

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



The influence of the target language listening exposure in the listening scores of the Advanced English II students, during the first semester, 2016 at the Foreign Language Department of the University of El Salvador.

PRESENTED BY

Mireya Guadalupe Espinoza Vásquez	EV06004
Liliana Rosibel Guardado Vásquez	GV07034
Yoselin Guadalupe Aguilar Moz	AM07120

UNDERGRADUATE WORK PRESENTED TO OBTAIN THE DEGREE OF LICENCIATURA EN LENGUAS MODERNAS ESPECIALIDAD EN FRANCÉS E INGLÉS AND LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA

MsDi. Ricardo Cabrera Martínez

Advisor

Main Campus, May 5th, 2017

LIC. JOSÉ LUIS ARGUETA ANTILLÓN
RECTOR

MAESTRO ROGER ARMANDO ARIAS

ACADEMIC VICE-RECTOR

ING. CARLOS VILLALTA

ADMINISTRATIVE VICE-RECTOR

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GENERAL COORDINATOR OF THE DEGREE PROCESSES

MSD. RICARDO CABRERA MARTÍNEZ

ADVISOR

ACKNOWLEDGEMENTS

Acknowledgments from:

MIREYA GUADALUPE ESPINOZA VÁSQUEZ,
LILIANA ROSIBEL GUARDADO VÁSQUEZ
AND YOSELIN GUADALUPE AGUILAR MOZ

- First of all, we would like to thank God for giving us life, understanding, health, intelligence to finish our major.
- Moreover, we would like to thank our advisor Lic. Ricardo Cabrera Martinez for sharing his knowledge and giving us suggestions and support throughout this research from the beginning to the end.
- Finally, to thank Mireya's husband, Edwin Barahona, for his support and collaboration and, Lic. Pedro Carbajal as well to allow us to carry out our research project in his group (Advanced English II) since that was evidently essential in our research. And special acknowledgments to Lic. Miguel Angel Mata, Lic. Mauricio Contreras and Lic. Alexander Landaverde for their support during this research.

- **TO OUR PARENTS**

Jose Alejandro Aguilar: who has supported me economically to finish my major. Thanks dad for everything you gave me during this difficult road and for all your dedication.

Ana Maria de Jesús Moz de Aguilar: Thanks mom for your unconditional love, support and encouragement to pursue this degree.

Thanks to them I could reach this important goal in my life .They were sure that one day I could become a professional in the field. No doubt, this is the best legacy that they could give me.

From: Yoselin Moz.

Milagro del Carmen Vasquez and Otto Edgardo Espinoza Soto: Thanks for being my light, my angels. Thanks for making me strong to overcome hard times. I dedicate this achievement to you.

Special thanks to my family: Thank to each member of my family who provided me unconditional support, hope and all the help that I needed; special thanks to my husband and daughters for all the effort and for walking together during these years; “Life’s a climb. But the view is great”.

From: Mireya Espinoza.

Maria Cecilia Vasquez: who was always providing not only the financial support but also the hope that needed so many times.

From: Liliana Vásquez.

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Introduction

This research contains a clear explanation about the influence of the target language listening exposure in the listening scores of the Advanced English II students of the Foreign Language Department of the University of El Salvador during the first semester 2016. This report presents and details a series of aspects that support this research. First of all, chapter 1 is related to the Statement of the Problem in which the authors develop the description of the problem, the General and Specific Objectives, the discussion of the Research Questions, the Justification referring to the explanation of the purpose of this study, and the Delimitation of the Research in which the scope, time and place of this research are delimited. Chapter 2 is concerned with the Theoretical Framework. In this chapter the literature support of the topic is included. Chapter 3 contains the Methodology which is also an important section of this research in order to determine the Type of Study, the Research Design, the Population and Sample, and the Data Gathering Process. Furthermore, Chapter 4 provides the data Analysis and Interpretation of the results gathered from the surveys, the class observation and it also presents the comparison table of the students listening scores. Chapter 5 contains the conclusions of the investigation in addition; it explains the Hypothesis test and also, provides some recommendations in order to suggest specific actions that are going to solve the problems that were identified. Chapter 6 contains the References of the resources that were used throughout the process. Chapter 7 shows the Appendixes with the instruments applied during the investigation, some photographs and the timetable outlining the different activities carried out during the research process. In conclusion this investigation documents and describes how the listening exposure to the target language influences in a positive or in negative way in the Advanced English II students listening scores of the Foreign Language Department at the University of El Salvador during semester I - 2016.

Statement of the problem

1.1 Description of the problem

For more than six decades now, research and practice in English language teaching has identified the “four skills” -listening, speaking, reading and writing- as of paramount importance. The human race has fashioned two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. The integration of the four skills gives students a chance to diversify their efforts in more meaningful tasks. (Vides, 2010)

However, acquiring listening skills can be frustrating for some students. For some time, listening was regarded as a “passive” or “receptive” skill and, consequently, not particularly crucial as a skill area to be taught. Researchers then began to recognize the importance of listening and its role in comprehensible input (Krashen, 1982), and attention to an adoption of newer comprehension-based methodologies brought the issue to the fore. Listening became a skill to be reckoned with and its key position in communication recognized (Feyten, 1991; Omaggio Hadley, 2001). In the communicative approach to language teaching, this means teachers modelling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. Given the importance of listening in language learning and teaching it is essential to give to the learners the opportunity to develop and improve their listening skills not only in the classroom, but outside the classroom as well.

In the decades of the 1950 and '60, language teaching methodology was preoccupied with the spoken language, and classrooms full of students could be heard performed their oral drills. It was not uncommon for students to practice phrases orally they did not even understand! Nowadays, teachers can apply different teaching methods according to the skill they want to develop in the classroom. However, listening is considered still a difficult area for the students to learn. To know more about the difficulties that the students have with listening skill it is necessary to mention the study “Teaching Listening”, which is related to the potential problems in learning to listening to English; There are 7 obstacles that ESL learners may face to become efficient in listening comprehension. The first difficulty is the speed delivery, the second problem is that listeners cannot always have words repeated, the third is the lack of vocabulary, the fourth is that listeners may fail to recognize the signals, the fifth is the lack of contextual or background knowledge, the sixth has to do with

learners having problems to concentrate in foreign language, Finally the seventh and last difficulty is that learners may have established learners habits, such as wish to understand every word.

To focus on the current problems related to listening at the Foreign Language Department, it is necessary to refer to some comments expressed by one of the professors regarding the current situation of the listening skill at the Foreign Language Department. When Licenciada Diana Marengo was asked about the students listening scores in the advanced levels at the Foreign Language Department, she said: "I would say that in the advanced course, students just express how difficult the listening part is, and the listening material used is pretty difficult to understand." She also added that "More than 60% of the students get low scores in the listening area". In addition, in an interview made to professor Pedro Carvajal, who was in charge of the group observed in this research, when he was asked if the students' listening level was the adequate to pass the semester, he said: "Honestly, I do consider it is for a 30% of my students, because unfortunately, the majority of them have drawbacks or weaknesses regarding listening exercises".

Madden (2008) states that in a classroom, especially in the ESL/EFL environment, listening is oriented to prepare the students to understand actual speech in order to communicate in English. This means that the English language students are being prepared to be exposed to the native language in which most of the input is listening. That is why this investigation has as main objective to investigate how much the listening exposure influences the students' listening scores. Moreover, this research is concerned about the quantity and quality of the listening exposure that the students are exposed inside and outside the classroom. When teachers and students at the Foreign Language Department were asked about the influence of listening in the teaching-learning process, many of them were concerned about this issue. In general terms, all the preliminary information collected through observation of the Advanced English II during the first semester- 2016 and, the interviews made to teachers and students about the listening exposure that the students have and how it is affecting the students' scores, makes the group of researchers consider that this is a real issue at the Foreign Language Department. So this research aims to investigate this problem in detail in order to propose some possible solutions.

Objectives:

1.2.1 General objective:

- To investigate about the influence that the target language listening exposure has in the listening scores of the advanced English II students at the Foreign Language Department.

1.2.2 Specific objectives:

- To identify the most frequent and effective strategies that students apply in order to be exposed to listening.
- To compare results obtained by advanced English II students of the Foreign Language Department after and before being exposed to different listening techniques.

1.3 Research question

How does target language listening exposure influence the listening scores of Advanced English II students at the Foreign Language Department?

1.4 Justification

There are several reasons the researchers of this investigation proposed as valid justification to carry out this study. In the following lines the potential of this research will be explained by showing the convenience, the social relevance, the practical implication, theoretical value and methodological usefulness of this paper.

The convenience of this research is to demonstrate to the teachers and students the importance of the target language listening exposure to develop students' listening skill. On the other hand, it is also important to take into account the different strategies and techniques that the teachers and students apply during the listening process. Besides that, identifying the inconveniences that the students face when an appropriate listening exposure is missing becomes relevant since it is assumed that it would make a direct impact in student's performance.

The social relevance of this research is to make this investigation an important tool for teachers and students at the Foreign Language Department extending the usefulness to serve as a source of reference to professionals interested in the topic from other institutions; This research aims at empowering those people who are in a position where it is possible to make some changes in the teaching learning process. Finally, this research will be of benefit to our community in general because a formal report will be created by documenting the weaknesses and needs that the Foreign Language Department has in the listening area in order to encourage the authorities to look for solutions.

The practical implication of this study is to show how an adequate listening exposure to the target language may help students to improve their listening scores. The teachers of the Foreign Language Department report a high percentage of students that have scores below 6.0 which reflects a problem in the students' level of the ideal competence they should have. Moreover, this research pretends to provide the most useful techniques for students and teachers in order to improve their listening competence in the area.

Another reason why this investigation was carried out is the theoretical value. First of all, this study will collect valuable information about how the listening exposure is

acquired and applied for learners and teachers. Also, it pretends to document the weaknesses and needs that the practices in the listening area have at the FLD. Finally, this investigation will report authentic data about the students' listening scores. All of this, with the purpose to help learners improve their listening exposure and their listening scores as well.

Finally, the methodological usefulness of this research is not only to describe the most effective techniques in the classrooms but also to find out about the extracurricular activities that are useful to support what has been learned in the classrooms. In that way, the students would understand the purpose of the use of certain strategies and thus improve their scores at the same time.

1.5 Delimitation of the problem

This investigation project was divided according to the following delimitations:

- ❖ **Time:** The investigation was developed from February to June 2016.
- ❖ **Place:** The project took place at the Foreign Language Department of University of El Salvador, Main Campus.
- ❖ **Scope:** It was to investigate the influence of the target language listening exposure in the Advanced English II students.

CHAPTER 2

2 Theoretical Framework

2.2 What is listening?

Learning English has always been a real necessity in different fields and professions because it is the language of the globalized world, and El Salvador is going through this process. In the teaching-learning process, listening is one of the hardest skills that help to determine how well students learn English as a second or foreign language. To have a specific level of proficiency (performing in a given art, skill or branch of learning with expert correctness and facility according to American Heritage Dictionary) in the English Language, the learners need to acquire knowledge related to the four macro-skills that are involved in it (ACTFL guidelines) which are divided into two groups: The receptive skills, which are reading and listening and the productive skills, which are speaking and writing. The first group refers to the skills that provide input of the language, while the second refers to the output or the production of the language (Omaggio; 1993). In this context it is important to analyse different points of views about what listening is for different scholars.

According to the Howatt and Daking (1974), listening is the ability to identify and understanding of what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, comprehension of meaning.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing and reading demand.

Wang Shouyuan (2003), defines listening as the most important component in the five aspects of overall English competence. He suggests that listening deserves particular attention in comparison to speaking, reading, writing and translation. At the same time, he considers that educators must actively explore the nature and process of listening comprehension and study the theory and methodology of

listening comprehension in order to improve listening teaching outcomes and make students recognize that listening is the crucial aspect of English Learning.

According to Rubin (1990) "Listening consists of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express". In other words, he considers that students associate the context with their background knowledge in order to get the meaning in their listening exposure. Therefore, it is important to involve the students with the adequate listening material.

It has been stated that listening has been considered as a secondary skill, with speaking and writing as predominant skills in the second-language education process (Morley 1990 and Numan 1997). On the other hand, Feyton (1991) considers that more than 45% of human communication is spent on listening, whereas speaking takes the 30% approximately. Besides that, Morely (1990) consider that people spend measurably more time on listening than any other communication skill; through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981); thus, if listening is considered to be a substantial part of language, then it would seem that students' listening skill are not getting the amount of attention they merit. (Avalos, Rosales, and Reina, 2015)

2.2 Listening exposure

Before providing important information about the Communicative approach in general, it is important to highlight the role that target listening exposure has in the context of ESL/EFL teaching.

Madden (2008) states that in a classroom, specifically in the ESL/EFL environments, listening is oriented to prepare students to understand actual speech in order to communicate in English. This means that the English language students are being prepared to be exposed to the native language in which most of the input is listening. According to Schwartz (2004, as cited in Celce-Murcia, 2001), listening is the language modality that is used more frequently. It has been estimated that an adult spends, almost half of communication time listening, and a student may receive as much as of 90% of their in-school information through listening to instructors and one another. Thus, L2 students have to train their listening skills in order to communicate naturally in the second language and different situations such as in lectures, colloquial speeches, casual greetings, listening to mass media, and so on. For this reason, teachers have to expose students to “genuine” situations in which English is used naturally. This, at the same time, will let students get familiar with common and technical vocabulary, intonation, and pronunciation and sound variations. Unfortunately, listening is still seen as a difficult skill to teach. Morley, (1991; as cited in Duzer 1997) points out that listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition.

Teaching listening is not an easy task. The teacher has to consider some factors for the listening activity to be successful when exposing students to the target language such as the interest of the student in the topic, the kind of content involved in the message and the visual support that accompanies the message (Brown and Yule, 1983 as cited in Duzer 1997). These factors must not be ignored when developing the listening skill.

2.3 Listening strategies inside and outside the classroom.

It is a fact that most of the target listening exposure that the English students have in our country is acquired inside the classrooms. That is why; most of the EFL/ESL teachers trained in any kind of communicative methodology make use of materials and resources that help to bring the outside world into the classroom since the main purpose in the communicative methodology is to allow learners to “understand language outside the classroom”, so that; ultimately the learners can “utilize the real world, as well as the classroom for “progress” (Krashen & Terrell 1983).

In the context previously outlined, it is necessary to briefly describe some of the most frequent and effective techniques applied by teachers and students inside and outside the classroom.

Listening strategies applied inside the classroom.

- **Partial dictation:**

Partial dictation can be used as a listening evaluation technique. It may be possible to administer a partial dictation when no other test of listening is administered. It can also be used diagnostically to test students’ ability to cope with particular difficulties.

- **Oral summary:**

One activity that works well at higher levels is to assign one student each day to report on and summarize the main news stories of the previous day, sports stories and/ or weather. Students are then able to make use of any media (TV, radio, newspapers, and internet) to construct their class presentations.

- **Take notes while listening:**

Students cannot write down every word a speaker says. Instead, they only write the key words or important phrases the speaker uses. Students translate difficult terms into their own words. Taking accurate notes during a reading assignment or in class is worth the extra effort. Detailed information will be recorded in the students’ notebook, and they will be ready to study for even the most challenging test. It is much easier to review their study notes before a test than to review a whole chapter of series of chapters (McLemore, 1991).

- **Make predictions:**

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

- **Listening to authentic material:**

Authentic materials refer to any items that have been designed for general community and not especially for foreign language learners. They provide real language that is contextually rich and culturally pertinent (Taylor, 1994 cited in Spelleri, n.d.). Erkaya (n.d.) curiously defines this kind of materials as items that normally go into a trash can. In this sense, objects that seem useless for some people represent a treasure for English teacher. This type of material gives the learners the opportunity to be exposed to how the language is used in the real world, since students would have to cope not only with grammar and syntax but also nonverbal language.

The main purpose of using authentic material is to foster student’s abilities and gain confidence in any real situation, so the implementation of authentic materials in the classroom may be extremely beneficial for students since they would encounter the language in its natural setting, and they would be exposed to cultural features that may not be included in conventional teaching materials. Because of the inference or influence of their cultural norms, it is hard for non-native speakers to choose the forms appropriate to certain situations. The key factor is to bring reality into the classroom and let students know how things really work in the outside world. Among these materials are articles from newspapers and magazines, TV, radio programs, videos, video games, etc. (Oura n.d.).

- **Real – time conversations:**

In the mid-1990s, the dogma 95 manifesto influenced language teaching through the dogma language teaching movement, who proposed that published materials, can stifle the communicative approach. As such, the aim of the Dogma approach to

language teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, and that in turn will lead to further communication.

- **Answer to comprehension Questions:**

As you listen, be listening for answers to questions you have. To identify questions to ask, preview activities you need to complete after you listen or turn the title of an assignment into a question. For instance, if the title of a lecture is “The Science of Love,” you might ask, “How is science related to love?” or “What have scientists learned about love?” Looking for answers to questions gives you a reason to listen and keeps your mind active and alert. (Katherine Bilborough)

- **Listening for gist (main idea):**

When people have the chance to do skydiving, it is possible for them to see from the height a really big area of the place where they want to land. They are able to see if there are a lot of houses, roads, trees, etc. In general, they have to look for the best and safe area to practice the sport. In the listening process, learners are also able to get the “whole picture” of the listening task but there is one important difference: the information comes in a sequence. In the sequence of the information, there are content words (nouns, adjectives, adverbs and main verbs) that help learners to create the picture of listening task. Listening for gist refers to understanding or getting the main idea of the text. For example, the words sand, friends, sunny day, big waves, sea food have their own meaning, when they are heard in a sequence, learners can get the main idea to form the context of a day on the beach. In this kind of listening strategy, students are not asked detailed questions. For example, they might just be asked the following general question: “where are the speakers talking?” “What are they talking about?” “Why are they talking?” In brief, listeners have to grasp the main ideas without worrying about the details. (Avalos, Rosales, and Reina, 2015)

- **Listening to songs:**

Listening to music is an effective English language learning tool. The key is to make learning English fun through the right tools and habits. There is considerable scientific evidence that demonstrates how music can help second language learners acquire grammar and vocabulary and improve spelling. One example is the

so-called “Mozart Effect”, the concept that listening to classic musical boosts the performance of mental tasks like learning everyday language and colloquial speech. Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. And since the intended audience is native speakers, songs and music include up-to-date language and colloquialisms. The language used in songs is casual and actually usable, if you pick the right music. In addition, listening to songs will allow learners to focus on pronunciation and understanding of the English language’s rhythm, tone and beat. Many of the words and sound patterns within a song are repetitive and this makes it easier to stick in mind. Besides, tunes and lyrics will often infiltrate thoughts and play over and over in the minds. All of which will help to learn English through songs as easily memorize vocabulary and phrases. In fact, after a short period of time learners will find it almost impossible to forget them.

Music gives you insight into English-speaking culture and how English-speaking people think and feel. Familiarity with popular songs and artists gives you something to talk about with your English-speaking friends (www.fluentu.com, n.d.).

- **Listening to speeches:**

Making a speech is seen as an art. Everyday speeches are made in which the speaker turns to his or her audience in order to address a certain concern, for example at events, meetings or other occasions. They contain history and remind the successive generations of past events. In addition; listening to speeches allows immersing in the English language and learning aspects of the culture of a country and to improve the English listening skills as well.

- **Testing yourself:**

Growing evidence from a variety of researchers including Robert Bjork at UCLA and H.L. (Roddy) Roediger at Washington University suggests that one of the most effective ways to learn new material is to test yourself on it. Ideally, start with some learning experience. Perhaps go to a lecture or read an article. Then, rather than just looking over the material again some time later, actually give yourself a test. Ask yourself questions about the material you are learning and try to formulate your own answer. When you are tested on that material again later, your performance will be better than if you just looked the material over again and thought about it.

A paper by Vered Halamish and Robert Bjork in the July 2011 issue of the *Journal of Experimental Psychology: Learning, Memory, and Cognition* describes a number of the advantages of studying by testing yourself over traditional methods of studying. The authors point out two key benefits of studying by testing. First, it points out the longer the delay between studying and testing and, the bigger the advantage for studying by testing rather than traditional studying. When the test happens immediately, then there is no big difference between the two types of studying. When the test happens days or weeks later, though, there is a big difference between these conditions.

It is important that the learners actually remember the information that they are studying. When learners test themselves, they are asking themselves questions about the material. (Many books even have sample questions to use.) The testing effect works because learners successfully get to the information in memory, and that makes the [memories](#) stronger and easier to retrieve later.

- **Workbook listening activities:**

Workbook listening activities help to develop different skills, such as listening just to understand the main idea or listening for detailed information.

The greatest challenges with textbook tape programs are integrating the listening experiences into classroom instruction and keeping up student interest and motivation. These challenges arise from the fact that most textbook listening programs emphasize product (right or wrong answer) over process (how to get meaning from the selection) and from the fact that the listening activities are usually carried out as an add-on, away from the classroom. Underwood, M. (1989).

- **Radio programs:**

One important way to improve the listening skill and be able to understand native speakers when they speak at normal rate is to listen to the radio in English. Listening to radio stations carefully can also help to improve some other skills besides listening. For example, learners can increase their ability to get better accent and fluency when they speak. They can also get new vocabulary, sharpen their comprehension skill, improve their grammar, and provide learners the ability to focus in the task. (Avalos, Rosales, and Reina, 2015)

- **Interactive activities through internet:**

Listening comprehension is often the most difficult task for learners of English as a foreign language. Listening in the real world and listening to authentic texts is more complex than listening to non-authentic texts in the classroom environment. Effective listening does not just happen. Access to up-to-date materials via the Internet gives the students opportunities to develop and improve their listening skills by using materials in the self-access language learning centre or outside the classroom. With the appropriate use of technology, learning can be made more active, motivating, and learner-centred, especially with such internet-based resources as audio-video, podcasts, and video clip tools. (Peterson, E. 2010).

