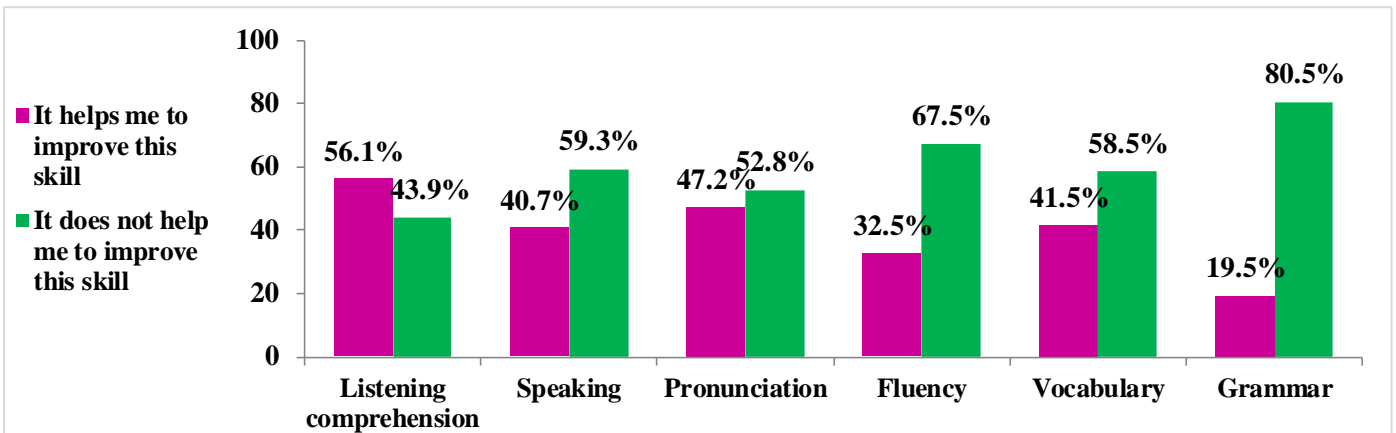
<b>Variable</b>	<b>Frequency</b>	<b>%</b>
Almost daily	8	6.5
About once a week	18	14.6
About once a month	51	41.5
Almost never	46	37.4
<b>Total</b>	<b>123</b>	<b>100</b>

Listening to audio books was the next questions in this questionnaire, and only 6.5% mentioned that they practice their listening English skill by doing this almost daily. That means almost 8 students out of 123. While 14.6% considered they do this activity once a week as a way of practicing their listening skill. On the contrary, 37.4% mentioned that they almost never do it and eventually, the rest 41.5% said they listen to audio books once a month.

### GRAPH 9

Which of these areas you do think you improve after practicing listening English outside the class? Check all that apply

Variable	Frequency	N/A	Total	V %	% N/A	T%
Listening comprehension	69	54	123	56.1	43.9	100
Speaking	50	73	123	40.7	59.3	100
Pronunciation	58	65	123	47.2	52.8	100
Fluency	40	83	123	32.5	67.5	100
Vocabulary	51	72	123	41.5	58.5	100
Grammar	24	99	123	19.5	80.5	100



### ANALYSIS OF GRAPH 9

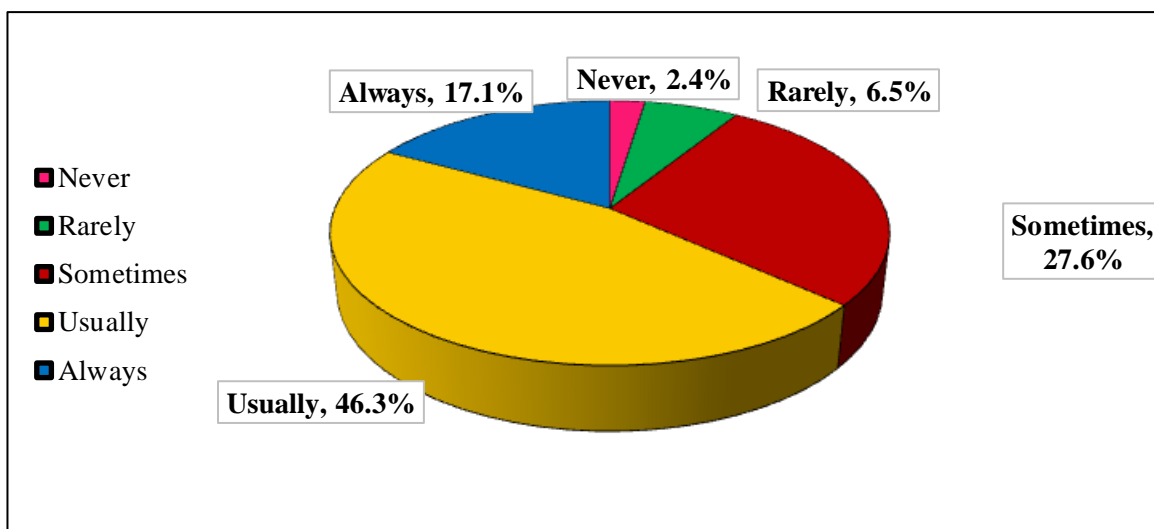
According to this graphic, it shows clearly that 56.1% of the students agree that in some way or another they improve their listening comprehension when they practice English outside the classroom, while a 43.9% believes that they do not have an improvement on this are. The question was based on which areas students improve after being exposed to English outside the classroom. In this case, for the first analysis, it can be said that they put into practice their listening skill using a sort of different resources such as listening to the radio, watching films on the TV, audio books among others. Similarly, 47.2% of the participants stated that they improve more their pronunciation while they listen to music in English daily. However, 40.7% said that outside the classrooms people improve more the speaking skill. Likewise, the 41.5 % agreed that they make progress in vocabulary. Another fraction of them (32.5 %) said that they develop more fluency. Finally, the last group made up of 19.5% admitted that they improve more their grammar when practicing their listening skill outside the classroom and a great percentage of 80.5% do not think that they do better on this are at all.

## LISTENING COMPREHENSION

GRAPH 10

When listening, do you develop a positive attitude toward the task and believe that it is possible for you to understand what you will hear?

Variable	Frequency	%
Never	3	2.4
Rarely	8	6.5
Sometimes	34	27.6
Usually	57	46.3
Always	21	17.1
<b>Total</b>	<b>123</b>	<b>100</b>



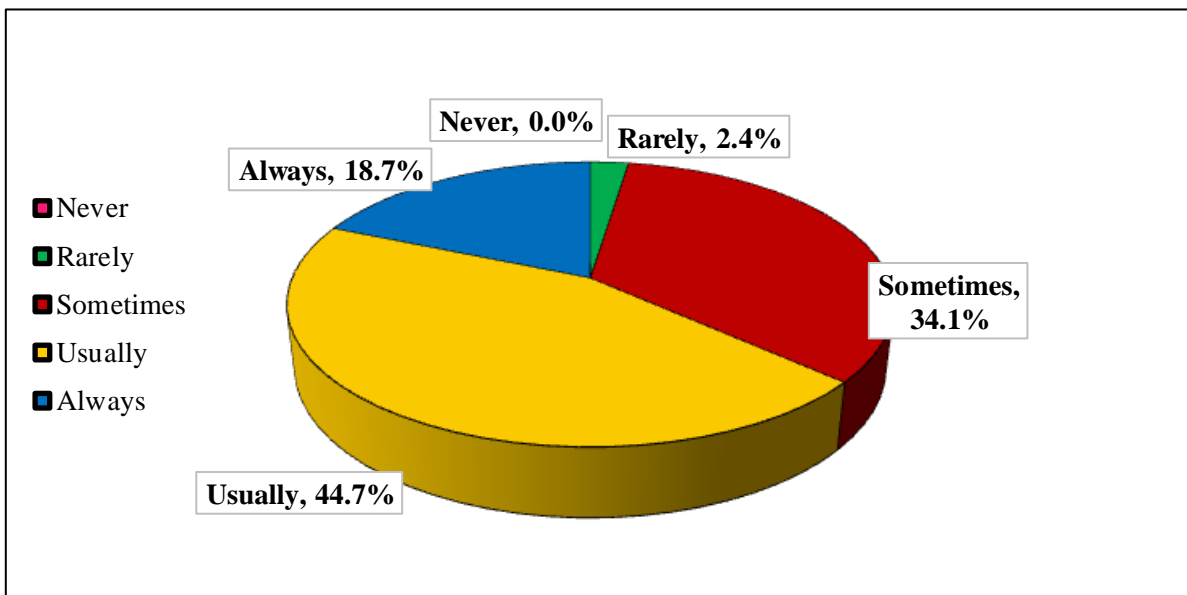
### ANALYSIS OF GRAPH 10

When we asked the students about having a positive attitude toward the task and believe it is possible to figure out what is being said when facing listening tasks outside the classroom, these are the results that we had: 46.3% concluded saying that they usually have the right attitude when trying to understand spoken English. The other 27.6% said that they sometimes have positivism when they are exposed to this situation. It was also noted that some of the students, 17.1%, develop a correct approach toward a task where English is the main topic. On the other hand, a percentage of 6.5% rarely have the right attitude when facing an environment where understanding what is being said is quite important. In the end just a percentage of 2.4% never put into practice this disposition to better understand spoken English

**GRAPH 11**

**When listening, do you predict the main idea of the listening task with the help of pictures or the title?**

Variable	Frequency	%
Never	0	0.0
Rarely	3	2.4
Sometimes	42	34.1
Usually	55	44.7
Always	23	18.7
<b>Total</b>	<b>123</b>	<b>100</b>



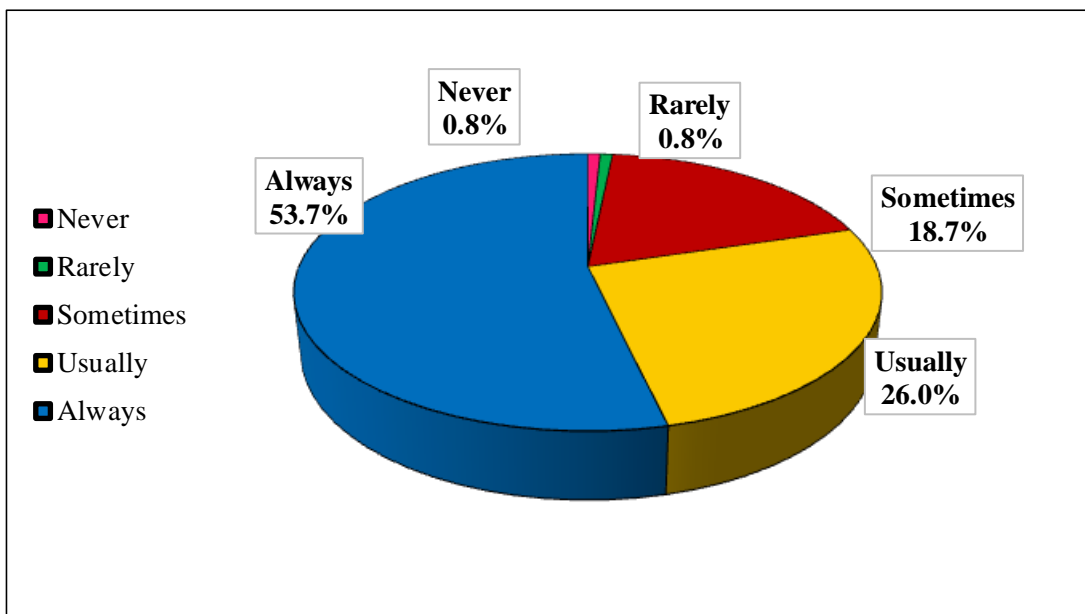
**ANALYSIS OF GRAPH 11**

When talking about getting the main idea of a listening task based on pictures or the title, 44.7% of the whole interviewed population stated that they usually use this technique to overcome any type of listening task. In contrast, a big amount exactly 34.1% claimed they sometimes apply this method of using pictures as a way of getting the main idea of any exercise and 18.7% of the participants mentioned that they always do it. That is to say that only 23 out of 123 participants always put into practice this technique outside the classroom. The outcomes gotten show that few students and to be more specific 2.4% rarely predict the main idea of a listening assignment with the help of pictures or titles. Finally none of the whole population ever uses this procedure to figure out the principal idea of a task

### GRAPH 12

When listening, do you try to pay careful attention in order to understand what is being said?

Variable	Frequency	%
Never	1	0.8
Rarely	1	0.8
Sometimes	23	18.7
Usually	32	26.0
Always	66	53.7
<b>Total</b>	<b>123</b>	<b>100</b>



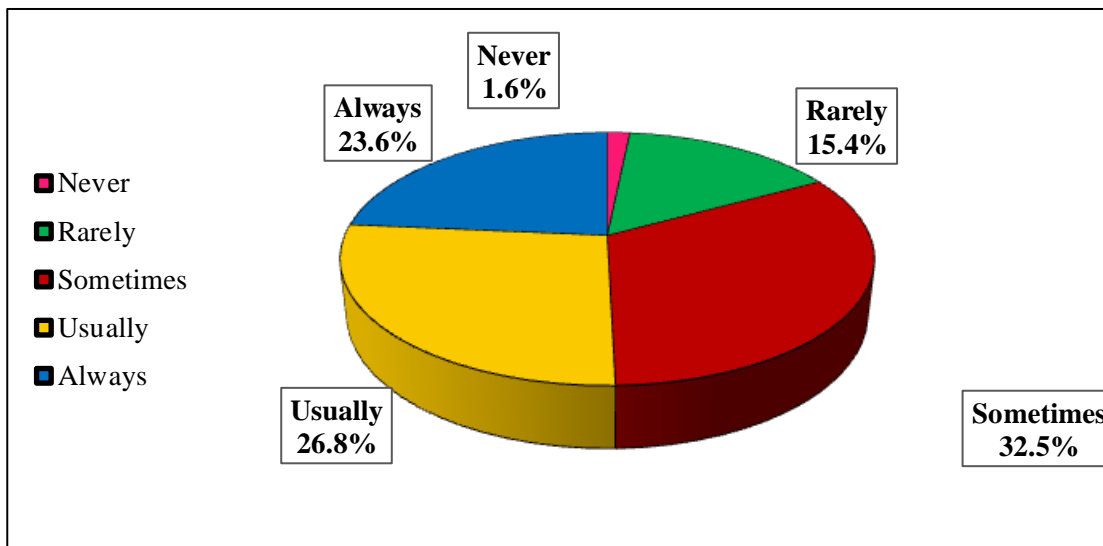
### ANALYSIS OF GRAPH 12

According to this graphic, 53.7% of the students answered that at the time of listening to somebody or something in English, they do pay close attention in order to comprehend the message. The other percentage (26.0%) is represented by the students who usually put a level of attention when listening in English. A total of 23 participants (18.7%) sometimes try to understand the main idea of what is being said by listening carefully. Finally, we have that 0.8% of the population rarely or never attempt to be attentive to what is being said. In brief, the majority of the students do pay attention when listening in English in order to have a better understanding.

