

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



**RESEARCH PROJECT:**

**Listening Techniques Used by Students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, Semester I, 2016**

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## **INTRODUCTION**

The following research project “Listening Techniques Used by Students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, Semester I , 2016” has been developed with the objective of analyzing the listening techniques used by students from the Modern Languages and the English Teaching major.

As it is well known, the listening skill is an important aspect when learning the English language, but sometimes this skill is not given enough importance as it should be. Then, this project has been developed also with the purpose of knowing if the students apply the listening techniques and how these techniques help them at the moment of taking a listening test. To analyze and measure the listening skill level of the students, it was necessary to use the listening section of the TOEIC test. In addition, a survey was created to know general information about the entire population and to discover the level of knowledge students had about the different listening techniques.

This research project is divided into three parts. The first part is about the statement of the problem, research questions, objectives, and justification. The second part contains the theoretical framework which includes information about 5 specific listening techniques recommended by experts of the study of English as a second language. Some of the experts’ findings added in this project belong to Douglas J. Brown, Michael Purdy, and John Balton among others.

The third part of the project is related to the methodology section, the type of study, the data collection, data analysis, findings, conclusions and recommendations.

All the information obtained and portrayed in this project has been selected and oriented to the purpose of showing the different listening techniques that can help students to increase their listening skill level.

Even experts have discovered that there is a great necessity of giving more relevance and emphasis to the improvement of the listening skill. Therefore, creating consciousness of the benefits given by the listening techniques can awake the students' interest on looking for alternatives to develop their listening proficiency.

Undoubtedly, this project has been developed with the purpose of creating interest towards one of the four most important English macro skills which sometimes is seeing as the least important. Additionally, it is necessary to say that only by reading about the expert's findings learners can have a great outlook about all the accessible tools that exist around them; tools that can definitely help them to reach the most rewarding and joyful experience when running towards the improvement of the listening skill.

## **I. RESEARCH TOPIC**

### **A. Topic**

Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016.

## **II. STATEMENT OF THE PROBLEM**

### **A. Historical framework**

Listening plays an important part in language learning (Anderson & Lynch, 1988; Dunkel, 1991; Rost, 1990). One of the main English skills language learners must develop is listening because it constitutes a big part of the ability to communicate in other language, or in a second language. For instance, Nunan (1998) noted that listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively.

Research on 'listening' began with Rankin (1926) who found listening to be the most frequently used mode of communication among humans. He established that some 42% of our language using time was spent in listening. But as it is usual, it is not an exact definition of what listening means; Petrie (1968) in a detailed investigation of the various philosophies of listening could only conclude that it was generally agreed that the term "listening" implied more than the mere perception of sound. According to Petrie, the difficulties in deriving more concrete statements as to the nature of listening stem from the fact that listening is a dynamic, psychophysical process about which we lack adequate knowledge.

Researchers have found that people spend considerably more time each day in listening than in writing, speaking, or reading. That's why improve Listening skill is so important. Based on the research of: Adler, R., Rosenfeld, L. and Proctor, R. (2001), Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing.

As important things in life, listening is a little bit difficult to develop. As Vandergrift (2004) stated, it is "the least explicit of the four language skills" because it is the most difficult one to observe. Effective listening requires concentration and the use of your other senses - not just hearing the words spoken (skillsyouneed.com). A listener should pay attention to what the speaker wants to say, do not talk while the other person is speaking and the most important point is to get a clear message of what the person means. Listeners can use a variety of techniques (a way of doing something by using special knowledge or skill, according to Webster dictionary) to improve or develop their listening skill by using their own strategy (a careful plan or method for achieving a particular goal usually over a long period of time, according to Webster dictionary). Although listening techniques can be helpful for learners, there is not much research about listening techniques in general terms, in spite of it; there are a wide number of techniques that listeners can use to improve their listening skill level. However, researchers and writers have paid more attention to some of them; for instance, podcast. In the book, *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes*, the writer stated that podcast that encourage the development of listening skill should actually prepare students to understand spoken language, rather than only to test students' comprehension.



In more recent years another technique has become useful; this is called slideshow. This technique is mentioned in the book: *White Space is Not Your Enemy: A Beginner's Guide to Communicating Visually through Graphic, Web & Multimedia Design*, written by Kim Golombisky and Rebecca Hagen in 2013.

One of the techniques that has been used the most during the times is the use of music. As it was pointed out in the book: *the ESL/ELL teacher's survival guide*; songs can be an all-purpose tool in the ESL classroom. Many students who are reluctant to speak feel more comfortable singing with a group. In addition, to speaking practice, songs provide multiple opportunities for listening, but at the same time it helps to learn new vocabulary and pronunciation.

## **B. Description of the problem**

It is important to know that “listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non verbal) needs, concerns and information offered by other human beings (Purdy, Michael 2009)”. Also it is essential to mention that “the listening skill occupies 45 percent of the time adults spend in communication (Bolton Robert, 2009, chapter 3).”

Listening is one of the most difficult macro skills that EFL students need to face when they are in the learning process because listening skill has seven barriers that students need to deal with, these are: lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation, inability to concentrate, and established learning habits (Underwood, 1989).

The listening process includes five stages which are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013). Nevertheless it is considered the most underestimated skill in the EFL context. Obviously, our country is an example where EFL learners focus their attention on improving their speaking, writing and reading macro skills. But this is the result of very traditional teaching processes.

According to Gertrude Tinker-Sachs and Belind Ho (2007), listening is a very important aspect when learning a new language; however it seems it is always treated as “poor cousin”. In addition, while checking information about the English teaching major and the Modern Languages major researchers found that both majors have a study plan composed of 36 subjects, however, none of those subjects are strictly related to the development of the listening skill. Those subjects are related with grammar, pronunciation and writing. Although students receive

little training on listening it is mostly about graded materials in which students learn academic English but these kind of material do not help students in real work scenarios. For these reasons researchers want to discover if students of Readings and Conversation II use some listening techniques with the aim of improving their listening skill level.

## **C. Objectives**

### **A. General objective:**

- To analyze listening techniques used by students registered in Readings and Conversation II classes from the Modern Languages and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016.

### **B. Specific objectives:**

- To assess students' listening comprehension skill by using the TOEIC like-test .
- To find out the listening techniques used by students from the Modern Languages major and English Teaching major.
- To measure the level of importance that students from the two majors at the Foreign Languages Department give to the different listening techniques.
- To discover the time students from the two majors spend practicing the listening techniques.
- To compare listening results obtained by students from the two academic majors through the use of graphics.

## **D .Research questions**

### **A. General research question:**

- Which are the listening techniques used by students of the Readings and Conversation II from the Modern Languages and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I ,2016 ?

### **B. Specific research questions:**

- What is the students' listening comprehension level?
- Which is the listening technique mostly used by students from the two majors?
- How much importance do students from the two majors give to listening techniques?
- How much time do students from the two majors spend practicing the listening techniques?
- Which major gets the higher results of the listening test?

## **E. Justification**

The study of English as a second language requires spending time on training appropriate skills (speaking, listening, reading and writing) to deal with the new patterns and structures of the target language. While studying and learning different aspects of the English language students tend to pay more attention to the different rules they need to follow to avoid mistakes when writing or speaking. Basically, they are pushed to learn those rules to increase their knowledge and prove that they assimilate all the information they are given every single day. While studying all those rules, it also seems that students forget to pay attention to a let say “natural skill” with the one they do not do a maximum effort. Somehow, students forget about training the listening skill as there are not too many rules and there is not too much emphasis to its importance when learning a second language. Students tend to fall into the error of studying just what they are told.

Now, when studying and reading current literature, the researchers realize that listening occupies about 45 percent of the time adults spend in communication (Bolton, R 2009) Then, It is recognized that students do not receive books and rules to improve this skill and that they are not pushed to memorize patterns or formulas to improve this significant skill.

As a result, questions such as “What do students do to train the listening skill? and how much time do they use to improve it?” emerge. These questions appear by knowing that even experts consider that “listening” is one of hardest skills to develop when learning a second language (Barr, A 2016). Consequently, these types of statements and questions awake the researchers’

curiosity about knowing what students do to improve their listening skill and which techniques do they use.

Another reason for finding out which listening techniques students use is due to the fact that when finishing their major students will, probably, have to prove the level of their listening skill by doing the TOEIC or TOEFL test which include a listening section. In the case of those students who will travel to a different country, work at a call center, or even work at an airport, they will have to deal with different types of accents, slangs and environmental situations that will become into real tests of their listening skill. Basically, they will be exposed to an English environment that they never faced before.

Then, taking into consideration all those aspects (among others), this project will be directed to a sample of students of the Readings and Conversation II. The students will be from the Modern Languages major and the English Teaching major to find out which are the listening techniques used by them at this time in their major.

These two groups will be taken into consideration because even though the Modern Languages major makes emphasis on the French language, and the English Teaching major makes emphasis on the English language, the project also intends to create consciousness on students about the importance of using listening techniques that, at the end, will help them in their professional lives. Four groups from Readings and Conversation II will be taken into account as this subject contains a good amount of students that are about to finish their major and that have good knowledge of what studying a foreign language means.

Finally, to make this project possible some research tools ( such as a demographical questionnaire and a listening test) will be used to measure and portrait through graphics, as previously mentioned, the importance they give, the techniques they use, and the time they use when improving their listening skill.



## **F. Delimitation of the problem**

### **Time**

This study started in February, 2016 at University of El Salvador. The investigation is about listening techniques used by students registered in Readings and Conversation II classes from the Modern languages Major and the English Teaching Major.

The data was collected from May to June. During this time researchers administrated the TOIEC-like test and a questionnaire. Then, the data analysis was developed from June to July. The answer of the research questions were analyzed from the second week of July to the first week of August. Also, conclusions and recommendations were developed from the second week of August to September.

### **Place**

The study was carried out at the University of El Salvador during semester I, 2016. There was a universe of eight groups related to the subject of Readings and Conversation II. The subject was composed of four groups from the Modern languages Major and four groups from the English Teaching Major at Foreign Language Department. The students taking this subject were studying the fourth year of their majors, during semester I, 2016. The place where data was collected was at the Foreign Languages Department building.

### **III. THEORETICAL FRAMEWORK**

Studying and learning a second language such as English requires spending time training the appropriate skills (listening, speaking, reading and writing) in order to deal with the new patterns and structures of the target language.

The training of those skills is undoubtedly necessary to share our ideas with fluency as when we do it in our native language. Since we are children, we go to school to be trained about how to communicate among ourselves through writing, reading and speaking, but nobody receives a specific training related to the listening skill as it “somehow” is a natural characteristic we get since we get born. In fact, we develop the act of hearing but as we do it in our native language and we have a “one on one” interaction with native speakers it is easy for us to develop the listening skill.

Our listening skill is naturally exposed to a specific environment in which a language is spoken. Then through the pass of the time, the exposure, and the absorption of different sounds we assimilate their meaning and give them meaningful concepts to us. Therefore, to learn English and to develop the listening skill the learner must be exposed to the same process one more time to grasp the meaning of new words and expressions of the second language.

Over the pass of the years, even experts have admitted that to develop the listening skill while learning a second language has been a difficult task, “as a language learner, I found listening the hardest skill to improve” (Bar, 2016).

### **But, why is it necessary to give importance to the listening skill?**

Well, according to Robert Bolton “listening occupies about 45 per cent of the time adults spend in communication. Then speaking takes 36 per cent, reading 16 per cent and writing 9 per cent respectively”. (Bolton, 2009).

As a consequence, the studies of different techniques have emerged in order to help non-native speakers to improve this important skill. And a technique, as defined by the BusinessDictionary.com is a “systematic procedure, formula, or routine by which a task is accomplished”.

Now, by the above mentioned, it is necessary to say that some of the most common techniques suggested by experts are very useful for students, but may also vary according to the different necessities and circumstances of learners. Each individual must recognize which is the strategy that will work better for him/her.

In this project different listening techniques will be studied in order to identify which are the most used by second English learners.

Now, before introducing the main listening techniques a brief pause has to be made. This pause is to mention that according to Andrew Barr in his article “How to improve your listening skills in a new language, 2016” the students’ eagerness of improving their listening skill may fall into the category of Passive or Active Listening.

## **Passive and active listening**

In the passive listening, “you simply listen to a recording of your target language or watch a movie. The idea is that even though you do not understand it now, over the time you will start to understand more and more through a natural process of absorption. Many programs suggest that you can improve your listening skills while doing the dishes, driving to work, or even while sleeping.” (Bar, 2016).

On the other hand, “Active Listening is separated from Passive Listening by the simple requirement that you have to do something in response to what is entering into your ears.” (Bar, 2016).

Those two definitions mentioned above will help researchers to recognize that within the development of the listening skill a learner can be involved into a passive or active learning process without being aware of it.

In addition and while searching for more information about why the improvement of the listening skill is a complex area, important contributions were found. For example, Douglas Brown (1994), a well recognized expert in the English teaching field provided to this investigation a well structured reasoning of why the improving of the listening skill is a complex and a difficult task for many foreign learners. He added the question:

## **Why makes listening difficult?**

James Douglas Brown answered this question in his book “Teaching by Principles” (1994). According to him, there are some listening components that make this task difficult. Listening is a complex process that requires the act of hearing, comprehending, analyzing, remembering, selecting and responding to a specific message. Brown describes those components into concepts that, together, build a type of barrier to the English learners. He gives a brief explanation of each of the concepts that cause trouble to any English Second Language learner and they are: **clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm-intonation and interaction.**

Then, all of the previous concepts get involved-all at once- while the listening process is being developed even in very short conversations.

Now, if a well recognized expert involves all those concepts into the fast and constant listening process why is it that listening is not given that great importance? “If we agree that listening is an important element in all aspects of language learning, **why do we often treat it as a poor cousin**” (Sachs and Belind Ho, 2007)

Now that experts recognize and expose that to improve the listening skill is not the easiest part of the learning process, it is necessary to check and analyze the recommendations and techniques they give to improve.

## **Listening Techniques:**

By having as a reference the information previously found and knowing that a technique is a systematic procedure or routine by which a task is accomplished, then it is clearly understood that a listening technique is the development of a routine that can help English language learners to improve and make more acute their listening skills; by using these techniques students have different options, based on necessities, to improve this important skill.

The listening techniques exposed in this project may provide not only to students but also to teachers different options, strategies and alternatives that can be combined or even used one at a time to increase, improve and develop the listening proficiency. As has been already exposed, listening is like a complex engine or puzzle composed by small, medium and big pieces- all of them- with equal importance. “Hearing is with the ears, but listening is with the mind” (Johnson, 1979)

## **Techniques:**

### **A. Podcast**

Now, one of the listening techniques recommended by experts (Tony Erben, Ruth Ban, Martha Castañeda) is the use of **Podcasts**. Basically, according to the Merriam Webster Dictionary a Podcast is a program (as of music or talk) made available in digital format for automatic download over the internet. One advantage of podcasts is that they contain a written version of the audio. Also, when English learners use this technique they are exposed to authentic English. In few words, Podcasts are a good option to avoid traditional trainings as Betty Rose Facer (2010) states: “listening materials that only present written, contrive recorded language do not

properly prepare students to deal with real, spontaneous connected speech because they do not offer the type of language to practice the skills necessary to understand actual spoken speech” (Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes, 2011). In addition to this statement, she says: “To summarize, podcasts that encourage the development of the listening skill should actually prepared students to understand spoken language rather than only test student comprehension.”

Basically, podcasts contain a great variety of topics and the student can decide which ones to use based on the level, necessity, interest and time that he/she has.

## **B. Shadowing**

**Shadowing:** the objective of this activity/technique is to make learners focus all of their energy in activating and improving their listening skill. It also helps students to improve pronunciation, but everything is based on copying what they hear. Therefore, a good listening skill must be developed when doing shadowing. “Shadowing was originally used to train interpreters. This process of repeating speech while simultaneously listening is an active and highly cognitive activity used to improve listening comprehension, prosody, concentration, motivation and natural speech.” (Hamada, 2012). It is important to mention that nowadays many English learners and professional people are being exposed to different tests to prove their English Listening skill. As an example, the TOEIC (Test for English International Communication) and the TOEFL (Test of English as a Foreign Language) test, they both contain an important section which includes a

listening comprehension part, and as previously stated, this technique helps learners to improve it.

In the article “The Development of English Language Skills through Shadowing Exercises” written by Atsuko Horiyama, 2012, he defines shadowing as “an act or a task of listening in which the learner tracks the heard speech and repeats it as exactly as possible while listening attentively to the in-coming information”. And that is why “shadowing is a good exercise to evaluate the present learners’ skill of input, comprehension, and output”. (Horiyama, 2012).

### **C. Audio Slideshows**

**Audio Slideshows:** based on the information found, audio slideshows can be considered as tools and techniques that help students to be highly focused on what they are seeing and listening. An audio Slideshow consists of showing different images of a specific topic but no text included. This listening technique is extremely useful, students can take notes of what they hear and play it all the times they want. Then, they can compare what they listen to what they write. Audio Slideshows force students increase their level of attention. They can be also considered as tools because in a classroom presentation of English learners, students can be motivated to create their own Audio Slideshows of the topics they are studying or of the topics they are interested in. While checking and reading about this technique it was interesting to find that any writer or expert that knows about the English learning process mentioned this technique. However in a book written by Rebecca Hagen and Kim Colombisky, 2013, they mentioned that “Audio



Slideshows offer a simple and easy tool for disciplining ourselves to tell effective stories in a short period of time with audio and visuals”.

#### **D. Listening to music:**

**Listening to music:** “music is a universal language that most people enjoy. In addition to speaking practice, songs provide multiple opportunities for listening, reading, and even writing practice. Consequently, neuroscience has also found that music can increase dopamine release in the brain and generates positive emotions. This kind of emotional learning reinforces long-term memory.” (Hull, 2012). Based on those statements researchers can totally agree that, when second language learners listen to music as a technique, they not only do one of their favorite activities, but also improve one of their most important skills. With music, students are exposed to hear expressions that do not normally appear in academic books or articles. Their ears are exposed to slangs, daily common expressions, accents and even abbreviations that are used by native English speakers. Suffice to say that for a good improvement, students must be exposed to this type of technique with the purpose of incrementing their listening skill level and, of course, pronunciation and vocabulary.

#### **E. Dictation**

**Dictation:** is a very traditional but useful technique to improve English learners’ listening skill. This type of technique makes second English language learners to go through a process in which they have to perceive, decode, recognize and understand the combination or joining of different concepts, forms and sounds. As with other techniques, the good part of dictation is that it can be

practiced with a great variety of topics that will help learners to increase their vocabulary and recognize diverse words when listening. The dictation technique is an active listening technique as the learner is required to join all the sounds and relay all the information he/she has understood but in a written form. Even though the receptor does not give an answer to the other person and the process is slower (as it can also be repeated two or three times, if required) the recognition, understanding, joining and assimilation of the sounds happens in a fast way, and makes the learner increase his listening absorption ability. Besides that, the study portrayed in the article “Effectiveness of Dictation in Improving English Listening Ability of Japanese High School Students, 2014” showed that during an experimental project developed with high school students, during a three month period (from September to November 2011), determined and concluded that “dictation is effective in improving English listening ability of high school students”.

Now that these techniques have been mentioned, it is necessary to say that there are many other resources and strategies that English learners can use to improve their listening skill; however, in this project researchers tried to take into account the opinions and suggestions given by experts such as Robert Bolton, Sandra D. Collins, Michael J. Purdy, Douglas Brown, among others that helped to developed this project with their rich knowledge and experience.

It is important to say that learners must be careful when choosing those resources, as sometimes, they might “unconsciously” fall in to the category of developing a passive listening learning process.

Definitely, there are many other resources that learners can use. For example, TV programs, YouTube, radio stations, educational channels among others; however, it is always important to

follow the techniques that have been suggested by experts as they have analyzed, compared and selected, based on their experience, the techniques that best work for a Second English Learner.

## **IV. METODOLOGY**

### **A. Research approach**

This project will make use of a mixed method as it will contain a combination of a qualitative and a quantitative research (Johnson, B 2014). The use of this approach will contribute to have a better understanding of the independent variable (which in this case will be the listening techniques) and the importance that students give to this significant skill. This variable will be not manipulated by the researchers. The qualitative research information will emerge by the use of a questionnaire. This questionnaire will bring some sort of demographic information which at the same time will contribute to the purpose of this project. By analyzing the final results/answers the researchers will know if some students have had some type advantages (related to the listening skill) before starting the major. The use of the “TOEIC -like test” will facilitate the researchers the quantitative data. It will help to assess the student’s listening skill level and it will also help to portrait which major gets the best results.

### **B. Type of study**

The type of study applied to this research is descriptive. The descriptive research helps to answer questions such as: what is happening? How is something happening? And why is something happening? (Sevilla , C.G 2007) In this study the general research question is “what are the listening techniques used by students from the Foreign Language Department?” Therefore, the descriptive research will help to answer that question. Also, another characteristic of the descriptive research study is that it also reflects qualitative and quantitative data. In this project, those characteristics fit with the tools that will be used in this project (the questionnaire and the TOEIC- like test). The data obtained, through the results of the analysis of both tools, will be represented by graphics that will give an easier understanding of the listening techniques

and the real listening skill level students from both majors have. The importance that students give toward the aspect of improving the listening skill will also be portrayed by using the descriptive research.

### **C. Research design**

This study will use a comparative descriptive design. The comparative descriptive design is about describing two or more groups with the aim of comparison (A.Mertler, 2009). One objective in this study is to compare listening skill level from both majors. Researchers will obtain this information through the TOEIC- like test (listening sections) and will compare the results obtained from both majors. As this is the main goal of the comparative descriptive design, it definitely fits with one of the objectives that this study has.

