

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



RESEARCH PROPOSAL:

“Factors that affect listening comprehension of Advanced Intensive English II students of the Bachelor of Arts in Modern Languages: Specialization in French and English and the Bachelor of Arts in English Language Teaching during semester I, 2018.”

TO OBTAIN THE DEGREE OF:

Licenciatura en Lenguas Modernas: Especialidad en Francés e Inglés L10412

RESEARCH ADVISOR:

FIDEL NAVIDAD MORALES. M.Ed.

PRESENTED BY:

| | |
|-----------------------------------|---------|
| HERNÁNDEZ LÓPEZ, Silvia Guadalupe | HL11023 |
| JIMÉNEZ GÁLVEZ, Merilyn Vanessa | JG11001 |
| RAUDA MENA, Eduardo André | RM09095 |

GRADUATION PROCESS DIRECTOR:

MAURICIO SALVADOR CONTRERAS CÁRCAMO, MSD.

Main Campus, Tuesday, March 21th , 2019.

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Authorities of the Foreign Languages Department

José Ricardo Gamero Ortíz, M.A.
Head of the Department

Mauricio Salvador Contreras Cárcamo, M.A.
Coordinator of the Graduation Process

Fidel Navidad Morales. M.Ed.
Research Advisor

ACKNOWLEDGMENTS

Undertaking an academic career requires effort, sacrifice and above all good will to overcome. However, achieving the goal without the help of many would be almost impossible.

To God

We thank God who allowed us to start this Bachelor, because he was with us in each moment lived and each experience acquired. In the same way we give thanks for the strength, perseverance and wisdom he put in our hearts to guide us in the research process.

Also, for having put in our way each person who made possible to carry out our study and graduation work. In this way we complete one of our main goals.

To our families

Thanks to our families because without their unconditional support, love and comprehension it would not be easy to fulfill this dream.

Thanks for the dedication, moral and economic support that each one of them gave us: Our parents, our brothers and sisters, our uncles and aunts, and grandparents. Reaching the goal is also an achievement for all of them as well.

Thanks also to our friends who supported us and with whom we also formed a second family. People who at the unexpected moments, were there to give us a hand.

To our teachers

Special thanks to Professor Fidel Navidad Morales for his collaboration, patience, advice and support in the realization of our graduation work.

We also want to thank to all of our teachers from the foreign languages department who shared with us their knowledge and helped us in our learning process.

To our collaborators

Thanks to all those people who gave us the opportunity to carry out our research, as they were key players, specially to teacher Maria Eugenia Hidalgo, teacher Alexander Landaverde, teacher Israel Oliva and teacher Miguel Mata, who allowed us to have their study group included in our sample.

Thanks in the same way to the students who attentively and kindly agreed to respond to our call to be part of our sample group.

Our most sincere gratitude and may God bless you!

Silvia Guadalupe Hernández López

Merilyn Vanessa Jiménez Gálvez

Eduardo André Rauda Mena

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ABSTRACT

““Factors that affect listening comprehension of Advanced Intensive English II students of the Bachelor of Arts in Modern Languages: Specialization in French and English and the Bachelor of Arts in English Language Teaching during semester I, 2018.”

The listening comprehension skill is a very important element for students while studying at the University of El Salvador. The objective of this research is to identify how some external factors such as access to internet, cable service, speakers' accents, environmental noise and length of recordings affect students' listening comprehension of Advanced Intensive English II students. Moreover, internal factors such as age, gender, lack of knowledge about the topic that is being presented and unknown vocabulary of the recording that is being heard will be analyzed to determine if they influence students' listening comprehension of Advanced Intensive English II of the BA in Modern Languages and the BA in English Teaching during semester I, 2018. To gather data, a questionnaire was distributed to four groups of students that represented 50% of the total population, the teachers in charge of each of group were interviewed, and a listening test was administered to the students. The data was analyzed using descriptive analysis and mixed method were applied in this research. The results reveal the participants' internal and external factors that affect their listening comprehension. Among the internal factors studied are the following: gender, age, students' lack of knowledge about the topic presented and unknown vocabulary of the recording that is being heard. Also, the participants' external factors such as, internet and cable service, speakers' accent, environmental noise and length of recordings were studied. The Foreign Languages Department of the University of El Salvador can use the results of this research to evaluate the current listening proficiency of the Advanced Intensive English II students enrolled in BA in Modern Languages and BA in English Language Teaching during semester I, 2018.

Key words: listening, macro skill, listening comprehension, students, Advanced English, factors, gender, age, education background, lack of knowledge, vocabulary, environmental noise, length of audios, accents, technology, internet access, cable service.

INTRODUCTION

Since the beginning of communication the listening skill is one of the four macro skills when it comes about learning a foreign language in order to not misunderstood the message and through this skill we can improve our vocabulary and to get correct our accent and the sounds that are produced for the target language. However, when students begin to learn a foreign language there are some factors that affect their listening comprehension and those are determinant in the development of this skill. This is the reason why this research work was carried out.

The following study contains a wide description of factors that affect students' listening comprehension of Advanced Intensive English II of the BA in Modern Languages and the BA in English Language Teaching during semester I, 2018, this study was carried out at the Foreign Languages Department of the University of El Salvador.

The type of research was a mixed method and non-experimental study, the sample of this study were 82 students from the Advance Intensive English II of BA in Modern Languages and the BA in English Language Teaching; moreover research techniques used in this study: a listening test, a questionnaire and a face to face interview to the teachers.

Lastly, the findings of this research project were used as an important document of reference in order to generate recommendations that will help students from the Foreign Language Department of The University of El Salvador to enhance their listening comprehension skill.

STATEMENT OF THE PROBLEM

Nowadays, it is important to speak English since this language dominates the global market and human knowledge. The English Language Center (2013) stated that some reasons for learning English are: the use of English language as an official language in a large number of countries for business communication, as well scientific and educational fields.

It is known that the process of learning any language involves four macro skills: listening, speaking, reading and writing. Listening is the first skill developed in the process of language acquisition, since humans learn to listen to the language first in order to speak it (Pourhosein and Ahmadi, 2011).

Now, listening is the activity in which students concentrate and trying to understand the meaning from something they can hear. Underwood (1989) stated that to listen successfully to spoken language, it is necessary to understand what speakers mean when they use some words in particular ways on special occasions, and not simply to understand the words themselves.

The acquisition of any language depends on the learner's listening skills. According to Pokrivčáková (2010), listening is: "a receptive communicative skill. It provides the aural input as the basis for development for all remaining language skills. By developing their ability to listen well, learners become more independent, as by hearing accurately they are much more likely to be able to interact in a foreign language effectively."

Listening skill is a communicative process, in which the learners should be able to understand a message, the situation and the context. Pokrivčáková reported that listening skill is a process in which the students has to do with comprehending the oral message, comprehending the situation, identifying the speaker's feelings, ideas, purpose, identifying the context, and identify relationships between speakers.

Now, listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement (O'Malley, Chamot, and Kupper, 1989.)

Taking into consideration the findings of the aforementioned authors, it can be stated that listening comprehension is essential to understand what is said by native speakers, as well other second language learners. Moreover, listening comprehension is necessary for real communication activities in the classroom and other places where speakers interact.

Therefore, this research will be focus on the listening comprehension area of Advanced Intensive English II students of the Bachelor of Arts in Modern Languages: Specialization in French and English and students from the Bachelor of Arts in English Teaching at the Foreign Language Department, University of El Salvador, Semester I, 2018. The results obtained from this study will describe factors that affect students' listening comprehension of Advanced Intensive English II courses of the Bachelor of in Modern Languages and Bachelor in English teaching. Moreover, it will analyze how internal factors such as age, gender, lack of knowledge about the topic that is being presented and unknown vocabulary affect on Advanced Intensive English II students' listening comprehension; but also, external factors such as, access to internet and cable service, speakers' accents, environmental noise and length of recordings that affect students' listening comprehension will be analyzed.

At the same time, it will assess the students' listening comprehension of the English language that students from both bachelors have achieved during their years of study. Finally, Foreign Languages Department of the University of El Salvador can use the results of this research to evaluate the current listening proficiency of the Advanced Intensive English II students enrolled in Modern Languages Bachelor and English teaching Bachelor.

RESEARCH JUSTIFICATION

The listening comprehension skill has a large importance for students that are studying a foreign language career at the University of El Salvador, having into account the relation between the macro skills to communicate (Listening and speaking). In spite of the importance of the listening comprehension skill, it exists some studies related to this topic at the Foreign Language Department and due to the lack of information, the group decided to conduct this research proposal to determine which are the factors related to this point at issue that affects students.

The study will identify different factors, on one hand, access to internet and cable service, speakers' accents, environmental noise and length of recordings that are external characteristics of students. On the other hand, there are internal factors such as age, gender, education, place where this person lives and their effects associated to student's academic performance as well as how these factors are part of the process of the listening comprehension skill acquisition. The importance of doing this research is that, with all the information gathered, current and future students of the Bachelor in study will be able to evaluate their condition, but also they will be encouraged to learn and practice new strategies that help them to improve their listening comprehension skill.

OBJECTIVES:

General Objective

- ❖ To identify factors that affect listening comprehension of Advanced Intensive English II students of the Bachelor of Art in Modern Languages: specialization in French and English and students of Bachelor in English Language Teaching at the Foreign Language Department, University of El Salvador, Semester I, 2018.

Specific objectives

- ❖ To describe the external factors such as access to internet and cable service, speakers' accents, environmental noise and length of recordings that affect students' listening comprehension of Advanced Intensive English II courses of the Bachelor of Arts in Modern Languages: Specialization in French and English and the Bachelor of Arts in English Language Teaching during semester I, 2018.
- ❖ To analyze how internal factors such as age, gender, lack of knowledge about the topic that is being presented and unknown vocabulary of the recording that is being heard have an effect on Advanced Intensive English II students' listening comprehension of the Bachelor of Arts in Modern Languages: Specialization in French and English and the Bachelor of Arts in English Language Teaching during semester I, 2018.
- ❖ To assess the Advanced Intensive English II students' listening comprehension performance of the Bachelor of Arts in Modern Languages: Specialization in French and English and the Bachelor of Arts in English Language Teaching during semester I, 2018.

RESEARCH QUESTIONS

General Research Question:

- ❖ What are the factors that influence the level of English listening comprehension of Advanced Intensive English II students of the BA in Modern Languages and the BA in English Language Teaching during semester I, 2018?

Subsidiary questions:

- ❖ What level of listening comprehension in English do the Advanced Intensive English II students of the BA in Modern Languages: Specialization in French and English and students from the BA in English Language Teaching have at the University of El Salvador during semester I, 2018?
- ❖ Are students of the BA in Modern Languages at a disadvantage in English listening comprehension for learning simultaneously two languages in comparison with students of the BA in English Language Teaching?

Limitations

- The lack of teachers support when requesting permission to pass the test to students.
- The lack of student's commitment to attend the due date for the test.
- The facilities at The University of El Salvador in poor conditions.

THEORETICAL FRAMEWORK

RESEARCH ANTECEDENTS

Language acquisition is associated with factors related to the listening skill of students and there are some studies that have been developed to identify them:

Antecedent #1: Factor Listening-comprehension

A study of factors affecting EFL learners' English Listening Comprehension and The strategies for improvement

By Abbas Purhosein Gilak Jani

Mohammad Reza Ahmadi

School of educational Studies, University Sains Malaysia. Malaysia

The Objective of this Study

During the past several years a number of valuable studies have been added to existing body of knowledge developing various models to assess the student listening skill however most of the studies relied on the advanced developed societies as their setting. No doubt there are slight variations in terms of their database methodological approach and sample selection. Unfortunately, it was not possible to use a setting which involves a number of less developed nations for want of necessary data hence as a start we have chosen Malaysia as a surrogate for developing countries.

The contribution of this paper to the literature is to fold. First, the model tested is a new integration of different variables in developing country's setting like Malaysia, i.e. student's age, student's education, family income, study hours, class attendance percentage and the fact that University puts more attention to Grammar than Listening. The second contribution is to demonstrate the impact of these variables on student performance in the same setting.

A major contribution of this study lays in the demonstration of a large impact of the role of teacher's methodology on students' performance. This

concept not only includes the reliability and consistency of social structure, but also assumes a higher level of involvement of the teaching strategies in influencing the students. It highlights the strategic role of teacher's and their contribution to competitive advantage among students.

Our approach is to focus on what we feel is one of the ultimate goal i.e. student performance. Our view is that by focusing different factors that influence student listening skill would help us to improve student through managing their profile.

Our suggestion is that the paradigm on student profile for performance, consider the following possibilities. The most important, student may be able to achieve superior performance via better methodologies, more access to technology or any other such factor even then proper profiling can help us to address different deficiencies.

It is also possible that some of the factors that have received significant attention in the literature will prove to be only weakly related to student performance in this study. However, in the student listening skills literature, the closest thing to a conceptual framework is the emphasis on combination of different factors that are expected to influence the student performance i.e. listening methods, new practices in new teaching strategies in listening comprehension, and teaching listening activities, etc. We have chosen our own combination of factors as discussed earlier keeping in view native setting.

Listening, according to Morley (1999) is The most frequently used language skill, stated that female college students used about 42% of their total verbal communication time while they used 25% in speaking.

In addition, work in this area has the potential to provide important suggestions to improve standard and quality of education and performance of student that is by no means deniable in a developing country like Malaysia.

Antecedent #2: Students' knowledge internal factor

World Conference on Educational Sciences 2009

Factors Affecting the Listening Skill

Assist. Prof. Dr Ömer Kuthu, Dr Aslihan Erman Aslanglu

The main goal of the study is to define the factors that affect fifth grade students' listening skill. It is needed to start with a brief explanation of why we mention comprehension skill and listening skill, it is because they work together when communication process is taking place.

The comprehension skill is divided into three sub skills: Listening, Reading and visual comprehension.

It is indispensable for people to be able to understand what they listen effectively. At The same time to improve students listening skill effectively it is important to detect what are the factors that affect their Listening performance.

Then reading is a key in the language acquisition process because student is able to learn new vocabulary and get familiarized with different environments.

Finally, visual comprehension helps student to relate certain significant with a meaning.

The listening comprehension skill is the process of one individual perceiving another via sense, organs, assigning a meaning the meaning and comprehending it. It is the fundamental and indispensable prerequisite of individual communication in the social life.

According to Cambridge Dictionary, Listening means to give attention with the ear; attend closely for the purpose of hearing; give ear. Then, comprehension stands for the ability to understand completely and be familiar with a situation, facts, etc.

De Vito (1995) defines listening as "The efficient process of perception, comprehension, recognition, evaluation and reaction in communication".

Prof. Dr. Ömer Kuthu mentions on his study research, it is not just to hear words if not understand the message and intension on it.

He states that a good listener allocates 70% of his time to listening, and only 30% of his time for speaking (Myers and Myers, 1998; Beaverson, 1999). At the same time listening skill involves interpersonal relationships which are very important for school education.

According to Bostrom (1990), listening skill can only be improved by hard work and repetition as it is the case in reading skill. Ocak and Beydogan (1999), agree when saying that a student, who cannot comprehend what it is said, is not capable of expressing his ideas and feelings clearly and accurately through verbal or written communication.

Explanatory factors of English language learning

There are many works on explanatory factors of performance that have been carried out since the Coleman report was published in 1966, focused on equal opportunities in education (Coleman et al., 1966). After years of study, the literature on this subject coincides in affirming the need 594 González Villarón, M. and Egido Gálvez, I. *Rev. complut. educ* 28 (2) 2017: 591-607 to take into consideration a comprehensive model, covering the characteristics related to the student, to the family and to the school as the students main agents responsible for student performance.

Authors as Stern (1963), Gardner and Lambert (1972) and Clément (1990) have influenced the importance of personal characteristics as determinants of the performance in the acquisition processes of a second foreign language, giving an important role to the factors of affective type, such as the motivation and the ability of students to be interested and assimilate the different socio-cultural aspects of learning a foreign language

On the other hand, family aspects have also received a great deal of attention part of numerous studies. These are directly related to social and cultural aspects, such as belonging to a certain group social. In the specific case that concerns us, the investigation has turned, mainly, around the influence of the variables related to the level of the family in the development of linguistic competence.

Antecedent #3: Factors related to students' knowledge

Comparison of explanatory factors of language learning English in the Netherlands and Spain

In accordance with the request of the European Council of Barcelona, the Commission European Parliament proposed in 2005 to Parliament and the Council to develop an indicator that allowed knowing and stimulating the learning of languages.

The design of the Study began in 2008, although the results of its first edition were not published until 2012.

All about 53,000 students that belong to 16 Educational systems participated in the ESLC (EECL, Estudio Europeo de la Competencia Lingüística in spanish).

Educational systems of Europe. Each country has been evaluated in both languages studied more frequently among the five most spoken languages in the European Union: English, French, German, Italian and Spanish. The sample for Spain Consists of 1,734 students, 263 teachers and 78 centers, while the Netherlands is formed by 1,441 students, 78 teachers and 66 centers. As it has been advanced in the beginning, of the three skills evaluated, the interest of this article focuses on the oral comprehension.

The results of the ESLC show great differences in the scores of the students of the different participating educational systems. In particular, Spanish students obtain very low results in comprehension speech in English, which is below the average of the participating countries and very far from those obtained by the Dutch students (Table 1).

| | Comprensión oral | |
|------------------------------|------------------|------------|
| | Media | Desviación |
| España | 0,151 | 1,062 |
| Holanda | 1,776 | 1,208 |
| Promedio | 0,467 | 1,282 |
| Diferencia España – Holanda | -1,625 | -0,146 |
| Diferencia España - promedio | -0,316 | -0,22 |

Tabla 1. Resultado medio y desviación estándar en comprensión oral en inglés en España y Holanda y el promedio de los otros países participantes que han evaluado el inglés como primera lengua³.

The average of the Spanish students is in the A1 level, while the student Dutch medium reaches level B2 in this ability. The negative values that appear when finding the differences between both countries indicate that the scores they are significantly higher in the Netherlands than in Spain.

Figure 1 shows the distribution of Dutch and Spanish students at the levels of the Reference Framework for this skill.

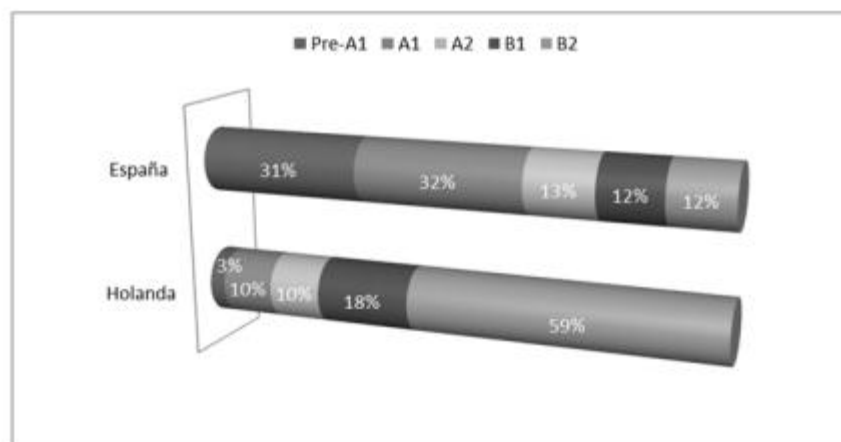


Figura 1. Distribución por niveles del Marco de Referencia en comprensión oral en inglés. España y Holanda (MECD, 2012a, p.49).

According to the obtained results and their analysis for the related variables we have found a connection between oral comprehension and Family background.

Factors related to exposure to the English language have an important influence on very significant in the results obtained. Exposure and use of media communication is the variable that has the greatest weight at the time of acquiring a good listening skill, which means that the longer you listen to the means in English, greater performance of Spanish students in this skill. Likewise, the trips abroad also support the acquisition of this ability, although they have less influence.

In the next table we can verify the results and the relation of variables (see “Tabla 4: Factores explicativos del rendimiento y resumen del modelo del analisis estadistico de compresion oral en España.”

| COMPRESION ORAL ESPAÑA | | | | | | | | | | |
|--|------------------|-------------------|-------------------|------------------|-------------|-------|--------------|------------------------------------|---------------|---------------|
| | Coef. de Pearson | Sig. unilateral | Coeficientes | | | | | | | |
| | | | No estandarizados | | Tipificados | t | Sig. | Intervalo de confianza 95% para B. | | |
| | | | B. | Error tip. | Beta | | | Lim. Inf. | Lim. Sup. | |
| Constante | | | -1,96 | 0,270 | | | -7,29 | 0,000 | -2,499 | -1,439 |
| Nivel de estudios de la madre | -0,373 | 0,000 | -0,055 | 0,017 | -0,112 | -3,23 | 0,001 | -0,089 | -0,022 | |
| Nivel de estudios del padre | -0,364 | 0,000 | -0,032 | 0,017 | -0,067 | -1,91 | 0,056 | -0,066 | 0,001 | |
| Conocimiento de inglés de los padres | 0,331 | 0,000 | 0,070 | 0,046 | 0,048 | 1,532 | 0,126 | -0,020 | 0,159 | |
| Exposición y uso de la lengua inglesa a través de los medios de comunicación | 0,424 | 0,000 | 0,418 | 0,045 | 0,263 | 9,218 | 0,000 | 0,329 | 0,507 | |
| Exposición y uso de la lengua inglesa a través de salidas al extranjero | 0,359 | 0,000 | 0,079 | 0,035 | 0,068 | 2,251 | 0,025 | 0,010 | 0,147 | |
| Tiempo de estudio para la preparación de pruebas | -0,143 | 0,000 | -0,166 | 0,030 | -0,158 | -5,52 | 0,000 | -0,224 | -0,107 | |
| Tiempo de deberes | 0,056 | 0,054 | 0,036 | 0,039 | 0,026 | 0,914 | 0,361 | -0,041 | 0,112 | |
| Trabajo en grupos de habilidades mixtas | 0,053 | 0,066 | -0,073 | 0,058 | -0,036 | -1,25 | 0,211 | -0,187 | 0,041 | |
| Trabajo individual | 0,048 | 0,086 | -0,012 | 0,015 | -0,023 | -0,77 | 0,437 | -0,041 | 0,018 | |
| Tiempo de habla en inglés del alumno durante la clase | 0,403 | 0,000 | 0,583 | 0,087 | 0,237 | 6,717 | 0,000 | 0,413 | 0,754 | |
| Tiempo de habla en inglés del profesor durante la clase | 0,406 | 0,000 | 0,096 | 0,061 | 0,059 | 1,580 | 0,114 | -0,023 | 0,215 | |
| Proyecto AICLE | 0,126 | 0,000 | -0,138 | 0,075 | -0,052 | -1,83 | 0,067 | -0,286 | 0,010 | |
| Reducción del número de alumnos por grupo en las clases de lenguas extranjeras | 0,297 | 0,000 | 0,276 | 0,081 | 0,115 | 3,405 | 0,001 | 0,117 | 0,436 | |
| Incremento de las lenguas extranjeras ofertadas | 0,292 | 0,000 | 0,069 | 0,094 | 0,030 | 0,737 | 0,461 | -0,115 | 0,254 | |
| Aumento del número de horas lectivas | 0,342 | 0,000 | 0,182 | 0,089 | 0,080 | 2,042 | 0,041 | 0,007 | 0,357 | |
| Aumento de las actividades extraescolares | 0,041 | 0,117 | -0,188 | 0,062 | -0,085 | -3,02 | 0,003 | -0,310 | -0,066 | |
| Se adelanta la edad de comienzo del aprendizaje | 0,357 | 0,000 | 0,255 | 0,102 | 0,097 | 2,510 | 0,012 | 0,056 | 0,454 | |
| Resumen modelo de comprensión oral España | | | | | | | | | | |
| R cuadrado | Anova | | | | | | | | | |
| 0,463 | Regresión | Suma de cuadrados | gl. | Media cuadrática | F. | Sig. | | | | |
| | Residual | 470,838 | 19 | 24,781 | 36,691 | 0,000 | | | | |
| | Total | 545,043 | 807 | 0,675 | | | | | | |
| | | 1015,881 | 826 | | | | | | | |

Tabla 4. Factores explicativos del rendimiento y resumen del modelo del análisis estadístico de comprensión oral en España

According to the analysis, the variables related to family history have relation with the scores of the Spanish students in oral comprehension.

Another main point is in the Spanish case, the variable that has the greatest effect on the average scores is the exposure and use of the English language

through the mass media. The data show us the importance that they have for learning foreign languages and for the ability of oral comprehension.

Finally we can say that the exposure and use of the English language that the students make to through the media has a very significant positive effect on either of the two countries in oral comprehension skills.

Likewise, the level of family studies also significantly influences the performance in English in both cases, although in The Netherlands seems to have a greater weight in English knowledge of families. By last, in relation to the school environment, the analyzed data reflect that the time English speaking of the student and, above all, of the teacher during the classes, is a determining factor for a better result in both contexts.

Antecedent #4: Speakers' accent external factor

THE EFFECTS OF ACCENTS ON ENGLISH LISTENING Panjanit Chaipuapae Northern Arizona University

The main goal on this study is to show the effect of accent on listening comprehension on a non native speaker. The attitudes of L2 listeners towards the use of accents in listening tests were also explored. Fifty-one L2 listeners including 17 ESL Arabic from an intensive English program at an American university and 34 EFL Thai listeners from a Thai university were recruited. Participants listened to a lecture delivered by an Arabic L1 professor and a Thai L1 professor and answered multiple-choice questions based on the lecture. The interval between the first and the second test administrations was about two weeks. The results showed that there was no significant effect of the speakers, the listeners, or the interaction effect between the speakers and the listeners.

The results from the attitude questionnaire revealed that native accents were preferable in listening tests. The findings if replicated could help test

developers and ESL/EFL teachers make an informed decision whether to include nonnative accents in listening materials.

It is known that nowadays English is spoken for a wide variety of countries, which have their own language and accent as well. That is This language has become secondary language in many countries for the importance in communication in the entire world.

It is considered important to develop listening tests that correspond to target language use (TLU) domains in which students are expected to make use of the language skills learnt in ESL/EFL classrooms (Bachman & Palmer, 2010). It has been argued, however, that the inclusion of English varieties in listening tests might pose a threat to tests' validity if having accented speech could create test bias for particular test takers who are more familiar or share the same first language (L1) background with the speakers.

The through this research it was necessary to investigate the effects of accents on academic L2 listening comprehension as well as L2 listeners' attitudes towards the use of native and nonnative varieties of English in listening tests. To this end, the study attempts to shed light on the issues of the validity of listening tests.

Research Questions

1. Are L2 listeners disadvantaged when the speaker does not share their L1s?
2. Research Question: What are the L2 listeners' attitudes towards the use of nonnative varieties in listening comprehension tests?

Methods

Participants in this study (N=51) were two groups of L2 listeners. One group included 17 Arabic L1 ESL listeners enrolled in an Intensive English Program at an American university. Another consisted of 34 Thai EFL university listeners studying in Social Science and Engineering at a university in Thailand. Two speakers

(Arabic and Thai) were recruited to deliver a lecture. An outline of the lecture on Economics was provided to the two speakers instead of an exact transcript in order to ensure the authenticity of the lecture in real time. They gave the same lecture to control for the topic. The speaking rate was measured following Kang, Rubin, and Pickering (2010). The length of the Arabic lecture was 3.03 minutes and had 3.94 syllables per second while the Thai lecture was longer (3.39 minutes) and had fewer syllables per second (3.22).

The study employed two main measures: an academic listening comprehension test and an attitude questionnaire adapted from Abeywickrama (2013). A listening comprehension test on the topic of Economics consisted of six four-option-multiple-choice items. The listening topic and question items were taken from an authentic past TOEFL test (Educational Testing Service, 2013).

The question types included a main idea, details, an inference, and a speaker's opinion. Each correct answer was worth 1 point. An adapted version of an attitude questionnaire (Abeywickrama, 2013) consisting of two parts was administered after the second provision of the listening test. Part one consisted of five multiple-choice questions which required participants to THE EFFECTS OF ACCENTS ON ENGLISH LISTENING 6 choose the best answer to best describe their attitudes towards native and non-native accents in listening tests. Part two was designed to collect general information about participants.

Results: The first research question asked whether the listeners were disadvantaged when the speakers did not share the same L1. When listening to an Arabic speaker, the Arabic listeners had higher scores ($M = 2.00$, $SD = 1.00$) than the Thai listeners ($M = 1.56$, $SD = 1.13$). For the Thai speaker, however, the Thai listeners had higher scores ($M = 2.21$, $SD = 1.17$) than the Arabic listeners ($M = 2.06$, $SD = 0.83$). The Arabic listeners scored about two points out of six possible points regardless of the speakers. However, the Thai listeners scored relatively lower when listening to an Arabic speaker. This seemed to suggest that the speakers' L1s may have an effect. On average, the mean scores of the L2 listeners were higher when they listened to the Thai speaker ($M = 2.16$, $SD = 1.07$) than the

Arabic speaker ($M = 1.71$, $SD = 1.10$). A paired test was further conducted to examine the mean score difference. This difference, 0.45, BCa 95% CI [0.00, -0.95], was significant $t(50) = 2.07$, $p = .043$ with a relatively medium-sized effect, $d = 0.42$ (see Plonsky & Oswald, 2014 for Cohen's d interpretation).

To examine the effects of shared-L1s on listening comprehension, the mean score differences between the two groups were examined using a mixed model ANOVA. A preliminary analysis as suggested by Laerd Statistics (2013) revealed that the assumption of homogeneity of variance was not violated and a preponderance of evidence suggested that the normality assumption was also met. The results revealed that there was no significant main effect of the speakers' L1, $F(1, 49) = 2.37$, $p = .130$, partial $\eta^2 = .05$, nor the listeners' L1, $F(1, 49) = .43$, $p = .518$, partial $\eta^2 = .01$, on the listening scores. Although there was an interaction effect between the speakers and the listeners' L1s, the interaction was not statistically significant, $F(1, 49) = 1.65$, $p = .205$, partial $\eta^2 = .03$.

Regarding the second question, the questionnaire responses also confirmed the hypothesis stating that most L2 listeners still preferred native over nonnative accents in listening test input. Although a great majority of Thai listeners thought that listening tests should use nonnative accents as it reflects real life situations, they believed that native accents were standard. They also thought that their performance would be better with native accents even though nonnative accents may be easy to understand. For Arabic listeners, they clearly showed strong preferences towards native accents as they believed that only standard accents should be used in listening tests and native accents were easier to understand.

Relevance to the PIE and Second Language Learning

The findings suggested that the inclusion of nonnative English accents, namely Arabic and Thai, did not disadvantage L2 listeners who did not share the same L1 with the speaker. The L2 listeners' attitude questionnaire revealed that native accents were still preferred in listening tests. The implications of the study could be useful in designing L2 teaching listening materials and/or listening tests. According to Buck (2001), we should consider the purpose of the test as our

priority since it reflects the listening construct we want to measure. As suggested by Harding (2012), if the listening construct includes an ability to understand academic lectures in ESL/EFL contexts, the use of accented varieties in listening tests is preferable as it is more beneficial to ESL/EFL listeners to become familiar with nonnative accents in real world contexts. Taylor and Geranpayeh (2011) also suggested that for a higher proficiency level, we could possibly include a variety of English accents in listening tests because, as regarding real academic settings, it is likely that L2 listeners may encounter a variety of English accents. However, they add that a variety of accents should be limited at the lower levels “because it deprives listeners of a major set of phonetic cues” (p. 98).

The advice is that it is better a variety of accents at the lower level as a complement to the mainstream accents and increase more variety of accent input as L2 listener’s progress to a higher level. This way, students attitudes towards nonnative accents could be changed and they might become more aware that hearing both native and nonnative accents is their reality and that comprehending different varieties of accents is necessary. In addition, this approach would train L2 listeners to become more familiar with and more flexible in their nonnative speech perceptions through including a variety of accents in teaching materials.

Antecedent #5: Length of the recording external factor

The Effects of Real-life Listening Practice on ESL Students' Listening Comprehension Improvement

Vadym Malyshkevych

A project submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Master of Arts

Listening is a receptive skill (as opposed to the productive skills of writing and speaking), it has often been erroneously labeled as a passive skill. It is the opposite for Helgesen (2003) who defined listening as "an active purposeful processing of making sense of what we hear (p. 24).

In his article "Sandhi-Variation: A Filter of Input for Learners of ESL," Henrichsen (1984) hypothesized that the quality of one's perception depended not only on the quality of the signal but also on one's knowledge of English. He wrote, "Since listeners with a greater knowledge of the language system are less dependent on the signal itself, they will have little difficulty converting input to intake when clarity of the signal is reduced.

Teaching listening is not an easy task. As Goh (2014) wrote, "The challenges facing learners and teachers are due partly to a lack of understanding of what listening entails and how comprehension is achieved. Lessons typically involve listening to passages, answering questions, and checking answers" (p.72). Such activities test the students' ability to deal with information already taken in, but the listening comprehension as a dynamic multistage progression remains a mysterious act, and the process of turning the oral input into the aural intake seems to be an opaque thing-in-itself.

Henrichsen (1985) added, "Another important difference between listening and all the other language skills—speaking, reading, and writing—is the amount of processing time available" (p. 53).

Listening is "a mental process of constructing" (Rost 2002, p. 279), then the listener acts like a builder who must erect an edifice using materials he or she did not order. Listening in real life circumstances often becomes even more complicated because of intruding background noise, other people's talk, and other distractions.

The actual results of the experiment showed a significant interaction between level of proficiency and how the participants scored dealing with exercises with and without sandhi-variation. The native speakers seemed to be practically unaffected by the differences in clarity of the input signal because they had an adequate knowledge of English that compensated for the reduced saliency of the input (p. 117). The situation with language learners was quite different.

Henrichsen mentioned on his article and it is shown in the results, the native speakers seemed to be practically unaffected by the differences in clarity of the input signal because they had an adequate knowledge of English, which compensated for the reduced saliency of the input. It would seem logical to assume that both higher and lower-level ESL learners had to use the same, though less effective, compensatory mechanism to deal with less-than-ideal-condition listening.

Figure 2 illustrates this situation:

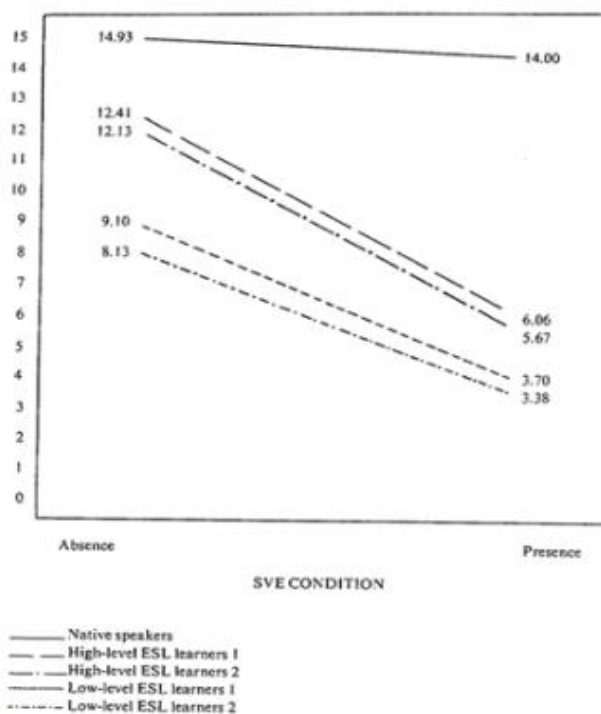


Figure 2. Obtained interactions of SVE scores in presence and absence conditions and level of subjects' language proficiency. From Henrichsen, L.E., (1984) Sandhi Variation: Filter of Input for Learners of ESL. In *Language Learning*, ed. Larsen-Freeman, D., vol. 34, no.3

In Language Learning, ed. Larsen-Freeman, D., vol. 34, no.3 9 trained in the ways of activating their background knowledge, of utilizing what they already had. Other researchers have focused on other factors with listening. For example, Lecumberri, Cooke, and Cutler (2014) listed several of less-than-ideal-condition listening factors: channel distortion, reverberation, additive noise etc. (p. 871).