**GRAPH 13**

**When listening, do you use visual images to help you remember what the listening was about?**

Variable	Frequency	%
Never	2	1.6
Rarely	19	15.4
Sometimes	40	32.5
Usually	33	26.8
Always	29	23.6
<b>Total</b>	<b>123</b>	<b>100</b>



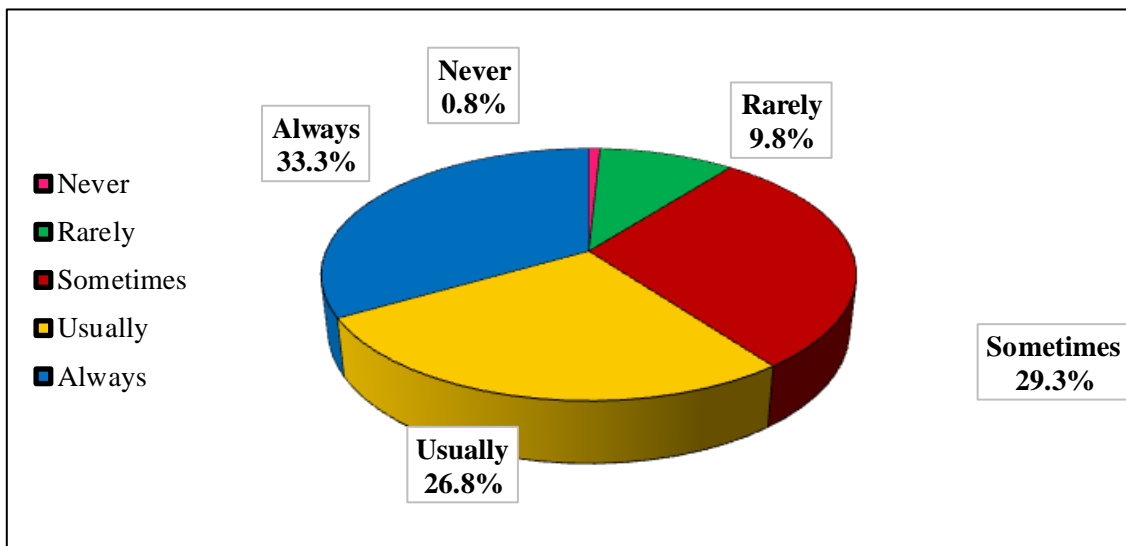
**ANALYSIS OF GRAPH 13**

According to this question: When listening, do you use visual images to help you remember what the listening was about? 23.6% of the participants got to the conclusion that they do use this kind of source to overcome any issue they may have remembering the main idea of a listening task. On the contrary, a high percentage of students exactly 32.5% stated that sometimes it is useful to use visual images in order to grab what was said during the listening. Also, 26.8% of the interviewed population said that they usually remember what the listening was about by bringing back images that were presented during the exercise and 15% of the sample rarely use this as a way of memorizing what was said. Finally, 1.6% of the participants said in the survey that they do not use this type of sources to gather the idea of a specific task.

**GRAPH 14**

**When listening, do you summarize the listening to yourself to understand what was said?**

Variable	Frequency	%
Never	1	0.8
Rarely	12	9.8
Sometimes	36	29.3
Usually	33	26.8
Always	41	33.3
<b>Total</b>	<b>123</b>	<b>100</b>



**ANALYSIS OF GRAPH 14**

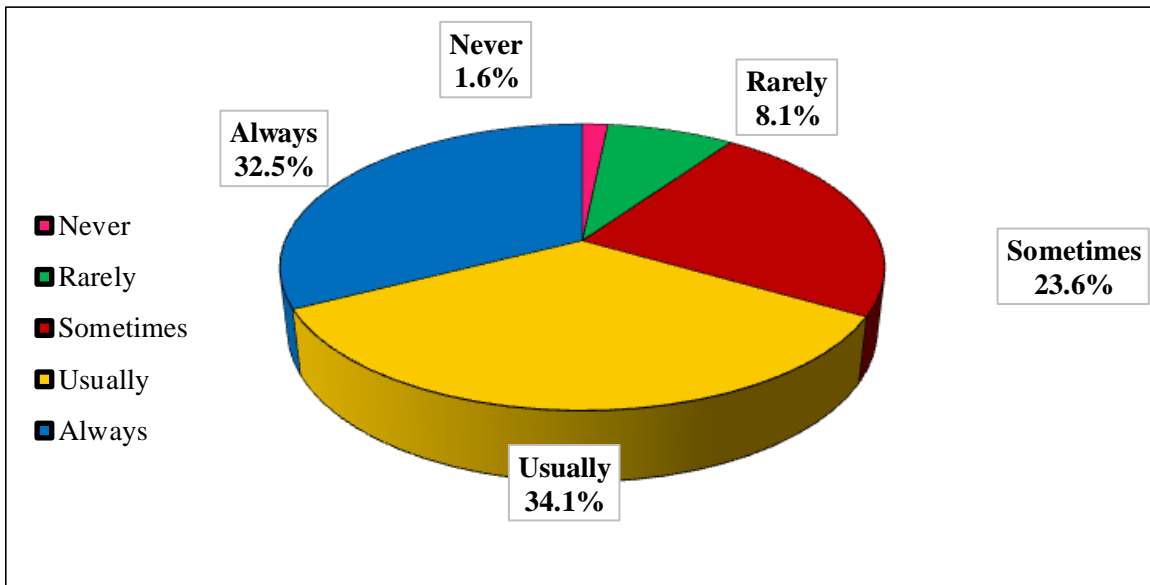
The results obtained on this question were as follows: 33.3% answered that they always sum up what was said during the listening in order to have a better understanding of the whole message. The other group (29.3%) said that they sometimes do this action to retrieve important details from the listening part and have a better overview about it. On the other hand, an intermediate group of them (26.8%) agreed that they usually summarize the listening themselves to gather the main idea of what was said and based of that come up with a good response, and eventually 9.8% of the students rarely do this activity as a way of catching the main idea of the listening. Concluding with the present graphic, the rest 0.8% of the population stated that they never summarize or paraphrase what was presented during the listening.



**GRAPH 15**

**When listening, do you look for specific information when doing a listening task?**

Variable	Frequency	%
Never	2	1.6
Rarely	10	8.1
Sometimes	29	23.6
Usually	42	34.1
Always	40	32.5
<b>Total</b>	<b>123</b>	<b>100</b>



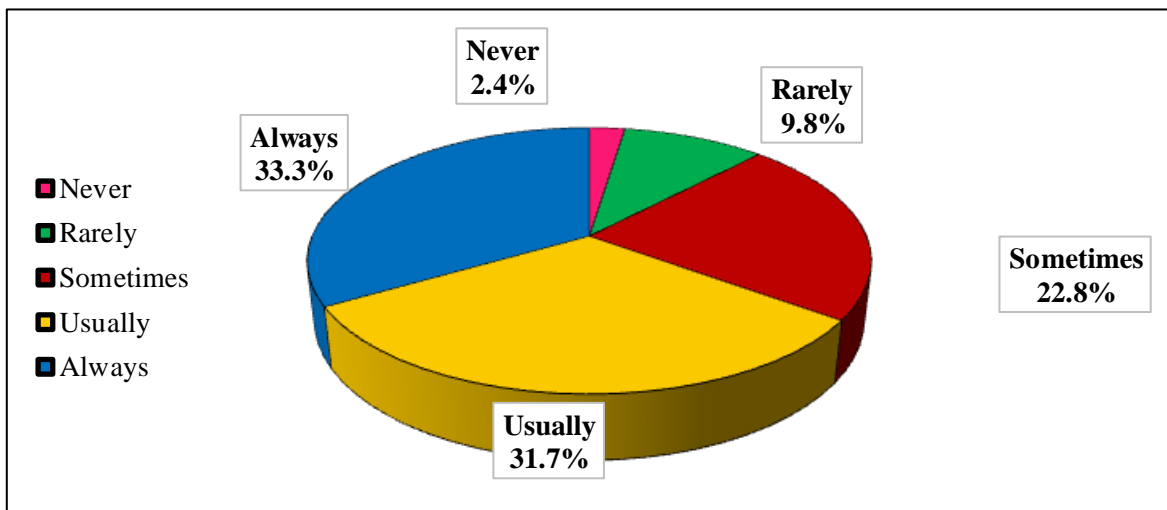
**ANALYSIS OF GRAPH 15**

The graph above shows the results obtained from the question: “When listening do you look for specific information when doing a listening task?” 34.1% of the students answered that they usually look for specific information during the listening in order to develop the task in a more efficient manner. Another 32.5% said that they always apply this strategy so that they retain important details from the listening part and have a better overview about it. On the other hand, 23.6% agreed that they sometimes perform a listening task by looking into details. It was also discovered that 8.1% of the students rarely do this activity in order to get the idea of the listening. At the end, there was a small part of students, 1.6%, whose answer was they never look for specific information when doing a listening task.

**GRAPH 16**

**When listening, do you take notes of key information to help you remember what is being said?**

Variable	Frequency	%
Never	3	2.4
Rarely	12	9.8
Sometimes	28	22.8
Usually	39	31.7
Always	41	33.3
<b>Total</b>	<b>123</b>	<b>100</b>



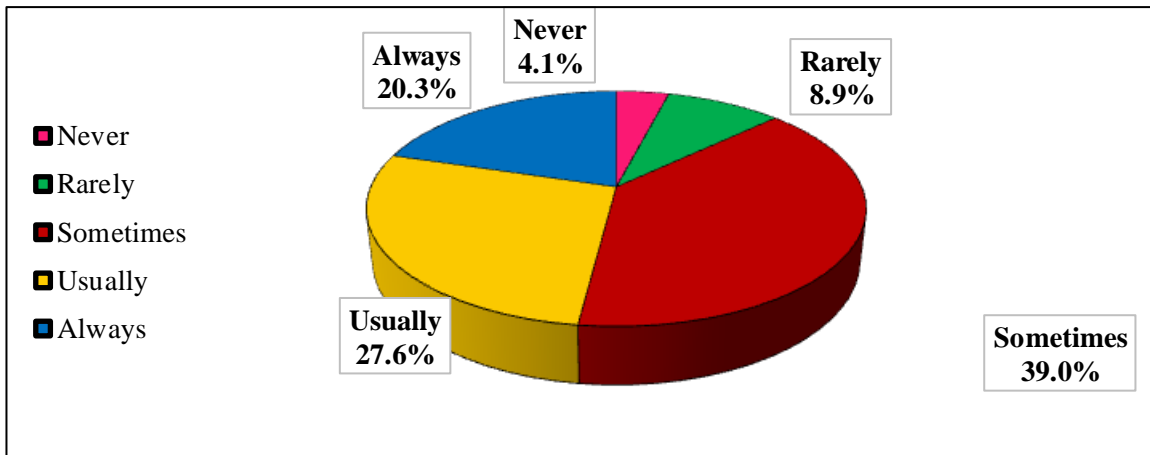
**ANALYSIS OF GRAPH 16**

Taking into consideration what students said at the moment of being asked about “When listening do you take notes of key information to help you remember what is being said?” A 33.3% of them agreed that they always take notes of key information to help them remember what is being said so that they elicit important information about the listening and have a better understanding. On the other hand, it was found that 31.7% said they usually apply this strategy in order to recall meaningful details from the listening part. There was a 22.8% that agreed on applying the strategy sometimes, it helps them to remember what was said during the listening task to have a better overview about it. Another 9.8% of the students answered they rarely to bring out the idea of the message. Concluding with the data, the rest 2.4% on the population stated that they never take notes of key information to help them remember what is being said.

**GRAPH 17**

**When listening, do you pay attention to the facial expressions and body language as well as the words to learn more about how the speaker is feeling when you watch and listen material in English so that helps you to understand better?**

Variable	Frequency	%
Never	5	4.1
Rarely	11	8.9
Sometimes	48	39.0
Usually	34	27.6
Always	25	20.3
<b>Total</b>	<b>123</b>	<b>100</b>



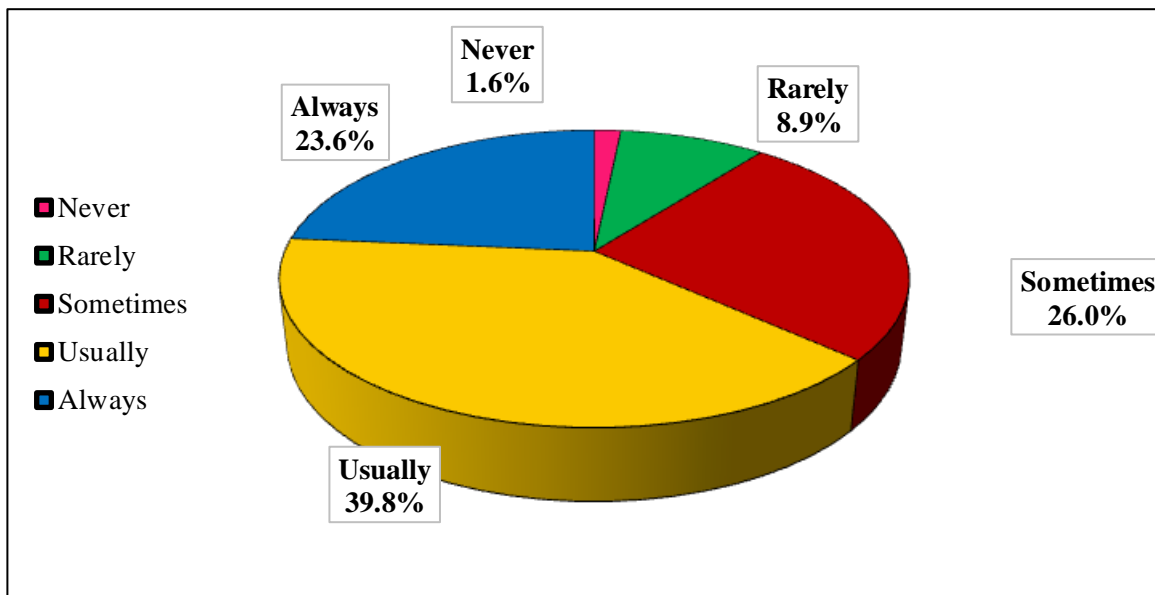
**ANALYSIS OF GRAPH 17**

According to this graphic, 39.0% of the students answered that they sometimes pay attention to the facial expressions and body language as well as the words to learn more about how the speaker is feeling when they watch and listen material in English so that helps them to understand better. Another 27.6% represents the students who usually direct their attention to facial expressions, body language and words when listening in English. The results also revealed, there is a 20.3% of the participants who always try to concentrate on gestures and vocabulary when listening to gain more comprehension. On the other hand, 8.9% of the students' response was that they rarely practice this strategy to develop a listening task. And finally a 4.1% of the population never focuses on the facial expressions and body language or the words to learn more about how the speaker is feeling while they watch and listen to material in English.