- **Watch movies, TV shows and videos in English:**

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

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

Furthermore, there are several benefits of watching movies, TV shows, and videos. First, they provide students with examples of English used in real situations outside the classroom, particularly interactive language the language of real-life conversation. Second, movies expose students to natural expressions and natural flow of speech. If they are not living in an English-speaking environment, perhaps only films and television can provide learners with this real-life language input. Finally, movies and TV shows assist the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. (Avalos, Rosales, and Reina, 2015)

- **Listening and getting familiar to different accents:**

It is clearly known that English is an international language and therefore there is a variety of accents. The most remarkable accents around the world are the American accent, the British and Australian which are quite different for each other. Dr Arafat Hamouda (1993) pointed out that in order to ease the process of learning comprehension it is important to make students aware of different native-speaker accents. It is necessary to let students deal with different accents, especially in extensive listening. And he suggested that strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. (Avalos, Rosales, and Reina, 2015)

Building bridges between the classroom and the outside world and, facilitating students' entry into that world, has many benefits, well-prepared students can gain a lot of fruitful listening practice and vocabulary reinforcement from television shows, films, lectures, etc. This transition between classrooms and outside reality can be further facilitated if both teachers and students take the logical extra step and actually put into practice frequent and effective listening strategies. Pegrum Mark A. The outside World as an extension of the EFL/ESL Classroom (n.d.)

2.4 Historical framework

In the Teaching learning process, listening is one of the hardest skills that help to determine how well students learn English as a second of foreign language. To get a deep insight of this situation; this section provides the historical framework in which this research is based on.

The main theory that gives support to this investigation is Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and United States. First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to European migration, and consequently there was a large population of people who needed to learn a foreign language for job or for personal reasons. At the same time, children were increasingly able to learn foreign languages in school. The number of secondary schools offering languages rose worldwide in the 1960s and 1970s as part of a general trend of curriculum-broadening and modernization, and foreign language study ceased to be confined to the elite academies. In Britain, the introduction comprehensive schools meant that almost all children had the opportunity to study foreign language.

This increased demand put pressure on educators to change their teaching methods. Traditional methods such as grammar translation assumed that the students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners who were busy with work, and by schoolchildren who were less academically able. Educators realized that to motivate these students an approach with a more immediate payoff was necessary.

The trend of progressivism in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning, and as this idea gained traction in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign language education was no exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

In the beginning time of language teaching, it was thought that language teaching is a cognitive matter. The idea then shifted from cognitive to socio-cognitive, which emphasizes that language can be learnt throughout the social process. However, in today's process of language teaching, incorporation of CLT has become mandatory in teaching any language.

The development of communicative language teaching was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that country at the time. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of languages prevalent at the time could not explain the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher Candlin and Henry Widdowson began to see that a focus on structure was also not helping language students. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In the United States, the linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was a reaction to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, according to the communicative competence they must also be able to use those structural elements appropriately in different social situations. This is neatly summed up by Hymes's statement, "there are rules of use without which the rules of grammar would be useless." Hymes did not make a concrete formulation of communicative competence, but subsequent authors have tied the concept to language teaching, notably Michael Canale (https://en.m.wikipedia.org/wiki/communicative_language_teaching, n.d.).

2.5 Research approach

CLT is usually characterized as broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar- and pronunciation- focused activities.

Another study was carried out by Pickard (1996). His study aimed to find out the strategies employed outside the classroom by a sample of students while they were studying English at secondary school in their own country. The study focused on a group of 20 German-speaking students who were now in their first undergraduate year of the European Business Studies Degree at Humberside University. In his study, Pickard used two instruments to collect the data; a questionnaire on out-of-class learning strategies followed by an in-depth interview into out-of-class activities. In the listening section of the questionnaire, the subjects of the study were asked to indicate how frequently they used different listening strategies such as

listening to the radio, watching TV in English, going to see films and theatrical productions in the English language, attending talks and lectures, and listening to tapes in English. The results of this study showed that listening to the radio represented the most frequently used strategy. Most of the students listened to English speaking radio situations several times a week. The second listening strategy that was used the most was watching English TV such as films, series, etc. meanwhile, listening to language tapes and attending lectures were not frequently used by the subjects. Finally, visiting to the cinema and theatre were quite rare activities that they practice.

In addition, a study made by Suh, Wasanasomsithi, Short & Majid(1999) was focused on finding out the most common strategies that a group of students used outside the classroom to improve their English conversation skills(listening comprehension and oral Skills). In this study, they interviewed individually about ten to fifteen minutes a group of eight ESL students at Indiana University. The subjects came from Asian countries. Of the eight participants five were Korean, two were Japanese, and one was Chinese. After the interviews, the findings showed that the students mostly used independent strategies to practice English out-of-school context and the participants indicated that the strategies helped them to improve their listening comprehension. Overall, as in the previous study it was reported that watching television in English (movies, cartoons, series, etc.) was the most common independent strategy that the subjects participated in out of the classroom.

The students answered that watching television and going to the movies helped them to improve their listening comprehension. A second strategy that students implemented was watching videos (You Tube videos for example). In this study, participants also reported that listening to music was a helpful strategy to improve their listening skill. At the same time, in order to improve listening out of the classroom, travelling was considered useful to gain exposure to native English speakers.

Likewise, other studies about developing listening skill have been carried out, findings revealed by A Study of English Listening Strategies applied by Technological University students Yi-Jiun Jou developed in the Department of applied Foreign Languages, Cheng Shiu University. The purpose of the study was

to find out strategies applied by University students in Taiwan in the classroom by instructing them how to apply the strategies properly. There were 239 technological university students who participated in this study. The tool to carry out the study was a questionnaire. The questionnaire consists of two parts, in the first part of personal information, subjects were supposed to fill out the gender, age and major. In the second part, 30 questions were designed to include Metacognitive strategies, Cognitive strategies, social/affective strategies and three phrases of listening comprehension. The questionnaire was adapted from Cheng (2002) and some of the phrases included in the listening comprehension intended to find out more deeply if students were practicing listening on their own for example in the cognitive strategies one of the phrases was; "I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners". The results of this study provided references for both educators and learners to evaluate their teaching and learning listening experiences in the classroom as well as the application in daily communication outside the classroom. It also showed that successful listeners tended to apply self-monitoring, elaboration, and inferring strategies in the processing a listening text (Chamot & Kupper, 1989). Beside making up the list of language learning strategies , learners should focus on their learning such as summary and link the word to the previous knowledge, and pay attention on listening text (Oxford, 1990).

In addition to making progressing in basic skills such as vocabulary, grammar and sentence structure, it is more essential to promote students' learning motivation and build up their learning autonomy to develop more proficient students and avoid students to hesitate at moment of solving listening tasks.

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

First, the author explains how to select the proper authentic material taking into account different factors that facilitates or impeded listening comprehension such as: Interest or lack of Interest, Availability of Environmental Cues or Lack of Environmental Cues, Topic/Genre Familiarity or Lack of Topic Familiarity ,Lexical Simplicity or Lexical Complicity and so on. Also gestures and facial expressions

provides learners extra help in linking meaning to stress, intonation and other prosodic cues. Other visual information can help easing the understanding of unfamiliar language as learners have to infer and deduce to “make sense” of things. Furthermore, the author suggests preparing students for extensive listening by following the process of pre-listening, during listening and post-listening activities to ensure the development of listening comprehension.

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

In other words, the findings revealed a positive correlation between students’ knowledge and use of listening comprehension strategies for instance: listen for specific information, listen for gist, and listen for making inference, listen for prediction, summarization, note taking and their listening comprehension development. These findings have a very close similarity with the outcomes gotten by Vandergrift (2002) who found that the knowledge of listening strategies facilitates the listening comprehension in second language learners. ([https://en.m.wikipedia.org/wiki/comunicative language teaching](https://en.m.wikipedia.org/wiki/comunicative_language_teaching), n.d.)

2.6 Key terms

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

Strategy: It is a high level plan to achieve one or more goals under conditions of uncertainty. Another definition says "It is an elaborate and systematic plan of action".

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

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

Listening Comprehension: According to Vandergrift (1999, p168), listening comprehension is a "complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the largest socio-cultural activity by the listener. Vandergrift's definition indicates that listening comprehension involves bottom-up and processing of incoming speech.

Listening as a receptive skill: Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill, as it

involves responding to language rather than producing it. Listening involves making sense of the meaningful (having meaning) sounds of languages. We do this by using context and our knowledge of language and the world.

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

Self-learning: (also autodidactic) or self-education is self- directed learning that is related to but different from informal learning. In a sense, auto didacticism is “Learning on your own” or “by yourself “, and an autodidact is a self-teacher (Avalos, Rosales, and Reina, 2015).

2.7 Hypothesis

The most listening exposure Advanced English II students of the Foreign Language Department have the most they will succeed in their listening scores.

2.8 Variables

Independent variable: Exposure to the target language.

Definition: It is the time in which students are being exposed to the target language.

Dependent variable: Students listening scores

Definition: These are the results obtained by the students through a listening test.

3. METHODOLOGY

3.1 Type of the study

Descriptive:

This research describes the listening techniques used by teachers and students of the Foreign Language Department and, how these techniques affect the students listening scores. In addition, it is also useful to determine the quantity and quality of these techniques in order to determine the background knowledge and listening competence that the students have at the beginning of the semester and then compare the listening exposure of the students with the results of the students' scores during the whole semester.

Method:

The method to apply in this research is Mixed-method. Mixed-method incorporates both quantitative and qualitative approaches; it gives the opportunity to be creative and expansive in the approach in order to understand, to collect data and to analyze the information. In order to contextualize this concept there are some aspects about why and how a mixed-method will be functional during this research. First; it allows describing the everyday exposure to the target language that students have by observing and interviewing them. Second, it permits to obtain a complete picture of the educational process. Third, it gives the opportunity to use several kinds of data such as descriptions of class activities, audio-video tapes, interviews to students and teachers, flowcharts, tally sheets and so on. In sum, as Mixed- method encompass different field of study it is considered as appropriate to this research (Fraenkel, x.c. 2012).

3.2 RESEARCH DESIGN

According to the type of study used, in this case a non-random sampling and a convenience sample was applied. A convenience sample is a group of individuals who (conveniently) are available for study. It means that the sample was selected by the convenience of the researchers taking into account the period of time required to carry out this type of investigation. Also, it was necessary to take in consideration the schedule available by each member of the team and, the time availability of all the participants (students , teacher in charge of the group being observed, advisor and others.) in this research in order to combine the schedules and carry out this investigation in a successful way.

3.3 POPULATION AND SAMPLE

Population

The area of study was focused on female and male students from the advanced English II, group 04, semester I 2016 of the Licenciatura en Idioma Inglés opción Enseñanza at the Foreign Language Department. Originally, there were 4 groups registered but for a reason one of the groups was closed. In spite this situation, the final population for this research was of 105 participants (Carranza Miguel A. 2016).

Sample

This step was essential for the data collection process because it permitted to narrow the quantity of students who were interviewed. The type of sample for this research was cluster sampling since 31 participants were selected out of 105 students by using the convenience sample. It is important to mention that this number represents just the 33% of the entire population that is why it does not tend to generalize the finding of this group to the other courses but it is actually a really feasible indicator of the problem that the students at the Foreign Language Department have in the listening area (Fraenkel, x.c. 2012).

3.4 Data gathering process

Several specific and planned steps were taken in order to carry out the data gathering process. The researchers had to start with a task related to the selection of the sample based on the information collected from the book “How to Design and Evaluate Research on Education” and that is why stratified random sampling was selected. In this process certain subgroups or strata were selected as a sample. In this case, 1 group was taken out of the 4 groups of the Advanced English II that were originally registered (more information on Appendix A: Survey). Later on, it was necessary to design the instruments that were feasible and adequate to the nature of the research.

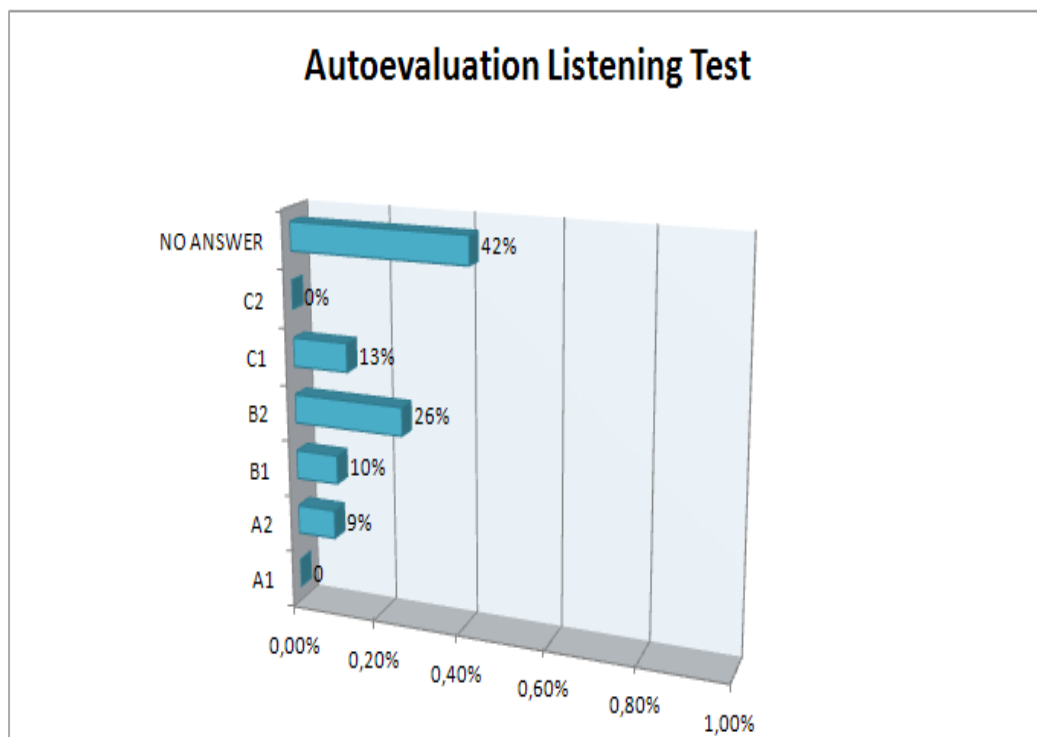
In the following lines there is a description of the survey, the tally sheet and the interview, which were the instruments used to collect information in order to carry out this research. The 3 parts of the survey provided important information about how target language listening exposure influences Advanced English II students at the Foreign Language Department to improve their listening scores. The first part of the survey is an auto-evaluation test which helped to range the English level of the students. Then, the second part provides three sections: The first section provides general information about the student’s background, the second one is related to the techniques applied by the teacher in classes and the third one provides information about the independent techniques applied by the students outside the classroom. Part number three also shows the teachers and student’s needs in the listening area. Besides, a tally sheet is included to document what was observed in the classes. Finally, an interview from teacher was recorded to also support the data. (See transcription on appendix 7.3)

CHAPTER 4

4.1 ANALYSIS OF THE RESULTS FROM THE QUESTIONNAIRE

GRAPH 1.

PART I

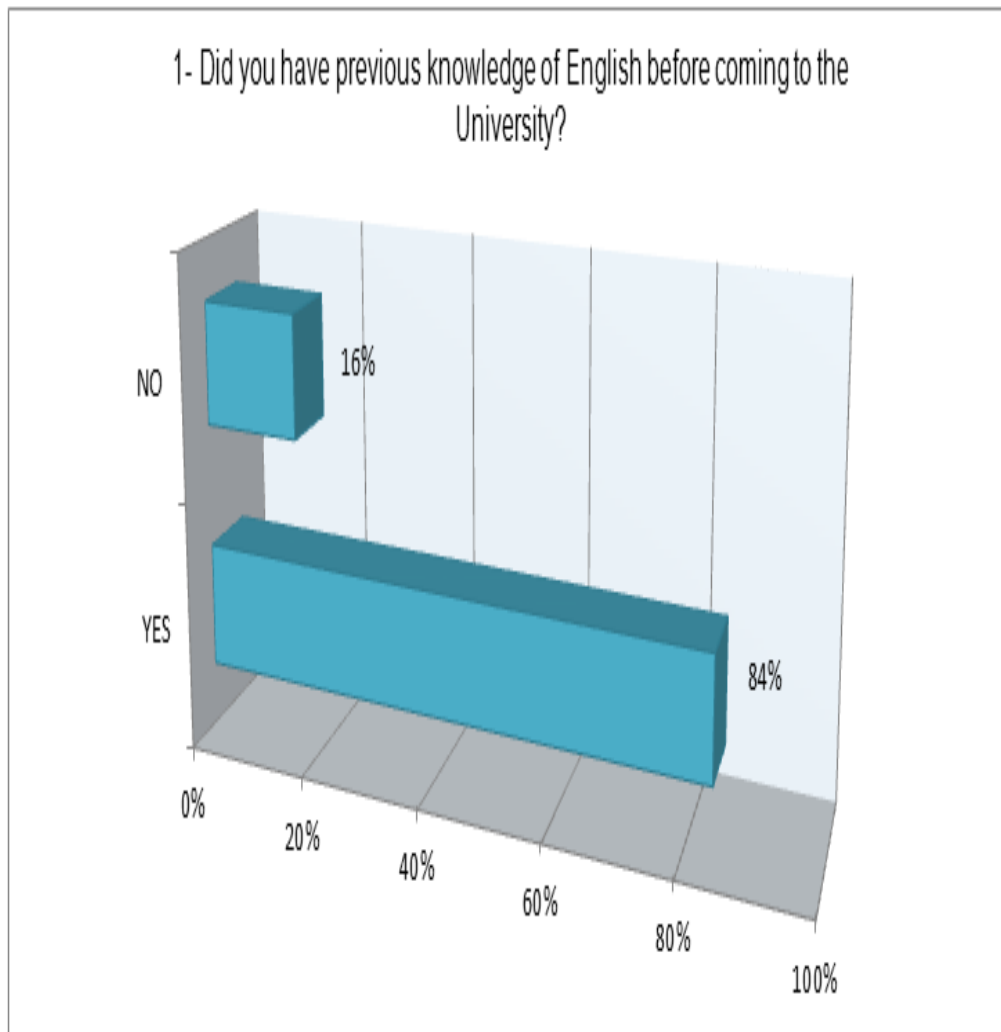


Source: Survey applied to advanced English II students

Graph number 1 shows that only the 26% of the students considered their listening comprehension level in the B2 scale. It means that the students can understand extended speeches and lecturers and follow even complex lines of arguments provided the topic is reasonably familiar. According to students' opinions, they can also understand most TV current affairs programs. 13% of the students think that they are in the C1 scale which is also considered as one of the advanced levels; a 10% of the participants think they are in the B1 scale which is considered as an intermediate level; finally a 9% of them say they are in the A2 categorized as the lowest level. According to the survey, the highest percentage of the students did not answer the test (42%). So it can not allow generalizing the results from the whole group but; it is actually an indicator about the students' opinion of their English level.

GRAPH 2.

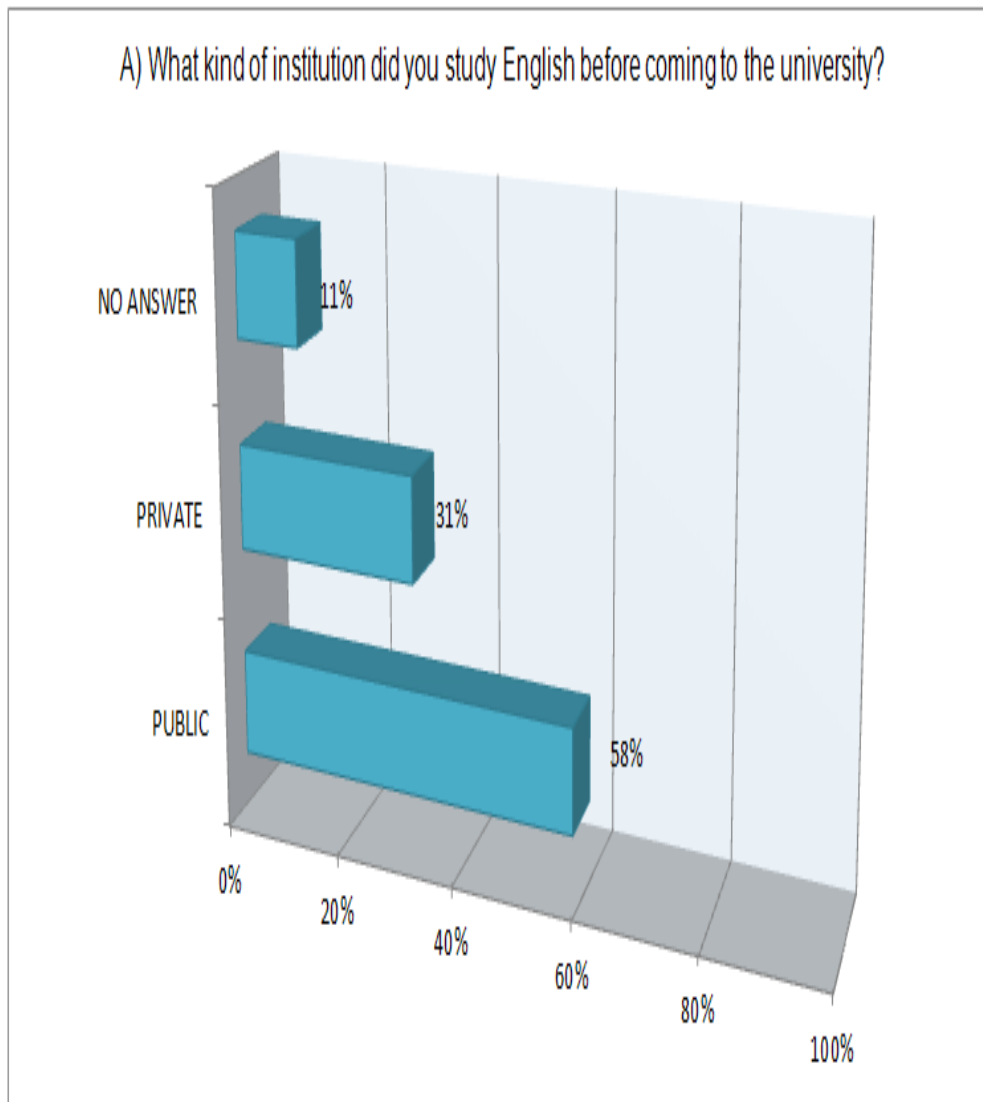
PART II
SECTION I



Source: Survey applied to advanced English II students

Graph number 2 shows that 84% of the students said they had previous knowledge of English before coming to the University and only the 16% did not have previous knowledge.