Another factor which differentiates L1 from later language acquisition is the quality and diversity of the input, ranging from single-source, non-native, heavily L1-accented pronunciations of the TL [target language] found in some FL [foreign language] learning situations to diverse, native and variable speech characteristic of natural contexts, such as adverse conditions and discuss the nonnative listeners' performance in the presence vs. in the absence of these conditions, but little is found about the potentially beneficial impact of such conditions on non-native listeners' training.

Antecedent #6: gender internal factor

**Michael Purdy and Nancy Newman,
"Listening and Gender: Stereotypes and Explanations,"
Paper presented to the International Listening Association (2000).**

The objective of this study was dealing with a current conception of the characteristics of listening. Conceptions may have changed since Steil collected characteristics of good and poor listeners in the decades before his co-authored book with Barker and Watson (1983).

The 1991 study by Borisoff and Purdy was founded on the muted role of women in communication, the sense that men have the power as speakers and women are taught to be good listeners. That study cited Pearson, et al (1991) and Rubin (1983) in the belief that: Because women have been taught a muted form of communication, it has been largely assumed that women make better listeners; that men are unable or unwilling to listen fully to others especially in personal encounters (p. 1)

The research states that “if women are rewarded for listening and not for speaking; if men are rewarded for speaking and not for listening, how then we can expect either gender to understand and become proficient in a verbal skill to which they have given little or no attention? (p. 2)

There will no difference in the way men and women rate characteristics of good and poor listeners. Method As stated above this study took off from a previous study (stage 1) that collected anew the characteristics of good and poor listeners. In addition to collecting the characteristics of good and poor listeners, the results indicated that overall no significant differences existed between males and females on what constituted good versus poor listener characteristics.

The Survey Instrument and Method of Administration Stage 2 of the study used results of the survey from stage 1 and took the top 30 characteristics of good listeners and the top 28 of poor listeners (characteristics with at least 10% of the responses) for a total of 58 characteristics. The 58 characteristics were randomized in five different survey forms as the first part of a stage 2 survey (the second part of the survey refined the results from stage 1). Each of the 58 characteristics was listed on the left and participants were asked to rate them on a scale from “male” to “female” as shown in part in table 1. In coding values were assigned as noted in parenthesis, which didn’t appear in surveys as administered.

Table 1

| | Listener Characteristic | Male (1) | Somewhat male (2) | True of both sexes (3) | Somewhat female (4) | Female (5) |
|---|----------------------------------|-----------------|--------------------------|-------------------------------|----------------------------|-------------------|
| 1 | Used positive nonverbal behavior | | | | | |
| 2 | Honest | | | | | |
| 3 | Shows interest | | | | | |

The instructions told participants: Listed below are 58 characteristics of listeners. In this section rate the characteristics as being more or less typical of males or females. For example, if you think a characteristic represents the listening characteristics of males then place an “X” in the left-most column – “male.” If you think the

The instructions told participants: Listed below are 58 characteristics of listeners. In this section rate the characteristics as being more or less typical of

males or females. For example, if you think a characteristic represents the listening characteristics of males then place an “X” in the left–most column—“male.” If you think the characteristic is more male than female but not entirely male than place an “X” in the “somewhat male” column. If you think the characteristic is typical of both males and females then place an “X” in the middle column—“true of both sexes.” Do the same for characteristics you think are “somewhat female” or “female.” If you have any questions please feel free to ask your instructor. In most cases the survey was administered early in the class or training session before any material on listening had been provided. All surveys were anonymous. Each participant provided background information in the following areas; Age, Sex, Name of college, marital status, and Amount of Listening instruction. Amount of listening instruction ranged from “None,” “Part of a class or seminar,” “Whole seminar or workshop,” “One class,” and “Two or more classes.”

The only other information on the survey was a descriptor for the class/workshop of which the participant was a member. The Survey Participants for the second stage of the research came from two populations, though both used the exact same survey instrument. The first population consisted of undergraduate students in basic speech and interpersonal communication classes, a communication practicum class, a large lecture class in speech communication theory; Air Force personnel in public speaking classes, and a required listening class for accounting majors in a School of Business. A second population was collected from a training session with union employees of a large Midwestern telecommunications company. In population one there were 261 male and 293 female participants (total of 554), whose age ranged from 17-48 years old (M=22). Marital status was composed of 83% Single, 14% Married, and 3% Divorced.

After the survey, the results showed that female characteristics has changed over time. More recent research on gender role stereotypes shows that women are more favorably evaluated than men on expressive abilities. Now men are viewed as lacking the newly valued strengths of intimacy, connectedness, and expressiveness that women possess. The view that women were deficient in

comparison to men has been replaced by the view that men are deficient in comparison to women in the interpersonal realm.

Antecedent #7: Age internal factor

How Age Affects Auditory-Cognitive Interactions in Speech Comprehension B.A. Schneider

Recent evidence suggests that the operation of this integrated system is more easily disrupted in older than in younger adults, especially when there are competing sounds in the auditory scene (Schneider *et al.*, 2010; Wingfield & Tun, 2007). In turn, the increased susceptibility to disruption of language processes in older adults by competing sound sources not only leads to speech understanding difficulties, but also can negatively impact those cognitive processes that make it possible to comprehend and remember what was heard.

Competing sounds disrupt speech communication on many levels. At a peripheral level, the pattern of activity they induce along the basilar membrane often overlaps that produced by the target talker, resulting in peripheral or energetic masking. Competing speech, in addition to producing energetic masking, also tends to activate phonemic, semantic, and/or linguistic processes that can interfere with speech understanding at more cognitive levels. This kind of interference is often referred to as *informational masking*. Age-related cochlear pathologies will reduce audibility and increase the listener's susceptibility to energetic masking, leading to errors in speech identification. These errors, in turn, cascade upward, making it more difficult for listeners to keep track of different auditory sources and to separate streams of information for subsequent processing. At the cognitive level, age-related declines in speed of processing, working memory capacity, and the ability to suppress irrelevant information might make it more difficult for the listener to handle multiple streams of information, rapidly switch attention from one talker to another, and comprehend and store information extracted from speech for later recall.

Recent research suggests that a large part of the speech understanding difficulties encountered by healthy older adults with relatively good hearing are due to age-related declines in sensory and perceptual processes. To compensate for these auditory declines, older adults have to engage cognitive resources more often and more fully than do younger adults to help parse the auditory scene and recover imperfectly-heard material, leaving fewer resources for the higher-order tasks involved in speech comprehension. The major impediments to good speech understanding in older adults appear to be age-related changes in the peripheral auditory system.

METHODOLOGY

Type of research

This was a mixed methods study, since the researchers collected, analyzed and integrated quantitative and qualitative data. By using this method approach, the researchers compared different data gathered through different techniques to answer its research question.

Research design

Regarding the research design, this was a non-experimental study since the variables were not controlled or manipulated by the researchers. Moreover, this was a descriptive study, since it had to do with data gathered to describe, explain and validate the results. Descriptive research is known for being a statement of affairs as they are at present with the researcher having no control over variable (Ethrige, 2004).

The aim of this research project

This research project was carried out to identify what factors affect on listening comprehension of Advanced Intensive English II students of the BA in Modern Languages and students of BA in English at the Foreign Languages Department of the University of El Salvador, during Semester I, 2018.

Research questions that guided this study:

The research question addressed was “What are the factors that influence the level of English listening comprehension of Advanced Intensive English II students of the BA in Modern Languages specialization: in French and English and BA in English Language Teaching during semester I, 2018?”

The subsidiary questions were: “What level of listening comprehension in English do the Advanced Intensive English II students of the bachelor of Modern Languages and students from the Bachelor in English Teaching have at the University of El Salvador during semester I, 2018?” And “Are students of the Bachelor of Modern Languages at a disadvantage in English listening comprehension for learning simultaneously two languages in comparison with students of the Bachelor in English Teaching?”

Population

Participants for this research were selected from Advanced Intensive English II students of the Bachelor in Modern Languages and the Bachelor in English Teaching during semester I, 2018 at the Foreign Languages Department of School of Sciences and Humanities In the University of El Salvador in semester I 2018, being this our “pertinent information source” (Heinz Dieterich, “Contrastación de la hipótesis”, 2003.)

Sample

A non-random, convenience sample was chosen for this study. The sample was composed by 82 students: 50 females and 32 males. Those students were enrolled in four groups: two groups of the BA in Modern Languages and two groups of BA in English Language Teaching at the Foreign Languages Department of the University of El Salvador, Main Campus, San Salvador. Students were volunteers therefore consent forms were used, they included information about instructions to participate. The students who answered the questionnaire were those that took the listening test as well.

SETTING

The study was made of three research instruments administrated to the students of the subject: Advanced Intensive English II in the classrooms located at the Department of Foreign Languages but also in the classrooms allocated to the aforementioned subject that are located in the Psychology and Sciences of Education Department during Semester I, 2018.

RESEARCH INSTRUMENTS:

There were three research techniques used in this study: a listening test, a questionnaire, and a face-to-face interview to the teachers in charge of each of the groups that made up the sample.

The listening test

Listening test was taken from Full Toefl ITP/PBT Listening Test in You Tube and was about 25 minutes for students to answer without taking notes.

The test was a multiple choice test which consists of two basic parts: a problem (stem) and a list of suggested solutions (alternatives). The stem might be in the form of either a question or an incomplete statement, and the list of alternatives contains one correct or best alternative (answer) and a number of incorrect or inferior alternatives (distractors), (Burton, Steven J., Sudweeks, Richard R., Merrill, Paul F., and W, Bud. How to Prepare Better Multiple Choice Test Items: Guidelines for University Faculty, 1991).

It also was divided in 3 parts, the first part of the listening test is for normal conversations, the second part includes long conversations and the third part is for several talks.

For each part we allowed students two minutes to read the instructions and then answer the test.

The questionnaire

Questionnaire was formulated for participants to agree consent to use data collected.

The questionnaire included the following sections:

1. The heading: Institution, School, Department and Group responsible for the research
2. Date of application

3. General overview about the subject being investigated
4. Commitment to keep participant's name anonymous and the explicit request no to write down their names on the paper
5. Appreciation statement for participate in the research
6. Clear instruction section on how to answer the questionnaire.

The questionnaire was composed for three sections:

Part A: General information such as personal information and how student learnt language, personal opinion about the language acquisition process.

Part B: It was about student's concern about internal factors that affect their listening comprehension.

Part C: It was about student's concern about external factors that affect their listening comprehension.

Data Collection through questionnaire.

Questionnaire application was done instructed by the following steps:

1. Team formation. The researchers were assigned to pass the questionnaire to the specific students to interview.
2. Research presentation to participants. It was necessary to clearly explain the research objective and to be in presence of the volunteering participants exclusively.
3. Provide participants with the questionnaires.
4. Ask participants to keep silent and to leave the area as soon as they finish answering the questionnaire.
5. Pick up the questionnaires once everybody was done and note the paperwork with time and data of application.

Interview

The last data collection method was the face-to-face interview in order to gather teachers' opinions and experiences to back up this study. The data gathered through the interviews was analyzed by the inductive analysis. Patterns or

relationships found in the details of the data interview were used to describe or corroborate the averages obtained from the questionnaire and listening test scores.

DATA ANALYSIS

The data was processed in the following way:

First, quantitative information gathered through the questionnaire administered to Advanced Intensive English II students was pre-coded by using a data base created in IBM SPSS statistical software version 23. The use of this program helped to answer the research team's questions and objectives set in order to draw conclusions easily.

The first part of the analysis was to report the answers for every questions of the questionnaire, therefore a "frequency count" was generated. Most of the data was "ordinal" (students showed preference for a list of items given), followed by "nominal" (two options) and one "scale" (numerical variable). This information was used to produce a descriptive analysis for the sample, but also to describe the internal and external factors that were taken into account in this study. The results were presented through tables and bar charts.

The second stage of the analysis was to produce a descriptive analysis for the listening test. All the answers for the 50 questions of this test were processed through a "frequency count" to obtain general information of the participants. This instrument had 50 "ordinal" items (multiple choice answers); however, the result of the listening test was a "scale" variable, in order to obtain averages per section or a composite mean for the whole sample.

The third part of the analysis was to produce a simple inferential analysis. The aim of this analysis was to establish the relationship between the internal and

external factors and the score achieved in the TOEFL ITP listening test achieved by the students. A multiple Pearson correlation was applied to measure the strength of the relationship among the internal and external data provide by the students as the independent variable(s), and the general score obtained in the listening test as the dependent variable.

The last stage of analysis was to report the qualitative data (personal information and interview). The inductive analysis was used to discover important patterns, or relationships that were immerse in the details and specifics of the data provided by the teachers' answers given during the face-to-face interview. The interview recordings were listened carefully by the researchers and the information related to the research questions was kept, discarding the unrelated information. When the related information was obtained, it was described in a matrix to make easier the interpretation of the findings and draw conclusions.

RESULTS

The results obtained from the TOEFL ITP listening test and questionnaire are presented in the following way: First goes a frequency count of the data obtained in the survey, then the listening test analysis; after that, it is presented a multiple correlation analysis for relating the internal and external factors of each subject with their corresponding score obtained from the TOEFL ITP listening test. The last part of these results is the interview analysis.

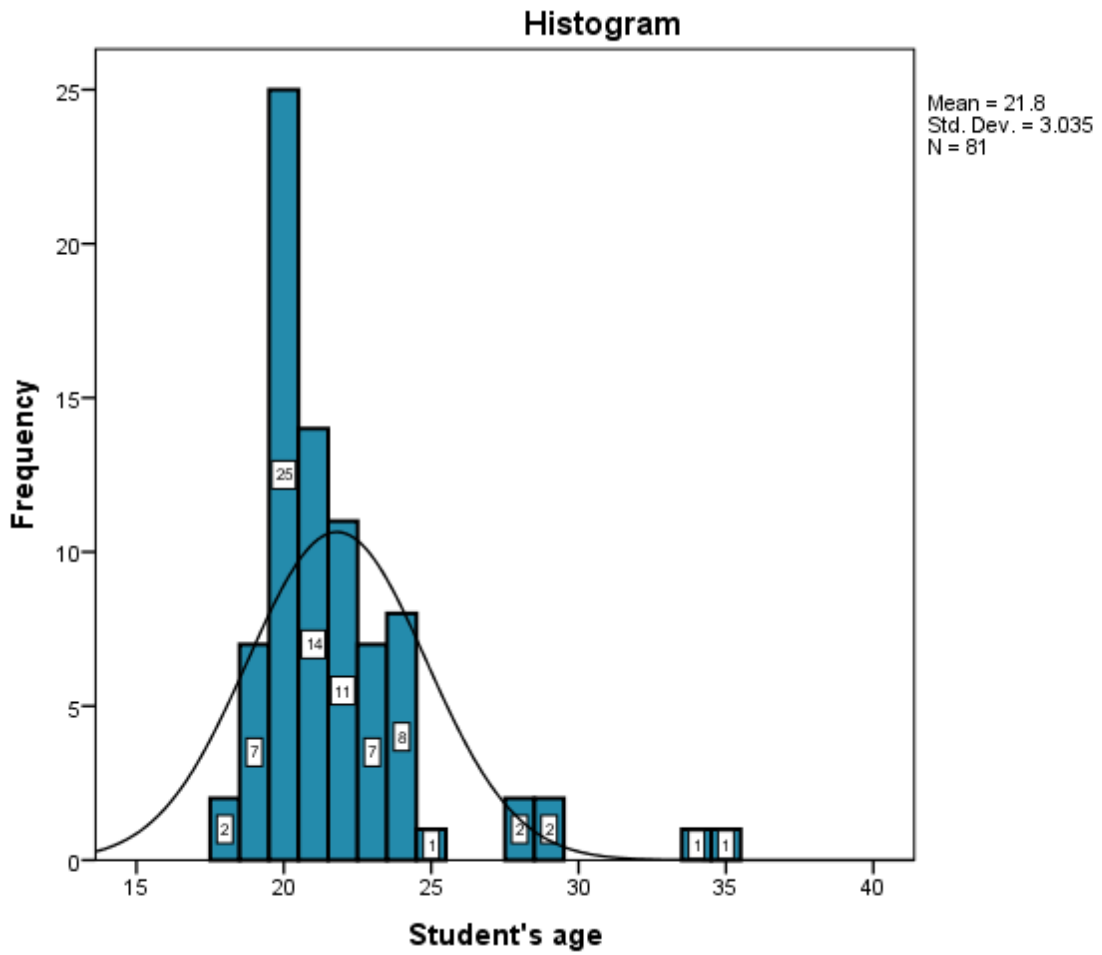
1. ANALYSIS OF THE SURVEY

Students' age

Table1: Student's age

| Students' age | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|--------|-----------|---------|---------------|--------------------|
| Valid | 18 | 2 | 2.4 | 2.5 | 2.5 |
| | 19 | 7 | 8.5 | 8.6 | 11.1 |
| | 20 | 25 | 30.5 | 30.9 | 42.0 |
| | 21 | 14 | 17.1 | 17.3 | 59.3 |
| | 22 | 11 | 13.4 | 13.6 | 72.8 |
| | 23 | 7 | 8.5 | 8.6 | 81.5 |
| | 24 | 8 | 9.8 | 9.9 | 91.4 |
| | 25 | 1 | 1.2 | 1.2 | 92.6 |
| | 28 | 2 | 2.4 | 2.5 | 95.1 |
| | 29 | 2 | 2.4 | 2.5 | 97.5 |
| | 34 | 1 | 1.2 | 1.2 | 98.8 |
| | 35 | 1 | 1.2 | 1.2 | 100.0 |
| | Total | | 81 | 98.8 | 100.0 |
| Missing | System | 1 | 1.2 | | |
| Total | | 82 | 100.0 | | |

Bar chart 1: Students' age



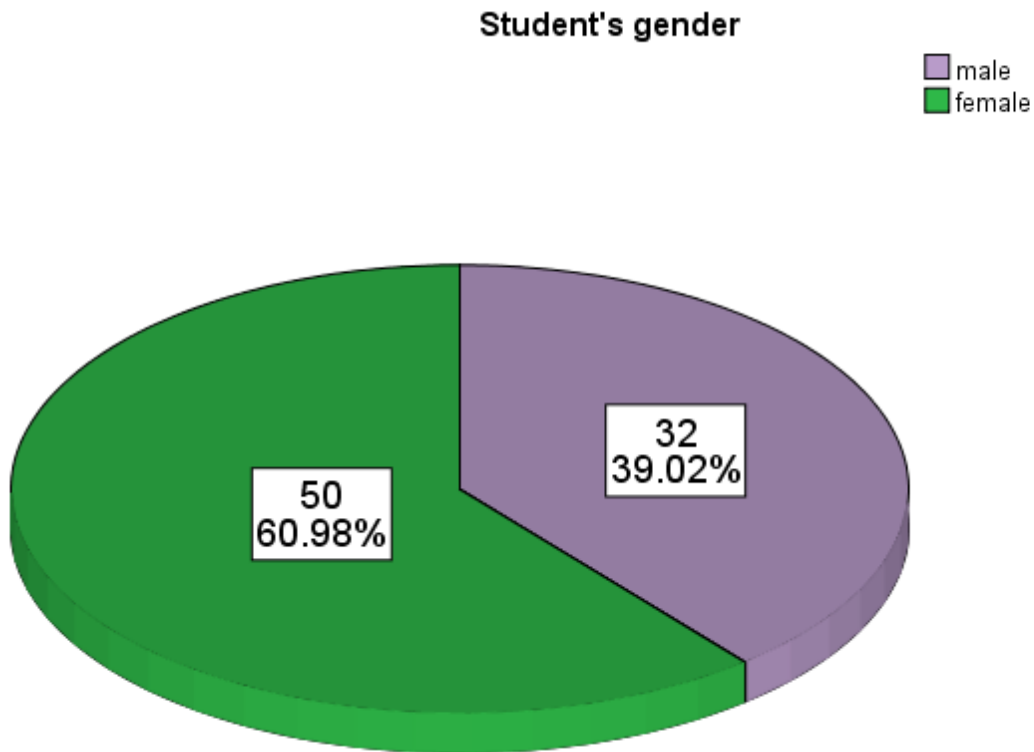
30.5% of the population of this study that were 20 years.

Students' gender

Table 2: Student's gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | male | 32 | 39.0 | 39.0 | 39.0 |
| | female | 50 | 61.0 | 61.0 | 100.0 |
| | Total | 82 | 100.0 | 100.0 | |

Pie chart 1: Students' gender



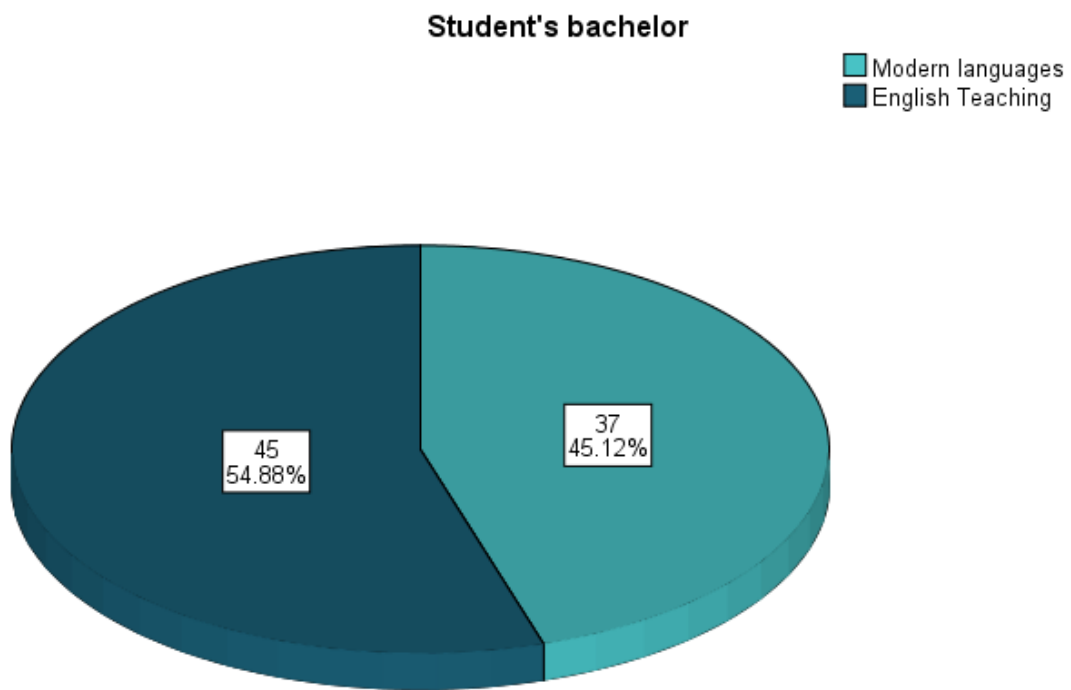
The 60.98% of the population surveyed were female and the 39.02% was male.

Students' Bachelor

Table3: Student's Bachelor

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | Modern languages | 37 | 45.1 | 45.1 | 45.1 |
| | English Teaching | 45 | 54.9 | 54.9 | 100.0 |
| | Total | 82 | 100.0 | 100.0 | |

Pie chart 2: Students' bachelor

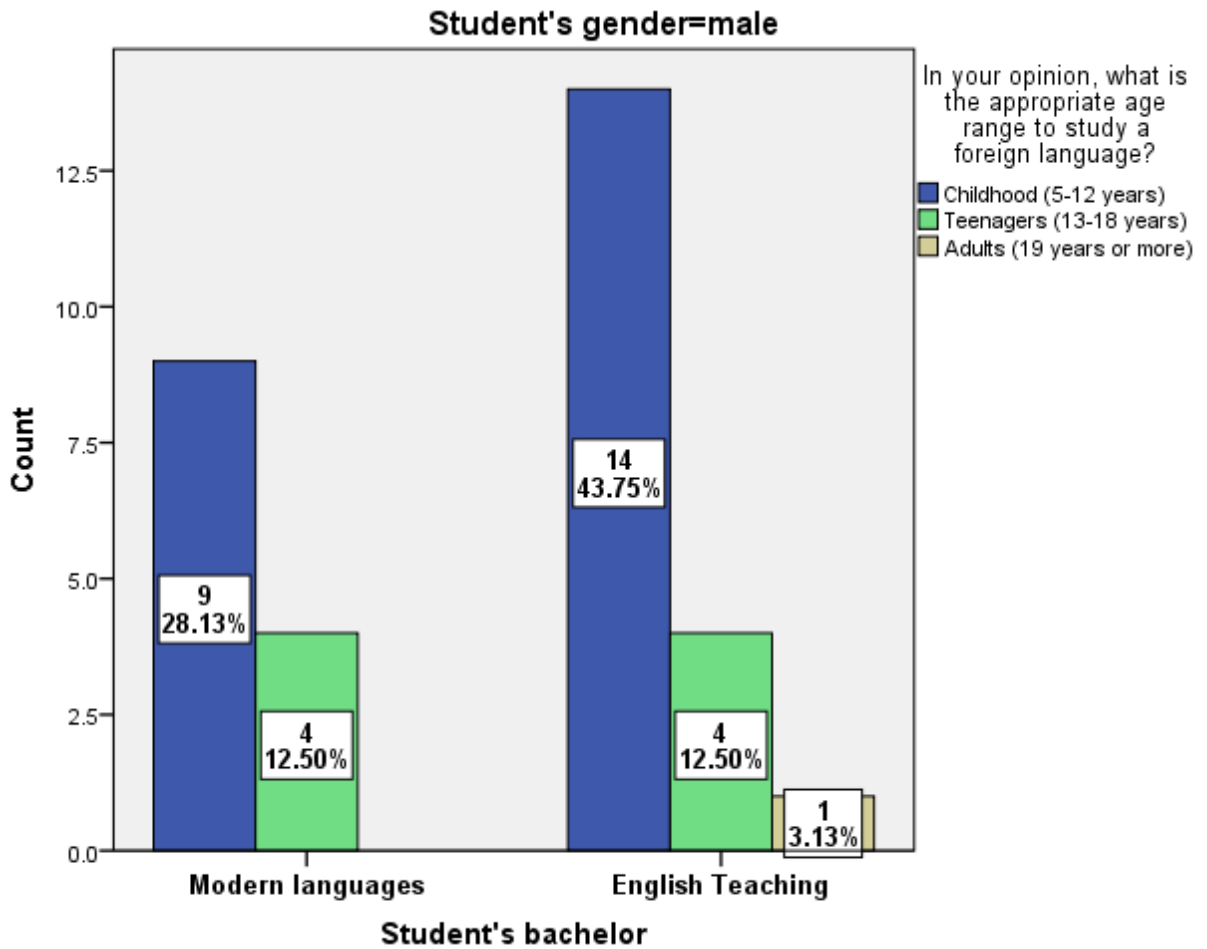


The 54.88% of the population of study were from the Bachelor in English Teaching meanwhile the 45.12% were from the Bachelor in Modern Languages.

Table 4: In your opinion, what is the appropriate age range to study a foreign language?

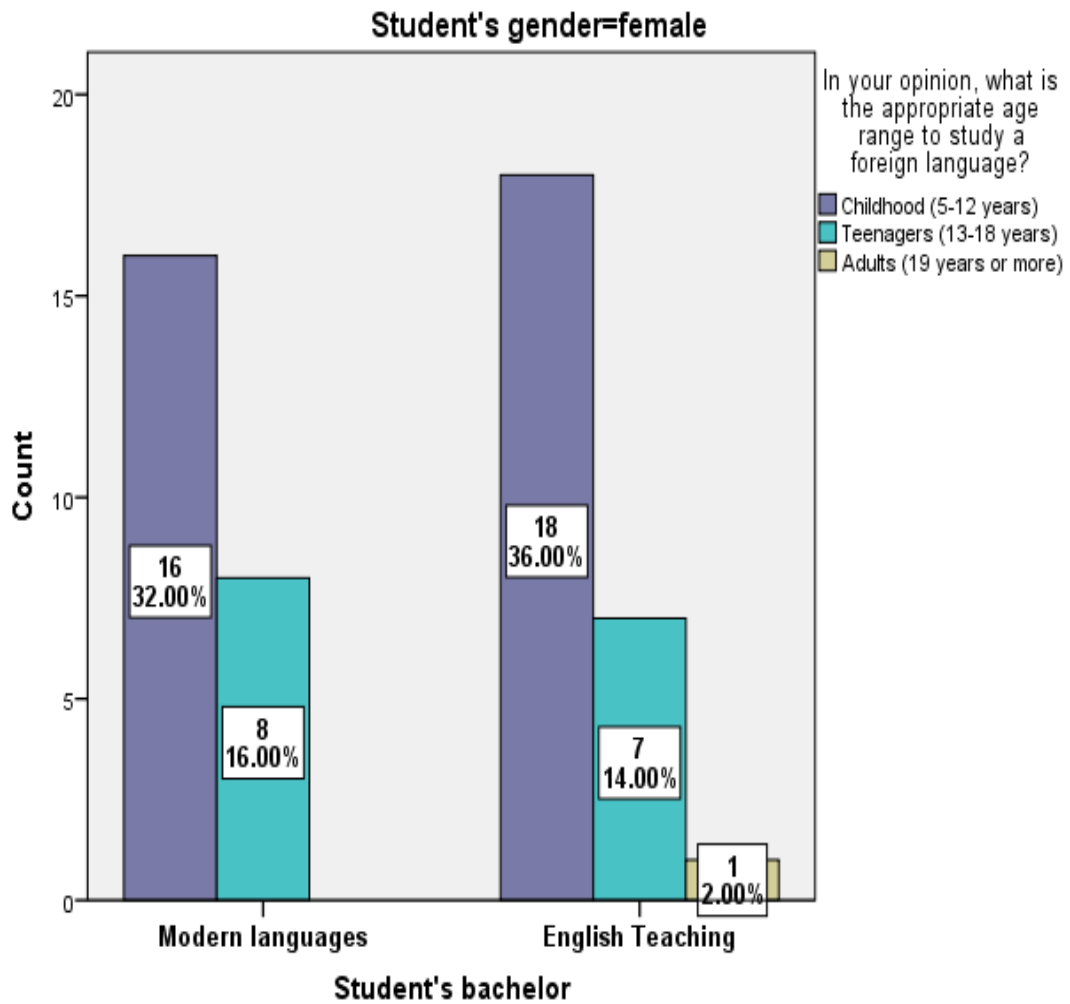
| | | | In your opinion, what is the appropriate age range to study a foreign language? | | | |
|------------------|-----------------------|---------------------|---|--------------------------------|------------------------------------|-------|
| | | | Childhood (5-12 years) | Teenager s (13-18 years) | Adults (19 years or more) | Total |
| Student's gender | | | | | | |
| male | Student's bachelor | Modern languages | 9 | 4 | 0 | 13 |
| | | English Teaching | 14 | 4 | 1 | 19 |
| | Total | | 23 | 8 | 1 | 32 |
| female | Student's bachelor | Modern languages | 16 | 8 | 0 | 24 |
| | | English Teaching | 18 | 7 | 1 | 26 |
| | Total | | 34 | 15 | 1 | 50 |
| Total | Student's bachelor | Modern languages | 25 | 12 | 0 | 37 |
| | | English Teaching | 32 | 11 | 2 | 45 |
| | Total | | 57 | 23 | 2 | 82 |

Bar Chart 2: Students' gender (Male)



In this scenario, the 43.75% of the male students from the Bachelor in English Teaching stated that the appropriate age range to study a foreign language is Childhood. On the other hand, the 28.13% of the students of the Bachelor in Modern Languages state that childhood is the best age range to study a foreign language.

Bar Chart 3: Students' gender (Female)

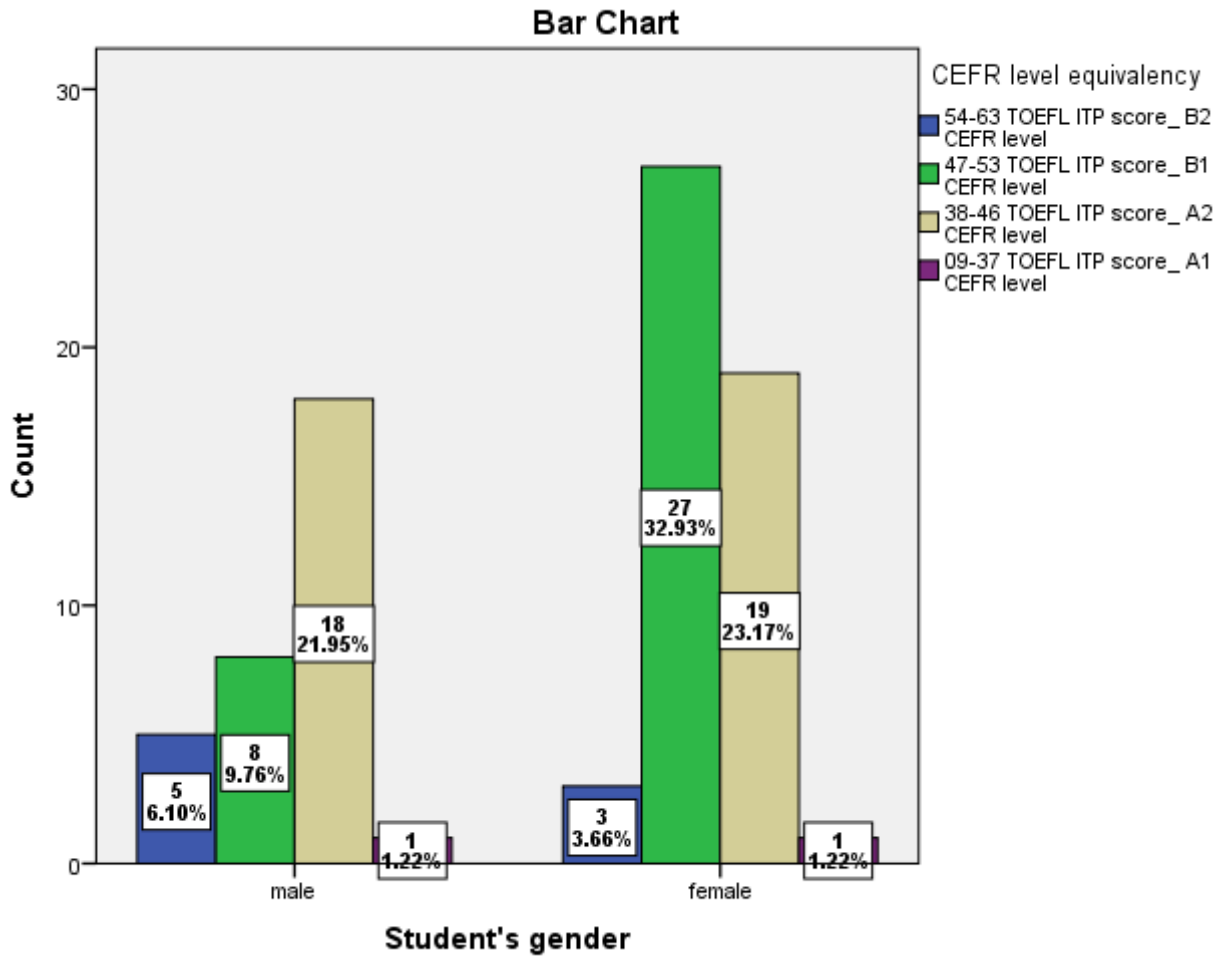


In this scenario, the 36.00% of the female students from the Bachelor in English Teaching stated that the appropriate age range to study a foreign language is Childhood. On the other hand, the 32.00% of the students of the Bachelor in Modern Languages state that childhood is the best age range to study a foreign language.