### **D. Population and sample**

This study is being developed in order to find out which are the listening techniques used by students from Modern Languages major and the English Teaching major at the Foreign Languages Department. These students are taking Readings and Conversation II.

The subject Readings and Conversation II is divided into eight groups as a total. The universe in this research is approximately 232 students. In this study, four groups will be taken into account. Two groups will be chosen from Modern Languages Major and two groups from English Teaching Major. Then, as the sample, around 116 students will be taken into account when developing the questionnaire and the TOEIC - like test. These instruments will be administered only one time.

The sampling method used by the researchers will be the Stratified Random Sampling (Johnson,B 2014). In this sampling, the population is divided according to the characteristics of importance for the research. For example, by gender, social class, education level, religion, etc. In this project the groups that will be used have the following common characteristics: all students belong to the Foreign Language department, they are in fourth year of their major, and they are enrolled in the subject Readings and Conversation II. Due to all those shared characteristics the researchers decided to use the Stratified Random Sampling.

#### **E. Research techniques**

According to the book “what is a survey?” written by the Subcommittee of the Section on Survey Research Methods American Statistical Association Washington, D.C the need of any observation or investigation of the facts about a situation may be called a survey. In this research a questionnaire will be used to gather information. This questionnaire will be administered in a printed form, so that every participant will be asked the same questions in the same way. This questionnaire will have twenty questions that include socio-demographic information. This procedure fits perfectly with the characteristics of a survey; in this case the survey will help researchers to get the required data for this project. Also, researchers will administer a listening test (TOEIC- like test), which includes 68 questions.

## **V. DATA GATHERING PROCESS**

### **A. Research instruments**

The instruments that will be used to gather quantitative and qualitative data will be a questionnaire and a listening test. The questionnaire will be developed to get some type of socio demographic information with the purpose of knowing if some students have had some type of advantages before starting the career (some of the questions will help to get the qualitative data). Then, the listening test (TOEIC like test - listening sections) will be given to students to measure their listening skill level. The results of this test will be the quantitative data.

The objectives of this study are:

- To find out the level of importance that students from the two majors give to listening techniques.
- To discover the time students from the two majors spend practicing the different listening techniques.
- To compare the listening test results of both majors.

Researchers will create and use a questionnaire to discover which are the listening techniques used by students from the two majors. The following information shows background about TOEIC and the Questionnaire as the tools to be used in this project.

### **Test of English for International Communication (TOEIC)**

The researchers will use a test (TOEIC like-test) which is a short version of the Test of English for International Communication (TOEIC). This test provides the requirements that researchers need to assess and find out the students' listening skill level. It will be passed only one time. The test was conceived in Japan and created by the Educational Testing Service (ETS) as a common global yardstick for measuring (December 1979); also TOEIC was designed to measure the English language proficiency of individuals whose native language is not English. Additionally, this test is used to check the English level that a person has to communicate in an effective way and, mainly, in different work scenarios. For this reason this test is very popular and is administered in 150 countries around the world.

Test of English for International Communication is divided into four micro skills (listening, writing, speaking and listening) but the researchers will use only the listening section. The results of the test will be shown as a "Score" divided into units of five points, made up of 5 to 495 points for Listening. This test shows the weakness and strength of students and the scores are divided in three categories these are: 495 to 375, 370 to 275, and 270 to 5. The purpose of using this test is to obtain the students' listening skill level (from the two majors) through scores.

Now, it is also well known that sometimes students have to test their English level by doing the TOEFL test. This test was also designed by ETS in 1964. Since the beginning, the objective of this test was to measure the foreign English learners' ability, but with the main objective of knowing if a student is capable of taking courses in foreign countries. In few words, it was designed for academic purposes.



Due to the comparison of both types of tests, and by knowing that the TOEIC test is more oriented to see if foreign students can be capable of communicating themselves in different work scenarios, the usage of a TOEIC-like test listening section will definitely contribute to gather the information required by this project. The TOEIC-like test is the tool that will help to find out the answer to the questions that have been previously exposed by the researchers.

Additionally, a **questionnaire** will be another instrument that will help researchers to get information about which listening techniques students from the two majors use. Besides that, researchers also pretend to know if they have had some advantages before starting the career (this questionnaire will help researchers to get qualitative and quantitative data). A questionnaire is a research instrument consisting of different types of questions that can include open and closed questions. For the closed questions the respondent just selects an option already settled as a possible answer. For the open question, the respondent has to give his own answer or opinion. The questionnaire was invented in 1838 by the Statistical Society of London. The questionnaire used in this research will contained a combination of open and closed questions that will help researchers to build graphics about the knowledge that students have the importance they give and the time they use when improving their listening skill.

## B. Data gathering plan

Activity	Date	Time	Place	Responsible
To create the questionnaire , to adapt the TOIEC model test (listening sections)	Second and third week of March	10 : 00 Am to 3:00 Pm (Fridays)	UES Main library	The three members of the group
To write the authorization letters to be sent	Fourth week of April	10 : 00 Am to 3:00 Pm (Fridays)	UES Main library	The three members of the group
To get the photocopies of the questionnaire and the listening	Third week and fourth week of May	10:00 to 11:30 Am	University of El Salvador	The three members of the group
To administer the questionnaire and the TOIEC like test(listening sections) to the four groups of readings and conversation II	May 19 <sup>th</sup>	9:00 to 10: 00 Am( group 1 English Teaching major)	Foreign Languages Department building	Karla Guzman Melissa Cañas
	May 23 <sup>rd</sup>	7:00 to 8:00 Am (group 6 Modern Languages major)	Foreign Languages Department building	Karla Guzman Carlos Galicia
	June 1 <sup>st</sup>	4:00 to 5:00 Pm (group 7 Modern Languages major)	Foreign Languages Department building	Melissa Cañas Carlos Galicia
	June 3 <sup>rd</sup>	2:00 to 3:00 Pm (group 4 English Teaching major)	Foreign Languages Department building	The three members of the group
To organize the data collected	June 9 <sup>th</sup>	10 : 00 Am to 3:00 Pm	UES Main library	The three members of the group

## **VI. DATA ANALYSIS**

### **A. Piloting**

Researchers did a pilot study three weeks before administering the final instruments. This pilot study was carried out in two groups. The first group was English advanced II in which researchers administered the questionnaire and the listening test (TOIEC like-test). The questionnaire had some problems with some questions because these were so long and the instructions were not so clear.

The listening test (TOIEC like-test) had some problems in section number one with the pictures and some questions in section number four because the prints were not good quality. Researchers rewrote the instructions and questions related to the questionnaire and the listening test (TOIEC like-test) was printed with a good quality. Then researchers did a second pilot study with 12 students in their fourth year. They administered the two instruments and these ones were good and students did not have difficulties in order to answer them.

The final instruments in order to gather the data were a questionnaire and a listening test (TOIEC like-test) these were administered to a sample of 39 students who belong to English Teaching major and 49 students from Modern Languages Major. The researchers took into account two groups of each major these students registered in Readings and Conversation II classes.

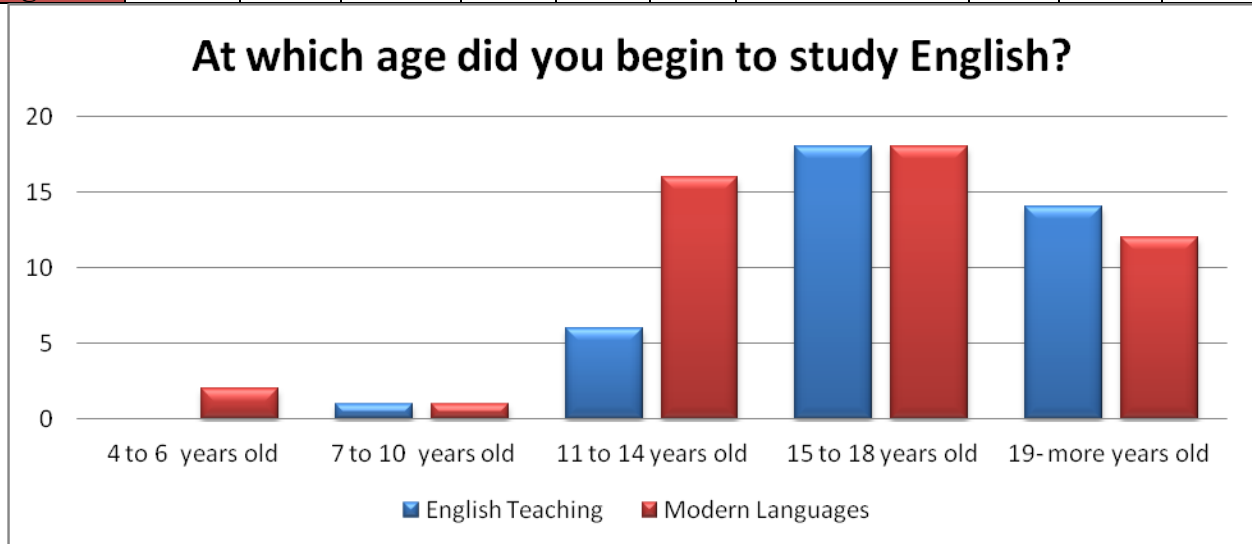
The objective of the questionnaire was to gather information about listening techniques used by students from both majors. And the purpose of the listening test was to measure students' listening comprehension from both majors.

## Comparative

### English Teaching Major and Modern Languages

1-At which age did you begin to study English?

	4 to 6 years old	%	7 to 10 years old	%	11 to 14 years old	%	15 to 18 years old	%	19- more years old	%
<b>English Teaching</b>	0	0	1	2.5	6	15.3	18	46.1	14	35.9
<b>Modern Languages</b>	2	4.08	1	2.04	16	32.6	18	36.7	12	24.4



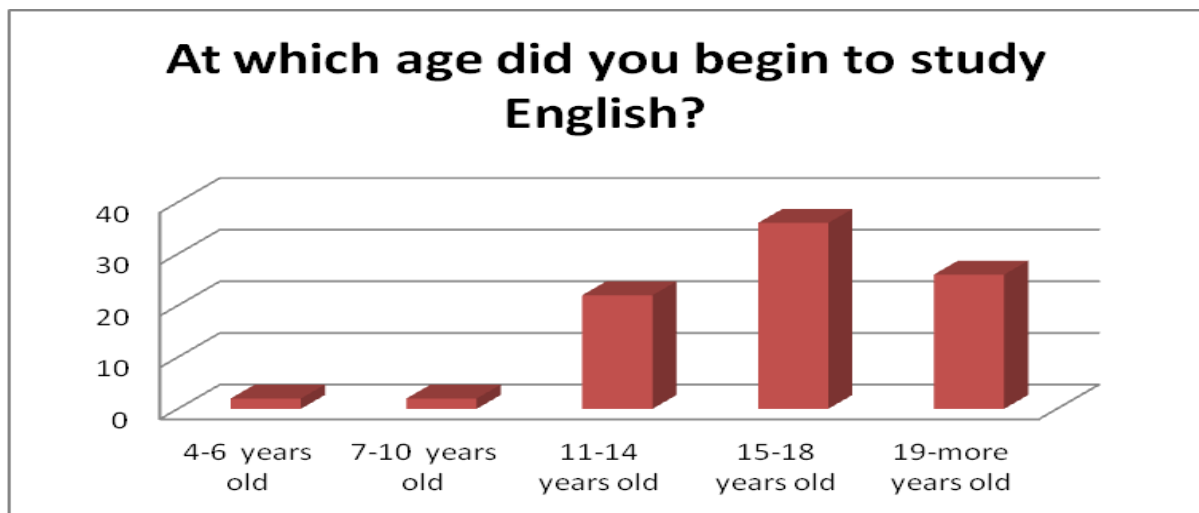
The categories selected in this question were divided into age ranges for both majors. The results for both majors showed that the ages in which most of them began to study English was between 15 to 18 years old. In modern languages major a good percentage of students (32.6%) started to study English when they were between 11 to 14 years old.

However, 35.9 % of students from English teaching major learnt English when they were 19 or more; base on this data, as children they did not take any extra English classes.

## Global

1-At which age did you begin to study English?

At which age did you begin to study English?	Total	%
4-6 years old	2	2.2
7-10 years old	2	2.2
11-14 years old	22	25
15-18 years old	36	40.9
19-more years old	26	29.5

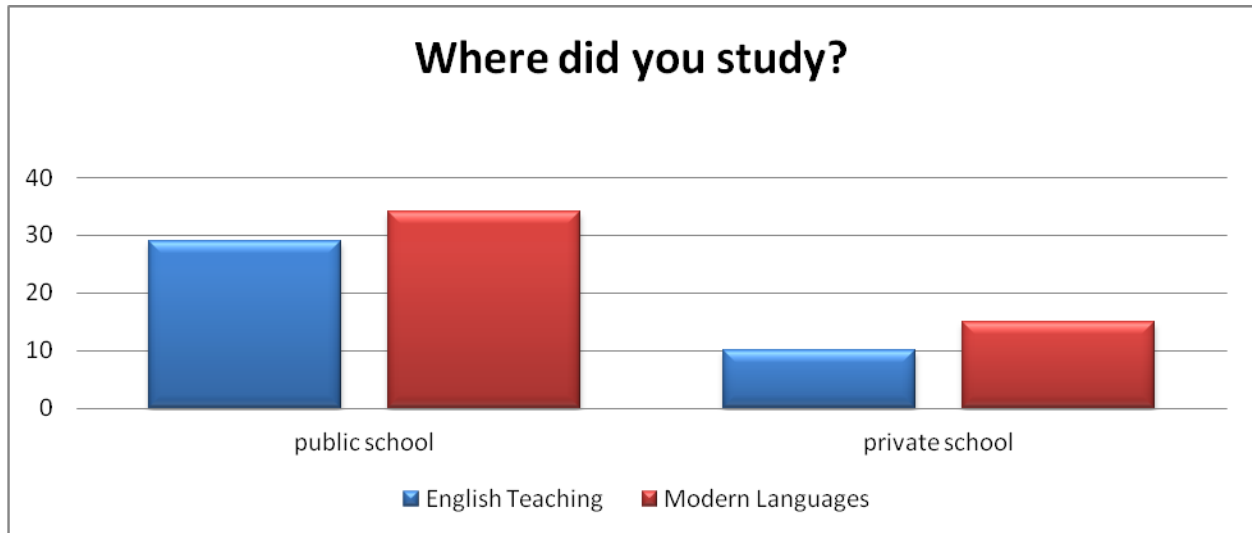


The percentage of students from Modern Languages and English Teaching major that started to study English when they were fifteen to eighteen years old is the 40.9%. The second range in which students learnt English is 19 or more years old; this is the 29.5%. In fact, there is a tendency that students from both majors started to study English when they were teenagers. According to the Critical Period (CP) Hypothesis, the ability to learn a language is limited to the years before puberty after which, most probably as a result of maturational processes in the brain, this ability disappears (Krashen, 1973).

**Comparative**  
**English Teaching Major and Modern Languages**

2-Where did you study?

	<b>public school</b>	<b>%</b>	<b>private school</b>	<b>%</b>
<b>English Teaching</b>	29	74.3	10	25.7
<b>Modern Languages</b>	34	69.4	15	30.6



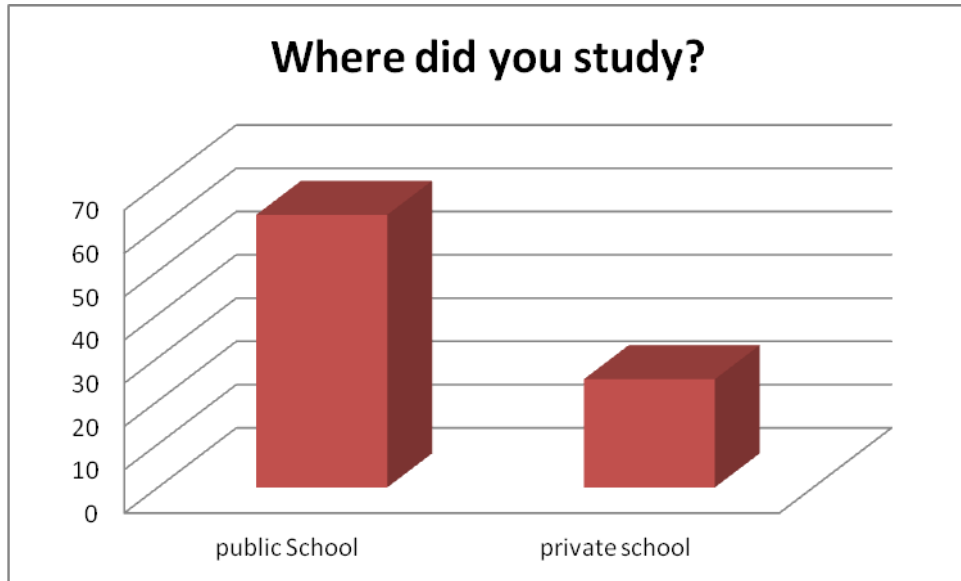
74.3% of students from the English teaching major and 69.4% of students from the Modern Languages Major come from public schools. On the other hand, 25.7% of students from the English Teaching Major and 30.6% from Modern Languages come from private schools.

As a result the majority of students from both majors studied at public schools.

## Global

2-Where did you study?

Where did you study?	Total	%
public School	63	71.9
private school	25	28.9



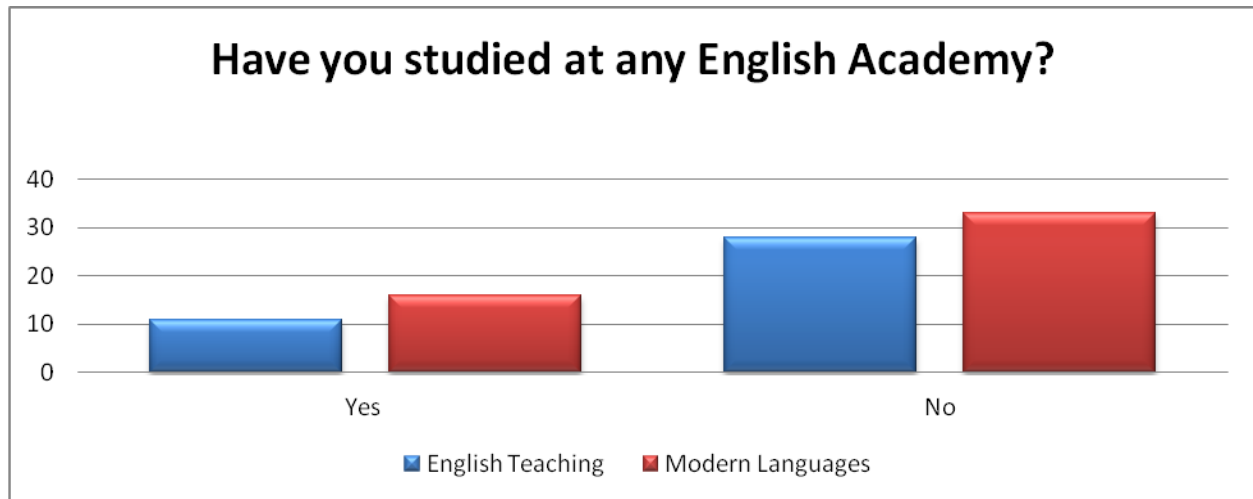
71.9 % of students from both majors have studied at public schools while 28.9% of them have studied at private schools. As a result, the majority of students from both majors had studied at public schools.

## Comparative

### English Teaching Major and Modern Languages

3-Have you studied at any English Academy?

	Yes	%	No	%
English Teaching	11	28.2	28	71.8
Modern Languages	16	32.7	33	67.3



Based on the answers given by students from the English Teaching Major 71.8% mentioned they have not studied at an English Academy and 67.3% of the students from the Modern Languages Major mentioned they have not studied at an English Academy. Thus the minority of students has had an English background during their major; this is 32.7% from Modern Languages and 28.2% from English teaching major.

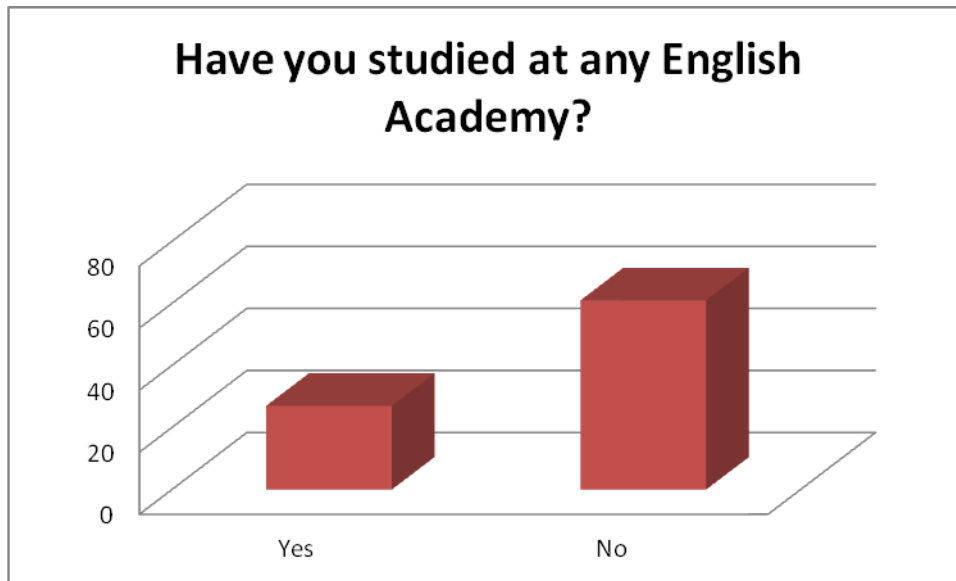
As shown in the results, most of students did not study at an English Academy before starting their respective majors



## Global

3-Have you studied at any English Academy?