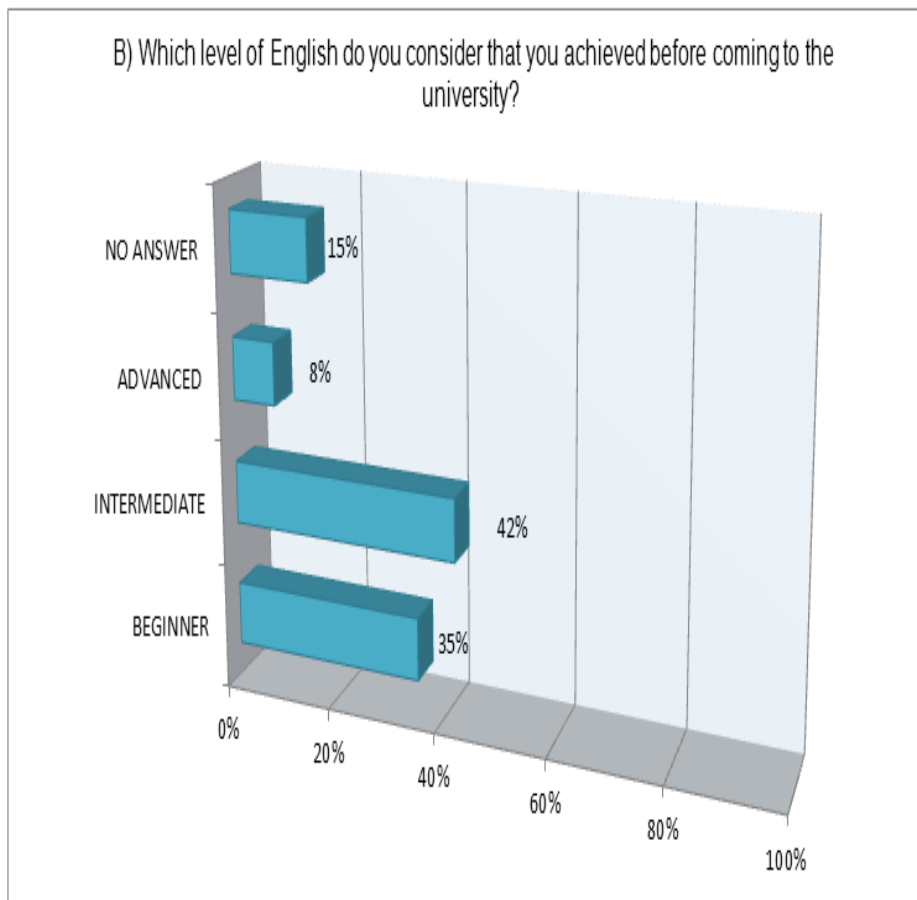
GRAPH 3.



Source: Survey applied to advanced English II students

Graphic 3 reflects that most of the students (58%) studied English in a public institution. On the other hand, 31% said that they studied English in a private institution. There is an 11% who decided not to give an answer to the question.

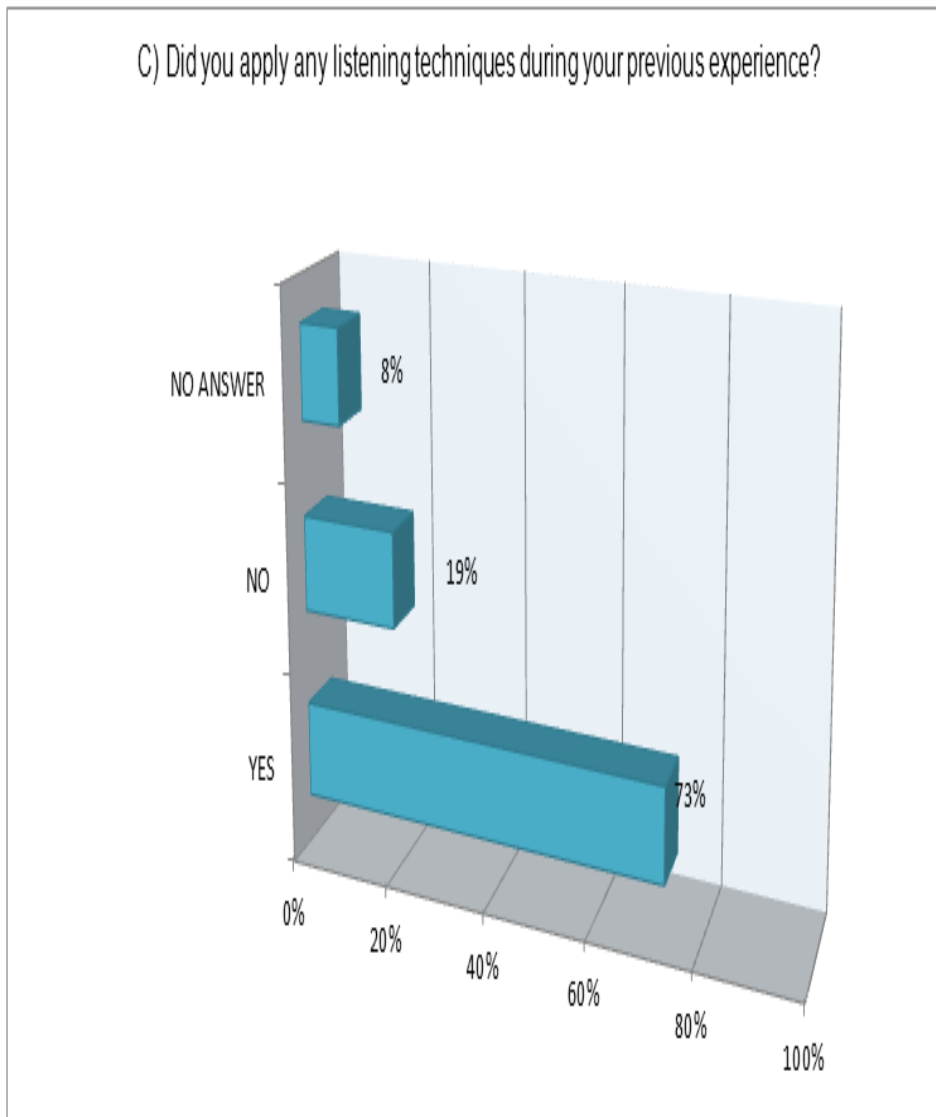
GRAPH 4.



Source: Survey applied to advanced English II students

According to the graph 4, the 42% of the students considered to be in the intermediate level of English before coming to the university. 35% considered being in the beginner level and; just an 8% of them considered themselves in the advanced level. And there are 15% of the students who did not answer the question.

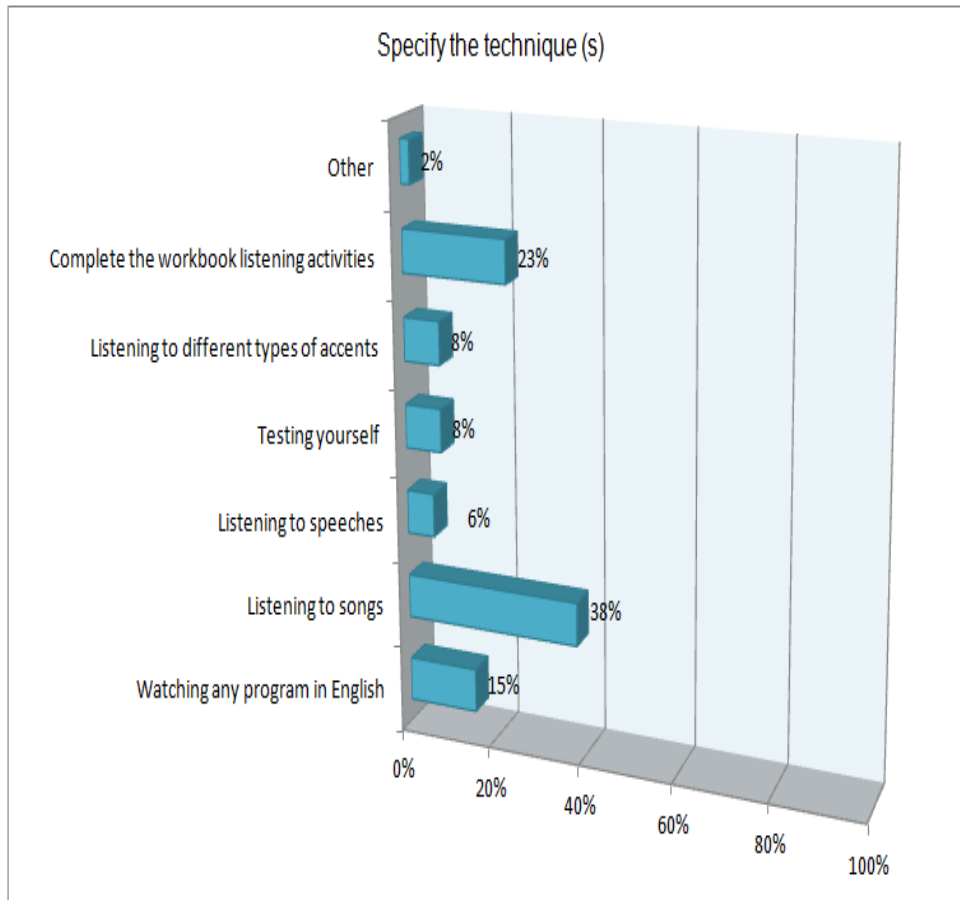
GRAPH 5.



Source: Survey applied to advanced English II students

The graph 5 shows that 73% applied listening techniques in their previous experiences. Only 19% did not apply any technique and, 8% did not answer the question.

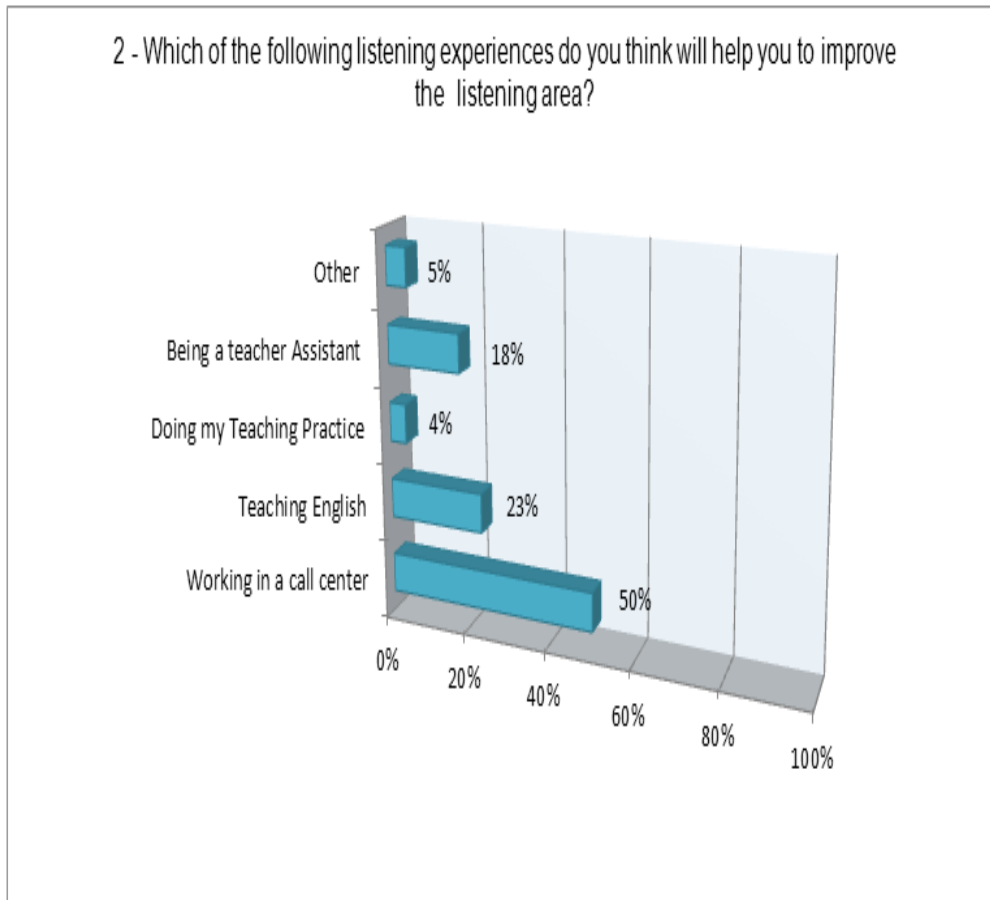
GRAPH 6.



Source: Survey applied to advanced English II students

The results gathered from the surveys show in graph number 6 that the most frequent techniques that the students applied during their previous experiences are Listening to songs (38%), completing the workbook listening activities (23%), Watching any program in English (15%), testing yourself (8%), listening to different type of accents (8%) and other (2%).

GRAPH 7.

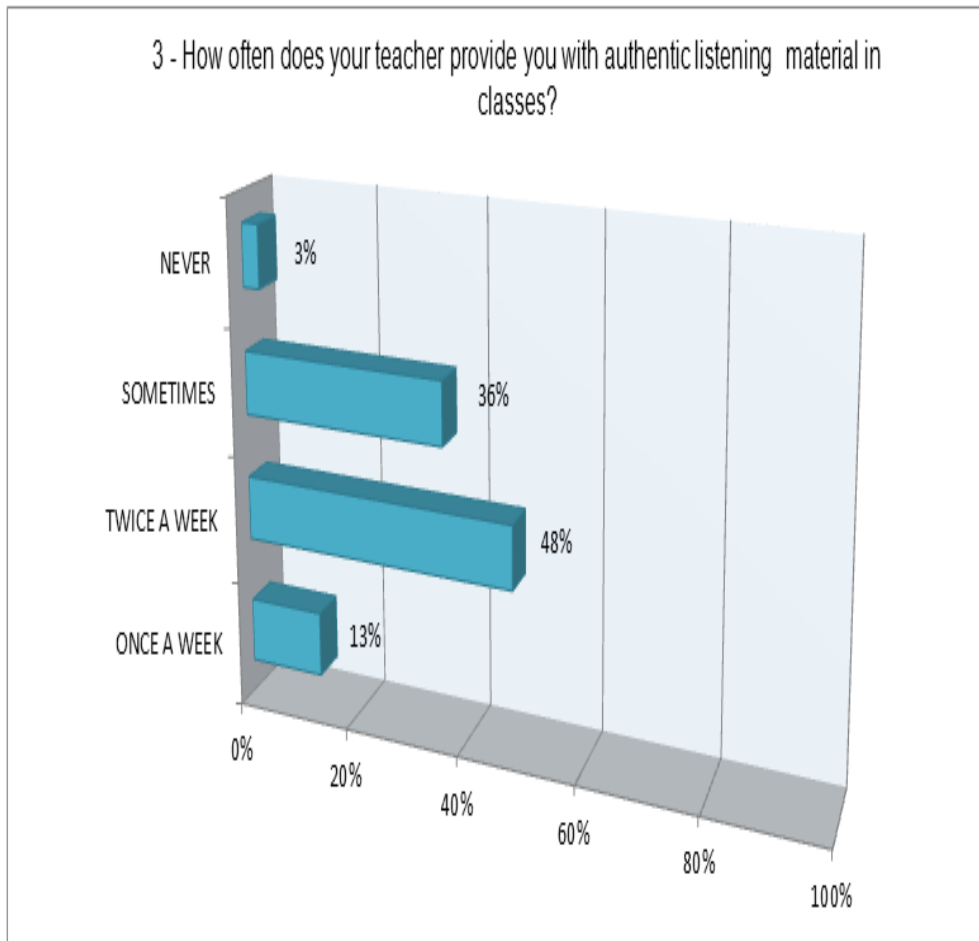


Source: Survey applied to advanced English II students

Graph 7 reflects that in the question related to the listening experiences that will help the students to improve their listening area, 50% of them think that working in a call center, 23% of the students think that teaching English, 18% said being teacher assistant, 5% said “other” and just 2% thought that doing their teaching practice would be useful to improve in the listening area.

GRAPH 8.

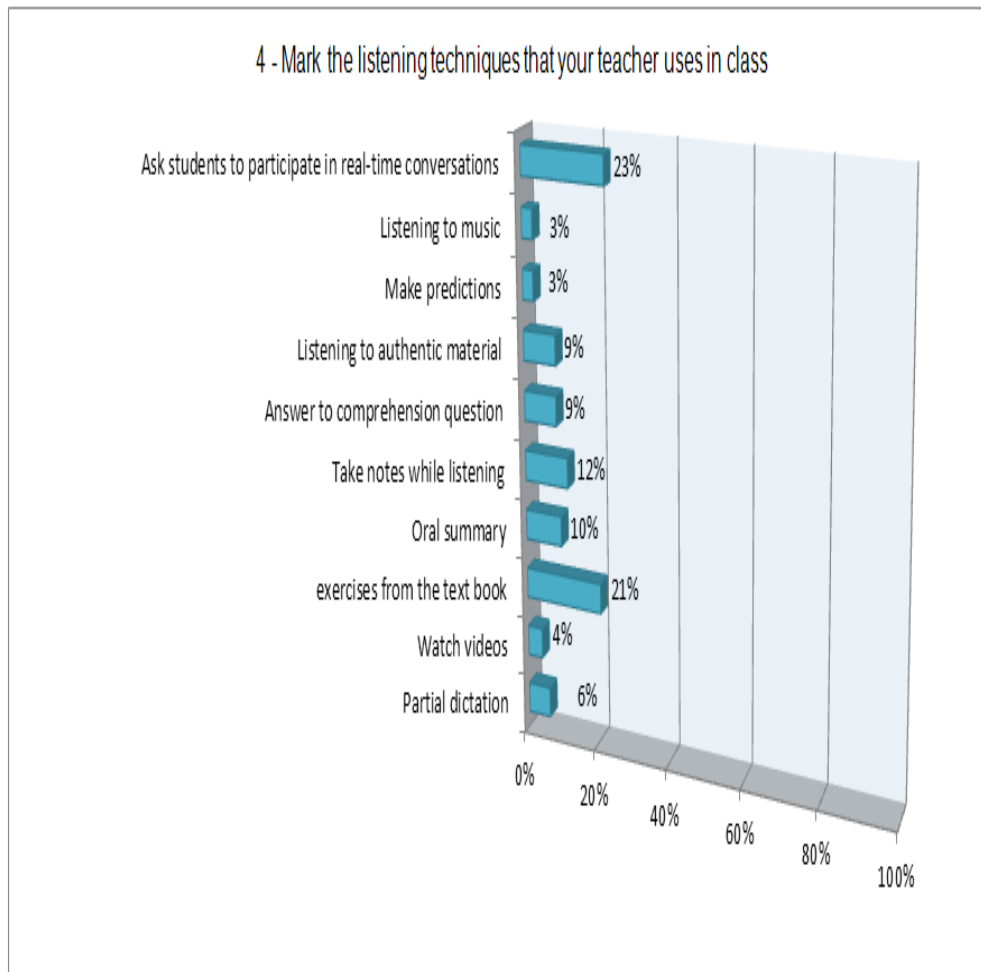
SECTION II



Source: Survey applied to advanced English II students

The results obtained from the survey show in graph 8 that 48% of the students said that the frequency that they were exposed to authentic listening material in class was only twice a week. Furthermore, 36% of them mention that teachers “Sometimes” provides them with listening material, 13% answered “Once a week”, and finally just 3% answered that they are “Never” exposed to authentic listening material.

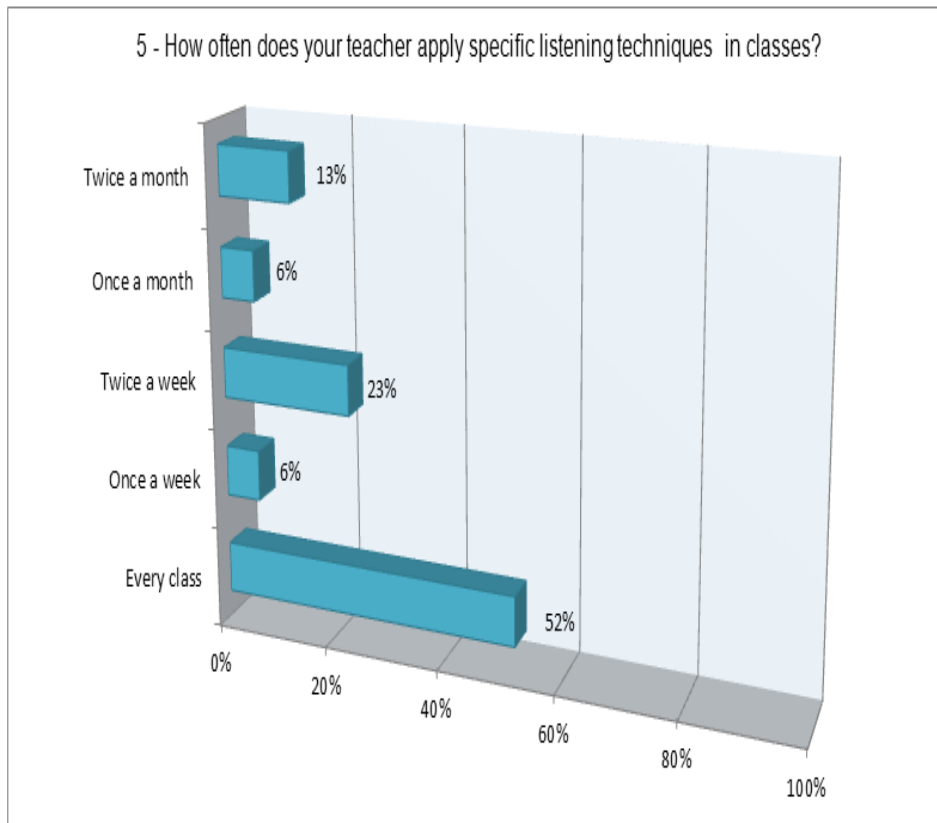
GRAPH 9.