Table 5: Student's gender and their CEFR level equivalency reached based on their scores obtained in the listening score

| Student's gender and CEFR level equivalency | | | | | | | |
|--|------------------------------------|---|---|---|---|--------|--------|
| | | CEFR level equivalency | | | | Total | |
| | | 54-63 TOEFL ITP score_ B2 CEFR level | 47-53 TOEFL ITP score_ B1 CEFR level | 38-46 TOEFL ITP score_ A2 CEFR level | 09-37 TOEFL ITP score_ A1 CEFR level | | |
| Student's gender | male | Count | 5 | 8 | 18 | 1 | 32 |
| | | % within Student's gender | 15.6% | 25.0% | 56.3% | 3.1% | 100.0% |
| | | % within CEFR level equivalency | 62.5% | 22.9% | 48.6% | 50.0% | 39.0% |
| | femal e | Count | 3 | 27 | 19 | 1 | 50 |
| | | % within Student's gender | 6.0% | 54.0% | 38.0% | 2.0% | 100.0% |
| | | % within CEFR level equivalency | 37.5% | 77.1% | 51.4% | 50.0% | 61.0% |
| Total | Count | 8 | 35 | 37 | 2 | 82 | |
| | % within Student's gender | 9.8% | 42.7% | 45.1% | 2.4% | 100.0% | |
| | % within CEFR level equivalency | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |

Bar Chart 4: Student's gender and their CEFR level equivalency reached based on their scores obtained in the listening score



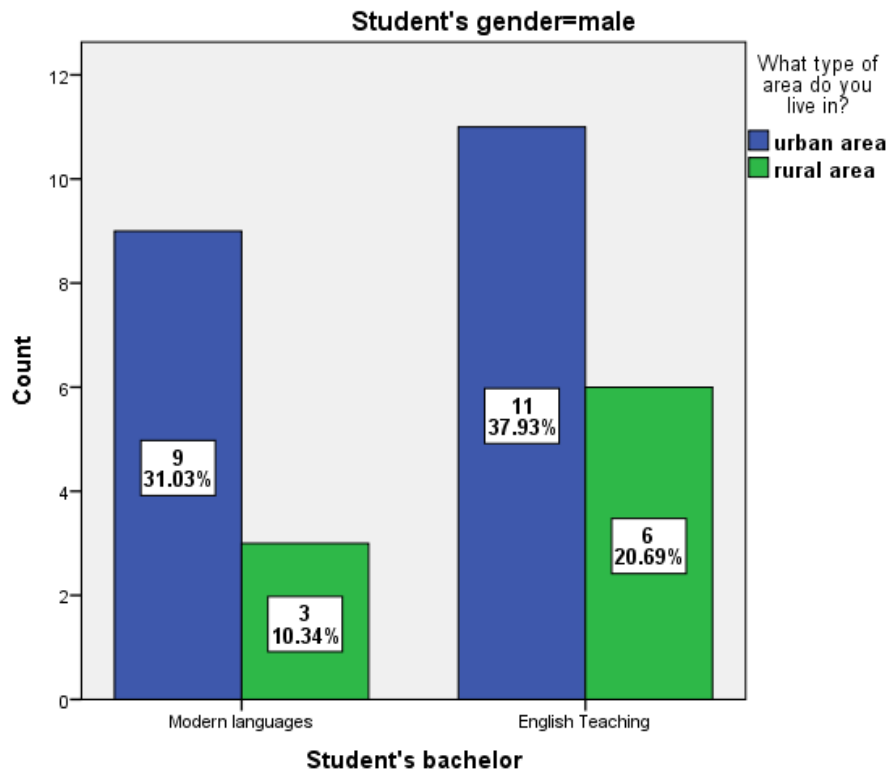
According to the CEFR level equivalency test the 6.10% of the male population of students of both bachelors were in B2 CEFR Level. On the other hand, 3.66% of the female population were in B2 CEFR Level.

Table 6: Students' area of residence

Student's bachelor * What type of area do you live in?

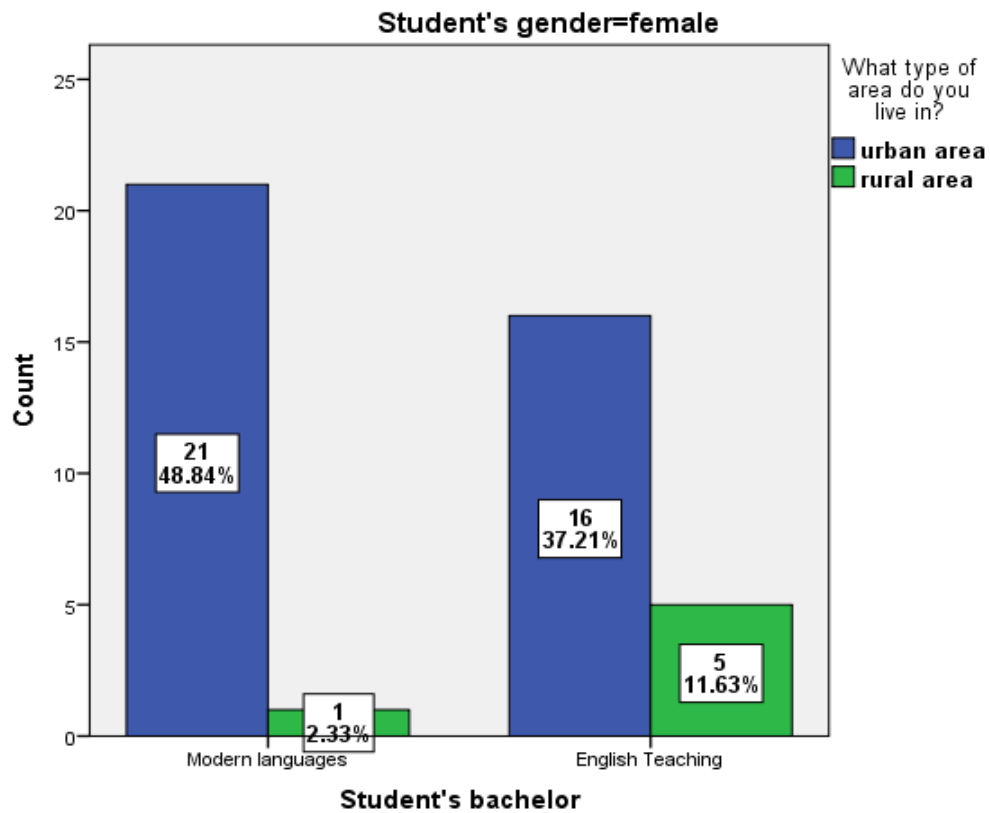
| Student's gender | | | What type of area do you live in? | | Total |
|------------------|--------------------|------------------|-----------------------------------|------------|-------|
| | | | urban area | rural area | |
| male | Student's bachelor | Modern languages | 9 | 3 | 12 |
| | | English Teaching | 11 | 6 | 17 |
| | Total | | 20 | 9 | 29 |
| female | Student's bachelor | Modern languages | 21 | 1 | 22 |
| | | English Teaching | 16 | 5 | 21 |
| | Total | | 37 | 6 | 43 |
| Total | Student's bachelor | Modern languages | 30 | 4 | 34 |
| | | English Teaching | 27 | 11 | 38 |
| | Total | | 57 | 15 | 72 |

Bar chart 5: Students' area of residence (Male)



The 31.03% of male students from the Bachelor in Modern Languages are from an urban area and a 10.34% are from a rural area. 37.93% of male students from the Bachelor in English Teaching students are from an urban area and a 20.69% are from a rural area.

Bar chart 6: Students' area of residence (Female)

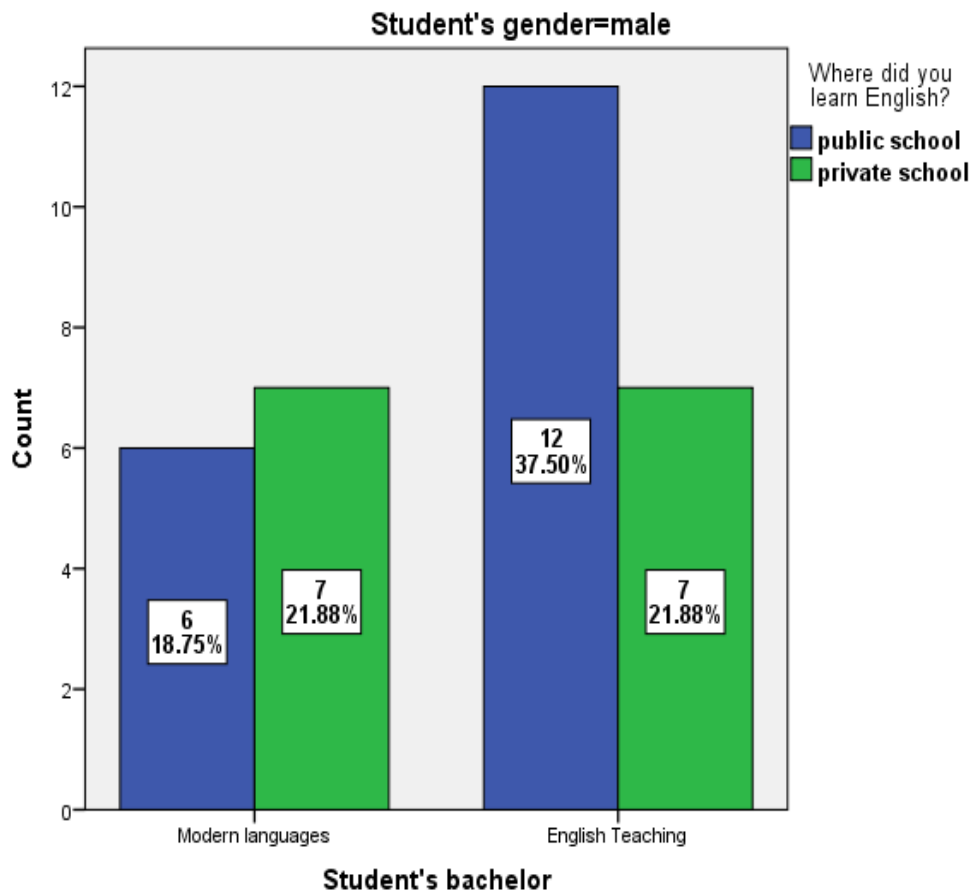


48.84% of female students from the Bachelor in Modern Languages are from an urban area and a 2.33% are from a rural area. 37.21% of female students from the Bachelor in English Teaching are from an urban area and a 11.63% are from a rural area.

Table 7: Student's education received (Public or private instruction)

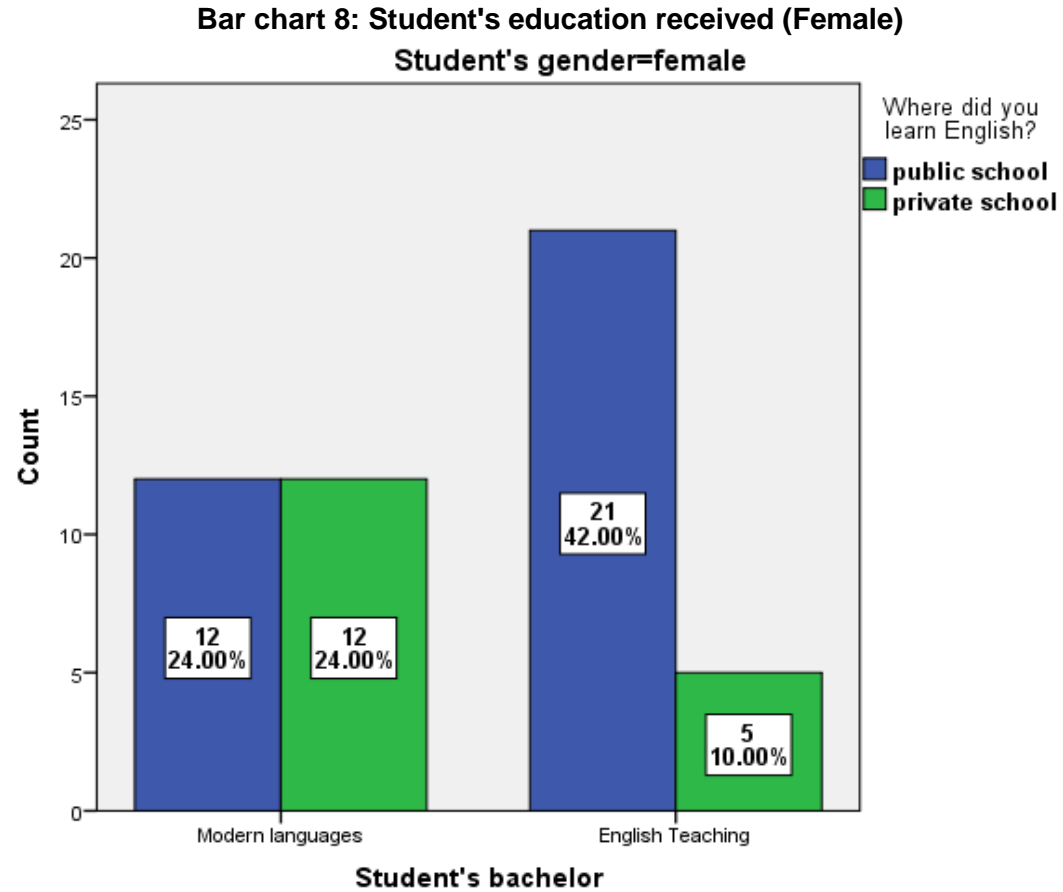
| Student's gender | | | Where did you learn English? | | Total |
|------------------|--------------------|------------------|------------------------------|----------------|-------|
| | | | public school | private school | |
| male | Student's bachelor | Modern languages | 6 | 7 | 13 |
| | | English Teaching | 12 | 7 | 19 |
| | Total | | 18 | 14 | 32 |
| female | Student's bachelor | Modern languages | 12 | 12 | 24 |
| | | English Teaching | 21 | 5 | 26 |
| | Total | | 33 | 17 | 50 |
| Total | Student's bachelor | Modern languages | 18 | 19 | 37 |
| | | English Teaching | 33 | 12 | 45 |
| | Total | | 51 | 31 | 82 |

Bar chart 7: Student's education received (Male)



The 21.88% of male students from the Bachelor in Modern Languages are from Private School and 18.75% are from a Public School. 37.50% of male students

from the Bachelor in English Teaching are from Public School and 21.88% are from a Private School.

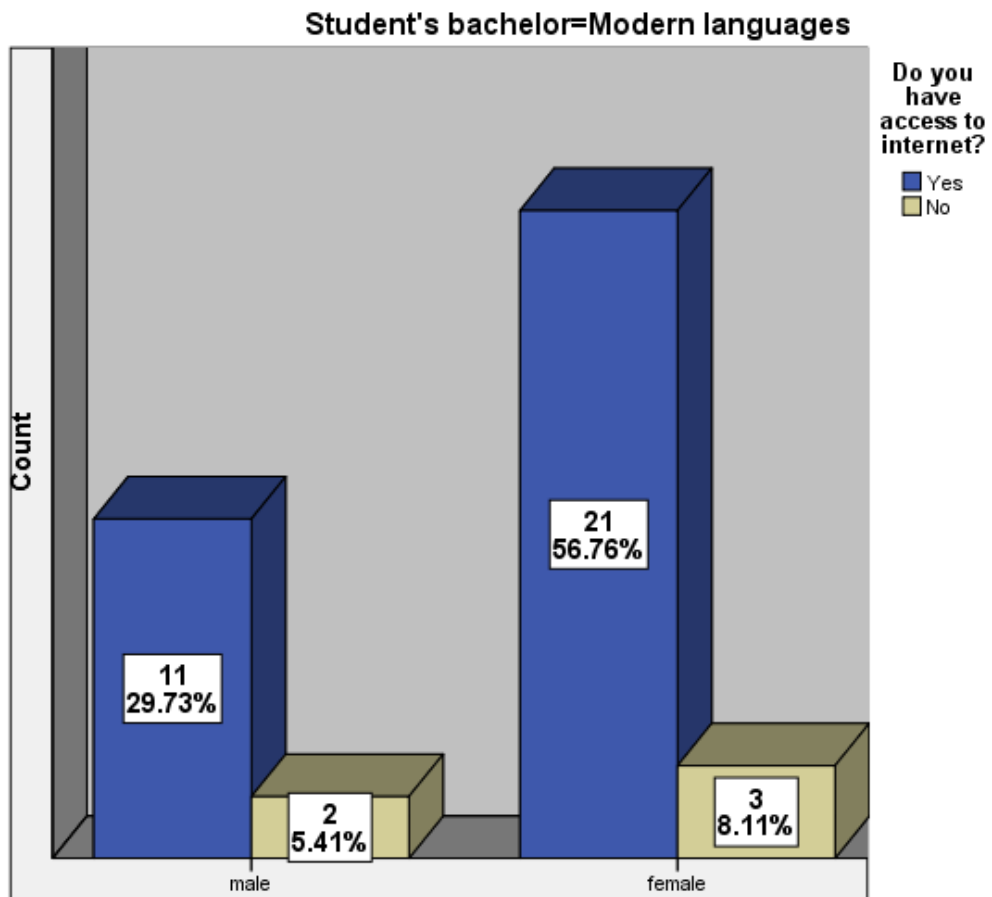


The 24.00% of female students from the Bachelor in Modern Languages are from Private School and 24.00% are from a Public School. 42.00% of female students from the Bachelor in English Teaching are from Public School and 10.00% are from a Private School.

Table 8: Student's access to internet (by bachelor)

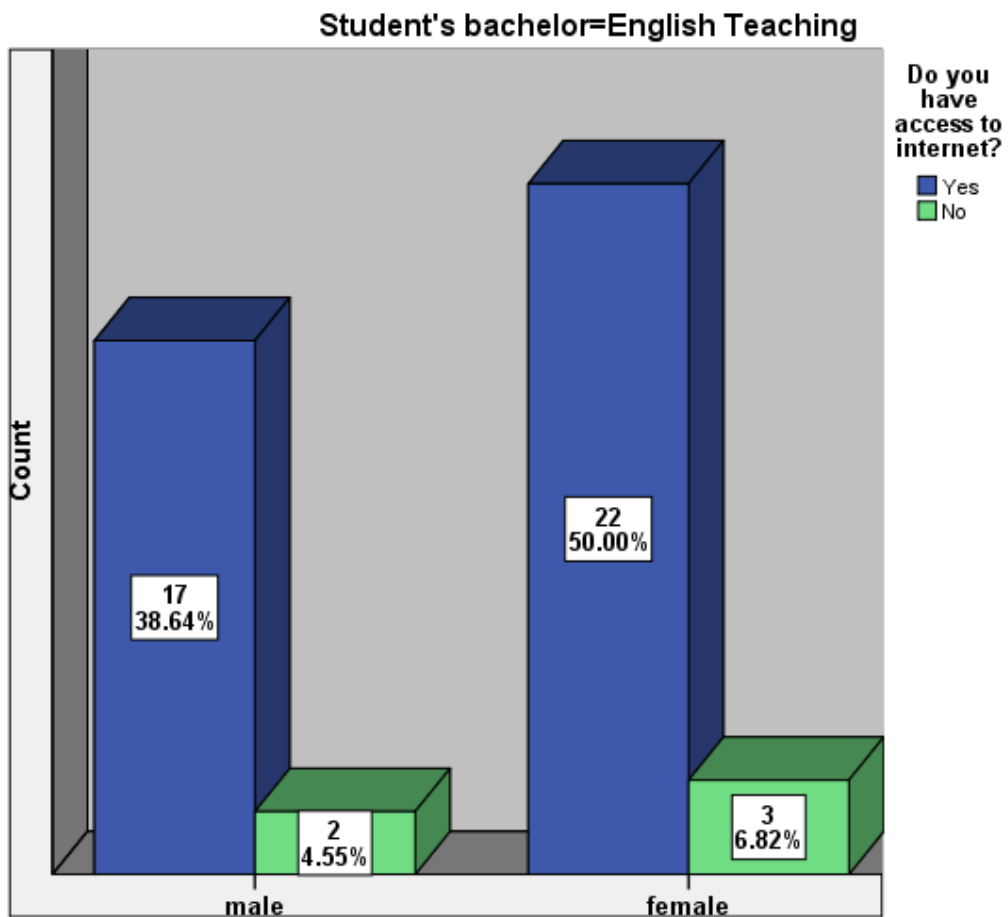
| Student's bachelor | | | Do you have access to internet? | | Total |
|--------------------|------------------|--------|---------------------------------|----|-------|
| | | | Yes | No | |
| Modern languages | Student's gender | male | 11 | 2 | 13 |
| | | female | 21 | 3 | 24 |
| | Total | | 32 | 5 | 37 |
| English Teaching | Student's gender | male | 17 | 2 | 19 |
| | | female | 22 | 3 | 25 |
| | Total | | 39 | 5 | 44 |
| Total | Student's gender | male | 28 | 4 | 32 |
| | | female | 43 | 6 | 49 |
| | Total | | 71 | 10 | 81 |

Bar chart 9: Student's access to internet (Modern Languages)



29.73% of male students from the bachelor in modern languages have access to internet and 5.41% do not have access to internet. 56.76% of female students from the bachelor in modern languages have access to internet and 8.11% who do not have access.

Bar chart 10: Student's access to internet (English Teaching)

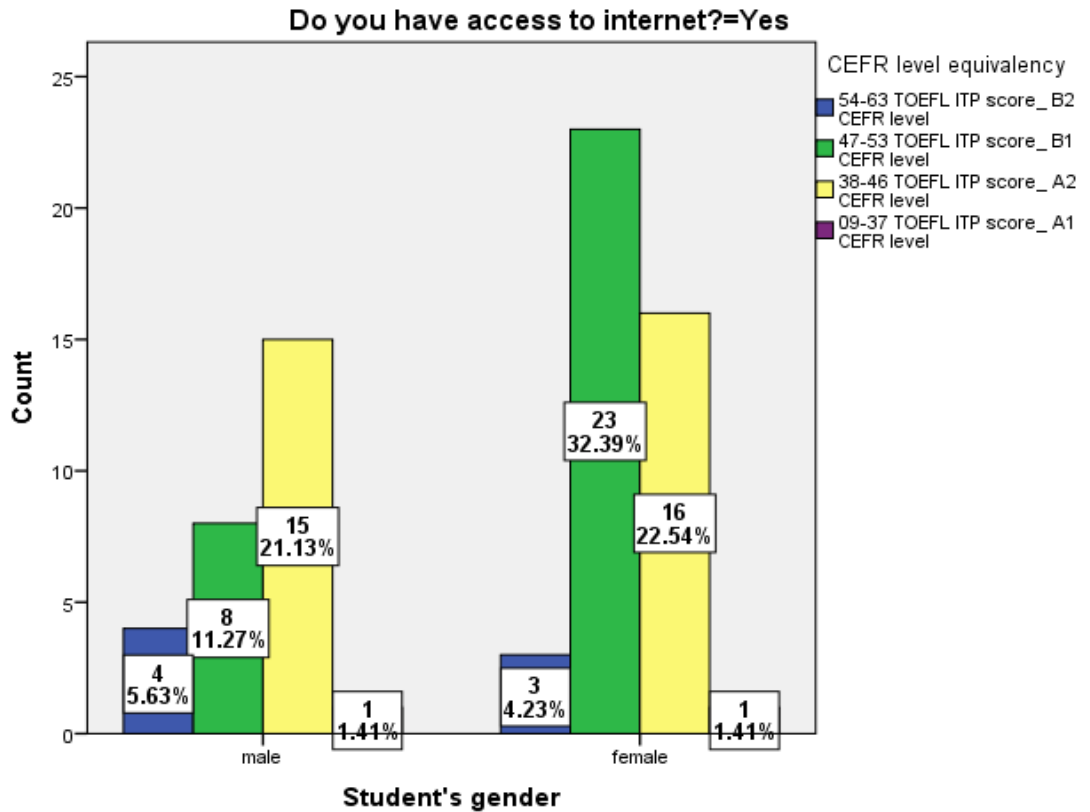


38.64% of male students from the bachelor in modern languages have access to internet and 4.55% do not have access to internet. 56.76% of female students from the bachelor in modern languages have access to internet and 8.11% who do not have access.

Table 9: Student's access to internet (by gender)

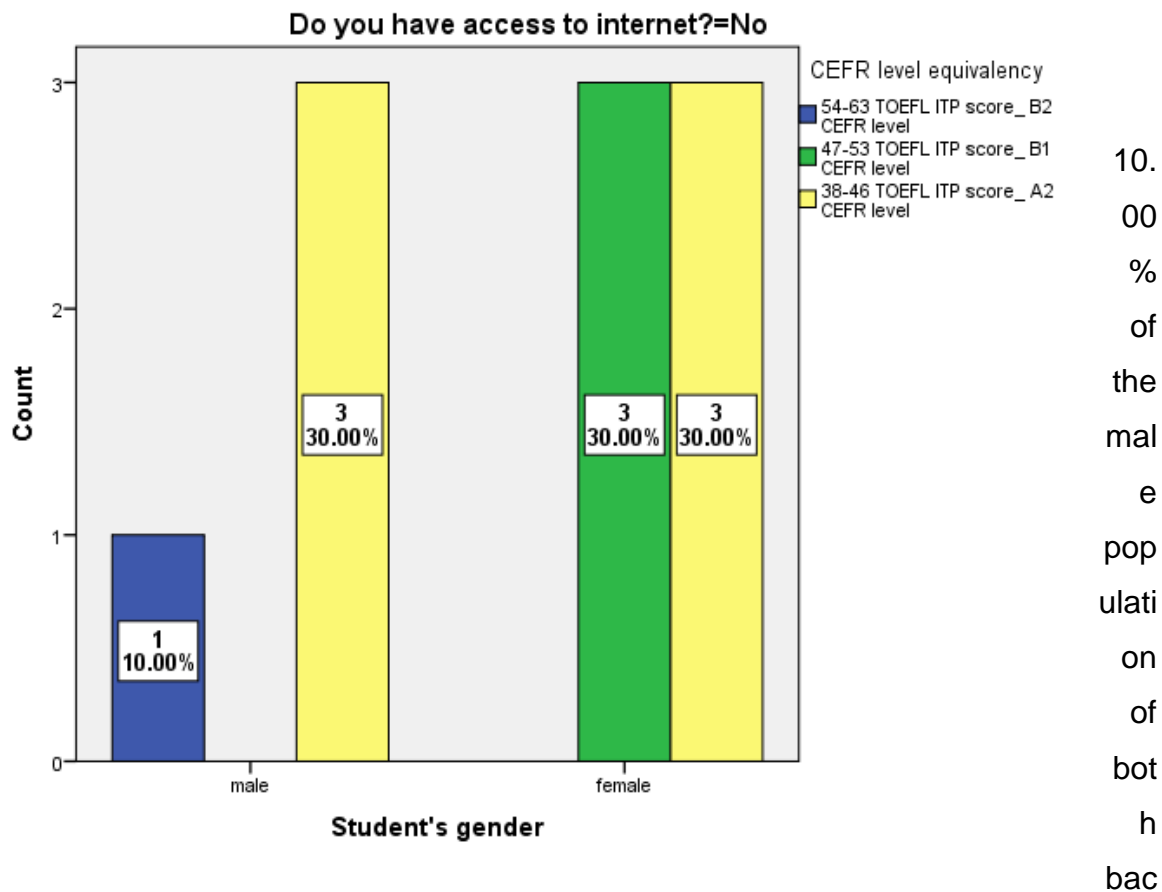
| | | | CEFR level equivalency | | |
|---------------------------------|------------------|--------|--|--|--|
| | | | 54-63 TOEFL ITP score_ B2 CEFR level | 47-53 TOEFL ITP score_ B1 CEFR level | 38-46 TOEFL ITP score_ A2 CEFR level |
| Do you have access to internet? | | | | | |
| Yes | Student's gender | male | 4 | 8 | 15 |
| | | female | 3 | 23 | 16 |
| Total | | | 7 | 31 | 31 |
| No | Student's gender | male | 1 | 0 | 3 |
| | | female | 0 | 3 | 3 |

Bar chart 11: Student's access to internet (Access to Internet)



The 21.13% of the male population of both bachelors who have access to internet are in A2 according to the CEFR, 5.63% are in level B2 while 11.27 % are in B1 and just 1.51% in A1. On the other hand, 32.39% of the female population of both bachelors are in B2 while 22.54% are in A2, then 4.23% in B2 and 1.41% in A1.

Bar chart 12: Student's access to internet (No access to Internet service)

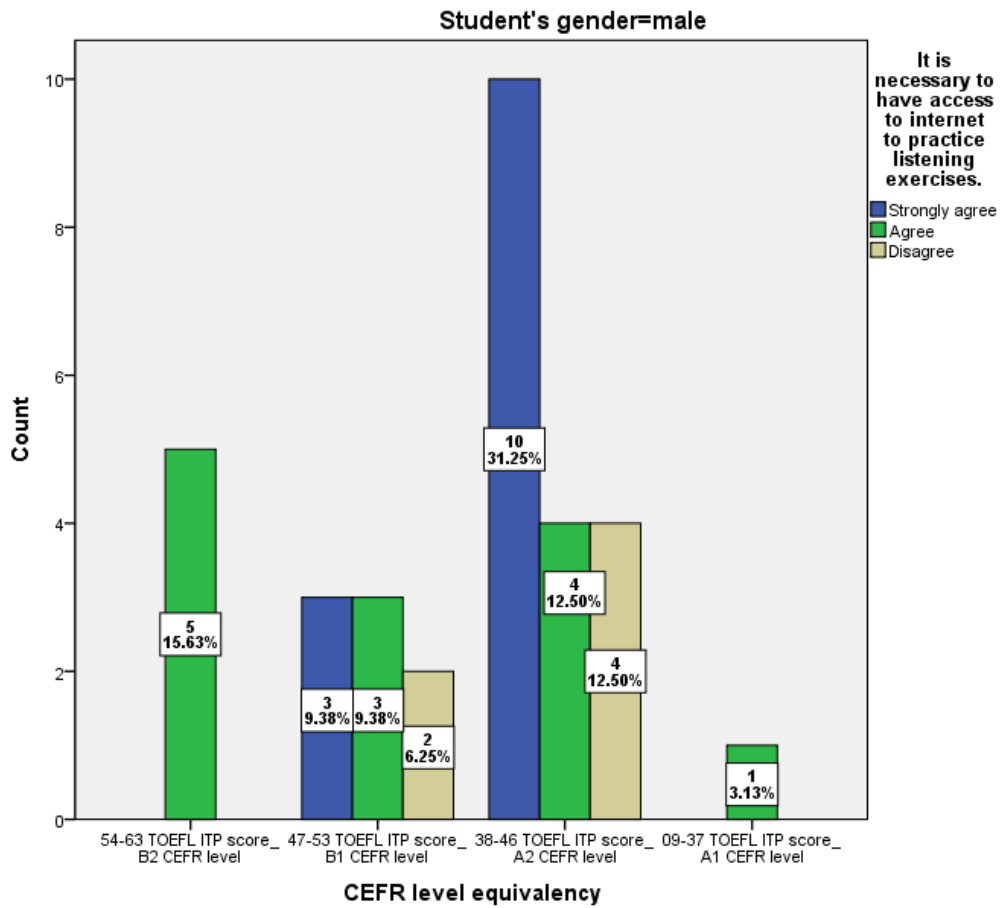


10.00% of the male population of both bachelors who do not have access to internet are in B2 according to the CEFR and 30.00% of males are in level. On the other hand, 30.00% of the female population of both bachelors are in A2 while the rest of females represented by 30.00% are in B1.

Table 10: Is it necessary to have access to internet to practice listening exercises?

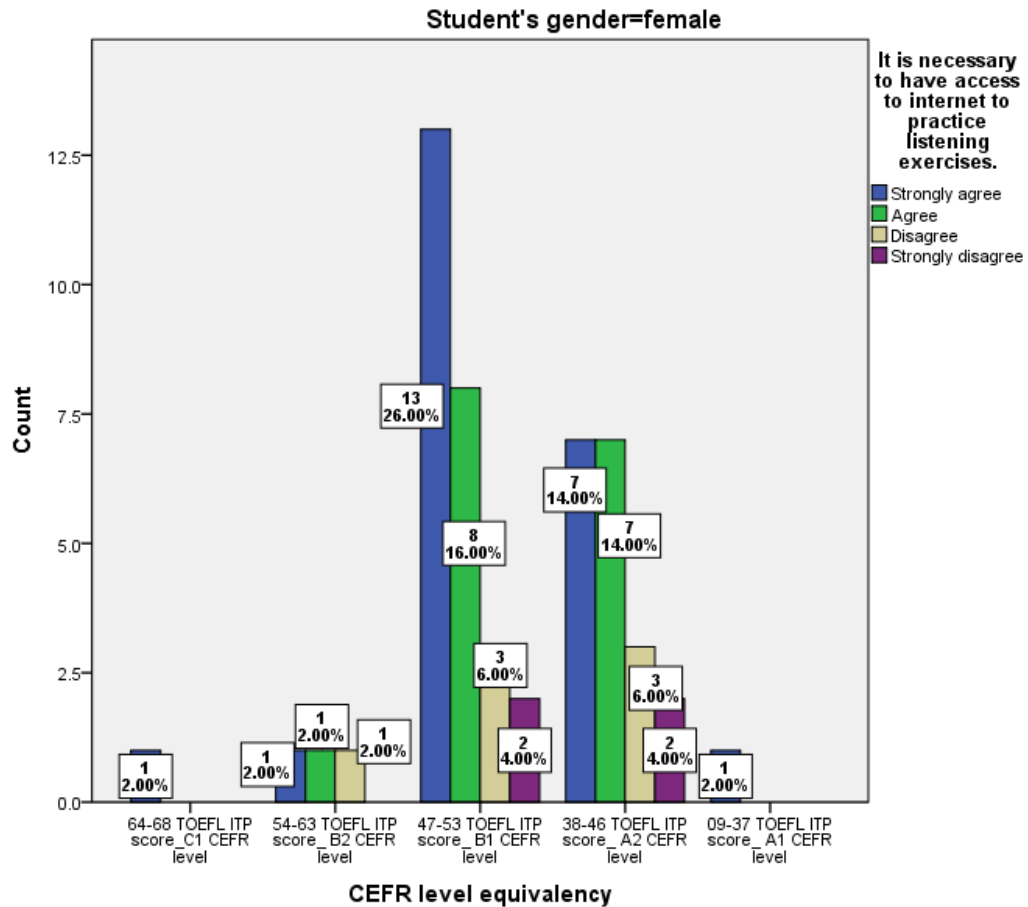
| | | | It is necessary to have access to internet to practice listening exercises? | | | | |
|-------------------------|--------------|----------------------|---|-------|----------|-------------------|-------|
| | | | Strongly agree | Agree | Disagree | Strongly disagree | Total |
| Student's gender | | | | | | | |
| male | CEFR level | 54-63 TOEFL ITP | 0 | 5 | 0 | | 5 |
| | equivalency | score_ B2 CEFR level | | | | | |
| | | 47-53 TOEFL ITP | 3 | 3 | 2 | | 8 |
| | | score_ B1 CEFR level | | | | | |
| | | 38-46 TOEFL ITP | 10 | 4 | 4 | | 18 |
| | | score_ A2 CEFR level | | | | | |
| | | 09-37 TOEFL ITP | 0 | 1 | 0 | | 1 |
| | | score_ A1 CEFR level | | | | | |
| | Total | | 13 | 13 | 6 | | 32 |
| fema | CEFR level | 54-63 TOEFL ITP | | | | | |
| le | equivalency | score_ B2 CEFR level | 1 | 1 | 2 | 0 | 3 |
| | | 47-53 TOEFL ITP | | | | | |
| | | score_ B1 CEFR level | 13 | 8 | 3 | 2 | 26 |
| | | 38-46 TOEFL ITP | | | | | |
| | | score_ A2 CEFR level | 7 | 7 | 3 | 2 | 19 |
| | | 09-37 TOEFL ITP | | | | | |
| | | score_ A1 CEFR level | 1 | 0 | 0 | 0 | 1 |
| | Total | | 23 | 16 | 8 | 4 | 50 |
| Total | CEFR level | 54-63 TOEFL ITP | | | | | |
| | equivalency | score_ B2 CEFR level | 1 | 6 | 1 | 0 | 8 |
| | | 47-53 TOEFL ITP | | | | | |
| | | score_ B1 CEFR level | 16 | 11 | 5 | 2 | 34 |
| | | 38-46 TOEFL ITP | | | | | |
| | | score_ A2 CEFR level | 17 | 11 | 7 | 2 | 37 |
| | | 09-37 TOEFL ITP | | | | | |
| | | score_ A1 CEFR level | 1 | 1 | 0 | 0 | 2 |
| | Total | | 36 | 29 | 14 | 4 | 82 |

Bar chart 13: Is it necessary to have access to internet to practice listening exercises? (Male's opinion)



It is necessary to have access to internet to practice listening exercises while 9.38% who had B1 level are strongly agree. 15.63% who had B2 level agreed with the question and only 12.50% who had A2 level disagreed with the question.