Have you studied at any English Academy?		%
Yes	27	30.7
No	61	69.3



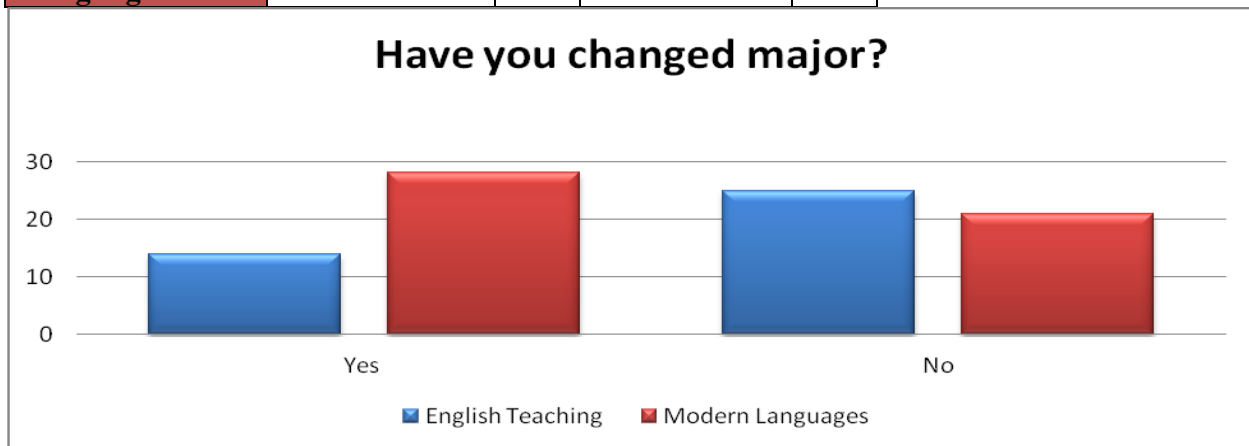
From the answers obtained of students from both majors, the results have shown that 69.3% of students have not studied at any English academy, while a small number of 30.7% have studied at an English academy. There is a tendency that the majority of students from both majors did not study English before starting their major, and this probably could affect their listening level negatively.

## Comparative

### English Teaching Major and Modern Languages

4- Have you changed major?

	Yes	%	No	%
English Teaching	14	35.9	25	64.1
Modern Languages	28	42.9	21	42.8

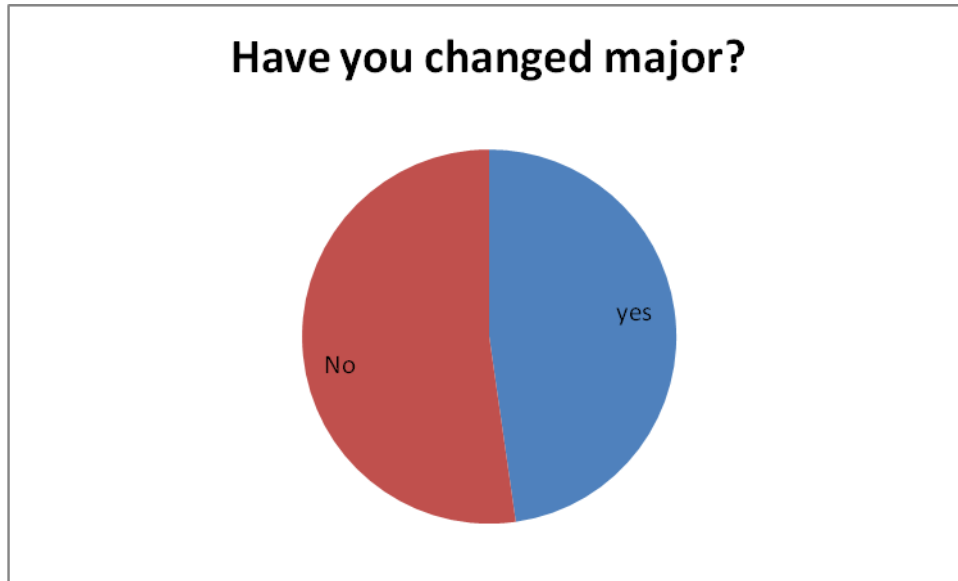


From the English Teaching Major 35.9% of its students were studying in different majors before starting their current major, but a higher number of students from the Modern Languages Major, precisely 42.9%, have also studied in different majors originally. However, 64.1% of students from English Teaching Major have not changed major. This means that fewer students from English Teaching Major have changed major. As a conclusion, the majority of students from the Modern Languages Major started their studies in a different major. In some cases not all the students get a 50 points score when doing the official test to be accepted at the University of El Salvador; therefore, they have to look for an alternative major. Then, and after one year of studying in that alternative major, they are given the option to move to their first major option. As previously seen, this has been the case of some students that nowadays belong to the Modern Languages Major.

## Global

4-Have you changed major?

Have you changed major?		%
yes	42	47.7
No	46	52.3



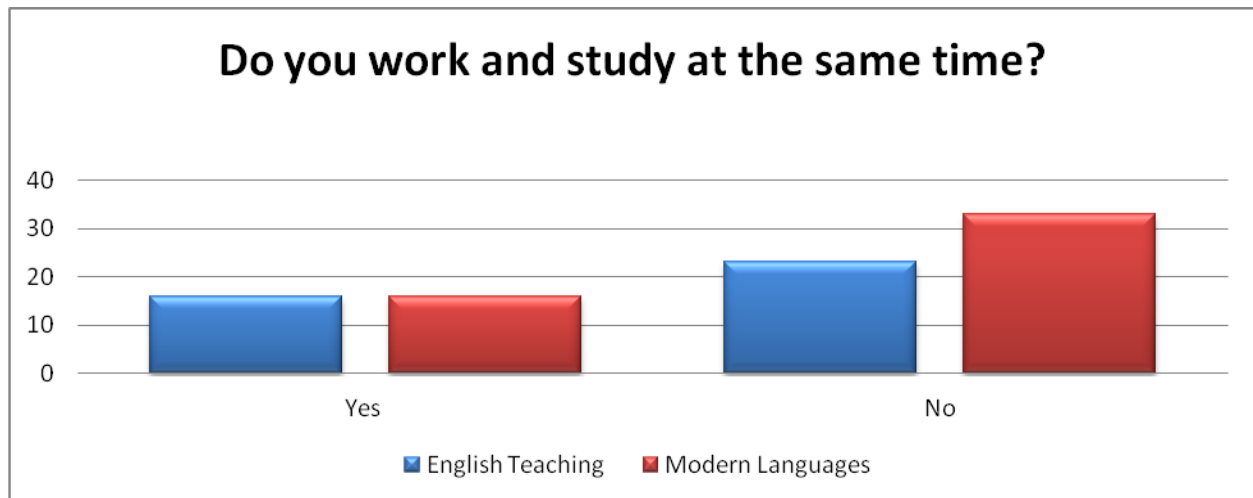
47.7% of the sample originally started to study in a different major. Then they changed to the Foreign Languages Department in order to study the Modern Languages or English Teaching major. Probably, one factor could be because when they started their process to study at the University of El Salvador they wanted to study the English Teaching major or the modern Languages major, but they did not get the score required to be admitted in the major they wanted to study. On the other hand, 52.3% from both majors have not changed major.

## Comparative

### English Teaching Major and Modern Languages

5- Do you work and study at the same time?

	Yes	%	No	%
English Teaching	16	41.1	23	58.9
Modern Languages	16	32.6	33	67.4

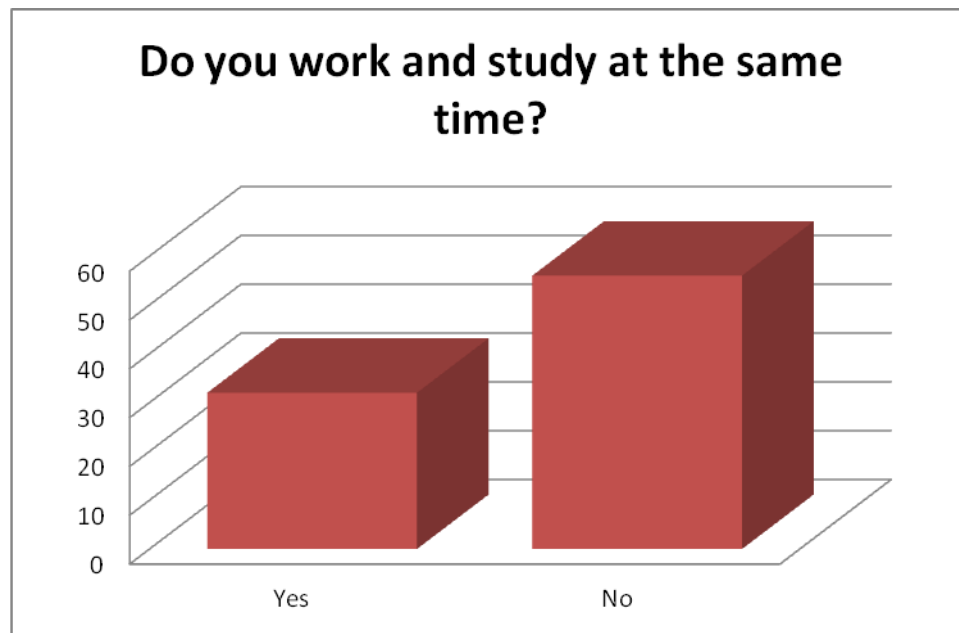


67.4% of the students from Modern Languages do not work and study at the same time, and 58.9% of the students from the English Teaching Major do not work and study. The results showed that just a little percentage of the students from both majors (41.1% from English Teaching and 32.6% from Modern Languages) study and work at the same time. These students practice their English when they are working, this may help them to improve their listening skill, but also this could affect students as that they do not have enough time to study.

## Global

5- Do you work and study at the same time?

Do you work and study at the same time?		%
yes	32	36.4
No	56	63.6



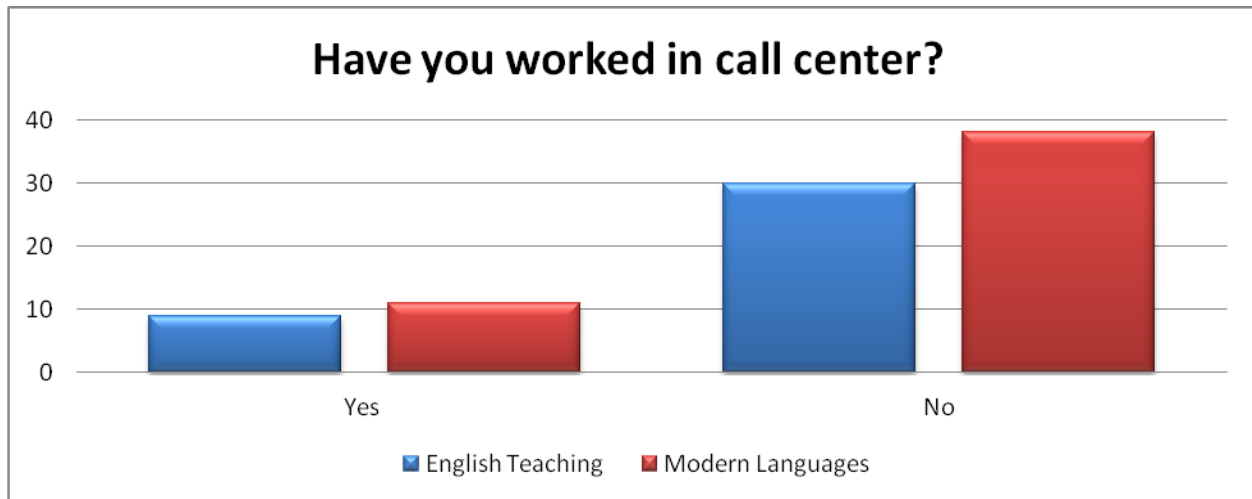
The data obtained in this question shows that 63.6% of students from both majors do not work and study at the same time, but the 36.4% of the sample do work and study at the same time. These results present a huge difference between students that work and study and students that only study; being higher the percentage of students that do not work and study at the same time.

## Comparative

### English Teaching Major and Modern Languages

6-Have you worked in a call center?

	Yes	%	No	%
English Teaching	9	23	30	77
Modern Languages	11	22.4	38	77.6

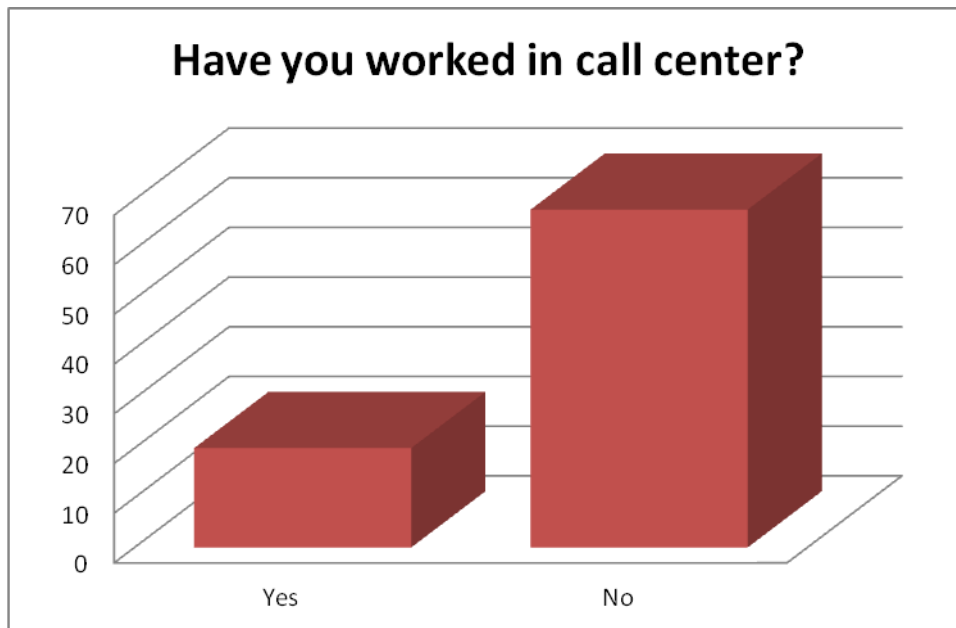


Based on the results 77.6% students from Modern Languages Major and 77% from English Teaching Major have not worked at a call center. On the other hand the 22.4 % from Modern Languages Major and 23% from English Teaching Major have worked at a call center. These percentages of students have had not only more experience, but also a constant training to develop their listening skill. So they can probably have more advantages over the ones that do not work at a call center

## Global

6-Have you worked in a call center?

Have you worked in call center?		%
yes	20	22.7
No	68	77.3



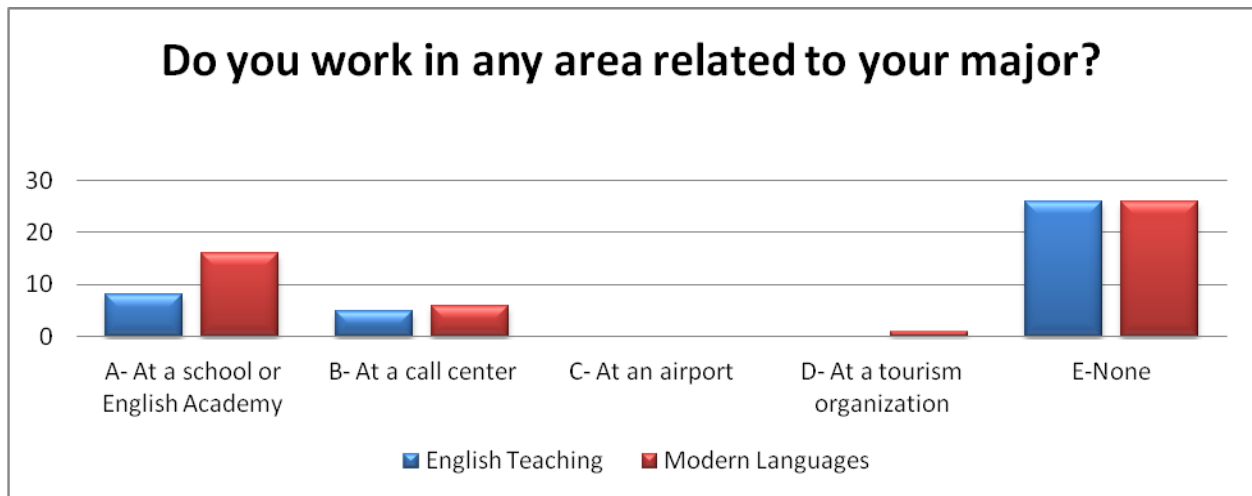
The answer given by students from both majors have shown that 77.3% have not been exposed to real listening scenarios yet, so it might cause some difficulties or barriers when an English listening test is taking. 22.7% students from both majors have worked at a call center thus, it could help them when they are taking an English listening test.

## Comparative

### English Teaching Major and Modern Languages

7-Do you work in any area related to your major?

	A- At a school or English Academy	%	B- At a call center	%	C- At an airport	%	D- At a tourism organization	%	E-None	%
English Teaching	8	20.5	5	12.8	0	0	0	0	26	66.7
Modern Languages	16	32.7	6	12.2	0	0	1	2.04	26	53.1



From the different areas in which students work, the graphic shows that the first option is “School or English Academy”. A 32.7% of students that belong to the Modern Languages Major and a 20.5% of students that belong to the English Teaching Major chose that option.

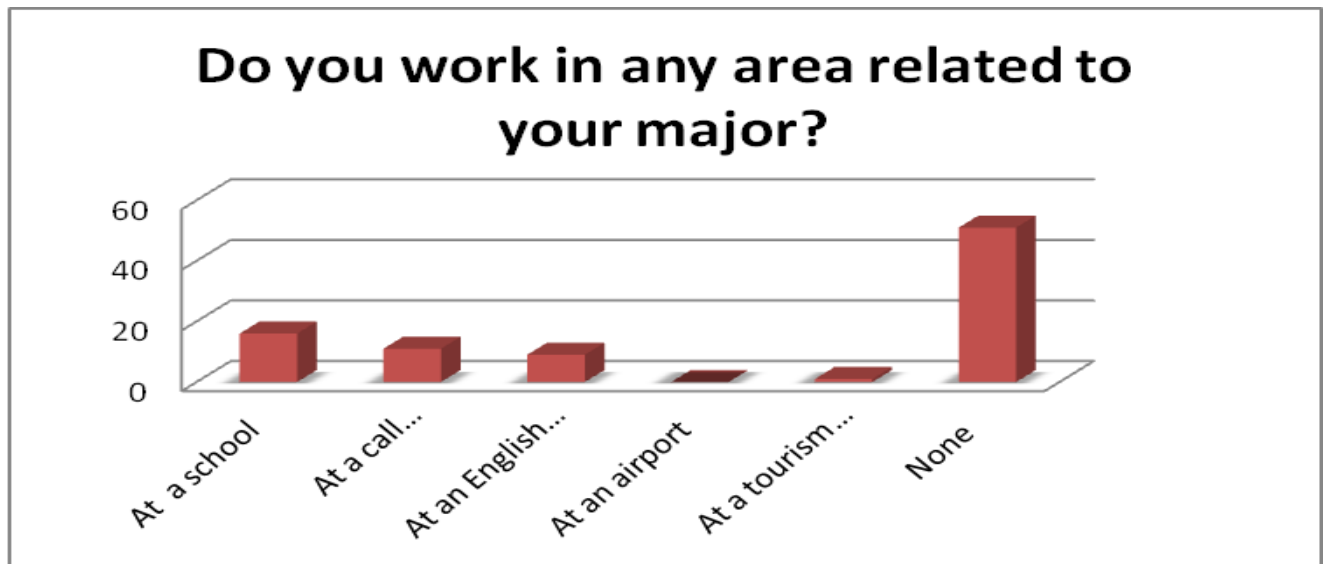
The second option is “Call center”. 12.2% of students from Modern Languages and 12.8% of students that belong to English Teaching work in a call center. These results show a minimum difference between the Modern Languages and the English Teaching major. In contrast, higher results (53.1 % from Modern Languages and 66.7% from English Teaching) are related to students who do not work in any of the areas mentioned before.



## Global

7-Do you work in any area related to your major?

Do you work in any area related to your major?	Total	%
At a school or At an English academy	25	28.3
At a call center	11	12.5
At an airport	0	0
At a tourism organization	1	1.1
None	51	57.9



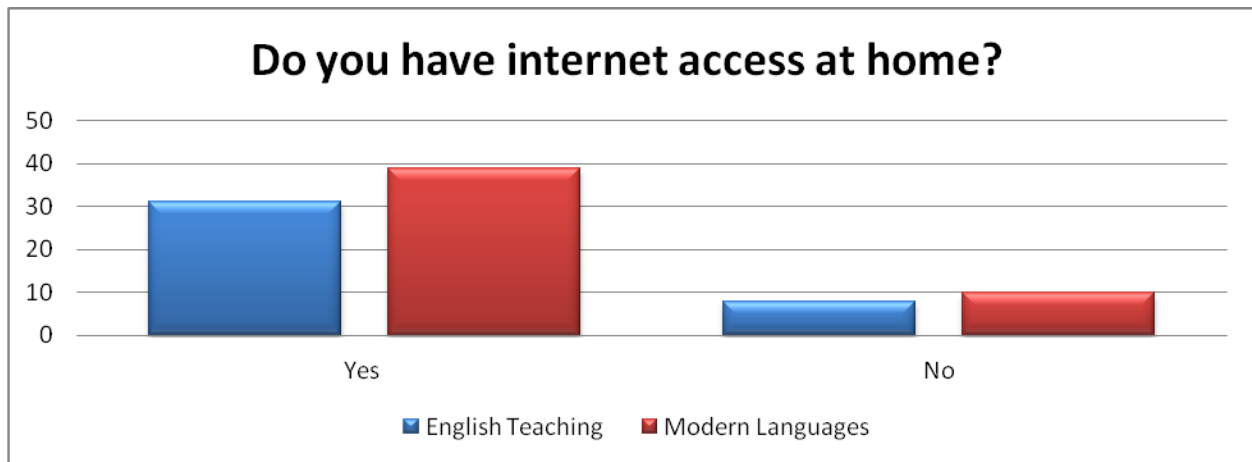
As mentioned previously, the results reflect that a minimum amount of students are working in the area relate to their majors (28% working for schools or academies), followed by the call center area which shows 12.5%, and a very minimum amount of 1.1% related to the tourism area.

