

I. INTRODUCTION

Nowadays listening is well recognized as a critical dimension in language learning, it still remains one of the least understood processes, during the 1980s special attention was focused to listening because it was incorporated into new instructional frameworks, that is, functional language and communicative approaches. Throughout the time, attention to listening in language instruction has increased dramatically. Now listening comprehension is generally acknowledged as an important facet of language learning. Listening comprehension is a complicated decoding process, which involves a number of basic processes, some of them depending on linguistic competence, some depending upon previous knowledge, and some depending upon psychological variables that affect the mobilization of these competences and knowledge in the particular task situation. From the point of view of listeners' linguistic competence, listening is a complex process in which listeners interact with a speaker to construct meaning, within the context of their experiences and knowledge. This involves the use of certain strategies in order to understand a speaker's accent or pronunciation, his/her grammar and vocabulary, and understanding his/her meaning. As well as to decode an exactly and accurately message input, the listeners must have storage of certain amount of codes such as correct pronunciation, exact meaning and correct usages of certain amount of vocabulary, all of these are examples of cognitive, metacognitive, and socio-affective strategies.

This paper is oriented to identify the factors that influence listening comprehension in ESL learners. These factors have been discussed by many authors in the fields of both first and second language listening. In second language research alone, many studies have been

conducted over the last two decades to determine the effects that specific factors have on the relative success or failure of a learner comprehension during listening. An extensive review of this area of research identified five factors examined: text, task, speaker, listener and environment. Insights on how listening comprehension may be influenced by these external and internal factors are extremely useful because cognitive processes that take place during listening comprehension are not normally observable directly. Thus, this information on factors that might enhance these processes that can help teachers to better understand their learners' needs and problems, and also reinforce the English teaching-techniques such as the pre-during and post listening stages for listening comprehension.

The importance of such insights on how listening comprehension may be influenced by these external and internal factors was one reason that motivated the study on which this article is based.

II. RESEARCH TOPIC

“Factors That Influence the Development of Listening Comprehension of the Students in the Advanced Intensive English I course, in both majors: Bachelor of Arts in English, emphasis in Teaching and Bachelor of Modern Languages, specialty in French and English, semester II-2016, at the Foreign Language Department of the University of El Salvador”

The current research attempted to identify the factors affecting the listening comprehension development. Researchers tried to identify those factors through a diagnostic and a progress listening test and a questionnaire passed to the students and another instrument to teachers working on the advanced level, in order to provided us useful information about the phenomena.

A. SUMMARY OF THE RESEARCH PROJECT

Gilakjani (2011) points out that “listening plays a significant role in daily communication and educational process. In spite of its importance, listening has long been the most difficult skill to develop in second language learning, research, teaching, and assessment.” As having in mind that the listening skill seems not to be completely developed in English instruction, this study aims to find the factors influencing that phenomenon in the foreign language department classrooms. The sample for the proposed study includes students attending the Advanced Intensive English I courses. Data was collected from ten class groups formed by approximately thirty five students each; the study took the 20% of the students from each group, which means approximately fourteen students (total sample n=112). To achieve the study aim, the students were assessed with a diagnostic and a progress listening test that the researchers passed in the Advanced Intensive English I courses. After the test, a questionnaire was administered in order to know the students’ perception about how they are affected by the different factors that influence their listening comprehension development. Furthermore, teachers in charge of Advanced Intensive English I courses were completed a questionnaire in order to know their opinions about the factors they think might influence in the listening comprehension development and the different mistakes students do when doing listening exercises in class. This research investigation adopted a mixed methods design because it combines qualitative and quantitative cases study design.

III. STATEMENT OF THE PROBLEM

A. Brief description of parts of the research project profile

The aim of this study was to find the factors influencing English listening comprehension in the Foreign Language Department classrooms. The sample for the proposed study include students attending the English Advanced Intensive I courses (semester II-2016). Those students belonged to both majors: Bachelor of Arts in English, emphasis in Teaching and Bachelor in Modern Languages, Specialty in French and English.

Data was collected from ten class groups formed by approximately thirty five students each; the study took 20% of the students from each group, which means approximately ten students (total sample n=112). To achieve the study aim, the sample population was evaluated with a diagnostic and a progress listening test passed by the researchers and based on the class objectives and Common European Framework or Reference for Languages (CEFR) to measure their listening development. After the test, a questionnaire was administered to make a contrast between the results of the diagnostic and listening tests and the information provided by students related to factors that influence their development of listening comprehension. Furthermore, the researchers passed a questionnaire to teachers in charge of English Advanced I courses in order to know their opinions about the factors they think might influence the listening comprehension development. This research adopted a mixed methods design because it combines qualitative and quantitative cases study design. The quantitative data analysis was used to analyze the data for the questionnaires that was passed

to students and teachers, and the qualitative data analysis to analyze the results of the tests passed to the students (diagnostic and a progress test).

B. Methodology in general terms

The data was collected through four instruments that were administered once at the beginning of the semester (second or third week) and another instruments were passed in the thirteenth or fourteenth week of the semester II-2016 taking into account that at this time the researchers could measure the development or improvement of the listening comprehension skill that the students had acquired through their English language learning process.

The first instrument was a diagnostic test that was passed by the researchers containing English language listening comprehension exercises, which was administered to some students (20% of the population) from the different Advanced Intensive English I courses, taking approximately 20 minutes from their Advanced Intensive English I classes, in order to assess the level of listening comprehension development they have at this period of their studies.

The second instrument was a progress listening test adapted by the researchers. Subsequently, the third instrument was a twenty items questionnaire that contains questions related to the factors students thought affect their listening comprehension, which was divided in four sections including students' perceptions towards the importance of listening skill, listening problems related to linguistic features, problems caused by the failure to concentrate, etc. It was administered to the assessed students' right after they took the progress test.

Likewise, the teachers in charge of the Advanced English I courses groups answered a questionnaire in order to know their opinions related to their students' listening comprehension performance. The instrument contained some questions that focused on: 1) methodologies they use for their students listening comprehension development, 2) mistakes students do while doing listening exercises, and 3) factors they consider influence in the students' listening comprehension development.

IV. OBJECTIVES

A. General objective (s)

To determine which are the factors that influence the development of listening comprehension of the students in the Advanced Intensive English I course, in both majors: Bachelor of Arts in English, emphasis in Teaching and Bachelor in Modern Languages, Specialty in French and English, semester II-2016, at the Foreign Languages Department of the University of El Salvador.

B. Specific objectives

- To identify the different techniques used by teachers in the English teaching process that support the development of listening comprehension.
- To find out the strategies used by learners in order to improve their listening comprehension.
- To determine the factors that influence students' listening comprehension during the English learning process.

V. RESEARCH QUESTIONS

- What are the main factors that influence in the development of the English listening skill on students from the “*Bachelor of Arts in English, emphasis in Teaching and Bachelor in Modern Languages, Specialty in French and English?*”
- How do the teacher’s techniques support students in the classroom to develop their listening comprehension?
- How do students’ strategies improve their listening comprehension during the English learning process?

VI. JUSTIFICATION

The results of this research will be of great importance in the educational field. Students and teachers will benefit from this investigation since they will be aware about the factors that influence the development of listening comprehension in the Advanced Intensive English level, and therefore, they will be able to develop different strategies to improve students' performance on this level and this way of working could be adapted to the basic and intermediate levels too.

VII. THEORETICAL FRAMEWORK

A. Listening Comprehension Skill: Definitions of the Term and Stages.

Knowing English is very important to communicate and succeed in the globalized world because it is being a necessity in many areas, fields and professions as well in English speaking countries. Speaking English opens job and employment opportunities in many countries, but it depends on the management of the skills and how proficient a speaker can be in the language. When people learn their native language, they usually learn to listen first, then to speak, then to read and finally to write. These are called the four language skills. Among these four macro skills; listening seems to be the most important and difficult skill to develop because people need to produce a response that could be verbal or non-verbal based on their listening comprehension. Listening comprehension is an important part of language learning. If we want to be fluent speakers, we need to develop strong listening skills because listening is an important part of effective communication. English is the third most widely spoken native language among Chinese and Spanish when combining native and non-native speakers in the world as it is used in prestigious domains around the world, due to it is the primary language used in many companies, enterprises and countries. Although learning English can be challenging and time consuming, but we can see that it is also very valuable to learn it as knowing and using English can change our lives. However, in the English language teaching-learning process, English may not be an easy task because it implies a lot of efforts in the use of different methodologies and strategies at the time that it is taught and learned.

According to Steinberg (2007), the listening skill can be defined as “the ability of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it.” However, listening is more complex than hearing. “This process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence, but we are generally unaware of them” (Steinberg, 2007). Thus, it is possible to affirm that listening is a complex ability that needs to be developed from different aspects to have a successful performance in the practice of English Language. On the other hand, the listening skill has a vital role in developing foreign language competence. Nunan (1998) defines that listening is the basic skill in language learning. Without the listening skill, learners will never learn to communicate effectively. Vandergrift (1997) goes on to say that listening is one of the four language skills, like reading, listening is a receptive skill, as it involves responding to language rather than producing it. Therefore, listening comprehension means the process of understanding speech in a second or foreign language. “Listening is an important part of the second language learners’ process, and it is defined as an active process during which the listener constructs meaning from oral input.” (Bently& Bacon 1996). Listening comprehension is a very complex process, and it is necessary first, to understand how that process works in order to measure it later. The term “listening comprehension” has been defined by different authors. Brown and Yule (1983) state that listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it. Dirven and Oakeshott-Taylor (1984) define that listening comprehension as the product of teaching methodology and it is matched by terms

such as speech understanding, spoken language understanding, speech recognition, and speech perception. Rost (2002) and Hamouda (2013) define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. Nadig (2013) argues that listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Rivers (1983) discusses in her research work “Speaking in many tongues” the speech perceptions and identifies three different stages of listening comprehension. The first stage is called *sensing*; in which the listener must construct fast synthesis of impressions that result from his/her familiarity with the phonetic system, the morphophonemic rules, and the broad syntactic categories. Therefore, some “noise” elements are rejected because they did not fit in with the initial construction; so, they can have no further effect on our interpretation. The second stage is the identification through *segmentation and grouping*. This is a process of an active and detailed identification of the sounds along with lexical and syntactic signal that is received sequentially within the phrase structure of utterance. The third stage is the *rehearsal and recoding* of the material in the long term memory, by recoding it in a more retainable form so it does not disappear. So that these three stages take place immediately and it is certainly an active process involving cognitive processing. Due to this, the existence of different stages requires the need for different steps and strategies by the listener so that the oral language input being received is appropriately.

B. Listening Comprehension Strategies.

Learning strategies, in general, help second language learners tackle learning difficulties (Mendelsohn, 1995). It is generally thought that these strategies should be taught systematically in second language classrooms. To understand the role of listening comprehension strategies, it is useful to begin by examining the concept of language learning strategy, including its definitions and types, as distinguished by several scholars.

C. Language Learning Strategies

Learning strategies are “specified actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations” (Oxford, 1990, p. 8). Weinstein and Mayer (as cited in Ellis, 1994) define learning strategies as “the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner’s encoding process” (p. 531). Chamot’s definition of learning strategies is distinguished from other definitions by drawing attention to strategies being conscious and deliberate actions (Ellis, 1994).

Goh (2000) points out that it is very important to teach listening strategies to students and before doing this, teachers should increase learners’ knowledge of vocabulary, grammar, and phonology. (Vandergrift 1999) expresses that the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. Many researchers such as O’Mallay and Chamot et al. (1990) express that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.

C.1 Cognitive Strategies.

Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge. Derry and Murphy (1986) think that cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Goh (1998) points out that learners utilize cognitive strategies to assist them process, keep, and remember new information. There are two kinds of cognitive strategies in listening: bottom- up and top-down. Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Top-down strategies involve forecasting, guessing, explaining, and visualization.

C.2 Metacognitive Strategies.

Rubin (1988) complains that metacognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of aural input. Learners who use metacognitive strategies can learn faster and integrate the knowledge, they can be constant receivers and deal with all situations, have self-confidence to get help from partners, teachers, or family, and can observe and assess themselves (Wenden 1998). The use of metacognitive strategy in the listening

process increases learners' self-confidence, motivation, and ability to complete the activities (Salataci 2002).

Henner Stanchina (1987) claims that metacognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can explain and what they hear through (1) utilizing their prior knowledge and predictions to create theories on the text; (2) connecting new information with their continuing predictions; (3) making deductions to fill comprehension breaks; (4) assessing their predictions; (5) improving their theories. Henner Stanchina (1987) affirms that skilled listeners can identify failure in understanding and activate their background knowledge to get better comprehension.

C.3 Socio-affective Strategies.

Vandergrift (2003) and Abdalhamid (2012) indicate that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Gardner and MacIntyre (1993) express that affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is a significant relationship between low anxiety and high listening performance: that is, according to Aneiro (1989), the use of affective strategies makes easy and improve listening. O'Malley and Chamot (1987) represent that among the four strategies of listening comprehension, social and affective strategies have the most effect on the learning context. Socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning (Wilson (2003). As well, in socio-affective strategy, students should know how to decrease anxiety, feel

confident during listening activities, and raise motivation in improving listening skill (Habte-Gabr 2006).

C.4 Pre-, During-, and Post-Listening Process. (General concepts)

The general outline of an effective listening lesson is said to include three stages: pre-listening, listening, and post-listening. Field (2002) describes the standard format of a listening lesson as follows. The most suitable stage in which to provide students with background information is *the pre-listening stage*. This stage consists of teaching critical words and engaging students in pre-listening activities. Field suggests that teachers encourage guessing the meanings of unknown words from context instead of teaching the critical words before listening, which was not a common practice in traditional classrooms. He does not mean that none of the key words should be taught; rather he urges teachers to be careful about finding a balance between teaching all of the critical words and not teaching any of them. He suggests not teaching more than three to four critical words.

For pre-listening activities, teachers should aim to provide sufficient context to match the degree of contextualization that would be available in real life and to motivate students. The pre-listening stage is critical for activating personal schemata and engaging the students in the flow of the lesson. Teachers should be conscious about the length of time that they devote to the pre-listening stage, since there is a danger of shortening the time for actual listening practice if the pre-listening stage is too long. Tasks might also be employed before listening in order to provide a purpose for listening and a context for comprehension (Buck 1995). The provision of a purpose for listening enables learners to listen selectively as in real life.