Bar chart 14: Is it necessary to have access to internet to practice listening exercises? (Female's opinion)

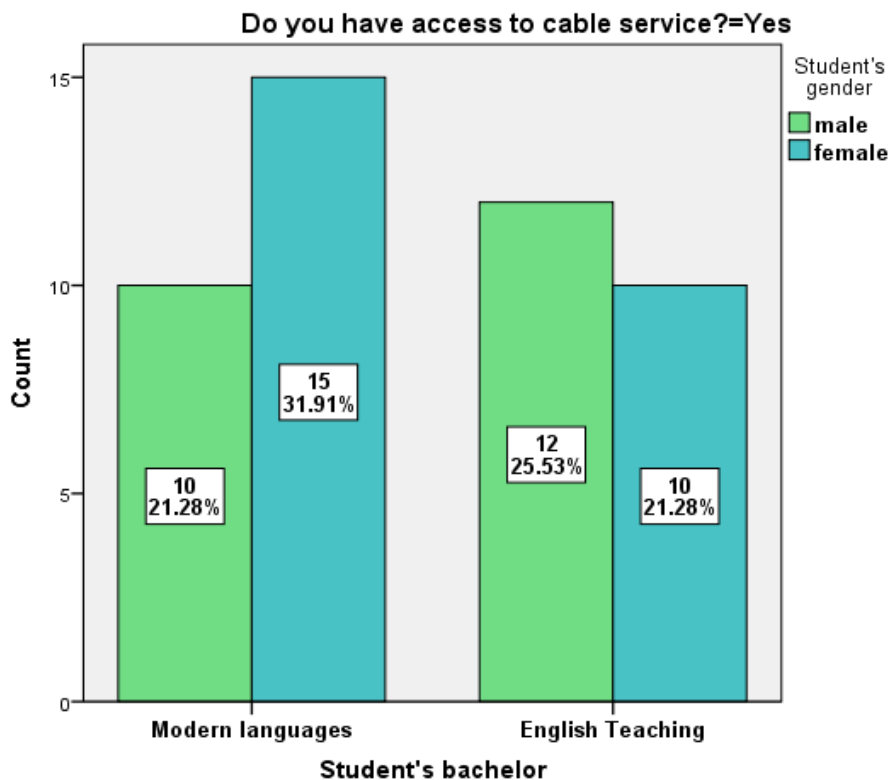


26.00% of female students of both bachelors who had B1 CEFR Level are strongly agree that it is necessary to have access to internet to practice listening exercises while 14.00% who had B1 level are strongly agree. 16.00% who had B2 level agreed with the question. The 6.00% who had A2 level are disagree with the question. 4.00% were strongly disagree with the statement.

Table 11: Access to cable service (by gender)

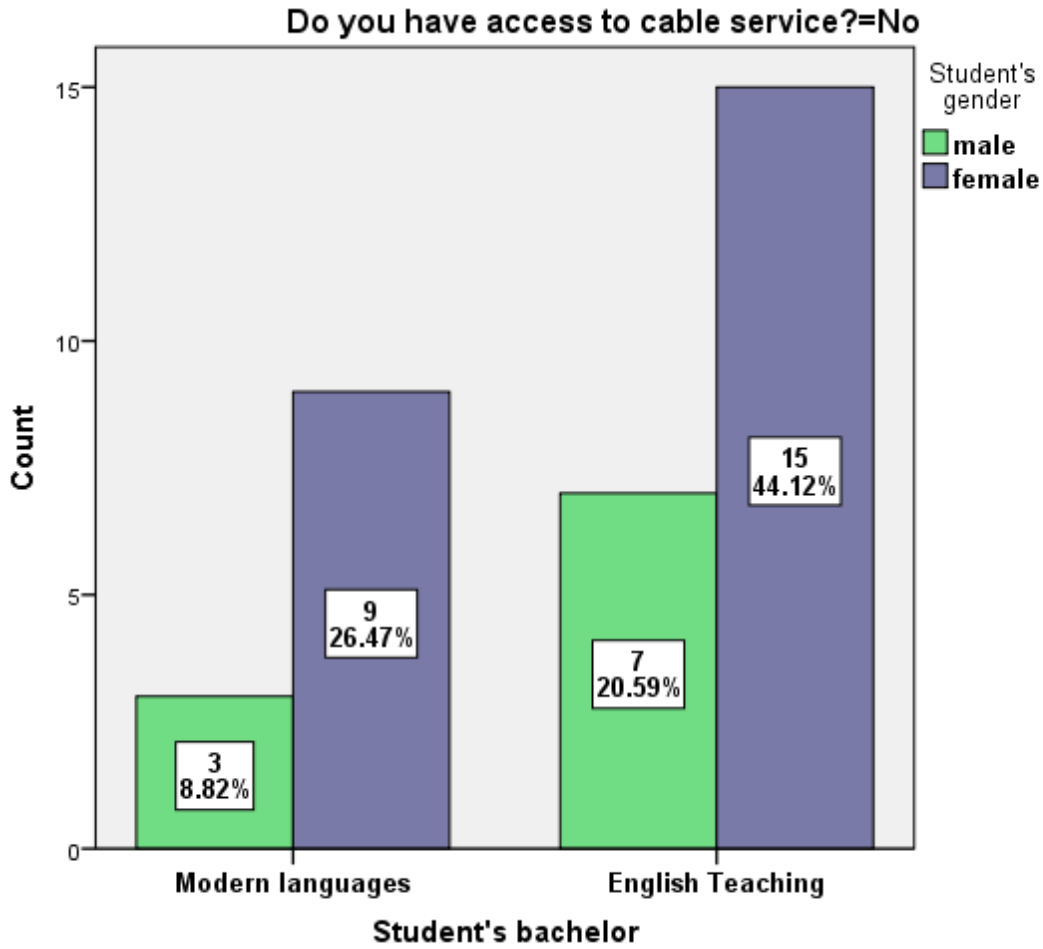
| Do you have access to cable service? | | | Student's gender | | Total |
|--------------------------------------|--------------------|------------------|------------------|--------|-------|
| | | | male | female | |
| Yes | Student's bachelor | Modern languages | 10 | 15 | 25 |
| | | English Teaching | 12 | 10 | |
| | Total | | 22 | 25 | 47 |
| No | Student's bachelor | Modern languages | 3 | 9 | 12 |
| | | English Teaching | 7 | 15 | 22 |
| | Total | | 10 | 24 | 34 |
| Total | Student's bachelor | Modern languages | 13 | 24 | 37 |
| | | English Teaching | 19 | 25 | 44 |
| | Total | | 32 | 49 | 81 |

Bar chart 15: Access to cable service (Yes)



31.91% of female students from the bachelor in Modern Languages have access to cable service while 21.29 % of female students of the bachelor in English Teaching have access to the service. 21.28% of male students of the bachelor in modern languages have access to cable service while 21.28% male students of the bachelor in English teaching have access to the service.

Bar chart 16: Access to cable service (No)

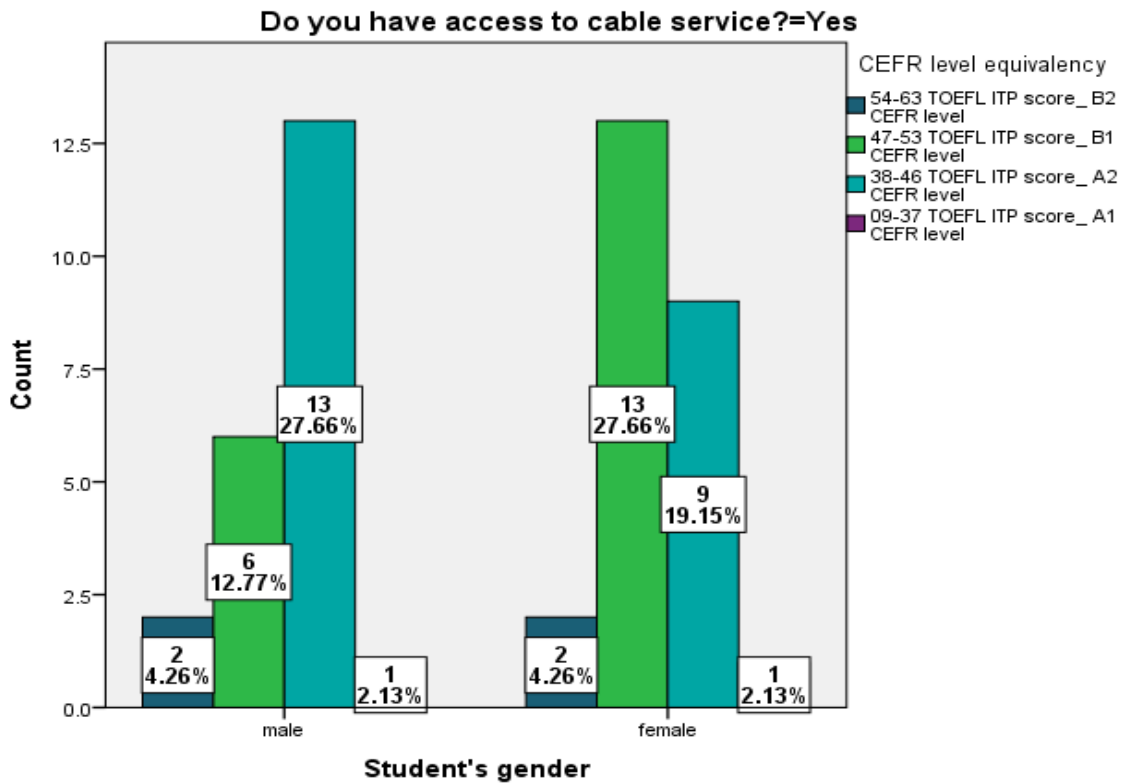


26.47 % of female students from the bachelor modern languages have access to cable service while 44.12 % of female students of the bachelor in English teaching have access to the service. 8.82% of male students of the bachelor in modern languages have access to cable service while 20.59% male students of the bachelor in English teaching have access to the service,

Table 12: Students' CEFR level and access to cable service

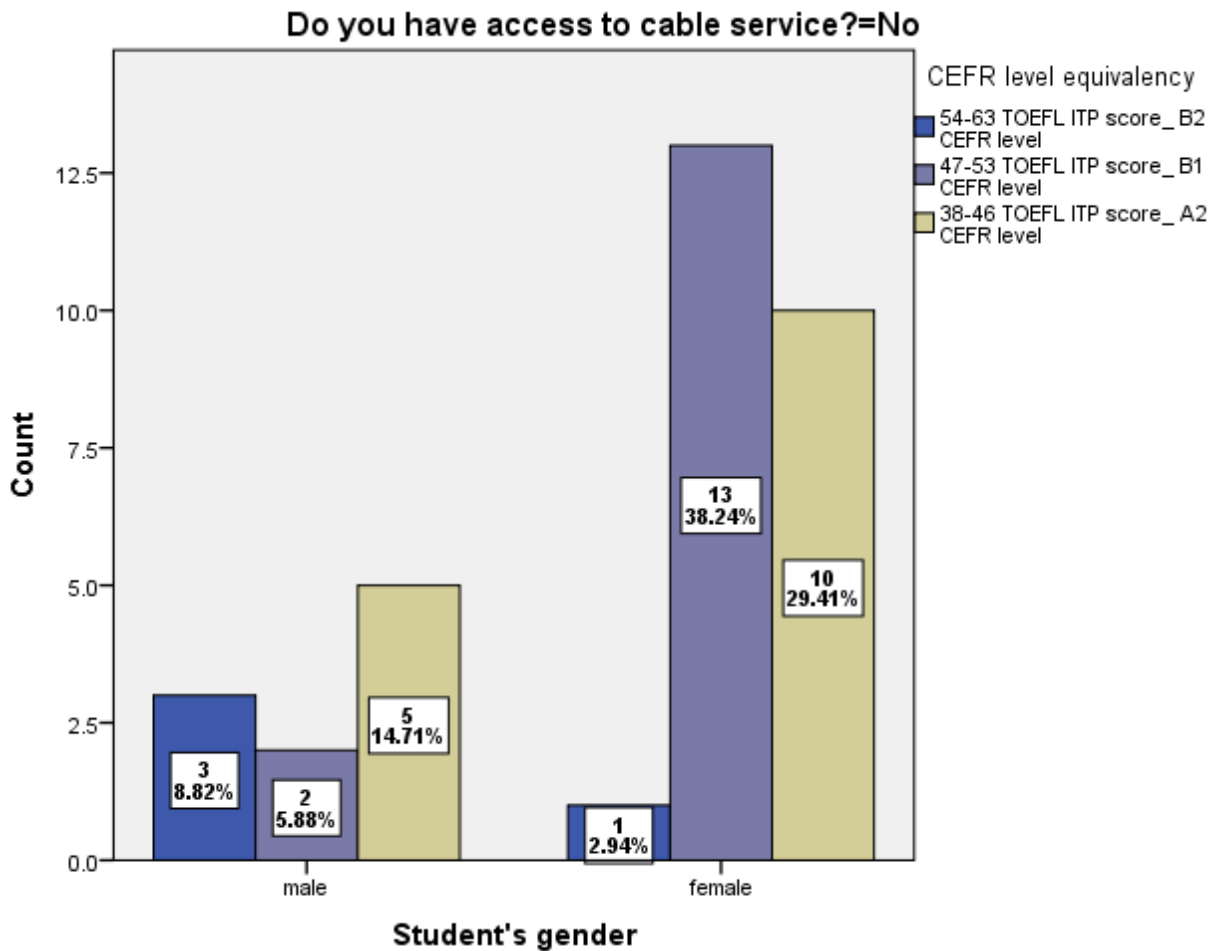
| | | | CEFR level equivalency | | | | Total |
|--------------------------------------|------------------|------------------|---|---|---|---|-------|
| | | | 54-63 TOEFL ITP score_ B2 CEFR level | 47-53 TOEFL ITP score_ B1 CEFR level | 38-46 TOEFL ITP score_ A2 CEFR level | 09-37 TOEFL ITP score_ A1 CEFR level | |
| Do you have access to cable service? | Yes | Student's gender | | | | | |
| | | male | 2 | 6 | 13 | 1 | 22 |
| | | female | 2 | 13 | 9 | 1 | 25 |
| | Total | 4 | 19 | 22 | 2 | 47 | |
| No | Student's gender | male | 3 | 2 | 5 | | 10 |
| | | female | 1 | 13 | 10 | | 24 |
| | | Total | 4 | 15 | 15 | | 34 |
| Total | Student's gender | male | 5 | 8 | 18 | 1 | 32 |
| | | female | 3 | 26 | 19 | 1 | 49 |
| | | Total | 8 | 34 | 37 | 2 | 81 |

Bar chart 17: CEFR level obtained by students in the listening test and access to cable service



27.66% of male students of both bachelor who are in A2 level CEFR have access to cable service while 27.66% of female students who are in B1 level CEFR have access to the service.

Bar chart 18: CEFR level obtained by students in the listening test and NO access to cable service



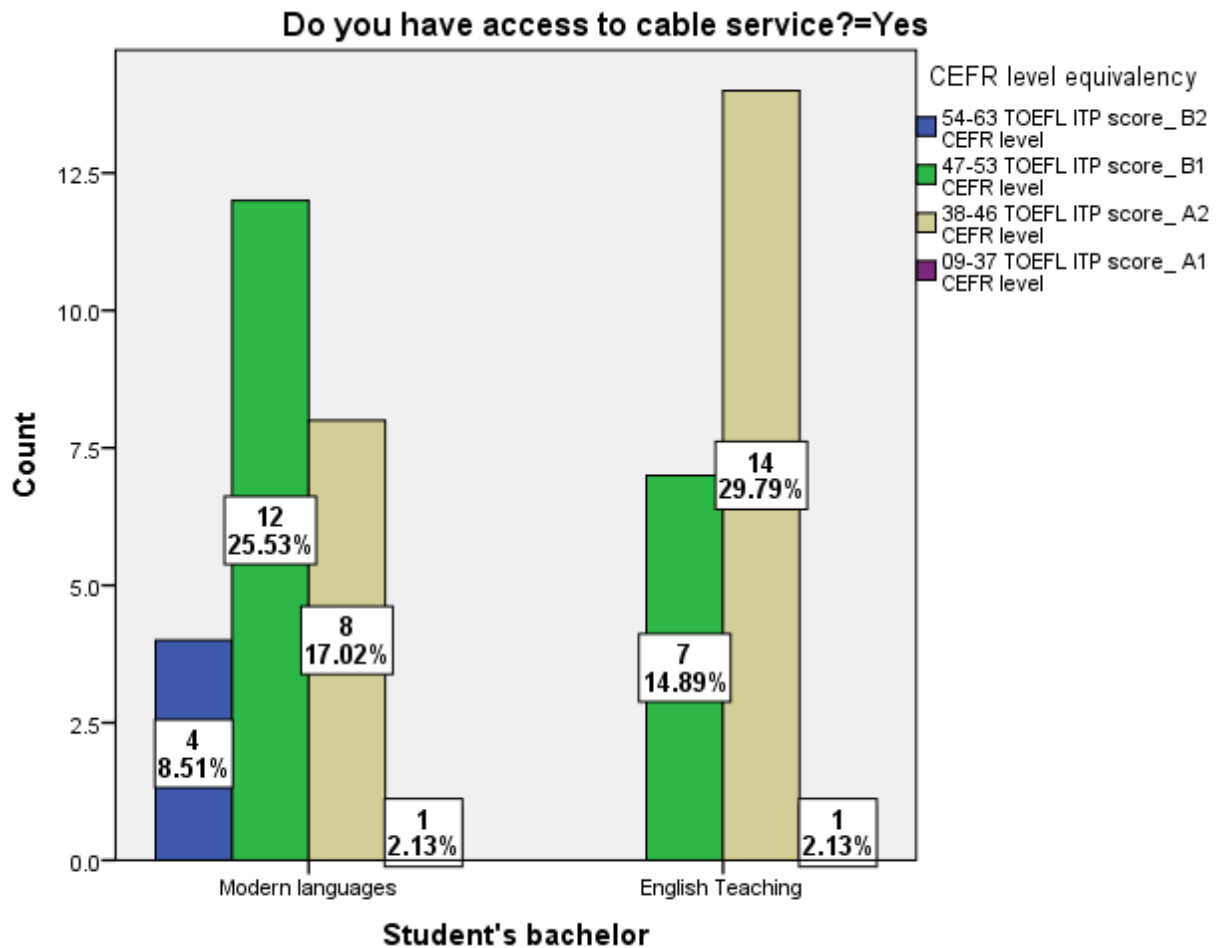
38.24% of female students from both bachelors who are in B1 level CEFR do not have access to cable service. 14% of male students of both bachelors who are in A2 level CEFR do not have access to cable service.

Table 13: Students' who has access to cable service and their CEFR level (results by major)

Student's bachelor * CEFR level equivalency * Do you have access to cable service?

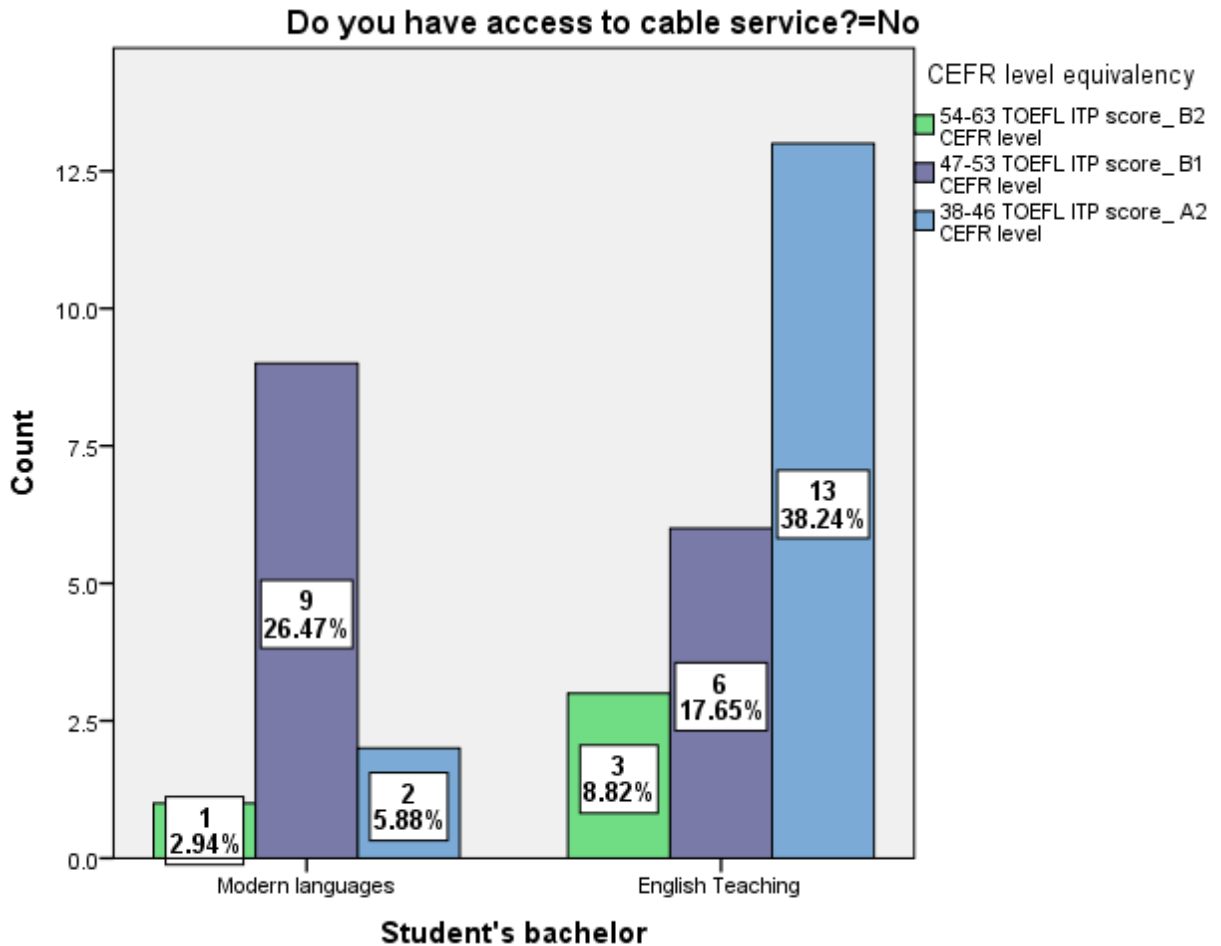
| | | | CEFR level equivalency | | | | Total |
|--------------------------------------|--------------------|------------------|--|--|--|---|-------|
| | | | 54-63 TOEFL ITP score_ B2 CEFR level | 47-53 TOEFL ITP score_ B1 CEFR level | 38-46 TOEFL ITP score_ A2 CEFR level | 09-37 TOEFL ITP score A1 CEFR level | |
| Do you have access to cable service? | | | | | | | |
| Yes | Student's bachelor | Modern languages | 4 | 12 | 8 | 1 | 25 |
| | | English Teaching | 0 | 7 | 14 | 1 | 22 |
| | Total | | 4 | 19 | 22 | 2 | 47 |
| No | Student's bachelor | Modern languages | 1 | 9 | 2 | | 12 |
| | | English Teaching | 3 | 6 | 13 | | 22 |
| | Total | | 4 | 15 | 15 | | 34 |
| Total | Student's bachelor | Modern languages | 5 | 21 | 10 | 1 | 37 |
| | | English Teaching | 3 | 13 | 27 | 1 | 44 |
| | Total | | 8 | 34 | 37 | 2 | 81 |

**Bar chart 19: Students' who has access to cable service and their CEFR level
(results by major)**



25.53% of the student population from the bachelor in modern languages who are B2 level CEFR have access to cable service, 29.79% who are from the bachelor in English Teaching have access to cable service.

**Bar chart 20: Students' who has NO access to cable service and their CEFR level
(results by major)**

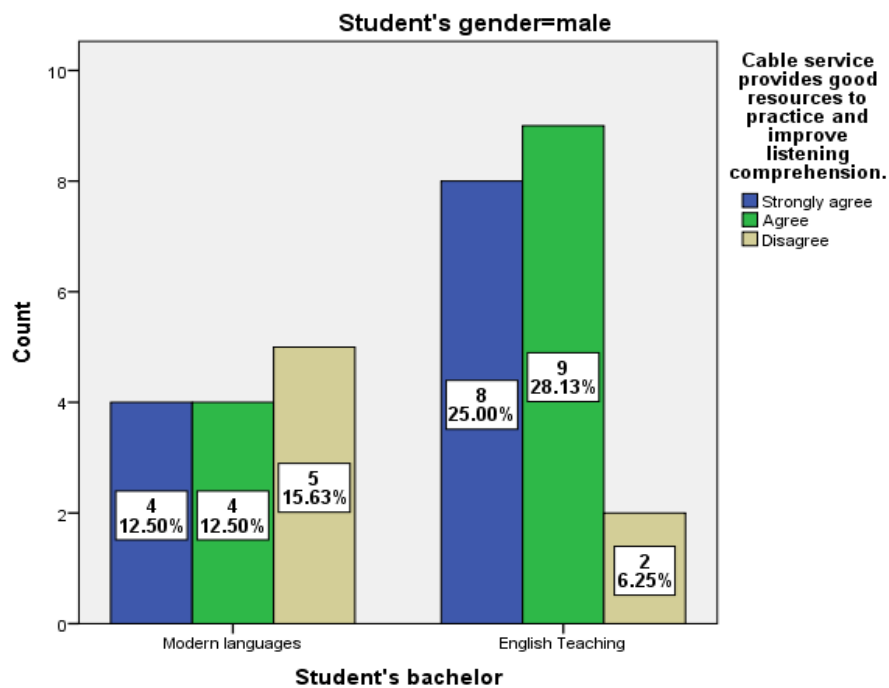


26.47% of the student population from the bachelor in modern languages who are B1 level CEFR do not have access to cable service, 38.24% who are from the bachelor in English Teaching do not have access to cable service.

Table 14: Cable service provides good resources to practice and improve listening comprehension.

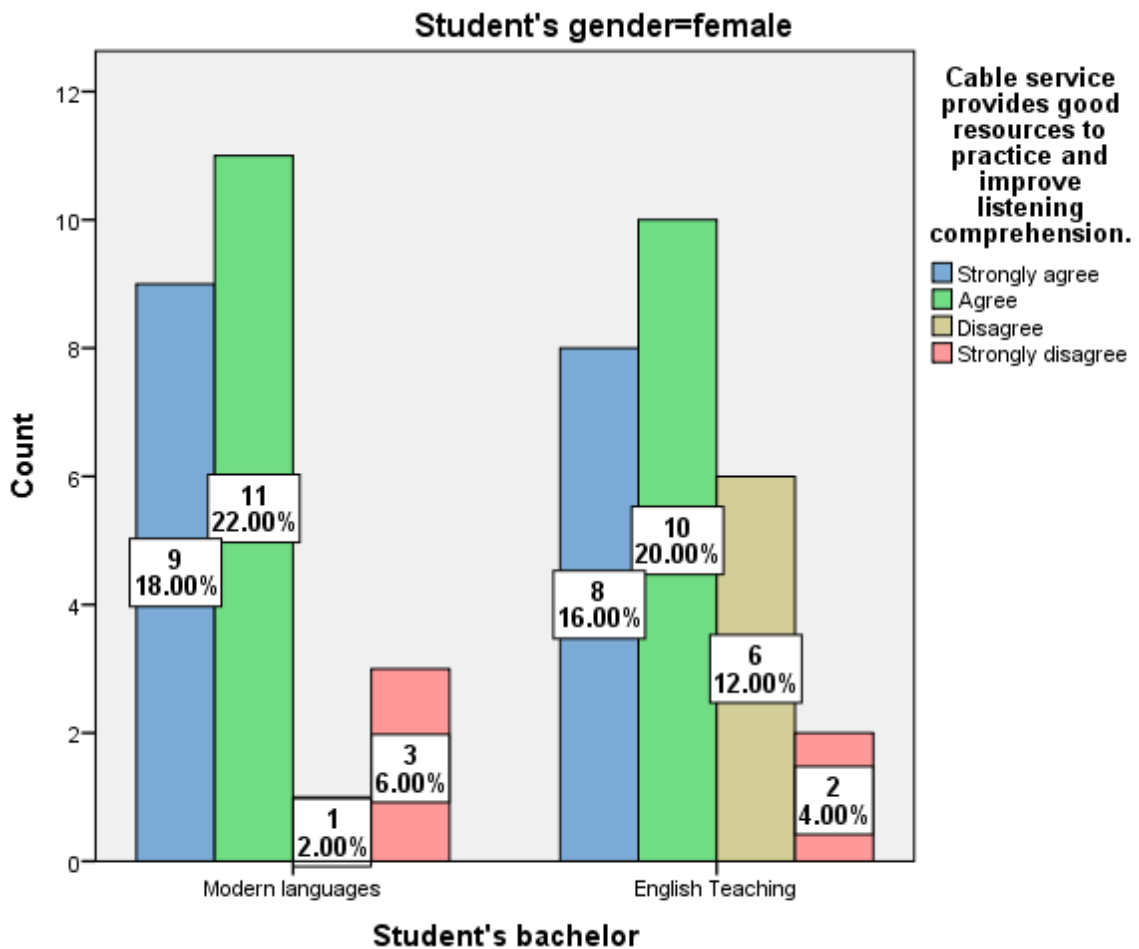
| Student's gender | | | Cable service provides good resources to practice and improve listening comprehension. | | | | |
|------------------|--------------------|------------------|--|-------|----------|-------------------|-------|
| | | | Strongly agree | Agree | Disagree | Strongly disagree | Total |
| male | Student's bachelor | Modern languages | 4 | 4 | 5 | | 13 |
| | | English Teaching | 8 | 9 | 2 | | 19 |
| | Total | | 12 | 13 | 7 | | 32 |
| female | Student's bachelor | Modern languages | 9 | 11 | 1 | 3 | 24 |
| | | English Teaching | 8 | 10 | 6 | 2 | 26 |
| | Total | | 17 | 21 | 7 | 5 | 50 |
| Total | Student's bachelor | Modern languages | 13 | 15 | 6 | 3 | 37 |
| | | English Teaching | 16 | 19 | 8 | 2 | 45 |
| | Total | | 29 | 34 | 14 | 5 | 82 |

Bar chart 21: Cable service provides good resources to practice and improve listening comprehension (Male.)



25.53% of male students from the bachelor in modern languages disagree cable service provides good resources to practice and improve listening comprehension, 28.13% who are from the bachelor in English Teaching agree that cable service provides good resources to practice and improve listening comprehension.

Bar chart 22: Cable service provides good resources to practice and improve listening comprehension (Female.)

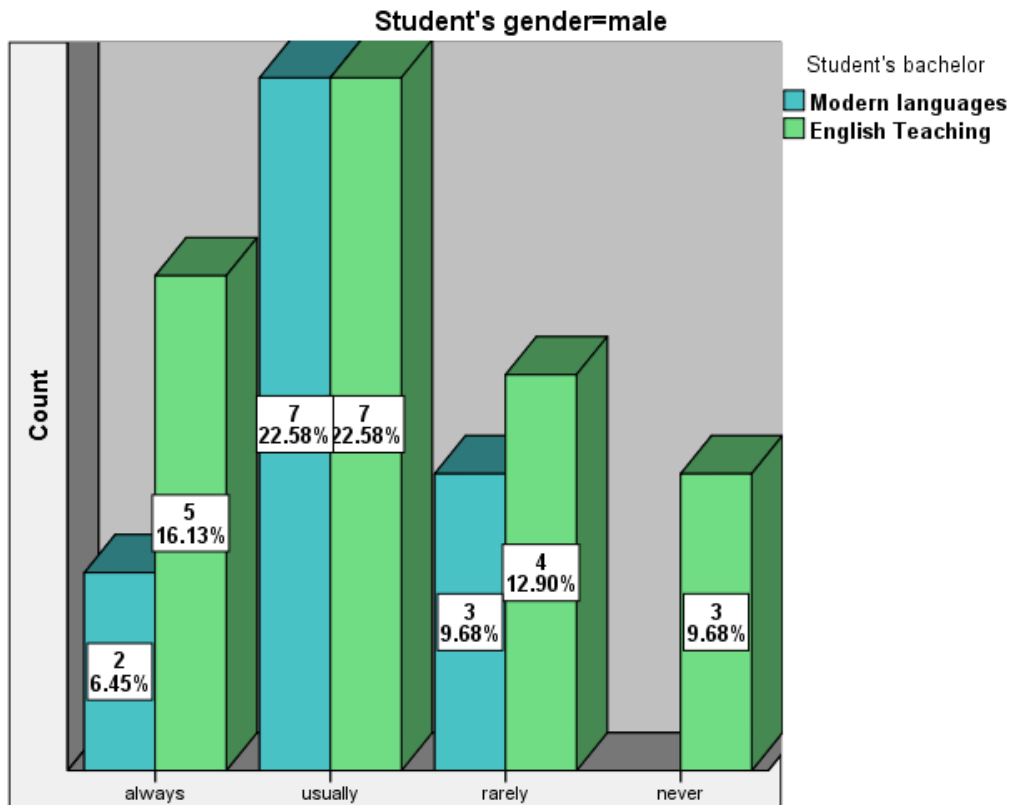


25.00 % of female students from the bachelor in modern languages agree cable service provides good resources to practice and improve listening comprehension, 20.00% who are from the bachelor in English Teaching agree that cable service provides good resources to practice and improve listening comprehension.

Table 15: Identification of English linking

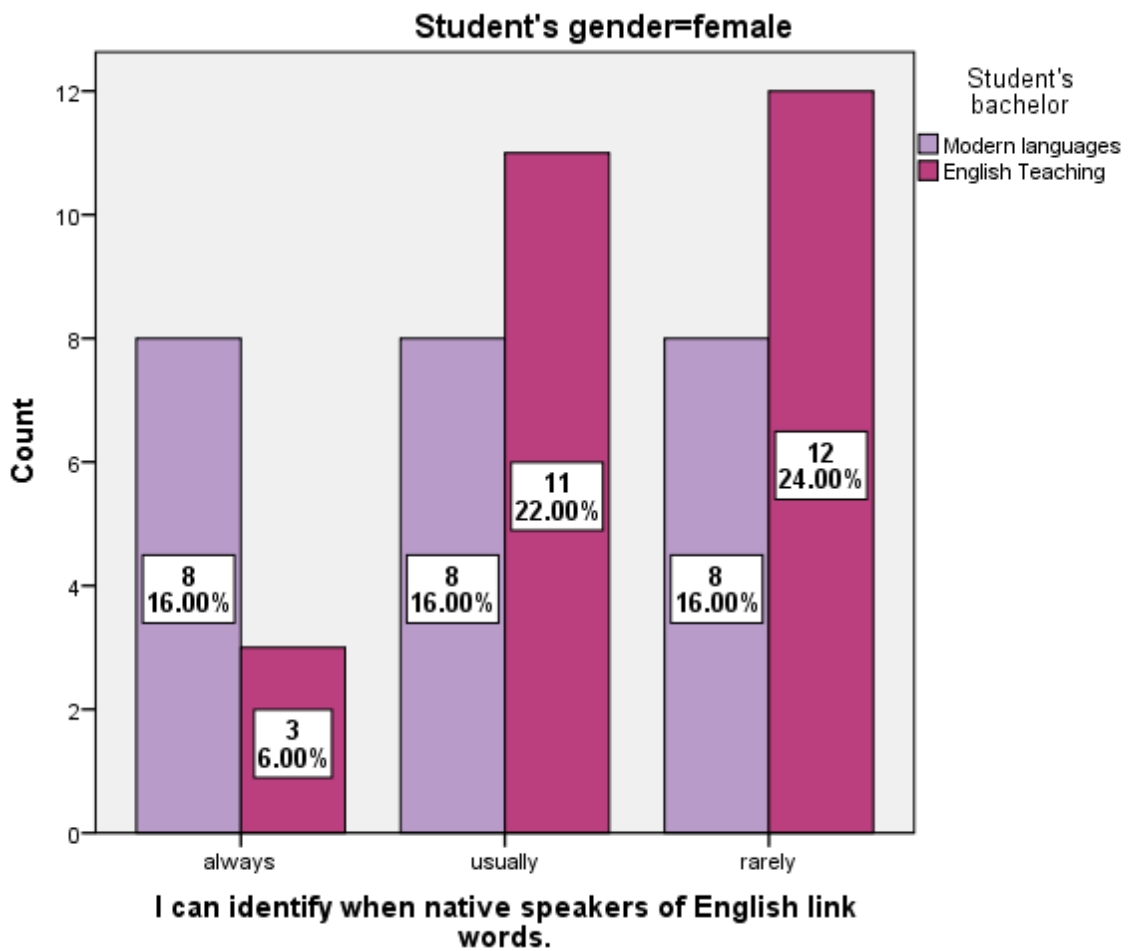
| Student's gender | | | Student's bachelor | | Total |
|------------------|--|---------|--------------------|------------------|-------|
| | | | Modern languages | English Teaching | |
| male | I can identify when native speakers of English link words. | always | 2 | 5 | 7 |
| | | usually | 7 | 7 | 14 |
| | | rarely | 3 | 4 | 7 |
| | | never | 0 | 3 | 3 |
| | | Total | 12 | 19 | 31 |
| female | I can identify when native speakers of English link words. | always | 8 | 3 | 11 |
| | | usually | 8 | 11 | 19 |
| | | rarely | 8 | 12 | 20 |
| | | Total | 24 | 26 | 50 |
| | | Total | 36 | 45 | 81 |

Bar chart 23: Identification of English linking (Male)



22.58% male students from the bachelor in modern languages usually identify when a native speaker links the words in English while 22.58% male students from the bachelor in English teaching usually identify when a native speaker links the words in English.