### GRAPH 18

When listening, do you listen to the entire message before giving with your own comments?

Variable	Frequency	%
Never	2	1.6
Rarely	11	8.9
Sometimes	32	26.0
Usually	49	39.8
Always	29	23.6
<b>Total</b>	<b>123</b>	<b>100</b>



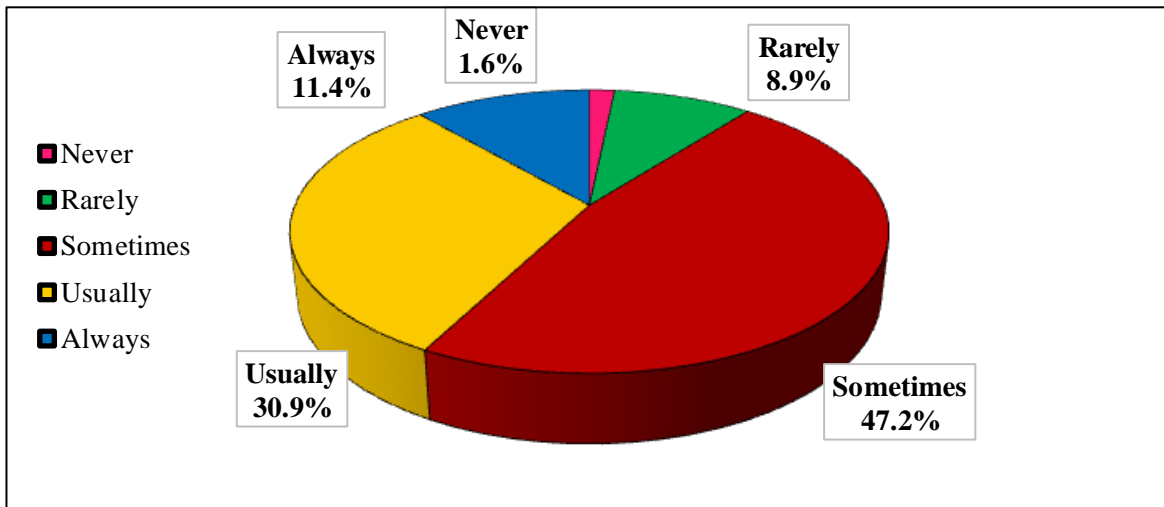
### ANALYSIS OF GRAPH 18

In this graphic, the result of the question “When you listen do you listen to the entire message before giving with your own comments?” is the following: to this graphic, the 39.8% of the students answered that they usually pay attention to whole listening before making any comments to capture the concrete message so that they convey a concise opinion. There was a 26.0% whose answer was they sometimes put in to practice this strategy. In addition, 23.6% of the population surveyed responded they always try to listen carefully to the whole information to deliver and express a meaningful idea. Furthermore, 8.9% of the students stated they rarely aim their attention at the whole listening and make assumption before it is finished. And finally a 1.6% of the population never listens to the entire message before giving with their own comments.

**GRAPH 19**

**When listening, do you expose yourself to materials with different accents and a realistic pace of speech to become familiar with various English-speaking areas of the world so that helps you to understand spoken English better?**

Variable	Frequency	%
Never	2	1.6
Rarely	11	8.9
Sometimes	58	47.2
Usually	38	30.9
Always	14	11.4
<b>Total</b>	<b>123</b>	<b>100</b>



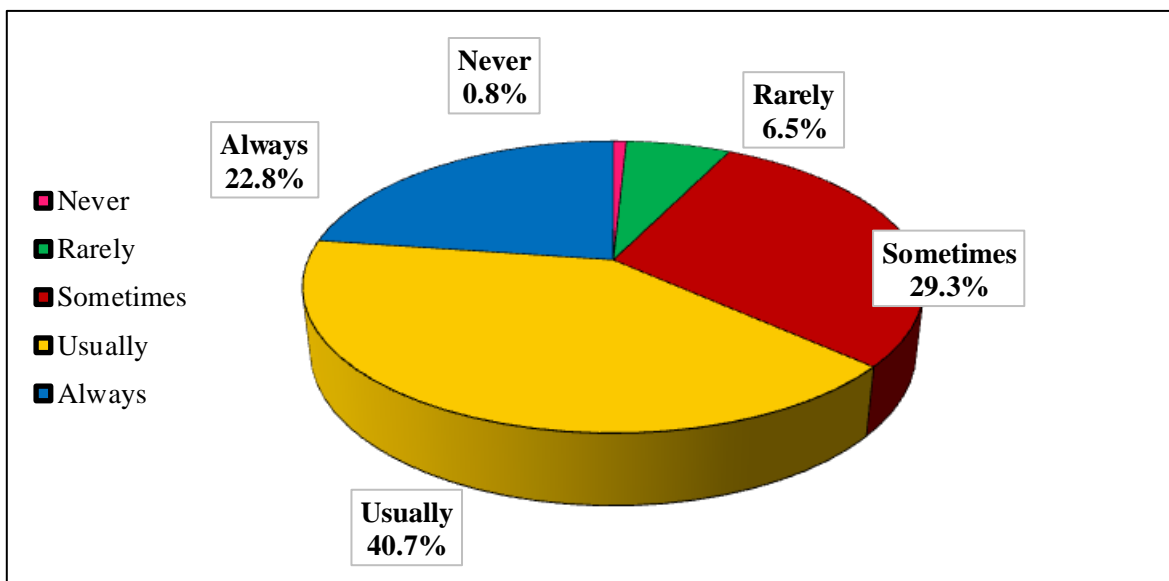
**ANALYSIS OF GRAPH 19**

The chart above shows that 47.2% of the students sometimes expose themselves to materials with different accents and a realistic pace of speech to become familiar with various English-speaking areas of the world so that helps them to understand spoken English better. Another 30.9% answered they sometimes lay on different input so that they are able to understand different spoken English accents. In addition, 11.4% of the population surveyed responded they always put in to practice this strategy. Furthermore, 8.9% of the students stated they are rarely interested about how spoken English varies in terms of pronunciation or accent. And finally a 1.6% of the population never focuses on being exposed to materials with different accents to familiarize with various English-speaking.

**GRAPH 20**

**When listening, do you watch movies, documentaries, and TV or listen to radio news reports WITH subtitles?**

Variable	Frequency	%
Never	1	0.8
Rarely	8	6.5
Sometimes	36	29.3
Usually	50	40.7
Always	28	22.8
<b>Total</b>	<b>123</b>	<b>100</b>



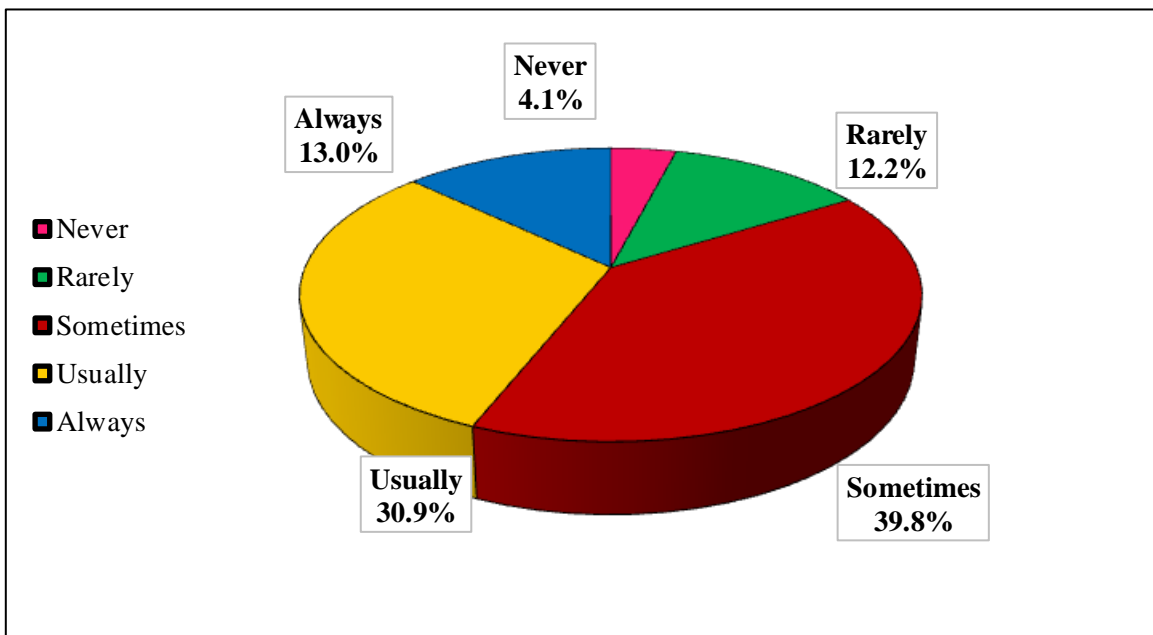
**ANALYSIS OF GRAPH 20**

The results above indicate that the majority of students usually hear movies, documentaries, and TV or radio news report WITH subtitles, that is to say, 40.7% of the population. On the other side, 29.3% of the respondents agreed that they sometimes put in to practice to have English listening input with the help of a script. Moreover, there are students who always expose themselves to audios with subtitles, so that it helps them to understand spoken English better and this group is represented by 22.8%. Another 6.5% shows the students whose answer was they rarely put in to practice this strategy as additional help to have more comprehension at listening activities. And finally there is a 0.8% of the population never hear movies, documentaries, and TV or radio news report WITH subtitles as a strategy to improve their listening skill.

**GRAPH 21**

**When listening, do you watch movies, documentaries, and TV or listen to radio news reports WITHOUT subtitles?**

Variable	Frequency	%
Never	5	4.1
Rarely	15	12.2
Sometimes	49	39.8
Usually	38	30.9
Always	16	13.0
<b>Total</b>	<b>123</b>	<b>100</b>



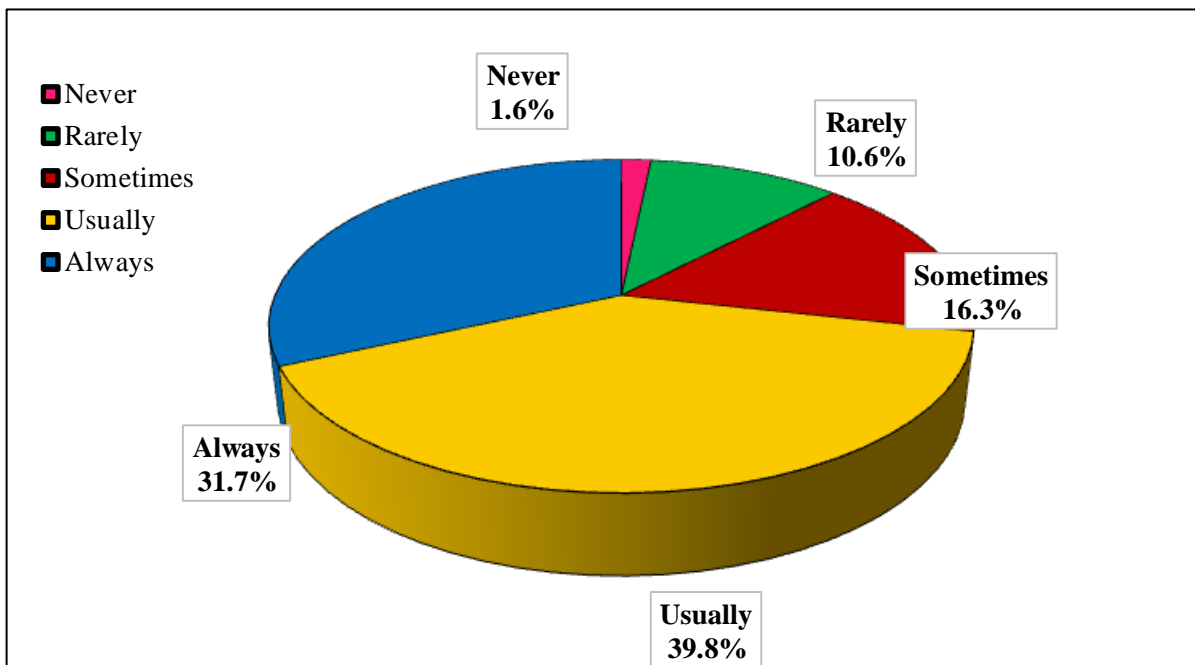
**ANALYSIS OF GRAPH 21**

When talking about the results from the question: "Do you watch movies, documentaries, and TV or listen to radio news reports WITHOUT subtitles?" 39.8% of the participants interviewed stated that they sometimes use this strategy to get be competent in the listening skill. There is a 30.9% of the students who usually so that helps them to understand spoken English better. Another 13.0% whose answer was they always put in to practice this strategy. In addition, 12.2% of the population surveyed responded they rarely try to watch movies, documentaries, and TV and/or listen to radio news report WITHOUT subtitles to create get meaningful content. Closing the data obtained from the question above there was a 4.1% of the population who never listen to audio material without subtitles.

### GRAPH 22

When listening, do you predict words or phrases that can be used according to the topic of the listening task?