## Comparative

### English Teaching Major and Modern Languages

8- Do you have internet access at home?

	Yes	%	No	%
English Teaching	31	79.5	8	20.5
Modern Languages	39	79.6	10	20.4

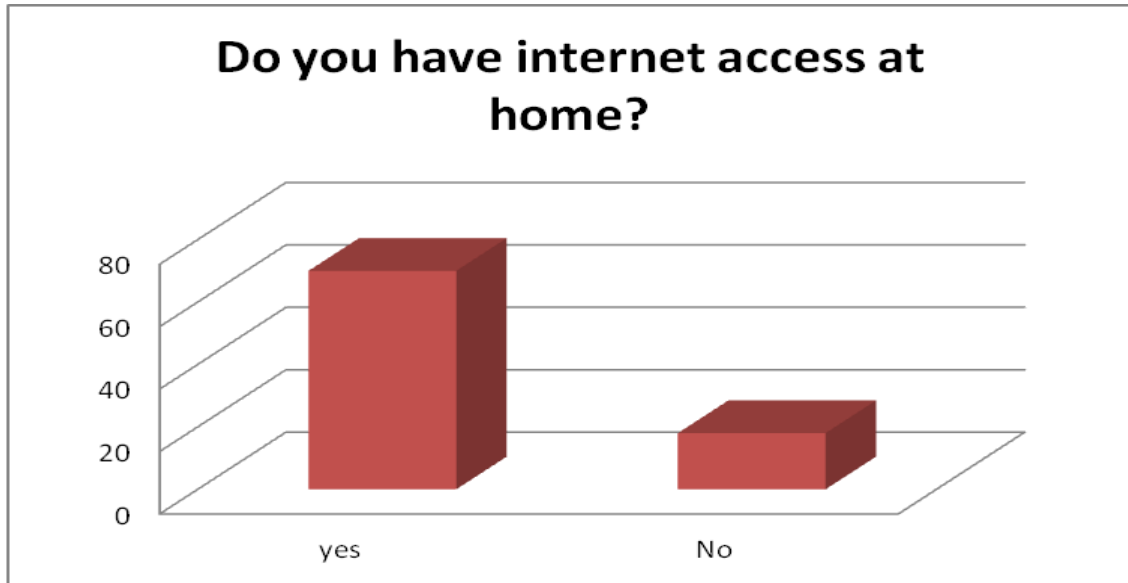


The graph shows that 79.5% from English Teaching Major and 79.6% from Modern Languages have internet access at home. This resource can help students to practice and to find different ways to improve their listening skill, and it gives them an advantage over the other sample of the population which does not have internet access; the results showed that 20.5% from English Teaching Major and 20.4% from Modern Languages Major do not have this resource at home.

## Global

8- Do you have internet access at home?

Do you have internet access at home?		%
yes	20	79.5
No	68	20.5



20.5% of the students from both majors do not have internet access at home; the lack of this important resource may affect their learning process in different areas and, of course, it could cause some disadvantages when improving their listening skill.

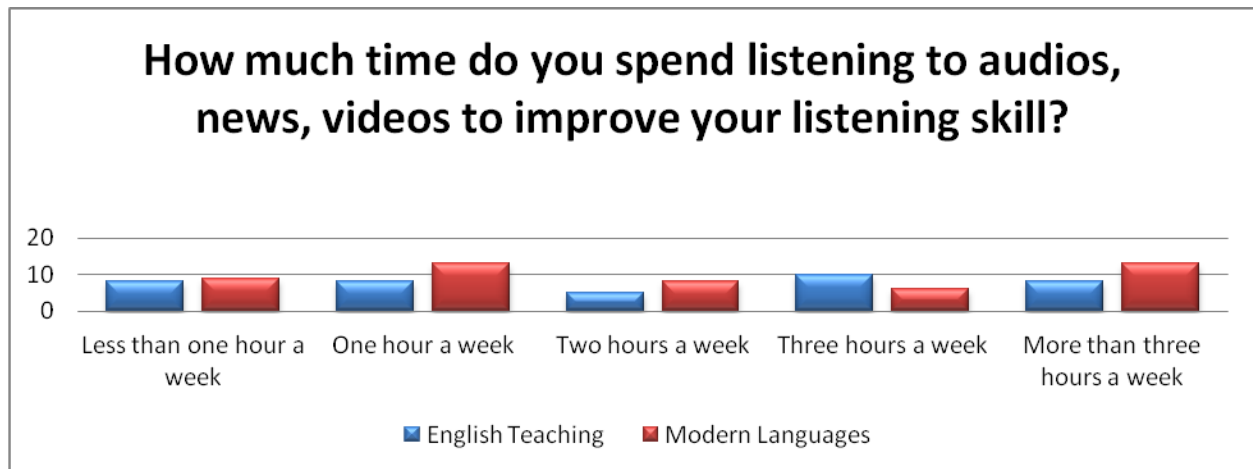
The other part of the population shows a 79.5% of accessibility to the internet resource. It may increase the advantage to get some benefits from it as with this tool students can have access to different programs, websites, and tutorials with the ones they can improve their listening skill.

## Comparative

### English Teaching Major and Modern Languages

9-How much time do you spend listening to audios, news, videos to improve your listening skill?

	Less than one hour a week	%	One hour a week	%	Two hours a week	%	Three hours a week	%	More than three hours a week	%
<b>English Teaching</b>	8	20.5	8	20.5	5	12.8	10	25.6	8	20.5
<b>Modern Languages</b>	9	18.4	13	26.5	8	16.3	6	12.1	13	26.5



Option 1: Less than one hour a week

20.5% from English Teaching and 18.4% from Modern Languages chose this option. So, it is a considerable amount of students who do not practice enough time.

Option 2: One hour a week

20.5% from English Teaching and 26.5% from Modern Languages were the final results in this category.

Option 3: Two hours a week

12.8% from English Teaching and 16.3% from Modern Languages is the percentage of students that selected this option.

Option 4: 3 hours a week

25.6% from English Teaching and 12.1% from Modern Languages spend their time practicing 3 hours a week listening to audios and other media resources to improve their listening proficiency.

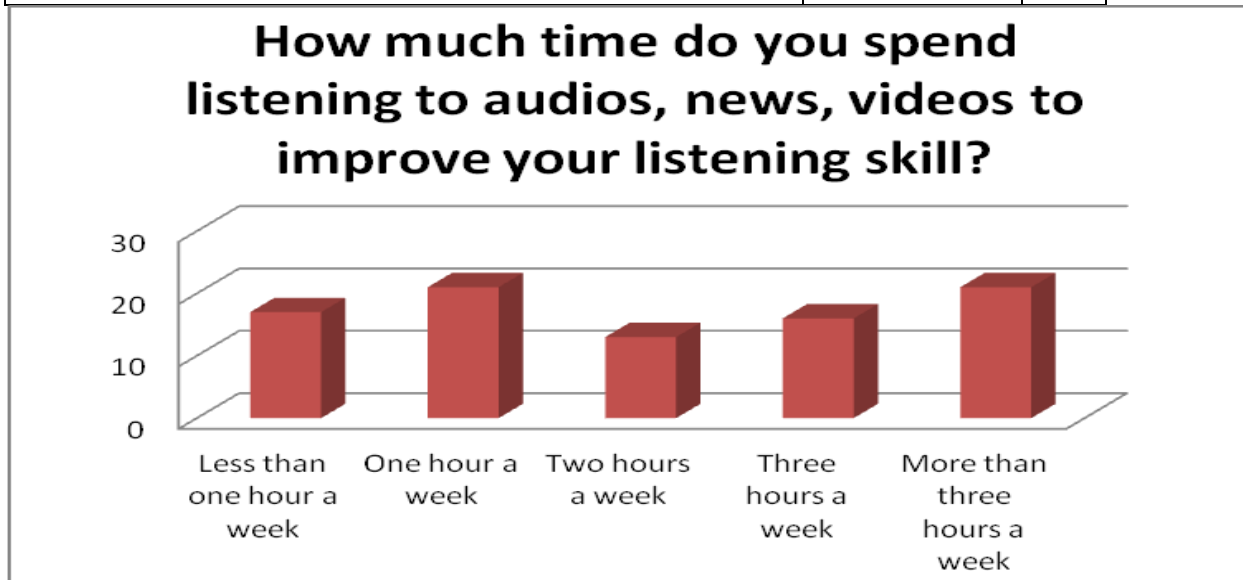
Option 5: More than three hours a week

The number of students from the Modern Languages Major that spend more than 3 hours a week is higher than the number of students from the English Teaching Major (26.5% from Modern Languages and 20.5% from English Teaching)

## Global

9-How much time do you spend listening to audios, news, videos to improve your listening skill?

How much time students spend practicing listening techniques	Total	%
Less than one hour a week	17	19.3
One hour a week	21	23.8
Two hours a week	13	14.8
Three hours a week	16	18.3
More than three hours a week	21	23.8



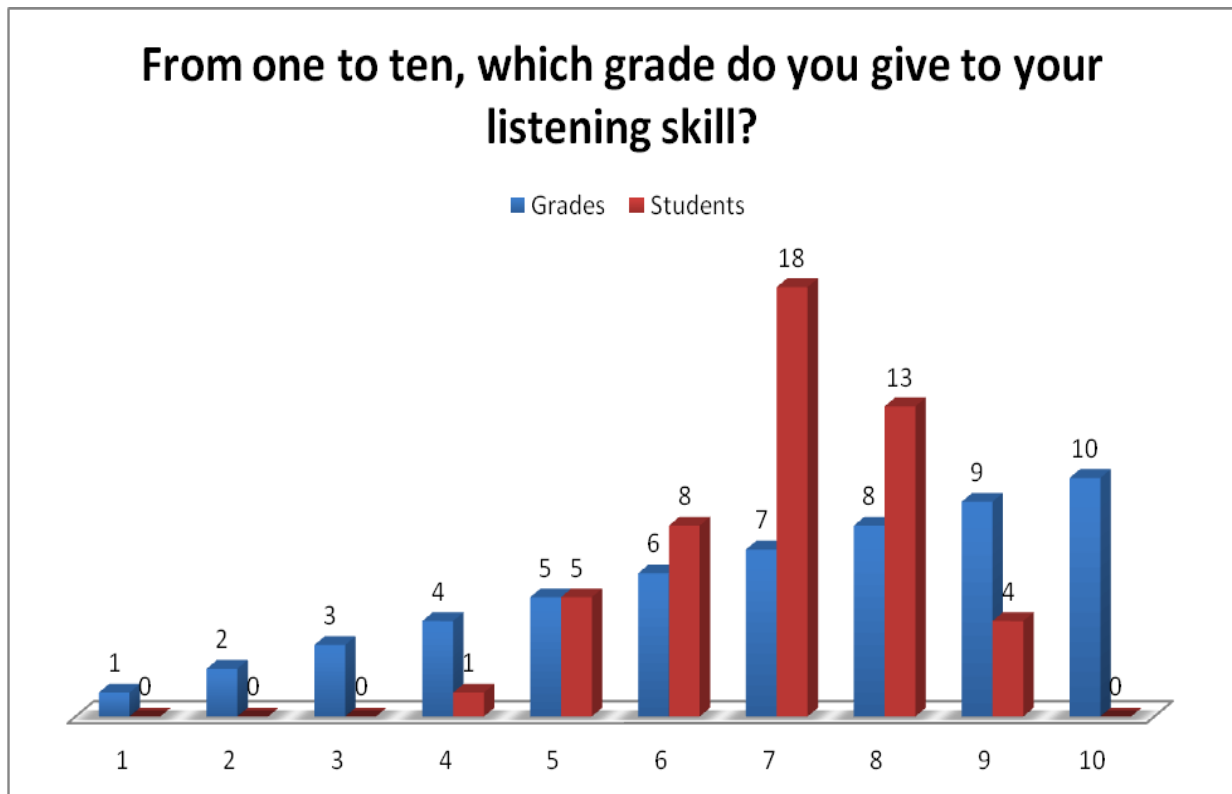
In this graph the options 2 and 5 are the ones that were highly selected by students from both majors (23.8 % and 23.8% for both majors). The following option selected by students was option number 1 related to “less than one hour a week” with 19.3%. Then, the option related to the time of “three hours a week” showed 18.3% for both majors. Finally, the less selected option was “two hours a week” with 14.8% from both majors. In this case there is a contrast with the results obtained due to the fact that students who study “Less than one hour a week” and students who study “More than three hours a week” showed the same percentage. So, as the results showed equal amount in both options, the half of students that showed less time practicing should be motivated to give more importance to practice and improve their listening skill.

## Comparative

### English Teaching Major and Modern Languages

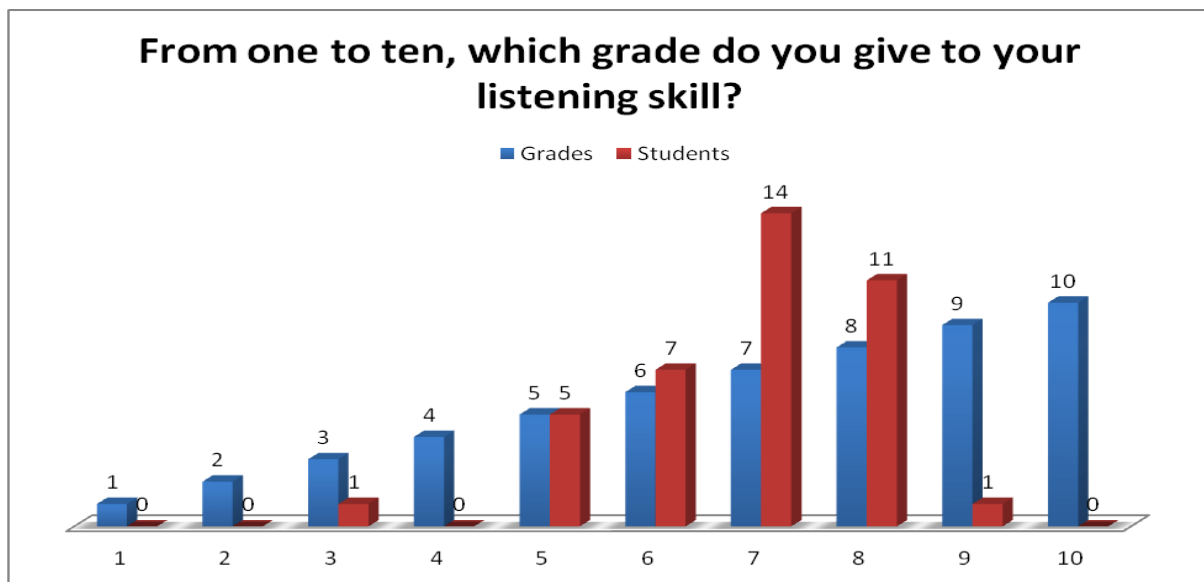
10-From one to ten, which grade do you give to your listening skill?

Modern Languages		
Grades	Total	%
1	0	0
2	0	0
3	0	0
4	1	2.04
5	5	10.2
6	8	16.3
7	18	36.7
8	13	26.5
9	4	8.16
10	0	0



10-From one to ten, which grade do you give to your listening skill?

English Teaching Major		%
Grades	Total	
1	0	0
2	0	0
3	1	2.5
4	0	0
5	5	12.8
6	7	35.9
7	14	35.8
8	11	28.2
9	1	2.5
10	0	0



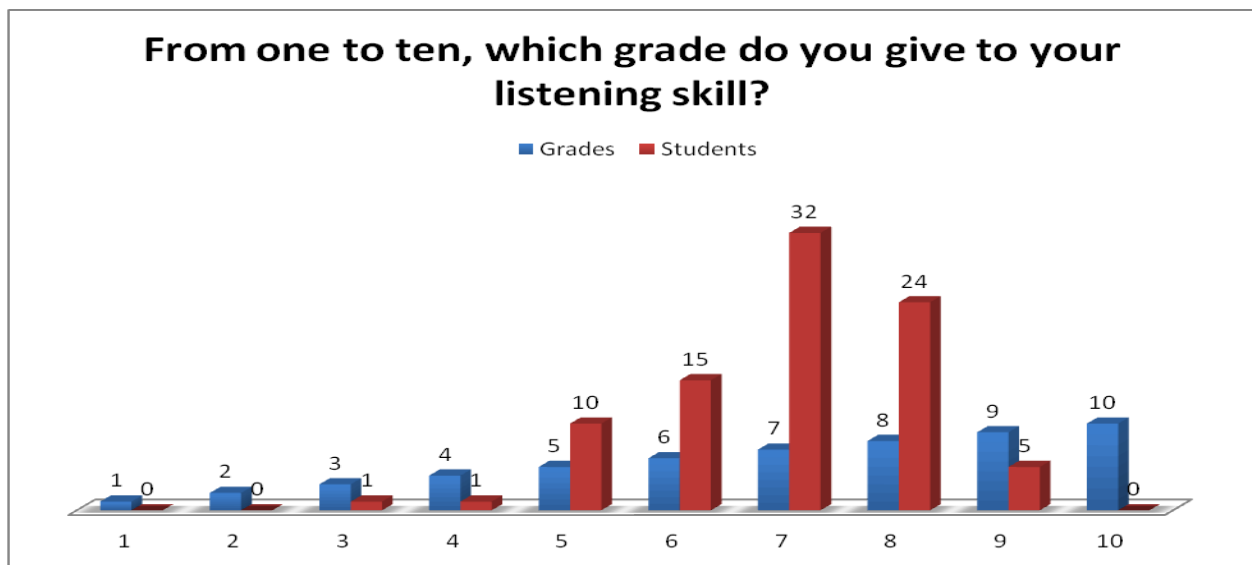
This graph brings an overview about how students consider their listening skill level. 35.9% of students from English Teaching Major consider that the grade for their listening skill is seven, and from the Modern Language Major 36.7% of students give the same grade to their listening skill level.



## Global

10-From one to ten, which grade do you give to your listening skill?

Grades	Total	%
1	0	0
2	0	0
3	1	1.1
4	1	1.1
5	10	11.3
6	15	17.04
7	32	36.4
8	24	27.3
9	5	5.6
10	0	0



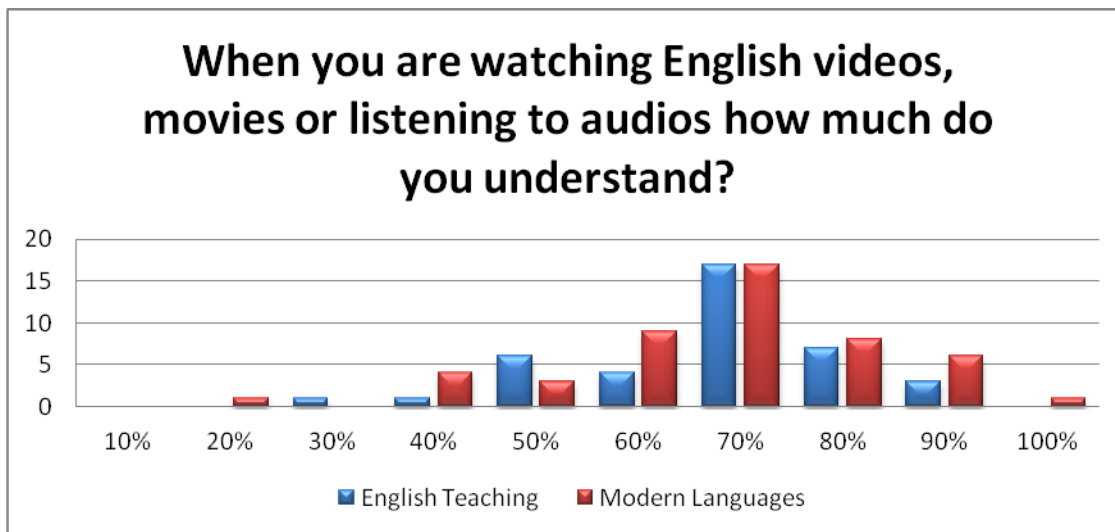
Students from both majors were asked to evaluate their listening skill with a grade from 1 to 10 being the higher grades selected 7 and 8. With a percentage of 36.4% of students who gave to themselves a grade of 7. Then, with a percentage of 27.3% of students who gave to themselves a grade of 8.