Bar chart 24: Identification of English linking (Female)

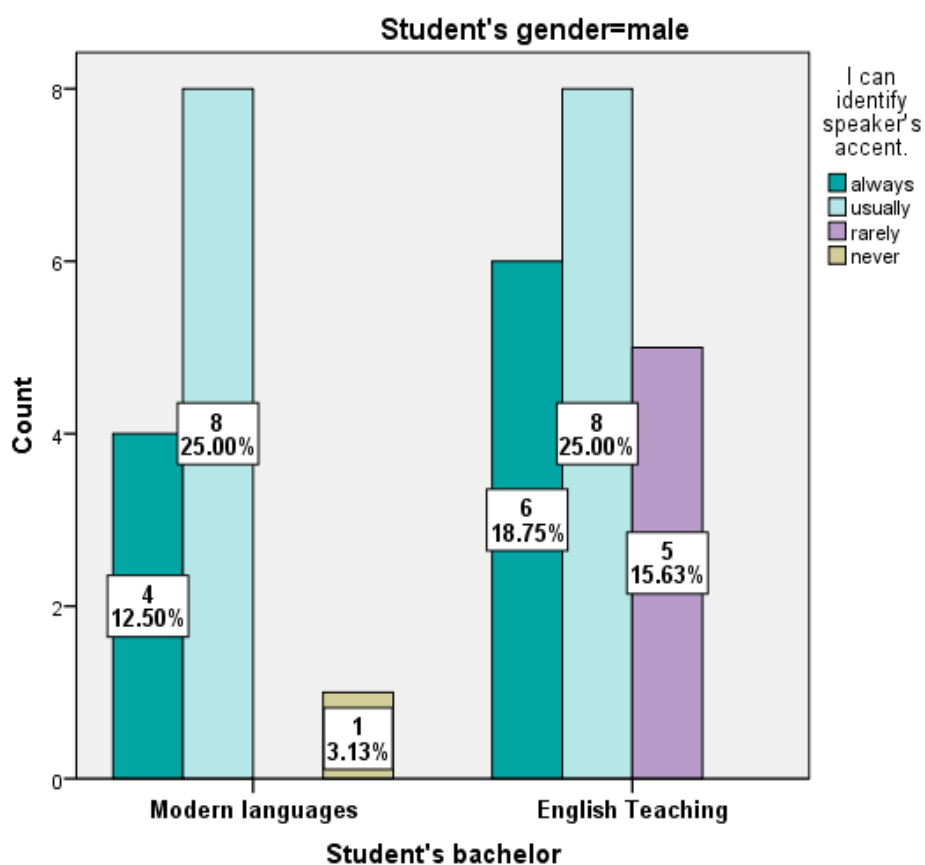


22.58% female students from the bachelor in modern languages always identify when a native speaker links the words in English while 24.00% female students from the bachelor in English teaching rarely identify when a native speaker links the words in English.

Table 16: identifying speaker's accent

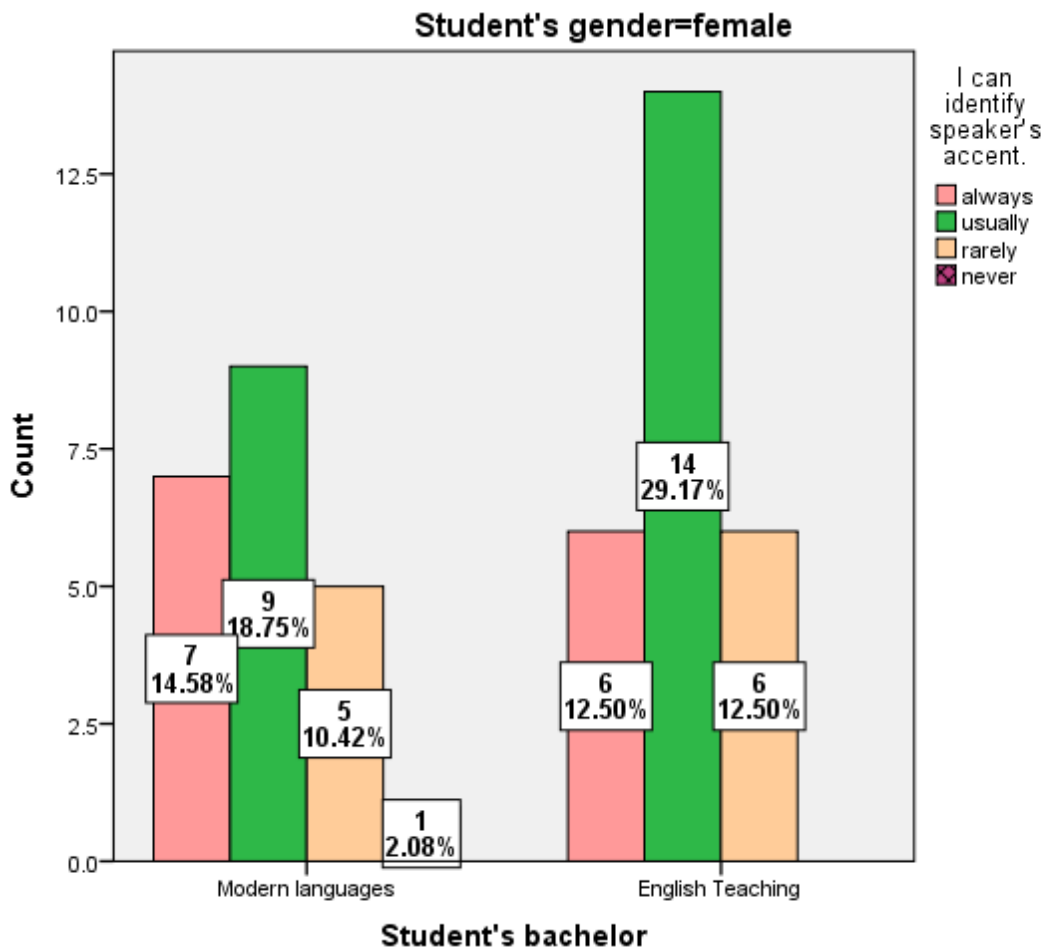
| Student's gender | | | I can identify speaker's accent. | | | | |
|------------------|--------------------|------------------|----------------------------------|---------|--------|-------|-------|
| | | | always | usually | rarely | never | Total |
| male | Student's bachelor | Modern languages | 4 | 8 | 0 | 1 | 13 |
| | | English Teaching | 6 | 8 | 5 | 0 | 19 |
| | Total | | 10 | 16 | 5 | 1 | 32 |
| female | Student's bachelor | Modern languages | 7 | 9 | 5 | 1 | 22 |
| | | English Teaching | 6 | 14 | 6 | 0 | 26 |
| | Total | | 13 | 23 | 11 | 1 | 48 |
| Total | Student's bachelor | Modern languages | 11 | 17 | 5 | 2 | 35 |
| | | English Teaching | 12 | 22 | 11 | 0 | 45 |
| | Total | | 23 | 39 | 16 | 2 | 80 |

Bar chart 25: Identification of English accent (male population)



25.00% male students from the bachelor in modern languages usually identify speaker's accent while 25.00% male students from the bachelor in English teaching usually identify speaker's accents.

Bar chart 26: Identification of English accent (female population)

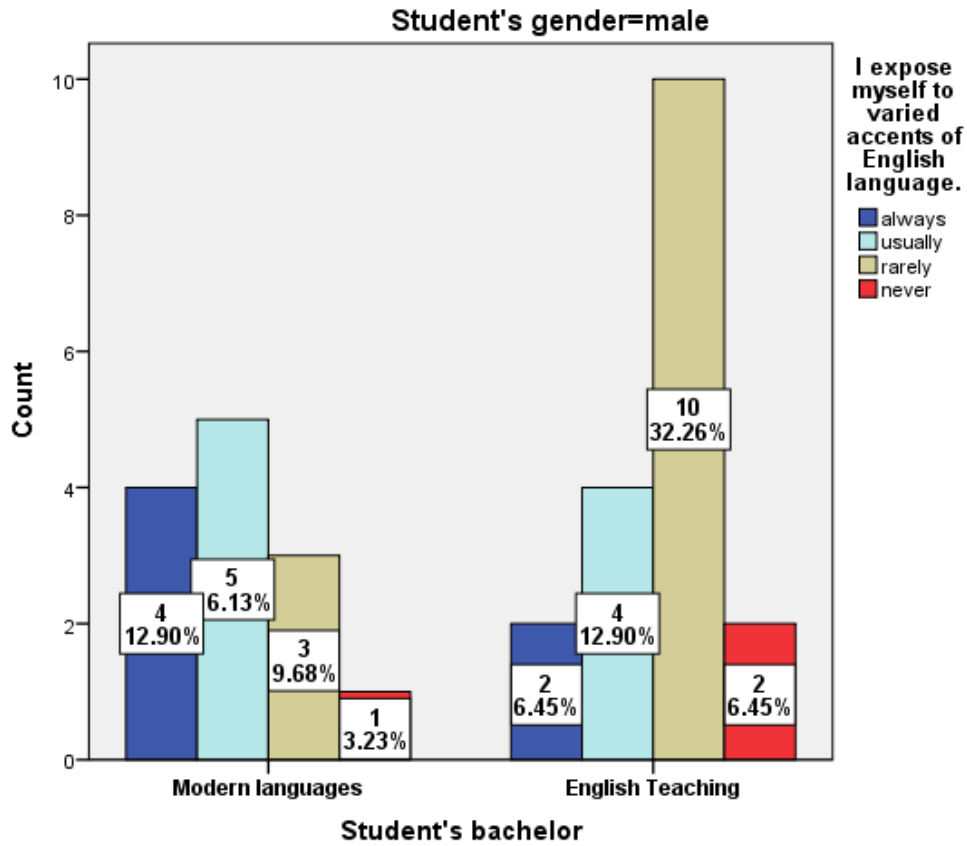


18.75% female students from the bachelor in modern languages usually identify native speaker's accent while 29.17% female students from the bachelor in English teaching usually identify a native speaker accent.

Table 17: Exposure to varied accents of English language

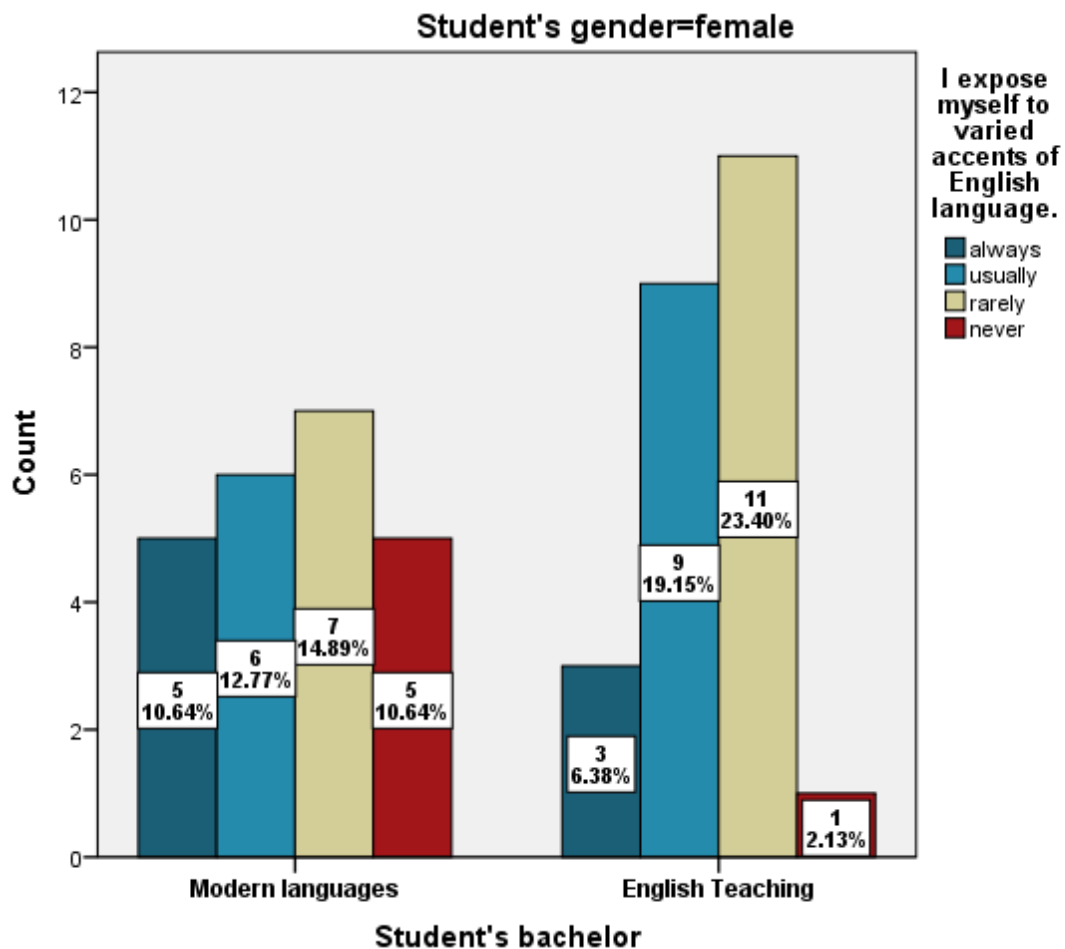
| Student's gender | | | I expose myself to varied accents of English language. | | | | |
|------------------|--------------------|------------------|--|---------|--------|-------|-------|
| | | | always | usually | rarely | never | Total |
| male | Student's bachelor | Modern languages | 4 | 5 | 3 | 1 | 13 |
| | | English Teaching | 2 | 4 | 10 | 2 | 18 |
| | Total | | 6 | 9 | 13 | 3 | 31 |
| female | Student's bachelor | Modern languages | 5 | 6 | 7 | 5 | 23 |
| | | English Teaching | 3 | 9 | 11 | 1 | 24 |
| | Total | | 8 | 15 | 18 | 6 | 47 |
| Total | Student's bachelor | Modern languages | 9 | 11 | 10 | 6 | 36 |
| | | English Teaching | 5 | 13 | 21 | 3 | 42 |
| | Total | | 14 | 24 | 31 | 9 | 78 |

Bar chart 27: Exposure to varied accents of English language (male)



32.26% male students from the bachelor of English Teaching rarely expose themselves to varied accents of English language while 16.13% male students from the bachelor in Modern Languages usually expose to the varied accents of English language.

Bar chart 28: Exposure to varied accents of English language (female)

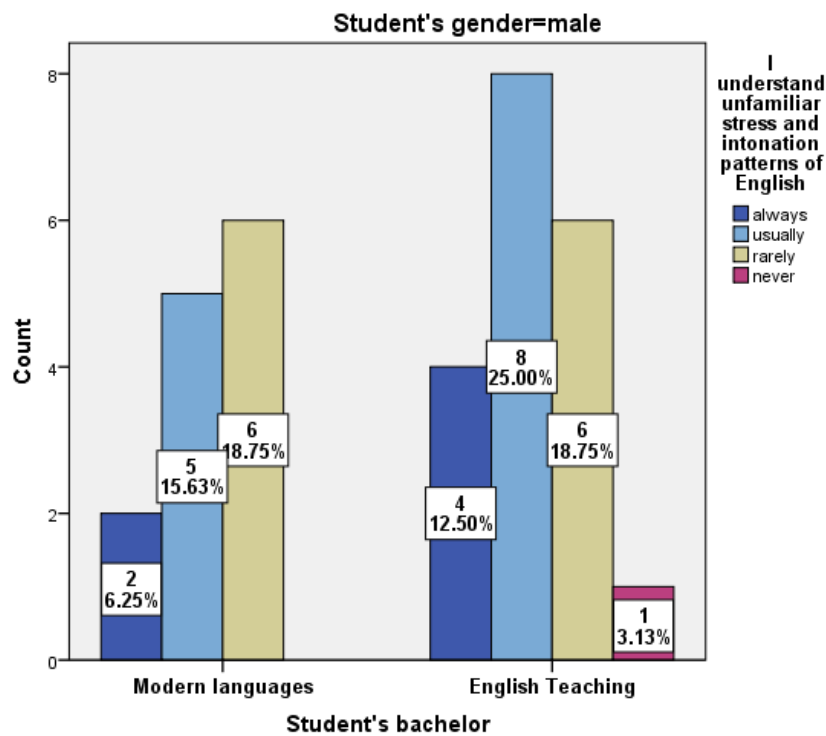


23.40% female students from the bachelor of English Teaching rarely exposures themselves to varied accents of English language while 14.89% female students from the bachelor in Modern Languages rarely expose to the varied accents of English language.

Table 18: Understanding unfamiliar stress and intonation patterns of English (By student's gender)

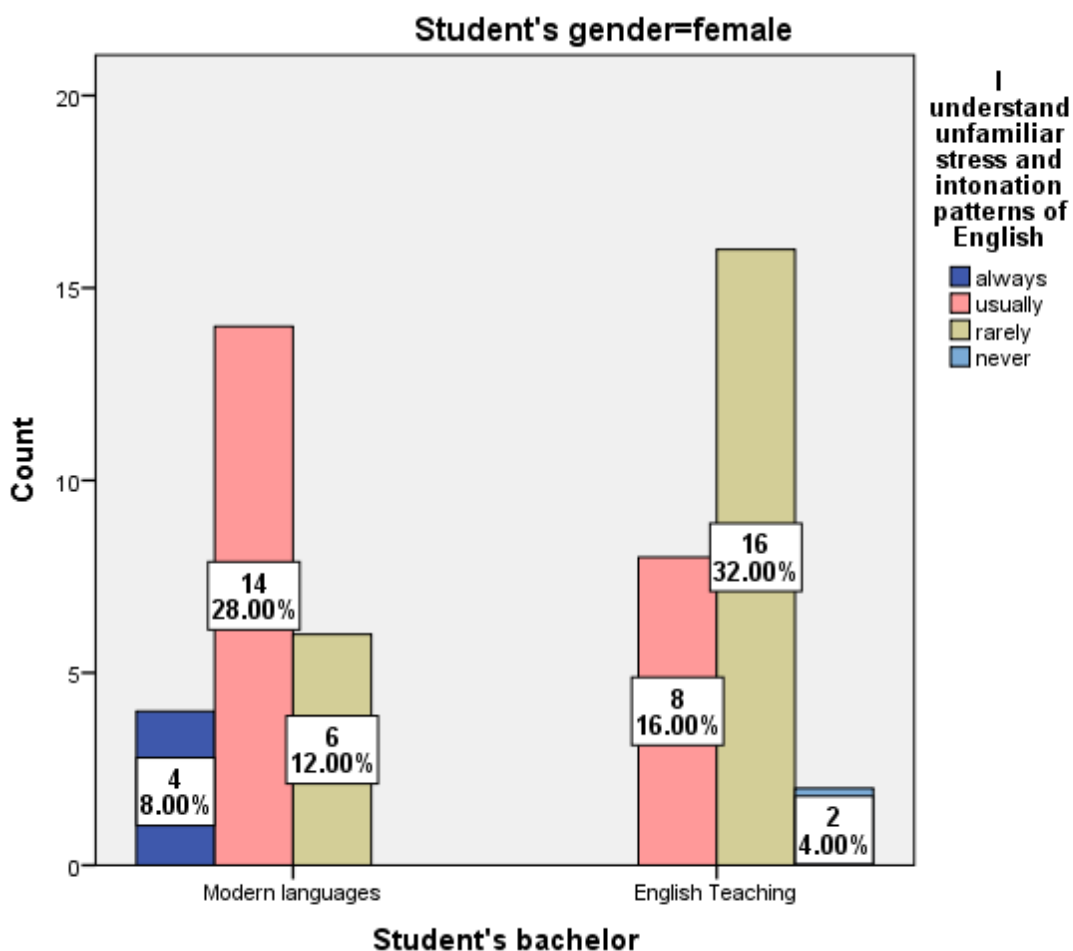
| Student's gender | | | I understand unfamiliar stress and intonation patterns of English | | | | Total |
|------------------|--------------------|------------------|---|---------|--------|-------|-------|
| | | | always | usually | rarely | never | |
| male | Student's bachelor | Modern languages | 2 | 5 | 6 | 0 | 13 |
| | | English Teaching | 4 | 8 | 6 | 1 | 19 |
| | Total | | 6 | 13 | 12 | 1 | 32 |
| female | Student's bachelor | Modern languages | 4 | 14 | 6 | 0 | 24 |
| | | English Teaching | 0 | 8 | 16 | 2 | 26 |
| | Total | | 4 | 22 | 22 | 2 | 50 |
| Total | Student's bachelor | Modern languages | 6 | 19 | 12 | 0 | 37 |
| | | English Teaching | 4 | 16 | 22 | 3 | 45 |
| | Total | | 10 | 35 | 34 | 3 | 82 |

Bar chart 29: Understanding unfamiliar stress and intonation patterns of English (Male)



25.00% male students from the bachelor of English Teaching usually understand unfamiliar stress and intonation patterns of English while 18.75% male students from the bachelor in Modern Languages rarely understand unfamiliar stress and intonation patterns of English.

Bar chart 30: Understanding unfamiliar stress and intonation patterns of English (Female)

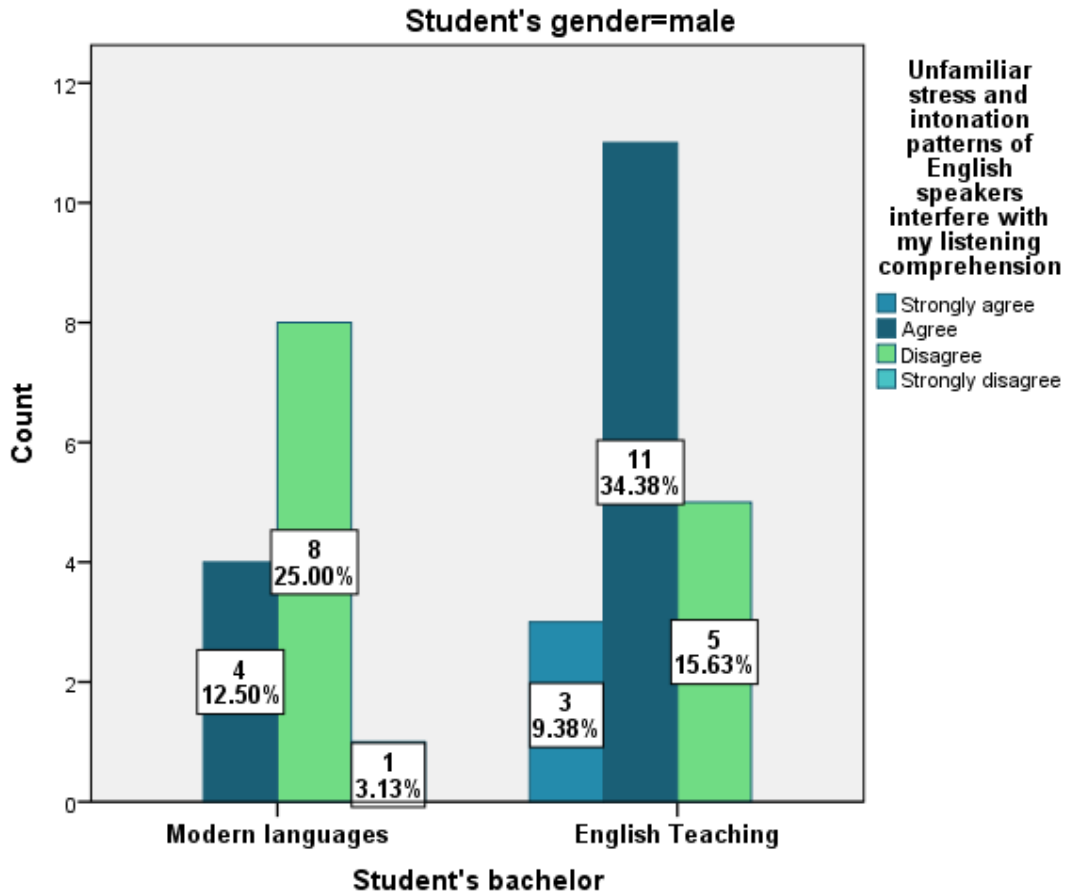


32.00% female students from the bachelor of English Teaching rarely understand unfamiliar stress and intonation patterns of English while 28.00% female students from the bachelor in Modern Languages usually understand unfamiliar stress and intonation patterns of English.

Table 19: Unfamiliar stress and intonation patterns of English speakers interfere with students' listening comprehension

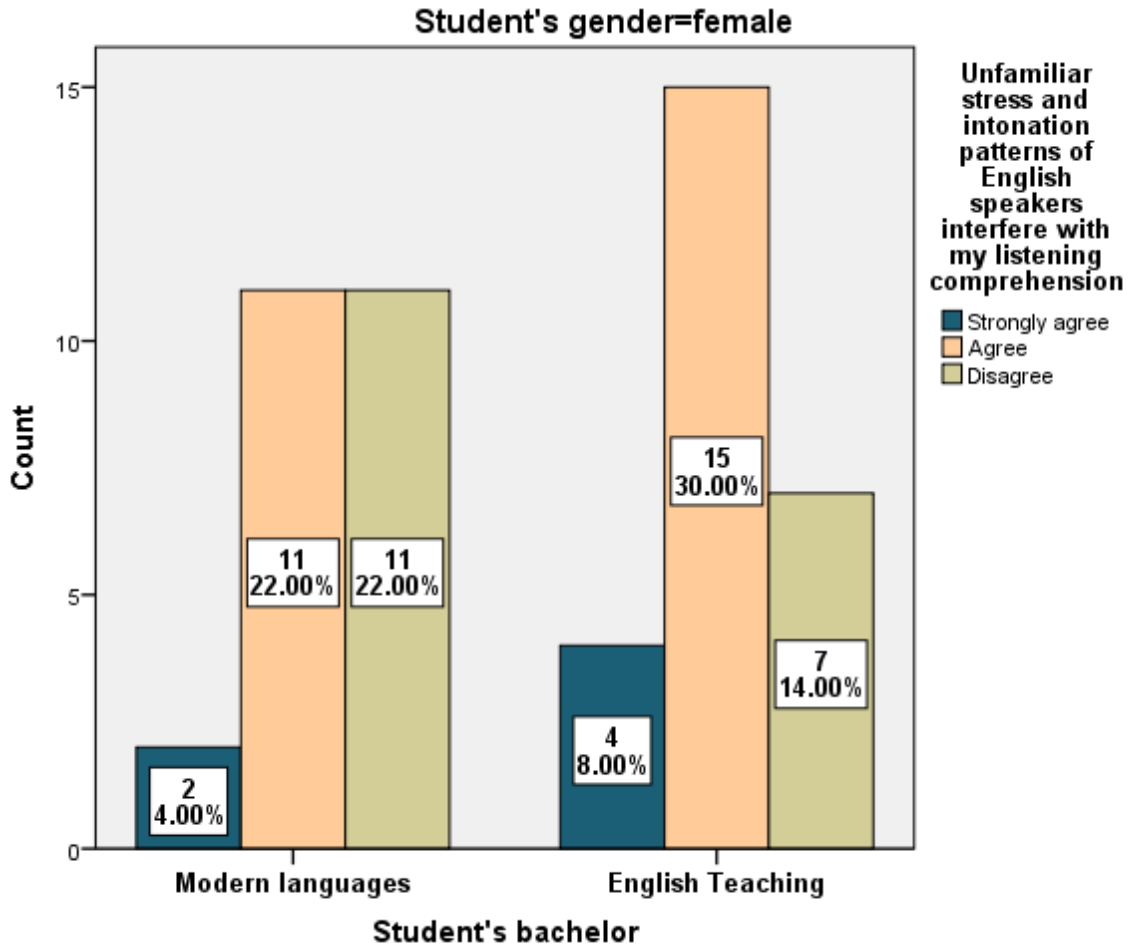
| | | | Unfamiliar stress and intonation patterns of English speakers interfere with my listening comprehension | | | | |
|------------------|--------------------|------------------|---|-------|----------|-------------------|-------|
| | | | Strongly agree | Agree | Disagree | Strongly disagree | Total |
| Student's gender | | | | | | | |
| male | Student's bachelor | Modern languages | 0 | 4 | 8 | 1 | 13 |
| | | English Teaching | 3 | 11 | 5 | 0 | 19 |
| | Total | | 3 | 15 | 13 | 1 | 32 |
| female | Student's bachelor | Modern languages | 2 | 11 | 11 | | 24 |
| | | English Teaching | 4 | 15 | 7 | | 26 |
| | Total | | 6 | 26 | 18 | | 50 |
| Total | Student's bachelor | Modern languages | 2 | 15 | 19 | 1 | 37 |
| | | English Teaching | 7 | 26 | 12 | 0 | 45 |
| | Total | | 9 | 41 | 31 | 1 | 82 |

Bar chart 31: Unfamiliar stress and intonation patterns of English speakers interfere with students' listening comprehension (male)



34.38% male students from the bachelor of English Teaching agree that unfamiliar stress and intonation patterns of English speakers interfere with their listening comprehension while 25.00% male students from the bachelor in Modern Languages disagree with the statement.

Bar chart 32: Unfamiliar stress and intonation patterns of English speakers interfere with students' listening comprehension (female)

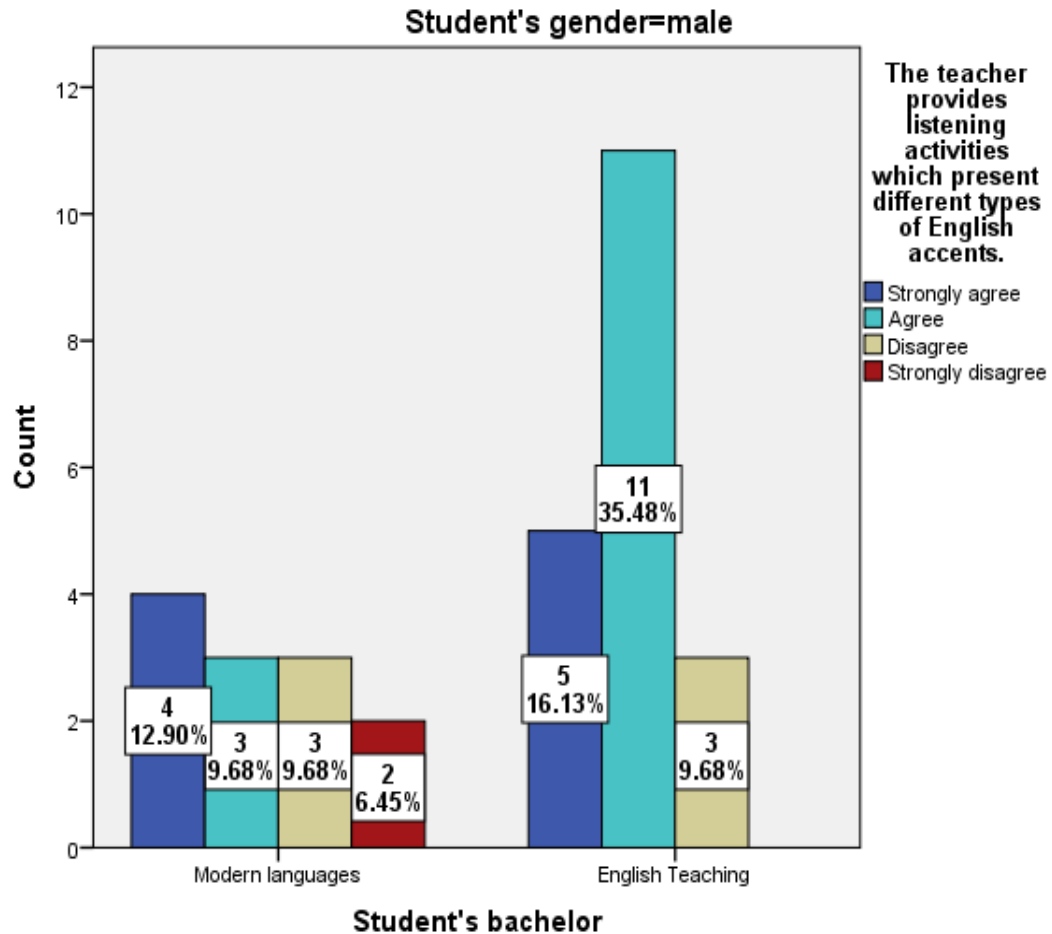


30.00% female students from the bachelor of English Teaching agree that unfamiliar stress and intonation patterns of English speakers interfere with their listening comprehension while 22.00% female students from the bachelor in Modern Languages disagree with the statement and from the same bachelor there is another 22.00% who agree with the statement.

Table 20: The teacher provides listening activities which present different types of English accents.