For the *during-listening stage*, Field (2002) distinguishes between extensive and intensive listening. Extensive listening can be defined as listening to a text without focusing on details and listening for pleasure, with the aim of understanding something worth hearing. In intensive listening, on the other hand, the listener aims to pick up detailed pieces of information (Rixon, 1986). Rost (1991) further divides listening into the types, which can take place in the *during-listening stage*:

1. *Attentive listening* has students listen and supply short responses to the speaker.
2. *Intensive listening* focuses students' attention on language forms. These activities require students to focus on specific contrasts of grammatical, lexical, or phonological forms in contexts.
3. *Selective listening* helps learners to identify a purpose and to learn to attend to specific information provided in the text.
4. *Interactive listening* provides learners with activities, which help them to assume active roles in the listening process, even when they are in the listener's role.

To be able to prepare students for these activities, teachers should make sure that the input of the activity matches the proficiency level of the students (Rost, 1991). It is important to prepare tasks for listening practice (Buck, 1995), particularly for the *during-listening stage*. Tasks should increase the degree of attention paid to meaning rather than form, thus ensuring that listening is a communicative information-gap activity. Common examples of *during listening* tasks include following instructions to fill in boxes or grids, completing drawings or diagrams, and participating in competitive quizzes while they listen to texts. When engaged in such tasks while listening to texts, learners do something with

the information they have. Tasks such as these act as models for real-life responses. Tasks should be simple, success oriented, and easy to respond to so that ongoing response during-listening is created as in real life (Ur, 1984).

The during-listening stage is the most suitable stage for providing exposure to real-life listening. Mendelsohn (1995) affirms that there should be a lot of exposure to real listening in a good listening comprehension course. Therefore, for the during-listening stage, it is important that students practice a great deal of intensive and extensive listening. Students may listen to texts more than once to compensate for the lack of visual and environmental clues (Ur, 1984).

The third stage of a listening lesson, *the post-listening stage*, may be where teachers highlight important functional language that students have been exposed to in the during-listening stage. Using listening as a way of reinforcing grammar might be one teaching technique, but it is not the only one.

In the post-listening stage, the teacher can ask students to infer the meanings of new words from the context. Teachers may have students infer the meanings of the unknown words by writing the target words on the board, replaying or reading the sentences containing them, and asking the learners to work out their meanings. This stage should also include checking answers for listening comprehension activities (Field, 2002). In addition, post-listening may be a good stage in which to integrate listening with other language skills.

Apart from these three stages of a typical L2 listening lesson, the general tendency among teachers, which has been proven ineffective, is to test listening rather than teaching it. What happens in such settings is that teachers only have the students listen to the passage and ask them to answer comprehension questions (Ur, 1984). However instruction should be task-based, not question-based (Maley & Moulding, as cited by Morley, 1995) since question-based activities do not allow learners to use the information in a meaningful way (Morley, 1995). In addition, listening to the text and answering comprehension questions represents only a limited example of non-interactive, one-way listening. Field (2002) suggests a balanced approach to this issue. He suggests that it is not inappropriate to assess the amount of understanding that has been achieved, but that teachers often use the results of the exercises which are checked in the classroom incorrectly. Teachers should adopt a view of wrong answers as identifiers of students' listening difficulties (Field, 2002). When teachers acknowledge the difficulties that students face, they can provide them with micro-listening exercises to help them overcome these difficulties. Teachers can make use of the listening-skill taxonomies offered by Richards (1983) and exercises to practice these sub-skills (Peterson, 2001; Rost, 1990; Ur 1984). It should also keep in mind that learners need class exercises for both bottom-up and top-down processing goals at every proficiency level (Peterson, 2001).

D. Teachers` role for developing Listening Comprehension.

Teachers carry a big responsibility in their classrooms; they have a huge impact on their learners either positive or negative and it is the teacher's responsibility to create friendly and supportive atmosphere.

According to the division suggested by Harmer (1991) and Macháčková (2009) there are some roles about teachers' in listening Comprehension:

A teacher as an organizer prepares the listening lesson and give obvious guidance to their learners.

A teacher as a controller determines what students should do in the listening phases.

A teacher as an investigator evaluates the advantages of listening activities.

A teacher should support their students during every stage of the listening activity, so that they can be successful.

A teacher as participant takes part in the listening activities and must be aware of leading in these activities. He/she can improve the classroom atmosphere and participate in pre and post listening activities like discussions and role plays.

When students make a mistake, teachers deem it their professional duty to immediately correct it. By doing that, teachers hope they are keeping the lesson going and also helping learners avoid the same mistake in the future. This approach puts the teacher in control of classroom listening activities.

In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. He/she continues to manage the classroom business of planning, implementing, and assessing listening while taking a non-interventional stance in listening instruction (Field, 2008)

Underwood (1989) suggests that teacher's aims of supporting the students to become better at listening should contain:

Introducing learners to a variety of listening experiences: Teachers can use a great number of listening texts that contains range of the usage of the target language. This will prepare their students for different situations in their lives.

Helping listeners to gain the insight about what listening represents: Teachers ought to make their students change their attitude towards listening and explain the process of it to them.

Making listening meaningful for the learners: Teachers should try to bring recordings that are as realistic as possible, contain normal speech, so that the listeners are in touch with the outside classroom listening.

Raise learners' confidence: Teachers must encourage their students during the listening texts to help them to continue with listening. They should also try to bring such listening texts in which learners can be successful as choosing the appropriate activities according to their proficiency level.

D.1 Pre-listening Stage (Specific activities)

It would not be fair towards students to draw them straight into the listening without introducing the topic or the type of activity they are going to work on, since in real life there are not many situations when people are supposed to listen with having no idea what they are going to hear so that is why students should be given a substantial pre-listening support. This pre-listening support will help them to become more confident and successful. Underwood claims that at the very beginning of the pre-listening activity the students should be helped to concentrate on what they are going to hear.

Rixon (1986) emphasizes that at this stage, teachers should arrange such challenges that will give the students reasons for even bothering to listen to the listening text. All this involves outlining the setting and giving background information, but it is not advised to tell the students too much otherwise the whole listening will be spoiled. At this stage it can be extremely useful to ask the students to predict missing information or the context. Underwood declares that pre-listening task can consist of a variety of activities, which can help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language, including:

- The teacher providing background information;
- the students read something relevant to the listening text;
- the students look at some pictures;
- discussing the topic or situation to the listening text;
- a question and answer session to the listening text;

- written exercise to the listening text;
- following the set of instructions relevant for the pre-listening activity;

Yagang (2001) presents a number of tasks for pre-listening stage that can enable the students to gain knowledge that is needed for the listening task. This gained knowledge gives the students confidence that is necessary for successful listening. The tasks include:

- Starting a discussion about the topic (possibly based on visuals and titles). In this sort of exercise students are asked to make a discussion about a set topic.
- Brainstorming: In this activity the students are asked to predict vocabulary that is associated with the set topic and the teacher is supposed to write them on the board. Another form of brainstorming activity can be making mind maps.
- Game: A nice example of warm up activity where either the students or the teacher mimes the words and the rest of the class is supposed to guess the meaning.
- Guiding questions: Teacher either writes or asks questions that will help students with the listening passage. Other aspects of pre-listening activities are to prepare materials that are authentic and can imitate the real life situations. Give the students clear instructions so that they know what to do e.g. if they are asked to answer a question teachers have to specify whether the students can use yes/ no answers or more complex answers. There are also a lot of factors affecting the choice of pre-listening activities such as the time, material and class ability. All these factors mentioned above influence the whole process of lesson planning.

D.2 During-Listening Stage. (Specific activities)

This stage contains activities done by the students during the listening passage. The aim of activities done during this phase is to help the students to catch the main meaning of

the text so that they have enough information to interpret the text. Teachers have to point out that at this stage student should not worry about interpreting long and difficult questions and subsequent production of complex answers, but they should be concerned with demonstration of the important information (Rixon). One of the most important functions of pre-listening activities is to present the sound of the target language. This presentation enables students to develop their listening comprehension skills and it also serves as a model of their speech.

When choosing a during-listening activity, teachers consider several criteria. (Underwood 1989) points out that “good while-listening activities help listeners find their way through the listening text and build upon the expectations raised by pre-listening activities.”

First of all, they should choose an activity that would be interesting and challenging for the students at the same time as this will draw their attention and they will be able to concentrate on the listening task.

Other criteria that ought to have in mind is keeping the during-listening activity short enough and trying to do different types of listening exercises, since it would be unsatisfactory and maybe boring to do the same activity over and over again.

Also knowledge based exercises ought to be omitted since such activities can lead to time consuming revision and students who already know can lose their interest in those activities. Another very important issue of during-listening activities is the level of difficulty. That is why exercises have to be selected according to the student proficiency

level as a difficult or too easy listening text can be demotivating and frustrating for the learners. When choosing during-listening activities teachers should also consider graded tasks. This means that the learners start with listening to the main gist and then move to more and more complex listening activities, in other words from easy to more difficult exercises and from a lot of teacher's support to little.

There are also a number of other things that can lead into frustration and lack of interest such as exercises containing both listening and writing at the same time as these exercises can be extremely difficult for beginners who have problems with spelling and writing as such. Another discouraging type of a during-listening activity can be putting a great amount of sentences into the correct order according to what the students heard.

It is also important to provide the students with some kind of introduction but again the amount of the information should be balanced since too much or too little information can cause the loss of the students' attention.

Some examples of during-listening activities are as follows:

- Comparison of the listening passage with the pre-listening stage;
- following instructions-learners are given a set of instructions and are supposed to show whether they understood them by a physical response;
- filling in exercise-students listen to a dialogue and are asked to fill in the missing information;
- spotting the difference- learners make responses only when they hear something different to what they already know about the topic or the speakers;
- information transfer- learners are asked to fill, forms, lists, maps or plans;

- sequencing- students are given a set of pictures and they have to put them into the correct order;
- information search- during the listening learners focus on specific items;
- Matching students are asked to match items according to the recording.

It is also important for teachers not to forget to give their students immediate feedback as it would be quite problematic, not only for the teachers but also for the students, to talk about the listening tasks during the following lesson. This postponed feedback would mean replaying or repeating the listening text and it could be difficult for the teacher to regain the students' attention. The immediate feedback can be done by providing them with the correct answers, by asking them to talk the solutions over in small groups or by both.

D.3 Post-listening Stage. (Specific activities)

A post-listening activity represents a follow up to the listening activity and aims to use the knowledge gained from listening for the development of other skills such as speaking or writing. If we have listened to a TV program presenting a certain point of view regarding health care, for example, we can ask the students to do some research and identify some opposing views to present them in class. Alternatively, we may want to engage the students in a discussion of the merits of the views that were expressed in the listening segment.

Like post-reading activities, post-listening activities allow for recycling and further activation of vocabulary and structures as long as they are interesting and engaging and are carefully thought out. The post-listening task is the stage where the learners are taken beyond the listening text, and use it as a springboard for further language practice.

Richards, J.C. (2012). Some simple Post listening activities are as follows:

Mine the transcript. At this point, students can be asked to look over the transcript and see what they might have had trouble understanding. Some ELT experts protest against ever showing students the transcript, but we think it is an excellent way for students to get another look at the language contained in the listening track. In addition, it can help students understand words and phrases that they did not understand when they were listening. Also, it can help students notice some of the differences between spoken language and written language.

Set a speaking task. Assign students to do a related speaking activity. For example, if students heard a conversation between two people at a party, ask them to reproduce the conversation in a different setting.

Detect problems. Get students to discuss what problems came up during the listening. Which sections were the most difficult? What caused them confusion or misunderstanding?

Personalize the listening text. Find ways that students can relate to the text. For example, if the listening is a monologue of a person expressing their opinion, students can be asked to tell if they agree or disagree and give reasons for their position. Overall, these three stages are a reliable format for doing a listening activity in class.

However, sometimes there are good reasons to break from this format. For example, students could read the transcript before the listening to pick up the context of the listening. Or the activity could begin with a short excerpt from the middle of listening text (no pre-listening task), to simulate the kind of listening we do in real life (turning on a TV show in the middle of a program, or walking into a room where a conversation has already started).

E. Problems and factors that Learners Face with Listening Comprehension.

Azmi, B., Celik, Yidliz, & Tugrul, M., (2014) claim that there are a lot of difficulties that listeners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

E.1 Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have good quality. The quality of sound system can interfere the comprehension of learners' listening.

E.2 Cultural Differences

According to Azmi, Celik, Yidliz, & Tugrul (2014), learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance. A student's background knowledge on a subject affects his/her listening comprehension.

Therefore, without adequate background knowledge, the student with poor listening skills will have a difficult time accessing difficult information. Prepare students for new or difficult material by reading books, showing videos and breaking down difficult vocabulary into words they can relate to. This is really helpful for students whose background knowledge may be lacking.

E.3 Accent

Munro and Derwing (1999) express that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicates that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners. The manner in which a teacher speaks may have an effect on listening comprehension. If you use a fast rate of speech, students with listening comprehension difficulties may have difficulty keeping up with the lesson as they try to deal with unknown subject matter. Slowing down and speaking distinctly allows the student to focus on the content of the lesson without struggling to keep up. Writing vocabulary words on the chalkboard as they are introduced allows students to see the word in print in case they have difficulty understanding new terms. Repetition, rewording information and giving examples provides additional support for students who struggle with listening comprehension.

E.4 Unfamiliar Vocabulary

Azmi, Celik, Yidliz, & Tugrul (2014) indicate that when listening texts contain known words, it would be very easy for students to them. If students know the meaning of words, this can increase their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

E.5 Length and Speed of Listening

Azmi, Celik, Yidliz, & Tugrul (2014) express that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989) speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

Underwood (1989) claims that there are some barriers to effective listening comprehension process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk.

Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard.

Third, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know. Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech.

Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it.

Fifth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension.