## Comparative

### English Teaching Major and Modern Languages

11. When you are watching English videos, movies or listening to audios how much do you understand?

Percent	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
English Teaching	0	0	1	1	6	4	17	7	3	0
Modern Languages	0	1	0	4	3	9	17	8	6	1

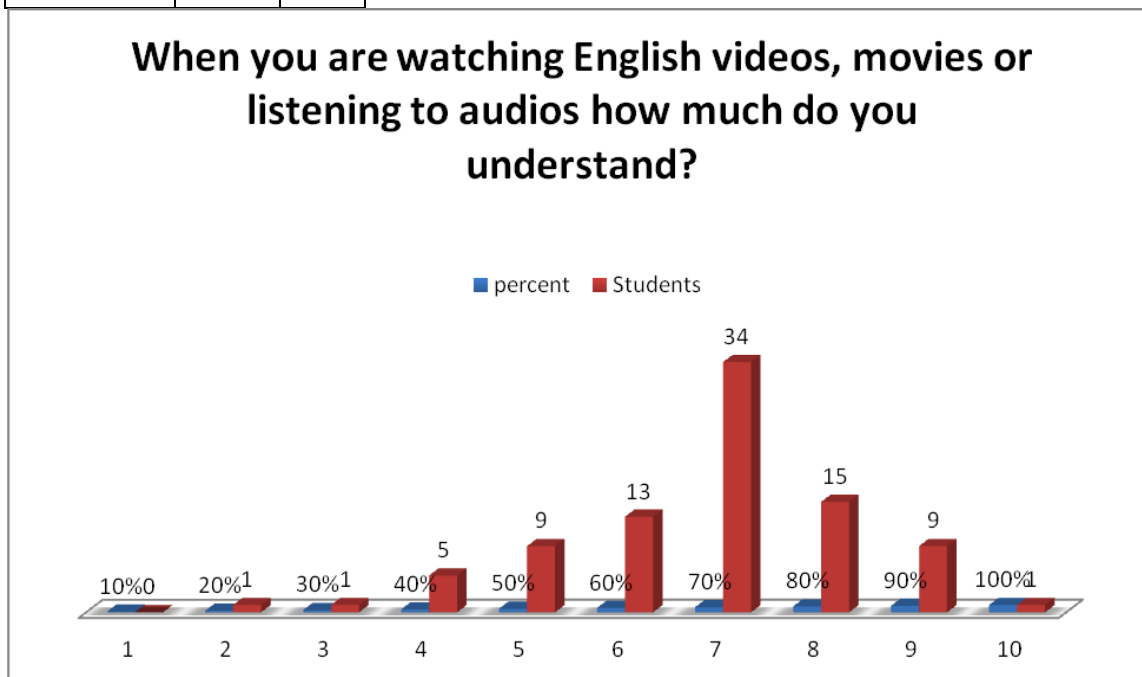


According to students' opinion when they use this type of media resources, they consider to grasp a 70% of the information they receive. 34.7 % of students from Modern Languages and 43.6% from English Teaching Major consider that they grasp 70%.

## GLOBAL

11. When you are watching English videos, movies or listening to audios how much do you understand?

How much you understand	Total	%
10%	0	0
20%	1	1.1
30%	1	1.1
40%	5	5.7
50%	9	10.3
60%	13	14.8
70%	34	38.6
80%	15	17
90%	9	10.3
100%	1	1.1



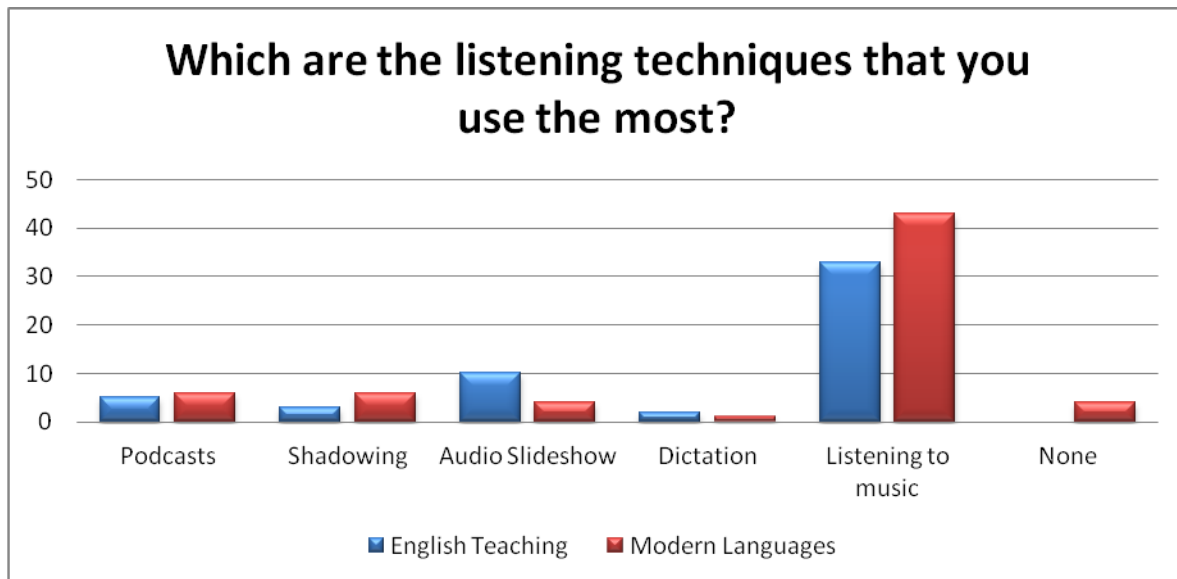
According to the data collected the results showed that when they are using this type of media resources they understand 70% of it. This is the 38.6% of the whole population. However, according to the grades obtained from the listening test administered, they did not grasp the 70% they stated while answering the questionnaire.

## Comparative

### English Teaching Major and Modern Languages

12. Which are the listening techniques that you use the most?

Listening techniques	Podcasts	%	Shadowing	%	Audio Slideshow	%	Dictation	%	Listening to music	%	None	%
<b>English Teaching</b>	5	9.4	3	5.7	10	18.9	2	3.8	33	62.2	0	0
<b>Modern Languages</b>	6	9.4	6	9.4	4	6.2	1	1.6	43	67.2	4	6.2

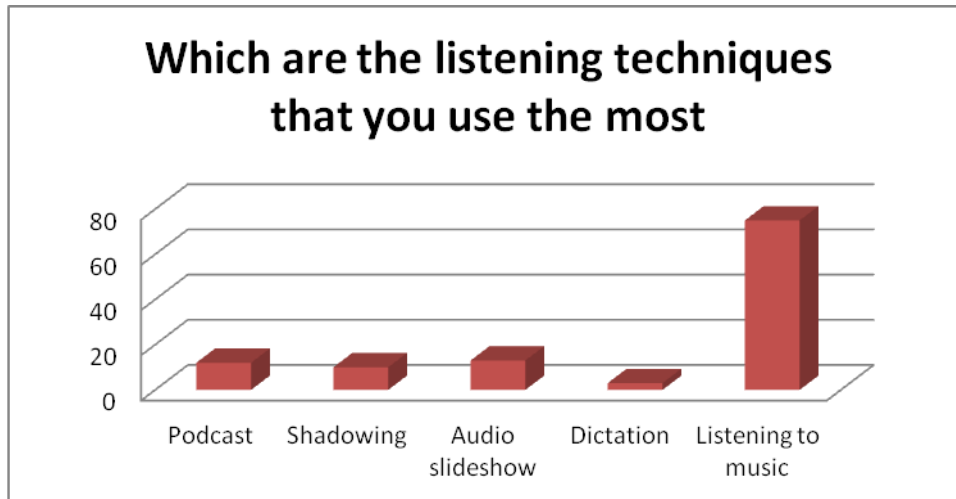


In this graph is easy to see that the listening technique that students use the most is “listening to music”. In the case of the English Teaching Major 62.2% of students use this technique and in the Modern Languages Major the percentage of students that use it is 67.2%; which represents the higher percentages of the population sample. Possibly students enjoy this type of activity/technique as it is the most entertained activity according to them.

## GLOBAL

12. Which are the listening techniques that you use the most?

Which are the listening techniques that you use the most	TOTAL	%
Podcast	12	10.6
Shadowing	10	8.8
Audio slideshow	13	11.5
Dictation	3	2.7
Listening to music	75	66.4



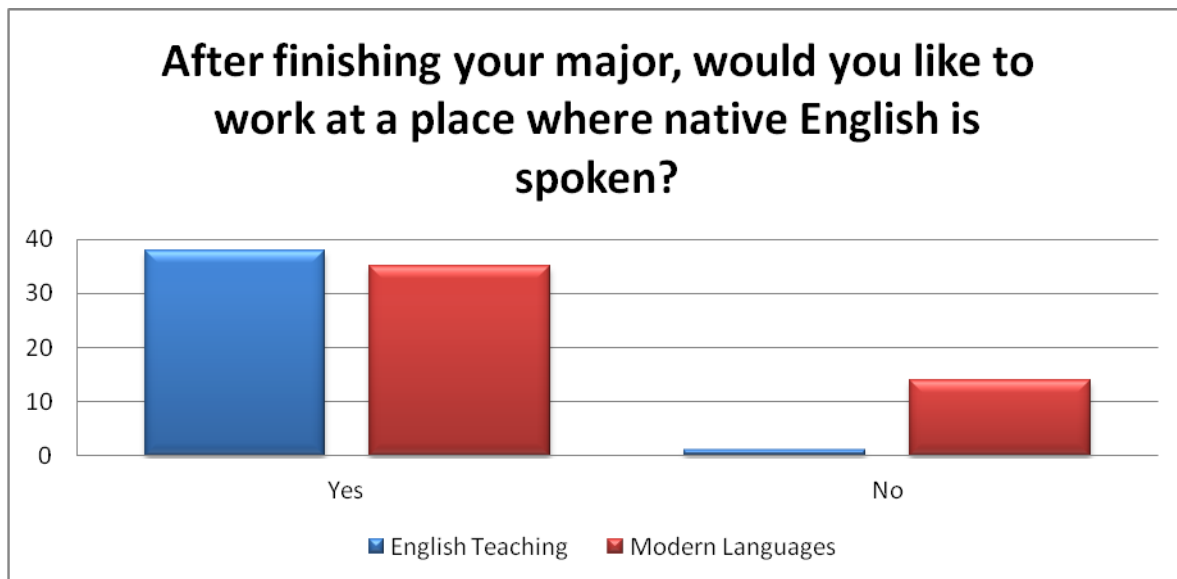
66.4% of students from both majors use the technique “listening to music”. As stated in the theoretical framework, this technique helps students to understand common native English expressions that do not normally appear in academic books or articles.

## Comparative

### English Teaching Major and Modern Languages

13. After finishing your major, would you like to work at a place where native English is spoken?

Would you like?	Yes	%	No	%
English Teaching	38	97.4	1	2.6
Modern Languages	35	93.9	14	6.1

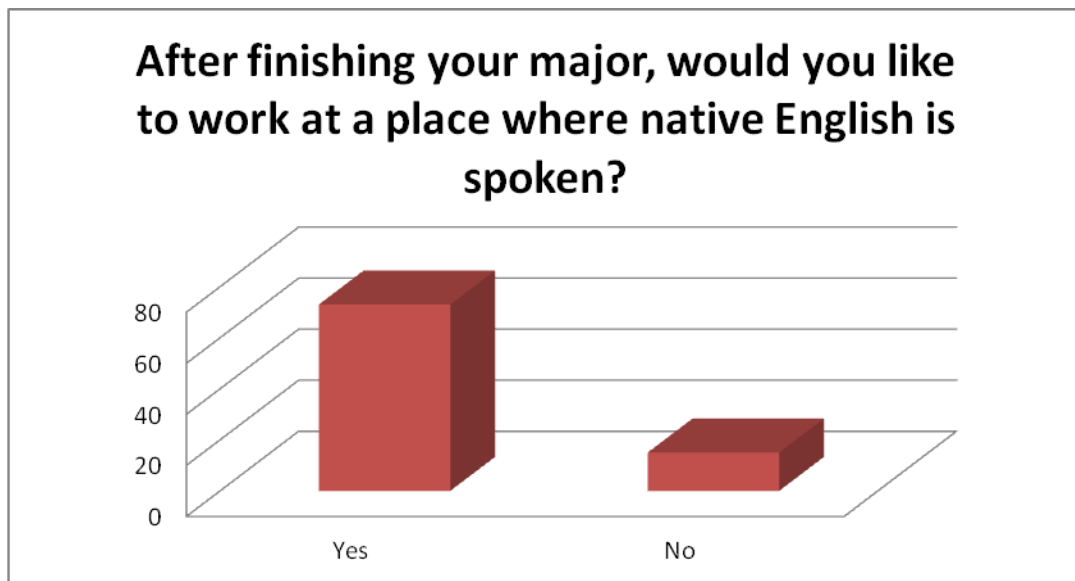


The graph shows a strong tendency (97.4%) that students from English Teaching major would like to work at a place where native English is spoken, such as bilingual schools, airports, Embassy or at a call center. Students who belong to the Modern languages major that would like to work at a place where native English is spoken is represented by a percentage of 93.9%. However, a little percentage (6.1%) of students from the Modern Languages major would not like to work at a place where native English is spoken; they would like to work at a place where native French is spoken instead.

## GLOBAL

13. After finishing your major, would you like to work at a place where native English is spoken?

Would you like?	total	%
Yes	73	95.5
No	15	4.5



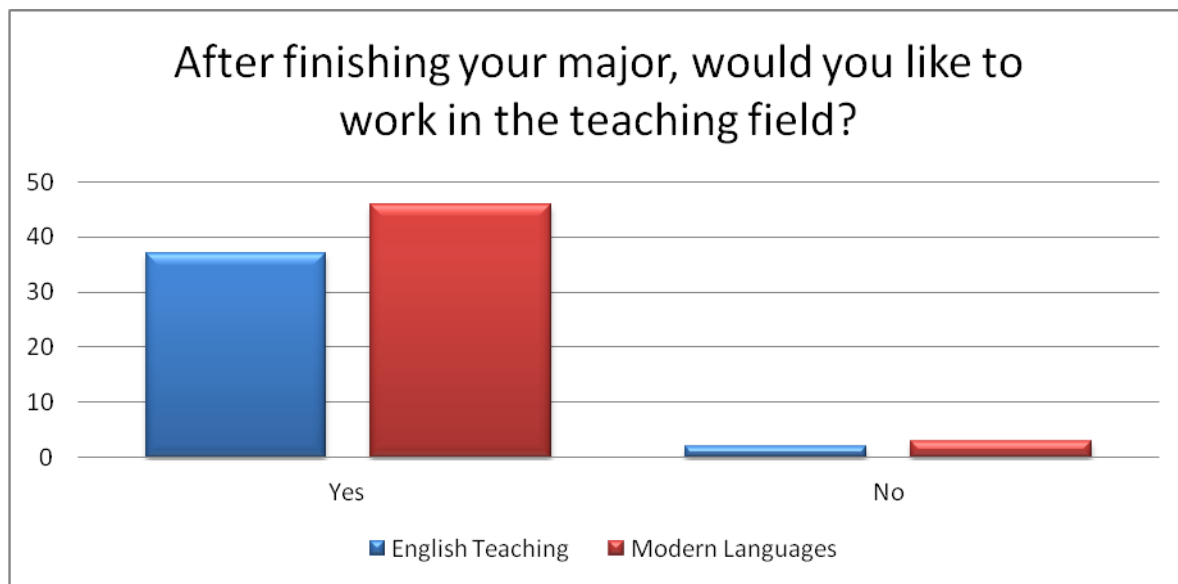
95.5% of students from both majors would like to work at a place where native English is spoken. This percentage is because the majority of students consider that it would be a great opportunity to improve their English since the moment they are exposed to the language. Another reason is because students want to have more experience and this contributes to them when they want to get a better job.

## Comparative

### English Teaching Major and Modern Languages

14. After finishing your major, would you like to work in the teaching field?

Work in teaching field	Yes	%	No	%
English Teaching	37	94.9	2	5.1
Modern Languages	46	71.4	3	28.6



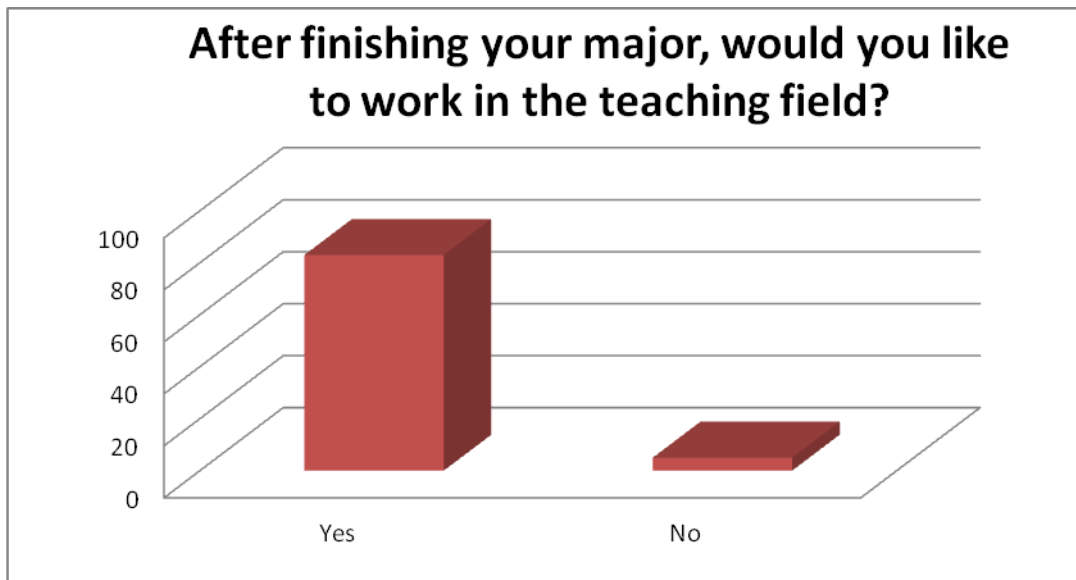
This percentage of students from the Modern Languages major that would like to work in the teaching field is 71.4% and the percentage of students from the English Teaching major is 94.9%. Based on the data obtained it can be concluded that both majors show great interest towards the teaching field. There is a small difference between their levels of interest.



## GLOBAL

14. After finishing your major, would you like to work in the teaching field?

Work in teaching field	total	%
Yes	83	81.8
No	5	18.2

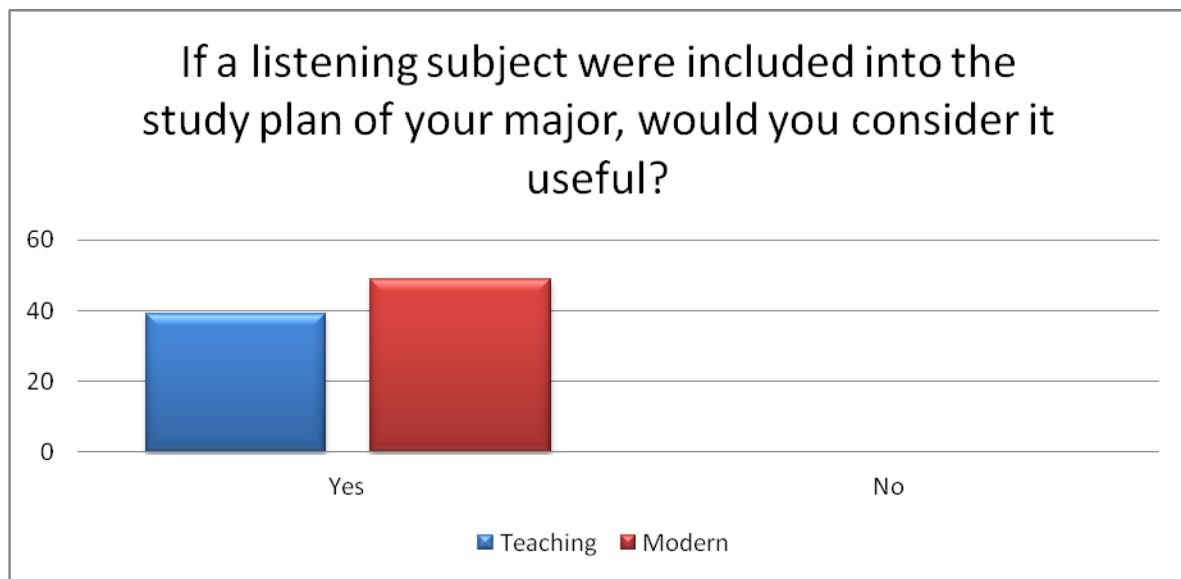


The majority of students, this is the 81.8% , would like to work in the teaching field because they want to develop their knowledge they have acquire during their majors, doing this they could be better as teachers . In contrast, 18.2% of students from both majors would not like to work in teaching field instead of they would prefer to work in call centers, Embassy, tourist organizations, airports and Multi International companies, among others.

## Global

15. If a listening subject were included into the study plan of your major, would you consider it useful?

Would you consider it useful?	Yes	%	No	%
<b>English Teaching</b>	39	100	0	0
<b>Modern Languages</b>	49	100	0	0



The whole sample population agreed that if a listening subject were included into the study plan it would be useful because they could practice the listening sub-skills. If this subject were included into the study plan it would be good to take into account graded and authentic materials in order to help them understand different accents, slangs and idioms expressions; moreover this authentic materials would prepare them to real life scenarios.

16- What do you understand by listening technique?

<b>Students' understanding level</b>	<b>English Teaching</b>	<b>%</b>	<b>Modern Languages</b>	<b>%</b>	<b>Global</b>
Students who have a clear understanding and used words such as: tool, strategies for improving listening, practice, etc.	22	56.4	42	85.7	64
Students who did not give a clear definition or the answer was vague.	14	35.9	7	14.3	21
Students who did not answer anything.	3	7.7	0	0	3
<b>Total of Students</b>	39	100	49	100	88

In the results, 22 of 39 students from English Teaching have a good concept or clear idea of what a listening technique is.

Then, 42 of 49 students from Modern Languages demonstrated to have a clear concept.

As a total of 88 students from both major, 64 students showed they have a clear understanding of the Listening Technique concept.

17- Write a brief definition of the following listening techniques: audio slide-show, Shadowing, and podcast.