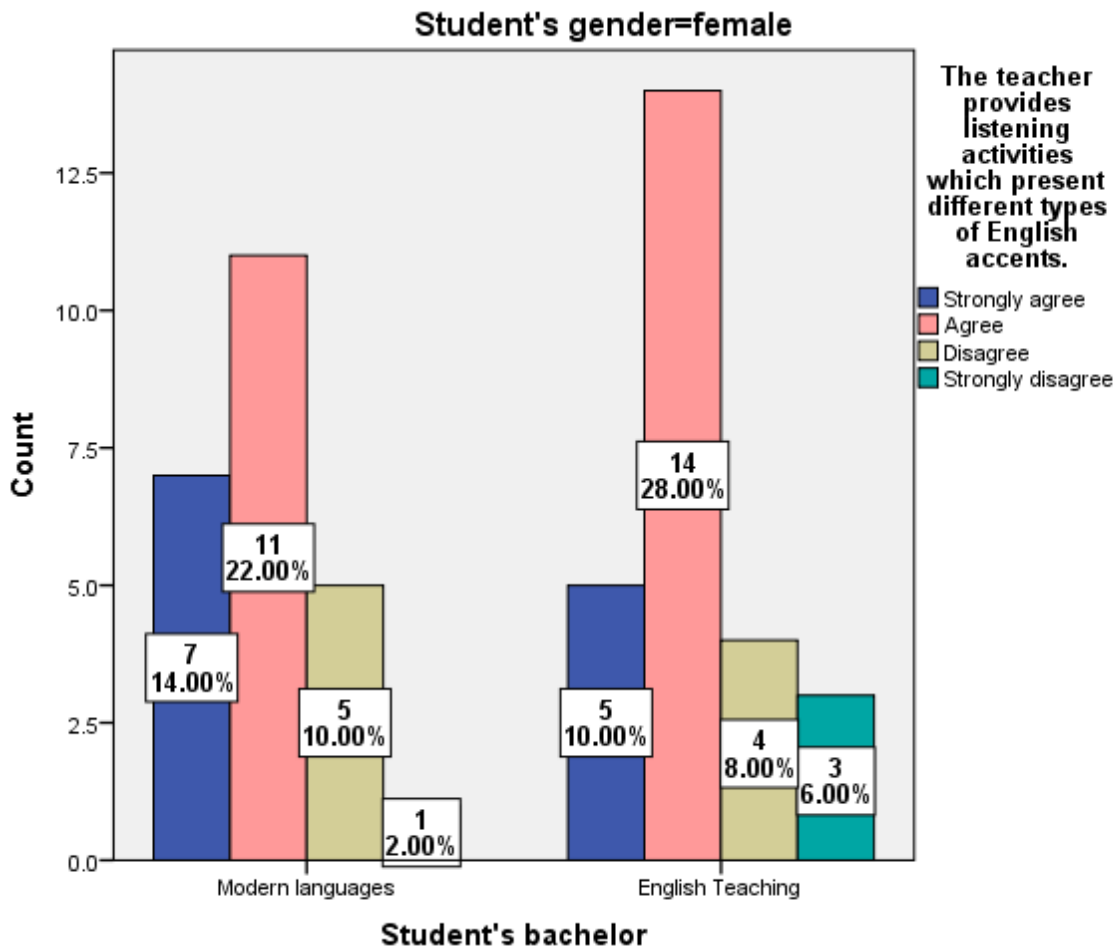
| | | | The teacher provides listening activities which present different types of English accents. | | | | |
|------------------|--------------------|------------------|---|-------|----------|-------------------|-------|
| | | | Strongly agree | Agree | Disagree | Strongly disagree | Total |
| Student's gender | | | | | | | |
| male | Student's bachelor | Modern languages | 4 | 3 | 3 | 2 | 12 |
| | | English Teaching | 5 | 11 | 3 | 0 | 19 |
| | Total | | 9 | 14 | 6 | 2 | 31 |
| female | Student's bachelor | Modern languages | 7 | 11 | 5 | 1 | 24 |
| | | English Teaching | 5 | 14 | 4 | 3 | 26 |
| | Total | | 12 | 25 | 9 | 4 | 50 |
| Total | Student's bachelor | Modern languages | 11 | 14 | 8 | 3 | 36 |
| | | English Teaching | 10 | 25 | 7 | 3 | 45 |
| | Total | | 21 | 39 | 15 | 6 | 81 |

Bar chart 33: The teacher provides listening activities which present different types of English accents (male)



35.48% male students from the bachelor of English Teaching agree that teacher provides listening activities which present different types of English accents while 12.90% male students from the bachelor in Modern Languages strongly agree with the statement

Bar chart 34: The teacher provides listening activities which present different types of English accents (female)

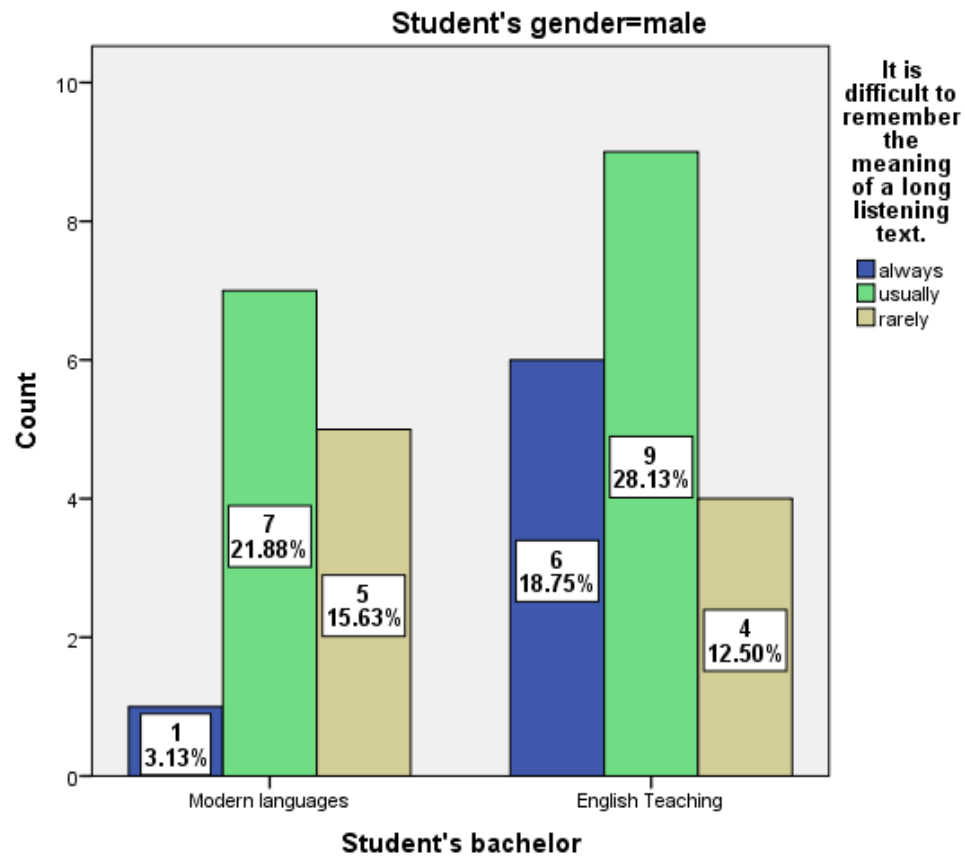


28.00% female students from the bachelor of English Teaching agree that teacher provides listening activities which present different types of English accents while 22.00% female students from the bachelor in Modern Languages agree with the statement.

Table 21: Remembering the meaning of a long listening text.

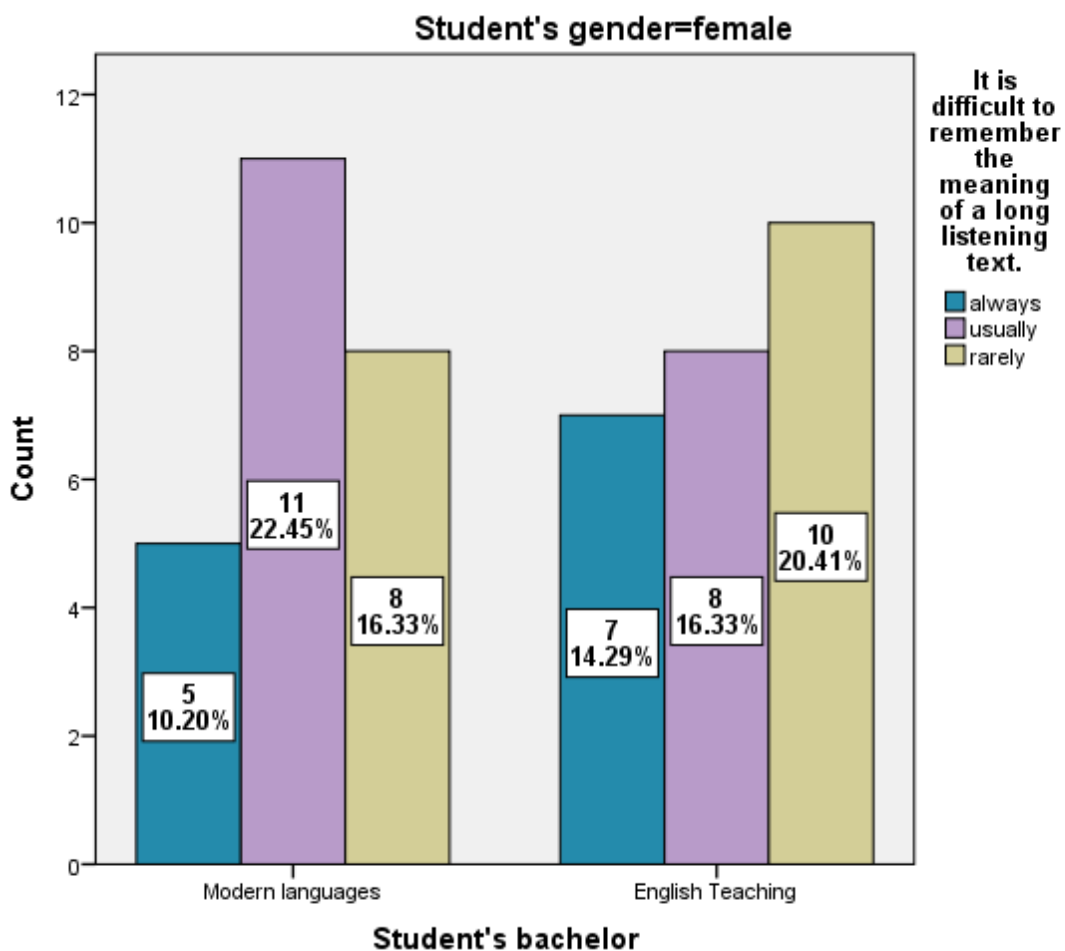
| Student's gender | | | It is difficult to remember the meaning of a long listening text. | | | |
|------------------|--------------------|------------------|---|---------|--------|-------|
| | | | always | usually | rarely | Total |
| male | Student's bachelor | Modern languages | 1 | 7 | 5 | 13 |
| | | English Teaching | 6 | 9 | 4 | 19 |
| | Total | | 7 | 16 | 9 | 32 |
| female | Student's bachelor | Modern languages | 5 | 11 | 8 | 25 |
| | | English Teaching | 7 | 8 | 10 | 24 |
| | Total | | 12 | 19 | 18 | 49 |
| Total | Student's bachelor | Modern languages | 6 | 18 | 13 | 37 |
| | | English Teaching | 13 | 17 | 14 | 44 |
| | Total | | 19 | 35 | 27 | 81 |

Bar chart 35: Remembering the meaning of a long listening text (male)



35.48% male students from the bachelor of English Teaching usually it is difficult to remember the meaning of a long listening text while 21.88% male students from the bachelor in Modern Languages usually find difficult to remember the long listening text.

Bar chart 36: Remembering the meaning of a long listening text (female)

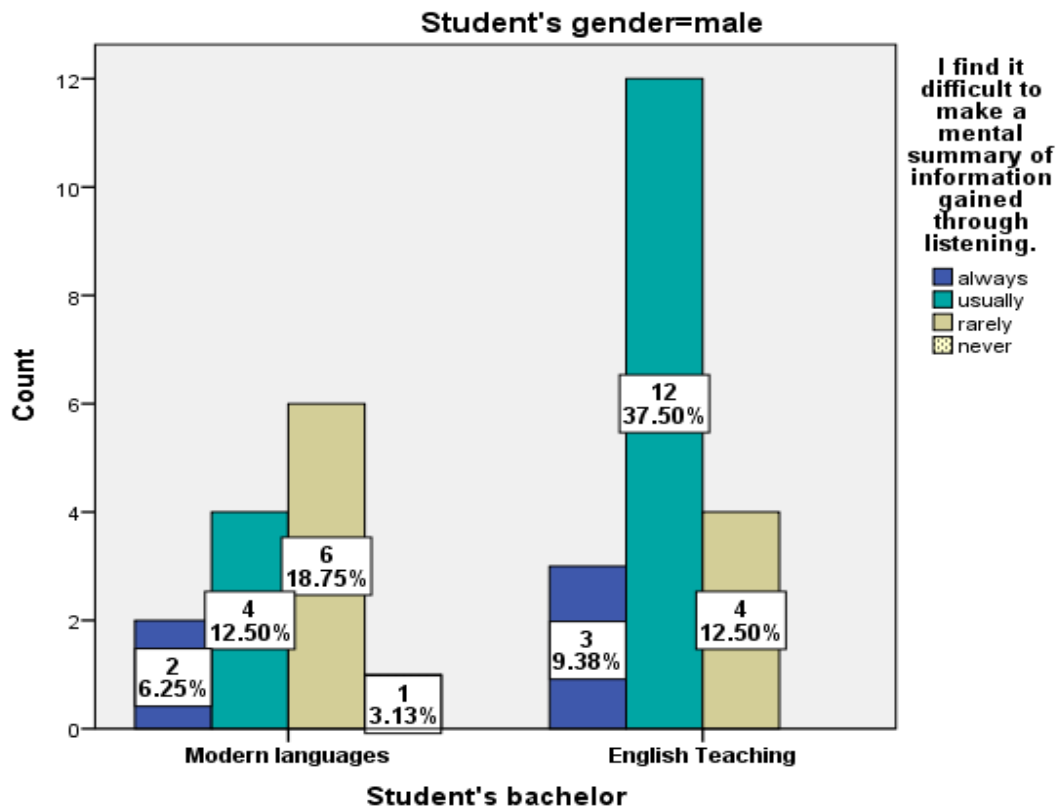


20.41% female students from the bachelor of English Teaching rarely find difficult to remember the meaning of a long listening text while 22.45% female students from the bachelor in Modern Languages usually find difficult to remember the long listening text.

Table 22: Difficulty to make a mental summary of information gained through listening

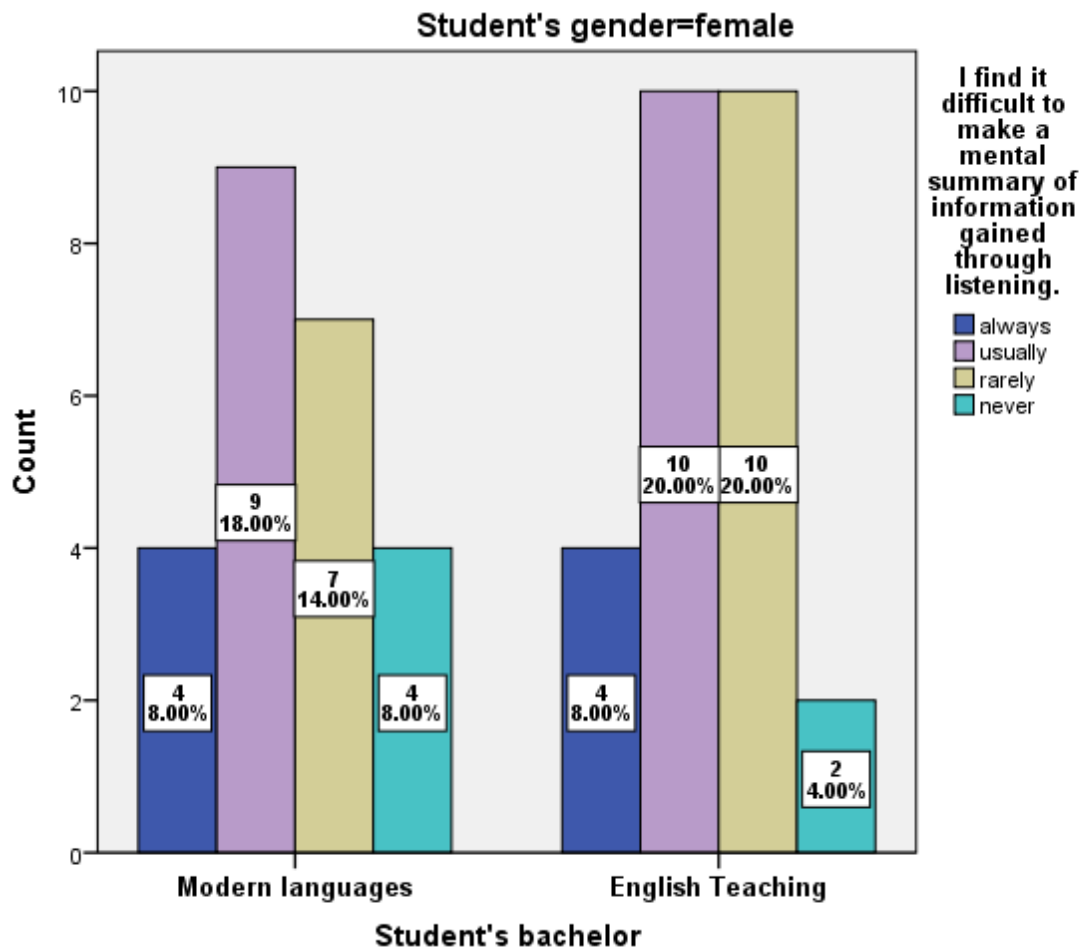
| Student's gender | | | I find it difficult to make a mental summary of information gained through listening. | | | | |
|------------------|--------------------|------------------|---|---------|--------|-------|-------|
| | | | always | usually | rarely | never | Total |
| male | Student's bachelor | Modern languages | 2 | 4 | 6 | 1 | 13 |
| | | English Teaching | 3 | 12 | 4 | 0 | 19 |
| | Total | | 5 | 16 | 10 | 1 | 32 |
| female | Student's bachelor | Modern languages | 4 | 9 | 7 | 4 | 24 |
| | | English Teaching | 4 | 10 | 10 | 2 | 26 |
| | Total | | 8 | 19 | 17 | 6 | 50 |
| Total | Student's bachelor | Modern languages | 6 | 13 | 13 | 5 | 37 |
| | | English Teaching | 7 | 22 | 14 | 2 | 45 |
| | Total | | 13 | 35 | 27 | 7 | 82 |

Bar chart 37: Difficulty to make a mental summary of information gained through listening (male)



37.50% male students from the bachelor of English Teaching usually find difficult to make a mental summary of information gained through listening while 18.75% male students from the bachelor in Modern Languages usually find difficult to make the mental summary of information gained through listening.

Bar chart 38: Difficulty to make a mental summary of information gained through listening (female)

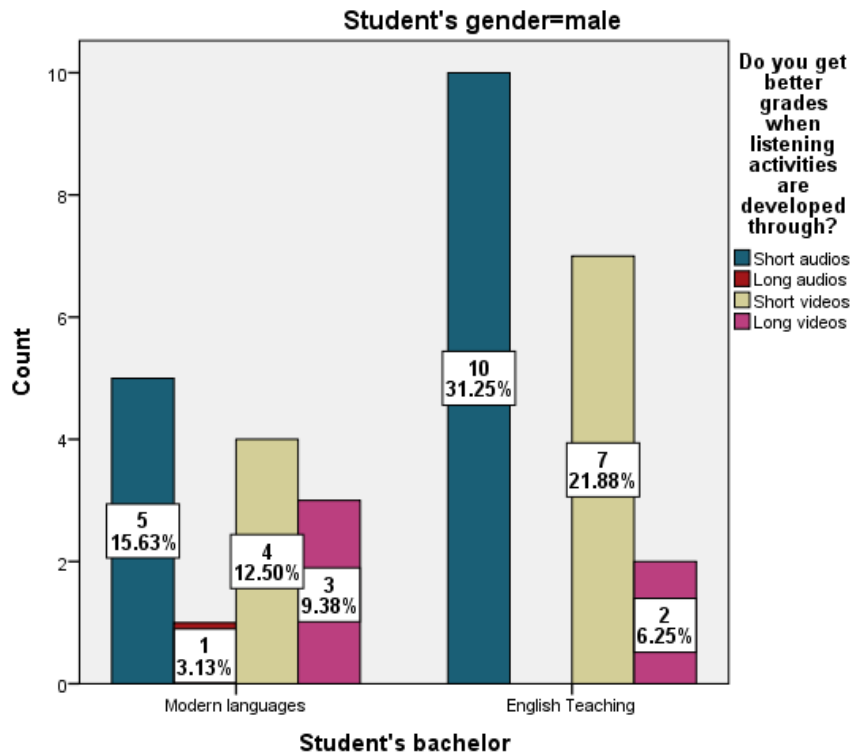


35.48% male students from the bachelor of English Teaching usually it is difficult to remember the meaning of a long listening text while 21.88% male students from the bachelor in Modern Languages usually find difficult to remember the long listening text.

Table 23: Students' opinion about their listening performance developed through different inputs.

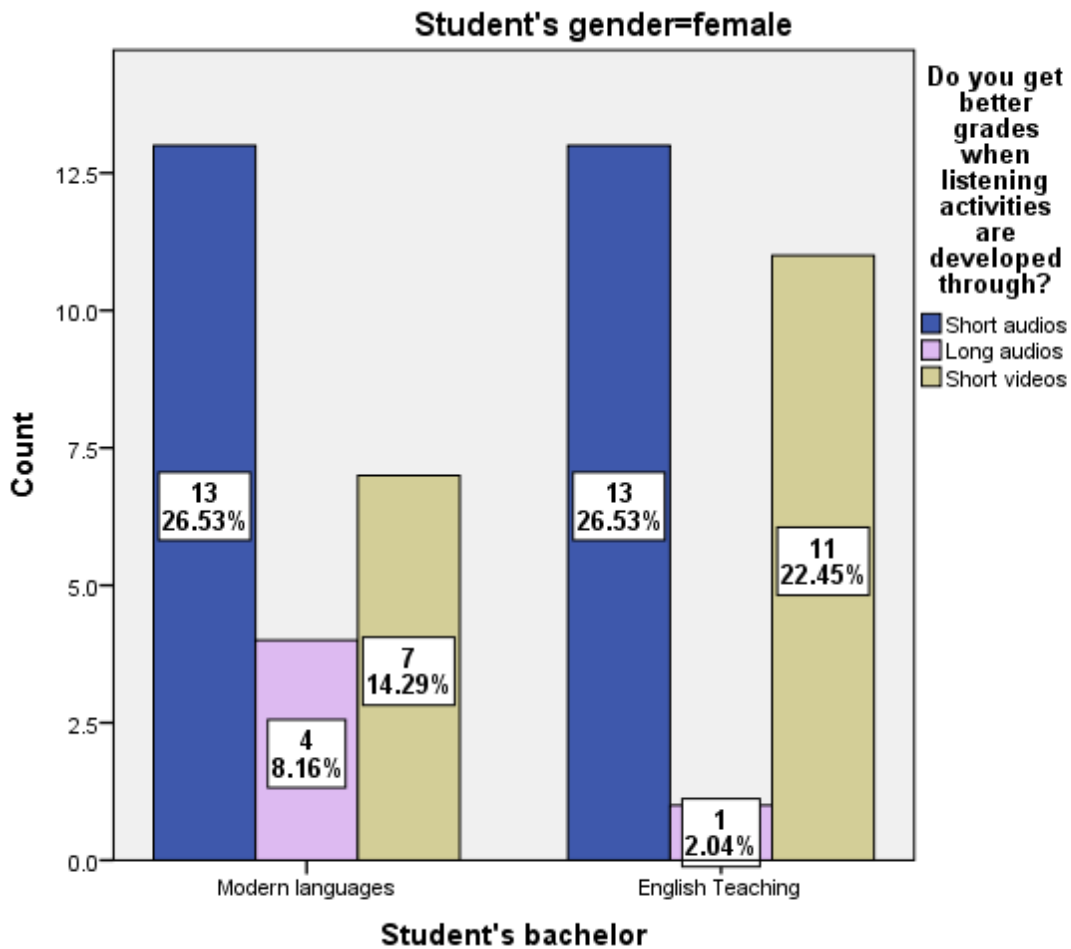
| | | | Do you get better grades when listening activities are developed through? | | | | |
|--------|--------------------|------------------|---|-------------|--------------|-------------|-------|
| | | | Short audios | Long audios | Short videos | Long videos | Total |
| male | Student's bachelor | Modern languages | 5 | 1 | 4 | 3 | 13 |
| | | English Teaching | 10 | 0 | 7 | 2 | 19 |
| | Total | | 15 | 1 | 11 | 5 | 32 |
| female | Student's bachelor | Modern languages | 13 | 4 | 7 | | 24 |
| | | English Teaching | 13 | 1 | 11 | | 25 |
| | Total | | 26 | 5 | 18 | | 49 |
| Total | Student's bachelor | Modern languages | 18 | 5 | 11 | 3 | 37 |
| | | English Teaching | 23 | 1 | 18 | 2 | 44 |
| | Total | | 41 | 6 | 29 | 5 | 81 |

Bar chart 39: Students' opinion about their listening performance developed through different inputs (Male)



31.25% male students from the bachelor of English Teaching get better grades when listening activities are developed through short audios while 15.63% male students from the bachelor in Modern Languages get better grades with short audios.

Bar chart 40: Students' opinion about their listening performance developed through different inputs (Female)

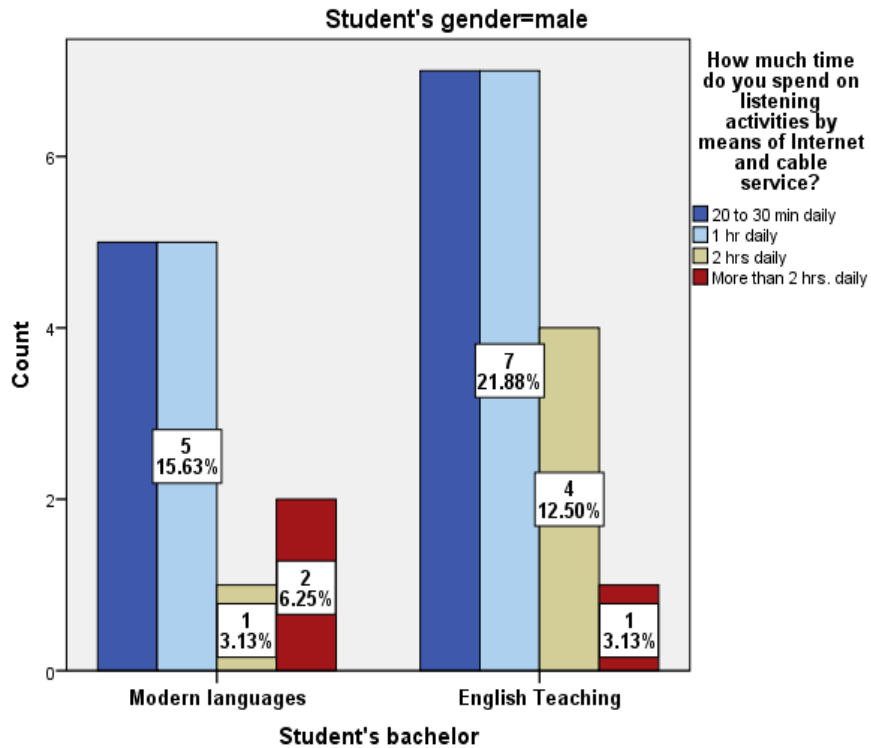


26.53% male students from the bachelor of English Teaching get better grades when listening activities are developed through short audios while 26.53% male students from the bachelor in Modern Languages get better grades with short audios.

Table 24: Time spent on practicing listening activities by using Internet or cable service

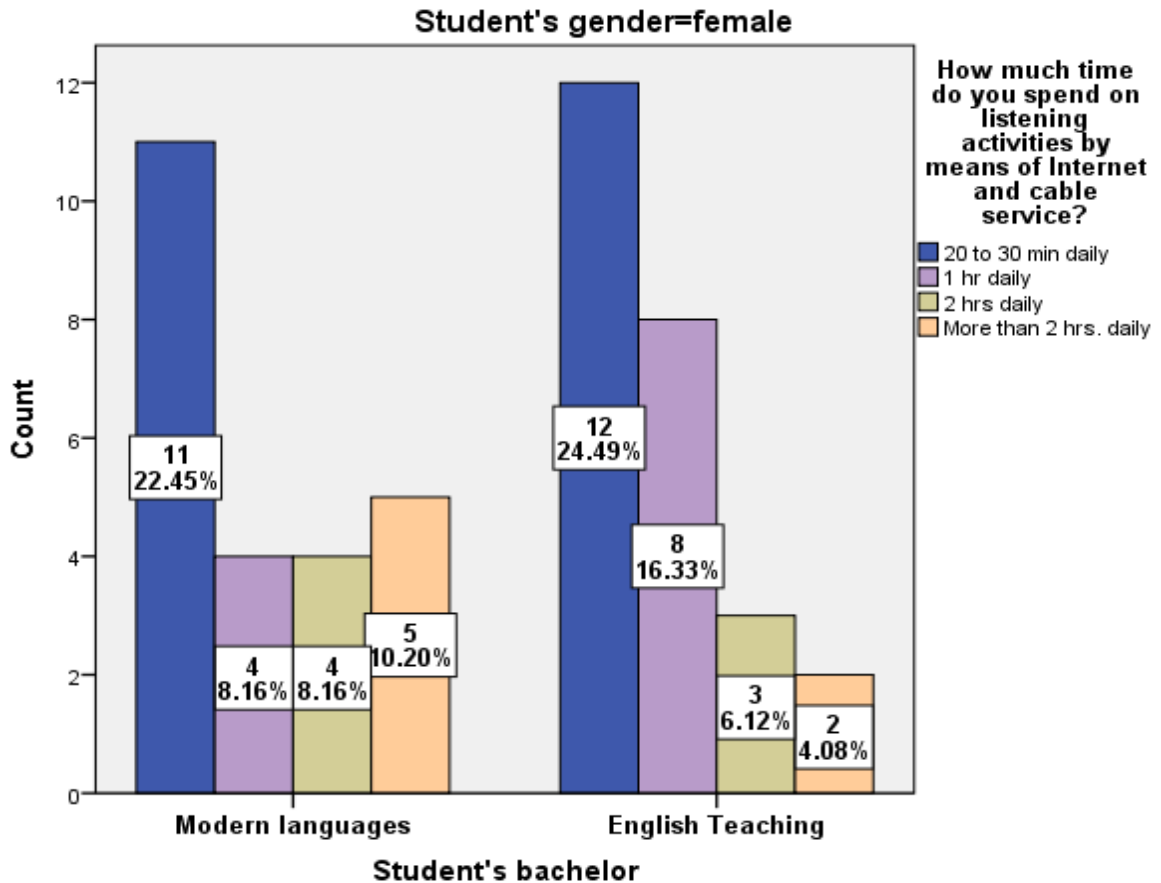
| | | | How much time do you spend on listening activities by means of Internet and cable service? | | | | |
|--------|--------------------|------------------|--|------------|-------------|------------------------|-------|
| | | | 20 to 30 min daily | 1 hr daily | 2 hrs daily | More than 2 hrs. daily | Total |
| male | Student's bachelor | Modern languages | 5 | 5 | 1 | 2 | 13 |
| | | English Teaching | 7 | 7 | 4 | 1 | 19 |
| | Total | | 12 | 12 | 5 | 3 | 32 |
| female | Student's bachelor | Modern languages | 11 | 4 | 4 | 5 | 24 |
| | | English Teaching | 12 | 8 | 3 | 2 | 25 |
| | Total | | 23 | 12 | 7 | 7 | 49 |
| Total | Student's bachelor | Modern languages | 16 | 9 | 5 | 7 | 37 |
| | | English Teaching | 19 | 15 | 7 | 3 | 44 |
| | Total | | 35 | 24 | 12 | 10 | 81 |

Bar chart 41: Time spent on practicing listening activities by using Internet or cable service (Male)



21.88% male students from the bachelor of English Teaching spend 20 or 30 minutes on listening activities by means of internet and cable service while 15.63% male students from the bachelor in Modern Languages spend 20 or 20 minutes on listening activities on internet and cable service.

Bar chart 42: Time spent on practicing listening activities by using Internet or cable service (Female)

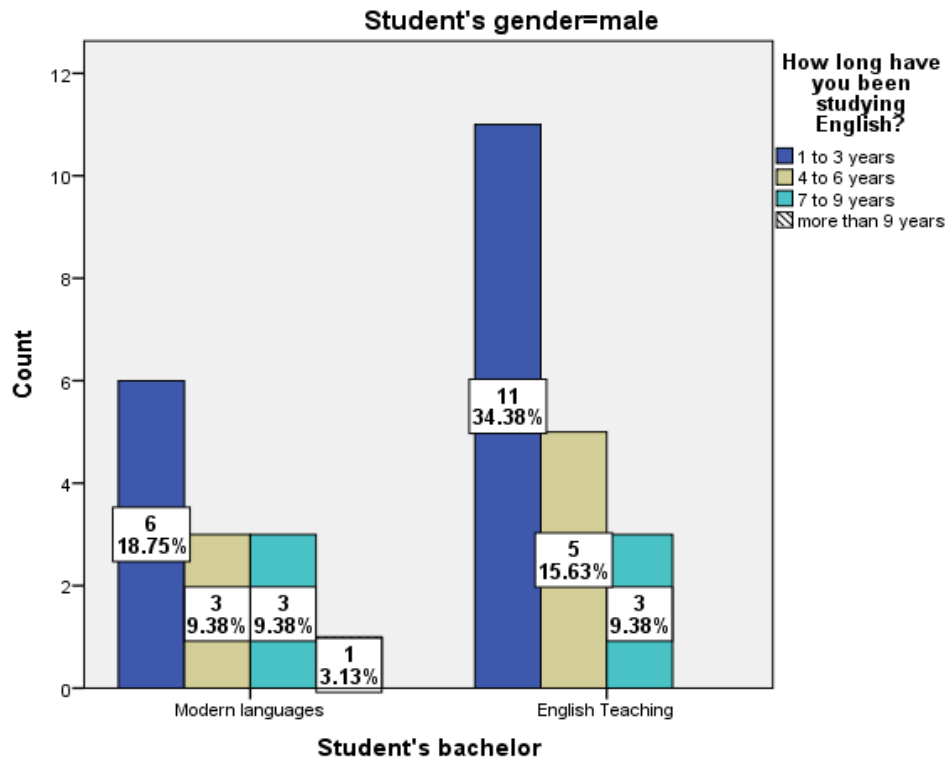


24.49% male students from the bachelor of English Teaching spend 20 or 30 minutes on listening activities by means of internet and cable service while 22.45% female students from the bachelor in Modern Languages spend 20 or 20 minutes on listening activities on internet and cable service.

Table 25: Students' years of study

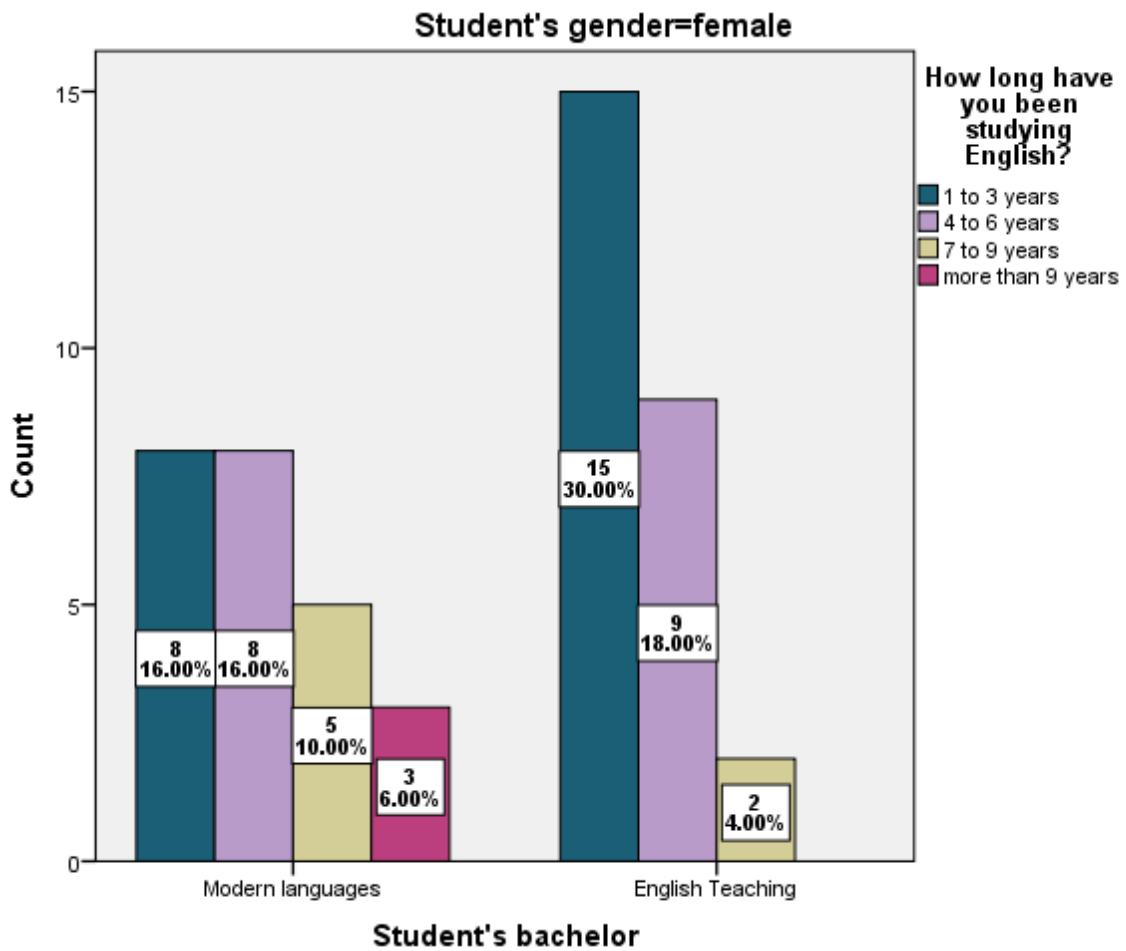
| Student's gender | | | How long have you been studying English? | | | | |
|------------------|--------------------|------------------|--|--------------|--------------|-------------------|-------|
| | | | 1 to 3 years | 4 to 6 years | 7 to 9 years | More than 9 years | Total |
| male | Student's bachelor | Modern languages | 6 | 3 | 3 | 1 | 13 |
| | | English Teaching | 11 | 5 | 3 | 0 | 19 |
| | Total | | 17 | 8 | 6 | 1 | 32 |
| female | Student's bachelor | Modern languages | 8 | 8 | 5 | 3 | 24 |
| | | English Teaching | 15 | 9 | 2 | 0 | 26 |
| | Total | | 23 | 17 | 7 | 3 | 50 |
| Total | Student's bachelor | Modern languages | 14 | 11 | 8 | 4 | 37 |
| | | English Teaching | 26 | 14 | 5 | 0 | 45 |
| | Total | | 40 | 25 | 13 | 4 | 82 |

Bar chart 43: Students' years of study (male)



male students from the bachelor of English Teaching have been studying English between 1 to 3 years while 18.75% male students from the bachelor in Modern Languages have been studying English for 1 to 3 years.