Variable	Frequency	%
Never	0	0.0
Rarely	13	10.6
Sometimes	44	35.8
Usually	60	48.8
Always	6	4.9
<b>Total</b>	<b>123</b>	<b>100</b>



### ANALYSIS OF GRAPH 22

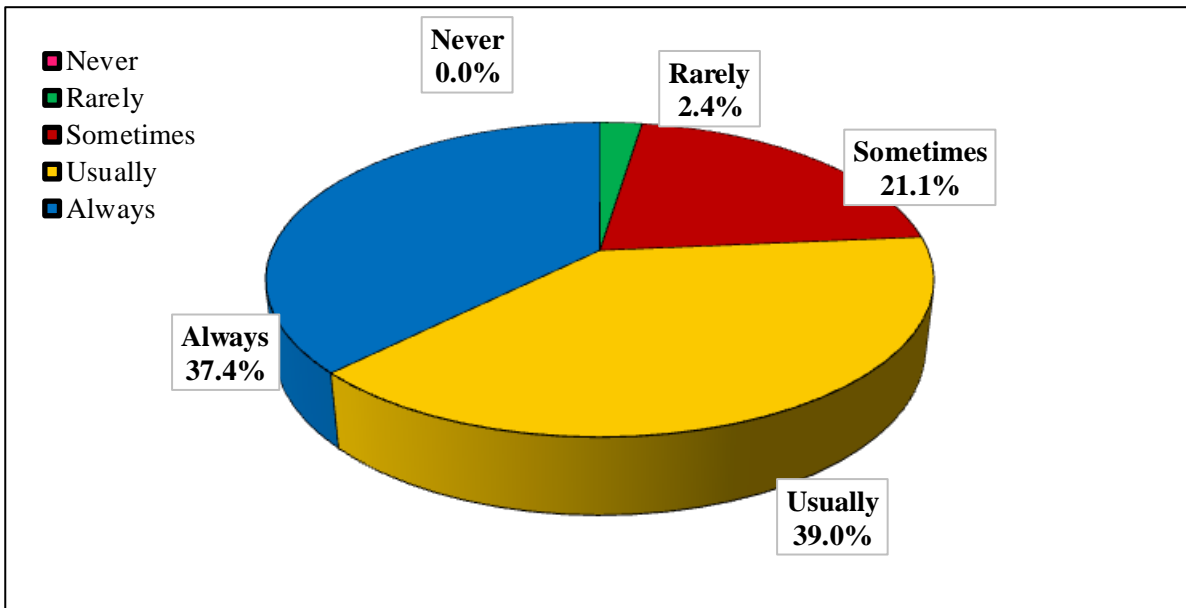
The chart above shows that 48.8% of the students usually predict words or phrases that can be used according to the topic of the listening task. Another 35.8% whose answer was they are sometimes assertive in regards of making guesses about the message from the audio they listen to. In addition, 10.6% of the population surveyed responded they rarely try to make predictions whole information to deliver and express a meaningful idea. Furthermore, 4.9% of the students stated they are always willing to put in to practice this strategy. At the end, none from the whole population answered they never make predictions words or phrases that can be used according to the topic of the listening task.



**GRAPH 23**

**When listening, do you try to understand unfamiliar words from the listening?**

Variable	Frequency	%
Never	0	0.0
Rarely	3	2.4
Sometimes	26	21.1
Usually	48	39.0
Always	46	37.4
<b>Total</b>	<b>123</b>	<b>100</b>



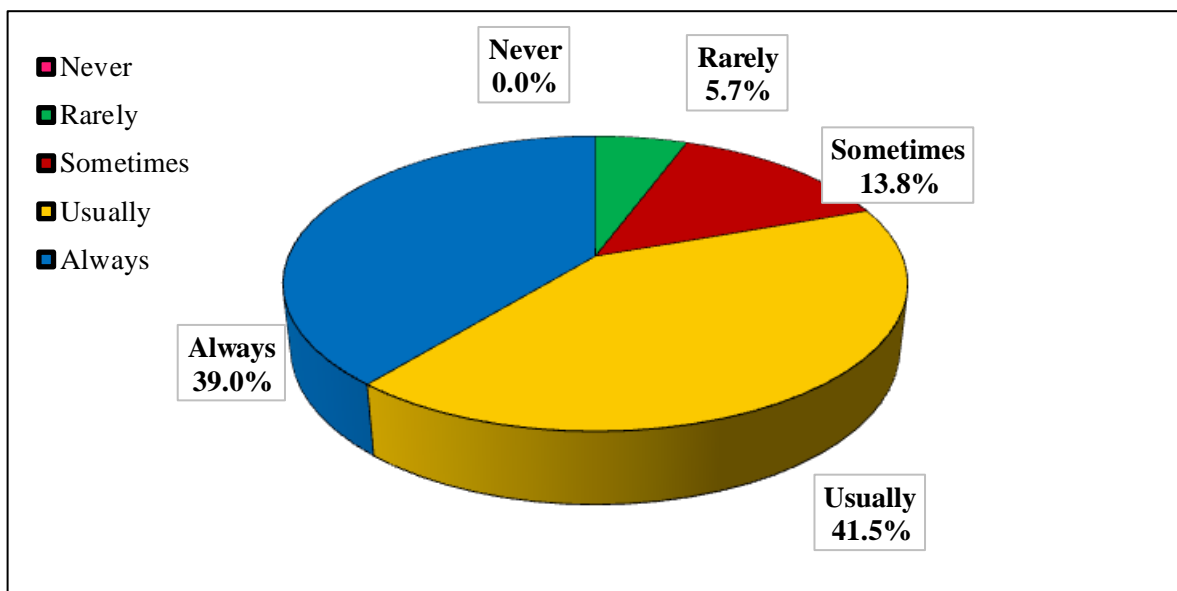
**ANALYSIS OF GRAPH 23**

When talking about trying to understand unfamiliar words from the listening, 39.0% of the participants interviewed stated that they usually use this strategy to get the summary of the listening message. In contrast, a big amount exactly 37.4% claimed they always apply this approach of understanding unfamiliar words from the listening as a way of getting the main of any exercise and 21.1% of the participants mentioned they do it sometimes. That is to say that 26 out of 123 put into practice this strategy outside the classroom. The findings obtained show that few students to be more specific 2.4% rarely try to understand the main idea of a listening assignment with the help unfamiliar words or topic from the listening itself. Finally none from the whole population answered they never use this procedure to figure out the principal idea of a task.

**GRAPH 24**

**When listening, do you write down any words you do not understand so you can look them up in a dictionary later to check on meaning and context?**

Variable	Frequency	%
Never	0	0.0
Rarely	7	5.7
Sometimes	17	13.8
Usually	51	41.5
Always	48	39.0
<b>Total</b>	<b>123</b>	<b>100</b>



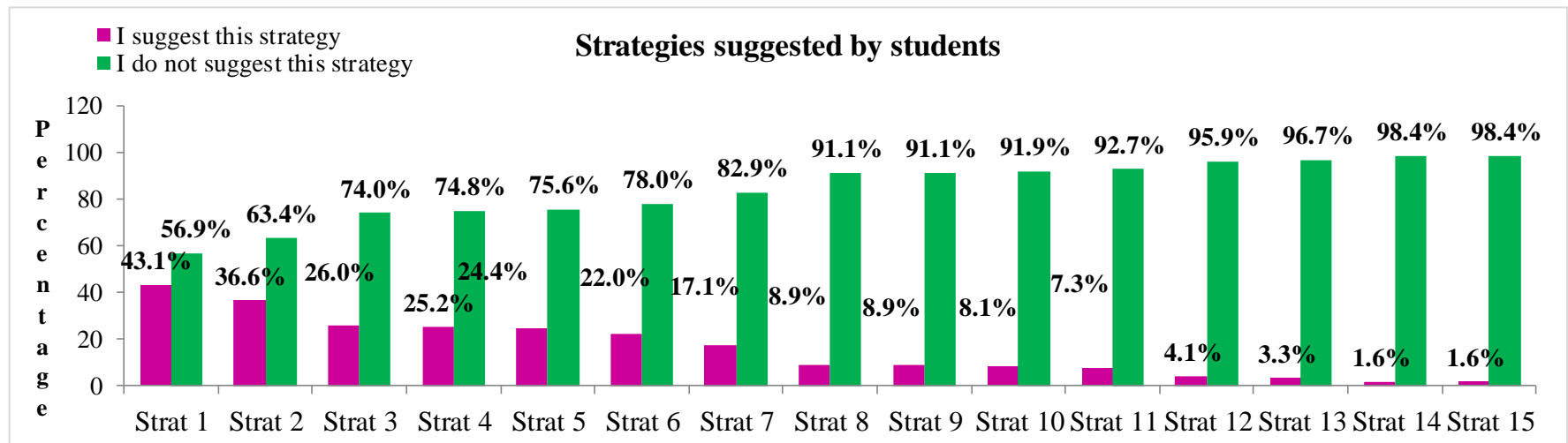
**ANALYSIS OF GRAPH 24**

The graph above shows the results obtained from the question: “write down any words you do not understand so you can look them up in a dictionary later to check on meaning and context?” 41.5% of the students answered that they usually write down any words they do not understand so you can look them up in a dictionary later to check on meaning and context in order to develop listening comprehension in a more efficient manner. Another 39.0% said that they always apply this strategy. On the other hand, 13.8% agreed that they sometimes do it. It was also discovered that 5.7% of the students rarely do this activity in order to get a better idea and develop better their listening skill. At the end, none from the whole population answered never to write down any words they do not understand so they can look them up in a dictionary later to check on meaning and context.

**GRAPH 27**

**If a friend told you that he/ she wanted to find ways to improve his/her English listening skill without enrolling for a course, what activities would you advise him/her to do?**

	Strategies suggested by students	F	N/A	Total	V %	% N/A	T%
Strat 1	Listen to music without lyrics	53	70	123	43.1	56.9	100
Strat 2	Watch movies without subtitles	45	78	123	36.6	63.4	100
Strat 3	Watch Youtube videos	32	91	123	26.0	74.0	100
Strat 4	Watch TV, news, documentaries without subtitles	31	92	123	25.2	74.8	100
Strat 5	Watch movies w/subtitles	30	93	123	24.4	75.6	100
Strat 6	Read books without audio	27	96	123	22.0	78.0	100
Strat 7	Speak in English as much as you can (w/friends, relatives, classmates)	21	102	123	17.1	82.9	100
Strat 8	Watch TV, news, documentaries w/subtitles	11	112	123	8.9	91.1	100
Strat 9	Read books w/audio	11	112	123	8.9	91.1	100
Strat 10	Practice vocabulary w/videos	10	113	123	8.1	91.9	100
Strat 11	Practice w/native speakers	9	114	123	7.3	92.7	100
Strat 12	Listen to music w/lyrics	5	118	123	4.1	95.9	100
Strat 13	Use websites and apps in English	4	119	123	3.3	96.7	100
Strat 14	Travel to a country where English is spoken	2	121	123	1.6	98.4	100
Strat 15	Play video games in English	2	121	123	1.6	98.4	100



## ANALYSIS OF GRAPH 27

The following graph shows the results obtained from the question above, there were 53 students out of the whole population (123 students) represented by 43.1% who suggested that listening music without lyrics is a really good strategy to take into account to improve listening comprehension. Besides, 45 students who are 36.6% suggested watching movies without subtitles as a method to improve listening. On the other hand, 32 students, 26.0%, agreed that they should watch Youtube videos. Other 31 students, which is 25.2% suggested to watch TV, news, documentaries without subtitles. There were 30 students (24.4%) who said that to watch movies with the subtitles is a helpful strategy so that they become better listeners. Other 27 who responded the survey which is 22.0% who recommended to read books without audio. On the other hand, 21 students being 17.1% of the population who answered that speaking in English as much as you can (with friends, relatives, classmates) could be helpful to be more competent at the moment of listening. Additionally, there were 2 groups with similar amount of students (11 students each one) 8.9%, from the population answered it can be a useful technique to watch TV, news, documentaries without subtitles or to read books with audio to have a good performance at listening activities. It was also discovered that the 10 students (8.1% of the population) considered practicing vocabulary with works for them to enhance listening comprehension. Furthermore, 7.3% (being 9 students) advised to practice with native speakers, in that way significant input helps not only listening skills but other skills as well. In addition, 4.1% (5 students) recommended to listen to music with lyrics to be used to as a good practice to improve listening. It was also discovered that, 4 students (3.3% of the population) suggested to use websites and apps in English. At the end, there were 2 groups each of them with 2 students representing 1.6% who recommended traveling to a country where English is spoken, and to play video games in English.

In order to interpret the answers from this question it was necessary to make this chart where the total of students are 123, “X/123” represents how many students out of the whole population suggested the strategy, “%” is the percentage based on “X/123” and “N/A” are the students who did not suggested the strategy.