<b>Students' understanding level</b>	<b>English Teaching</b>	<b>%</b>	<b>Modern Languages</b>	<b>%</b>	<b>Global</b>
<b>AUDIO SLIDE-SHOW</b>					
Students who did not answer anything	18	46.1	30	67.3	48
Students who answered they do not know the meaning of the concept	16	41.1	13	26.5	29
Students who have a clear idea	5	12.8	6	12.2	11
<b>Total of Students</b>	39	100	49	100	88

<b>Students' understanding level</b>	<b>English Teaching</b>	<b>%</b>	<b>Modern Languages</b>	<b>%</b>	<b>Global</b>
<b>Shadowing</b>					
Students who did not answer anything	20	51.3	33	67.3	53
Students who answered they do not know the meaning of the concept	14	35.9	11	22.4	25
Students who have a clear idea	5	12.8	5	10.3	10
<b>Total of Students</b>	39	100	49	100	88

<b>Students' understanding level</b>	<b>English Teaching</b>	<b>%</b>	<b>Modern Languages</b>	<b>%</b>	<b>Global</b>
<b>Podcast</b>					
Students who did not answer anything	26	66.7	32	65.3	58
Students who answered they do not know the meaning of the concept	5	12.8	10	20.4	15
Students who have a clear idea	8	20.5	7	14.3	15
<b>Total of Students</b>	39	100	49	100	88

### **Audio Slideshow:**

In this concept it was surprising to find out that just 5 students from the English Teaching Major and 6 students from Modern Languages have an idea about the meaning of this listening technique.

**Shadowing:** In this part, from 88 students for both majors, just 10 from both majors (5 from each major) were able to give a good concept of the meaning of this listening technique.

**Podcasts:** in this case, 8 students from English Teaching and 7 from Modern Languages were able to give a correct answer. Finally, 15 students from both majors were able to answer this concept correctly.

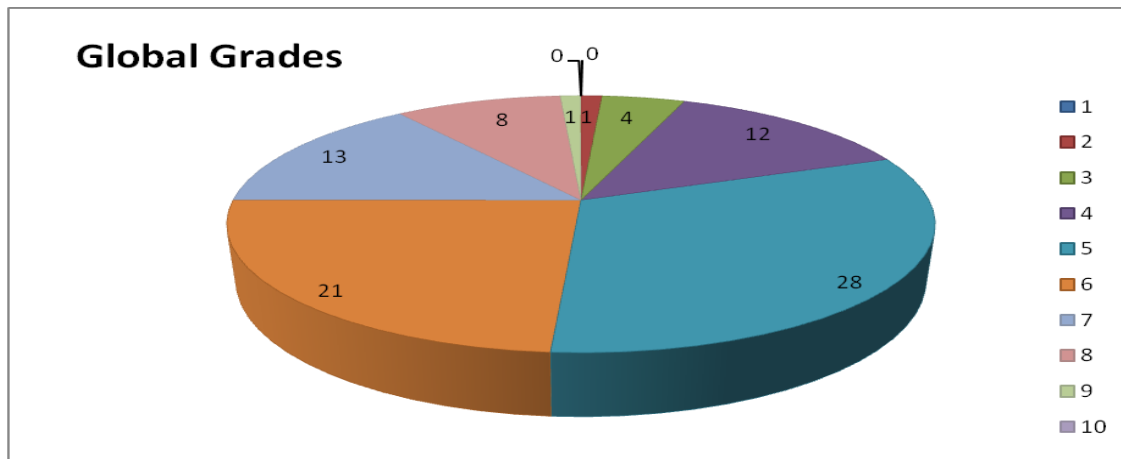
18- Do you know the difference between passive and active listening?

<b>Students' understanding level</b>	<b>English Teaching</b>	<b>%</b>	<b>Modern Languages</b>	<b>%</b>	<b>Global</b>
Students who know the difference	2	5.1	3	6.1	5
Students who answered they do not know	7	17.9	24	48.9	31
Students who did not answer anything	20	51.3	12	24.6	32
Students who did not give a clear definition	10	25.7	10	20.4	20
<b>Total of Students</b>	39	100	49	100	88

In this question, just 2 students from English Teaching and 3 students from Modern Languages were able to answer this question properly. As a total of 88 students from both major, just five gave a clear definition.

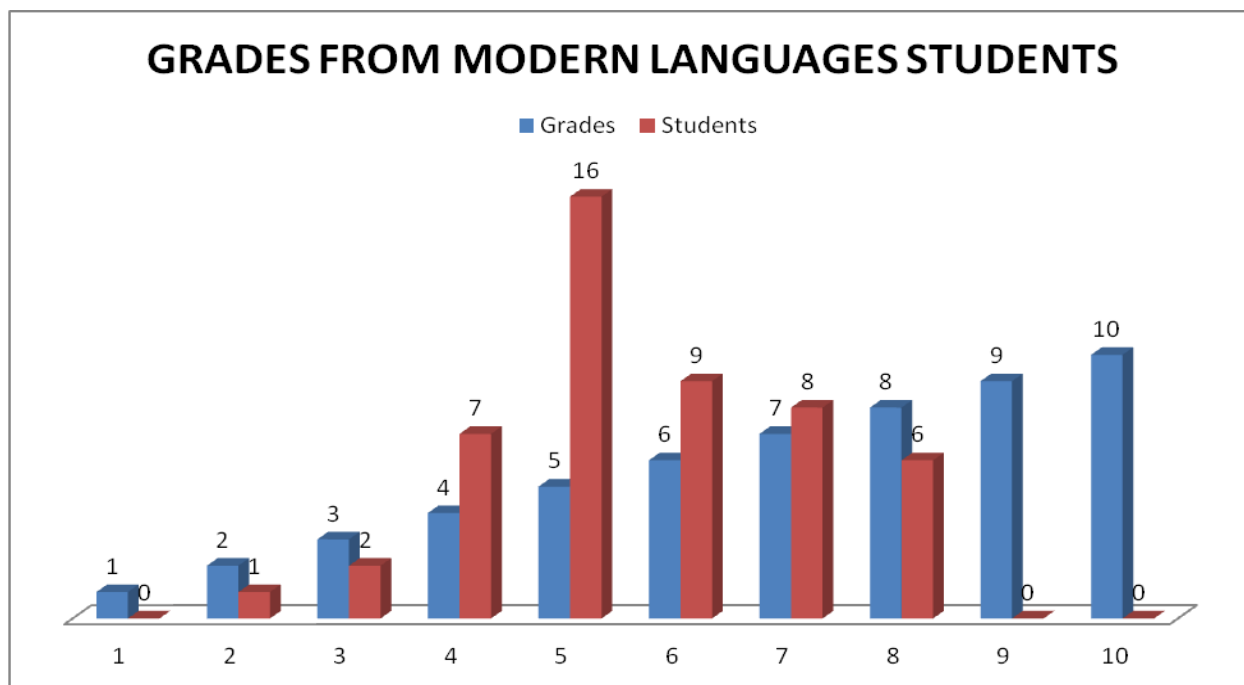
## TOEIC-LIKE TEST

Both majors	
GRADES	NUMBER OF STUDENTS
1	0
2	1
3	4
4	12
5	28
6	21
7	13
8	8
9	1
10	0



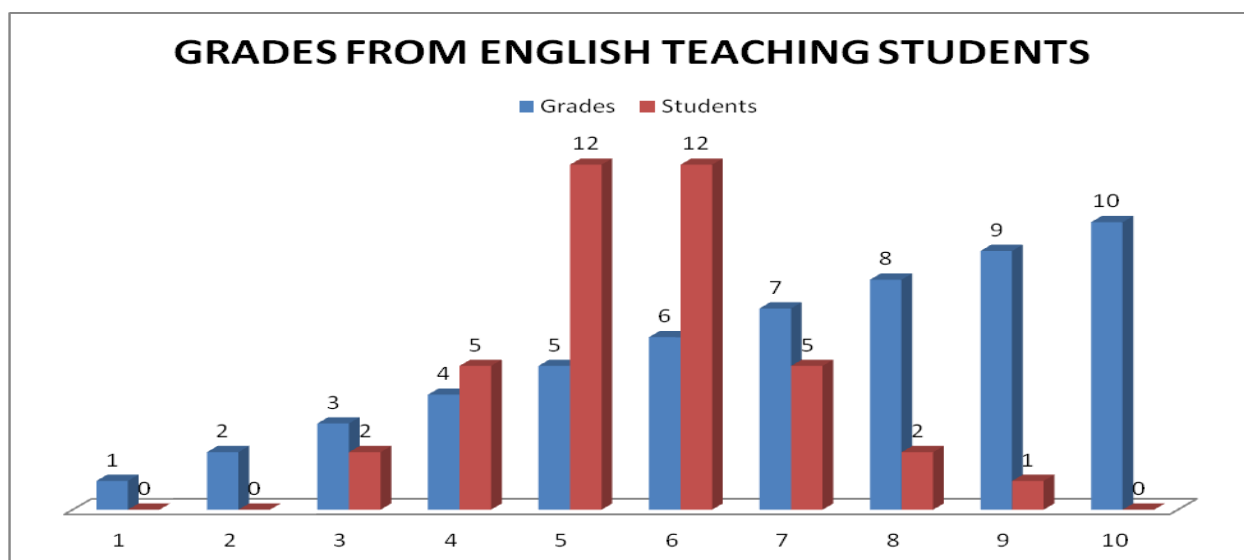
This graph represents that none of the students from both majors got a grade of 10. From the sample population, 28 students got a grade between 5.0 and 5.9, and 21 students got a grade between 6.0 and 6.9. And 13 students obtained grades between 7.0 and 7.9; also 8 students got grades between 8.0 and 8.9. Moreover just one student obtained 9.1. Additionally, 45 students failed the listening test with grades around 2.0 to 5.9, and 43 students passed the listening test with a grade between 6.0 and 9.1. It can be seen that students need to practice the listening comprehension through listening techniques.

Modern Languages Major	
Grades	Students
1	0
2	1
3	2
4	7
5	16
6	9
7	8
8	6
9	0
10	0



The results showed that 16 students from Modern Languages Major got grades between 5.0 and 5.9, and 9 students got grades between 6.0 and 6.9. Moreover 8 students obtained grades between 7.0 and 7.9; also 6 students got grades between 8.0 and 8.9. It can be seen that 23 students passed the listening test with grades around 6.0 to 8.9. However, 26 students failed the listening test with grades around 2.0 to 5.9. It can be concluded that students' listening skill level is at a basic level.

English Teaching Major	
Grades	Students
1	0
2	0
3	2
4	5
5	12
6	12
7	5
8	2
9	1
10	0



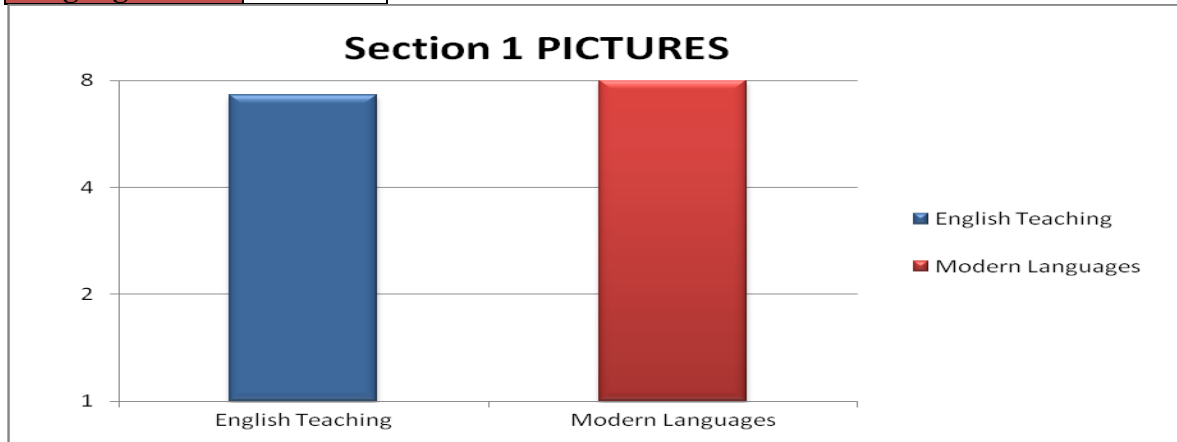
In the case of English Teaching Major the results showed that 12 students got grades between 5.0 and 5.9 and also 12 students got grades between 6.0 and 6.9 as their final grades. Therefore, 5 students obtained grades between 7.0 and 7.9; also 2 students got grades between 8.0 and 8.9 students. Finally, one student obtained a grade of 9.1. 20 students passed the listening test with grades between 6.0 and 9.1. However, 19 students failed the listening test with grades between 3.0 and 5.9. It shows that students have a lack of listening comprehension.



## LISTENING SECTIONS TOEIC-LIKE TEST

### Section 1: Pictures

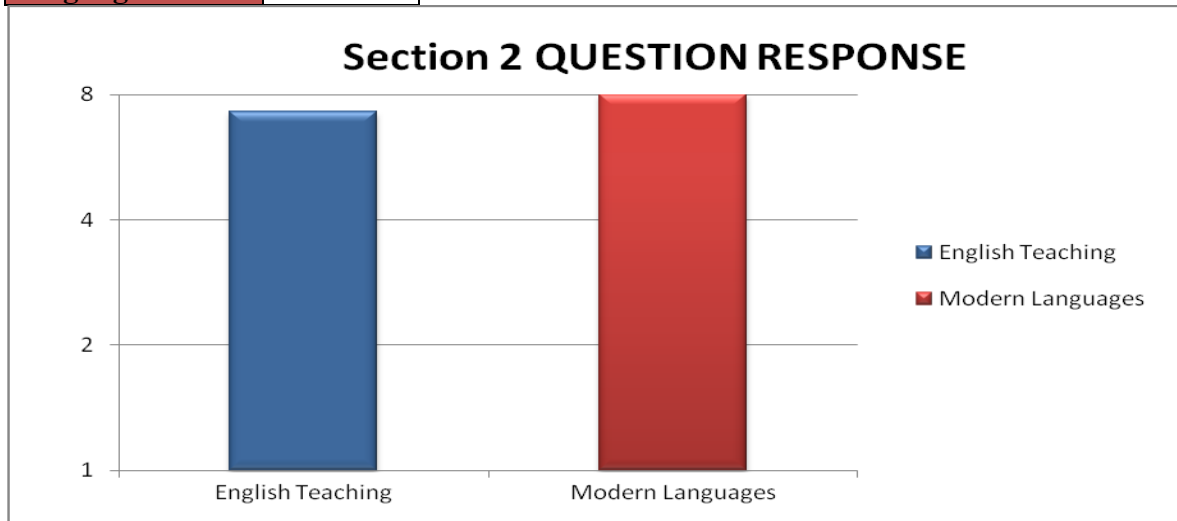
Majors	Average
English Teaching	7.7
Modern languages	7.9



The TOEIC-LIKE TEST, the section 1, gives the students 10 different pictures with their respective descriptions. Then, it shows 4 multiple answers (options A to D) for the students to choose. In this first section of the test students from both majors got a good result. For example, students from English Teaching Major got 7.7 and students from Modern Languages got 7.9. As this section is composed of pictures and audio it helps students to relate the information they are receiving. Based on how this section of the test has been designed, a possible suggestion based on findings, could be the use and practice of the Audio Slide-Show technique as that technique involves the usage of images with no text included. So, the student is forced to increase their level of attention while they are listening and watching pictures at the same time. It is important to mention that in the results obtained for all the sections, the number of students from Modern Languages is higher. Population from English teaching is 39 and population from Modern Languages is 49.

## Section 2: Questions and Response

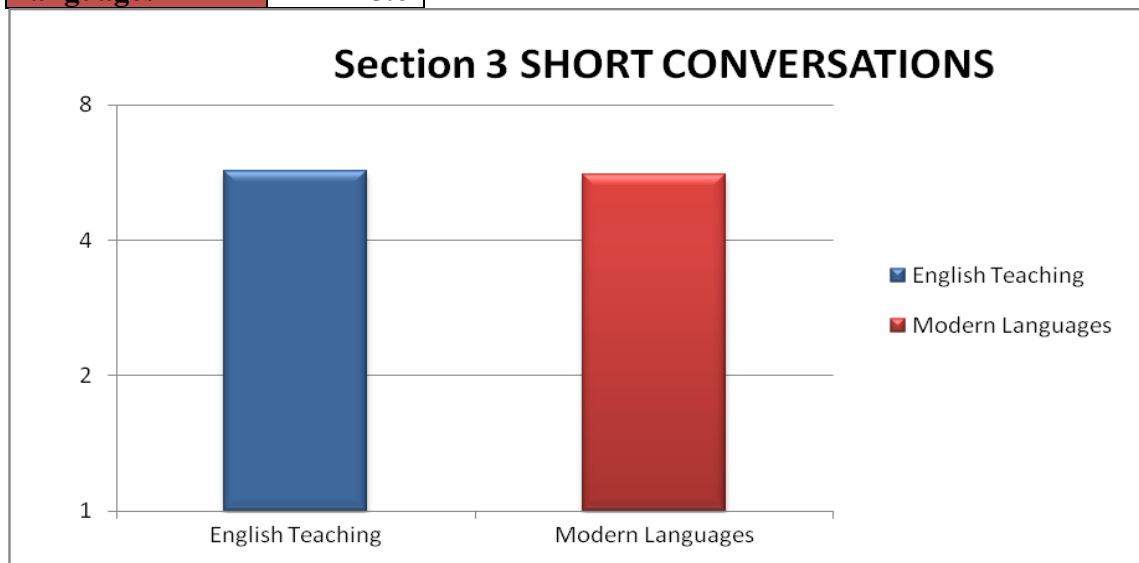
Majors	Averages
English Teaching	7.4
Modern languages	8



The TOEIC-LIKE TEST, section 2, gives the students eight different questions. At the end of each question, three audible options are given to the students and they must choose the appropriate option on the answer sheet. The students must pay great attention while this part is being played. The graph shows that students from English Teaching Major got 7.4 and students from Modern Languages Major got 8.0 as this part of the test is based on questions and response, a helpful technique could be the usage of Podcast. As previously seen, podcasts show a wide range of topics and even interviews recorded by native speakers those recordings give to learners the idea of how native speakers answer very common questions and how the questions are structured. For example, if the question starts with the auxiliary “Did-Do-Does”, the student will know that the answer must match with the respective auxiliary. Therefore, the constant usage of podcasts can help students to improve to recognize specific details in a conversation.

### Section 3: Short Conversations

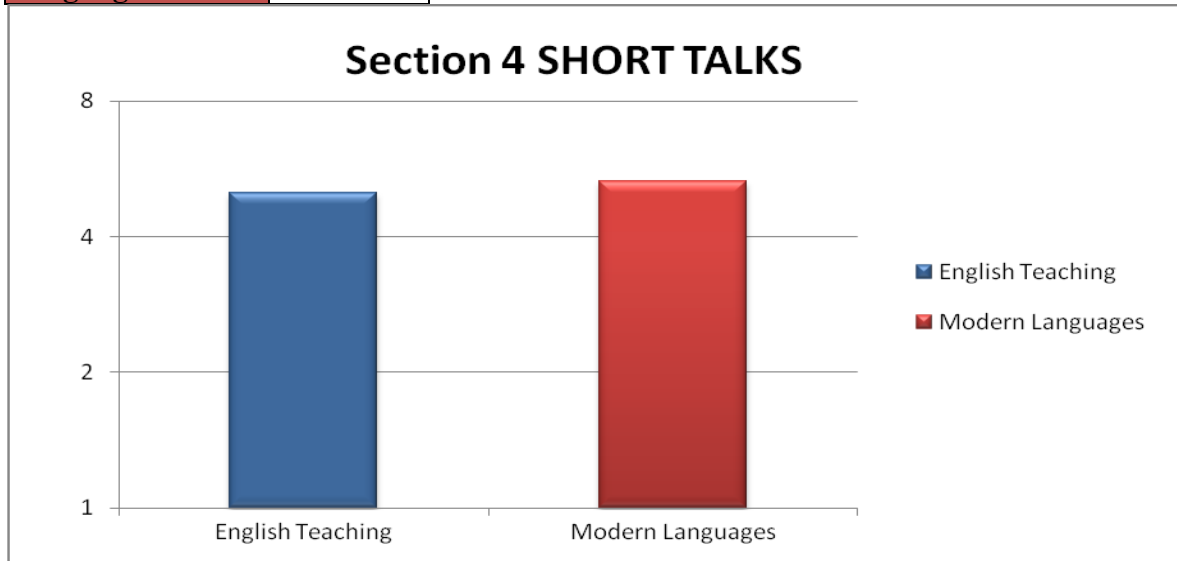
Majors	Average
English Teaching	5.7
Modern languages	5.6



This section of the listening test gives the students some different short conversations with four options for the students to choose the correct answer. There is no specific topic in each conversation. Those conversations are related to very common and daily real situations. Then, it is necessary the student to have a wide range of English vocabulary. The results obtained in this section were 5.7 for the English Teaching Major and 5.6 for the Modern Languages Major. It seems that this section of the test was a higher challenge for students due to the low grades obtained. Consequently, a possible suggestion could be the Dictation technique as when using that technique students are exposed to different English structures and new vocabulary of the target language. Another option and possible suggestion could be the usage of Podcasts. As stated before, this technique helps students to get familiar with native and spontaneous expressions that do not normally appear in books when they are learning the second language.

## Section 4: Short Talks

Majors	Average
English Teaching	5
Modern languages	5.2



The TOEIC-LIKE TEST, section 4, gives the students twenty different questions with 4 options for each of them. These questions have to be answered based on short talks. For instance advertisements, speeches, voice mails, among others.