On the other hand, Graham (2006) expresses that there are some other factors that increase learners' listening comprehension problems such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks. Seferoglu and Uzakgoren (2004) indicate that some other listening comprehension problems are related to the kind of listening materials. The researchers emphasized that listening is not of great importance, but any teachers do not teach listening strategies to their learners.

Vandergrift (2004) and Walker (2014) indicate that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains. Listening needs immediate processing to access the spoken input again, making the skill more complex than reading. Students' cultural background knowledge can have an important role in their listening comprehension. A general understanding of the country's culture and its history can facilitate listening processes. However, Vandergrift (2007) and Walker (2014) declare that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension. Bloomfield et al. (2010) tell that regional accents can impact the spoken message that is understood by the listeners and familiar accents are easier to understand than unfamiliar accents. Buck (2001) shows a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Hasan (2000) indicates that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continues that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. Yagang (1994) finds that there are four sources for listening comprehension problems: the message, the speaker, the listener, and the physical environment.

Boyle (1984) emphasizes that listener, speaker, medium, and environment factors are the main components that affect listening comprehension. According to Teng (2002), there are four factors called listener factors, speaker factors, stimulus factors, and context factors that impact students' listening comprehension.

VIII. METHODOLOGY

A. Research approach

Qualitative and Quantitative approaches

IX. TYPE OF STUDY

This research follows qualitative and quantitative approaches, due to the “why” of the subject was investigated. The information was collected and analyzed through graphics. The collection of the data was carried out through instruments such as two tests on listening comprehension (diagnostic and progress tests) a questionnaire directed to the Advanced Intensive English students I, semester II-2016 and a questionnaire directed to the Advanced Intensive English students and teachers, semester II-2016.

X. RESEARCH DESIGN

The data was collected through four instruments that were administered once at the beginning of the semester II-2016 taking into account that at that time the researchers could measure the development of the listening comprehension skill that the students had acquired through their English language learning process. The first instrument was a diagnostic test containing some real English language listening comprehension exercises, which was administered to some students from the different Advanced Intensive English I courses. This test was administered to 20% of the population, taking 20 minutes from their Advanced Intensive English I class time schedule, in order to assess the level of listening comprehension development they have at this period in both majors.

The second instrument was a progress listening test containing some real English language listening comprehension exercises, which was administered to some students from the different Advanced Intensive English I courses to measure students' improvement through the activities carried out in classes.

The third instrument was a twenty items questionnaire passed to students that contained questions related to the factors they thought affect their listening comprehension, which was divided in four sections including students' perceptions to the importance of listening skill, listening problems related to linguistic features, problems caused by the failure to concentrate, etc. It was administered to the assessed students' right after they took the diagnostic test. The fourth instrument was passed to teachers in charge of the Advanced Intensive English I course groups in order to obtain their opinions related to the listening comprehension

development of their students. The questionnaire contained five punctual questions that were focused on the methodologies they used for their students listening comprehension development, mistakes students do while doing listening exercises, and factors they consider influence in the students' listening comprehension development.

A. Population and sample

This study took place at the Foreign Languages Department of the University of El Salvador, in Bachelor of Arts in English, emphasis in teaching, and Bachelor of Modern Languages, specialty in French and English, during semester II-2016.

- a) **Participants:** the research involved eight groups of Advanced Intensive English I students, each group of 35 students approximately, Bachelor of Arts in English Emphasis in Teaching and Bachelor of Modern Languages, Specialty in French and English on semester II-2016. It was about 224 students for both majors.

- b) **Sampling:** The population was the students in both majors: Bachelor in Arts, Emphasis in Teaching and Bachelor of Modern Languages, specialty in French and English. A diagnostic test, a progress listening test, and questionnaires which was administered to 20% of the students of each group and it was the stratified random sampling method which is a process in which certain sub-groups or strata are selected for the sample in the same proportion as they exist in the population.

B. Research techniques

With the purpose to collect some information for the study, the researchers administered a diagnostic test, a progress listening test and questionnaires in order to analyze all the collected data in a quantitative way, which was scored using tallies and the information was tabulated in order to present and interpret the results through circle graphs, as well, a teachers' questionnaire was done and analyzed it qualitatively.

C. Research instruments

In order to carried out the research information, a 20 percent of the population or 35 students attending the Advanced Intensive English I classes at the Foreign Language Department in the University of El Salvador were invited to participate in the study, as well a diagnostic test and progress listening test were administered to the participants, by assessing the listening skill in the students and it consisted of 4 parts through 20 items. After that, a questionnaire of 20 opened questions organized in a graphic rating scale, through 4 parts passed. Finally, the last instrument consisted in a questionnaire which was carried out to all the teachers in charge of the Advanced Intensive English I courses. Such questionnaire was contained five multiple choice questions focused on the methodologies they were using during their classes regarding to students listening comprehension skill development.

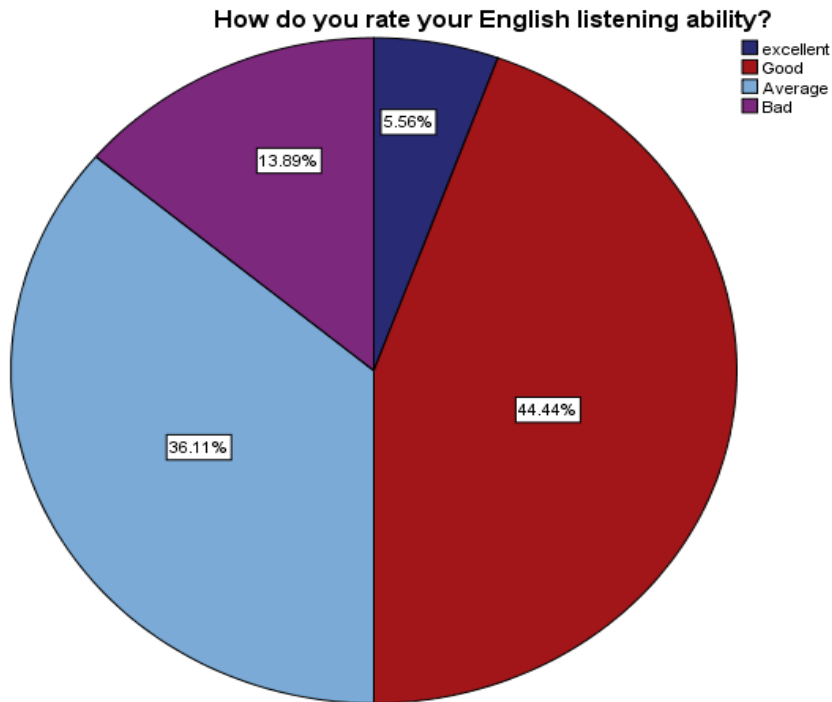
XI. EXPECTED RESULTS

Researchers expect the results to show a clear evidence that Advanced Intensive English I students are developing their listening skill comprehension in a suitable way, as well as researchers expect that methodologies used by the teachers are according to their needs in the learning process and they are quite effective to learn the English Language in all their areas, but the most important, the object of our study: the listening comprehension skill.

XII. DATA ANALYSIS

1- How do you rate your English listening ability?

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
excellent	2	5.6	5.6	5.6
Good	16	44.4	44.4	50.0
Válidos Average	13	36.1	36.1	86.1
Bad	5	13.9	13.9	100.0
Total	36	100.0	100.0	



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

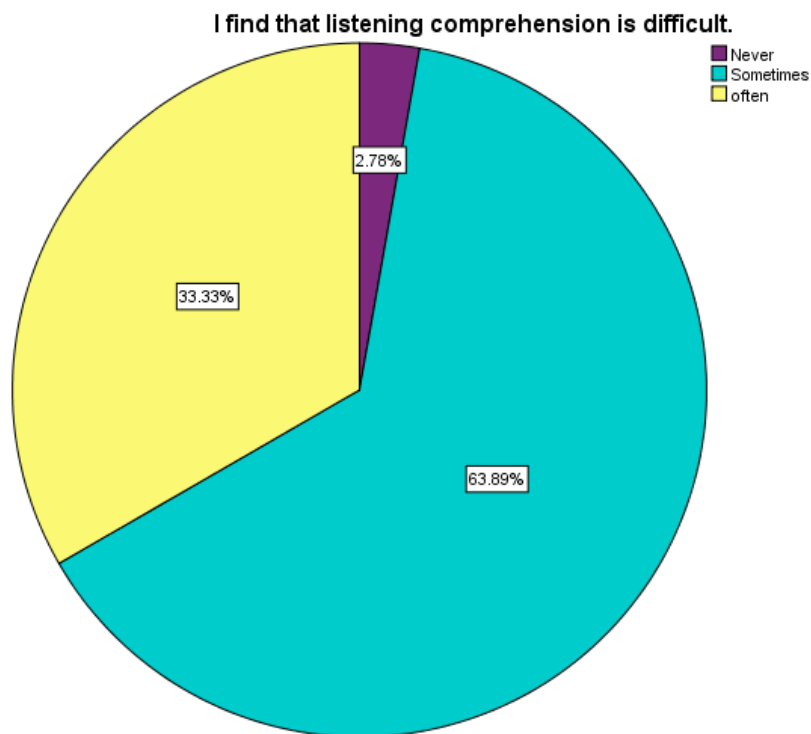
The 44.44% of students said that their listening ability when compared to others in class is good. The 36.11% said that is average. The other 13.89% mentioned that the English ability when compared to others students is bad. And the last 5.56% said when they are compared with others is excellent.

Interpretation:

According to the results obtained in this question, a small part of the students consider that their listening ability is excellent in contrast with the rest that affirm that is good or average. These results can be due to the factors that could affect the listening ability in the classroom. For instance, the quality of the audio could be an important issue as well the environment in the classroom when there is too much noise from outside.

2- I find that listening comprehension is difficult.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	1	2.8	2.8
	Sometimes	23	63.9	66.7
	Often	12	33.3	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 63.89% of students think that sometimes listening comprehension is difficult. The 33.33% think that the listening comprehension is often difficult. The other 2.78% said that listening comprehension is never difficult for them.

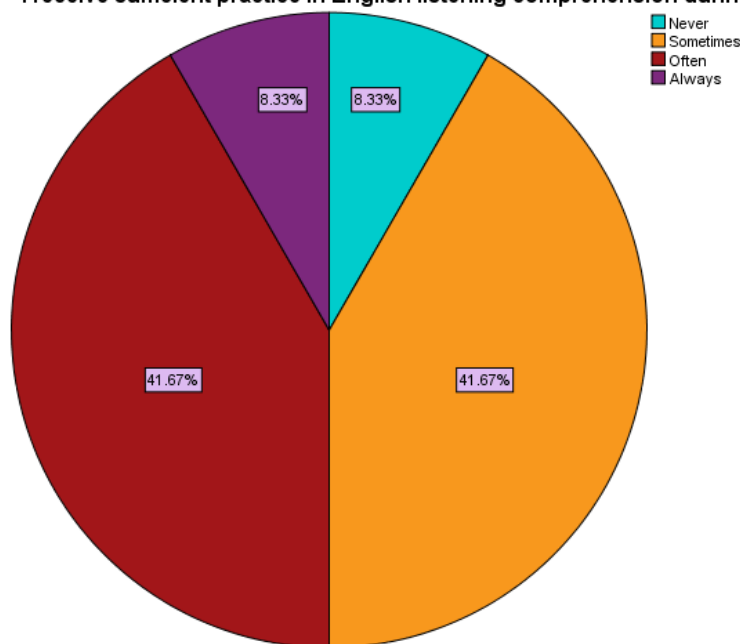
Interpretation:

Most of the students considered that listening comprehension is difficult; so that, students probably do not develop appropriate techniques in the classroom that can help them to improve their listening skill. As well, they do not seem to have enough time in the classroom or laboratory in order to apply the suitable strategies for comprehending the listening tasks.

3- I receive sufficient practice in English listening comprehension during classes.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	3	8.3	8.3	8.3
Sometimes	15	41.7	41.7	50.0
Válidos Often	15	41.7	41.7	91.7
Always	3	8.3	8.3	100.0
Total	36	100.0	100.0	

I receive sufficient practice in English listening comprehension during classes.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 41.67% of students informed that sometimes they receive sufficient training in English listening comprehension. The 41.67% of students said that they often receive listening comprehension practice in class time; the other 8.33% said that they never receive training in English listening comprehension. Moreover, the 8.33% of the students informed that they always receive training in English comprehension.

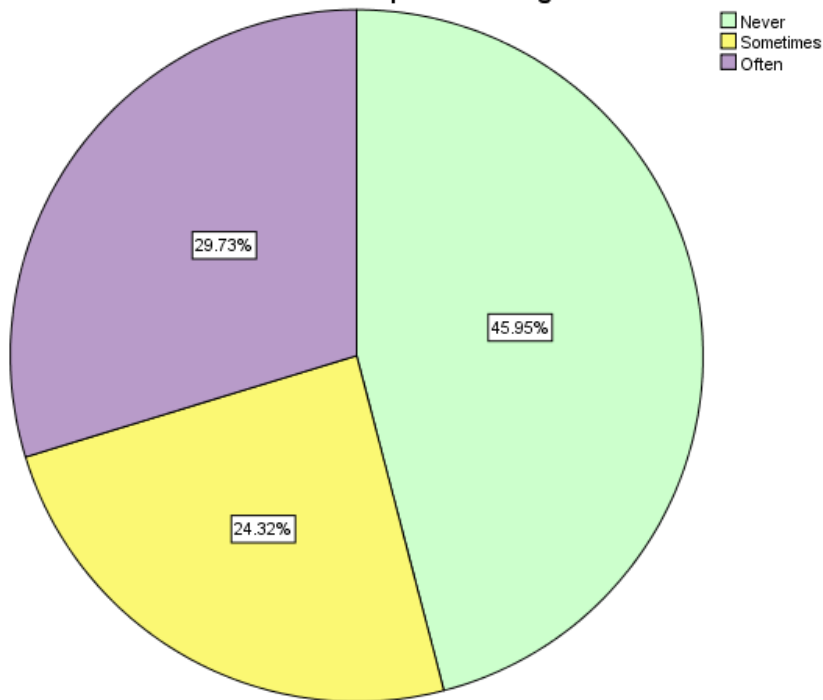
Interpretation:

The results of the question three showed that most of the students received enough practice of the listening comprehension in the classroom. It is evident that they are able to understand different accents and pronunciations; as a result, they improve their listening and speaking skill.