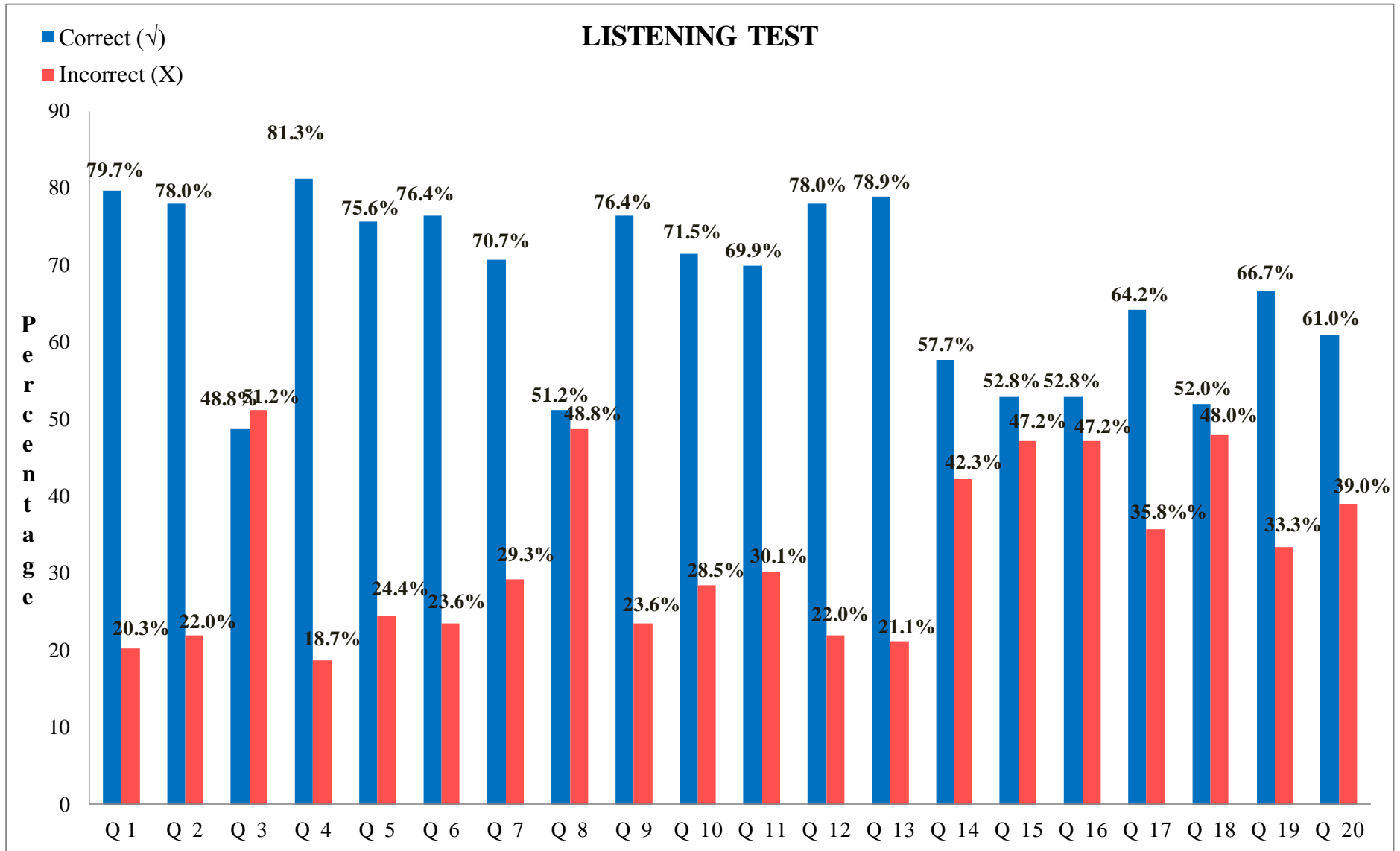
## 2- LISTENING TEST ANALYSIS

### GRAPH 28

#### A.GENERAL RESULTS OF RIGHT AND WRONG ANSWERS TO EACH QUESTION

Questions	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G2	G3	G4	G 1	G2	G3	G4	(✓)	(X)	T		
Q 1	23	24	24	27	6	8	5	6	98	25	123	79.7	20.3
Q 2	23	21	24	28	6	11	5	5	96	27	123	78.0	22.0
Q 3	13	21	10	16	16	11	19	17	60	63	123	48.8	51.2
Q 4	22	27	26	25	7	5	3	8	100	23	123	81.3	18.7
Q 5	23	28	24	18	6	4	5	15	93	30	123	75.6	24.4
Q 6	22	25	21	26	7	7	8	7	94	29	123	76.4	23.6
Q 7	23	18	24	22	6	14	5	11	87	36	123	70.7	29.3
Q 8	15	17	11	20	14	15	18	13	63	60	123	51.2	48.8
Q 9	23	25	20	26	6	7	9	7	94	29	123	76.4	23.6
Q 10	22	21	24	21	7	11	5	12	88	35	123	71.5	28.5
Q 11	23	24	15	24	6	8	14	9	86	37	123	69.9	30.1
Q 12	21	25	23	27	8	7	6	6	96	27	123	78.0	22.0
Q 13	22	24	24	27	7	8	5	6	97	26	123	78.9	21.1
Q 14	18	17	15	21	11	15	14	12	71	52	123	57.7	42.3
Q 15	12	11	24	18	17	21	5	15	65	58	123	52.8	47.2
Q 16	12	11	24	18	17	21	5	15	65	58	123	52.8	47.2
Q 17	20	21	20	18	9	11	9	15	79	44	123	64.2	35.8
Q 18	20	19	8	17	9	13	21	16	64	59	123	52.0	48.0
Q 19	22	20	17	23	7	12	12	10	82	41	123	66.7	33.3
Q 20	20	18	21	16	9	14	8	17	75	48	123	61.0	39.0

GRAPH 28



## ANALYSIS OF GRAPH 28

The previous table and graphic show the results in percentages of right and wrong answers to each listening test question. After combining the answers from all the students, these are the most important findings:

Question number four turned out to be answered correctly by 81.3% of the population (123 students). In this specific question, students were supposed to make use of the strategy “Predicting Context and Listening for Specific Information.” In question number one, the strategy to be used was “Making Inferences”, and this one took the second place by being answered affirmatively by 79.7% of the students. The next questions with the most right answers were the number thirteen (78.9%) and number twelve (78.0%). In the first one, “Listening for Details” was the strategy to be considered by the students, and “Summarizing” was the strategy to be used in question number twelve. A 78.0% of the population answered correctly question number two in which they applied the strategy of “Making Inferences”. There were two questions (number six and nine) in which the students had the same amount of right answers, that is 76.4 % in each question and 23.6 % of incorrect answers respectively. In question number six, they needed to use the strategy “Listening for Specific Information”, and in questions number nine “Making Inferences”. The next best answered question was number five with a 75.6%, and in here “Predicting Context and Listening for Specific Information” was the strategy to be used.

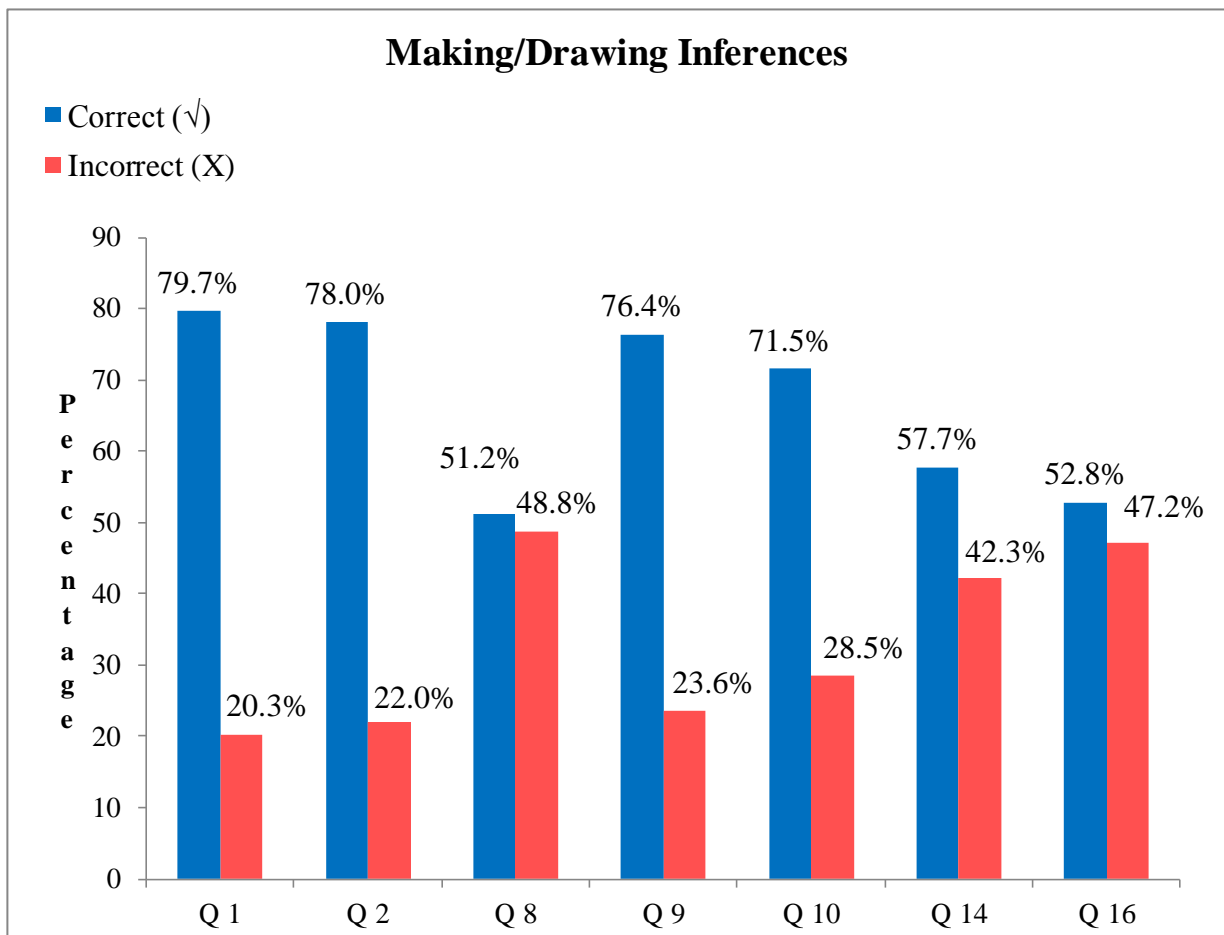
Similarly, there were some questions in which the percentages of right and wrong answers did not show a big difference. For example, in question number eight 51.2% of students had the right answer and 48.8% got the wrong one. In this question, they needed to use the strategy “Making Inferences”. In questions number fifteen and sixteen there is the same percentage of positive and negative answers. 52.8% answered each questions affirmative and 47.2% incorrectly. In the first one “Listening for Details” was the strategy to be applied and in the second one “Making Inferences”. Finally, “Listening for Details” fits perfectly to question number three, and this one was the question that got the highest amount of negative answers, that is 51.8% equivalent to 63 students and 48.8% who have the right answer.

**B. DISTRIBUTION OF QUESTIONS ACCORDING TO THE LISTENING STRATEGY NECESSARY TO APPLY IN EACH OF THEM**

**1. MAKING/DRAWING INFERENCES**

Making/Drawing Inferences Questions	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G2	G3	G4	G 1	G2	G3	G4	(✓)	(X)	T		
Q 1	23	24	24	27	6	8	5	6	98	25	123	79.7	20.3
Q 2	23	21	24	28	6	11	5	5	96	27	123	78.0	22.0
Q 8	15	17	11	20	14	15	18	13	63	60	123	51.2	48.8
Q 9	23	25	20	26	6	7	9	7	94	29	123	76.4	23.6
Q 10	22	21	24	21	7	11	5	12	88	35	123	71.5	28.5
Q 14	18	17	15	21	11	15	14	12	71	52	123	57.7	42.3
Q 16	12	11	24	18	17	21	5	15	65	58	123	52.8	47.2

**GRAPH 29**





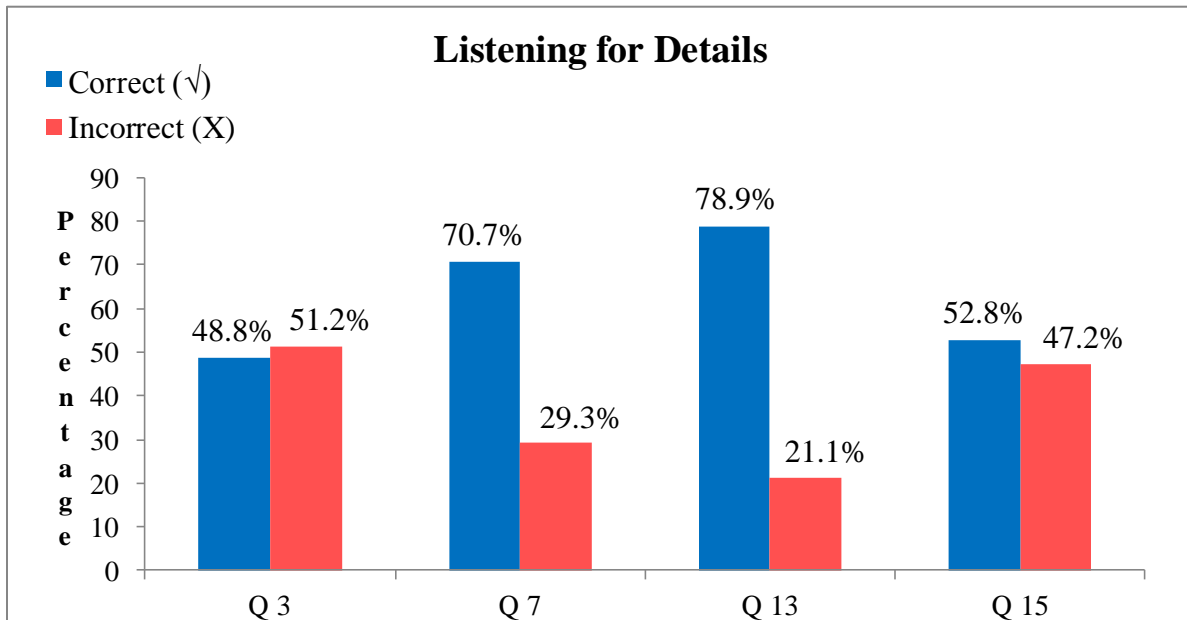
## ANALYSIS OF GRAPH 29

“Making or Drawing Inferences” is one of the strategies that students can use out of the school context to develop and improve their listening skill. In the listening test, questions number one, two, eight, nine, ten, fourteen, and sixteen provided the chance to the students to make use of such strategy. According to the previous graphic, question number one was the one with the highest percentage of right score after being answered correctly by 98 students (79.7%). Following that question, it is number two with a 78.0% of right answers and a 22.0% of negative answers. Question number nine is represented by 76.4% of positive score, and 23.6 % of negative one. In question number ten, 88 students got the right answer (71.5%) and 35 got it wrong (28.5%). Adding more about it, with a number of 71 pupils (57.7%), the question number fourteen was answered correctly, followed by 52 students (42.3%) who got it wrong. Question number sixteen did not show a really big difference among positive or negative score. In this question, 52.8% chose the correct answer and 47.2% the negative one. Finally, question number eight was answered affirmatively by 51.2% of the students and negatively by 48.8%. The results from above indicate that in all of those questions the majority of participants got the right answer. Therefore, it can be conclude that the strategy “Making or Drawing Inferences” was used by most of them.

## 2- LISTENING FOR DETAILS

Listening for Details	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G 2	G 3	G 4	G 1	G 2	G 3	G 4	(✓)	(X)	T		
Q 3	13	21	10	16	16	11	19	17	60	63	123	48.8	51.2
Q 7	23	18	24	22	6	14	5	11	87	36	123	70.7	29.3
Q 13	22	24	24	27	7	8	5	6	97	26	123	78.9	21.1
Q 15	12	11	24	18	17	21	5	15	65	58	123	52.8	47.2

**GRAPH 30**



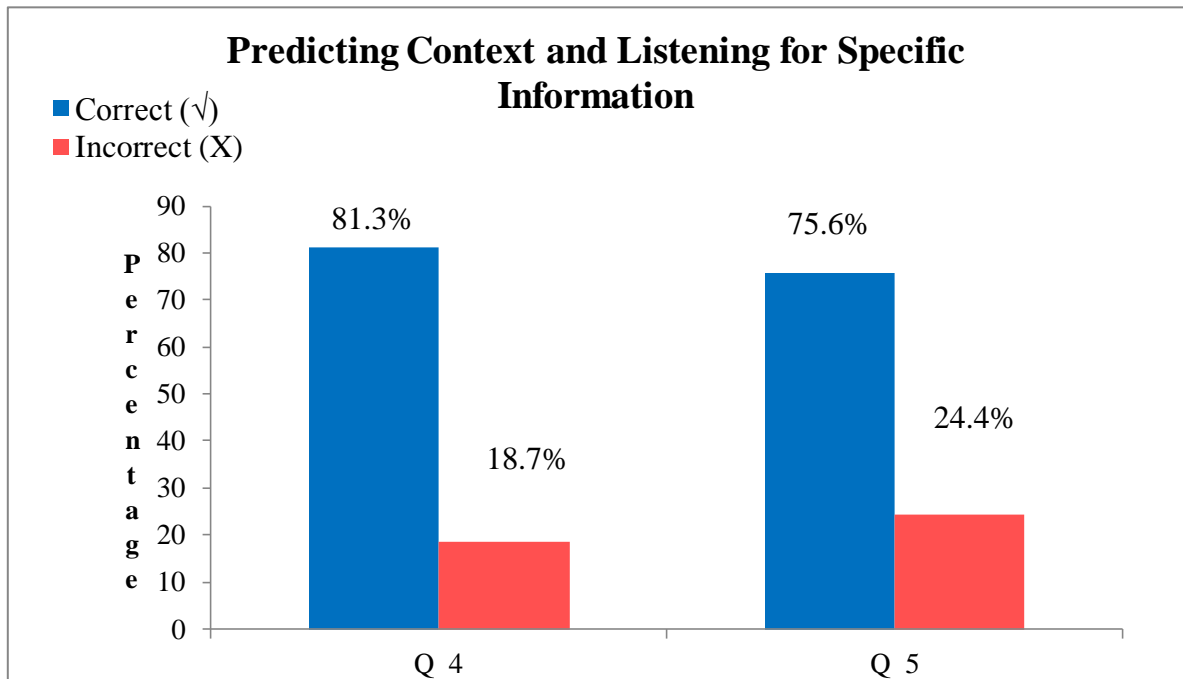
### ANALYSIS OF GRAPH 30

The graphic above shows that most of the students applied the strategy “Listening for details.” According to the previous graphic, question number thirteen was the one with the highest percentage of right score by being answered correctly for 97 pupils, which is 78.9 %. Besides that, in question number seven 87 students got the right answer (70.7%) and 36 got it wrong (29.3%). Consequently, question number fifteen shows that 65 students found the right answer by using the listening for details strategy (52.8%) and 58 could not find the correct answer (47.2%). Lastly, question number three does not represent that much difference among the students who answered correctly and the ones that answer incorrectly. Here we have that 63 got it wrong (51.2%) and just 60 got it right (48.8%).