In comparison with previous sections, section four shows that students from both majors got very low grades. Students from the English Teaching Major got 5.0 and students from the Modern languages Major got 5.2. Students must get the main idea of each short talk with the purpose of choosing properly one of the four options stated for each question. A possible suggestion for students to improve this type of test is the usage of the podcast technique, since this technique helps students to develop their understanding even with different listening scenarios as the ones mentioned before.

## **VII. FINDINGS**

### **A. Answer to the research questions**

**Which are the listening techniques used by students of the Readings and Conversation II from the Modern Languages and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016 ?**

Based on the results obtained from the questionnaire administered to the students from Modern Languages and English Teaching Major, five listening techniques were found to be used by both groups. Those techniques are: shadowing, listening to music, dictation, podcasts and audio slide-show. It is important to mention that not all of the techniques—based on results- are used with equal frequency or importance. Additionally, when checking some details about each technique, researchers found that most of the techniques were supported by experts that claim that such techniques contribute in a great manner to the development of the listening skill, especially to English second language learners.

### **Specific research questions:**

**What is students' listening comprehension level?**

By using the results of the TOEIC like-test that was administered to the students from both majors, researchers found that as final average students from the English Teaching Major got 5.9 as their final grade. Then, in the case of the students from the Modern Languages Major they got 6.1 as their final grade. Therefore, the level of comprehension from both majors reflects a basic level. Normally, when taking an English subject the score that must be obtained by a student is 6.0 as a minimum. By taking that information into consideration, the results obtained by both majors would show a Novice High level. According to American Council on the Teaching of Foreign Languages (ACTFL) students are able to understand speech dealing with areas of

practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### **Which is the listening technique mostly used by students from the two majors?**

From the five listening techniques recommended by experts, the technique that was highly selected by students is the listening to music technique. As in the previous graph, the results showed that 66.4% of the entire sample population selected listening to music as the mostly used technique.

### **How much importance do students from the two majors give to listening techniques?**

Comparing the final results of the TOEIC like-test and the answers given by students in the questionnaire about the time they spend practicing their listening skill, it can be seen that not enough importance is applied to the different techniques. Most students claimed that listening to music is their favorite technique to practice their listening skill; therefore, they are omitting the importance of the other techniques and do not give enough attention or relevance to them.

### **How much time do students from the two majors spend practicing the listening techniques?**

In this case the results obtained from the options 4 and 5 showed that 37 students claimed that they study between “three hours a week” and “more than three hours a week” (42.1%).

The option 2 which is “One hour a week” showed 20.5% from English Teaching and 26.5% from Modern Languages.

In the option 3 which is “Two hours a week”, the results were 12.8% from English Teaching and 16.3% from Modern Languages.

### **Which major gets the higher results of the listening test?**

Researchers administered a listening test (TOEIC-like test). It included 68 questions; those questions were divided into 4 sections. The first section was pictures. In this section, students from English Teaching Major got an average of 7.7 and students from Modern Languages Major got 7.9. The second section was Question-Response. In this section, students who belong to English Teaching Major obtained an average of 7.4 and students who belong to Modern Languages Major obtained 8.0. The third section was Short Conversations. In this, section students from English Teaching Major got an average of 5.7 and students who belong to Modern Languages Major obtained 5.6. The last section was Short Talks. In this section, students who belong to English Teaching Major obtained an average of 5.0 and students from Modern Languages Major got 5.2.

As a total from all the sections, students from English Teaching Major obtained an average of 5.9 and students from Modern Languages Major obtained an average of 6.1. The 0.2 tenth difference might be related to the fact that students from Modern Languages Major must show an extra effort as they study two different languages at the same time. Also, it is important to remember that the amount of students was higher than the amount of students from English Teaching Major. Additionally, 4% of students from Modern Languages Major started to study when they were 4 to 8 years old while any of the students from English Teaching Major had this advantage. Moreover, 30.6% of students from Modern Languages and 25.7% of students from English Teaching Major come from private schools. 32.7% of students from Modern Languages had the advantage of studying at an English academy before started their major. However, just 28.2% of students from English Teaching Major had this advantage.

## VII. CONCLUSIONS

- ❖ Based on the final results obtained in this research project, it can be concluded that both majors have shown a basic level when testing their listening skill level. The final averages for both majors were 5.9 for the English Teaching Major students and 6.1 for the Modern Languages Major students. So, there is a slight difference of 0, 2 tenth between the results of the students from both majors.
- ❖ According to the results shown by the TOEIC like-test, it can be concluded that students from both majors need some reinforcement to recognize the importance of developing and improving the listening skill; it will be to get better results when taking a listening test.
- ❖ Students need to be instructed and advised of the different listening techniques that exist to look for alternatives when trying to improve their listening skill. Students showed lack of knowledge when they were asked about the definitions of some listening techniques.
- ❖ The TOEIC like-test showed that students from both majors do not have enough training or experience when listening to native conversations or talks. This has been concluded due to the low results that were previously shown.
- ❖ According to students' answers, they pay more attention to the listening to music technique; however, it is clearly seen that they have not given the enough importance or relevance to the other techniques such as podcasts, dictation and audio slide-shows, and shadowing. Definitely, the usage of those techniques can give a great improvement to the students listening skill level.



- ❖ According to data collected it can be seen that students from Modern Languages Major spend more time listening to audios, news and videos in order to improve their listening skill. However the number of students from English Teaching Major who practice more than three hours is lower. This means, that students from Modern Languages Major give more importance to the practice of their listening skill.
  
- ❖ The application of the listening techniques recommended by experts is undoubtedly the best tool that a second English learner can have to improve his listening skill. The results to show improvement will depend on the resources, time, dedication, and effort given by the learner based on his personal needs.

## **XI. RECOMMENDATIONS**

- ❖ In order to help students to progress when developing their listening skill, it will be necessary to give more guidance and knowledge to them when taking English courses; for example, some sort of materials or even websites can be the key to motivate students to look for extra and alternative ways of improving their listening skill.
- ❖ Emphasis on taking listening exercises must be given to students as a way to practice for future and academic listening tests. To become professionals, students will have to take a standardized test (TOEFL) which will help them to have better job opportunities.
- ❖ The opening of a listening course should be suitable as it will help students to make a self analysis of their listening skill level. This suggestion is based on the answers given by students from both majors when taking the survey.
- ❖ During the English courses students should receive more material related to listening audios not only containing academic lessons with Standard English expressions. As a suggestion, podcasts (which contain a variety of materials such as talk shows, interviews, sitcoms, news, among other resources) could be recommended to students as there is easy access to those multimedia tools; they also contain a great variety of topics with daily English native expressions.
- ❖ The participation of the Foreign Language Department and teachers from both majors is undoubtedly necessary to encourage students not only to look for different listening techniques, but also to practice with more frequency their listening skill. It has been discovered, even by experts, that the listening skill does not receive enough importance as it

should be; therefore, a change has to be applied in order to help students to get more advantage of the different listening techniques that have been discovered.

- ❖ When developing this project it was noticed that students; from both majors, do not have enough exposure or even knowledge about how and why the TOEIC test is developed and administered; therefore, as a recommendation, the Foreign Language Department should give more exposure and information to students about the importance of this test and the opportunities students can have when getting good results.
- ❖ It would be essential to have live presentations with native speakers at the Foreign Language Department in order to help students to awake their interest and motivation to develop a better listening understanding of different accents and slang expressions. Additionally, this will encourage students to interact with native speakers and to practice outside classes. Consequently, it will increase their listening skill level and confidence.

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- ❖ <http://esl.about.com/od/englishlistening/>

## ANNEXES

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



**RESEARCH PROJECT:**

**Listening Techniques Used by Students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, Semester I, 2016.**

**Students:**

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**Major:**

**Bachelor in English Teaching.**

**Advisor:**

**Lic. Miguel Angel Carranza Campos.**

**Coordinator of Graduation Process:**

**Lic. Alexander Landaverde.**

**Main Campus, May 7<sup>th</sup>, 2011**

## **II. INTRODUCTION.**

### **A. Research topic:**

Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016.

### **B. Brief description of parts of the research project profile:**

This Project is about finding out which are the listening techniques that students use to develop their listening skill and the importance students give to improve it. This research project will also measure their listening skill. The research project will be carried out with students from Modern languages Major and English Teaching Major in their fourth year at the Foreign Language Department at the University of El Salvador. The research project will be a non-experimental research that will be done in the first semester in 2016.

### **C. Methodology in general terms:**

From the different and useful methodologies used by experts, this project will be developed by applying a Non-Experimental Research. According to Dr. Jayes Partidar (2013) the non-experimental research is about observing, documenting and describing a phenomenon as it naturally occurs (not external variables are introduced). In the case of this research project the phenomena will be the listening techniques that students use during their learning process.



During this research, the researchers will not introduce or manipulate any variables; they will just collect data without making changes or introducing external variables. This research project will take into account the participation of four groups from the subject Readings and Conversation II during the semester I, 2016. Two groups will be chosen from the Modern Languages Major and two from the English Teaching Major at the Foreign Languages Department of the University of El Salvador.

Researchers will try to find out which listening techniques students (from the two majors) use to develop their listening skill. This project also pretends to know how much time students from the two majors spend practicing the listening techniques.

This study will gather the data with a quantitative and a qualitative research as in that way the objectives of the project itself will be achieved. For instance, the qualitative part will come from knowing the quality-background that students had before starting the major and the quantitative part will come from knowing the students' listening skill level; some other aspects will be also taken into account.

To get that information, two instruments will be used to get the qualitative and quantitative data: a questionnaire and a test (TOEIC-like test). This questionnaire will be created to get information about which listening techniques students from the two majors use and to get some type of socio demographic information with the purpose of knowing if some students have had some type of advantages before starting the major. Additionally, the listening test will be passed to students from the two majors with the aim of measuring their listening skill level. Finally, in this project researchers will show through a comparative-descriptive study (from the two majors) the level of importance and the amount of time students give to the listening techniques in order to improve

their listening skill. Then, the obtained results from the test will show the students' listening skill level.

### **III. RESEARCH TOPIC.**

The coverage of this study is students from Modern languages Major and English Teaching Major in their fourth year at the Foreign Language Department at the University of El Salvador. There will be approximately 232 students. There will be eight groups from the subject Readings and Conversation II. Two groups will be chosen from Modern Languages Major, also two groups from English Teaching Major in total will be four groups. The researchers will collect the data in those groups; they will administrate a questionnaire and a test (TOEIC-like test). The purpose of this research project is to discover which are the listening techniques used by students from these majors.

### **IV. SUMMARY OF THE RESEARCH PROJECT.**

This project is focused on a non-experimental research as the main objective is about knowing the techniques used by students from the Modern languages Major and English Teaching Major at the Foreign Language Department at the University of El Salvador in semester I, 2016. The students selected in this project are in the fourth year of their major. By following the guidelines of the non-experimental research requirements a demographic questionnaire and a listening test (TOEIC-like test) will be used to get the data that researchers are looking for.

Researchers will take into account the listening skill as it is considered to be one of the most important and difficult skills when learning a second language. According to experts, it is

extremely important to improve this skill as it occupies 45 per cent of human communication (Bolton, R 2009); therefore, the project tries to find out how much importance and time students give when improving this skill.

Finally, this project will show the techniques that have been suggested or recommended by experts when a foreign language learner is trying to improve his/her listening skill.

## **V. OBJECTIVES.**

### **A. General objective:**

- To analyze listening techniques used by students registered in Readings and Conversation II classes from the Modern Languages and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I ,2016.

### **B. Specific objectives:**

- To assess students´ listening comprehension skill by using the TOEIC like-test .
- To find out the listening techniques used by students from the Modern Languages major and English Teaching major.
- To measure the level of importance that students from the two majors at the Foreign Languages Department give to the different listening techniques.
- To discover the time students from the two majors spend practicing the listening techniques.
- To compare listening results obtained by students from the two academic majors through the use of graphics.

**General research question:**

- Which are the listening techniques used by students of the Readings and Conversation II from the Modern Languages and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I ,2016 ?

**Specific research questions:**

- What is students' listening comprehension level?
- Which is the listening technique mostly used by students from the two majors?
- How much importance do students from the two majors give to listening techniques?
- How much time do students from the two majors spend practicing the listening techniques?
- Which major gets the higher results of the listening test?

## **VI. RATIONALE/JUSTIFICATION.**

The study of English as a second language requires spending time on training appropriate skills (speaking, listening, reading and writing) to deal with the new patterns and structures of the target language. While studying and learning different aspects of the English language students tend to pay more attention to the different rules they need to follow to avoid mistakes when writing or speaking. Basically, they are pushed to learn those rules to increase their knowledge and prove that they assimilate all the information they are given every single day. While studying all those rules, it also seems that students forget to pay attention to a let say “natural skill” with the one they do not do a maximum effort. Somehow, students forget about training the listening skill as there are not too many rules and there is not too much emphasis to its importance when learning a second language. Students tend to fall into the error of studying just what they are told.

Now, when studying and reading the experts’ knowledge the researchers realize that listening occupies about 45 per cent of the time adults spend in communication (Bolton, R 2009) Then, It is recognized that students do not receive books and rules to improve this skill and that they are not pushed to memorize patterns or formulas to improve this significant skill.

As a result, questions such as “What do students do to train the listening skill? and how much time do they use to improve it?” emerge. These questions appear by knowing that even experts consider that “listening” is one of hardest skills to develop when learning a second language (Barr, A 2016). Consequently, these types of statements and questions awake the researchers’

curiosity about knowing what students do to improve their listening skill and which techniques do they use.

Another reason for finding out which listening techniques students use is due to the fact that when finishing their major students will, probably, have to prove the level of their listening skill by doing the TOEIC or TOEFL test which include a listening section. In the case of those students who will travel to a different country, work at a call center, or even work at an airport, they will have to deal with different types of accents, slangs and environmental situations that will become into real tests of their listening skill. Basically, they will be exposed to an English environment that they never faced before.

Then, taking into consideration all those aspects (among others), this project will be directed to a sample of students of the Readings and Conversation II. The students will be from the Modern Languages major and the English Teaching major to find out which are the listening techniques used by them at this time in their major.

These two groups will be taken into consideration because even though the Modern Languages major makes emphasis on the French language, and the English Teaching major makes emphasis on the English language, the project also intends to create consciousness on students about the importance of using listening techniques that, at the end, will help them in their professional lives. Four groups from Readings and Conversation II will be taken into account as this subject contains a good amount of students that are about to finish their major and that have good knowledge of what studying a foreign language means.

Finally, to make this project possible some research tools ( such as a demographical questionnaire and a listening test) will be used to measure and portrait through graphics, as

previously mentioned, the importance they give, the techniques they use, and the time they use when improving their listening skill.

## VII. METHODOLOGY

### **A. Research approach:**

This project will make use of a mixed method research as it will contain a combination of a qualitative and a quantitative research (Johnson, B 2014). The use of this approach will contribute to have a better understanding of the independent variable (which in this case will be the listening techniques) and the importance that students give to this significant skill. This variable will be not manipulated by the researchers. The qualitative research information will emerge by the use of a questionnaire. This questionnaire will bring some sort of demographic information which at the same time will contribute to the purpose of this project. By analyzing the final results/answers the researchers will know if some students have had some type advantages (related to the listening skill) before starting the major. The use of the “TOEIC -like test” will facilitate the researchers the quantitative data. It will help to assess the student’s listening skill level and it will also help to portrait which major gets the best results.

### **B. Type of study:**

The type of study applied to this research is descriptive. The descriptive research helps to answer questions such as: what is happening? How is something happening? And why is something happening? (Sevilla , C.G 2007) In this study the general research question is “what are the



listening techniques used by students from the Foreign Language Department?” Therefore, the descriptive research will help to answer that question. Also, another characteristic of the descriptive research study is that it also reflects qualitative and quantitative data. In this project, those characteristics fit with the tools that will be used in this project (the questionnaire and the TOEIC- like test). The data obtained, through the results of the analysis of both tools, will be represented by graphics that will give an easier understanding of the listening techniques and the real listening skill level students from both majors have. The importance that students give toward the aspect of improving the listening skill will also be portrayed by using the descriptive research.

#### **C. Research design:**

This study will use a comparative descriptive design. The comparative descriptive design is about describing two or more groups with the aim of comparison (A.Mertler, 2009). One objective in this study is to compare listening skill level from both majors. Researchers will obtain this information through the TOEIC- like test (listening sections) and will compare the results obtained from both majors. As this is the main goal of the comparative descriptive design, it definitely fits with one of the objectives that this study has.

#### **D. Population and sample:**

This study is being developed in order to find out which are the listening techniques used by students from Modern Languages major and the English Teaching major at the Foreign Languages Department. These students are taking Readings and Conversation II.

The subject Readings and Conversation II is divided into eight groups as a total .The universe in this research is approximately 232 students. In this study, four groups will be taken into account. Two groups will be chosen from Modern Languages Major and two groups from English Teaching Major. Then, as the sample, around 116 students will be taken into account when developing the questionnaire and the TOEIC - like test. These instruments will be passed only one time.

The sampling method used by the researchers will be the Stratified Random Sampling (Johnson,B 2014). In this sampling, the population is divided according to the characteristics of importance for the research. For example, by gender, social class, education level, religion, etc. In this project the groups that will be used have the following common characteristics: all students belong to the Foreign Language department, they are in fourth year of their major, and they are enrolled in the subject Readings and Conversation II. Due to all those shared characteristics the researchers decided to use the Stratified Random Sampling.

#### **E. Research techniques:**

The researchers will have four groups and they will develop a non-experimental research. In those groups researchers will administer a listening test (TOEIC- like test), which includes 68 questions, and the socio-demographic questionnaire which will be composed of nineteen questions. The researchers will administer these instruments, but will have no influence on students from the two majors.

#### **F. Research instruments:**

The instruments that will be used to gather quantitative and qualitative data will be a questionnaire and a listening test. The questionnaire will be developed to get some type of socio demographic information with the purpose of knowing if some students have had some type of advantages before starting the career (some of the questions will help to get the qualitative data). Then, the listening test (TOEIC like test - listening sections) will be given to students to measure their listening skill level. The results of this test will be the quantitative data.

The objectives of this study are:

- To find out the level of importance that students from the two majors give to listening techniques.
- To expose in which major students spend more time practicing the different listening techniques.
- To compare the listening results of both majors.

Researchers will create and use a questionnaire to discover which are the listening techniques used by students from the two majors.

The Following shows background about TOEIC and the Questionnaire as the tools to be used in this project.

## **Test of English for International Communication (TOEIC)**

The researchers will use a test (TOEIC like-test) which is a preparation to the Test of English for International Communication (TOEIC). This test provides the requirements that researchers need to assess and find out the students' listening skill level. It will be passed only one time. The test was conceived in Japan and created by the Educational Testing Service (ETS) as a common global yardstick for measuring (December 1979); also TOEIC was designed to measure the English language proficiency of individuals whose native language is not English. Additionally, this test is used to check the English level that a person has to communicate in an effective way and, mainly, in different work scenarios. For this reason this test is very popular and is administered in 150 countries around the world.

Test of English for International Communication is divided into four micro skills (listening, writing, speaking and listening) but the researchers will use only the listening section. The results of the test will be shown as a "Score" divided into units of five points, made up of 5 to 495 points for Listening. This test shows the weakness and strength of students and the scores are divided in three categories these are: 495 to 375, 370 to 275, and 270 to 5. The purpose of using this test is to obtain the students' listening skill level (from the two majors) through scores.

Now, it is also well known that sometimes students have to test their English level by doing the TOEFL test. This test was also designed by ETS in 1964. Since the beginning, the objective of this test was to measure the foreign English learners' ability, but with the main objective of knowing if a student is capable of taking courses in foreign countries. In few words, it was designed for academic purposes.

Due to the comparison of both types of tests, and by knowing that the TOEIC test is more oriented to see if foreign students can be capable of communicating themselves in different work scenarios, the usage of a TOEIC-like test listening section will definitely contribute to gather the information required by this project. The TOEIC-like test is the tool that will help to find out the answer to the questions that have been previously exposed by the researchers.

Additionally, a **questionnaire** will be another instrument that will help researchers to get information about which listening techniques students from the two majors use. Besides that, researchers also pretend to know if they have had some advantages before starting the career (this questionnaire will help researchers to get qualitative and quantitative data) . A questionnaire is a research instrument consisting of different types of questions that can include open and closed questions. For the closed questions the respondent just selects an option already settled as a possible answer. For the open question, the respondent has to give his own answer or opinion. The questionnaire was invented in 1838 by the Statistical Society of London. The questionnaire used in this research will contained a combination of open and closed questions that will help researchers to build graphics about the knowledge that students have the importance they give and the time they use when improving their listening skill.

## **VIII. EXPECTED RESULTS**

At the end of this project researchers pretend to analyze the listening techniques that students use in order to help them to improve their listening skill. Also, and based on the results of the TOEIC-like test, researchers aim to show the real listening skill level students have and how well prepared they are to face real life listening scenarios related to the English language. Additionally with the obtained results, researchers will give some recommendations to the Foreign Language Department about the importance of encouraging the students' interest when improving and increasing their listening skill level.

## **IX. RESOURCES.**

### **A. Human resources**

- Advisor
- Teachers
- Students
- Researchers

### **B. Material resources**

- TOEIC ( model test- listening sections)
- CD player
- CDs
- Photocopies

### **C. Financial resources**

- \$200

**X. TIMETABLE.**

**TIME TABLE**

2016																								
Months & Week	February				March				April				May				June				July			
	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4
Activities																								
Topic selection																								
Meetings with advisor																								
Delimitation of research topic																								
Selection of population and sample																								
Instruments Design																								
Research profile Development																								
Presentation of the research profile																								
Theoretical framework																								
Instruments Pilot testing																								
Administration of instruments																								
Statistical analysis of data																								
Outstanding findings																								
Draft of final report																								
Presentation with advisor																								
Final report preparation																								
Final presentation of the study																								



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**University of El Salvador**  
**Foreign Language Department**

**Thesis graduation process**

**TOEIC-like test (listening sections)**

**Objective:** To measure the level of listening skill of students from the two majors at the Foreign Language Department of the University of El Salvador.