Bar chart 44: Students' years of study (female)

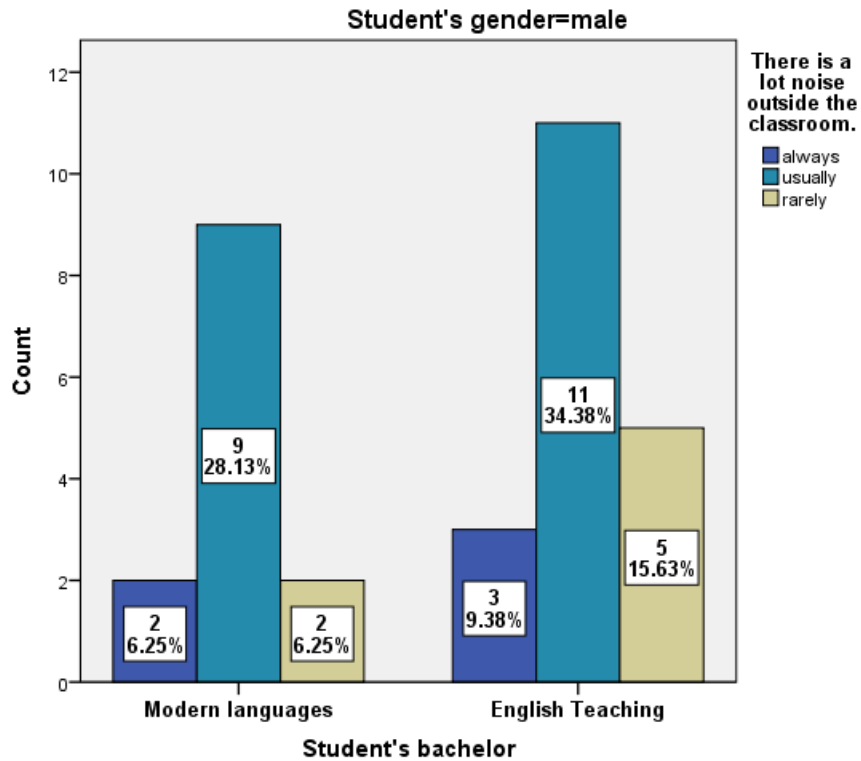


30.00% female students from the bachelor of English Teaching have been studying English between 1 to 3 years while 16.00% male students from the bachelor in Modern Languages have been studying English for 1 to 3 years and also 18.00% have been studying for 4 to 6 years.

Table 26: Students' opinion about the noise outside the classroom

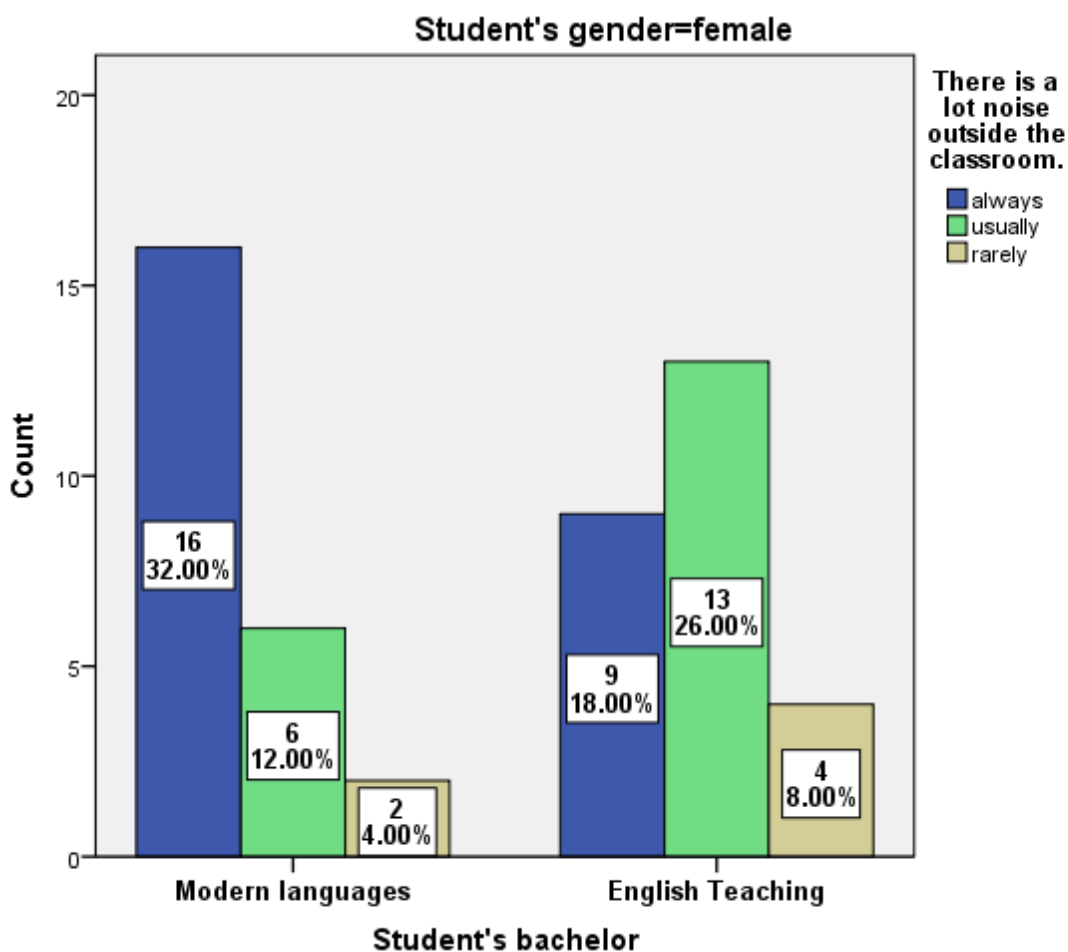
| Student's gender | | | There is a lot noise outside the classroom. | | | |
|------------------|--------------------|------------------|---|---------|--------|-------|
| | | | always | usually | rarely | Total |
| male | Student's bachelor | Modern languages | 2 | 9 | 2 | 13 |
| | | English Teaching | 3 | 11 | 5 | 19 |
| | Total | | 5 | 20 | 7 | 32 |
| female | Student's bachelor | Modern languages | 16 | 6 | 2 | 24 |
| | | English Teaching | 9 | 13 | 4 | 26 |
| | Total | | 25 | 19 | 6 | 50 |
| Total | Student's bachelor | Modern languages | 18 | 15 | 4 | 37 |
| | | English Teaching | 12 | 24 | 9 | 45 |
| | Total | | 30 | 39 | 13 | 82 |

Bar chart 45: Students' opinion about the noise outside the classroom (male)



34.38% male students from the bachelor of English Teaching said usually there is a lot of noise outside the classroom while 28.13% male students from the bachelor in Modern Languages they said there is usually a lot of noise outside of the classroom.

Bar chart 46: Students' opinion about the noise outside the classroom (female)

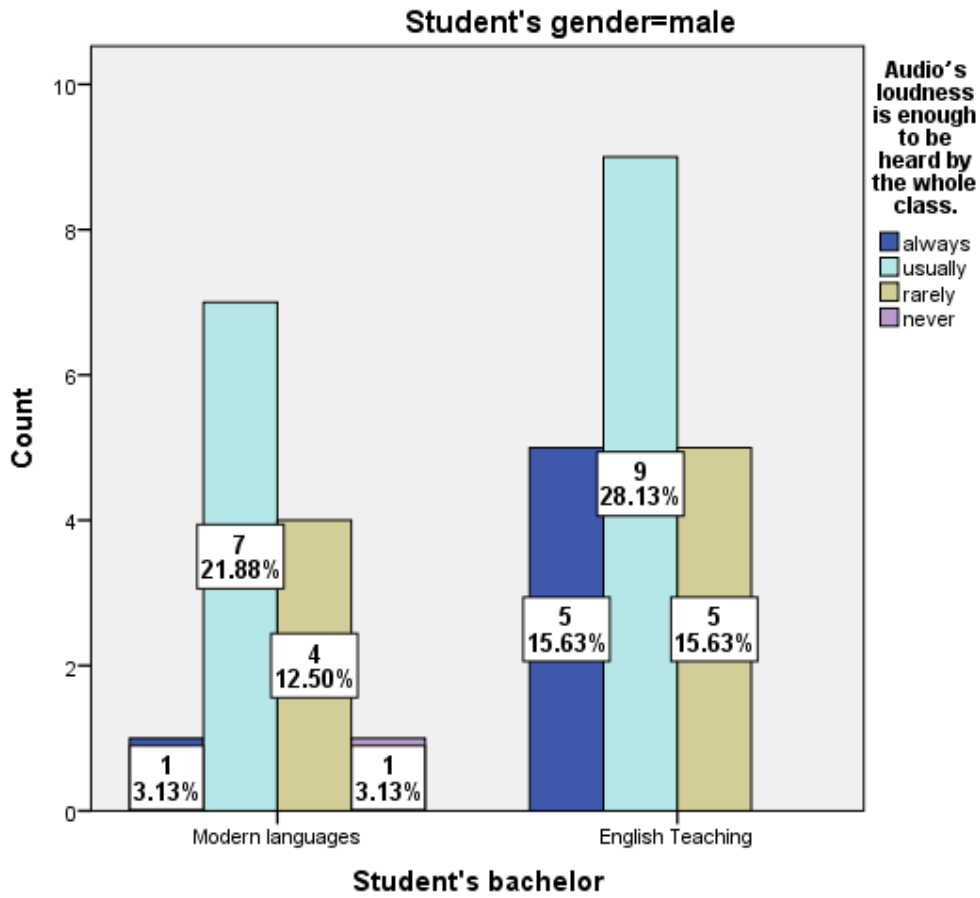


26.00% female students from the bachelor of English Teaching said there usually is a lot of noise outside the classroom while 32.00% female students from the bachelor in Modern Languages they said there usually is a lot of noise outside of the classroom.

Table 27: Students' opinion about the audio's loudness in the classroom.

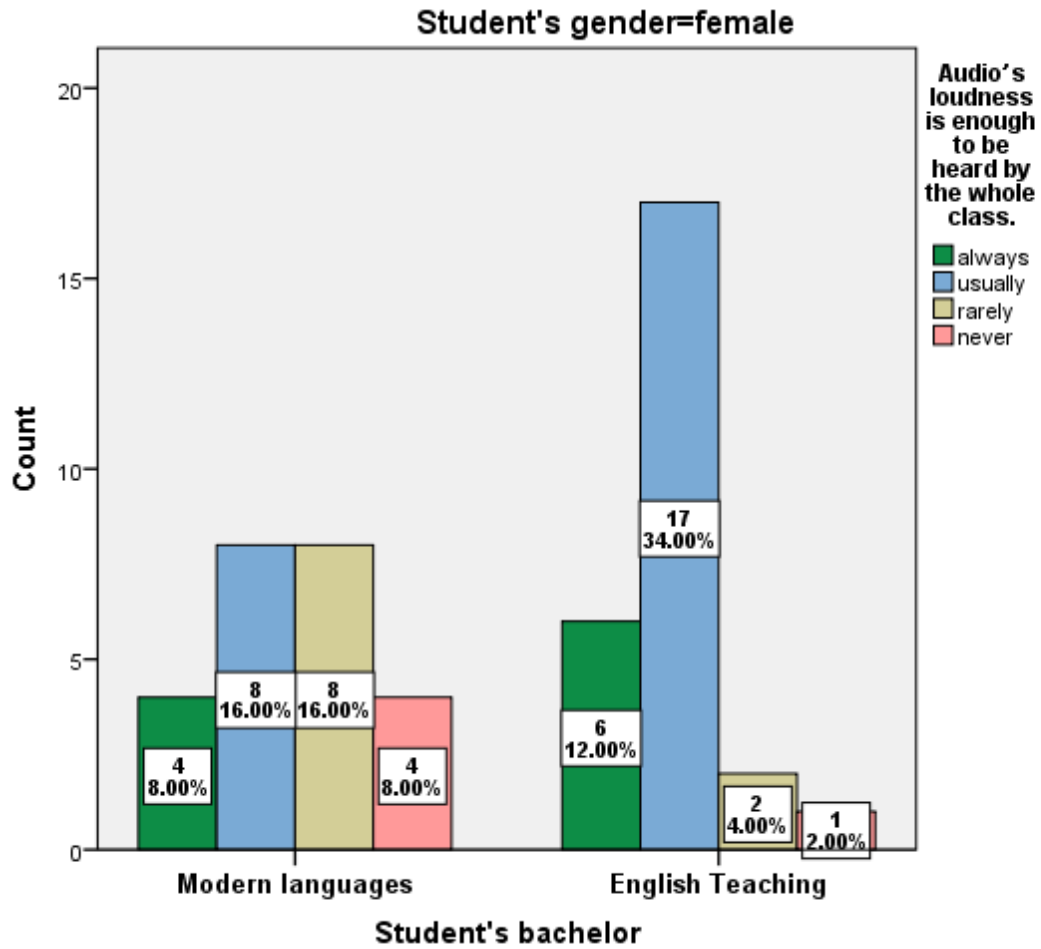
| | | | Audio's loudness is enough to be heard by the whole class. | | | | |
|------------------|--------------------|------------------|--|---------|--------|-------|-------|
| | | | Always | Usually | Rarely | Never | Total |
| Student's gender | | | | | | | |
| male | Student's bachelor | Modern languages | 1 | 7 | 4 | 1 | 13 |
| | | English Teaching | 5 | 9 | 5 | 0 | 19 |
| | Total | | | 6 | 16 | 9 | 1 |
| female | Student's bachelor | Modern languages | 4 | 8 | 8 | 4 | 24 |
| | | English Teaching | 6 | 17 | 2 | 1 | 26 |
| | Total | | | 10 | 25 | 10 | 5 |
| Total | Student's bachelor | Modern languages | 5 | 15 | 12 | 5 | 37 |
| | | English Teaching | 11 | 26 | 7 | 1 | 45 |
| | Total | | | 16 | 41 | 19 | 6 |

**Bar chart 47: Students' opinion about the audio's loudness in the classroom
(Male)**



28.13% male students from the bachelor of English Teaching said usually audio's loudness is enough to be heard by the whole class while 21.88% male students from the bachelor in Modern Languages said audio's loudness is usually enough.

**Bar chart 48: Students' opinion about the audio's loudness in the classroom
(Female)**

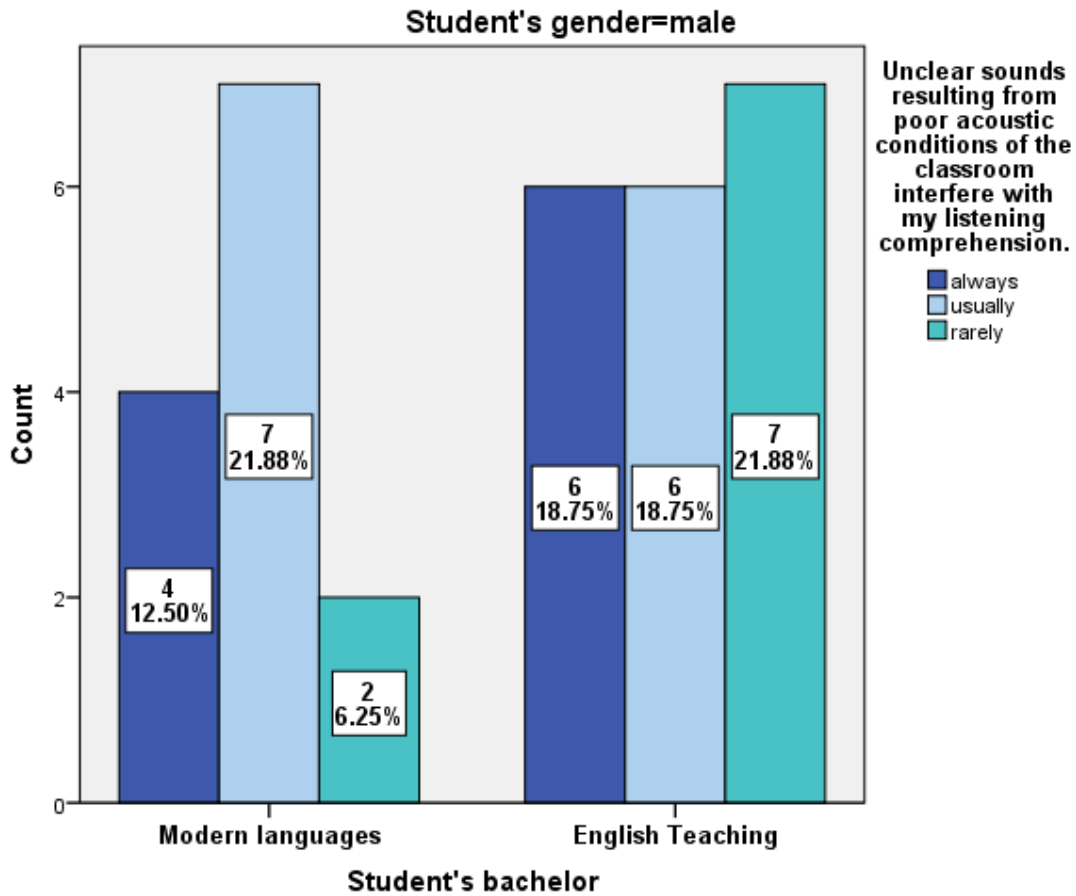


34.00% female students from the bachelor of English Teaching said usually audio's loudness is enough to be heard by the whole class while 16.00% female students from the bachelor in Modern Languages said audio's loudness is usually enough.

Table 28: Unclear sounds resulting from poor acoustic conditions of the classroom interfere with students' listening comprehension

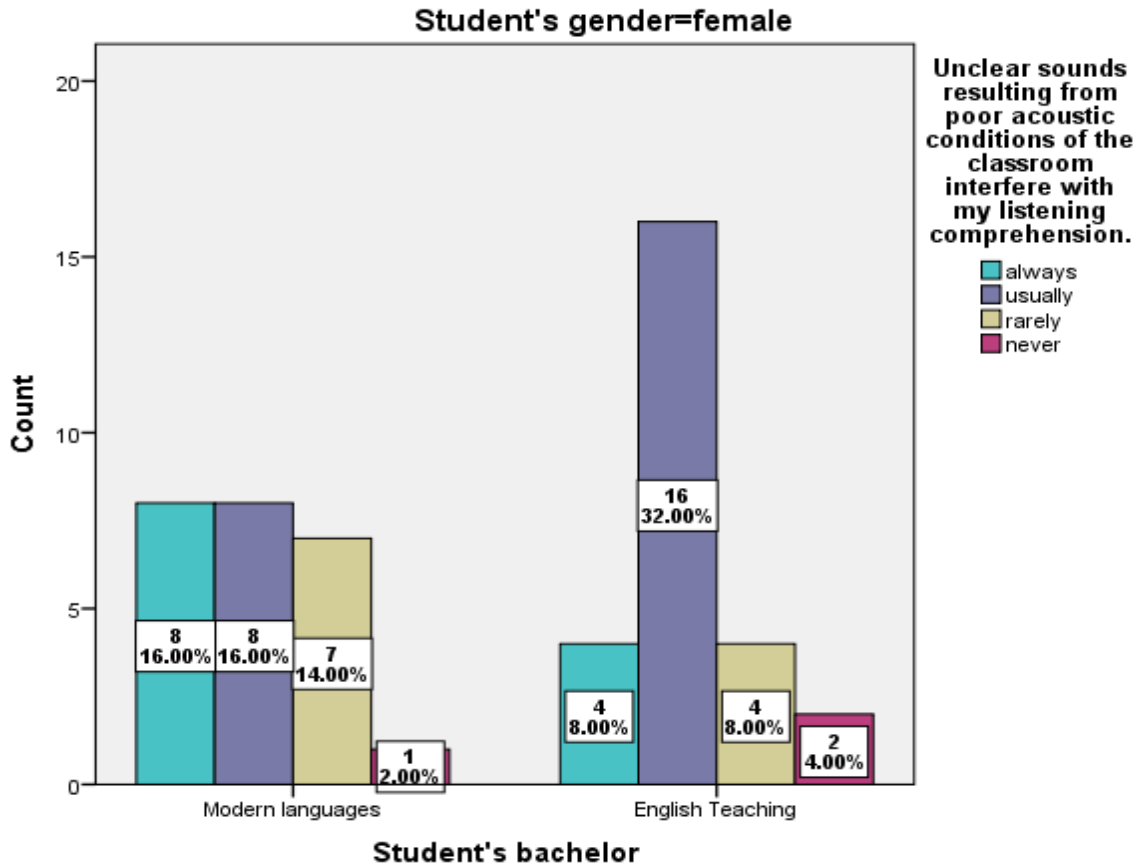
| Student's gender | | Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension. | | | | Total |
|------------------|-------------------------------------|--|---------|--------|-------|-------|
| | | always | usually | rarely | Never | |
| male | Modern languages | 4 | 7 | 2 | | 13 |
| | Student's bachelor English Teaching | 6 | 6 | 7 | | 19 |
| | Total | 10 | 13 | 9 | | 32 |
| female | Modern languages | 8 | 8 | 7 | 1 | 21 |
| | Student's bachelor English Teaching | 4 | 16 | 4 | 2 | 26 |
| | Total | 12 | 24 | 11 | 3 | 50 |
| Total | Modern languages | 12 | 15 | 9 | 1 | 37 |
| | Student's bachelor English Teaching | 10 | 22 | 11 | 2 | 45 |
| | Total | 22 | 37 | 20 | 3 | 82 |

Bar chart 49: Unclear sounds resulting from poor acoustic conditions of the classroom interfere with Students' listening comprehension (Male)



21.88% male students from the bachelor of English Teaching said usually unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension while 21.88% male students from the bachelor in Modern Languages said poor acoustic conditions usually interfere with the listening comprehension.

Bar chart 50: Unclear sounds resulting from poor acoustic conditions of the classroom interfere with Students' listening comprehension (Female)

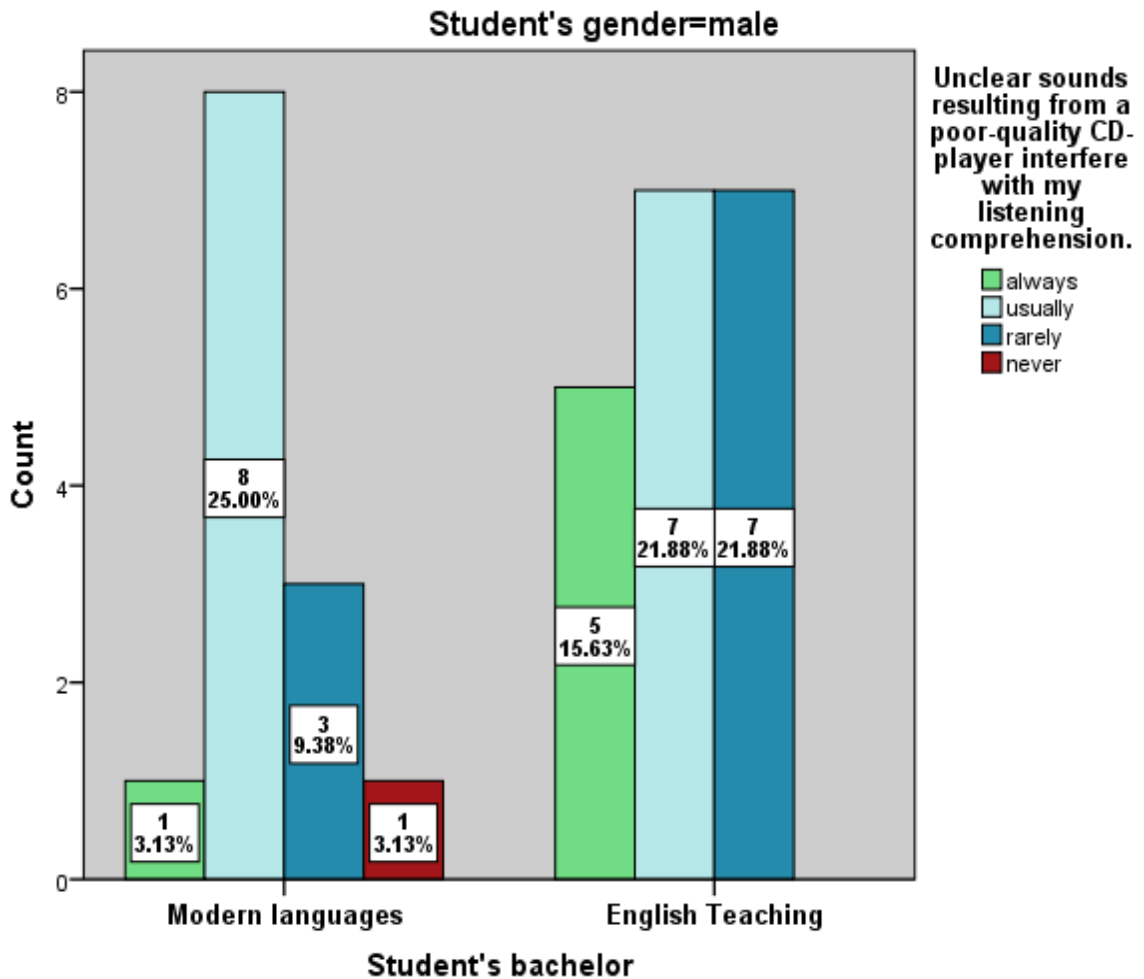


32.00% female students from the bachelor of English Teaching said usually unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension while 16.00% female students from the bachelor in Modern Languages said poor acoustic conditions usually interfere with the listening comprehension.

Table 29: Unclear sounds resulting from a poor-quality CD-player interfere with students' listening comprehension

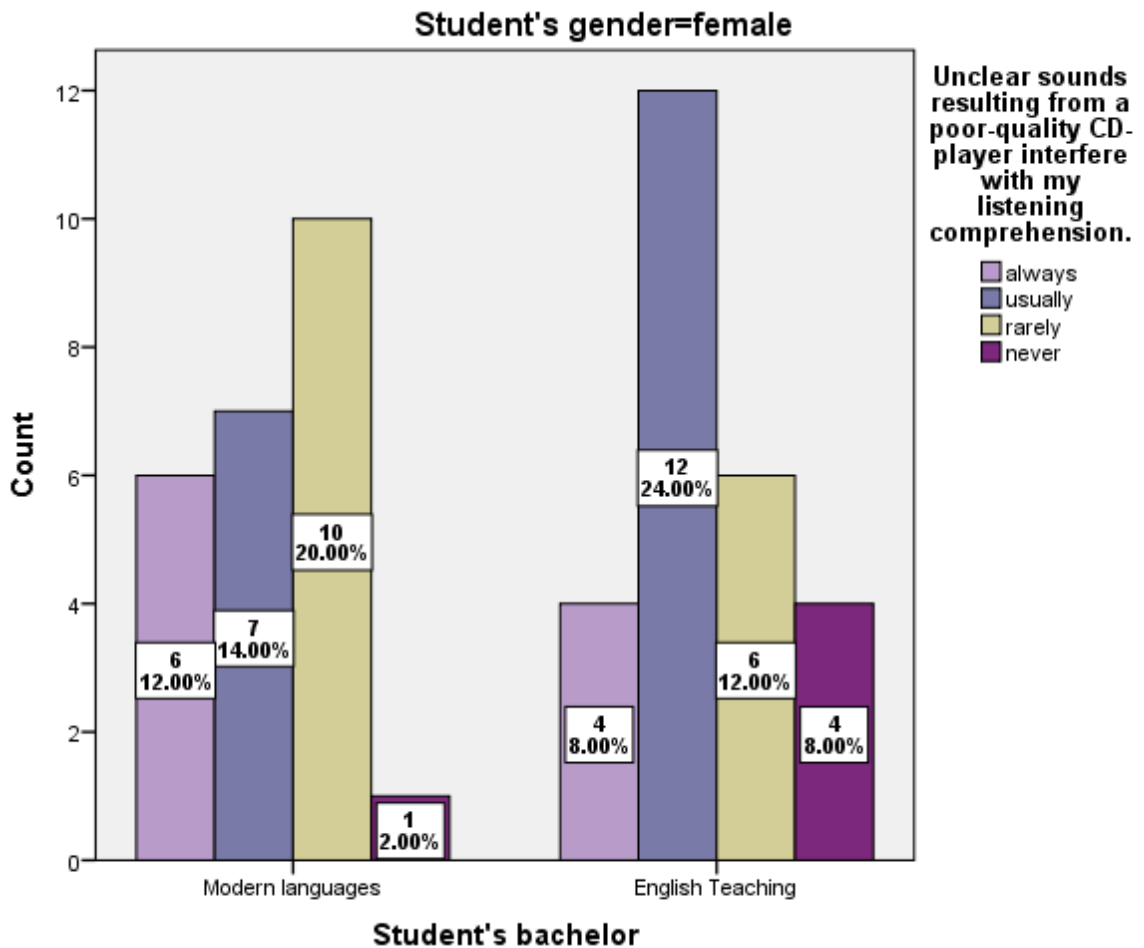
| | | | Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension. | | | | | |
|------------------|--------------------|--------------------|---|---------|--------|-------|-------|----|
| | | | always | usually | rarely | Never | Total | |
| Student's gender | male | Student's bachelor | Modern languages | 1 | 8 | 3 | 1 | 13 |
| | | English Teaching | | 5 | 7 | 7 | 0 | 19 |
| | Total | | | 6 | 15 | 10 | 1 | 32 |
| female | Student's bachelor | Modern languages | 6 | 7 | 10 | 1 | 24 | |
| | | English Teaching | 4 | 12 | 6 | 4 | 26 | |
| | Total | | | 10 | 19 | 16 | 5 | 50 |
| Total | Student's bachelor | Modern languages | 7 | 15 | 13 | 2 | 37 | |
| | | English Teaching | 9 | 19 | 13 | 4 | 45 | |
| | Total | | | 16 | 34 | 26 | 6 | 82 |

Bar chart 51: Unclear sounds resulting from a poor-quality CD-player interfere with students' listening comprehension (Male)



25.00% male students from the bachelor in Modern Languages said usually unclear sounds resulting from poor quality CD player interfere with their listening comprehension while 21.88% male students from the bachelor in English Teaching said poor quality CD player usually interfere with their listening comprehension.

Bar chart 52: Unclear sounds resulting from a poor-quality CD-player interfere with students' listening comprehension (Female)

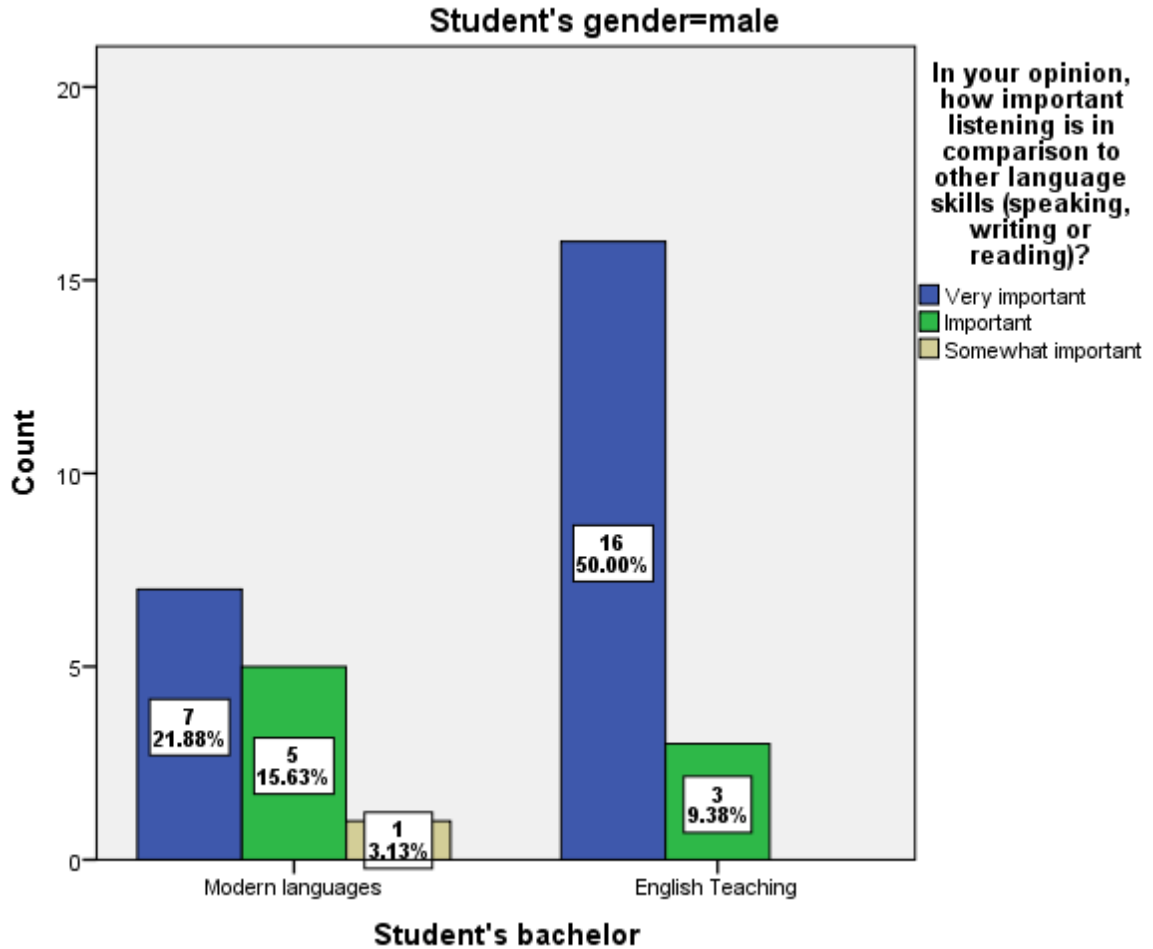


24.00% female students from the bachelor of English Teaching said usually unclear sounds resulting from poor quality CD player interfere with their listening comprehension while 20.00% female students from the bachelor in Modern Languages said poor quality CD player rarely interfere with their listening comprehension.