### 3-PREDICTING CONTEXT AND LISTENING FOR SPECIFIC INFORMATION

Predicting Context and Listening for Specific Information	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G2	G3	G4	G 1	G2	G3	G4	(✓)	(X)	T		
Questions													
Q 4	22	27	26	25	7	5	3	8	100	23	123	81.3	18.7
Q 5	23	28	24	18	6	4	5	15	93	30	123	75.6	24.4

GRAPH 31



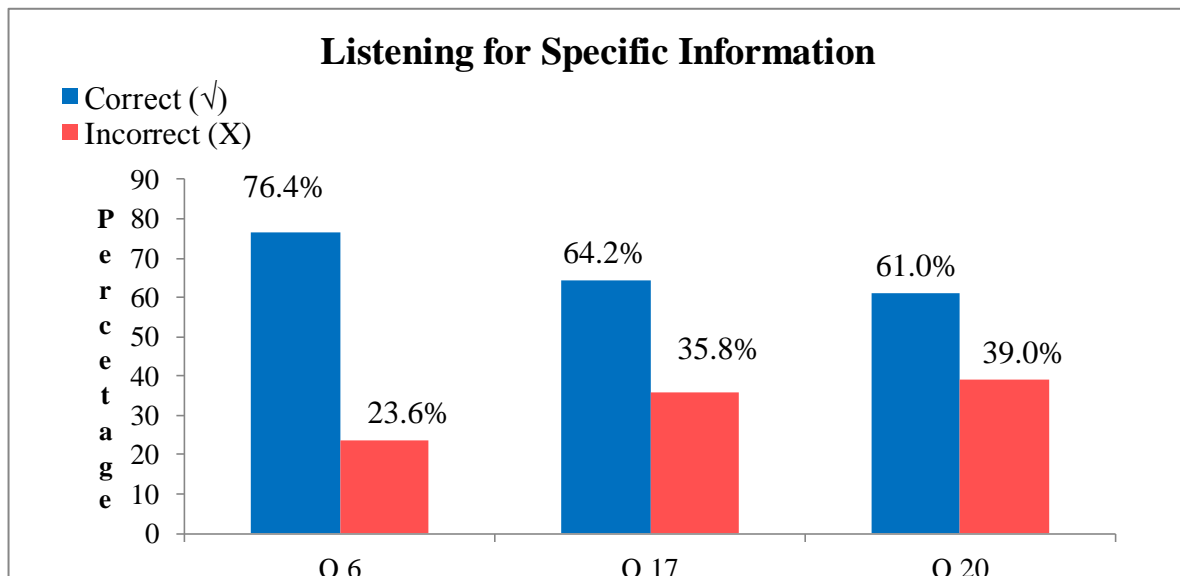
ANALYSIS OF GRAPH 31

It is well known that in real life, listening comprehension takes place by a mixture of many strategies. Many times those strategies do not work in isolation but in combination in order to get a better understanding of the task. In question number four and five, there is the combination of the strategies “Predicting Context and Listening for Specific Information.” Based on the results above, 81.3% got the right answer in question four and a minority represented by 18.7% chose the negative answer. In question number five, once again the majority 93 students (75.6%) answered correctly and 30 participants (24.4%) got the wrong answer. As it can be seen, the combination of both strategies was used by most of the students.

#### 4- LISTENING FOR SPECIFIC INFORMATION

Listening for Specific Information Questions	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G2	G3	G4	G 1	G2	G3	G4	(✓)	(X)	T		
Q 6	22	25	21	26	7	7	8	7	94	29	123	76.4	23.6
Q 17	20	21	20	18	9	11	9	15	79	44	123	64.2	35.8
Q 20	20	18	21	16	9	14	8	17	75	48	123	61.0	39.0

GRAPH 32



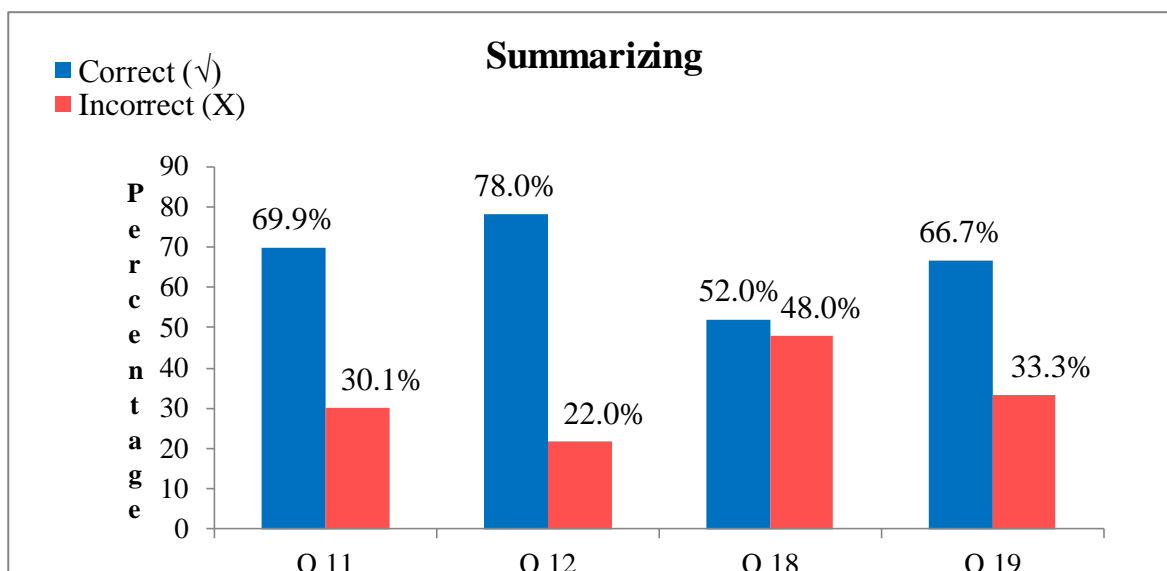
ANALYSIS OF GRAPH 32

When it comes to the strategy: “Listening for Specific Information” The chart above presents that 76.4% of the population answered incorrectly to question 6 compared to the 23.6% who answered correctly. On the other hand, 64.2% of the students’ answers to question 6 was accurate compared to the 35.8%. Finally, the results from the answers to question 20 show that 61.0% from students answered correctly in comparison to 39.0% who did not answer correctly. It can be concluded that when it comes to the strategy: “Listening for Specific Information” students tend to look after more general information and that could be the reason for a significant percentage of them not to answer correctly to the questions that involve using this strategy.

## 5- SUMMARIZING

Summarizing	Correct (✓)				Incorrect (X)				Total			Correct (✓)	Incorrect (X)
	G 1	G2	G3	G4	G 1	G2	G3	G4	(✓)	(X)	T		
Q 11	23	24	15	24	6	8	14	9	86	37	123	69.9	30.1
Q 12	21	25	23	27	8	7	6	6	96	27	123	78.0	22.0
Q 18	20	19	8	17	9	13	21	16	64	59	123	52.0	48.0
Q 19	22	20	17	23	7	12	12	10	82	41	123	66.7	33.3

**GRAPH 33**



**ANALYSIS OF GRAPH 33**

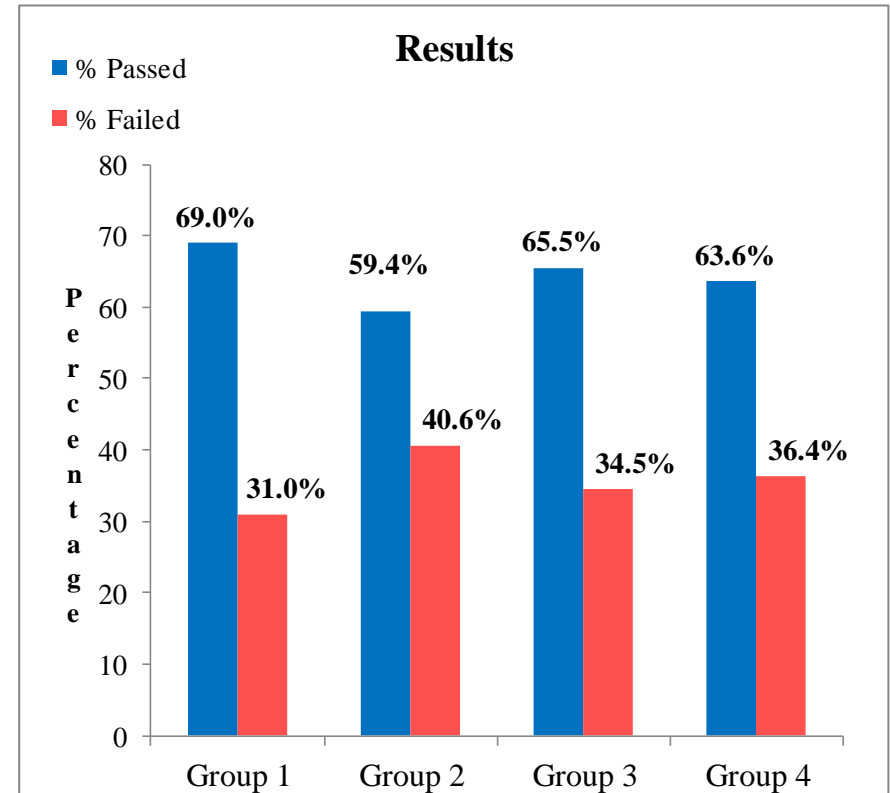
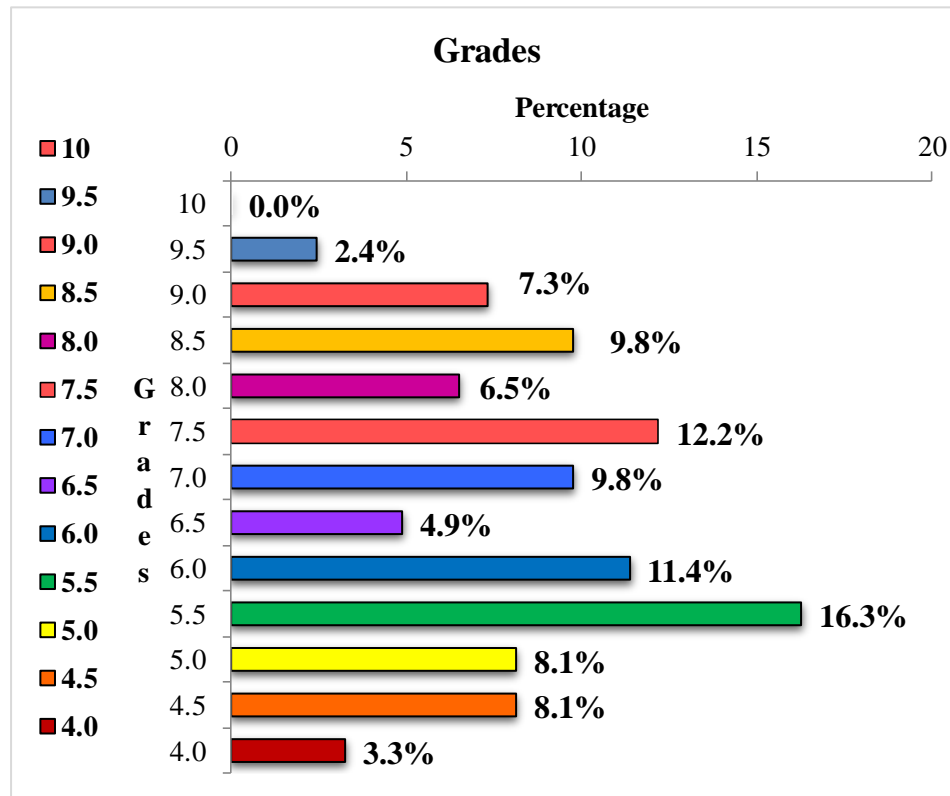
“Summarizing” was another technique that was included in the listening test administered by the researchers. It was found that 69.9% of the students answered correctly to question 11 in comparison to 30.1% who did not answer correctly. Likewise, in questions 12 most of the students represented by 78.0% chose the correct answer compared to 22.0% who did not. On the other hand, students’ answers to question 18 revealed 52.0% answered correctly and it is fairly similar to the portion of the students who did not which is represented by a 48.0%. Finally, in question 19, there was a 66.7% whose answer was correct in contrast with 33.3% whose answer was incorrect. It could be said that when it comes apply to this strategy students have a good performance in terms of developing a listening task and get good results.

### C. DISTRIBUTION OF SCORES

Grades	Passed									Failed				Total P	Total F	Total	% Passed	% Failed	T (%)
	10.0	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0	4.5	4.0						
Group 1	0	1	3	4	2	5	3	0	2	2	3	2	2	20	9	29	69.0	31.0	100.0
Group 2	0	1	1	3	4	3	1	2	4	6	1	5	1	19	13	32	59.4	40.6	100.0
Group 3	0	1	1	3	0	3	5	0	6	8	1	0	1	19	10	29	65.5	34.5	100.0
Group 4	0	0	4	2	2	4	3	4	2	4	5	3	0	21	12	33	63.6	36.4	100.0
<b>Total</b>	0	3	9	12	8	15	12	6	14	20	10	10	4	79	44	123			

GRAPH 34

GRAPH 35



## ANALYSIS OF GRAPH 34 AND 35

The graphs above show the grades obtained by students in the listening test. First there is a chart showing the overall grades. The results show 16.3% which is the majority of students obtained a grade of 5.5. There is a 12.2% with a grade of 7.5, followed by a similar portion of 11.4% with 6.0. Besides, there are two group of the population represented by 9.8% whose grade was 7.0 and 9.0 severally being both of them passing scores. Likewise, there are other two groups represented by 8.1% who obtained 4.5 and 5.0 respectively which both are not passing scores. There is another 7.3% out of the whole population with a grade of 9.0. Moreover, there is a 6.5% with a grade of 8.0. Another portion of the population represented by a 4.9% got as a grade 6.5, followed by a similar part of the students 3.3% whose score was 4.0 being this the lowest grade obtained. On the other hand there is a 2.4% with a score of 9.5 being these the highest score gotten by the students and none of the students scored with 10 as a grade.