4- I have heard about listening strategies such as: pre-listening task, listening, and post-listening.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	17	45.9	45.9
	Sometimes	9	24.3	70.3
	Often	11	29.7	100.0
	Total	37	100.0	100.0

I have heard about listening strategies such as: pre-listening task, listening, and post-listening.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 45.95% of students never heard about listening strategies. The 29.73% often heard about listening strategies, the 24.32% sometimes heard about listening strategies.

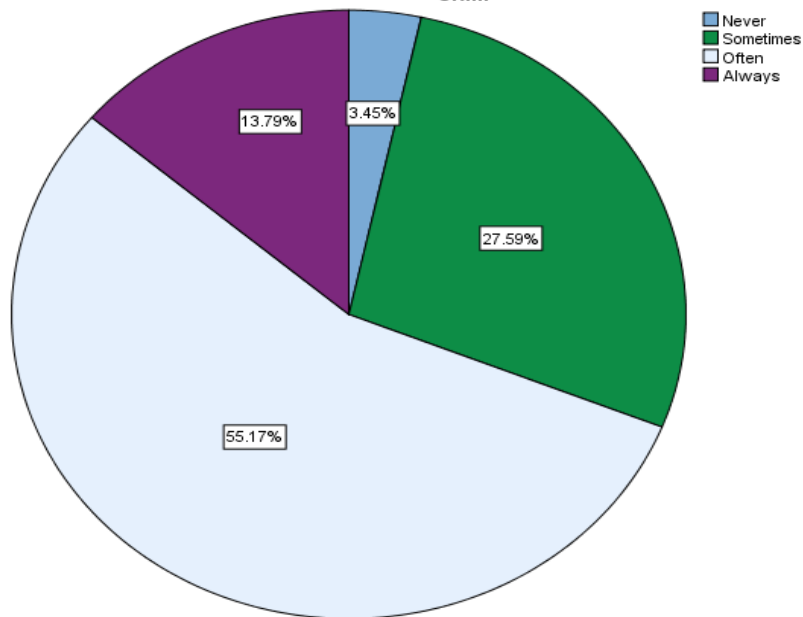
Interpretation:

The results demonstrated that more than half of English and French students of advanced I courses, semester II-2016 have heard about listening strategies; in contrast, with students that said that they have never heard about those strategies. This can be due to the lack of practice of these techniques. So that, it is important that the teacher could implement the necessary strategies at the time when students are solving a listening task in order to facilitate the process of understanding for the students. However, at the same time, it is responsibility of each student to be aware in every aspect of the class.

5- Listening to teachers and classmates in class in order to practice my listening skill.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	1	3.4	3.4	3.4
Sometimes	8	27.6	27.6	31.0
Válidos Often	16	55.2	55.2	86.2
Always	4	13.8	13.8	100.0
Total	29	100.0	100.0	

Listening to teachers and classmates in class in order to practice my listening skill.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

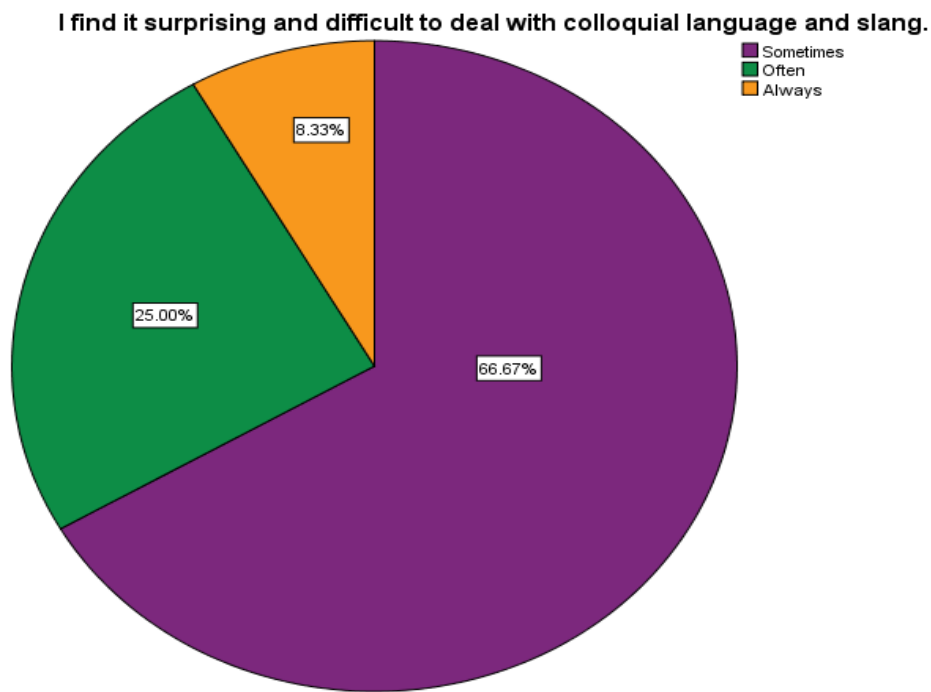
The 55.17% of students often listen to teachers and classmates in class in order to practice their listening skill. The 27.59% said that they sometimes listen to teachers and classmates in class in order to practice their listening skill and the 13.79% said that they always listen to teachers and classmates in class. The other 3.45% said that they never listen to teachers and classmates in class.

Interpretation:

The results obtained show that the biggest part of English and French students of advanced I, semester II-2016 often listen to the teachers and classmates in classroom in order to improve their listening skill. Some others use the class time as an opportunity to improve their listening skill. In spite of that, there are some students who differ completely with this statement because they do not consider essential to listen to their teacher and colleagues in order to improve their listening skill.

6- I find it surprising and difficult to deal with colloquial language and slang.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Sometimes	24	66.7	66.7
	Often	9	25.0	91.7
	Always	3	8.3	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

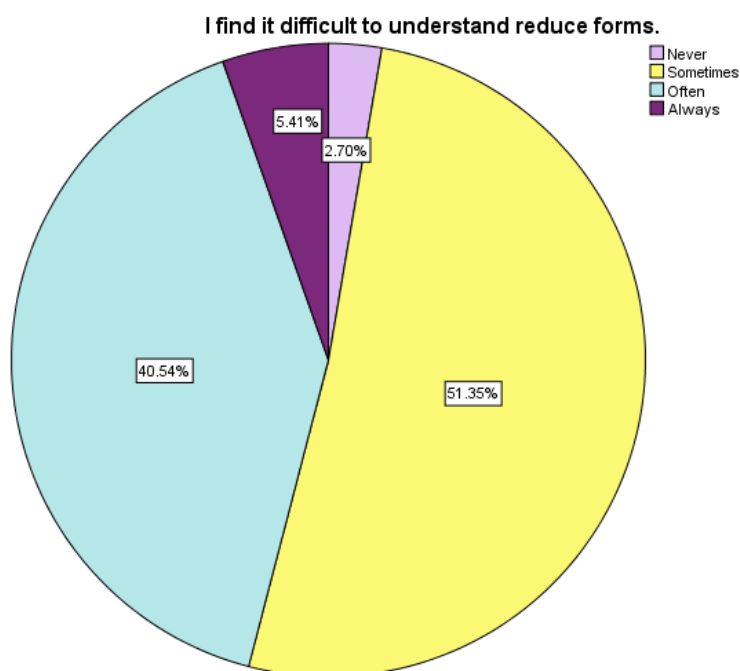
The 66.67% of students said that sometimes they find surprising and difficult to deal with colloquial language and slang and the other 25.00% of students often manifested that they find it surprising and difficult to deal it. The 8.33% said that they always find it surprising and difficult to deal with colloquial and slang.

Interpretation

According to the data displayed in the above graph, most of the students manifested they find it surprising and difficult to deal with colloquial language and slang, due to they are not used to use these types of languages in standard English language classrooms. Some of them probably practice their language inside the classroom and they are not exposed to this in different contexts or real life situations beyond the classroom. Slang and colloquial language is informal speech that break the grammar rules and formalities.

7- I find it difficult to understand reduced forms.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	1	2.7	2.7	2.7
Sometimes	19	51.4	51.4	54.1
Válidos Often	15	40.5	40.5	94.6
Always	2	5.4	5.4	100.0
Total	37	100.0	100.0	



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

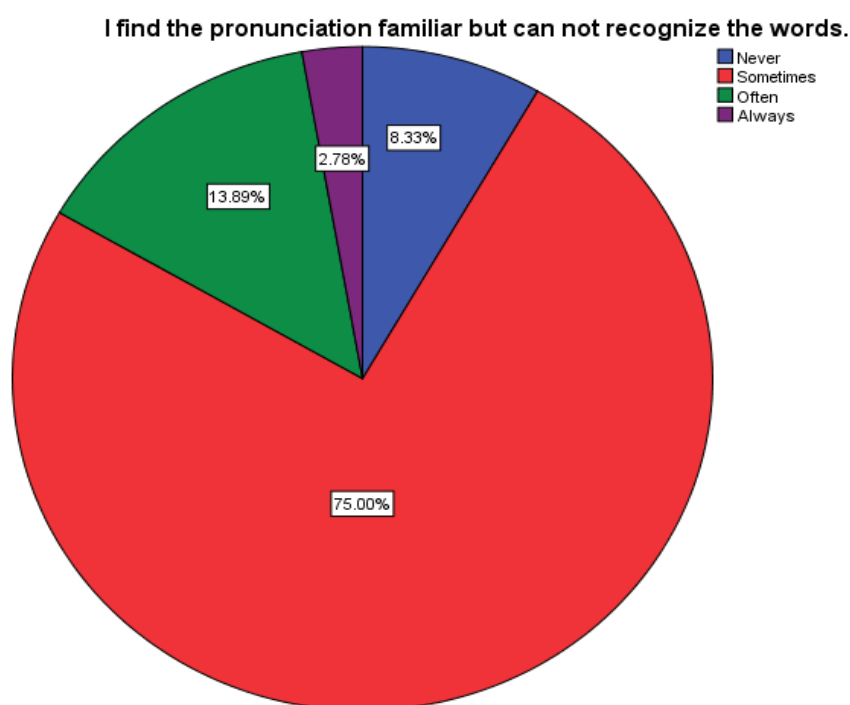
The 51.35% of students reported that sometimes it is difficult to understand the reduced forms. The 40.54% reported that they often find difficult to understand the reduced forms. For one 5.41% always and the other 2.7% never find difficult to understand the reduced forms.

Interpretation

The graph indicates that more than half of students reported that sometimes it is difficult to understand the reduced form of the language because probably they do not draw their attention to the way in which speakers use stress to give some words more importance. It is worth explaining this to the learners as they will not feel that they are failing to hear what they assume native listeners hear, and will not be led to believe that comprehension is impossible because of this failure. On the other hand, teachers should be aware of the characteristics of informal speech and the importance of imparting this knowledge to their students, as well the reduced forms that should be taught and how they should be presented to the students for them to be accustomed at the time when they heard these forms.

8- I find the pronunciation familiar but cannot recognize the words.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	3	8.3	8.3
	Sometimes	27	75.0	83.3
	Often	5	13.9	97.2
	Always	1	2.8	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

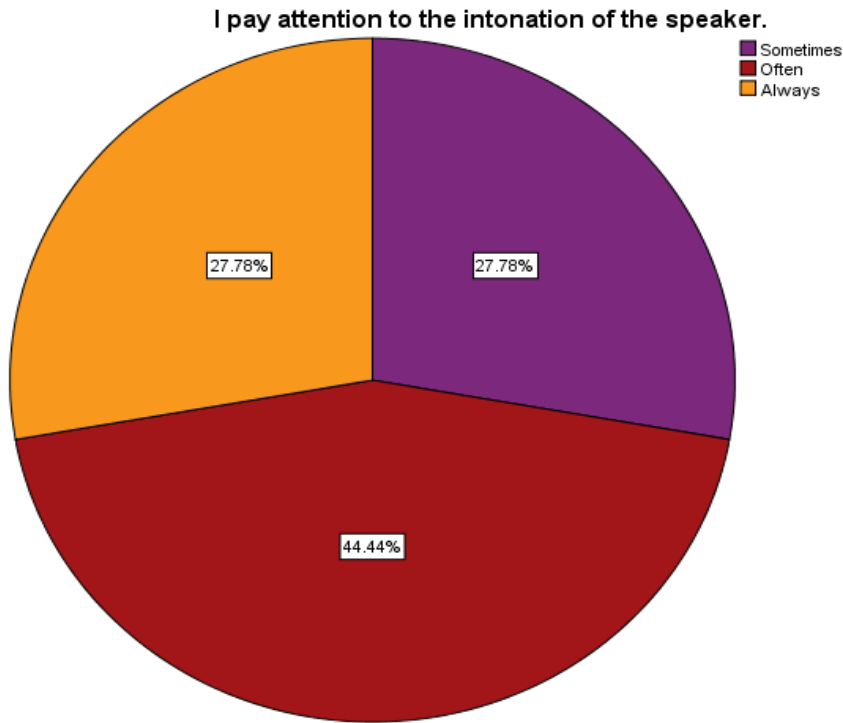
The 75% of students sometimes find the pronunciation familiar but cannot recognize the words. The 13.89% often find the pronunciation familiar. Another 8.33% never find the pronunciation familiar and the last 2.78% said that they always find the pronunciation familiar but cannot recognize the words.

Interpretation

Many students find the pronunciation familiar due to they might have been exposed to different contexts, situations, accents; in which they have received input language so that they can recognize or assimilate the words that they listen. On the other hand, there are an 8.33 percent of students that never find the pronunciation familiar, probably because of the lack of practice in their environments, or they are not used to use the language out of the classroom, or probably they have not been exposed to different contexts in which they have had the necessity of using the language.