Source: Survey applied to advanced English II students

Based on the graph 9 the most outstanding listening techniques used by the teacher in classes are reported in the following chart starting with the highest percentage:

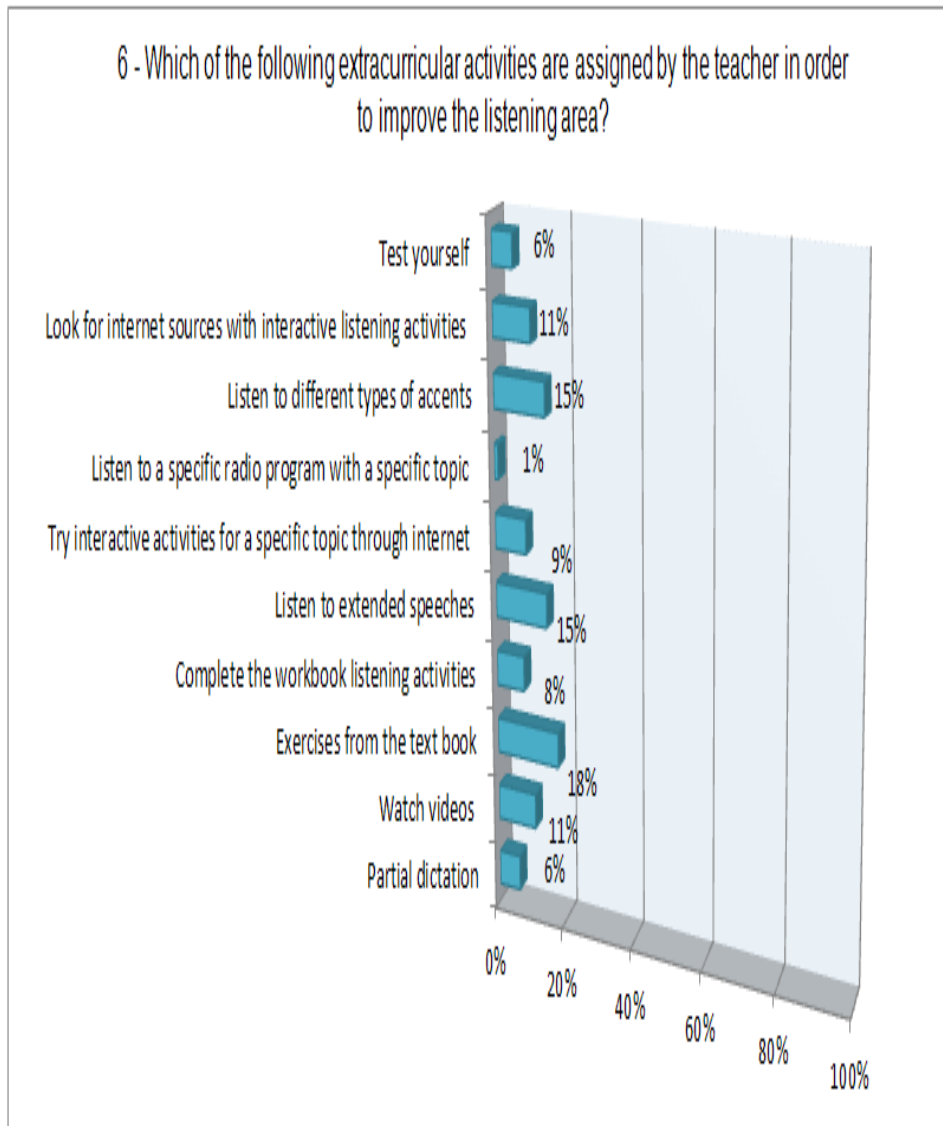
GRAPH 10.



Source: Survey applied to advanced English II students

Graph 10 is related to the frequency of the listening techniques in classes. 52% of the students said that the teacher applies a specific technique every day in classes. 23% of them said “Twice a week”, 13% answered “Twice a month”, 6% said “Once a week” and another 6% said “Once a month”.

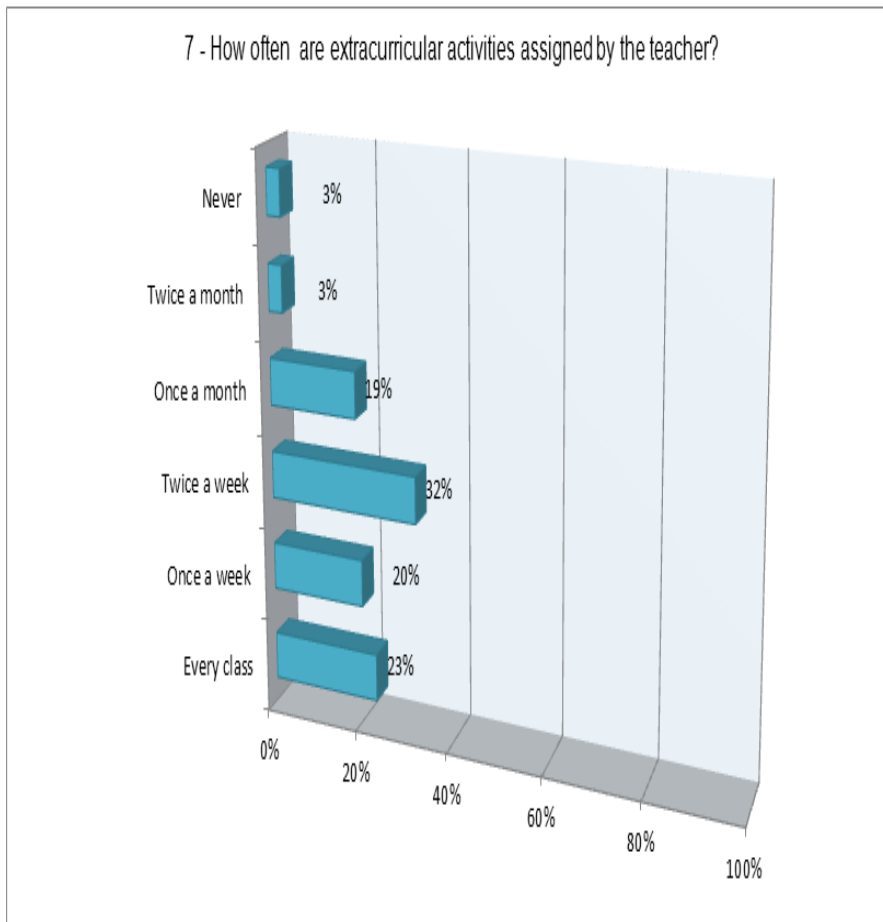
GRAPH 11.



Source: Survey applied to advanced English II students

Based on graph 11 the most outstanding extracurricular activities assigned by the teacher in order to improve the listening area are reported in the following chart starting with the highest percentage:

GRAPH 12.

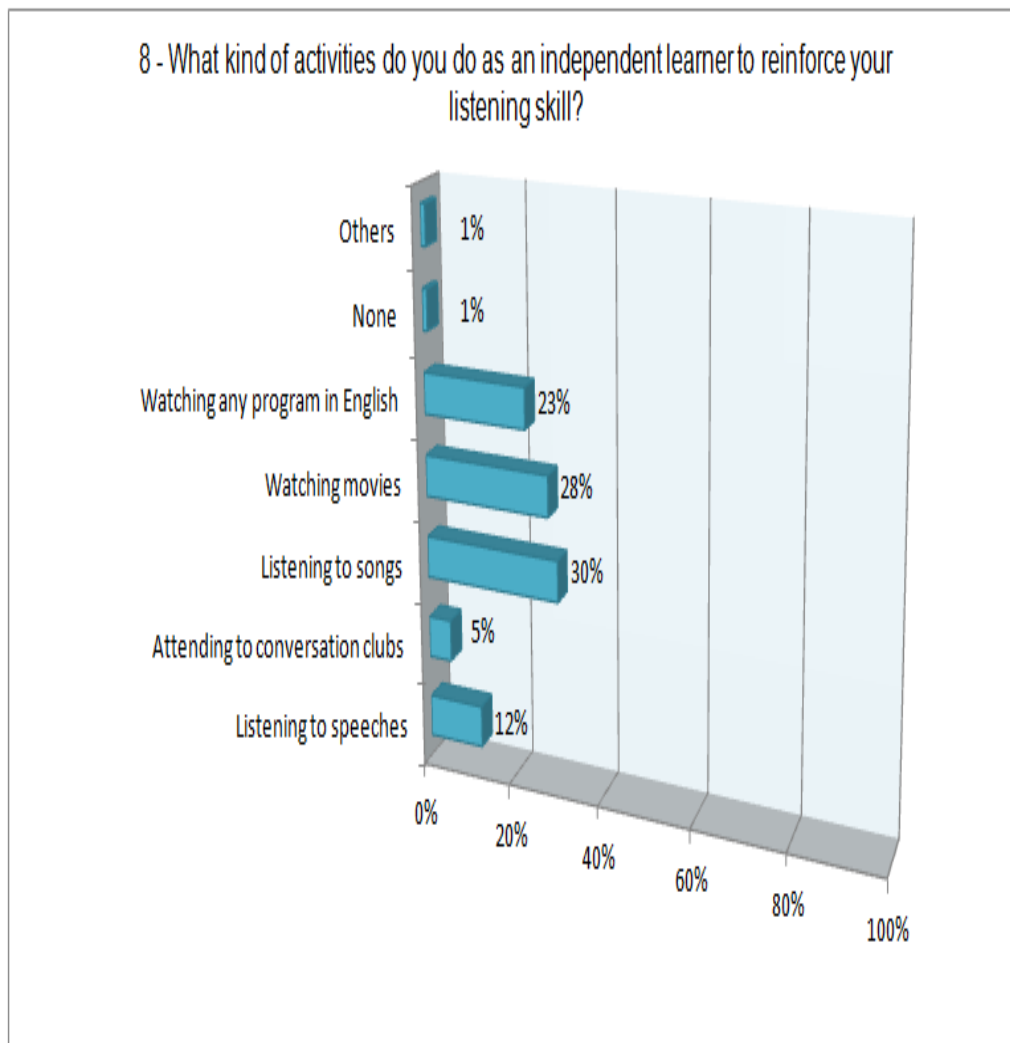


Source: Survey applied to advanced English II students

According to the graph 12, the results show that 23% of the students considered that teachers assign extracurricular activities every class. 20% answered once a week, 32% said twice a week, 19% answered once a month, 3% said twice a month and finally a 3% answered that teachers never assign extracurricular activities.

GRAPH 13.

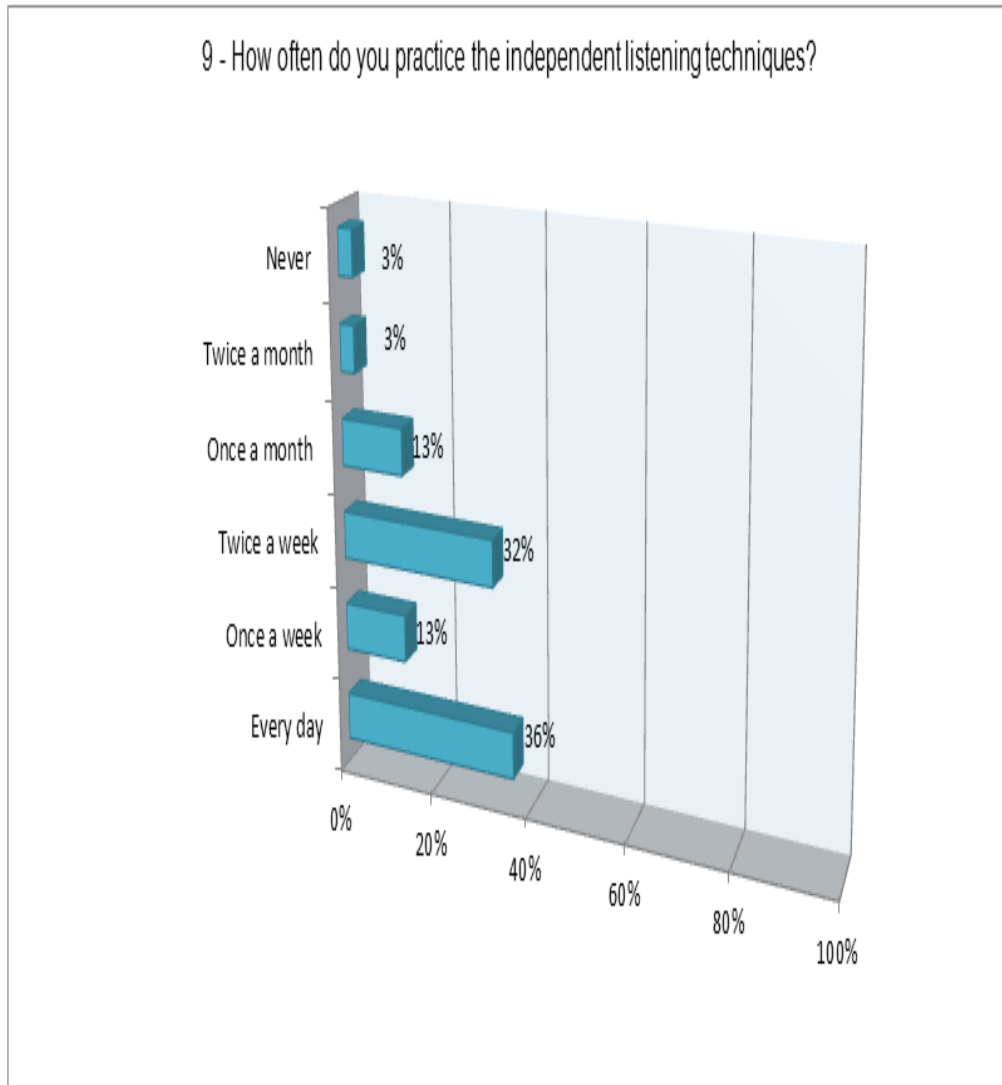
SECTION III



Source: Survey applied to advanced English II students

According to the graph 13 related to the kind of activities students as independent learners to reinforce their listening skill, the result shows that 12% of the students listen to speeches, 5% attend to conversation clubs, 30% consider listening to songs as the best option, 28% watch movies as a way to reinforce their English, 23% watch any program in English, 1% said none of the options were practiced outside the classroom and other 1% of students other activities were used.

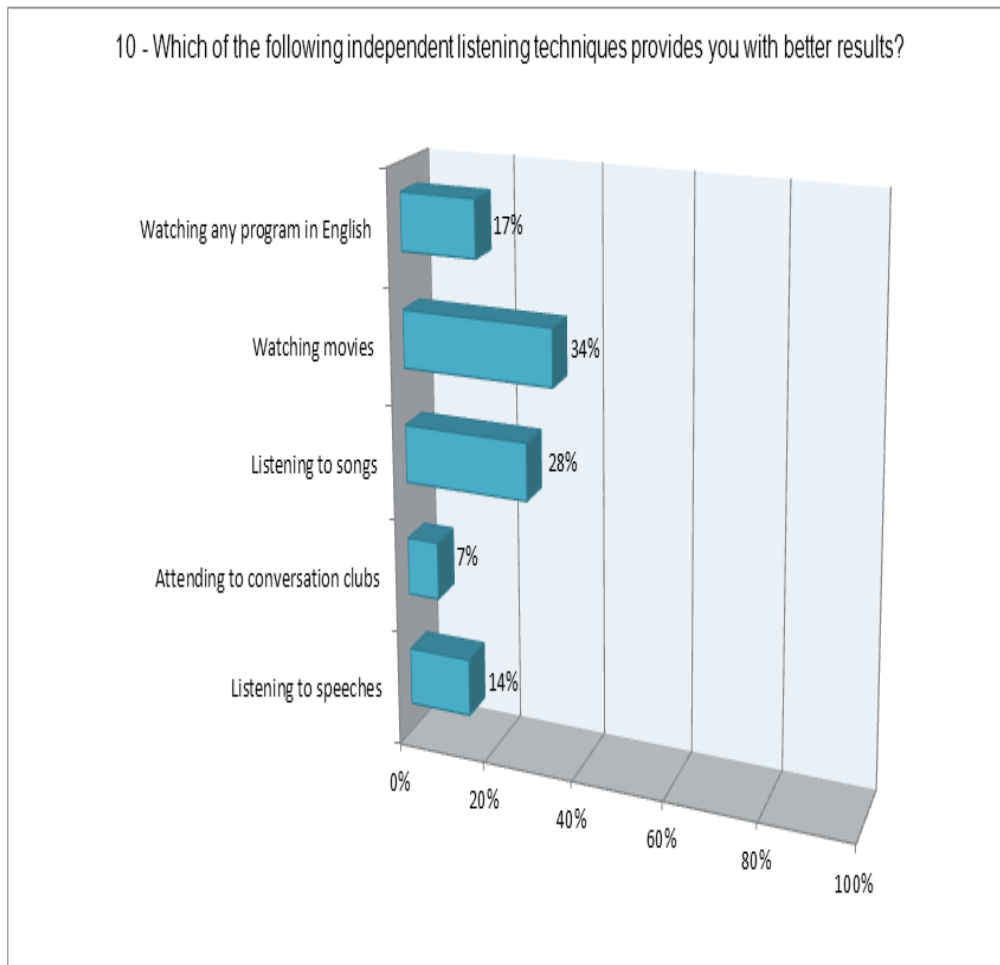
GRAPH 14.



Source: Survey applied to advanced English II students

According to the graph 14 about how often students practice the independent listening techniques, the results show that 37% of students do their practice every day, 13% answered once a week, 34% of them use the technique twice a week, 13% said once a month, 3% answered twice a month and last 3% consider they never practice their listening technique independently.

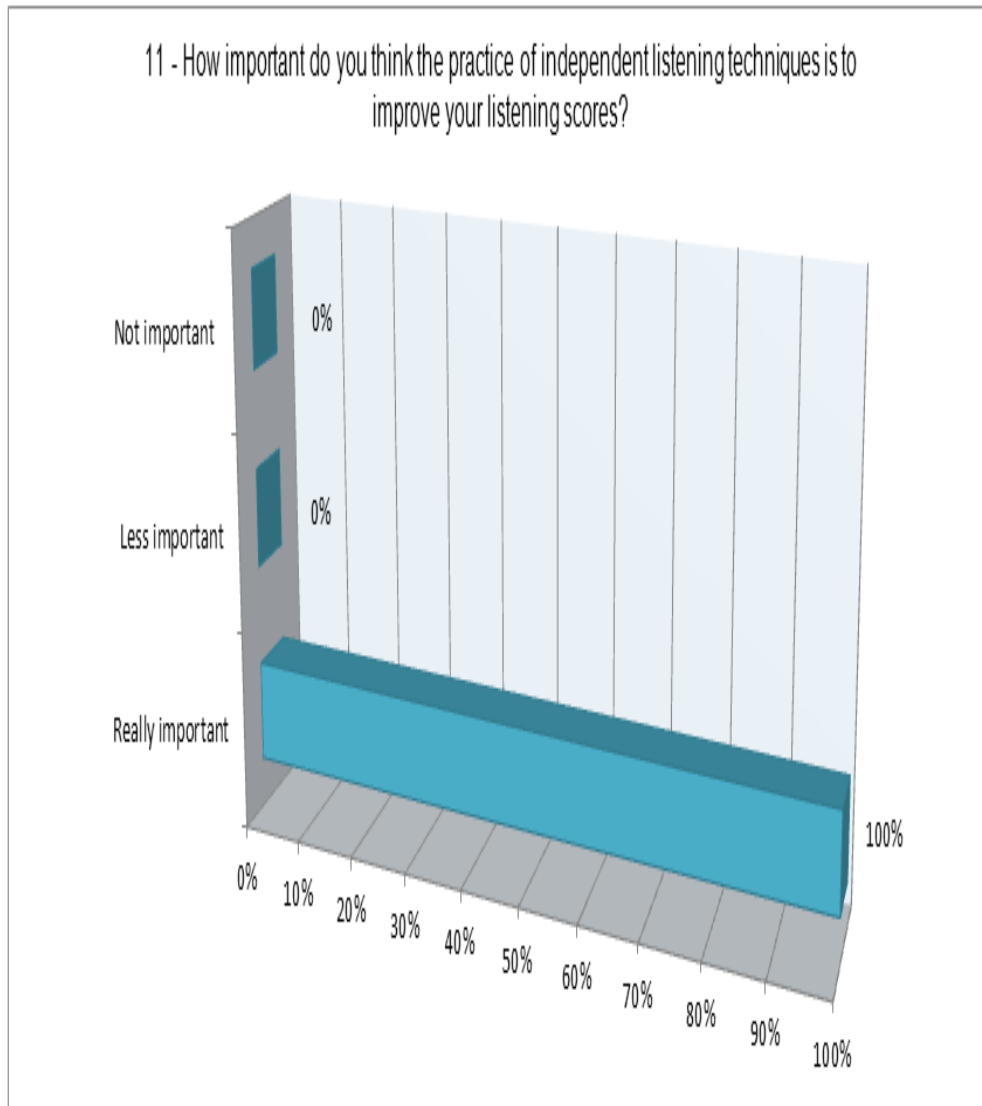
GRAPH 15.



Source: Survey applied to advanced English II students

According to the graph 15, the results show that, 14% of students consider that listening to speeches is the independent listening technique that provides them with better results. 7% referred to attending to conversation clubs, 28% answered listening to songs, 34% said watching movies and finally 17% considered watching any program in English as the best option.

GRAPH 16.