Secondly, the other chart represents which group performed better in the listening test, being the blue bar the failing scores and the red bar the passing scores. From group 1, it can be observed that 31.0% failed the test while 69.0% passed it successfully. On the other hand in group 2 there was a 40.6% who did not passed compared to 59.4% of students who passed the test. Similarly in group 3, there was a 34.5% who failed in comparison with 65.5%. And finally in group 4, there was a 36.4% of students who got a failing score in contrast with 63.6% who got a passing score. With an open eye, it can be concluded that the students who performed better than the others in the listening test were those from group 1.

### **C. SUMMARY**

After finishing the analysis of the results from both the questionnaire and the listening test, it is important to present a brief examination on how the participants on the study answered the instruments mentioned above. In the following lines, it will briefly summarize how the students were supposed to answer both instruments and some important results gotten from the questionnaire and the listening test as well.

### **QUESTIONNAIRE**

To begin with, the first section of the questionnaire was designated to get some general or demographic information from the students. As a matter of fact, it can be mentioned that the majority of students that were registered in the subject Advanced English I were female (71.0%). Right in this section, most students mentioned that they studied in public institution in high school (76.4%) and to live in the city (79.7%). Also, it is important to state that almost all of the participants were full time students (76.4%) which implies that they do have more time to practice their English skills outside the classroom and particularly the listening skill which is the focus of this study. Besides that, we found that studying the English teaching major to become professionals in the teaching field was the option that most of the students picked up. One important finding in this section was that there was a big among of students who had changed major to be part of the English Language Department. (41.5% of the population)

The second part of the questionnaire was devoted to get information about listening strategies. Therefore, when it comes to the listening strategies that the students used the most out of the classroom, they were asked to classify or specify the frequency they practice some strategies such as listening for the main idea, summarizing, listening for details, watching videos or movies with and without subtitles, listening to music in English, and some other activities or strategies. In this section, it can be mentioned that keeping a positive attitude every time they have a listening task was a strategy that most students usually practiced.( 46.3%)The majority of the participants know that they need to believe in



themselves of being capable to accomplish the task. Many students also stated that they usually listen for specific information to get the general idea (34.1%), and after they finish the majority always summarize what they understood from the listening exercise (33.3%).

In the last segment of the questionnaire, the students were asked to write down some strategies that they find useful for them in order to practice and improve the listening skill. In here, the three most recommended strategies were listening to music without lyrics (43.1%), watching movies without subtitles (36.6%) and watching YouTube videos (26.0%)

### **LISTENING TEST**

In the listening test, the students had to listen to some conversations and answer some questions about them. For each conversation, they needed to first read the situation and the question or questions to each of them. Then, they listened to the conversations and answered the questions after they heard each situation or conversation. On this test, the students answered the questions by marking the correct answer (a, b, c or d) on their answer sheet. In the listening test, the analysis of the questions was done after grouping the questions to five different categories (listening strategies). These strategies were the following: making/drawing inferences, listening for details, listening for specific information, predicting context and listening for specific information, and summarizing.

## IX. FINDINGS

### A. HYPOTHESES' TEST

#### 1. RESEARCH HYPOTHESIS:

- **Practicing listening activities outside the classroom does help students to improve their listening comprehension.**

This hypothesis was basically designed to help us out to understand how the practice of listening activities outside the classroom may improve the students' listening comprehension. According to O'Malley, Chamot and Küpper (1989) effective and ineffective listeners varied as regards to the strategies they decide to use during the various phases of listening comprehension. Students who are more effective listeners made greater use of both bottom-up and top-down processes, while less effective learners became obsessed on individual word meanings while they are listening. Taking that into consideration and base on the data that was retrieved from the questionnaire and the listening test; this hypothesis is accepted as true. As a matter of fact, all the answers that were provided by the population under the study agreed that if they put into practice some strategies outside the classroom, they will eventually become effective listeners and it would be much easier to comprehend what is being said. For example, students confirmed that they practice listening activities almost daily by using a sort of different strategies such as listening for details, summarizing, predicting, etc. Moreover, the subjects of the study stated that they listen to music, watch and listen to videos on YouTube, use audio books, etc. In brief, the permanent practice of the listening strategies outside the classroom leads to a better performance and understanding when it comes to face real life scenarios where students are required to pay close attention to what is being presented at any time.

## **2. NULL HYPOTHESIS:**

- **Using listening strategies out-of-school context is not related to the students' listening performance.**

To begin with, it can be safely said that this hypothesis is rejected based on the facts pointed out before. Furthermore, if we take a look to the information obtained from the questionnaire and the results from the listening test, it can be mentioned that if learners have the habit of practicing their listening skill outside the classroom and they use listening strategies as well, they will eventually notice an improvement in their listening comprehension. It is just a matter of being persistent and keeping a positive attitude that they can do it.

## **B. ANSWERS TO THE RESEARCH QUESTIONS**

- ❖ **What are the activities practiced by students outside the classroom that help them to develop their English listening skill more efficiently?**

Mastering the listening skill is a complex process in second language acquisition; however, it was mentioned at a point on this research that “Practice makes perfect” and that is what this investigation tried to find out. It is well known that sometimes in-class activities are not well develop by the lack of resources or the over population in the classroom. Therefore, students need to become self-learners in order to keep the pace that the subjects and the major are demanding. According to the results of the investigation, students practice their English listening skill mostly outside the classroom by the use of different resources and strategies. When students were asked about the resources, the findings showed the use of multimedia channels like cable TV, internet access, recorded videos, or the use of the radio. By using different channels, students have the chance to practice different listening strategies or activities related to listening. When they were asked about recommending activities to their friends, they mentioned examples such as:

- Listening to music.

- Watching films or TV programs with or without subtitles.
- Listening to speeches, and
- YouTube videos, among others.

While practicing their listening skill out of the classroom and based on the frequency that students specified they practice the strategies, it can be mentioned some examples:

- Develop a positive attitude towards the task and believe that it is possible for them to understand what they will hear.
- Try to pay carefully attention in order to understand what is being said.
- Take notes of key information to help them remember what is being said.
- Listen to the entire message before giving their own comments.

In addition to those strategies, it can be also added the ones that the students were supposed to use in the listening test, these are the following ones:

- Making or drawing inferences.
- Listening for details,
- Predicting context,
- Listening for specific information,
- Summarizing.

❖ **How does the use of listening strategies out-of-school context impact on the listening comprehension?**

According to Chamot (2004), learning strategies are the conscious actions and thoughts that learners take to achieve a learning aim. Therefore, if the students are aware of the variety of listening strategies and they practice them appropriately; the learners' abilities to comprehend spoken language will show a significant improvement. Right here, it is also important to mention that in the second language acquisition process; students should know the bottom-up and top-down processing and the listening strategies that fit in each of them. As Vandergrift (2007) noted that listeners preferred bottom-up processes when they rely on their linguistic knowledge to identify linguistic elements such as phonemes, syllables,

words, phrases, sentences to construct meaning. On the other hand, top-down processes work in a different direction, and learners use context and prior knowledge (topic, genre, culture and other schema knowledge stored in long-term memory) to build meaning. As it was found out that students practice their listening skill the most out of the classroom, it is really important for them to know the different listening strategies and use a combination of them while listening in order to achieve a better comprehension. In other words, the activities or strategies they are doing such as listening to music, watching YouTube videos, making inferences, listening for details, using their prior knowledge, etc. are really important in order to succeed in listening comprehension.

The outcomes show that the use of English listening strategies out-of-the school context is very important and influences on the students in a positive way.

**❖ How do English listening strategies practiced outside the classroom help students' performance in a listening test?**

According to the results of the listening test; it can be concluded that the experimental group is making use of the listening strategies and a combination of them as well. The outcomes show that in each of the four groups of Advanced English I, more than 50% (the majority) of the students in each group passed the listening test. From the four groups, it can be mentioned that group number one (morning shift) was the one who performed better than the others groups; it can be observed that 31.0% (9 students) failed the test while 69.0% (20 students) passed it successfully. In the listening test, the population of this study had to use a variety of listening strategies in order to get the right answers. These strategies were the following:

- Making/drawing inferences.
- Listening for details.
- Listening for specific information.
- Predicting context and listening for specific information.
- Summarizing.

Among all the strategies listed before, predicting context and listening for specific information were the ones with the highest percentages of right answers. With these strategies the students were able to use in a certain way their prior knowledge and focus on specific details of the listening exercises to get the correct answers.

There is a well-known saying that “The more you practice, the better you will be”. Therefore, if the students keep the habit of practicing the listening skills out of the classroom in different contexts and by a variety of multimedia channels, their overall listening comprehension will show a great improvement and they can have better results at the time of taking a listening test.

### **C. MOST OUTSTANDING FINDINGS**

As stated earlier in this report, it was decided to for this study to use triangulation to ensure the information was collected in the most reliable way possible. By using this technique there were important finding discovered:

- The findings show that there is a large portion of students, who are exposing themselves to English input; listen to English daily outside the classroom. There is a group of 53 students, 43.1% of the population who listen to English 2 hours on a daily basis and the ones who listen to 1 hour on a daily basis 49 students, 39.8% of the population, being both of them the 2 largest groups. And according to their answers in the survey and the results in the listening test, the strategy they are applying does help them to improve their listening skills.
- Another aspect to be considered is the place students use to practice listening and the results show there are two leading groups 54.5%, 67 students, who feel more comfortable by practicing at home in comparison to 37.4%, 46 students, who prefer to practice listening in the classroom and even if the two groups are very similar in terms of the amount of students, it seems the majority of them prefer to practice in an out-of-class context. According to the listening test’s results, the previous

statement demonstrates that students are indeed practicing listening skill outside the classroom and this is another strategy that is working for them to develop a listening task more easily.

- Also, a large portion of the population, 94 out the 123 students, representing 76.4%, is full-time students which could be considered an important factor in order for them to practice more listening activities outside the classroom since those students have more time and this is a good chance for them to focus on improve their listening.
- Academic background is another important element to be considered factor since the top-down processing for listening requires for people to use background knowledge either situational or contextual knowledge. Also, listeners can put into practice all different kinds of knowledge to a specific task, and it involves prior (world or experience) knowledge, pragmatic competence, cultural knowledge in regards to the target language, and discourse knowledge. And it was found out that 76.4% of the population, 94 students come from public schools and the other 23.6%, who are 29 students, come from private schools. The findings show that most of the questions in the listening test, the students chose the correct answer and more importantly in questions 4 and 5 where the strategy to be used was “Predicting Context/Listening for Specific Information” there was an 81.3% and 75.6% of students, respectively who chose the correct answer meaning that students make good use of background in order to process and have a good understanding of the input. This means that if using previous knowledge helps them to have a better performance at the moment of applying this strategy in listening task, it is highly recommended for them to continue doing so.
- Another important element to take into account is the area where the students live. It was discovered that 98 students, being 79.7% live in the city. It is relevant since living in the city increases the possibilities for them to practice extra activities, gives the chance for students to be closer to the university and take advantage of the

benefits it provides such as: conversation clubs, tutoring sessions, access to the English Laboratory and the internet center. Also, living in the city allows students to have access easily to a computer and internet so that they improve listening competence.

- The findings also revealed that 51 out of the 123 students have changed their major, which represents 41.5% who changed majors and something really interesting is the fact that from those 51 students, 70.6%, 36 out of the 51 students who changed, belong to the school of Arts and Science, indicating that the first option was to study an English teaching major, but could not get into the major when they took the admission test and as an option they decided to study another major and afterwards change to their first option which was English Teaching. And this last fact leads us to another important finding which is the reason why these students decided to take English Teaching as a major and it was found that 49.6% of students, being 61 out of the 123 students surveyed, answered that their reason to study English Teaching major is because they like teaching that can be considered as motivation for them to develop a good listening skill.
- From the results obtained it was also found that from 123 students, 92.7% being 114 students, have not traveled to a country where English is spoken, meaning that they have not been exposed to native English speakers or to a variety of English accents. In spite of this fact, students are having good results at the moment of using listening skills.
- It was also found out that 94 students, represented by a 76.4% of the population, come from public schools and the other 29 students, who are a 23.6%, come from private schools. The findings show that most of the questions in the listening test, the students chose the correct answer and more importantly in questions 4 and 5 where they were able to apply successfully the strategy of “Predicting Context/Listening for Specific Information” which was the result of taking advantage of their background knowledge.



## X. CONCLUSIONS

Putting into practice different types of strategies outside the classroom affects positively the student's performance and mostly the improvement on their listening skill. This specific statement was set up at the very beginning of the investigation and it was through a lot of effort, hard work, detailed analysis and most important with the help of a precise method that worked as a guide; it can be remarked that the above assumption is one hundred percent genuine. Throughout the study, it was acknowledged the close relationship between the usage of strategies to better the listening skill and the achievement that students may hold up in different areas such as personal life, academic or work place fields. For instance, the data gathered make evident that the more a pupil uses some sort of strategy to develop the listening skill, the better it gets in the long run.

Additionally, it is quite relevant to take into consideration and double-check all the facts picked up from the investigation to better understand what students do outside the classroom, what strategies they apply for getting a better performance on the listening area. Indeed, this activity has to be worked out not only in the classroom, but also in a bunch of different settings in order to get used to it. However, based on what we have discovered up until now the duty does not depend on teachers only but is made up of three parties that are actually involved in the whole process (students, professors, and the authorities at the Foreign Language Department)

Whereas, it can be said that there is a strong relationship between the practice of strategies for making progress on the listening skill and the academic performance. As a matter of fact, the results showed that by carrying out activities such as watching T.V programs in English or listening to music in English hold the attention of the students to be aware of the learning process. Nevertheless, a great amount of students are exposed to a limit and specific activities during the classroom. For example, listening to short recorded conversations, listening to the teacher and classmates presentations, environment where students are not fully exposed to real life situations, etc. Consequently, it can be inferred

that what is being used or thought in the classroom barely helps out when it comes to enhance the listening skill.