9- I pay attention to the intonation of the speaker.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Sometimes	10	27.8	27.8
	Often	16	44.4	72.2
	Always	10	27.8	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

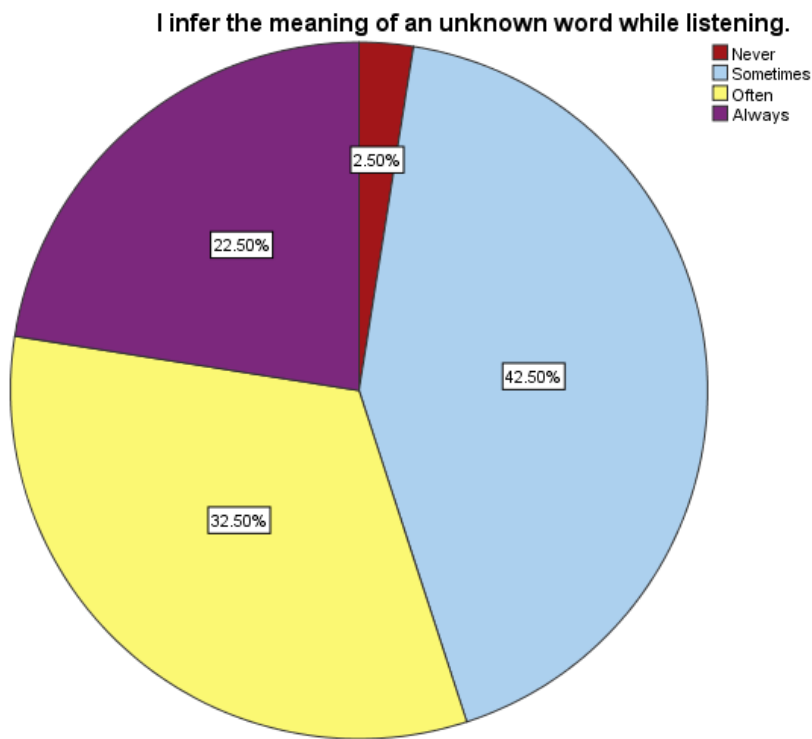
In the case that students pay attention to intonation of the speaker, 44.44% indicated that they often pay attention. The 27.78% said that they sometimes pay attention to intonation of the speaker, the other 27.78% said that they always pay attention to intonation and no one manifested that they never pay attention to intonation of the speaker.

Interpretation

All of the students indicated that they pay attention to intonation of the speaker in a different frequency. If we analyze this information in a deeper way, it is evident that intonation is an important factor for English and modern languages students; the recollected information shows that there are different percentages affirming that intonation is a remarkable aspect to learn English. In this case, percentages vary because there are different possible factors in the learning process due to there are different learning styles that different students use to learn a new language.

10-I infer the meaning of an unknown word while listening.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	1	2.5	2.5	2.5
Sometimes	17	42.5	42.5	45.0
Válidos Often	13	32.5	32.5	77.5
Always	9	22.5	22.5	100.0
Total	40	100.0	100.0	



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

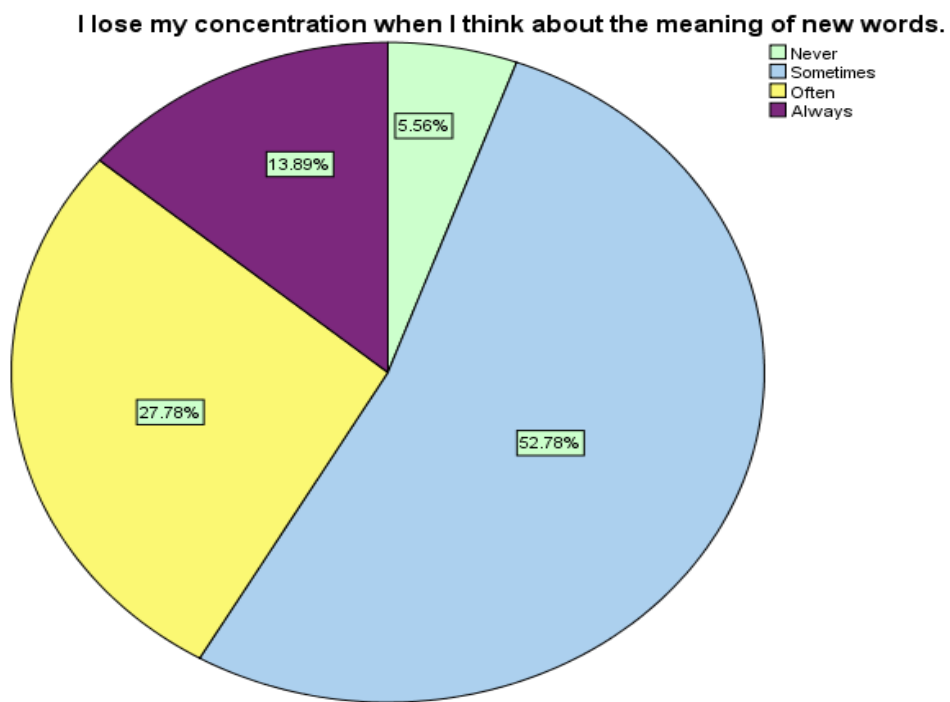
The 42.50% of students said that they sometimes infer the meaning of unknown words and the other 32.50% often infer the meaning of unknown words while listening. The 22.50% of students informed that they always infer the meaning of unknown words while listening and the last 2.5% of students said that they never infer the meaning of unknown words while listening.

Interpretation

Analyzing this information, it is notable that inferring is not a simple process for students who learn a new language due to most of them try to infer whenever it is possible for them while others do not do it; inferring the meaning of an unknown word it is a personal process because it means to identify the difference between what the speaker says and what they actually mean. In this case, the information shows that students have not fully used this ability at the moment of listening, which means they do not use as they are supposed to do their prior knowledge to make inferences or make inferences by putting together all the clues with what they already know.

11-I lose my concentration when I think about the meaning of new words.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	2	5.6	5.6
	Sometimes	19	52.8	58.3
	Often	10	27.8	86.1
	Always	5	13.9	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

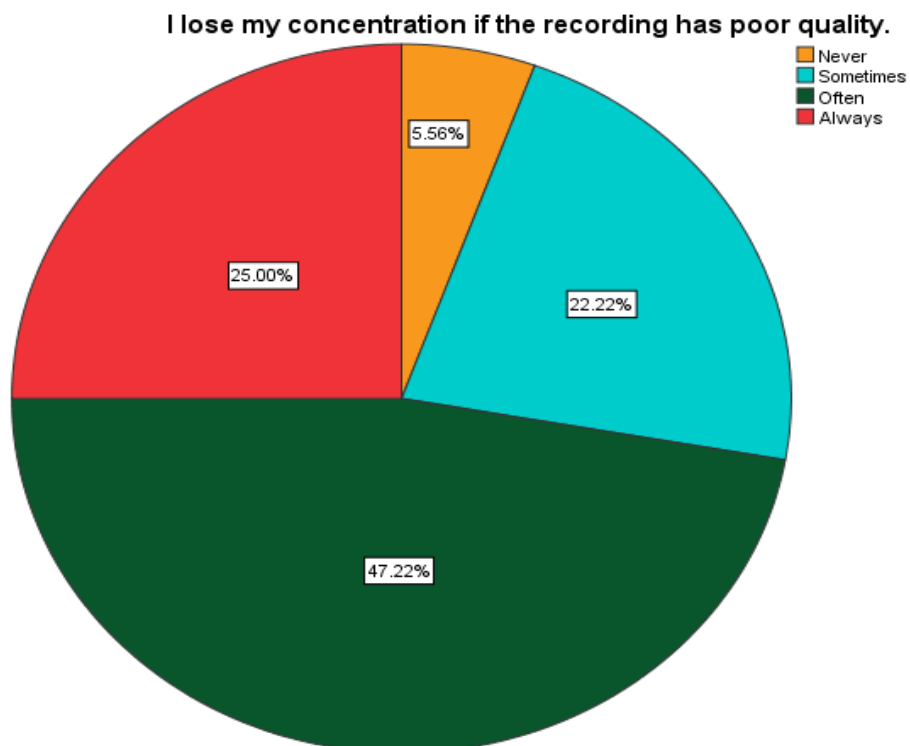
The 52.78% of students consider that they sometimes lose their concentration when they think about the meaning of new words. The 27.78% said that they often lose their concentration. Another 13.89% think that they always lose their concentration and the last 5.56% said that they never lose their concentration when they think the meaning of new words.

Interpretation

According to this information, keeping the concentration while listening is kind of hard for students who are learning a new language. As observed in this graph, a few students can keep concentrated when they do listening exercises which means the other cannot understand the complete message because they cannot fully pay attention to the listening tasks because of different internal or external factors since the moment they are trying to understand new words or a single word.

12- I lose my concentration if the recording has poor quality.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	2	5.6	5.6	5.6
Sometimes	8	22.2	22.2	27.8
Válidos Often	17	47.2	47.2	75.0
Always	9	25.0	25.0	100.0
Total	36	100.0	100.0	



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

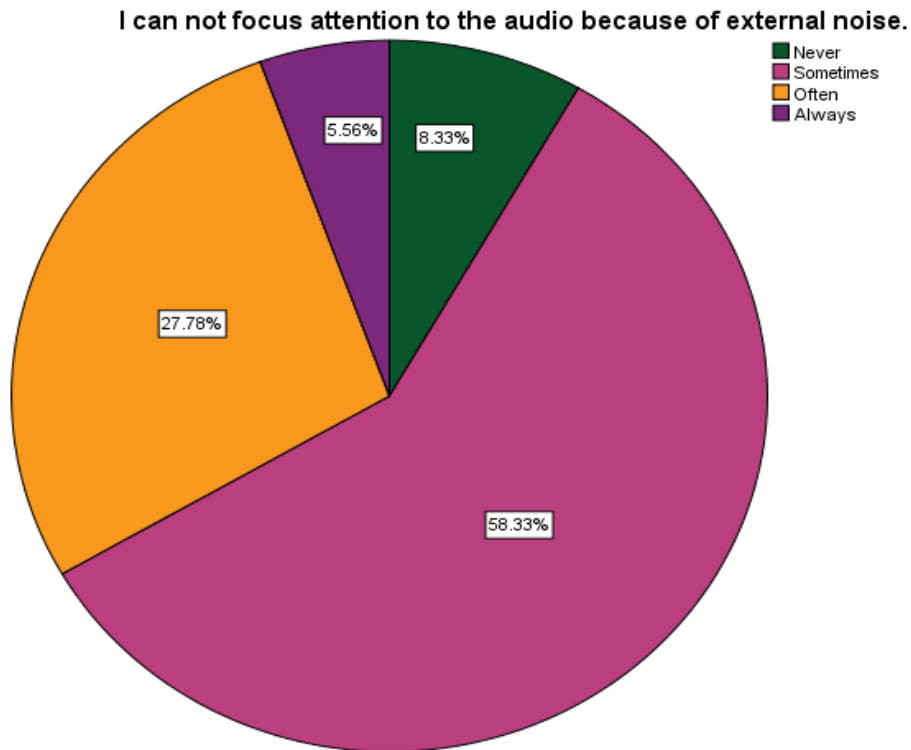
The 47.22% of students said that they often and the other 25.00% always lose their concentration if the recording has poor quality. The 22.22% of students informed that they sometimes lose their concentration, and the 5.56% of students said that they never lose their concentration if the recording has poor quality.

Interpretation

As it is shown in the above graph, listeners often cannot pay fully attention and lose their concentration if the recording does not have good quality. Students' ability to understand a listening exercise it is not done correctly. Good listening provides input that can be very significant for second language acquisition in general and for the development of the listening skill and also speaking skill in particular.

13- I cannot focus attention to the audio because of external noise.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	3	8.3	8.3
	Sometimes	21	58.3	66.7
	Often	10	27.8	94.4
	Always	2	5.6	100.0
	Total	36	100.0	100.0



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 58.33% of students said that sometimes they cannot focus attention to the audio due to external noise. The 27.78% said they often are affected. The other 8.33% said they never focus attention to the audio due to external noise, and the other 5.56% said that they always cannot focus attention to the audio due to external noise.

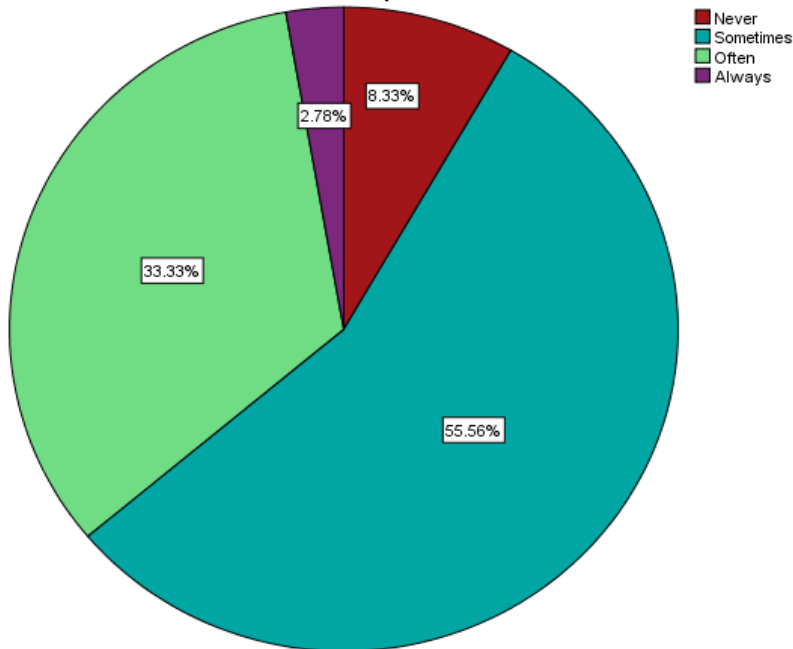
Interpretation

As it is shown in the graph, most of the students said that they are affected by external noise at the moment of listening a recording as it affects their understanding and comprehension in order to get the main idea of an audio. Concentration is affected by factors that do not depend on students and as a result their performance on this skill is not exactly what they are supposed to do or expect. External noise is one of the factors that marks how accurate or inefficient they do it to develop this ability to learn a new language.