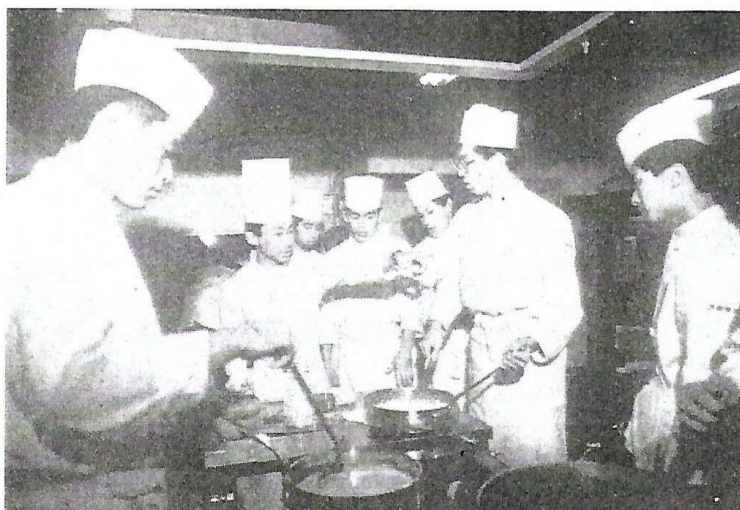
**Instructions:** Choose the statement that most clearly matches the picture and fill in the corresponding oval on your answer sheet.

**PART 1: PICTURE**

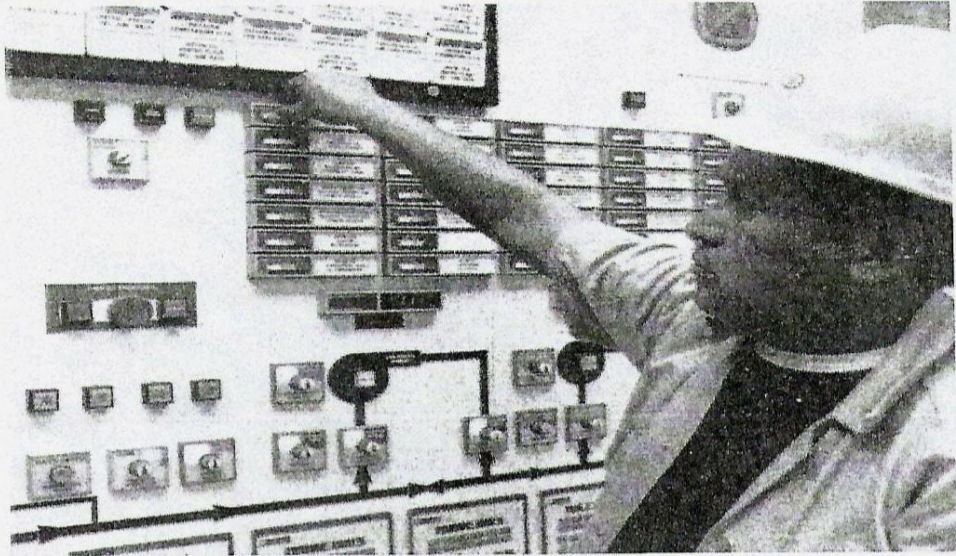
1.



2.



3.



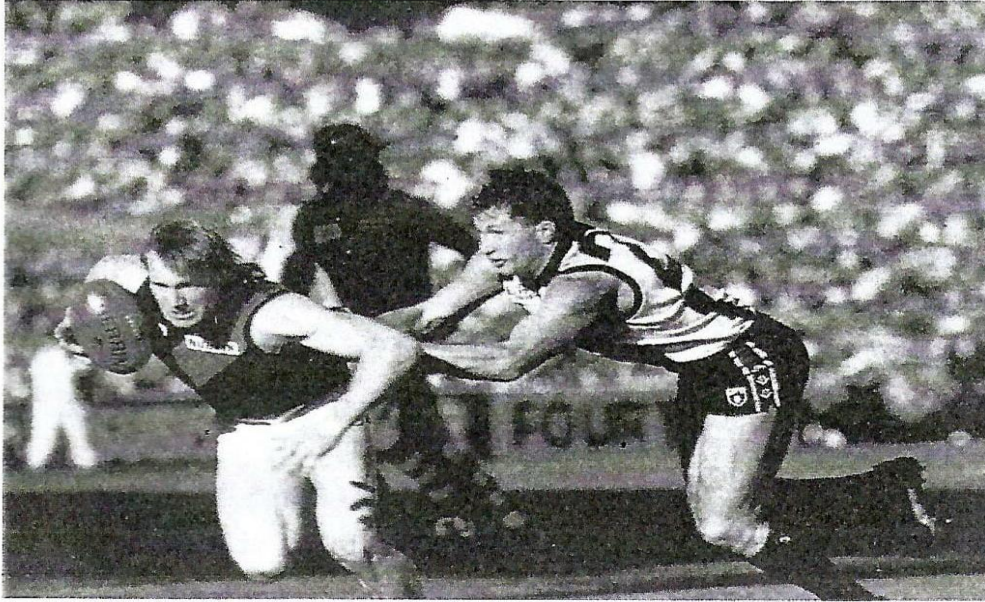
4.



5.



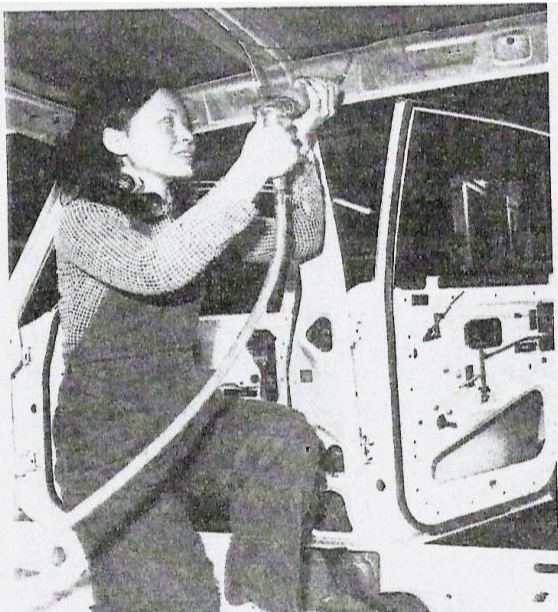
6.



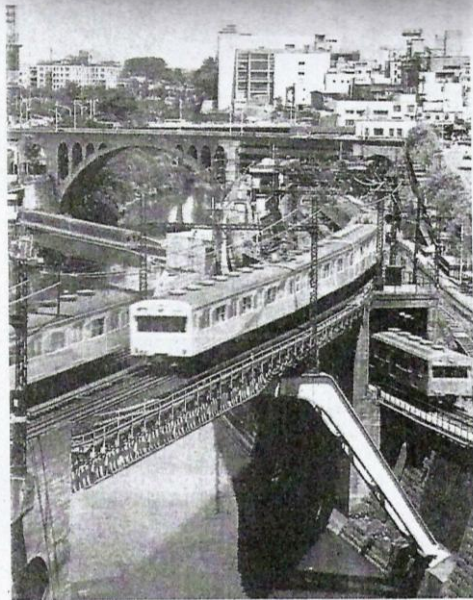
7.



8.



9.



10.



## PART 1I: QUESTION – RESPONSE

**Instruction:** Choose the answer that most closely answer the question and fill in the corresponding oval on your answer sheet.

11. Mark your answer on your answer sheet

12. Mark your answer on your answer sheet

13. Mark your answer on your answer sheet

14. Mark your answer on your answer sheet

15. Mark your answer on your answer sheet

16. Mark your answer on your answer sheet

17. Mark your answer on your answer sheet

18. Mark your answer on your answer sheet

## PART 1II: SHORT CONVERSATIONS

**Instruction:** Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

- |   |   |
|---|---|
| 51. Why does the man eat at noon?<br>(A) The afternoon seems shorter.<br>(B) He is hungry.<br>(C) He is diabetic.<br>(D) He doesn't want to be late.                  | 57. What did the woman give the man?<br>(A) A business card.<br>(B) A credit card.<br>(C) A check<br>(D) Cash.  |
| 52. What did the man agree to do?<br>(A) Leave the receptionist.<br>(B) Mail a package.<br>(C) Take a package to the receptionist.<br>(D) Save packages in the lobby. | 58. What are the man and woman doing?<br>(A) Saying good-bye.<br>(B) Greeting each other.<br>(C) Issuing invitations.<br>(D) Introducing each other.                                  |
| 53. Where did this conversation take place?<br>(A) In a classroom.<br>(B) In a store.<br>(C) In an office.<br>(D) In the post office.                                 | 59. Who is the man probably talking to?<br>(A) The janitor.<br>(B) The company nurse.<br>(C) The vice-president.<br>(D) The receptionist.   |
| 54. What does the woman want to buy?<br>(A) A carved box.<br>(B) A clock.<br>(C) A souvenir.<br>(D) Some local beer.  | 60. What went wrong?<br>(A) The woman didn't get the report.<br>(B) The man didn't copy the report.<br>(C) The man didn't write the report.<br>(D) The woman doesn't want the report. |
| 55. What will the woman do tonight?<br>(A) Eat in her room.<br>(B) Attend the evening session.<br>(C) Go to the evening church service.<br>(D) Meet the speaker.      | 61. Why are they happy?<br>(A) The proposal was successful.<br>(B) The woman made a good contact.<br>(C) Pollution has decreased.<br>(D) The man has just proposed.                   |
| 56. What did the waiter do?<br>(A) Cook a specialty.<br>(B) Try some fish.<br>(C) Suggest a dish.<br>(D) Get a room.  | 62. What did the woman decide?<br>(A) To make coffee.<br>(B) To get a replacement.<br>(C) To buy a coffeemaker.<br>(D) To get her money back.   |

63. What sport do the man and woman have in common?  
 (A) Golf.  
 (B) Tennis.  
 (C) Bowling.  
 (D) Skiing.
64. What will they do next time?  
 (A) Fly to Atlanta.  
 (B) Book an earlier flight.  
 (C) Call the airport before they leave.  
 (D) Leave the airport.
65. What did the man want to do?  
 (A) Find the computer.  
 (B) Switch computers.  
 (C) Start the computer.  
 (D) Give the computer back.
66. How will the man get to his hotel?  
 (A) By hotel bus.  
 (B) By subway.  
 (C) By taxi.  
 (D) By phone.
67. When will they meet for dinner?  
 (A) 3:00.  
 (B) 6:00.  
 (C) 6:30.  
 (D) 7:00.
68. What did the woman ask the desk clerk to do?  
 (A) Take her to her meeting.  
 (B) Wake her up.  
 (C) Call her home.  
 (D) Set her clock.
69. What happened to the man?  
 (A) He took a pay cut.  
 (B) He needs a better watch.  
 (C) He didn't get the job.  
 (D) His application got lost.
70. Why do the meetings run late?  
 (A) There is too much to discuss.  
 (B) Everyone wants to wait.  
 (C) People arrive late.  
 (D) Time escapes them.
71. How late can the man check in?  
 (A) 3:00.  
 (B) 5:00.  
 (C) 7:00.  
 (D) 9:00.
72. What is the woman's job?  
 (A) Flight attendant.  
 (B) Tour guide.  
 (C) Newsstand owner.  
 (D) Waiter.
73. Why can't the woman meet tomorrow?  
 (A) She's tired.  
 (B) She doesn't want to discuss it.  
 (C) She has to pay a fine.  
 (D) She's busy.
74. Why will the man call?  
 (A) To get his money back.  
 (B) To hurry the cab.  
 (C) To report his lost briefcase.  
 (D) To pay his tab.
75. Why is the man upset?  
 (A) His earnings are incomplete.  
 (B) He can't watch his program.  
 (C) He can't stand up.  
 (D) He can't use the software.
76. What does the man want the woman to do?  
 (A) Work on a project.  
 (B) Congratulate her coworkers.  
 (C) Take his credit card.  
 (D) Work with a team.
77. What is the woman's advice?  
 (A) Get a job.  
 (B) Have confidence in yourself.  
 (C) Know what you can do well.  
 (D) Start on a trip.
78. What will the man do?  
 (A) Go on a date.  
 (B) Fix the date.  
 (C) Sign the letter.  
 (D) Leave right away.
79. Why does the man let the woman go first?  
 (A) Her copies are due earlier.  
 (B) He only needs to make four.  
 (C) She has no copies to make.  
 (D) He has to go by noon.
80. What are they discussing?  
 (A) How to get some sunlight.  
 (B) Where to have lunch.  
 (C) Where the cafe is located.  
 (D) How to keep a good mood.

## PART 1V: SHORT TALKS

**Instruction:** Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

81. Who is the audience for this advertisement?  
(A) Airline pilots.  
(B) Businesspeople.  
(C) Tourists.  
(D) Students.
82. Why is this computer useful away from the office?  
(A) It's portable.  
(B) It can be rented.  
(C) It has a long-life battery pack.  
(D) It's easy to use.
83. What best describes the weather conditions the area is facing?  
(A) Cold.  
(B) Fog.  
(C) Snow and ice.  
(D) Wind and rain.
84. What problems will this weather cause tomorrow?  
(A) People will have trouble getting to work.  
(B) People won't have enough heat.  
(C) Flights will be cancelled.  
(D) People should buy plenty of food.
85. According to the study, who is expected to be the least fit?  
(A) A mail carrier.  
(B) A construction worker.  
(C) An oil rigger.  
(D) An accountant.
86. Which is mentioned as a way to get more exercise?  
(A) Doing aerobics after work.  
(B) Riding a stationary bicycle during breaks.  
(C) Walking during lunch.  
(D) Stretching.
87. Where would you be likely to hear this message?  
(A) At a government agency.  
(B) On a personal phone.  
(C) At a recording studio.  
(D) On an intercom.
88. What type of message should you leave?  
(A) Confidential.  
(B) Clear.  
(C) Detailed.  
(D) Short.
89. What can this company do for you?  
(A) Prepare your taxes.  
(B) Claim your return.  
(C) Write your financial records.  
(D) Staff your accounting department.
90. How does the company determine its fees?  
(A) By a flat rate.  
(B) With a single price.  
(C) By a prorated amount.  
(D) By an hourly rate.



91. What did the airlines do to increase sales?  
(A) Reduce ticket prices.  
(B) Provide more polite service.  
(C) Make partnerships with hotels.  
(D) Serve better meals.
92. Why have these airlines lost customers?  
(A) Fewer people are flying.  
(B) The planes were always late.  
(C) Regional airlines are competing.  
(D) It's off-season.
93. Who would be likely to call this number?  
(A) A salesperson.  
(B) A computer user.  
(C) A customer service representative.  
(D) An accountant.
94. What should you do if you want information not listed?  
(A) Dial 10.  
(B) Hang up and call again.  
(C) Go to a local store.  
(D) Stay on the line.
95. What is the destination for this flight?  
(A) Dallas.  
(B) Houston.  
(C) Madison.  
(D) Wilmington.
96. What does the captain say about the flight?  
(A) It will be late.  
(B) There will be turbulence.  
(C) It will be smooth.  
(D) The flying altitude will be low.
97. What is the weather like there?  
(A) Humid.  
(B) Rainy.  
(C) Breezy.  
(D) Sunny.
98. What kind of problem does the area have?  
(A) There was an accident on the freeway.  
(B) The area is flooded.  
(C) There was a fire.  
(D) There was an earthquake.
99. Why are local relief centers running low on food?  
(A) Flood victims have filled the shelters.  
(B) Food spoiled because of moisture.  
(C) There was too much rain to grow food.  
(D) They cannot deliver the food.
100. If you want to donate food, where should you take it?  
(A) To the public.  
(B) The relief center.  
(C) The radio station.  
(D) A food collection center.



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



**OBJECTIVE:** to gather information about listening techniques used by students of readings and conversation II from the two majors at Foreign Language department of University of El Salvador .

**INSTRUCTIONS:** read the following questions and mark with an “X” the answer which more match with your opinion and fill the blank in where is required.

**Name:** \_\_\_\_\_

**Gender:** Male  Female

**Major:** Modern Languages  English Teaching

**Group number:** 1  4  6  7

**PERSONAL INFORMATION**

1-At which age did you begin to study English?

4-6  7-10  11-14  15-18  19- more

2- Where did you study?

At a public school  At a private school

3-Have you studied at any English academy?

Yes  No

4-Have you changed major?

Yes  No

5-Do you work and study at the same time?

Yes  No

6-Have you worked in call center?

Yes  No

7-Do you work in any area related to your major?

A-At a school or an English academy

B-At a call center

C- -At an airport

D- At a tourism organization

E- None

8-Do you have internet access at home?

Yes  No

9-Have you traveled to another country and interacted with native English speakers?

Yes  No

10 -How much time do you spend listening to audios, news, videos to improve your listening skill?

Less than one hour a week  One hour a week  Two hours a week  Three hours a week

More than three hours a week

11-From one to ten, which grade do you give to your listening skill?

1  2  3  4  5  6  7  8  9  10

12- When you are watching English videos, movies or listening to audios how much do you understand?

10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

13- Have you ever tested your listening skill by trying the listening section of the TOEIC test?

Yes  No

14- What do you understand by “listening technique”?

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15- Which are the listening techniques that you use the most?

Podcasts

Shadowing

Audio slideshow

Dictation

Listening to music

16- Write a brief definition of the following listening techniques

Audio slideshow \_\_\_\_\_

Shodowing \_\_\_\_\_

Podcast \_\_\_\_\_

17-Do you know the difference between active and passive listening? , Explain

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18-After finishing your major, would you like to work at a place where native English is spoken?

Yes  No

Explainwhy: \_\_\_\_\_

---

19-After finishing your major, would you like to work in teaching field?

Yes  No

20-If a listening subject were included into study plan of your major, would you consider it useful?

Yes  No

**THANK YOU**

# Pilot study



# Administrating instruments











UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Viernes 13 de Mayo de 2016

Licenciado Miguel Ángel Carranza Campos  
Maestro del grupo de Lectura y conversación en Inglés II  
Presente.

Estimado Licenciado:

Reciba un cordial saludo, esperando que siga cosechando buenos frutos en su labor académica y administrativa.

El motivo de la presente es para solicitarle la correspondiente autorización a fin de administrar un instrumento de recolección de datos (un cuestionario y un examen) durante sus clases de Lectura y conversación en Inglés II en el **grupo 01**. Estas intervenciones se llevarán a cabo con el fin de realizar el proyecto de tesis **“Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016”**

Agradeciendo su colaboración, nos suscribimos

Atentamente,

Br. Karla Emperatriz Guzmán Ayala GA08019 \_\_\_\_\_

Br. Melissa Carolina Cañas Arias CA11014 \_\_\_\_\_

Br. Juan Carlos Carballo CG04007 \_\_\_\_\_

V.B. Lic. Miguel Ángel Carranza Campos \_\_\_\_\_

ASESOR DE TESIS



UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Viernes 13 de Mayo de 2016

Licenciado Ricardo Cabrera  
Maestro del grupo de Lectura y conversación en Inglés II  
Presente.

Estimado Licenciado:

Reciba un cordial saludo, esperando que siga cosechando buenos frutos en su labor académica y administrativa.

El motivo de la presente es para solicitarle la correspondiente autorización a fin de administrar un instrumento de recolección de datos (un cuestionario y un examen) durante sus clases de Lectura y conversación en Inglés II en el **grupo 07**. Estas intervenciones se llevarán a cabo con el fin de realizar el proyecto de tesis **“Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016”**

Agradeciendo su colaboración, nos suscribimos

Atentamente,

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UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



Viernes 13 de Mayo de 2016

Licenciado Igmar Blanco  
Maestro del grupo de Lectura y conversación en Inglés II  
Presente.

Estimado Licenciado:

Reciba un cordial saludo, esperando que siga cosechando buenos frutos en su labor académica y administrativa.

El motivo de la presente es para solicitarle la correspondiente autorización a fin de administrar un instrumento de recolección de datos (un cuestionario y un examen) durante sus clases de Lectura y conversación en Inglés II en el **grupo 06**. Estas intervenciones se llevarán a cabo con el fin de realizar el proyecto de tesis **“Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016”**

Agradeciendo su colaboración, nos suscribimos

Atentamente,

Br. Karla Emperatriz Guzmán Ayala GA08019 \_\_\_\_\_

Br. Melissa Carolina Cañas Arias CA11014 \_\_\_\_\_

Br. Juan Carlos Carballo CG04007 \_\_\_\_\_

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Viernes 13 de Mayo de 2016

Licenciado Ricardo Cabrera  
Maestro del grupo de Lectura y conversación en Inglés II  
Presente.

Estimado Licenciado:

Reciba un cordial saludo, esperando que siga cosechando buenos frutos en su labor académica y administrativa.

El motivo de la presente es para solicitarle la correspondiente autorización a fin de administrar un instrumento de recolección de datos (un cuestionario y un examen) durante sus clases de Lectura y conversación en Inglés II en el **grupo 04**. Estas intervenciones se llevarán a cabo con el fin de realizar el proyecto de tesis **“Listening techniques used by students of the Readings and Conversation II from the Modern Languages Major and the English Teaching Major at the Foreign Languages Department of the University of El Salvador, semester I, 2016”**

Agradeciendo su colaboración, nos suscribimos

Atentamente,

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