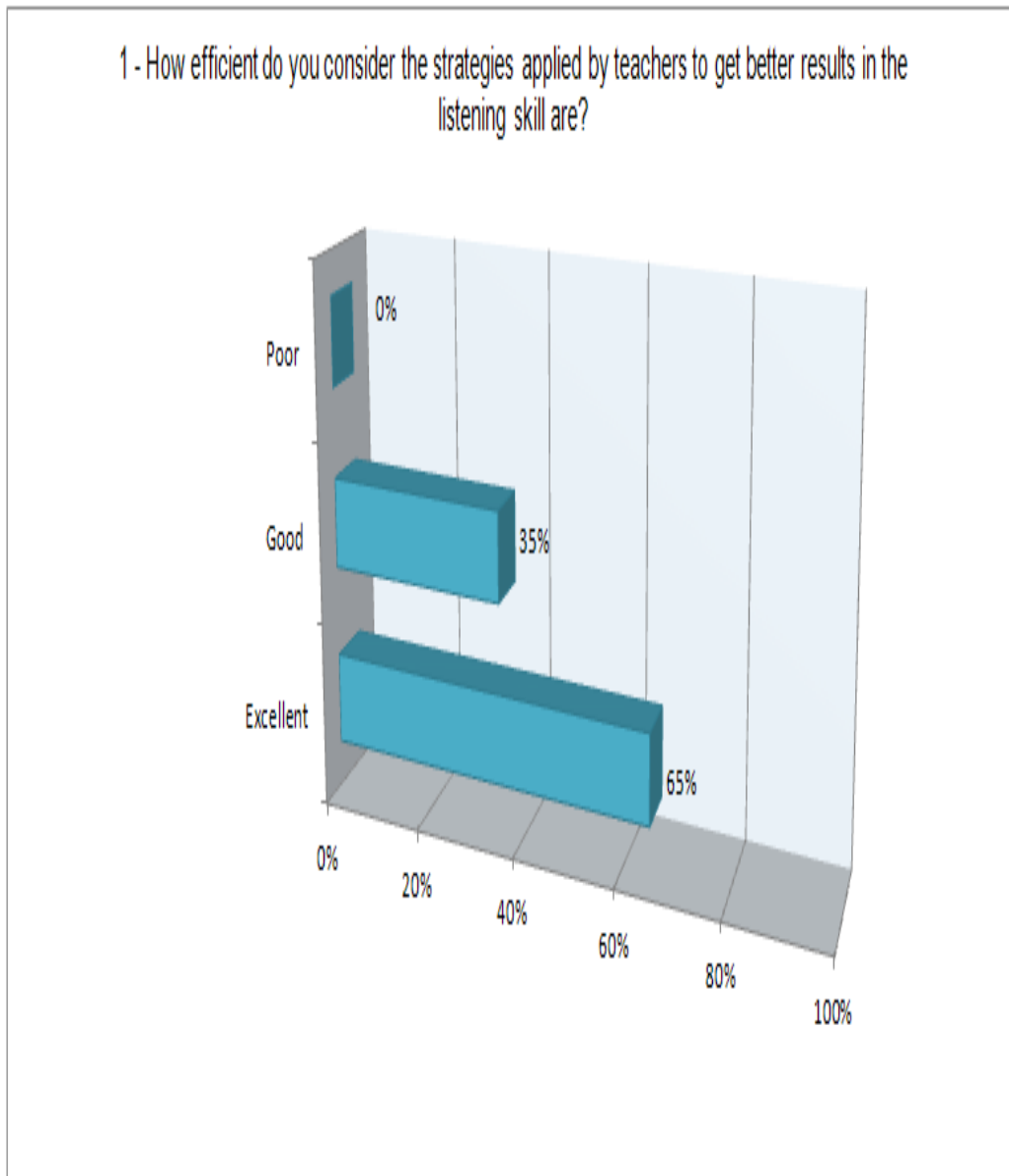


Source: Survey applied to advanced English II students

According to the graph 16, the results show that all the students surveyed considered that it is really important to practice independent listening techniques to improve the listening scores.

GRAPH 17.

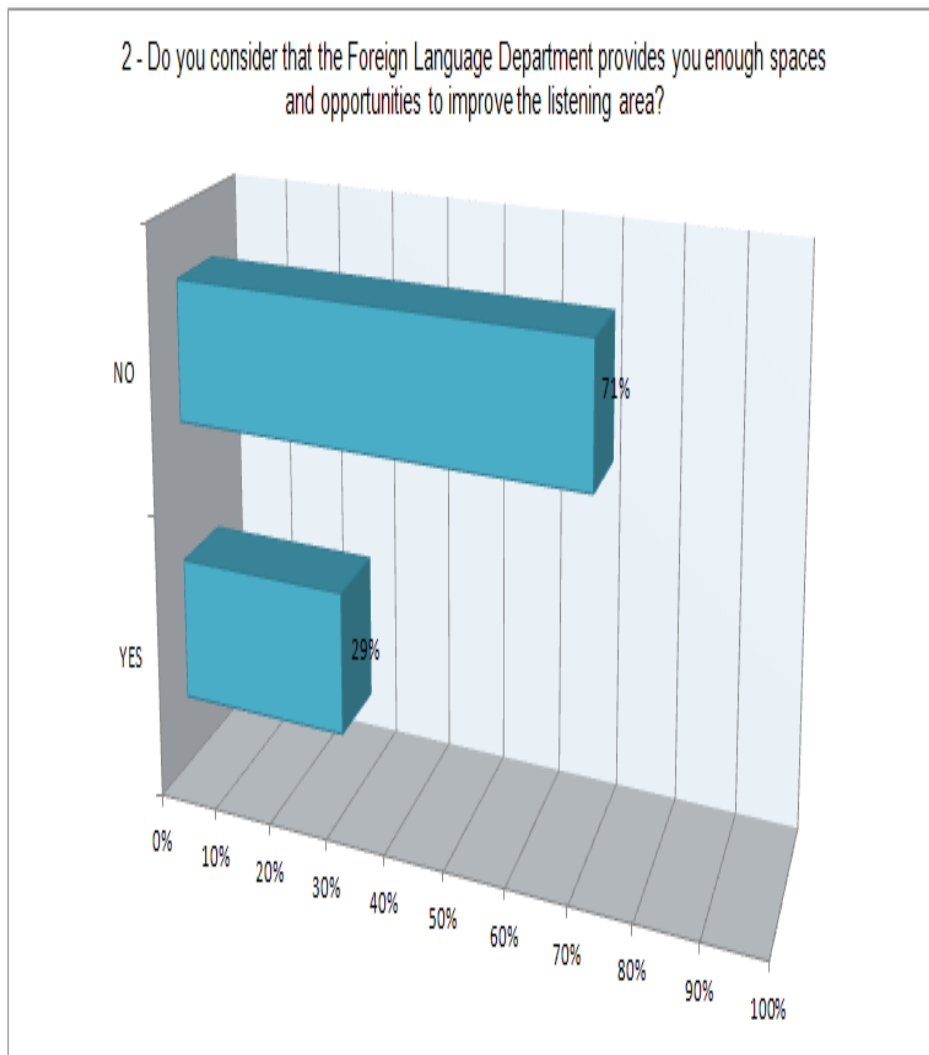
PART III



Source: Survey applied to advanced English II students

According to the graph17, as we can see most of the participants (65%) considered that the strategies applied by teachers to get better results in the listening skill are excellent. In contrast, 35% said that the strategies are good, while none of the students considered the use of the strategies as poor.

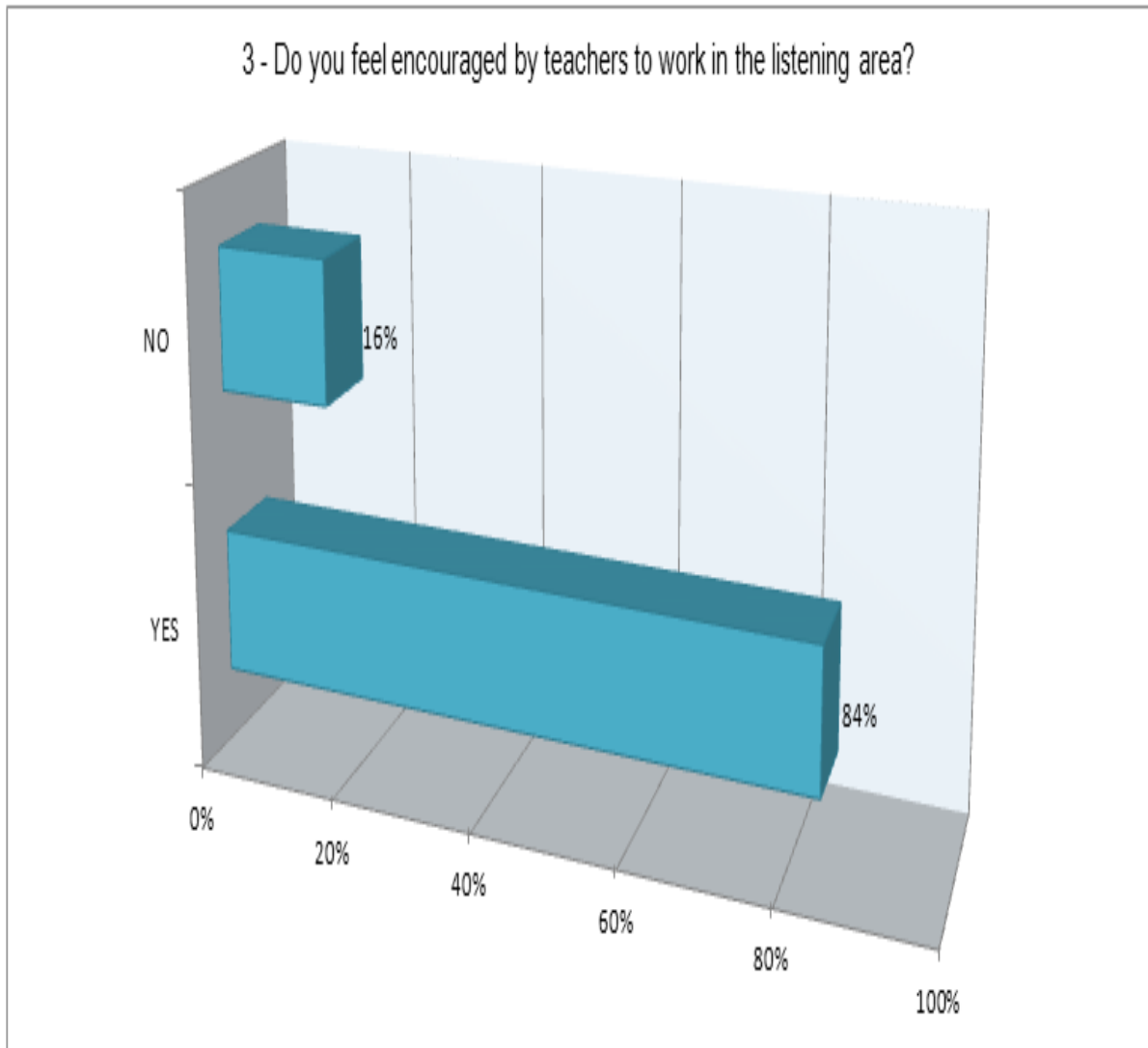
GRAPH 18.



Source: Survey applied to advanced English II students

According to the graph 18, the results show that the majority of the students who were interviewed (71%) considered that the FLD does not provide them with enough spaces and opportunities to improve the listening area. 29% , on the other hand, considered the FLD provides them with enough spaces and opportunities to improve the listening area.

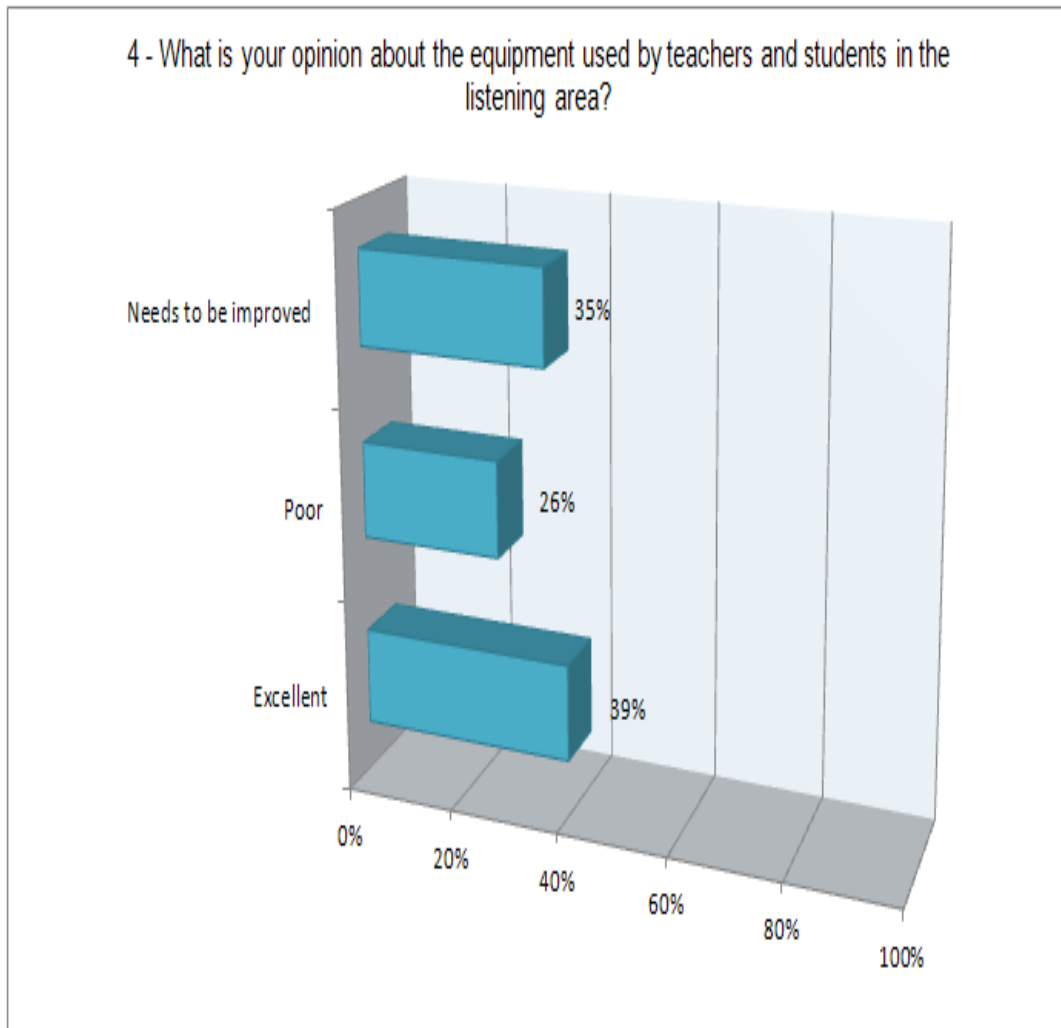
GRAPH 19.



Source: Survey applied to advanced English II students

According to graph 19, most of the participants (84%) answered they feel encouraged by the teachers to work in the listening area, while the rest of them (16%) said they do not feel encouraged by the teacher.

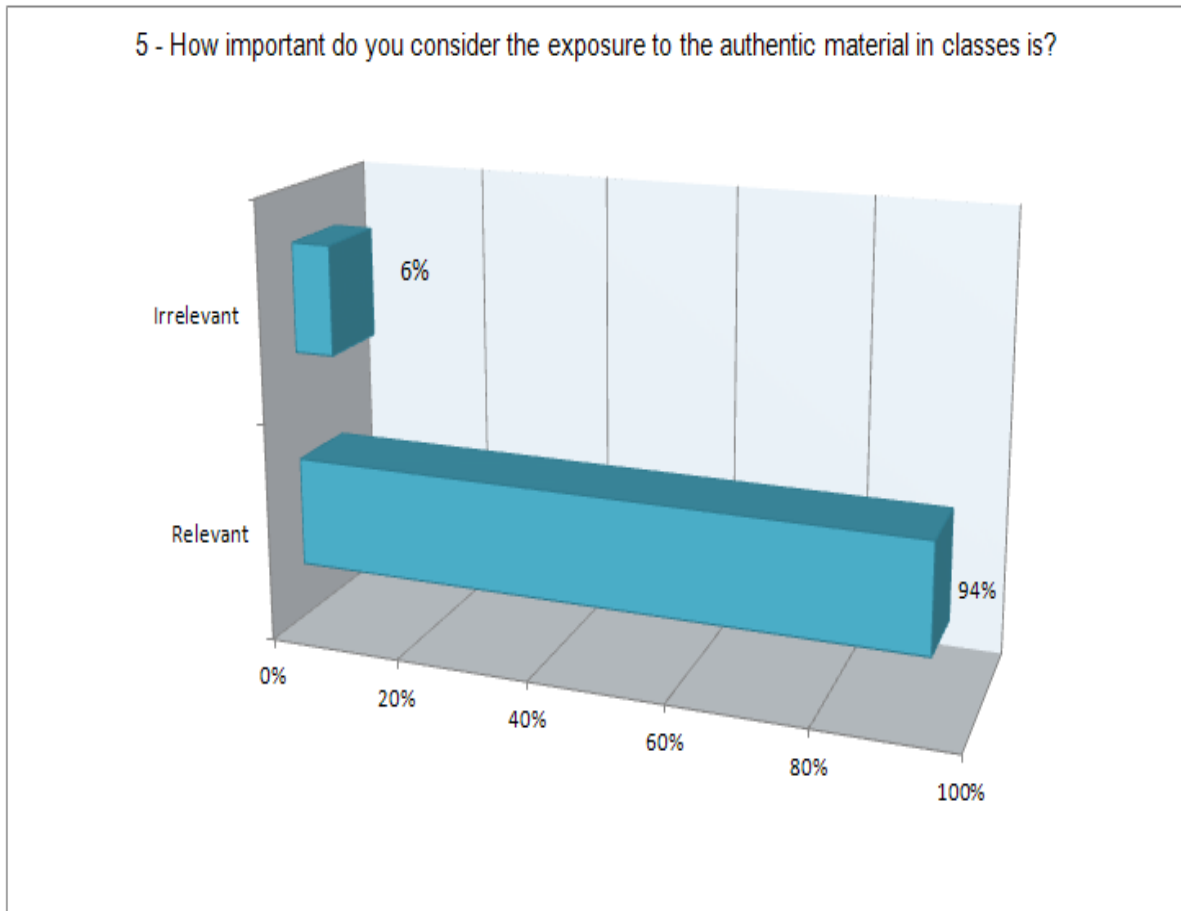
GRAPH 20.



Source: Survey applied to advanced English II students

The graph number 20 shows the categories about the opinion of the equipment used by teachers and students in the listening area in which a 39% of the participants answered the equipment is excellent while a 35% said that the equipment needs to be improved and a 26% considered that the equipment is poor.

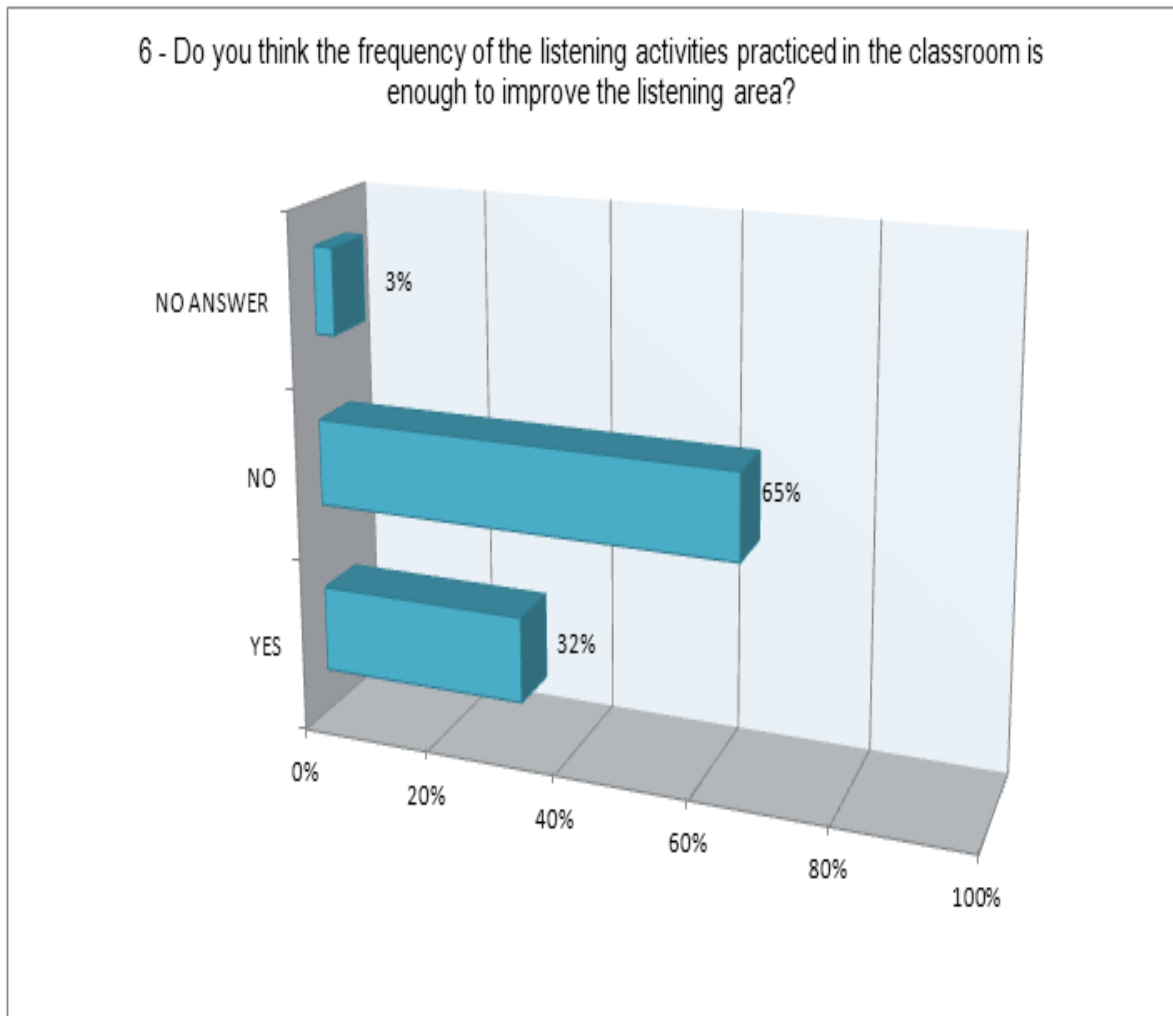
GRAPH 21.