14- I found it difficult to recognize the words I know because of the way they are pronounced.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	3	8.3	8.3	8.3
Sometimes	20	55.6	55.6	63.9
Válidos Often	12	33.3	33.3	97.2
Always	1	2.8	2.8	100.0
Total	36	100.0	100.0	

I found it difficult to recognize the words i know because of the way they are pronounced.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 55.56% of students sometimes found it difficult to recognize the words they know because of the way they are pronounced. The 33.33% said that it is often difficult to recognize the words they know. Another 8.33% of students never found it difficult to recognize the words they know and the last 2.78% said that they always found it difficult to recognize the words they know because of the way they are pronounced.

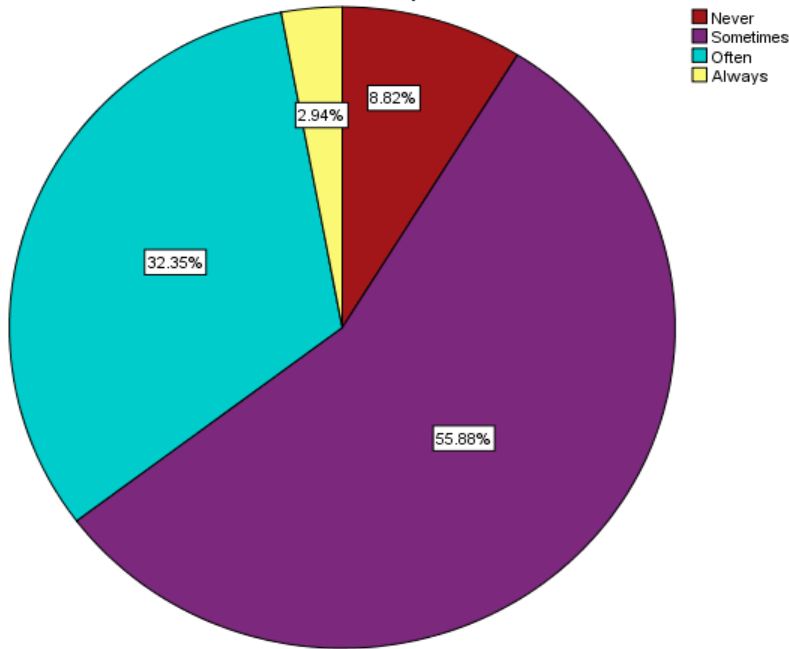
Interpretation

In the graph, the majority of the students manifested that they found it difficult to recognize the words they know because of the way they are pronounced. Natural speech is the ability to understand human speech as it is spoken. So that if listeners are not used to hear different accents or pronunciation of words, they might fail or feel frustrated if they do not understand or recognize a word even if they know it. On the other hand, a short percent of students never found it difficult to recognize the words they know.

15- I find difficult to understand the natural speech which is full of hesitation and pauses.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	3	8.8	8.8	8.8
Sometimes	19	55.9	55.9	64.7
Válidos Often	11	32.4	32.4	97.1
Always	1	2.9	2.9	100.0
Total	34	100.0	100.0	

I find difficult to understand the natural speech which is full of hesitation and pauses.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 55.88% of students sometimes find it difficult to understand the natural speech which is full of hesitation and pauses. The 32.35% said that it is often difficult to understand the natural speech. Another 8.82% of students never find it difficult to understand the natural speech, and the 2.94% said that they always find it difficult to understand the natural speech which is full of hesitation and pauses.

Interpretation

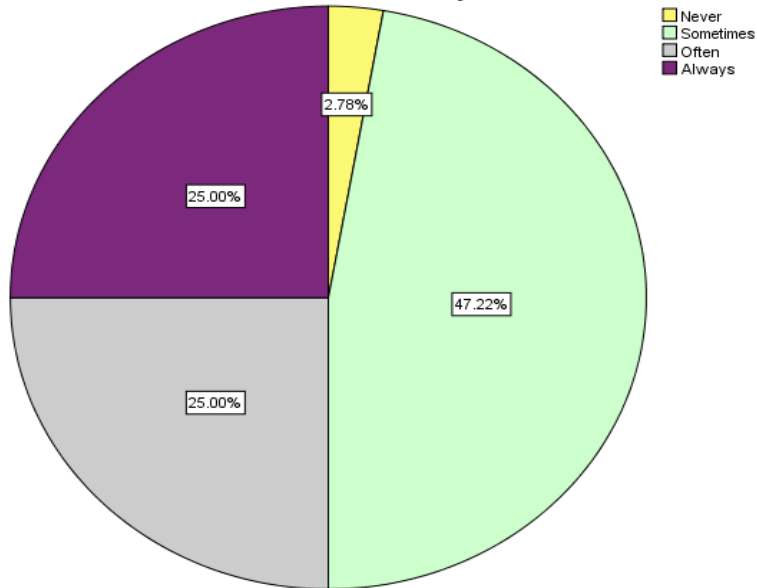
The majority of the students manifested that they find it difficult to understand the natural speech which is full of the hesitation and pauses due to in spontaneous speech they cannot comprehend the language and they encounter listening problems when speakers speak too fast or with varied accents and produced words which are not clearly pronounced.

For other part, it is easier for students to understand when it is a fluid conversation without hesitation and pauses, but there is a short group of students that manifested never find it difficult to understand the natural speech which is full of the hesitation and pauses.

16- I find it difficult to understand the meaning of words which are not pronounced clearly.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	1	2.8	2.8
	Sometimes	17	47.2	50.0
	Often	9	25.0	75.0
	Always	9	25.0	100.0
	Total	36	100.0	100.0

I find it difficult to understand the meaning of words which are not pronounced clearly.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 47.22% of students said that they sometimes find difficult to understand the meaning of words which are not pronounced clearly. The 25.00% often find difficult to understand the meaning of words. The other 25.00% of students informed that they always find difficult to understand and the last 2.78% of students said that they never find difficult to understand the meaning of words which are not pronounced clearly.

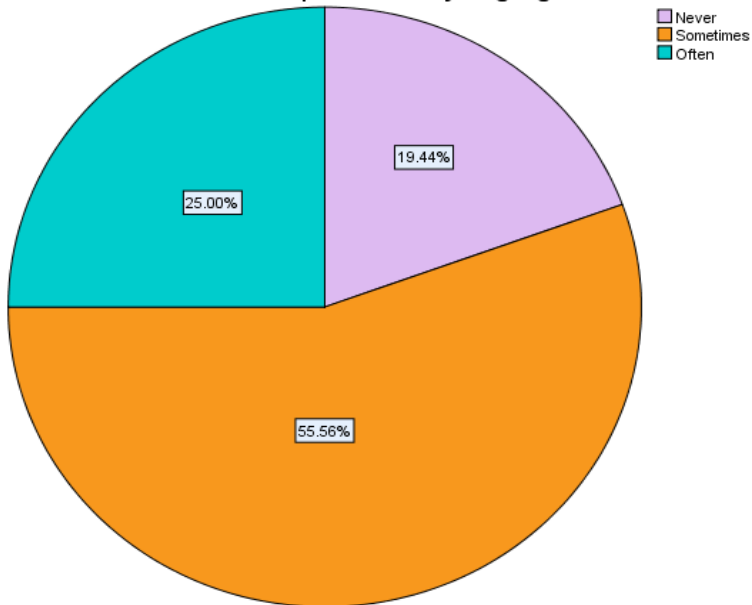
Interpretation

The graph indicates that some students find often difficult to understand the meaning of words which are not pronounced clearly, certainly it is a real fact. When speakers have natural speech full of different pitch or intonation, pronunciation, varied accents, speech rate, wrong grammatical structures, among others, will be difficult for learners to interpret the meaning of a word. Somehow learners have to find the strategies in order to overcome these problems and understand the target language from the context.

17- I find it difficult to understand the meaning of a spoken test without seeing the speaker's body language.

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	7	19.4	19.4	19.4
	Sometimes	20	55.6	55.6	75.0
	Often	9	25.0	25.0	100.0
	Total	36	100.0	100.0	

I find it difficult to understand the meaning of a spoken test without seeing the speaker's body language..



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 55.56% of students said that they sometimes find difficult to understand the meaning of spoken test without seeing the speakers' body language. The 25.00% often find difficult to understand the meaning of spoken test. The other 19.44% of students said that they never find difficult to understand the meaning of spoken test. And nobody said they always find difficult to understand the meaning of spoken test.

Interpretation

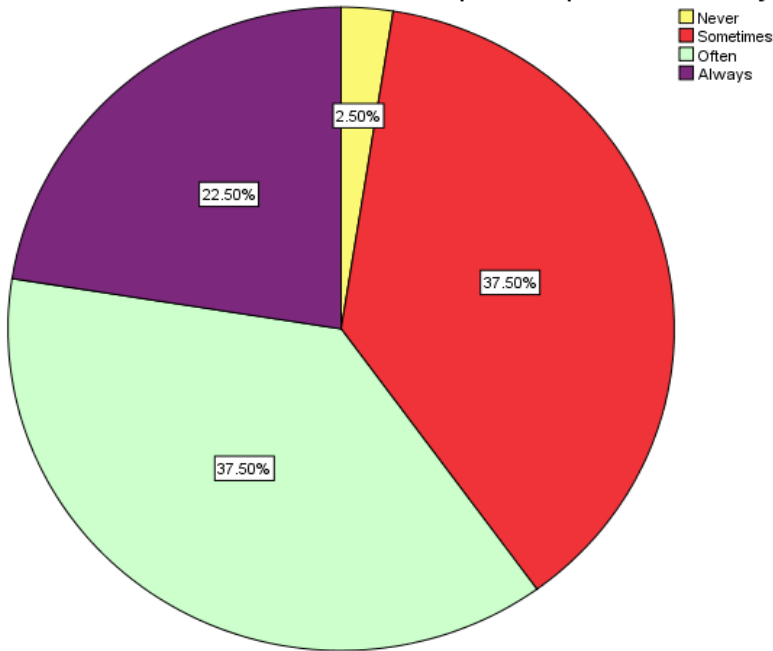
The graph indicates that the majority of students find difficult to understand the meaning of spoken test without seeing the speakers' body language, due to the speaker's body language gives them some contextual clues which make the message easily understood.

Meanwhile a short percentage of students manifested that they often find difficult to understand the meaning of spoken test, but no one manifested that they always find difficult to understand the meaning of words which are not pronounced clearly.

18- I find it difficult to understand well when speakers speak with a variety of accents.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	1	2.5	2.5	2.5
Sometimes	15	37.5	37.5	40.0
Válidos Often	15	37.5	37.5	77.5
Always	9	22.5	22.5	100.0
Total	40	100.0	100.0	

I find it difficult to understand well when speakers speak with a variety of accents.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

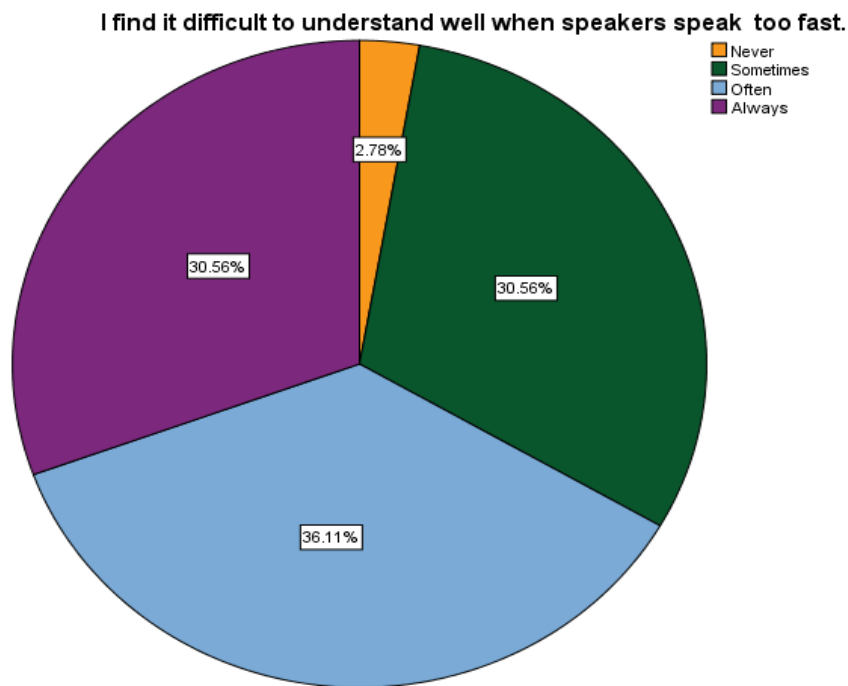
The 37.50% of students sometimes find it difficult to understand well speakers with a variety of accents. The other 37.50% said that it is often difficult to understand well. Another 22.50% of students always find it difficult to understand well, and the 2.50% said that they never find it difficult to understand well speakers with a variety of accents.

Interpretation

The graph informed that the majority of the students manifested that they find it difficult to understand well when speakers have a variety of accents. The findings suggest that native pronunciation and accents of English could cause anxiety in learners, resulting in de-motivation in learners in some cases, most students have discomfort, anxiousness, difficulty and a sense of helplessness while listening to native speakers of English with different accents.

19- I find it difficult to understand well when speakers speak too fast.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Never	1	2.8	2.8	2.8
Sometimes	11	30.6	30.6	33.3
Válidos Often	13	36.1	36.1	69.4
Always	11	30.6	30.6	100.0
Total	36	100.0	100.0	



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 36.11% of students often find it difficult to understand well when speakers speak too fast. The 30.56% said that sometimes it is difficult to understand well. Another 30.56% of students always find it difficult to understand well, and the 2.78% said that they never find it difficult to understand well when speakers speak too fast.