Above all, the instructor is the one who has the chance and responsibility to come up with brand new ideas which stimulate the practice of strategies to enhance the listening skill not only during the class, but also outside the classroom. In the same way, learners have the main duty when it comes to the practice of strategies to polish their listening skill out of the class. To put it in another way, they are the only ones who can either pick up the strategy that best suits to enrich their listening area or basically reject using them, provoking a deep deficit in this matter.

On the other hand, there is something that needs to be pointed out and it is in regards the fact that pupils are very mindful about the positive influence of using listening strategies so as to develop a better achievement in their studies. One aspect worthy of consideration is a great number of participants who stated that they use English and try to polish it with the interaction among friends, classmates or even at home by themselves. Likewise, the data gathered proves that students nowadays make an effort to improve their level of listening skill by means of different resources such as cable TV to watch programs in English, internet for playing videos or even listening to the radio seems to be useful tools. All these supplies mentioned above are tools that students consider necessary in order to increase and gain a higher understanding when it comes to face real English situations.

All in all, expectations of teachers and students are other significant constituents tied up to the practice of common listening strategies outside the classroom. For instance, when the methodology applied by the teacher is suitable to what the students expect, they will definitely feel excited, they may delight in the learning process and most important learners will reach higher marks. Equally, the professor should keep up to date on every single improvement students get and based on that provide the necessary feedback that gives the student a head up on how to achieve a set of goals by enhancing and managing listening skill strategies properly

## **XI. RECOMMENDATIONS**

After having carried out the study, it is quite important to set up recommendations to all the parties that were participating either directly or indirectly in the investigation. Giving recommendations is essential in order to deliver some good and specific ideas that can help out the matter that was inquired into. As a matter of fact, the following statements that are going to be displayed will bring to public view a proper follow up to the problematic faced by the students in order to come up with better outcomes in this teaching-learning process that is hold up by the FLD as well as the self-learning process that students develop outside the classroom.

### **FOR THE FOREIGN LANGUAGE DEPARTMENT**

- Authorities should focus on strengthening the listening skill by providing more meaningful listening activities in every class on a daily basis. As a matter of fact, we believe that it could be such a great benefit having a class where students can be exposed to different listening activities such as listening for specific information, inferring meaning, watching movies, TV shows, and videos in English, etc.
- The Department along with teachers should build up clubs for practicing the listening skill so as to put into practice the variety of listening strategies that we suggest in the study. In the same way, it would be a really good to launch an initiative where students can develop their community work (Servicio Social) on these clubs so they can provide assistance on that area in specific.
- Having either visitors from different international churches or an agreement between the university and the embassy could help in the process of learning a foreign language. Then, it would be a nice idea to take into consideration by the Foreign Language Department due to the fact that it is well-known that by being exposed to real language for a couple of hours a week will not only improve the listening skill but also it will rise up the student's' interest to participate during the class and outside the classroom.

- Sticking information on the bulletin board about different listening strategies can be a very useful tool for students who are looking for ways on how to improve their listening skill and get good results on a daily basis.
- Carrying out movie times weekly or every other week could be one option to get students together. On top of that, people in charge of this program could implement different activities that can motivate students to use different strategies to better the listening and speaking skills. As a result the whole community of students can have an innovative resource to participate every now and then and improve their English abilities.

#### **FOR TEACHERS**

- Teachers should take advantage of the different resources that the university offers to encourage students in a more appropriate and innovate manner such as using the laboratory to watch movies with the idea of being expose to new accents and see how students react when they are involve in that environment. In addition to that, as a listening exercise, it is not a bad idea to use an online radio station in class frequently in order to get the students exposed to real listening situations.
- Teachers should provide effective instructions that can show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. Those guidelines help students develop a set of listening strategies and match appropriate strategies to each listening situation.
- Because teachers serve as mediators, they should help students to choose and use the right listening strategies depending on the activity they are working on. For example, listening for specific information, listening for main ideas, etc. Therefore, by teacher providing these advices, students can achieve good results at any listening task not only in the classroom but out-of-school context as well.

- Teachers should help students to become effective listeners. Therefore, they could model listening strategies and provide listening practice in authentic situations. In other words, circumstances where learners are likely to encounter when they use the language outside the classroom.
- It can be suggested to teachers that in order to facilitate the development of listening ability, they should create successful listening lessons that guide the learner through three stages: pre-listening, while-listening and post-listening tasks. As a result, the teacher will be able to deliver the task in a more organized manner and making the students feel more comfortable with the assignment.

#### **FOR STUDENTS**

- Students must have always a positive attitude towards the different tasks where listening in English is required. On top of that, learners should always focus on understanding the main idea of the whole assignment so as to come up with answers and give their point of view.
- In order to improve the listening skill, students should try to be self-instructed. For instance; we suggest having an organized schedule where students spend some time a day applying strategies to develop the listening skill outside the classroom.
- For those students that do not have the chance to get access to any type of multimedia resource such as internet or cable TV; it would be great to use the supplies that the university offers. For instance, the laboratory from which students can go ahead and download free music, videos, speeches, or tutorials on how to improve the listening skill and after that save all that data and review it at home in detail. Besides that, students can approach to the library and borrow some books that can also help them out to better that skill in one way or another.

- Instead of using just one or two activities for improving the listening skill, students should start using a variety of them. Due to the fact that, it has been proved that by using different activities outside the classroom allow students to have both better results on that matter and a meaningful learning that help them out to reach and accomplish the goal of improving the listening skill.
- Students should start listening to authentic materials and situations where they can be exposed to real scenarios and at the same time it can help them out to improve the listening skill. For instance, listening to radio and television programs, public address announcements (airports, train/bus stations, stores), speeches and lectures telephone customer service recordings, etc.

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### **XIII. APPENDICES**



University of El Salvador  
School of Arts and Sciences  
Foreign Language Department



Objective: To find out the "The Most Common Strategies Advanced English I Students from the Bachelor in TEFL of the Foreign Language Department Apply Outside the Classroom to Develop their Listening Skill, Academic Year 2015".

Instructions: Please answer the questions by putting a check "✓" in the option that best applies to you in each question and/or statement.

Advanced English I, Semester II

1. Group: 1  2  3  4

2. Gender: Female:  Male:

3. Occupation: Student:  Student and Worker:

4. High School: Public:  Private:

5. Place of residence: City:  Countryside:

6. Have you ever traveled to a country where English is the native language?

a) No  b) Yes  Where? \_\_\_\_\_

7. Do you practice your English listening skill outside the classroom?

a) Yes  b) No  c) Sometimes

8. Have you ever changed major? a) Yes  b) No

9. Major studied before: \_\_\_\_\_

10. From the options below, which ONE best describe your decision to study the teaching major?

a) I like teaching  d) To travel to a country where English is spoken

b) I know I can get a better job if I learn English  e) Others/ Specify \_\_\_\_\_

c) Just to learn another language (English)  \_\_\_\_\_

11. How do you evaluate your listening skill according to the options below?

1. Very good    2. Fairly good    3. Good    4. With Difficulty  
 1     2     3     4

❖ I listen to and understand English

12. Outside the classroom, how many hours do you listen to English in a daily basis?

a) An hour     b) About 2 hours   
c) About 3 hours     d) 4 hours or more

13. Where do you practice your English listening skill the most?

a) In the classroom   
b) At my workplace   
c) At home   
d) English Lab at the university   
e) Internet Café

14. Outside the classroom, how often do you listen to English in the following options?

1. Almost daily    3. About once a month  
2. About once a week    4. Almost never

a) Music in English  1  2  3  4  
b) Films or TV programs in English   
c) Radio stations in English   
d) Youtube Videos in English   
e) Audio books

15. Which of these areas you do think you improve after practicing listening outside the class? Check all that apply.

a) Listening comprehension     d) Fluency   
b) Speaking     e) Vocabulary   
c) Pronunciation     f) Grammar

→ Please put a check "✓" in the option that best applies to you in each question and/or statement.

1 = Never    2 = Rarely    3 = Sometimes    4 = Usually    5 = Always

When listening, do you

- |   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. develop a positive attitude towards the task and believe that it is possible for you to understand what you will hear?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. predict the main idea of the listening task with the help of pictures or the title?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. try to pay carefully attention in order to understand what is being said?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. use visual images to help you remember what the listening was about?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. summarize the listening in your own words to understand what was said?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. look for specific information when doing a listening task?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. take notes of key information to help you remember what is being said?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. pay attention to the facial expressions and body language as well as the words to learn more about how the speaker is feeling when you watch and listen material in English so that helps you to understand better? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. listen to the entire message before giving with your own comments?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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→ Please put a check "✓" in the option that best applies to you in each question and/or statement.

1 = Never    2 = Rarely    3 = Sometimes    4 = Usually    5 = Always

When listening, do you

- |   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 25. expose yourself to materials with different accents and a realistic pace of speech to become familiar with various English-speaking areas of the world so that helps you to understand spoken English better? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. hear movies, documentaries, and tv or radio news report <u>WITH</u> subtitles?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. hear movies, documentaries, and tv or radio news report <u>WITHOUT</u> subtitles?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. use materials such as dictionaries or textbooks to help you clarify unknown words to understand spoken English better?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When listening, do you

- |   | 1                        | 2                        | 3                        | 4                        | 5                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 29. predict words or phrases that can be used according to the topic of the listening task?                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. use reference materials such as dictionaries, encyclopedias, or textbooks to help you clarify unknown vocabulary?         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. try to understand unfamiliar words in context or topic of the listening?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. write down any words you do not understand so you can look them up in a dictionary later to check on meaning and context? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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33. If a friend told you that he/she wanted to find ways to improve his/her English listening skill without enrolling for a course, what activities would you advise him /her to do? List as many as you can.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

**THANK YOU FOR TIME AND YOUR KIND  
COOPERATION!!**



University of El Salvador  
School of Arts and Sciences  
Foreign Language Department



**Objective:** To find out the “The Most Common Strategies Advanced English I Students from the Bachelor in TEFL of the Foreign Language Department Apply Outside the Classroom to Develop their Listening Skill, Academic Year 2015”.

**Instructions:** In this section of the test, you will hear conversations and answer some questions about them. For each conversation, first read the situation and the question or questions. Then, listen to the conversation. Answer the questions after you hear the conversation. Respond to the questions by marking the correct answer (a, b, c or d) on your answer sheet.

Read the example situation and question

**Example**

**Situation:** Ellen Fox needs to find a place to live. She calls Rooms for Rent to make an appointment.

Ellen can talk to someone \_\_\_\_\_  
a. at 10:00 today  
b. later today  
c. tomorrow morning  
d. tomorrow afternoon

Now listen to the example conversation

[EXAMPLE CONVERSATION]

Now answer the example question.

The answer for the example is c, tomorrow morning. The letter c is the filled in on your answer sheet.

**Situation 1:** Ann and Tomas are at coffee shop. They’re taking when Yoshi comes in

1. \_\_\_\_\_ are meeting for the first time.  
a. Ann and Tomas  
b. Ann and Yoshi  
c. Yoshi and Tomas  
d. Ann, Tomas, and Yoshi

**Situation 2: Rick and Sharon are at a restaurant**

2. Sharon \_\_\_\_\_
- a. usually eats fish
  - b. is eating the chicken
  - c. is going to have fish
  - d. prefers fish to chicken

**Situation 3: Sven calls Marcos's home. Marcos's roommate answers the telephone.**

3. Marcos \_\_\_\_\_
- a. comes to the phone
  - b. is at a meeting
  - c. will be home by 4:30
  - d. will take a message

**Situation 4: a reporter is giving today's weather forecast.**

4. It's hot and dry in \_\_\_\_\_
- a. Colorado
  - b. Florida
  - c. Miami
  - d. Boston
5. In Miami. It will be \_\_\_\_\_
- a. clear
  - b. rainy
  - c. dry
  - d. cold

**Situation 5: Dom calls Phil about the playing golf.**

6. Phil can't play golf tomorrow afternoon because he \_\_\_\_\_
- a. is meeting someone for lunch
  - b. has a meeting until 4:00
  - c. is getting ready for a meeting
  - d. needs to leave a meeting early
7. They're going to \_\_\_\_\_
- a. have a lunch together
  - b. play golf next week
  - c. go to a business meeting
  - d. meet early in the morning



**Situation 6: Sherry and Jill are both going on summer vacations with their families. They are talking about their plans.**

8. Jill and her family usually \_\_\_\_\_
- a. stay at home
  - b. take a trip together
  - c. do different things
  - d. visit art museums
9. Sherry wishes she had time to \_\_\_\_\_
- a. visit Jill's family
  - b. read more
  - c. take a trip
  - d. go shopping

**Situation 7: Melanie is talking to George about her laptop computer.**

10. Melanie is angry because \_\_\_\_\_
- a. she can't use her computer
  - b. her friends don't have a computer
  - c. Carol doesn't want to return the computer
  - d. George won't lend her his computer
11. Carol \_\_\_\_\_
- a. lent her computer to a friend
  - b. broke Melanie's computer
  - c. borrowed a computer from George
  - d. just bought her own computer
12. George doesn't usually lend things because \_\_\_\_\_
- a. he doesn't have that much to lend
  - b. his friends don't need to borrow anything
  - c. lending things can change a friendship
  - d. it's better to borrow from a bank

**Situation 8: Henry and Gloria are talking about their trips abroad.**

13. Henry went to Mexico \_\_\_\_\_
- a. by himself
  - b. with his parents
  - c. after school
  - d. to visit a friend

14. Henry says he “would have liked to have seen Brazil.” He means that he \_\_\_\_\_
- a. went there, and he liked it
  - b. went there, but he didn’t like it
  - c. wanted to go there, but he couldn’t
  - d. didn’t want to go there, so he didn’t
15. Gloria went to Poland because \_\_\_\_\_
- a. she wanted to learn the language
  - b. she traveled there with a friend
  - c. her family moved there
  - d. her sister invited her
16. Dottie \_\_\_\_\_
- a. wanted to go home
  - b. learned Polish quickly
  - c. got a job in Poland
  - d. loved new things

**Situation 9: Barbara and Eddie are talking about their new jobs.**

17. Before Eddie began his job at Delaney’s he had already \_\_\_\_\_
- a. finished his classes
  - b. had a job as a manager
  - c. worked with Barbara
  - d. sold clothes in a store
18. At Delaney’s Eddie works \_\_\_\_\_
- a. on weekends and holidays
  - b. in the jewelry department
  - c. as a manager
  - d. with a friend
19. Barbara always wanted to \_\_\_\_\_
- a. get a job at Delaney’s
  - b. work in a jewelry store
  - c. live with her grandfather
  - d. become a nurse
20. Barbara \_\_\_\_\_
- a. makes beautiful things
  - b. takes nursing classes
  - c. sells jewelry
  - d. hates her job