Source: Survey applied to advanced English II students

Graph 21 shows that the majority of the participants who represent the 94 % considered the exposure to authentic material in classes is relevant. On the other hand 6% of the participants think that it is irrelevant.

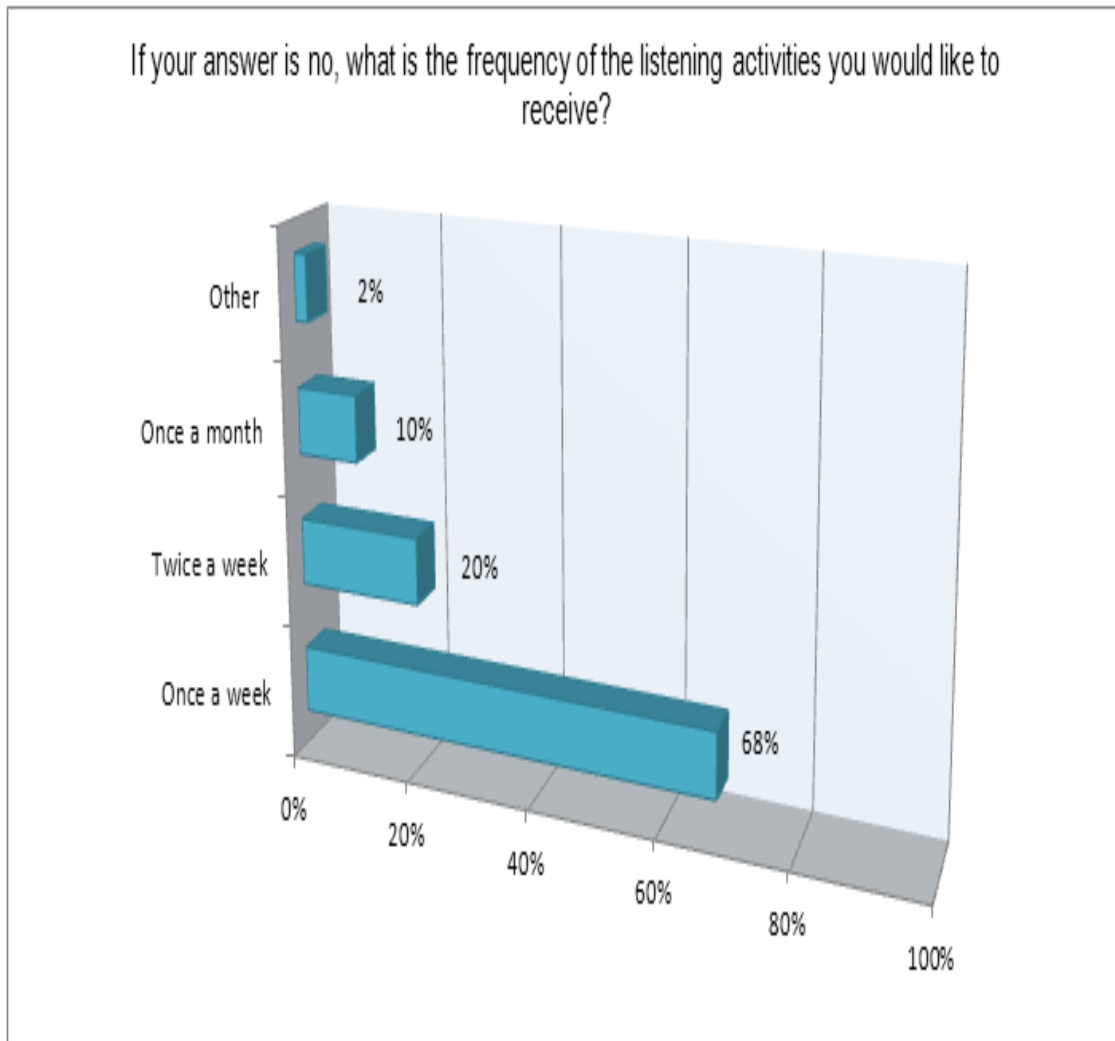
GRAPH 22.



Source: Survey applied to advanced English II students

Graph number 22 shows that the majority of the participants (65%) consider that the frequency of the listening activities practiced in the classroom is not enough to improve in the listening area. 32% of the population said the frequency of the listening activities is enough to improve the listening area and 3% did not answer.

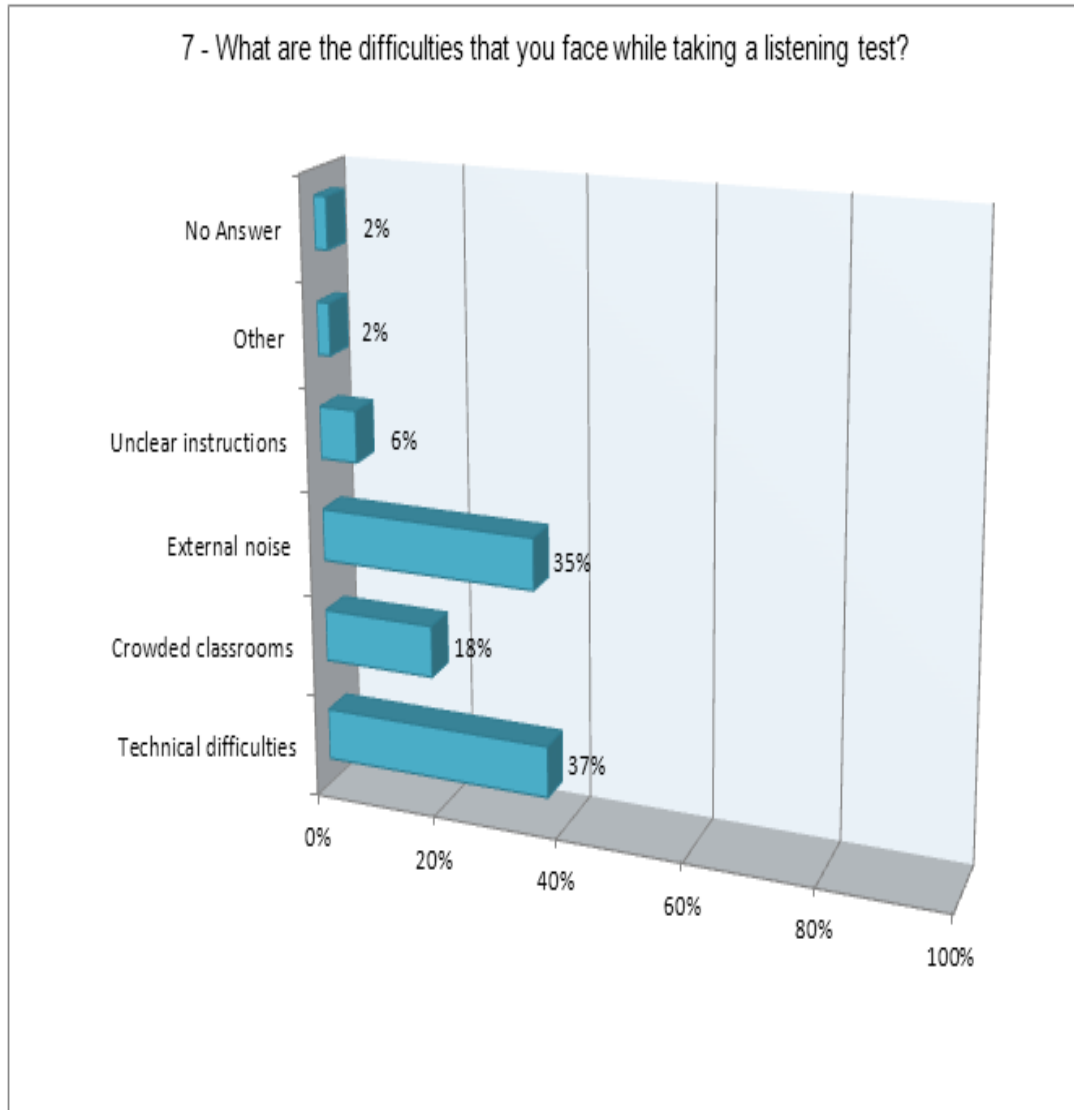
GRAPH 23.



Source: Survey applied to advanced English II students

The graph 23 shows that 65 % of the students who express that the frequency of the listening activities is not enough think that they should be exposed to listening once a week. 68% and 20% said” twice a week”, also, a 10% said once a month and a 2% answered “other”.

GRAPH 24.

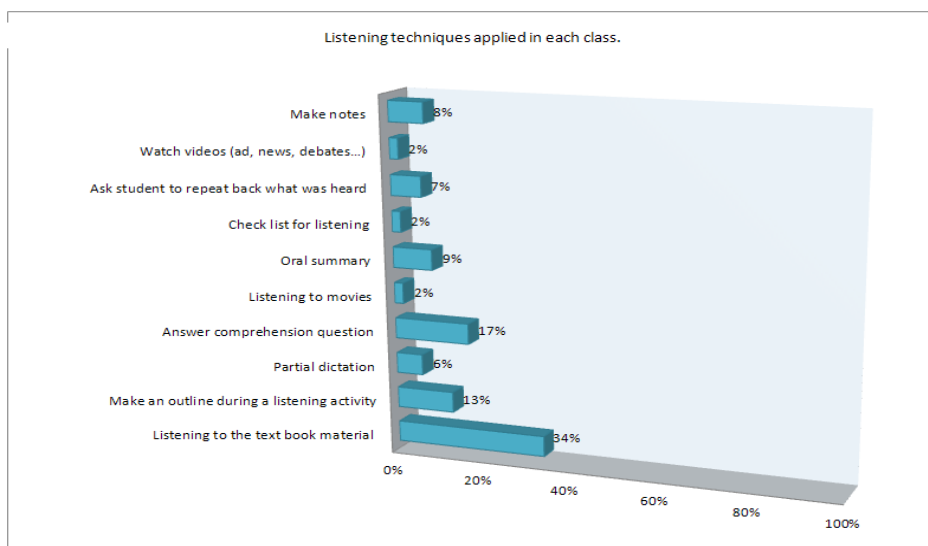


Source: Survey applied to advanced English II students

Graph number 24 shows the categories about the difficulties that students face while taking a listening test. Most of the participants (37%) said they face “technical difficulties”, 18% said they have a crowded environment, 35% referred to external noise as a difficulty, 6% said the instructions are unclear, 2% expressed there is another possible reason and finally 2% did not answer.

4.2 ANALYSIS OF THE RESULTS FROM THE CLASSES OBSERVED

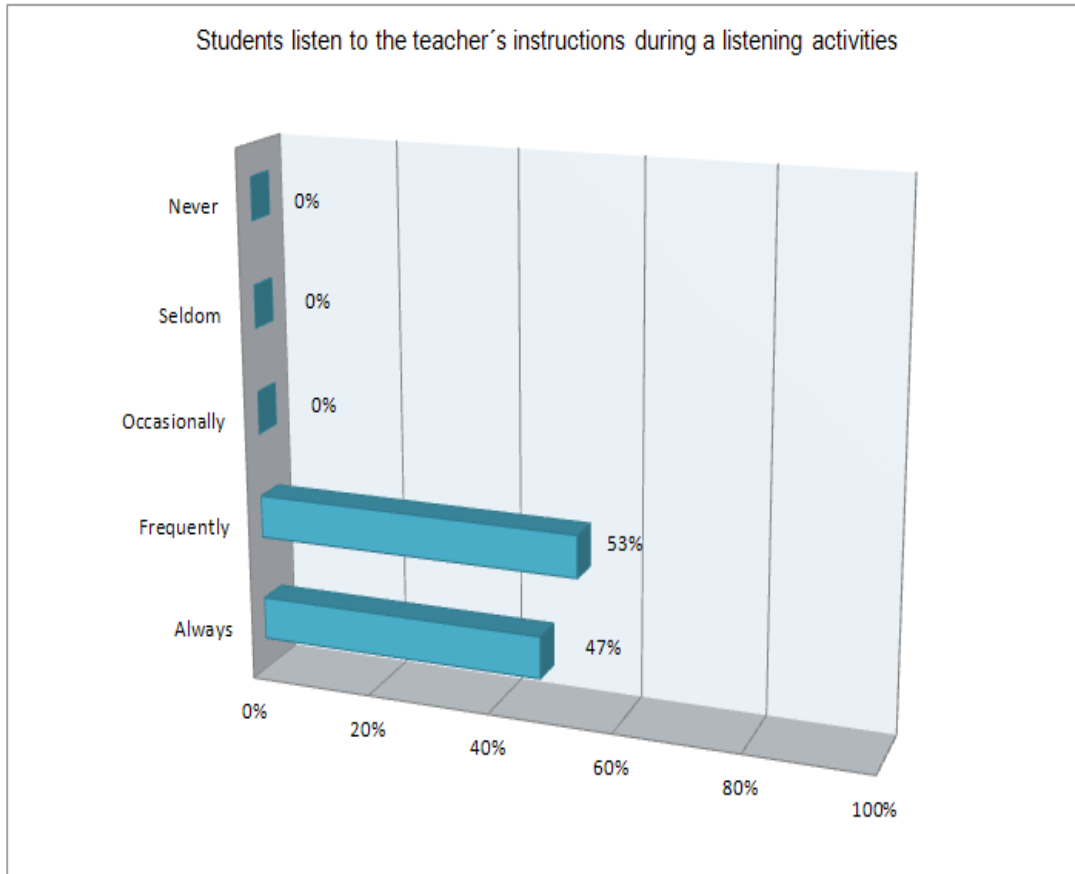
GRAPH 25.



Source: Tally sheet applied for the classes observed in the Advanced English II.

The graph 25 shows the different techniques applied by the teacher in classes showing the frequency for each of them. The result shows that “Listening to the textbook material” is the most used technique with a 34%. The second technique mostly used is “Answer comprehension questions” with a 17% followed by “Make an outline during a listening activity” with 13%. According to the graph the less used techniques are: “Listening to movies”, “Using a Check list for listening” and “Watching videos” with a percentage of 1% for each one.

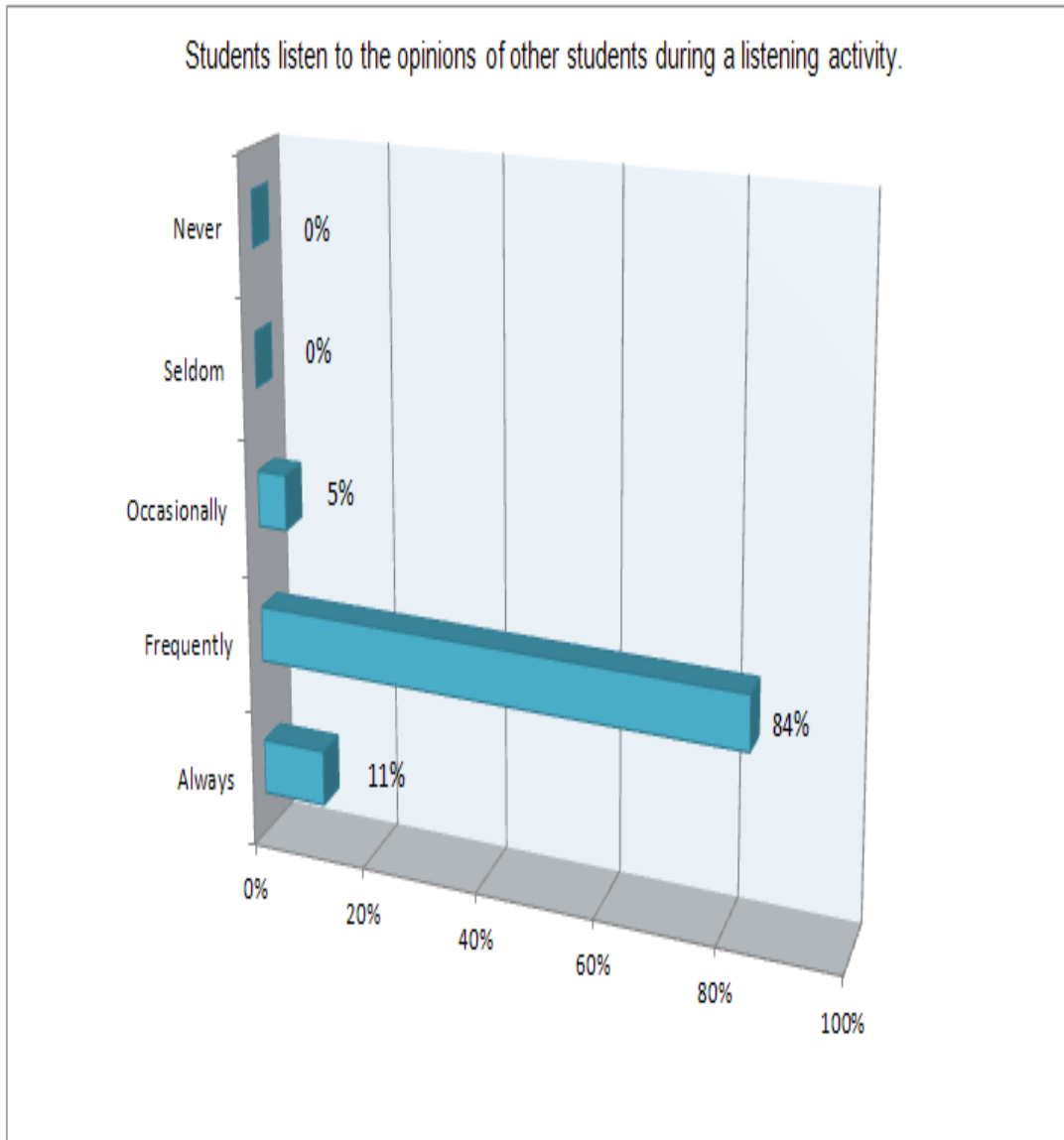
GRAPH 26.



Source: Tally sheet applied for the classes observed in the Advanced English II.

Graph 26 shows how frequently students listen to the teacher's instructions during a listening activity. Based on the graph the students listen to the teacher's instruction frequently because this category has the highest 53%. According to the results, the rest of the students (47%) always listen to the listening instruction.

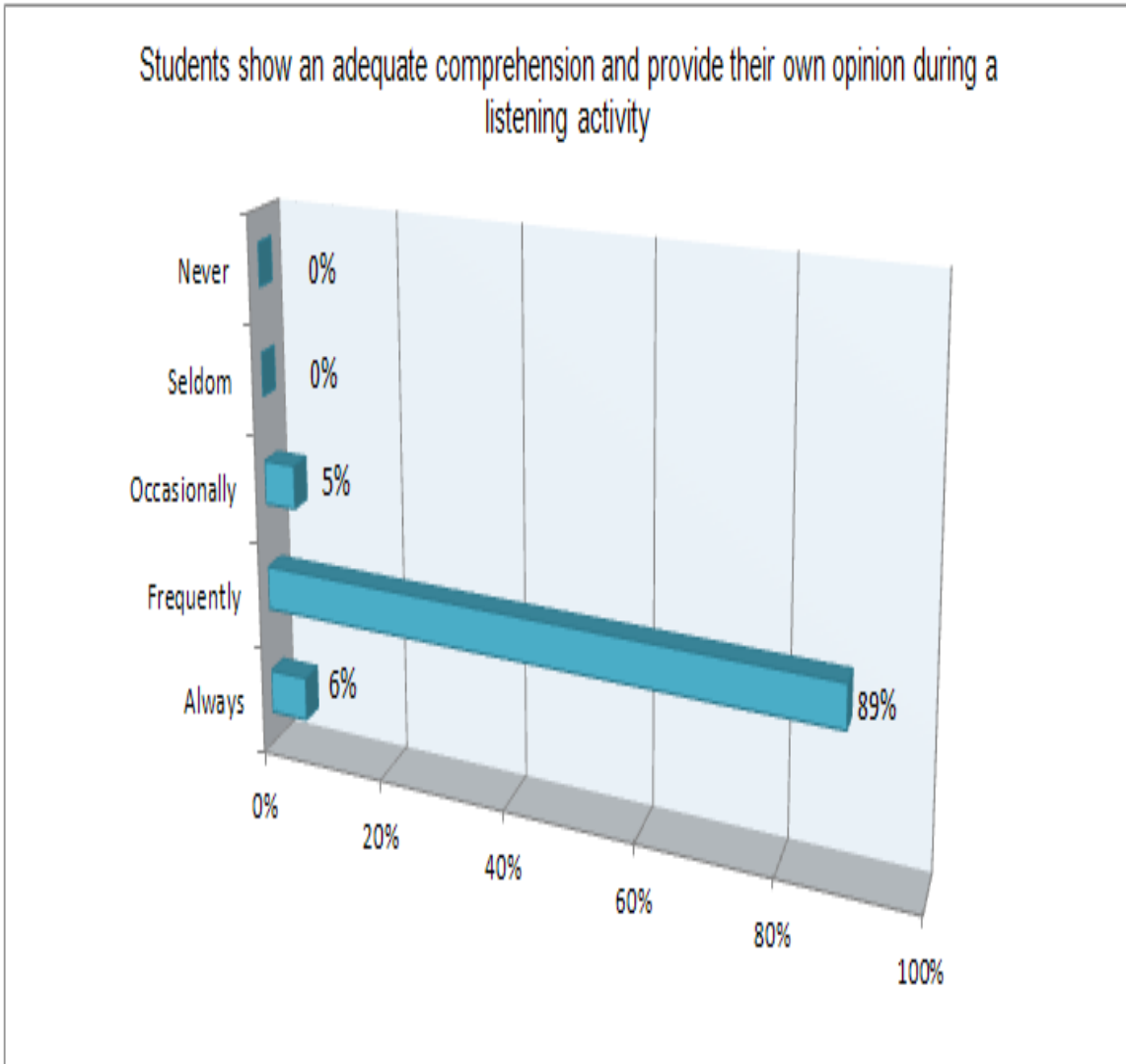
GRAPH 27.



Source: Tally sheet applied for the classes observed in the Advanced English II.