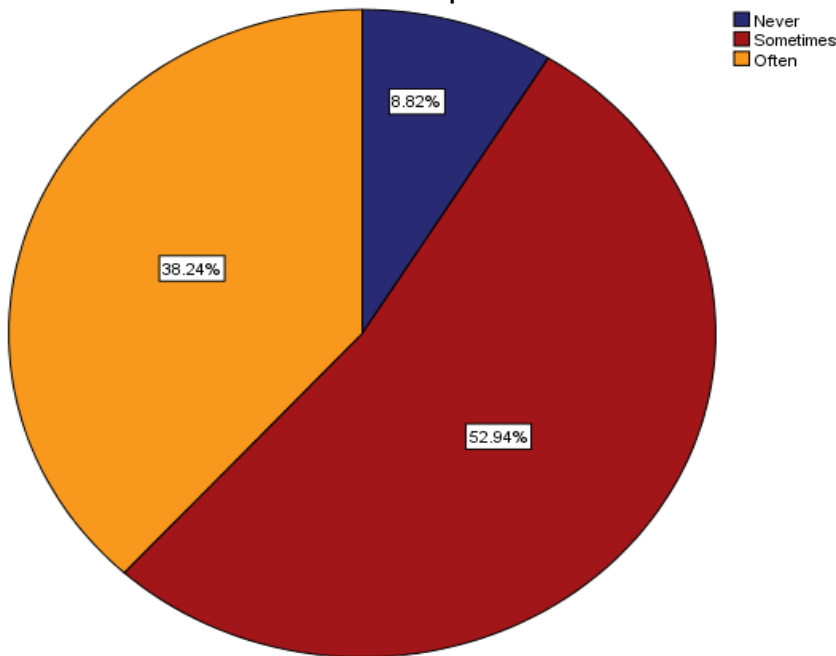
Interpretation

The graph demonstrates that the majority of the students manifested that they find it difficult to understand well when speakers speak too fast. It is important to know that speed can make listening passage difficult. If the speakers speak too fast, students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

20- I find it difficult to understand the recorded material if I am unable to get things repeated.

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Never	3	8.8	8.8
	Sometimes	18	52.9	61.8
	Often	13	38.2	100.0
	Total	34	100.0	100.0

I find it difficult to understand the recorded material if I am unable to get things repeated.



Source: English and Modern languages students of advanced I courses, semester II-2016.

Analysis:

The 52.94% of students said that they sometimes find difficult to understand the recorded material if it is not played twice. Another 38.24% often find it difficult to understand the recorded material if they are unable to get things repeated. And others 8.82% never find it difficult to understand the recorded material if they are unable to get things repeated.

Interpretation

The graph demonstrates that most of the students manifested sometimes and often find it difficult to understand the recorded material if they are unable to get things repeated. Sometimes some recorded materials that do not have high quality or the quality of sound system can impact the comprehending of learners' listening, due to listeners fail or get confused trying to get the main idea or specific details of a listening task, so that this situation is kind of difficult for them because they are unable for getting things repeated. Teachers should use the appropriate strategies in order to students can understand the listening materials and provide them the necessary tools for improving and developing their listening comprehension skill.

Factors that influence listening comprehension development in advanced intensive I students at foreign language department from University of El Salvador.

Questions	diagnostic test		progress test		difference		diagnostic test		progress test		difference	
	Right	%	Right	%	Right	%	Wrong	%	Wrong	%	Wrong	%
1. Listen to a talk about the Fair trade. Subsequently, circle the best choice												
1. Thanks to fair trade workers or farmers feel...	22	44%	8	16%	14	28%	28	56%	42	84%	-14	-28%
2. Fair trade has given them...	30	60%	22	44%	8	16%	20	40%	28	56%	-8	-16%
3. Fair trade is about...	38	76%	35	70%	3	6%	12	24%	15	30%	-3	-6%
4. In many countries laws protecting workers are...	32	64%	37	74%	-5	-10%	18	36%	13	26%	5	10%
5. Which countries are mentioned in the document?	24	48%	16	32%	8	16%	26	52%	34	68%	-8	-16%
6. Among other things, fair trade has an impact on...	41	82%	40	80%	1	2%	9	18%	10	20%	-1	-2%
2. Listen to the Chinese new year traditions. Subsequently, circle the best choice.												
1. How is 2011 known in the Chinese astrology calendar?	50	100%	50	100%	0	0%	0	0%	0	0%	0	0%
2. According to Chinese astrologers, the Year of the Rabbit is likely to be ...	50	100%	47	94%	3	6%	0	0%	3	6%	-3	-6%
3. What does Chinese astrology say if you were born in the Year of the Rabbit?	46	92%	48	96%	-2	-4%	4	8%	2	4%	2	4%
4. When does the Chinese New Year holiday traditionally begin?	48	96%	48	96%	0	0%	2	4%	2	4%	0	0%
5. How is the Chinese New Year also known?	49	98%	49	98%	0	0%	1	2%	1	2%	0	0%
6. Ones of the biggest celebrations in Hong Kong is ...	37	74%	33	66%	4	8%	13	26%	17	34%	-4	-8%
3. Listen about an amazing invention. Subsequently, circle the best choice.												
1- What was the experiment primarily about?	41	82%	44	88%	-3	-6%	9	18%	6	12%	3	6%
2- What did the scientist use to cure his targeted disease?	3	6%	25	50%	-22	-44%	47	94%	25	50%	22	44%
3- What machine did he make up?	48	96%	44	88%	4	8%	2	4%	6	12%	-4	-8%
4- This machine can salty water.	8	16%	11	22%	-3	-6%	42	84%	39	78%	3	6%
5- What does the device release from salty water?	26	52%	14	28%	12	24%	24	48%	36	72%	-12	-24%
6- What happens when the two gases are released?	40	80%	40	80%	0	0%	10	20%	10	20%	0	0%
7- In the clip, who is called the true American innovator?	37	74%	40	80%	-3	-6%	13	26%	10	20%	3	6%
8- What was the temperature of the fire?	15	30%	6	12%	9	18%	35	70%	44	88%	-9	-18%
percentile mean	69%		66%		3%		32%		34%		-3%	

The diagnostic listening test was administered to the advanced intensive I students on August 15, 2016. Moreover, the progress listening test was administered to the advanced intensive I students on November 21, 2016.

In this research, 100 students participated in the realization of diagnostic and progress listening tests in order to identify different factors that influence listening comprehension development. According to the results, researchers can infer that there is a minimal difference in the growing up within diagnostic test and progress test about -3%, affecting the students' improvement in the results from the progress test. This could be for some factors why students had the minimal difference in the diagnostic test than in the progress test. First of all, students face difficulty to deal with colloquial language and slang. Second, the classroom environment is not appropriated due to different distractions. Third, the quality of the audio avoid the concentration in students. Finally, these results have been essential in order to identify some factors that interfere in the development of English listening skill.

XIII. LIMITATIONS

The following points need to be made about the limitations of the study:

During the attainment of this inquiry, the researchers had different limitations which made difficult the normal continuity of the research process.

- First of all, the researchers lost one year working in the study because they did not have an advisor who guided in an appropriate way during the research process. As a result, the coordinator of the graduation process declined the project. Thus, researchers decided to change the advisor and continued with the project.
- Later, the researchers had some issues; since most of them had to work and study at the same time and the different schedules interfered with their undergraduate process meetings, as a result they had to attend to meetings only once or twice a week.
- Then, a diagnostic and a progress test needed to be moderately passed to students in order to obtain the data to achieve the research purpose. Due to this, there were some implications or difficulties at the moment when the students and researchers developed the tests; the researchers had problems in the process of collecting data due to the end of the semester since some teachers did not have enough time to admit them in their class due to final exams; consequently, the researchers had problems with the limit time to submit the project and the study was limited to the participants from the English and Modern languages students of advanced I courses, semester II-2016 at the Foreign Language Department.

- In addition, there was not a specific place where the students could develop the tests because there were no available classrooms in the building.
- Also, due to the time class schedule of students was very difficult to establish a specific time and date for passing the instruments because of the different hours of class from each group.
- Besides, when the researchers needed to pass the research instrument, it was not possible to administer it because, in some cases, the teachers in charge of certain groups were carrying out some other activities that could not be interrupted because of their class schedule.
- Moreover, the quality of the audio interfered with the sound of the recordings, so that, the researchers had to repeat the process twice in order to overcome the first implications and getting better results for the study.
- Finally, the evidence gained from the participants in this study may not be able to derive to other groups from the same majors. The research method developed may be pertinent to other contexts and the findings may support and extend the works of previous researchers in the field or may contribute to future researchers from the same field, but specific findings may be unique to the population studied.

XIV. CONCLUSIONS

This paper was focused in all the factors that may interfere in listening for comprehension as well the different strategies and techniques that teachers and students can use in order to make easier the development and comprehension of a listening task.

Currently, English teaching is more focused on writing, reading and speaking skills, leaving aside the importance of listening, FLD does not have a specific subject that enable students to become more efficient in listening skill. If the students could be exposed to real-life spoken English situations every day, they would develop better their listening comprehension skill. So that, most of the students have difficulties in listening comprehension when they face a complex listening challenge or task.

Based on the findings we could gather from the instruments passed to the teachers and the questionnaires passed to students of Advanced English I course regarding to the factors that could influence their listening comprehension in a listening task it can be concluded:

A small part of students think that their listening ability is excellent when it is compared with others who think their listening ability is good. This fact can be due to the factors that could affect the listening ability in the classroom. For instance, the quality of the audio could be an important issue as well the environment in the classroom when there is too much noise from outside. Listeners often cannot pay fully attention and lose their concentration if the recording does not have good quality, students' ability to understand a listening exercise it is not done correctly.

Learners said that they are affected by external noise at the moment of listening a recording because it affects their understanding and comprehension in order to get the main idea of an audio. Besides, keeping the concentration while listening is kind of hard for students who are learning a new language because they cannot be concentrated when they do listening exercises which means they cannot understand the complete message because they cannot fully pay attention to the listening tasks because of different internal or external factors since the moment they are trying to understand new words or a single word.

Concentration is affected by factors that do not depend on students and as a result their performance on this skill is not exactly what they are supposed to do or expect. External noise is one of the factors that marks how accurate or inefficient they do it to develop this ability to learn a new language. Good listening provides input that can be very significant for second language acquisition in general and for the development of the listening skill and also speaking skill in particular. Most of the students considered that listening comprehension is difficult; so that, students probably do not apply appropriate techniques or strategies in the classroom that can help them to improve their listening skill. As well, they do not seem to use these suitable strategies for comprehending the listening tasks. Students also said that they received enough practice of the listening comprehension in the classroom. But it is important for them to be able to understand different accents and pronunciations; as a result, they can improve their listening and speaking skill. More than half of students claimed that they know about the listening strategies such as: the pre-listening, during listening and the post-listening stages.

Students also argue that these strategies are very helpful because they help them to solve a listening task in an easier way and also facilitate the process of understanding. Students point that they often listen to the teachers and classmates in classroom in order to develop their listening skill. Most of them use the class time as an opportunity to improve it. Students also manifested that one of the factors they find surprising and difficult in their English listening comprehension is to deal with colloquial language and slang, due to they are not used to hear these types of languages in Standard English language classrooms. Some of them probably only practice their language inside the classroom and they are not exposed to use the language in different contexts or real life situations beyond the classroom. Slang and colloquial language is informal speech that break the grammar rules and formalities and the FLD students are used to learn formal English language. Students reported that sometimes it is difficult to understand the reduced form of the language because probably they do not draw their attention to the way in which speakers use stress to give some words more importance. On the other hand, they think teachers should be aware of the characteristics of informal speech and the importance of imparting this knowledge to their students, as well the reduced forms that should be taught and how they should be presented to the students for them to be accustomed at the time when they heard these forms. Many students find the pronunciation familiar due to they might have been exposed to different contexts, situations, accents, etc...in which they have received input language so that they can recognize or assimilate the words that they listen. On the other hand, there is a small part of students that do not find the pronunciation familiar, probably because of the lack of practice in their environments, or they are not used to use the language out of the classroom, or probably they have not been exposed to different contexts in which they

have had the necessity of using the language these students manifested that they found difficult to recognize the words they know because of the way they are pronounced it; it is also depends on the pronunciation, accent or intonation of each speaker. Students indicated that they pay attention to intonation of the speaker in a different frequency because it is notorious for them that intonation is an important factor for English and modern languages. Students affirm that intonation is a remarkable aspect to learn a language. So that if listeners are not used to hear different accents or pronunciations of words, they might fail or feel frustrated if they do not understand or recognize a word even if they know it, Moreover they find often difficult to understand the meaning of words which are not pronounced clearly, certainly it is a real fact. When speakers have natural speech full of different pitch or intonation, pronunciation, varied accents, speech rate, wrong grammatical structures, among others, will be difficult for learners to interpret the meaning of a word. Somehow learners have to find the strategies in order to overcome these problems and understand the target language from the context. Sometimes learners when do not understand a listening exercise they often try to infer the meaning of the new words, this is kind of difficult for them because it means to identify the difference between what the speaker says and what they actually mean. Likewise pupils manifested that they find difficult to understand the natural speech which is full of the hesitation and pauses due to in spontaneous speech they cannot comprehend the language and they encounter listening problems when speakers speak too fast or with varied accents and produced words which are not clearly pronounced. On the contrary for some students it is easier to understand when it is a fluid conversation without hesitation and pauses. In addition, the majority of students find difficult to understand the meaning of spoken test without seeing

the speakers' body language, due to the speaker's body language gives them some contextual clues which make the message easily understood. In the same way, students manifested sometimes they do not find easy to understand the recorded material if they are unable to get things repeated. Sometimes some recorded materials that do not have high quality or the quality of sound system can impact the comprehending of learners' listening, due to listeners fail or get confused trying to get the main idea or specific details of a listening task, so that this situation is kind of difficult for them because they are unable for getting things repeated. Teachers should use the appropriate strategies in order to their students can understand the listening materials and provide them the necessary tools for improving and developing their listening comprehension skill.

Furthermore, teachers consider that the listening evaluations are important since they help to see the level of proficiency of their students during the course, beyond that these evaluations are part of the syllabus and students have to pass in order to be in the next level. Moreover, teachers think that the use of equipment such as tape recorders, DVD's, CD's, computer, overhead projector, etc. are very important and useful since students are exposed to authentic language. Teachers already work with instruments to evaluate the listening performance of students since they think that they provide students a systematic way to get better results. The most common resources used by the teachers to evaluate the listening performance of students are "recordings" in this case students listen to passages, conversations, instructions, etc...then, they are provided with exercises such as: true – false, multiple choice items, matching exercises and making inferences. In addition to this, teachers manifested that when they detect listening problems in their students at the time

they are solving a listening task, some strategies or methodologies are applied such as: the pre-listening, while listening and post-listening in order to help their students listening comprehension development. Inside this process, in the pre- listening stage; teachers explain key vocabulary, students and teachers discuss relevant cultural information related to the topic, teachers show a picture related to the text and ask questions about it. During the while- listening stage; teachers match listening activity to students 'skill level, listen twice; once for general details, twice for more specific ones and also identify formal or informal speech. Finally, in the post-listening stage; listeners give opinions, relate similar experiences, role-play a similar interaction, make inferences or do a follow-up activity.