According to graph 27 most of the students frequently listen to the opinion of other students (84%). 11% of the students expressed that they always listen to their classmates. The lowest percentage (2%) said they occasionally listen to other students.

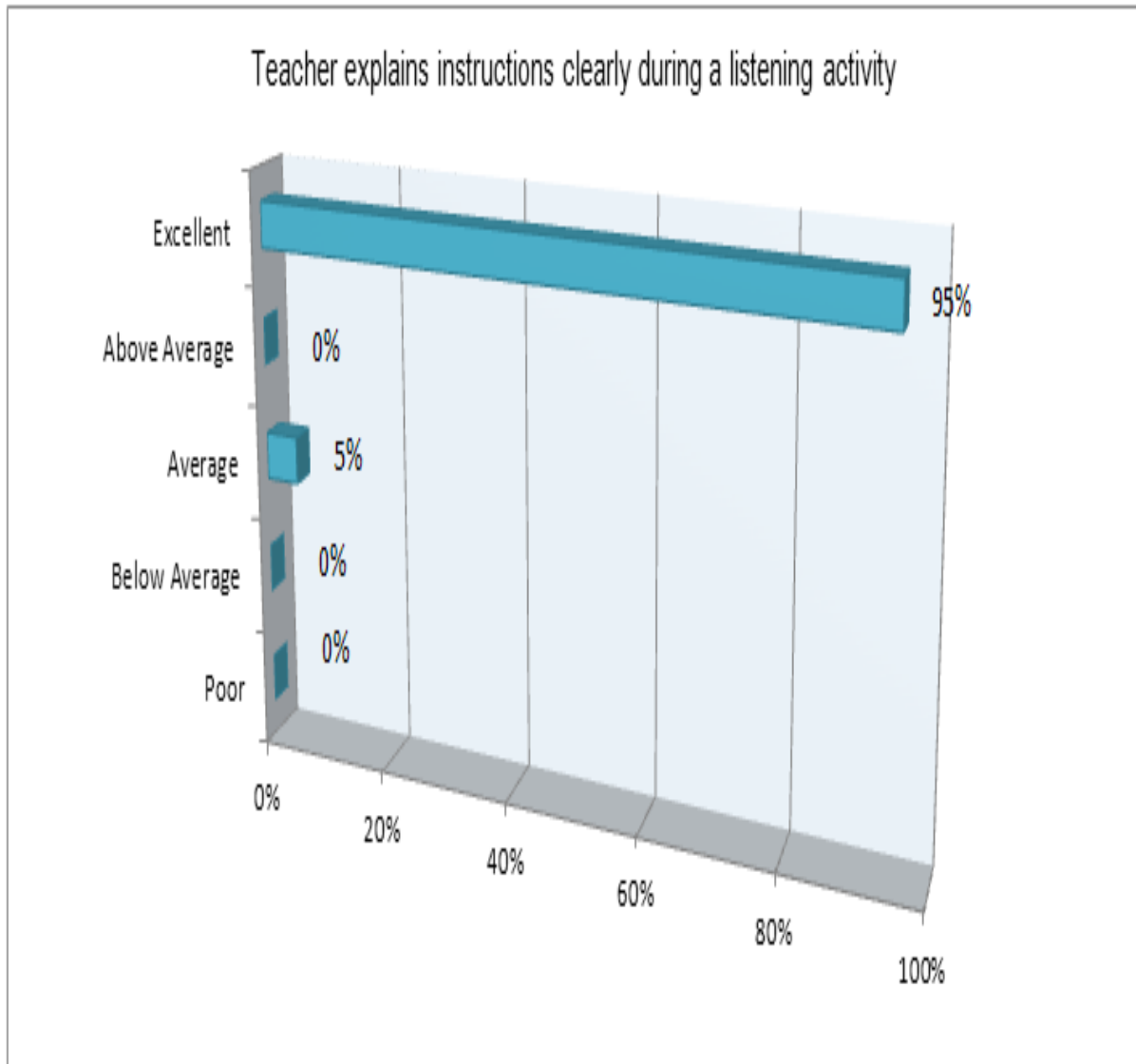
GRAPH 28.



Source: Tally sheet applied for the classes observed in the Advanced English II.

The graph 28 shows that 89% of the students express that they frequently show an adequate comprehension and provide their own opinion during a listening activity. The category that indicates that the students always show an adequate comprehension and provide their own opinion during a listening activity has just the 6% of the frequency. The observers only filed a 5% for “occasionally” in this graph.

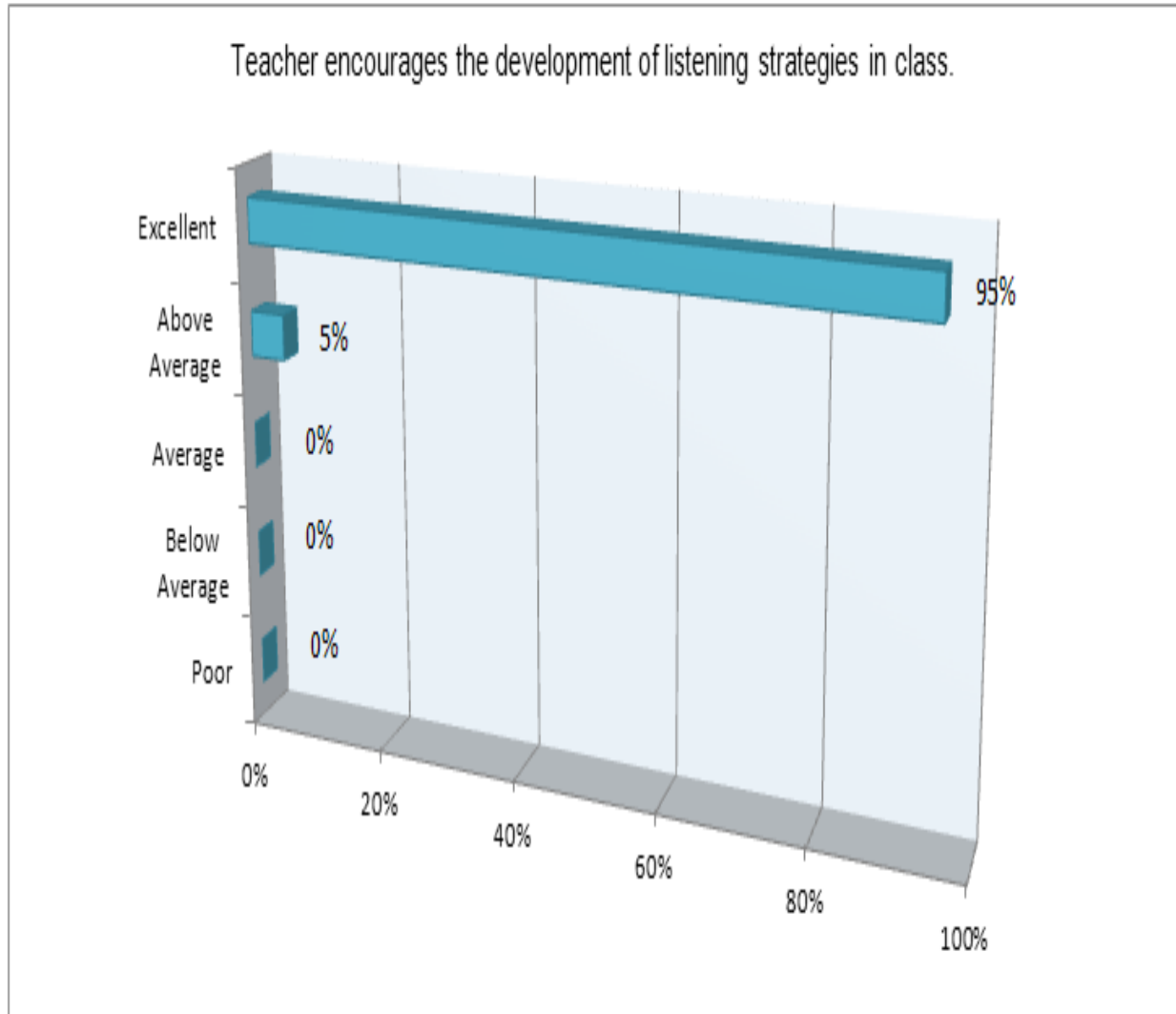
GRAPH 29.



Source: Tally sheet applied for the classes observed in the Advanced English II.

According to graph 29 related of how the teacher explains instructions during a listening activity, most of the teachers' explanation of the instruction was excellent (95%). Just a 5% assigned the category to average.

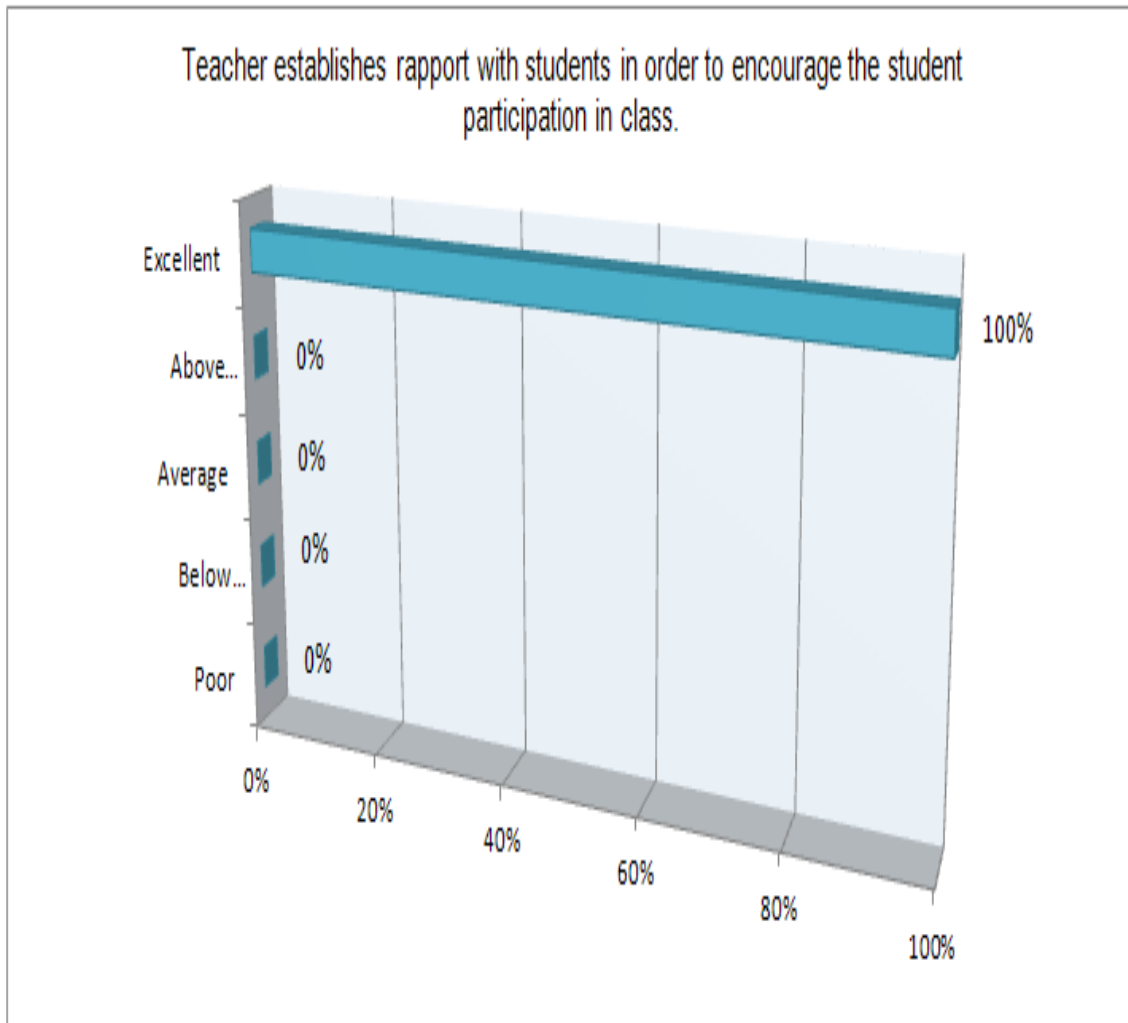
GRAPH 30.



Source: Tally sheet applied for the classes observed in the Advanced English II.

According to graph 30, it is concluded that the teacher encourages the development of the listening strategies in class (95%). Just the 5% pointed out to above the average.

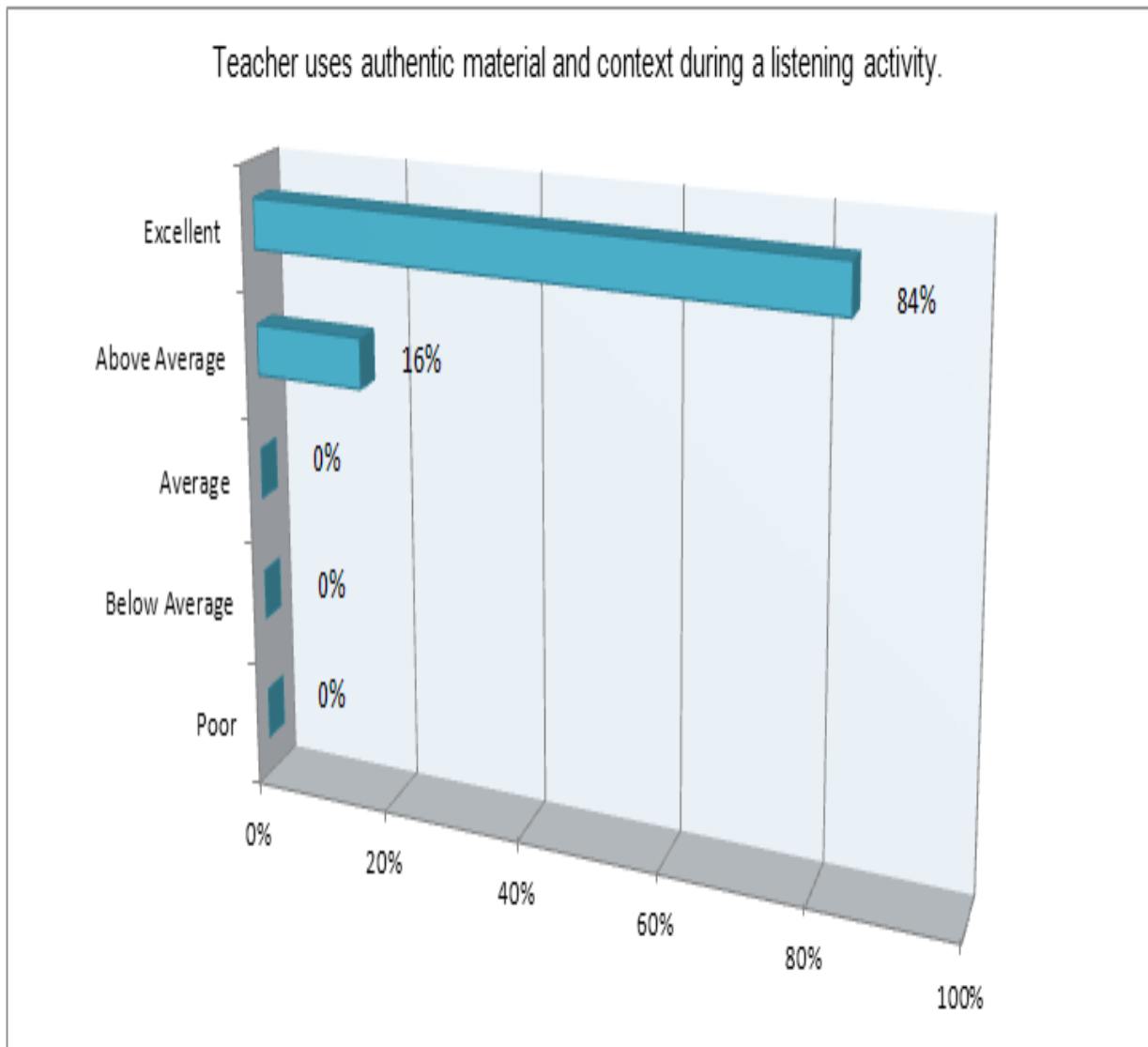
GRAPH 31.



Source: Tally sheet applied for the classes observed in the Advanced English II.

Graph 31 that is related to the rapport that the teacher has with the students. The teacher's behavior was excellent because it has the 100% in the graph.

GRAPH 32.



Source: Tally sheet applied for the classes observed in the Advanced English II.

According to graph 32 about the use of authentic material and context during a listening activity, the result was positive because 84% of the teachers comply with excellent. Just the 16% point out to be above the average.

Table 1. Comparative Table

Students' Scores from Advanced English II students, semester I-2016		Techniques used in the classroom – Frequency		Techniques used outside the classroom – Frequency		Observation Advanced English II students, semester I-2016				
#	Movie test	Unit test	Unit test	Mid term	Final Ex.	Techniques applied to the whole group.	Frequency	Students who fail in the listening area.	Frequency	Students who fail in the listening area.
9	6.1	6.1	5.8	7.0	5.8	-Ask students to participate to real-time conversations.	Every class 52%	-Exercises from the textbook.	Once a month (1)	-Missing classes. -No participation. -Lack of interest. -Didn't show self-confidence.
11	5.0	4.8	4.8	5.0	4.2	-Exercises from the textbook -Oral summary.	Twice a month 23%	-Listening to songs. -Watching movies. -Watching any program in English.	Once a week (2)	
22	5.3	5.5	5.3	3.9	4.0			Students that approve the listening area.		Students that approve the listening area.
1	6.8	6.4	8.6	8.0	7.9	-Listen to authentic material. -Partial dictations. -Takes notes while listening. -Answer comprehension questions. -Watch videos. -Make predictions. -Listening to music.		Students that approve the listening area.	Every day Twice a week Once a week	Students that approve the listening area. -Attending to classes. -Participation -Get involved in the class. *Most of them worked in a call center.
3	4.8	5.9	6.1	6.9	8.8					
4	7.9	7.5	8.0	9.0	9.0					
5	8.1	7.9	9.2	8.9	9.0					
6	9.4	7.3	8.4	10	9.0					
7	6.9	6.9	8.0	8.8	9.0					
8	6.5	7.0	8.9	7.0	8.4					
10	5.5	5.5	6.8	6.8	6.7					
12	8.2	7.5	7.7	7.8	8.7					
13	7.4	7.8	8.7	9.0	9.0					
14	7.3	7.9	8.8	7.0	7.5					
15	4.0	7.5	9.0	6.9	6.3					
17	5.6	5.9	8.2	6.8	7.9					
18	7.4	8.1	8.6	8.0	9.0					
19	9.4	8.4	8.4	9.6	9.0					
20	5.8	5.1	8.0	9.0	10					
21	5.2	4.0	4.8	7.6	8.2					
23	9.2	8.8	7.0	10	9.6					
24	6.6	7.5	6.4	10	9.0					
25	8.5	7.4	8.9	10	10					
26	7.3	7.4	9.5	7.1	6.5					
27	6.0	4.4	8.5	7.1	8.0					
28	8.1	7.7	8.1	7.9	10					
29	8.7	8.1	7.6	10	9.0					
31	6.0	7.8	8.9	7.6	7.6					
32	7.9	7.1	9.1	9.3	9.0					
34	4.8	5.5	6.1	9.2	8.0					
35	6.9	6.0	6.9	8.0	7.7					

4.3 ANALYSIS OF THE COMPARATIVE TABLE

In order to provide enough and reliable information about the influence that the target language listening exposure has in the students of Advanced English II a comparative table is presented. Such comparative table reflects, first, the students' listening scores demonstrating the improvements or changes that the students had since the beginning to the end of the semester. Secondly, it shows the students, identified in the attendance list, who obtained scores above and below 6.0. Finally, there is a comparison between the students who got grades below 6.0 (in red color) and above 6.0 (in blue color) after the listening techniques were applied inside and outside the classroom. The results gathered from the comparison table are explained below.

*Note: The correlative numbers that are missing into the comparative table correspond to the students who did not finish the course (2-16-30-33-36).

Results

The comparison table shows in the first column the number of the attendance list assigned to each student in order to identify and compare the students' listening scores with the listening techniques used inside and outside the classroom by the teacher and the students themselves. The second column reflects the students' listening scores at the end of the semester. According to this the majority of the participants obtained scores above 6.0 which is an improvement in their listening scores. It is important to notice that only three students obtained scores below 6.0. The third column shows the frequency of the listening techniques which were used inside the classroom. The fourth column shows the frequency of the listening techniques used outside the classroom. It is clear that the students who got scores below 6.0 and those who got scores above 6.0 were equally exposed to the different kinds of listening activities inside the classroom and the frequency was also the same. However, there is an important difference related to the listening techniques applied by the students outside the classroom. The fourth column shows that the students who gathered scores below 6.0 applied just three listening techniques (listening to songs, watching movies and watching any program in English) and the frequency of exposure was just once a month and once a week.

The rest of the students were exposed more frequently to different listening activities (listening to songs, watching movies, watching any program in English, listening to speeches and attending to conversation clubs) and the scores obtained were above 6.0. In addition, the fifth column includes some comments of the researchers about the observation and, it explains the contrast in the students behavior observed in classes, it was noticed that the students who got scores below 6.0 missed classes, did not participate in classes, were unmotivated, demonstrated lack of interest and lack self-confidence. On the other hand, the students who got scores above to 6.0 were those who attended class every day and participated actively in the different activities. So it shows the importance of the active rol of the student in the progress of their learning.