According to the teachers; the factors they consider influence on the English Language listening comprehension development of their students are: the lack of vocabulary, prior knowledge, several speakers' accents and the type of input provided, lack of practice inside and outside the class among others. Teacher's opinion about the most common mistakes students do when they are doing a listening comprehension exercise are: the translation in their heads, not putting into practice the right pre-listening strategies and the lack of concentration for internal or external factors.

To conclude researchers can say that listening is undoubtedly a very important skill in the communication process of the target language and also it could be considered a life skill. Listening is a complex ability which involves more than understanding the meaning of words. Good listening skills will not only help us effectively in our studies and prospective employment, but also enhance our ability to develop good personal and interpersonal relationships in the real world.

XV. RECOMMENDATIONS

According to the data obtained into this research from Teachers and English / French students at the Foreign Language Department, it is quite important to set up recommendations that will be useful for future generations.

Teachers :

1. Teachers should apply the three stages of listening skill into their classes, for instance: pre-listening, while listening, and post-listening into a 100% percent.
2. Teachers should include into their timetable classes at least three days per week the use of laboratory, as well as the computer lab, where they can develop online listening exercises and check their scores in order to reinforce students' knowledge and improve their listening skill.
3. Teachers should expose students to real conversations with foreign people in order to help them to get familiar with the different accents, pronunciations, intonations, speech rate and culture, as well as the exchange of students from other universities.
4. Teachers should spend more time in activities with students to verify if they are putting into practice some strategies to develop the listening skill more. For instance watching movies in class with their original English audio with English subtitles rather than Spanish, then promote discussions about the movies, or debates of any kind of controversial topic, in order to verify if students understand the dialogues, colloquial language or slang about the movies, as well as listening songs with fill in

the blanks exercises in their lyrics so that encourage students to develop their listening skill in a more suitable way. Of course songs could be a great source to develop pre-listening, while listening, and post listening activities.

5. Teachers should have more personal interaction with native speakers, attendance to speeches, international festivals, language fairs, and expose themselves to all type of activities from foreign people.
6. Teachers should consider talking with the authorities of the University of El Salvador and propose to include a new subject focused even more in listening comprehension development. Such as academic listening and speaking.

Students :

1. Students should be aware of developing their listening comprehension skill outside the classroom.
2. Students should have to find their own listening strategies, so they can learn even more the language. They should not just wait for the teacher to tell them what to do.
3. Students should take their roles seriously, as active learners since the moment that class is not enough to develop the listening skill.
4. Students should start listening to authentic materials and situations where they can be exposed to real scenarios and at the same time, it can help them out to improve the listening skill. For instance, listening to radio and television programs, public address announcements (airports, train/bus stations, stores).

XVI. RESOURCES

A. Human resources

Teachers and students from Advanced Intensive English I courses.

B. Material resources

- ✓ Diagnostic test
- ✓ Progress listening test
- ✓ Students' Questionnaire
- ✓ Teachers' Questionnaire

C. Financial resources

\$150.00

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XVIII. TIMETABLE

Chart with activities and dates of the research project

DATES	ACTIVITIES
2015	
March fourth week	Group work assignment
April third week	Assessor assignment
May third and fourth week	Topic assignment
June second, third and fourth week	Research question
July first and second week	Research design
August second and third, September first	Doing literature review
October first, second, third and fourth week	Writing the introduction of the research Proposal
November second, third and fourth week	Writing the methodology
December first week	revision of the proposal first draft
2016	
February fourth week	Revision of the proposal second draft
April fourth week	Changing of advisor
May fourth week	Revision of the second proposal draft
July fourth week	Writing of the theoretical framework
August third week	Provide the diagnostic test to students
September second week	Revision of the second proposal second draft
November third week	Proposal presentation

November fourth week	Provide the progress listening test and the questionnaire to students
December first week	Provide the questionnaire to teachers
December second week	Analyzing and Interpreting results
2017	
February third week	Provide the questionnaire to teachers
July third week	Analyzing and interpreting results
August fourth week	First proposal draft revision
October third week	Second proposal draft revision
November second week	Proposal final presentation

TIMETABLE
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	5	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2				
1	Group work selection				X																																						
2	Assessor assignment							X																																			
3	Topic assignment											X	X																														
4	Research question													X	X	X																											
5	Research design																	X	X																								
6	Doing literature review																							X	X	X																	
7	Writing the introduction of the research proposal																											X	X	X	X												
8	Writing the methodology																																				X	X	X				
9	Revision of the proposal first draft																																							X			

TIMETABLE
2016

		February				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	5	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	
1	Revision of the proposal second draft				X																																			
2	Changing of advisor								X																															
3	Revision of the second proposal draft												X																											
4	Writing of the theoretical framework													X	X	X	X	X	X																					
5	Provide the diagnostic test to students																			X																				
6	Revision of the second proposal second draft																							X																
7	Proposal presentation																																		X					
8	Provide the progress listening test and the questionnaire to students																																			X				
9	Provide the questionnaire to teachers																																				X	X		

TIMETABLE
2017

		January				February				March				April				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	5	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	Provide the questionnaire to teachers				X	X	X	X	X																																					
2	Analyzing and interpreting results									X	X	X	X	X	X					X	X	X																								
3	First proposal draft revision																									X	X																			
4	Second proposal draft revision																													X	X	X	X	X												
5	Proposal final presentation																																	X	X											

ANNEX A

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

DIAGNOSTIC TEST
DATE: _____

NAME: _____ GRADE: _____

Objective: To collect essential data about the factors that influences the development of listening comprehension in the Advanced Intensive I students.

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

1. Listen to a talk about the Fair trade. Subsequently, circle the best choice.

1. Thanks to fair trade workers or farmers feel...

- a) proud. b) incredible. c) protected.

2. Fair trade has given them...

- a) dignity and hope. b) social protection. c) handouts.

3. Fair trade is about...

- a) charity for poor workers. b) making workers' lives better. c) eradicating child labour.

4. In many countries laws protecting workers are...

- a) sometimes enforced . b) not respected at all. c) seldom respected.

5. Which countries are mentioned in the document?

- a) Gambia and Rwanda. b) Gambia and Uganda c) Uganda and Ghana

6. Among other things, fair trade has an impact on...

- a) children's education, women's health and workers'safety.
b) children's education, deforestation and drinking water.
c) drinking water, goods quality and corruption.

2. Listen to the Chinese new year traditions. Subsequently, circle the best choice.

1. How is 2011 known in the Chinese astrology calendar?

- a) The Year of the Dragon b) The Year of the Rat c) The Year of the Rabbit

2. According to Chinese astrologers, the Year of the Rabbit is likely to be ...

- a) quiet, positive and inspiring b) calm, clear and precise c) exciting, clear and quiet

3. What does Chinese astrology say if you were born in the Year of the Rabbit?

- a) You are talented. b) You are aggressive. c) You are quiet.

4. When does the Chinese New Year holiday traditionally begin?

- a) On the first month of the sun calendar.
b) On the first moon of the lunar calendar.
c) On the second month of the lunar calendar.

5. How is the Chinese New Year also known?

- a) As the Summer Festival. b) As the Spring Festival. c) As the Winter Festival.

6. One of the biggest celebrations in Hong Kong is ...

- a) A big parade featuring colorful floats.
b) When boats "light up Victoria Harbor"
c) A lot of dancers wearing traditional Chinese costumes.

3. Listen about an amazing invention. Subsequently, circle the best choice.

1- What was the experiment primarily about?

- a) Healing brain damage b) energy shortage c) healing cancer

2- What did the scientist use to cure his targeted disease?

- A) Radio waves b) Vaccine c) Radio transmission

2. Listen to the Chinese New Year traditions. Subsequently, circle the best choice.

1. How is 2011 known in the Chinese astrology calendar?
a) The Year of the Dragon b) The Year of the Rat c) The Year of the Rabbit
2. According to Chinese astrologers, the Year of the Rabbit is likely to be ...
a) quiet, positive and inspiring b) calm, clear and precise c) exciting, clear and quiet
3. What does Chinese astrology say if you were born in the Year of the Rabbit?
a) You are talented. b) You are aggressive. c) You are quiet.
4. When does the Chinese New Year holiday traditionally begin?
a) On the first month of the sun calendar.
b) On the first moon of the lunar calendar.
c) On the second month of the lunar calendar.
5. How is the Chinese New Year also known?
a) As the Summer Festival. b) As the Spring Festival. c) As the Winter Festival.
6. Ones of the biggest celebrations in Hong Kong is ...
a) A big parade featuring colorful floats.
b) When boats "light up Victoria Harbor"
c) A lot of dancers wearing traditional Chinese costumes.

3. Listen about an amazing invention. Subsequently, circle the best choice.

- 1- What was the experiment primarily about?
a) Healing brain damage b) energy shortage c) healing cancer
- 2- What did the scientist use to cure his targeted disease?
A) Radio waves b) Vaccine c) Radio transmission
- 3- What machine did he make up?
a) Transmitter b) Generator c) cooler

ANNEX C

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

STUDENTS' QUESTIONNAIRE

“Factors that influences the development of listening comprehension skill”

Objective: *To measure the level of proficiency that English Advanced Students have achieved in the listening comprehension skill, during the semester II-2016.*

Instructions: Please read each statement and circle the option that better fits to you.

Student's general self-rating to listening proficiency

1. How do you rate your English listening ability?

- a) Excellent b) Good c) Average d) Bad

Student's perception to the importance of listening skill

2. I find that listening comprehension is difficult.

- a) Never b) Sometimes c) Often d) Always

3. I receive sufficient practice in English listening comprehension during classes.

- a) Never b) Sometimes c) Often d) Always

4. I have heard about listening strategies such as: pre-listening tasks, listening and post-listening.

- a) Never b) Sometimes c) Often d) Always

Using different means to enhance listening skills

5. Listening to teachers and classmates in class in order to practice my listening skill.

- a) Never b) Sometimes c) Often d) Always

Listening problems related to linguistic features

6. I find it surprising and difficult to deal with colloquial language and slang.
- a) Never b) Sometimes c) Often d) Always
7. I find it difficult to understand reduced forms.
- a) Never b) Sometimes c) Often d) Always
8. I find the pronunciation familiar but can not recognize the words.
- a) Never b) Sometimes c) Often d) Always
9. I pay attention to intonation of the speaker.
- a) Never b) Sometimes c) Often d) Always
10. I infer the meaning of an unknown word while listening.
- a) Never b) Sometimes c) Often d) Always

Problems caused by the failure to concentrate

11. I lose my concentration when I think about the meaning of new words.
- a) Never b) Sometimes c) Often d) Always
12. I lose my concentration if the recording has poor quality.
- a) Never b) Sometimes c) Often d) Always
13. I can not focus attention to the audio because of external noise.
- a) Never b) Sometimes c) Often d) Always

Listening problems related to the listener

14. I found it difficult to recognize the words I know because of the way they are pronounced.
- a) Never b) Sometimes c) Often d) Always

Listening problems related to the speaker

15. I find it difficult to understand the natural speech which is full of hesitation and pauses.
- a) Never b) Sometimes c) Often d) Always

16. I find it difficult to understand the meaning of words which are not pronounced clearly.
- a) Never b) Sometimes c) Often d) Always
17. I find it difficult to understand the meaning of a spoken text without seeing the speaker's body language.
- a) Never b) Sometimes c) Often d) Always
18. I find it difficult to understand well when speakers speak with a variety of accents.
- a) Never b) Sometimes c) Often d) Always
19. I find it difficult to understand well when speakers speak too fast.
- a) Never b) Sometimes c) Often d) Always
20. I find it difficult to understand the recorded material if I am unable to get things repeated.
- a) Never b) Sometimes c) Often d) Always

ANNEX D

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

TEACHERS' QUESTIONNAIRE

FACTORS THAT INFLUENCE THE DEVELOPMENT OF LISTENING COMPREHENSION SKILL.

Objective: *To get the teachers opinion about student's listening performance.*

1. Do you consider that students attending the English Advanced courses can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life?

Use the information provided on the description of the Common European Framework of Reference (CEFR) regarding Overall Listening Comprehension to support your answer.

Mark with an (X)

Yes _____

Other (Explain) _____

No _____

Read carefully the following descriptors of CEFR. Then mark with an (X) where you consider the listening comprehension level in your students fall.

OVERALL LISTENING COMPREHENSION	
C2	<i>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed</i>
C1	<i>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>
B2	<i>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>
B1	<i>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</i>

	<i>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</i>
A2	<i>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</i>
A1	<i>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</i>

2. In your opinion, do the academic resources provided by the Foreign Language Department have an influence in the listening comprehension development of your students? If so, which resources do you use in your classes?

Tape recorder

Overhead projector

Whiteboard

TV

Markers

Eraser

Laptop

Others:

3. When you detect listening problems in your students, which strategies or methodologies do use to help your students' listening comprehension development? Concerning pre-listening, listening and post-listening. Mark with an (X) if you use this.

Examples:

Pre-listening:

- Explain key vocabulary
- Explain/discuss relevant Cultural Information
- Show a picture related to the text and asks questions

Listening:

- Match listening activity to students' skill level
- Listen twice, once for general details, twice for more specific ones
- Identify formal or informal speech

Post-listening:

- Give opinions
- Relate similar experiences
- Role-play a similar interaction
- Make inferences
- Do a follow-up activity

4. What are the factors you consider influence on the English Language listening comprehension development in your students?

- Lack of Vocabulary
- Prior knowledge not activated
- Several speakers' accents
- Type of input provided
- Lack of practice
- Inside and outside the class

5. In your opinion, what are the most common mistakes students do when doing listening comprehension exercises?

- Translating in their heads
- Not putting into practice the right pre listening strategies
- Lack of concentration

Thank you very much!!!!