4.4 Analysis of teacher's interview

To provide this investigation with the best academic backup and to understand and see this problem from the all possible perspectives, an analysis of an interview made to the professor in charge of the group observed is presented. First of all, it is important to mention that when the teacher was asked about the quality of the listening exposure that the students have at the Foreign Language Department he said that it was not enough. He considered that eventhough the students are expose to listening exersises from textbooks, the material has been mistically elaborated. According to the teacher's opinion, professors should look for extra resources in order to expose studensts to authentic material. When the professor was asked about the listening acivities that generated better results to develop the students' listening skill, he expressed students should be exposed to different listening activities in the class. He added that students should have access to real situations since it contributes to the development of the listening competence. The professor expressed his satisfaction in the fact that some students practiced some listening techniques like watching cable T.V, watching videos in YouTube and others. According to him being exposed to all of these different listening techniques is a very useful way to contribute to the development of the listening skill. When the professor was asked about the efficiency of the techniques and the students' listening level of competence, he expressed that according to his experience there is some deficiency in the quality of listening exposure in basic levels. He also added that through his experience in previous courses the tendency was that around 40% of students are really good at listening and 60% still have serious difficulties with this skill. Finally, the interview concluded with some suggestions from the teacher to the authorities of the Foreign Language Department and to the students. He suggested that speaking in English or French outside the classroom should be mandatory due to the importance it represents to the development of students' competence in the area of interest for this research.

CHAPTER 5

5.1 CONCLUSIONS

1. Most of the students considered themselves to be in the intermediate listening English level.
2. Most of the students expressed they have knowledge of the English language before coming to the University which is an advantage for them because they use their background knowledge in their English classes.
3. According to the students' opinion the quantity and quality of their listening exposure in the class was adequate; most of them said to be exposed to a variety of listening techniques like listening to different types of accents, watching videos, exercises from the textbook, to participate in real-time conversations and others; besides, the frequency of the exposure was also acceptable because they said to be exposed to listening tasks twice a week in class.
4. The extracurricular activities assigned by the teacher were acceptable in order to reinforce the students listening skill.
5. The quality and quantity of the techniques applied by the student as independent learning to reinforce their listening skill were acceptable. According to the listening scores shown, most of the students obtained scores above 6.0. Only 3 students, of a total of 31, failed in the listening area with scores below 6.0 as is reflected in the comparison table.
6. According to the teacher's interview, it can be concluded that the quantity and quality of the listening exposure that the students have at the University is acceptable but not enough. The professional who was interviewed said that the teachers must give a plus to the students because even though the textbook that the programs offer for the student have a variety of listening activities to develop the listening skill, it is necessary to expose the learners to real-time activities. It is necessary to listen to different types of accents and involve them to all kind of listening activities to encourage interaction in class.

7. The result obtained from the observed classes make to conclude that the quantity and quality of the listening exposure observed during the semester was the adequate and also acceptable to reinforce the students listening skill and also to improve the students listening scores. The data analysis of the observation instrument shows that the teacher applied a variety of listening techniques in classes and the frequency of these was also adequate; the teacher-student interaction promoted in class was excellent. The listening activities were clearly explained; however, there were some students who did not participate in class even though motivation was high.

8. The students who did not participate in class actively reflected lower grade than those who got actively involved in the different listening activities.

9. According to the results obtained from the students' opinion, the teacher's opinion, and the observation; the researchers conclude that the exposure students have in the listening area through the use of the different techniques used inside and outside the classroom are acceptable.

10. The grades obtained by the students reflect that the quality and quantity of students' exposure were adequate according to the requirements of the Advanced English class.

5.2 HYPOTHESES TEST

According to the data analysis, the hypotheses proposed by the researchers that “The most listening exposure advanced English II students of the Foreign Language Department have, the most they will succeed in their listening scores” resulted to be true. The data analysis confirmed that the majority of students have the access to being effectively exposed to the listening skill practice by the use of different techniques. Furthermore, most of the students answered that they feel encouraged by teachers to work in the listening area, therefore, when students get exposed so frequently, there is a direct impact in their grades as it was reflected in the report obtained from the teacher. In addition, these results match with the teacher’s opinion and the class observation carried out.

5.3 RECOMMENDATIONS

1. The Foreign Language Department has to provide appropriate equipment in order to help students to develop an excellent listening skill.
2. Teachers at the Foreign Language Department have to apply a variety of strategies to get excellent results and to offer the students the opportunity to improve their listening skills.
3. Teachers have to identify the techniques that work better according to the students' learning styles. In the case of students that have difficulties with one technique, teachers can develop activities by using different techniques from the cooperative learning approach, giving weak learners the possibility to learn from other learners.
4. The Foreign Language Department has to provide adequate classrooms and audio-visual spaces to help students improve their listening skills and to also get better results in the listening area.
5. Teachers should promote more interaction with native speakers, ask students to watch more movies in English without subtitles, motivate students to attend to conversation clubs, motivate students to listen to music in English and work on other weak areas detected in this study.
6. Teachers should encourage students to have more practice of the English language outside the class.
7. Students should take their role as active learners seriously, since class time is not enough to develop the listening skill.
8. Since this research provides important information related to the listening area it is recommended to follow this study in order to add new and relevant information according to the educational changes.

CHAPTER 6

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CHAPTER 7

7.1 Appendix A: Survey

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



Objective: To determine how Advance English II students categorize their listening comprehension level.

- ❖ Your participation in this questionnaire is really important since it will allow us to gather valuable information for a graduation research project.
-

Age _____ Gender M _____ F _____

PART I: Autoevaluation test.

Instruction:

Read carefully the following information then, mark with an (X) where you consider your listening comprehension level is.

- L** **A1** I Can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
- I** **A2** I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
- S** **B1** I can understand the main points of clear standard speech on familiar matter regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- T**
- E** **B2** I can understand extended speech and lectures and follow even complex lines of arguments provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialects.
- N**
- I** **C1** I can understand extended speech even when it is not clearly structured and when relationships are only applied and not signaled explicitly. I can understand TV programs and films without too much effort.
- N**
- G** **C2** I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

Part II

Objective: To collect essential data about listening techniques used by teachers and students at the Foreign Language Department in Advanced English II group.

SECTION I: GENERAL INFORMATION

Instruction: Mark the best choice for you with an (X)

1. Did you have previous knowledge of English before coming to the University?

_____ Yes _____ No

If yes, please answer questions a-c.

a) What kind of institution did you study English before coming to the university?

Public: _____ Private: _____

b) Which level of English do you consider that you achieved before coming to the university?

Beginner: _____ Intermediate: _____ Advanced: _____

c) Did you apply any listening techniques during your previous experience?

Yes: _____ No: _____

Specify the technique (s):

Watching any program in English _____

Listening to songs _____

Listening to speeches _____

Testing yourself _____

Listening to different type of accents _____

Complete the workbook listening activities _____

Other: _____

2. Which of the following listening experiences do you think will help you to improve the listening area?

_____ Working in a call center _____ Doing my Teaching Practice

_____ Teaching English _____ Being a teacher Assistant

Other: _____

SECTION II: THECHNIQUES APPLIED BY THE TEACHER IN CLASSES.

3. How often does your teacher provide you with authentic listening material in classes?

_____ Once a week _____ Twice a week _____ Sometimes _____ Never

4. Mark the listening techniques that your teacher uses in class.

_____ Partial dictation

_____ Watch videos (Ad, news, debates...)

_____ exercises from the text book

_____ Oral summary

_____ Take notes while listening

_____ Answer to comprehension question

_____ Listening to authentic material

_____ Make predictions

_____ Listening to music

_____ Ask students to participate in real-time conversations

5. How often does your teacher apply specific listening techniques in classes?

_____ Every class _____ Once a week _____ Twice a week

_____ Once a month _____ Twice a month

6. Which of the following extracurricular activities are assigned by the teacher in order to improve the listening area?

_____ Partial dictation

_____ Watch videos (Ad, news, debates...)

_____ Exercises from the text book

_____ Complete the workbook listening activities

_____ Listen to extended speeches

_____ Try interactive activities for a specific topic through internet

_____ Listen to a specific radio program with a specific topic

_____ Listen to different types of accents

_____ Look for internet sources with interactive listening activities

_____ Test yourself

Others: _____

7. How often are extracurricular activities assigned by the teacher

_____ Every class

_____ Once a week

_____ Twice a week

_____ Once a month

_____ Twice a month

_____ Never

SECTION III: INDEPENDENT TECHNIQUES APPLIED BY THE STUDENT OUTSIDE THE CLASSROOM.

8. What kind of activities do you do as an independent learner to reinforce your listening skill?

_____ Listening to speeches

_____ Watching movies

_____ Attending to conversation clubs

_____ Watching any program in English

_____ listening to songs

_____ none

Others _____

PART III

OBJECTIVE: To identify the student's needs in order to get better results in the listening area.

❖ Your participation answering these questions is really important since it will allow us to gather valuable information for a graduation research project.

1. How efficient do you consider the strategies applied by teachers to get better results in the listening skill are?

Excellent _____

Good _____

Poor _____

2. Do you consider that the Foreign Language Department provides you enough spaces and opportunities to improve the listening area?

Yes _____

No _____

3. Do you feel encouraged by teachers to work in the listening area?

Yes _____

No _____

4. What is your opinion about the equipment used by teachers and students in the listening area?

Excellent _____

Poor _____

Needs to be improved _____

5. How important do you consider the exposure to the authentic material in classes is?

Relevant _____

Irrelevant _____

Poor _____

6. Do you think the frequency of the listening activities practiced in the classroom is enough to improve the listening area?

Yes: _____ No: _____

If your answer is no, what is the frequency of the listening activities you would like to receive?

_____ Once a week _____ Once a month
_____ Twice a week Other: _____

7. What are the difficulties that you face while taking a listening test?

_____ Technical difficulties
_____ Crowded classrooms
_____ External noise
_____ Unclear instructions
Other: _____

7.2 Appendix B: Tally sheets

OBSERVATION INSTRUMENT



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

Advanced English II Group: _____

Teacher' name: _____

Student' number: _____ Date: _____

Objective: To determine listening techniques more useful for the teacher in the classroom. Structions: Place a check mark in the space provided for each listening technique applied in each class.	Tues	Wed	Thurs	Fri	Instructions: Place a check mark in the space provided to indicate the frequency of the listening techniques applied in the classroom.	Tues	Wed	Thurs	Fri
<ol style="list-style-type: none"> 1. Listening text book material 2. Make an outline during a listening activity 3. Partial dictation 4. Answer comprehension question 5. Listening movies 6. Oral summary 7. Check list for listening 8. Ask student to repeat back what was heard 9. Watch videos (ad, news, debates...) 10. Make notes 					<ol style="list-style-type: none"> 1. Every class 2. Once a week 3. Twice a week 4. Once a month 5. Occasionally 6. Seldom 7. Never 				

Observations: _____

Objective: To determine the role of the teacher and students during a listening activity in the class.

<p>Instruction: Circle the frequency of student' participation in the following class activities by placing an X anywhere along each line.</p>	<p>Instructions: For each of the teacher behaviors listed below, circle the appropriate number, using the following key: 5= Excellent, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Poor.</p>
<p>1. Students listen to the teacher's instructions during a listening activity.</p> <p style="text-align: center;"> </p> <hr style="width: 100%;"/> <p style="text-align: center;">Always Frequently Occasionally Seldom Never</p> <p>2. Students listen the opinions of other students during a listening activity</p> <p style="text-align: center;"> </p> <hr style="width: 100%;"/> <p style="text-align: center;">Always Frequently Occasionally Seldom Never</p> <p>3. Students show an adequate comprehension and provide their own opinion during a listening activity</p> <p style="text-align: center;"> </p> <hr style="width: 100%;"/> <p style="text-align: center;">Always Frequently Occasionally Seldom Never</p>	<p>A. Teacher explains instructions clearly during a listening activity.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>B. Teacher encourages the development of listening strategies in class.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>C. Teacher establishes rapport with students in order to encourage the student participation in classes.</p> <p style="text-align: center;">1 2 3 4 5</p> <p>D. Teacher uses the authentic material and context during a listening activity.</p> <p style="text-align: center;">1 2 3 4 5</p>

Observations: _____

7.3 Appendix C: Teachers' interview

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



Objective: To collect essential information about listening techniques used by teachers at the foreign Language Department in Advanced English II course.

❖ Your participation in this questionnaire is really important since it will allow us to gather valuable information for a graduation research project. It will take 15 minutes.

TEACHERS' INTERVIEW

1. What is your opinion about the listening exposure that the students of the Foreign Language Department have?
2. How efficient do you consider the students were in the listening area at the beginning of the semester?
3. How often do you provide students with a listening evaluation?
4. What are the activities that generate the best result to develop the students listening skill?
5. Do you consider that the listening level of the students is the adequate to pass the semester?
6. Are the students' scores the result that you were expecting at the end of semester?

7. What do you suggest to advanced students to do in order to improve their listening performance?

8. Do you consider that the FLD would do something else to have students to achieve the listening skill?

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



Objective: To collect essential information about listening skill at the foreign Language Department in Advanced English II course.

❖ Your participation in this questionnaire is really important since it will allow us to gather valuable information for a graduation research project. It will take 10 minutes.

TEACHERS´ INTERVIEW

9. Do you considered the listening skill as a problem at the foreign Language Department?

YES ____ NO ____

Why: _____

10. What is your opinion about the students listening scores in the advanced level at the

FLD?

11. According to your teaching experience, which are the reasons why students fail in the listening area?

12. What is the method that you apply with the students to develop the listening area?

13. What could be the percentage of the students with lower scores in the listening area?

Appendix D: Teachers' interview transcription

This part provides the transcription of an interview made to Professor Peter Carbajal who was the professional in charge of the Advanced II group. This guide contains 8 questions related to listening exposure and also some recommendations to improve the listening skill. It also includes some recommendations for the authorities of the FLD. This part also presents another interview transcription made to some teachers of the FLD in order to know more about the listening problems at the department.

- Transcription of the interview made to teacher Peter Carbajal

1. What is your opinion about the listening exposure that the students of the FLD have?

Answer: "It is really true that most of the students have a really good exposure to different listening exercises and listening working outs in which the purpose is to have them practicing or measuring their listening comprehension. Though, I consider there is still a little bit of more authentic listening material to bring and develop with the students at the FLD so, it is not enough, if it is actually true that we expose and develop the listening exercises with the students in the classroom based in a book that has been mystically elaborated. It is also necessary to try to get a different type of listening material where students can actually experience authentic and real (resources)...something more natural, regarding listening comprehension exercises."

2. How efficient do you consider students were in the listening area at the beginning of the semester?

Answer: "Well, as it always happens efficiency is something not globally, not equally for everybody, that's what I will say, though I have never had the opportunity to work with basic level here, I started with advanced level and I am still working with that level so but, as far I say and what I've heard from my co-workers as far I have seen or noticed is that there is always some deficiency regarding listening exercises in basic levels since half of the students are like very proficient into the language and the half of them still struggles with English listening comprehension exercises

and I tell you this based in my experience because I have, in a way, been helping some of my colleagues with exams and I have experienced, I have noticed how hard it is for some students, with regarding to listening comprehension exercises, so the efficiency is not for everybody that I would be let say, a 40% of students that are really good at listening like very inner in listening to the language and 60% have still struggles with so, there still a lot of, let say “work” to do with regard to listening comprehension, how to develop this into the students.”

3. How often do you provide students with a listening evaluation?

Answer: “Well, I try to do it as often as possible because it is true that in every single unit that we develop into the classes, there’s a bunch of listening exercises but there are some units that don’t have the enough exercises in order to achieve or aims, as teachers, and trying to integrate these skills into developing of the language. So what I do is that I try to bring and work the listening exercises accordance to the level that they are, based on real situations, in a way to bring a good feedback for the students to know into their teaching learning process of course, I try to do it very often.”

4. What are the activities that generate the best result to develop students’ listening class?

Answer : “I will consider that the activities are their own studying techniques or situational aspects that happen in their everyday life, talking about to watching television in English, now this is very common since, most of the people use cable TV, most of them express to me that they have the chance to watch CNN in English, to watch videos documental in English etc. that is something that in my backing time I couldn’t have the chance to do so because I didn’t even have cable TV but I absolutely believe that they are also into YouTube things, you watch videos in YouTube, movies etc. very nice real material that in away this material is common contributing positively in a good development of the listening skill and I consider that in the classrooms the teaching process is part of the listening comprehension process,, why?, because when, we the teachers, explain instructions, when we just have them playing, getting involved to the different activities, so they have to

listening to somebody and that is listening anyway so; exposing or having them, understanding this kind of activities, I consider always contribute positively to their own listening developing “.

5. Do you consider that the listening level to the students is the adequate to pass the semester?

Answer: "Honestly, I do consider it is for a 30% of my total students, because unfortunately, the majority of them have drawbacks or witnesses regarding listening exercises such as is the case; I'm not being a person with negative energy or something like that, no ,but I say that the actually like a several of them not specifying a number are not going to be to promoted because they don't have the linguistic competences we are looking for in order to achieve our goals if actually somebody it is not ready, it is not prepared, why should we the teacher promote them ? That is not ethical, that is not good for them because we are doing in a way affecting, lying their own lives, we dont tell a lie to ourselves as teachers in promoting people that are not ready, we are making them believe something that is not true because they are not ready to actually finish the English courses, so in this case, I would say that just the minority of them have the real listening competences to be promoted but the majority do not, unfortunately, and it is not because of the teachers, because in my case, I try to motivate them , I try to bring material , I try to do one thousand more things In order to promote their own listening comprehension exercises, their own learning process ."

6. Are the students' scores the result that you were expecting at the end of the semester?

Answer: "At the beginning they started doing good, at least the majority, at this point I don't have the final results for me to make a comparison and see if actually that is exactly what I were expecting. I still need to wait until the next week to see actually how they did and, comparison with the beginning and see actually the scores are the ones I was expecting as a teacher. I'm afraid that many of them are not going to get the results I was expecting at the end of the semester because now there are many tendencies or trends people have become so lazy, they don't like working, they want to ask the teacher to give them the teaspoons into their mouth just everything already made they don't understand. For you to give proficient and something you have to work hard. As when I started learning English I didn't have

the resources, I didn't have the media in order to improve my listening comprehension as we have now, but in time what I'm started learning English there were not academies as we have now the internet did not exist, cellular phones didn't exist, I didn't even have CD-players with someone listening material for me to expose myself, nothing, however, I pressed myself in order to start learning English by walking or foot, as we say and that's something that a few people are considering that most of the people don't like working they want everything to happen like a part of a miracle and they want to learn English and get the best results overnight, that is impossible, that is not the way it is, without making any effort."

7. What do you suggest to advanced English students to do in order to improve their listening skills?

Answer: "I love to be realistic in this, the only way, my only suggestion is try to practice, try to get involved in real English environment as much as possible because when you get involved in real English environment, watching television in English, listening to music in English, watching movies in English, reading books in English you can be proficient in listening you need to have vocabulary, grammar structure you need to have many connotations about English as a second language and of course trying to practice, speaking as much as possible because speaking is not only speaking itself, speaking is listening and speaking because when we are speaking when we are talking in English for you to respond to what I say you have to listen and if you understand then you are going to respond what I'm expecting to, but if you actually don't understand how you're going to respond what I'm expecting to, so listening is everywhere and is part of your personal commitment to expose as much as you can to the different listening comprehension exercises and you are going to be profficient in that way, that is the only way, "practice", let's remember let's keep in mind, that actually practice makes you perfect."

8. Do you consider that the FLD would do something else to have students to achieve the listening skill?

Answer: "Sure, there are many things, though, the authorities of the FLD to would like to implement that is not under their possibilities because doesn't depend directly on them but there are many things we can actually or they as authorities can implement to the classroom in the Foreign Language Department in order to

compromise the students to start making a little bit more of effort in order to improve their listening skills. First of all, I consider it should be mandatory for everybody to speak English in the FLD, not only inside but also outside the faculty ,English or French, because do use the target language why talking in Spanish if actually we are lunching and exemplifying the good learning and teaching process of the Foreign Language ,then it should be mandatory for everybody regulation like in this, that is something that is under the possibilities of the authorities,also; creating a kind of sophisticated multimedia laboratories in order to students to have audio-visual material to be exposed to this kind of environment but that would cost a lot of money and I understand to the authorities don't have the economic resources students but at least there may be some other aspects to improve or having the teachers compromise themselves in order to bring or do our best, some of us do it but not everybody does, in order to bring real material, try to facilitate to the students with this and also motivate them to do the best in their listening skills.”

-Transcription of the interview made to some professors of the Foreign Language Department.

1. Do you considered the listening skill as a problem at the foreign Language Department?

YES NO Why:

Why: Because the amount of listening developed in class is limited and students do not practice it outside

2. What is your opinion about the students listening scores in the advanced level at the

FLD?

It is average; I mean it is not excellent. They usually get low grades in listening. I would say an average 6-7.

3. According to your teaching experience, which are the reasons why students fail in the listening area?

Lack of exposure to audios and authentic English output as well.

4. What is the method that you apply with the students to develop the listening area?

No answer

5. What could be the percentage of the students with lower scores in the listening area?

I do not really have a score about it, but I can say the majority has a lower score. Around the 60% to say something.

1. Do you considered the listening skill as a problem at the foreign Language Department?

YES NO Why:

I consider it is a problem because the class time is not enough and the students do not like to practice outside the classroom as well.

2. What is your opinion about the students listening scores in the advanced level at the FLD?

I would say that the majority of students get low scores in the listening area.

3. According to your teaching experience, which are the reasons why students fail in the listening area?

I would say that in advanced, studenets just express how difficult is the listening part, and that listening part is pretty difficult to understand

4. What is the method that you apply with the students to develop the listening area?

Audio-tape material, video programs and others.

5. What could be the percentage of the students with lower scores in the listening area?

More than 60% of the students get low scores in the listening area.

7.4 Appendix C: research Time Table

TIME TABLE

2015

	March			April			May			June			July			August			September			October			November			December		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
1 Group work selection																														
2 Assessor assignment																														
3 Topic assignment																														
4 Statement of the problem																														
5 Type of study																														
6 Research design																														
7 Population and sample																														
8 Data gathering plan																														
9 Instruments - questionnaire																														
Guideline interviews																														
10 Time table																														

TIME TABLE

2016

	January	February	March	April	May	June	July	August	September	October	November	December
	3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4 5	1 2 3 4	1 2 3 4	1 2 3 4	1 2
11 Due Date Research Profile												
12 Corrections												
13 Profile Presentatio												
14 Gathering Date												
15 Questionnaires and Interviews												
16 From Questionnaires												
17 Analysing Results Revision and												
18 Corrections												