Table 30: Students' opinion about the level of importance that listening skill has for them

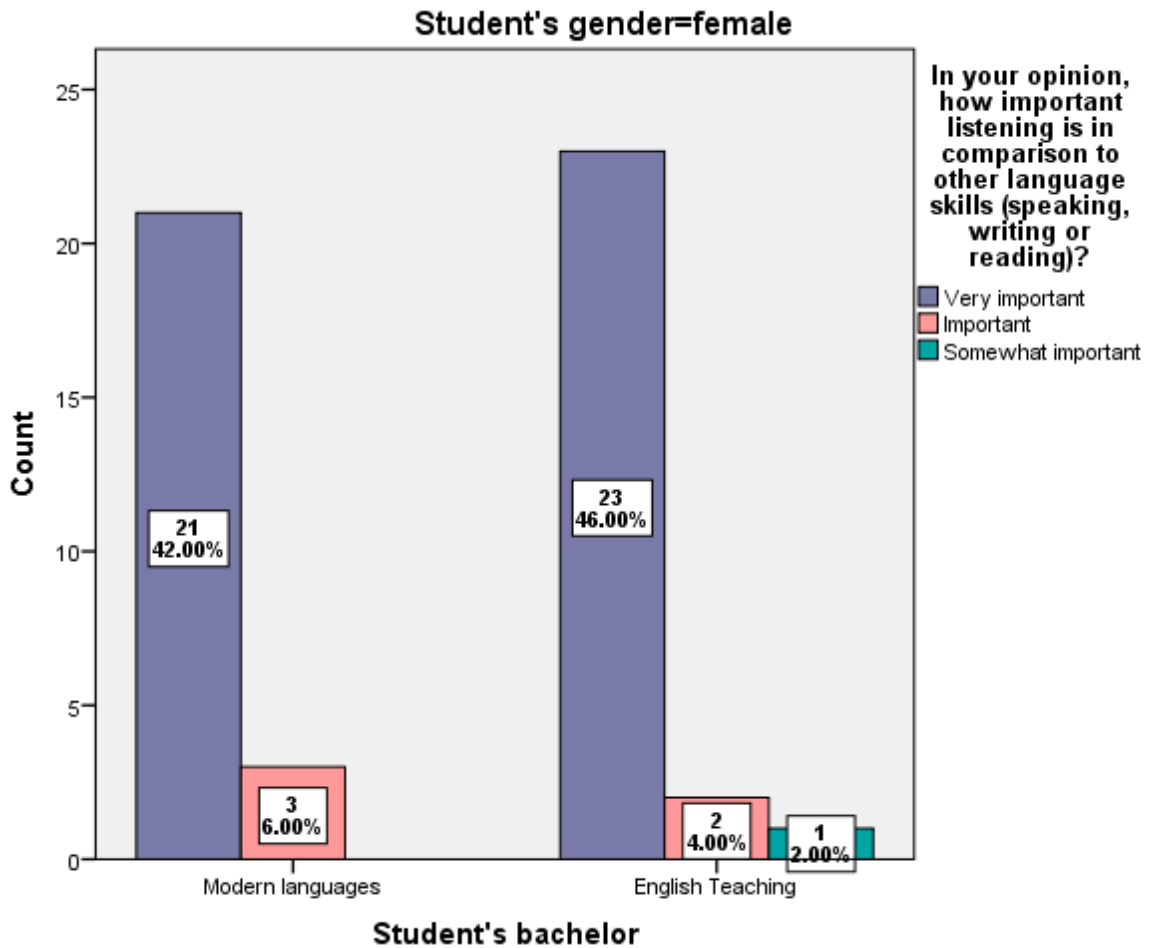
| | | | In your opinion, how important listening is in comparison to other language skills (speaking, writing or reading)? | | | |
|------------------|--------------------|------------------|--|-----------|--------------------|-------|
| | | | Very important | Important | Somewhat important | Total |
| Student's gender | | | | | | |
| male | Student's bachelor | Modern languages | 7 | 5 | 1 | 13 |
| | | English Teaching | 16 | 3 | 0 | 19 |
| | Total | | 23 | 8 | 1 | 32 |
| female | Student's bachelor | Modern languages | 21 | 3 | 0 | 24 |
| | | English Teaching | 23 | 2 | 1 | 26 |
| | Total | | 44 | 5 | 1 | 50 |
| Total | Student's bachelor | Modern languages | 28 | 8 | 1 | 37 |
| | | English Teaching | 39 | 5 | 1 | 45 |
| | Total | | 67 | 13 | 2 | 82 |

Bar chart 53: Students' opinion about the level of importance that listening skill (Male)



50.00% male students from the bachelor of English Teaching said it is very important listening comprehension in comparison to other language skills (speaking, writing or reading)while 21.88% male students from the bachelor in Modern Languages said listening comprehension it is very important in comparison to the others macro skills.

Bar chart 54: Students' opinion about the level of importance that listening skill (Female)



46.00% female students from the bachelor of English Teaching said it is very important listening comprehension in comparison to other language skills (speaking, writing or reading)while 42.88% female students from the bachelor in Modern Languages said listening comprehension it is very important in comparison to the others macro skills.

2. LISTENING TEST ANALYSIS

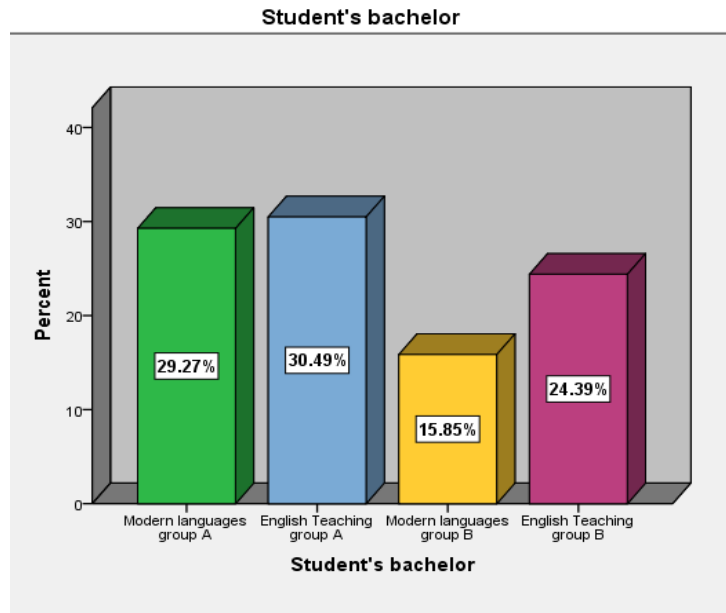
A 50 questions-listening test was administered to the students to corroborate if the internal and external factors identified by the students had to be with the scores obtained in this achievement test. The questions were processed via IBM SPSS statistical software to the averages of the internal and external factors sections of the questionnaire and a general score achieved by the students in the listening test.

Table 1: Listening test analysis

| | | Student's gender | Student's age | Student's bachelor | Students' grades from TOEFL ITP listening test |
|-----------------------|----------------|------------------|---------------|--------------------|--|
| N | Valid | 82 | 81 | 82 | 82 |
| | Missing | 0 | 1 | 0 | 0 |
| Mean | | 1.61 | 21.80 | 1.55 | 46.51 |
| Median | | 2.00 | 21.00 | 2.00 | 47.00 |
| Mode | | 2 | 20 | 2 | 45 |
| Std. Deviation | | .491 | 3.035 | .501 | 5.558 |
| Minimum | | 1 | 18 | 1 | 33 |
| Maximum | | 2 | 35 | 2 | 60 |

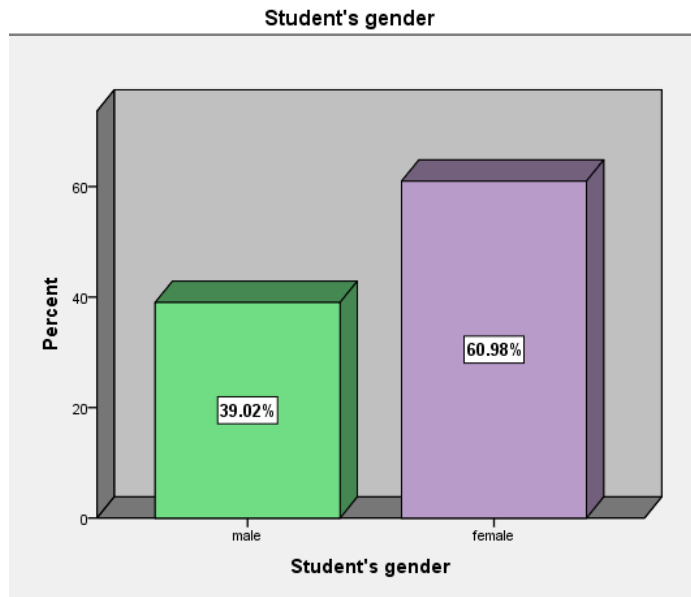
This table shows the data obtained from 82 students who took the listening test: they were from both majors BA in Modern Languages and BA in English teaching. However, most of the students were from the two groups of B.A English Teaching, since there were 54.9% of the population (See bar chart:1 and chart 5: Comparison table of the four groups that took the listening test.) The majority of students were females (See bar chart 1 and table 2: Comparison table of the four groups that took the listening test.)

Bar chart 1: Student's bachelor



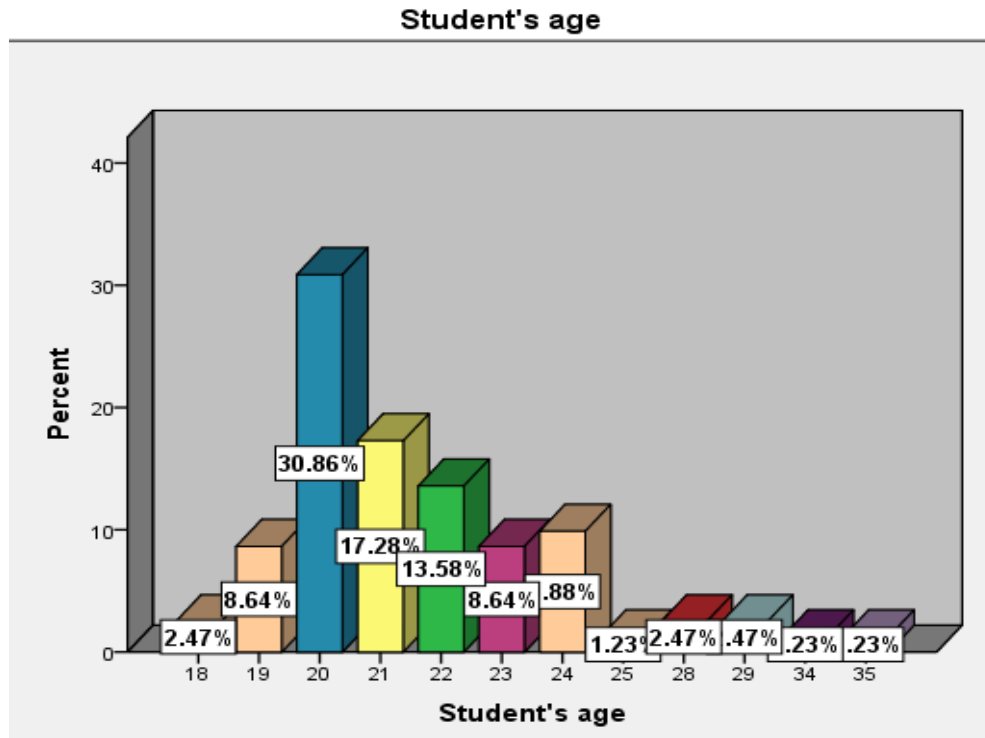
The majority of students were females (See bar chart 2).

Bar chart 2: Students gender



Regarding the students' age, they were between 18 and 35 years old, however, most of the students were 20 years old (see Bar chart:3.)

Bar chart 3: Students' age



Regarding the students' grades from the **TOEFL ITP listening test** (see table 1 above), the minimum score was 33 TOEFL ITP scaled score which is equivalent to A1 CEFR level and the maximum score achieved was 60 which is equivalent to the B2 CEFR level. The students' listening comprehension was represented by an average of **46.52** which was below percentile sixty, that meant this average was 0.48 short of reaching 47.00, the score required to achieve the B1 CEFR level in the TOEFL ITP listening test exam (level 1). The most frequent score obtained by the students was 45 points (See table 1 above and table 2: Comparison table of the four groups that took the listening test.)

Table 2: Comparison table of the four groups that took the listening test

| Students' TOEFL ITP listening test grades * Student's bachelor Crosstabulation | | | | | | | |
|---|-----------|-------------------------------|--------------------------|--------------------------|--------------------------|-------|-------|
| | | Student's bachelor (4 groups) | | | | | |
| | | Modern Languages group A | English Teaching group A | Modern Languages group B | English Teaching group B | Total | |
| Students' TOEFL ITP listening test grades | 33 | Count | 1 | 0 | 0 | 1 | 2 |
| | | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 5.0% | 2.4% |
| | 38 | Count | 1 | 0 | 0 | 2 | 3 |
| | | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 10.0% | 3.7% |
| | 39 | Count | 1 | 1 | 1 | 2 | 5 |
| | | % within Student's bachelor | 4.2% | 4.0% | 7.7% | 10.0% | 6.1% |
| | 41 | Count | 1 | 2 | 1 | 5 | 9 |
| | | % within Student's bachelor | 4.2% | 8.0% | 7.7% | 25.0% | 11.0% |
| | 42 | Count | 1 | 0 | 0 | 1 | 2 |
| | | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 5.0% | 2.4% |
| | 43 | Count | 1 | 2 | 0 | 1 | 4 |
| | | % within Student's bachelor | 4.2% | 8.0% | 0.0% | 5.0% | 4.9% |
| | 44 | Count | 0 | 1 | 0 | 0 | 1 |
| | | % within Student's bachelor | 0.0% | 4.0% | 0.0% | 0.0% | 1.2% |
| | 45 | Count | 0 | 4 | 3 | 4 | 11 |
| | | % within Student's bachelor | 0.0% | 16.0% | 23.1% | 20.0% | 13.4% |
| | 47 | Count | 1 | 6 | 2 | 1 | 10 |
| | | % within Student's bachelor | 4.2% | 24.0% | 15.4% | 5.0% | 12.2% |

| | | | | | | |
|-----------|--|-------|-------|-------|-------|--------|
| 48 | Count | 4 | 5 | 1 | 0 | 10 |
| | % within Student's bachelor | 16.7% | 20.0% | 7.7% | 0.0% | 12.2% |
| 49 | Count | 1 | 0 | 0 | 1 | 2 |
| | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 5.0% | 2.4% |
| 51 | Count | 4 | 1 | 1 | 1 | 7 |
| | % within Student's bachelor | 16.7% | 4.0% | 7.7% | 5.0% | 8.5% |
| 52 | Count | 2 | 0 | 2 | 0 | 4 |
| | % within Student's bachelor | 8.3% | 0.0% | 15.4% | 0.0% | 4.9% |
| 53 | Count | 2 | 1 | 0 | 0 | 3 |
| | % within Student's bachelor | 8.3% | 4.0% | 0.0% | 0.0% | 3.7% |
| 54 | Count | 1 | 1 | 1 | 0 | 3 |
| | % within Student's bachelor | 4.2% | 4.0% | 7.7% | 0.0% | 3.7% |
| 55 | Count | 1 | 0 | 0 | 0 | 1 |
| | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 0.0% | 1.2% |
| 56 | Count | 0 | 1 | 1 | 0 | 2 |
| | % within Student's bachelor | 0.0% | 4.0% | 7.7% | 0.0% | 2.4% |
| 57 | Count | 0 | 0 | 0 | 1 | 1 |
| | % within Student's bachelor | 0.0% | 0.0% | 0.0% | 5.0% | 1.2% |
| 58 | Count | 1 | 0 | 0 | 0 | 1 |
| | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 0.0% | 1.2% |
| 60 | Count | 1 | 0 | 0 | 0 | 1 |
| | % within Student's bachelor | 4.2% | 0.0% | 0.0% | 0.0% | 1.2% |
| Total | Count | 24 | 25 | 13 | 20 | 82 |
| | % within Students' TOEFL ITP listening test grades | 29.3% | 30.5% | 15.9% | 24.4% | 100.0% |

| | | | | | | |
|--|-----------------------------|--------|--------|--------|--------|--------|
| | % within Student's bachelor | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
|--|-----------------------------|--------|--------|--------|--------|--------|

Table 3: Students' averages obtained by each group

| Descriptives about students' averages obtained by each group | | | |
|--|---------------|-----------|------------|
| Student's bachelor | | Statistic | Std. Error |
| English Teaching group A | Mean | 46.68 | .793 |
| | Minimum score | 39 | |
| | Maximum score | 56 | |
| English Teaching group B | Mean | 43.05 | 1.182 |
| | Minimum score | 33 | |
| | Maximum score | 57 | |
| English Teaching groups A and B | Total | 44.86 | |
| Modern Languages group A | Mean | 48.54 | 1.374 |
| | Minimum score | 33 | |
| | Maximum score | 60 | |
| Modern Languages group B | Mean | 47.85 | 1.386 |
| | Minimum score | 39 | |
| | Maximum score | 56 | |
| Modern Languages groups A and B | Total | 48.19 | |

This table shows the averages obtained through “Compare means” IBM SPSS tool. The mean for each of the four groups that composed the sample of this study is presented in this table.

➤ The English teaching group A achieved an average of 46.68, that meant this average was 0.32 short of reaching 47.00, the score required to achieve the B1 CEFR level in the TOEFL ITP listening test (level 1). The minimum score was 39 which is equivalent to A2 CEFR level and the maximum score achieved was 56 which is equivalent to the B2 CEFR level.

➤ The English teaching group B scored an average of 43.05 that meant this average was 3.95 short of reaching 47.00, the score required to achieve the B1 CEFR level in the TOEFL ITP listening test (level 1). The

minimum score was 33 which is equivalent to A1 CEFR level and the maximum score achieved was 57 which is equivalent to the B2 CEFR level.

44.86 was the average obtained in this achievement test by groups A and B of BA in English Teaching.

➤ The Modern Languages group A achieved an average of 48.54 that meant this average was 1.61 higher than 47.00; however, it remains in the 47-53 range that belongs to the B1 CEFR level in the TOEFL ITP listening test (level 1). The minimum score was 33 which is equivalent to A1 CEFR level and the maximum score achieved was 60 which is equivalent to the B2 CEFR level.

➤ The Modern Languages group B obtained an average of 47.85 that meant this average was 0.85 higher than 47.00; however, this score remains in the B1 CEFR level in the TOEFL ITP listening test (level 1). The minimum score was 39 which is equivalent to A2 CEFR level and the maximum score achieved was 56 which is equivalent to the B2 CEFR level.

48.19 was the average obtained in this achievement test by groups A and B of BA in Modern Languages.

Table 4: Students' averages obtained in TOEFL ITP test (by gender).

| Students' averages obtained in TOEFL ITP test (by gender) | | | | |
|---|---------------------------|-------------|----------|-----------------------|
| Students' TOEFL ITP listening test grades | | | | |
| Student's gender | Student's bachelor | Mean | N | Std. Deviation |
| Male | English Teaching group A | 47.30 | 10 | 4.762 |
| | English Teaching group B | 39.89 | 9 | 3.296 |
| | Modern Languages group A | 46.56 | 9 | 7.892 |
| | Modern Languages group B | 50.00 | 4 | 5.831 |
| | Total | 45.34 | 32 | 6.469 |
| Female | English Teaching group A | 46.27 | 15 | 3.453 |
| | English Teaching group B | 45.64 | 11 | 5.297 |
| | Modern Languages group A | 49.73 | 15 | 5.365 |

| | | | | |
|--|--------------------------|-------|----|-------|
| | Modern Languages group B | 46.89 | 9 | 4.622 |
| | Total | 47.28 | 50 | 4.862 |

This table shows the students' averages obtained by gender in each group:

Regarding the males, the group A of BA in English Teaching achieved an average of 47.30. The group B of BA in English Teaching, males obtained a mean of 39.89. On the other hand, male students from BA in Modern Languages, reached 46.56 and 50.00 respectively. The total mean for males was 45.34.

Concerning the females, the group A of BA in English Teaching got an average of 46.27 and the group B of the aforementioned BA obtained a mean of 45.64. With regard to female students from group A and B of BA in Modern Languages, they achieved 49.73 and 46.86 respectively. Talking about the general average for females, they had 47.28 in this achievement test.

3. ANALYSIS OF QUESTIONNAIRE AND LISTENING TEST COMBINED: MULTIPLE CORRELATION STUDY FOR INTERNAL AND EXTERNAL FACTORS THAT AFFECT STUDENTS' LISTENING COMPREHENSION.

TABLE 2: MULTIPLE CORRELATION STUDY FOR INTERNAL FACTORS THAT
AFFECT STUDENTS' LISTENING COMPREHENSION

The Pearson correlation is used to measure the strength and direction of a relationship between two or more variables (RStats Institute, 2016). This type correlation states that results are statistically significant when they are smaller than 0.05.

| Pearson correlation for internal factors that affect students' listening comprehension | INTERNAL FACTORS (Independent Variables) | STUDENTS' GRADES OBTAINED FROM TOEFL ITP LISTENING TEST Dependent variable |
|--|--|---|
| Sig. (1-tailed) | Student's gender | 0.126 |
| | Student's age | 0.015 |
| | Years of study | 0.004 |
| | Listening importance | 0.348 |
| | Familiarity with topics | 0.011 |
| | I understand listening texts which have complex grammatical structures. | 0.092 |
| | I can identify when native speakers of English link words. | 0.011 |
| | I recognize certain idioms and slang terms presented in the audio, video, etc. | 0.010 |
| | I understand well when speakers speak too fast. | 0.000 |
| | I can identify speaker's accent. | 0.059 |
| | I expose myself to varied accents of English language. | 0.010 |
| | I am capable of paraphrasing what the speaker has said to show that I truly understand what he/she has said. | 0.001 |

| | | |
|---|---|-------|
| | It is difficult to remember the meaning of a long listening text. | 0.007 |
| | I find it difficult to make a mental summary of information gained through listening. | 0.000 |
| | While listening, I have difficulty to check my understanding of the text based on what I already know about the topic | 0.000 |
| | I answer accurately when the teacher asks me a question about a listening activity. | 0.000 |
| b. Dependent variable: Students' grades obtained from TOEFL ITP listening test. | | |

The table 2 shows a multiple correlation study for the internal factors that affect the students' listening comprehension. This data was collected on the questionnaire and correlated with the scores of the listening test. The table shows that there are 9 variables that have significant relationship with the dependent variable, which is students' scores, since they are smaller than 0.05. The significant variables are: students' age, how long the students have been studying English, familiarity with the topics, identification of English linking, recognition of idioms/ slang, understanding fast speaking, exposition to English varied accents, capability for paraphrasing what the speaker has said to show understanding of the message, remembering the meaning of a long listening text, difficulty to make a mental summary of information gained through listening, difficulty to check understanding of the text based on knowledge about the topic , and answering accurately when the teacher asks a question about a listening activity.

TABLE 3: MULTIPLE CORRELATION STUDY FOR EXTERNAL FACTORS THAT AFFECT STUDENTS' LISTENING COMPREHENSION

| Pearson correlation study for external factors that affect students' listening comprehension | EXTERNAL FACTORS (Independent Variables) | STUDENTS' GRADES OBTAINED FROM TOEFL ITP LISTENING TEST (Dependent variable) |
|--|--|---|
| Sig. (1-tailed) | Student's bachelor | 0.009 |
| | What type of area do you live in? | 0.001 |
| | Where did you learn English? | 0.001 |
| | There is a lot noise outside the classroom. | 0.448 |
| | Audio's loudness is enough to be heard by the whole class. | 0.456 |
| | Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension. | 0.363 |
| | Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension. | 0.183 |
| | Unfamiliar stress and intonation patterns of English speakers interfere with my listening comprehension | 0.015 |
| | The teacher provides listening activities which present different types of English accents. | 0.237 |
| | It is necessary to have access to internet to practice listening exercises. | 0.284 |
| | Cable service provides good resources to practice and improve listening comprehension. | 0.197 |
| | Do you have access to internet? | 0.056 |
| | Do you have access to cable service? | 0.237 |
| | How much time do you spend on listening activities by means of Internet and cable service? | 0.346 |

| | | |
|---|---|-------|
| | How many times do you play an audio or video to understand its message? | 0.006 |
| Dependent variable: Students' grades obtained from TOEFL ITP listening test | | |

The table 3 shows a multiple correlation study for the external factors that affect the students' listening comprehension. This data was collected on the questionnaire and correlated with the scores obtained from the listening test. The table shows that there are 7 variables that have significant relationship with the dependent variable (students' scores) because they are smaller than 0.05. The variables are: Students' bachelor, type of area where students live in, type of school where they were educated, unfamiliar stress and intonation patterns of English speakers interfere with students' listening comprehension and the amount of times an audio is played to understand the message.

4. ANALYSIS TEACHER'S INTERVIEW

The teachers interviewed were those in charge of the four groups chosen in this sample. The data gathered through the interviews was analyzed by the inductive analysis. Patterns or relationships found in the details of the data interview were used to describe and corroborate the averages obtained from the questionnaire and listening test scores.

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



Objective: To know which is the opinion of the teachers at the Advanced English courses regarding their opinion about the factors that have an effect on student's listening comprehension.

Instructions: Please provide the information that is required according to the objective by reading the following questions and answering them.

| | | | |
|---|-----------|---------------------|---------------------|
| 1. How many times do you consider it's appropriate to play an audio for an English listening activity? Why? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Once - Twice | Twice | Twice - Three Times | Twice - Three Times |
| Conclusion | | | |
| According to the teachers the most appropriate was playing the audio twice although, there were teachers that considered that playing three times is better for activities such as dialogues, listening comprehension and exams. | | | |
| 2. Do you use a different listening material besides the listening material that it is in the Mastermind book? Why? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Yes | Yes | Yes | No |
| Conclusion | | | |
| Three teachers used pages such as youtube audios that are content related, they also said that they looked for audios from the news, on the contrary, one of the four teachers did not use any extra material because it focused only on the audios from the MasterMind Book. | | | |

| | | | |
|--|---|---|---|
| 3. What are the aspects that you consider for selecting the listening activity to your students? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Challenging material Content related | Authentic material According to the level | Authentic material Content related | Content related Challenging Material Vocabulary |
| Conclusion | | | |
| As we were able to see, teachers varied the aspects that they took into account for selecting a listening activity because they try to select the best for the students' needs. | | | |
| 4. Do you consider that It's important for your students to listen to different English accents? Why? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Yes | Yes | Yes | Yes |
| Conclusion | | | |
| All the teachers agreed that it was important to expose to the students to different accents because they said that it's important to know the varieties of the English language and it could help to understand better the language. | | | |
| 5. How do you feel when a student doesn't understand a listening activity? Why? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Normal | Normal | Normal | Concerned |
| Conclusion | | | |
| Three teachers felt normal when the students did not understand a listening activity but they looked for strategies, looked for help or decompose the listening material to help students to understand the listening activity. Only one teacher expressed concern when the students did not understand the listening activities because they are supposed to be at that level of listening comprehension. | | | |
| 6. How the following internal factors such as gender, age, lack of knowledge about the topic presented and vocabulary may have an effect in the listening comprehension on students? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Age is relevant Lack of knowledge about the topic presented | Age is relevant Studies show that girls are better language learners Lack of vocabulary | Lack of knowledge about the topic presented Older students are at disadvantage | Lack of knowledge about the topic presented Lack of vocabulary |

| | | | |
|--|---|---|--|
| | Lack of knowledge about the topic presented | | |
| Conclusion | | | |
| <p>All the teachers agreed in one term that was the lack of knowledge about the topic presented and they argued that was because students did not have the necessary amount of exposure of English and teachers have mentioned that the lack a vocabulary was always related with the factor mentioned above, however two teachers agreed that the age affect the students listening comprehension because youngers students did not have problems with a listening activities while the older students struggled with that. On the other hand, one teacher said that because several studies have showed that girls are better language learners.</p> | | | |
| <p>7. How the following external factors such as internet access, cable service, speakers accents, environmental noise and length of recordings may have an effect in the listening comprehension on students?</p> | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Iinternet access Cable service Speakers accents | Internet access Cable service Environmental noise | Internet access Environmental noise | Internet access Enviromental noise Length of the recording |
| Conclusion | | | |
| <p>All the teachers said that internet access affect the students in the listening comprehension because if the students had internet access they could improve by their own their listening skill but if they did not have it they could be in a huge disadvantage. Two teachers have mentioned that having cable service may affect them either positive or negative and the environmental noise was a problem that the teachers have encountered for the listening comprehension of the students.</p> | | | |
| <p>8. In your opinion, which is the most relevant factor that have an effect in the listening comprehension?</p> | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher4 |
| Lack of knowledge about the topic presented | Lack of knowledge about the topic presented | Lack of knowledge about the topic presented | Lack of knowledge about the topic presented |
| Conclusion | | | |
| <p>All the teachers conclude that the lack of knowledge about the topic presented is the most relevant factor that affect the listening comprehension. However, all the teachers said that this factor is also related with the lack of vocabulary but they put in first place the lack of knowledge.</p> | | | |
| <p>9. Do you think that the listening material in the textbook it's appropriate for students in order to improve the listening skill? Why?</p> | | | |

| | | | |
|---|-----------|-----------|-----------|
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| Yes | Yes | Yes | Yes |
| Conclusion | | | |
| Teachers agreed that the listening material in the textbook was appropriate for the students because it was well designed. | | | |
| 10. Do you consider that there is a disadvantage in the listening comprehension performance between students of the Bachelor in Modern Languages and the students of the Bachelor in English teaching? Could you mention some disadvantages? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| No | Yes | No | No |
| Conclusion | | | |
| Three teachers said that there was no disadvantage between the students of both bachelors. On the contrary, one teacher said that students from the Bachelor in modern languages outperform English teaching students. | | | |
| 11. According to the CEFR what is the level of listening comprehension that you have identified on your Advanced Intensive English students? | | | |
| Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 |
| B1 – B2 | B1 – B2 | B1 – B2 | B2 – C1 |
| Conclusion | | | |
| All the teachers have concluded that the level of listening comprehension of their students according to the CEFR were around B1 to B2 although, one teacher said that the students could be around B2 to C1. | | | |

ANSWERS TO RESEARCH QUESTIONS

General Research Question:

What are the factors that influence the level of English listening comprehension of Advanced Intensive English II students of the Bachelor of Arts in Modern Languages and the Bachelor of Arts in English Language Teaching during semester I, 2018?

Based on this research project, there are 18 factors that influence the level of English listening comprehension of students. 12 factors are internal and 6 are external. Among the internal factors, the following are presented:

- Students' age
- Students' bachelor
- Type of area where students live in
- Years of study

- Type of school where they were educated (public or private)

- How long the students have been studying English
- The familiarity with the topics
- Recognition of idioms and slang
- Identification of English linking
- Capability for paraphrasing what the speaker has said to show understanding of the message
- Difficulty to make a mental summary of information gained through listening
- Difficulty to check understanding of the text based on knowledge about the topic

Regarding the table external factors that affect the students' listening comprehension, there are 6 variables identified:

- Unfamiliar stress and intonation patterns of English speakers

- Remembering the meaning of a long listening text
- Understanding fast speaking
- Exposition to different English accents
- The ability to answer accurately questions about a listening activity.
- The amount of times an audio is played to understand the message

Subsidiary questions:

- a) What level of listening comprehension in English do the Advanced Intensive English II students of the Bachelor of Arts in Modern Languages: Specialization in French and English and students from the Bachelor of Arts in English Language Teaching have at the University of El Salvador during semester I, 2018?**

Based on the results obtained from the listening test applied in this research, the level of the students' listening comprehension of BA in Modern Languages and BA in English Teaching is A2 CEFR level, since the sample composed by 82 students achieved a general average of **46.52** which was below percentile sixty, that meant this average was 0.48 short of reaching **47.00**, the score required to achieve the B1 CEFR level in the TOEFL ITP listening test level 1.

- b) Are students of the Bachelor of Arts in Modern Languages at a disadvantage in English listening comprehension for learning simultaneously two languages in comparison with students of the Bachelor of Arts in English Language Teaching?**

The scores obtained from the listening test of this research project demonstrate that the two groups which belong to the BA in Modern Languages are not in a disadvantage in English listening comprehension with their peers of BA in English Teaching. Modern Languages students reached an average of 48.19 compared to

44.86, which was the average obtained in this achievement test by the two groups of BA in English Teaching.

CONCLUSIONS

Listening comprehension is cornerstone for understanding the message conveyed by a speaker. For this reason it is important for EFL students to develop the listening comprehension skill to communicate properly in English with native speakers of this language or other second language learners. However, the listening comprehension is a complex skill, since it is an active process in which the listener builds meaning of a message through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement (O'Malley, Chamot, and Kupper, 1989.)

During this process of getting understanding of speakers' utterances, the EFL learners can be exposed to certain factors that can have an effect on their performance in their listening skill. These factors can be internal factors related to the personal aspect of the learner and external factors that are components influenced by other factors which persist in the environment that a learner lives. Mirhadizadeh (2016.)

Therefore, this research project was carried out to identify factors that affect listening comprehension of Advanced Intensive English II students of the BA in Modern Languages: specialization in French and English and students of BA in English teaching at the Foreign Language Department, University of El Salvador, Semester I, 2018.

The conclusions of this study are the following:

Regarding the internal factors, the research team analyzed how internal components such as age, gender, lack of knowledge about the topic that is being presented and unknown vocabulary of the recording that is being heard have an

effect on Advanced Intensive English II students' listening comprehension of both majors BA in Modern Languages and BA in English Teaching at the Foreign Languages Department during semester I, 2018.

For this purpose, the Pearson correlation technique was applied to measure the significance of the relationship between the 4 the internal factors (independent variables) that were supposed to affect students' listening performance and the scores obtained by the students in the listening test (dependent variable). This type of correlation states that results are statistically significant when they are smaller than 0.05. Therefore, the researchers used this statistical technique and found out elements that explain how these 4 internal components influence students' listening comprehension:

Firstly, student's **age** had an amount of influence of **0.015** ($0.015 < 0.05$) in the students' listening comprehension test administered to the sample.

Secondly, **the lack of knowledge about the topic** that is being presented in the audio was measured through 9 elements that were smaller than 0.05: the students' years of study obtained a general mean of **0.004** of influence, type of school where students were educated (public or private) reached **0.001**, Students' bachelor had an average of **0.009**, type of area where students live in got **0.001**, familiarity with the topics obtained an average of **0.011**, the capability for paraphrasing what the speaker has said to show understanding of the message reached **0.001**, making a mental summary of information gained through listening obtained **0.000**, Identification of English linking had a mean of **0.011**, and difficulty to check the understanding of the text based on previous knowledge about the topic got **0.000**.

Thirdly, **unknown vocabulary of the recording that is being heard** had an impact of **0.010** ($0.010 < 0.05$) which was measured through the recognition of idioms and slang variable.

Finally, the internal component of **gender**, students' gender did not affect the scores obtained from the listening test, since the average was **0.126** which is

higher than 0.05, which is the significant result in the Pearson correlation.

Now, concerning the external factors, the researcher described the external factors such as access to internet and cable service, speakers' accents, environmental noise and length of recordings that affect students' listening comprehension of Advanced Intensive English II courses of the BA in Modern Languages and students of BA in English Language Teaching.

Likewise, the Pearson correlation technique was used to measure the strength of the relationship between the 4 variables that composed the external factors studied in this research project with the listening test results. Similarly, the results below **0.05** are the statistically significant for this type of correlation. As a result, the researchers identified 6 variables that describe these 4 external factors that affect students' listening performance:

First, the external factor of **speakers' accent was** measured through 3 variables that obtained the following averages: Understanding fast speaking got **0.000**, exposition to varied accents of English language reached **0.010** and unfamiliar stress and intonation patterns of English speakers obtained **0.015**.

Second, **the length of the recordings** was found by processing 3 aspects: remembering the meaning of a long listening text obtained **0.007**, the ability of answering accurately questions about a listening activity had an average of **0.000** and the amount of times an audio is played to understand the message **0.006**.

However, the external factors of **environmental noise and Internet and cable service** did not have any impact in students' listening comprehension, since the averages obtained were below the standard mark (0.05) that is required to be significant statistically.

The external factor of **environmental noise** was measured through 4 components: there is a lot noise outside the classroom obtained an average of **0.448**, the audio's loudness is enough to be heard by the whole class got a mean of **0.456**, Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension had **0.363**, and unclear sounds resulting

from a poor-quality CD-player interfere with my listening comprehension had an average of **0.183**.

Internet and cable service did not have influenced in students' listening comprehension since the 5 variables processed were higher than **0.05**: It is necessary to have access to internet to practice listening exercises obtained an average of **0.284**, Cable service provides good resources to practice and improve listening comprehension had a mean of **0.197**, having access to internet got **0.056**, having access to cable service reached **0.237** and time spent on listening activities by means of Internet and cable service had **0.346**.

Finally, this study assessed the Advanced Intensive English II students' listening comprehension performance of the BA in Modern Languages and the BA in English Teaching during semester I, 2018 through a listening test. According the results obtained from the listening test applied in this research, the level of the students' listening comprehension of BA in Modern Languages and BA in English Teaching is A2 CEFR level, since the sample composed by 82 students achieved a general average of **46.52** which was below percentile sixty, that meant this average was 0.48 short of reaching **47.00**, the score required to achieve the B1 CEFR level in the TOEFL ITP listening test level 1.

RECOMMENDATIONS

For future researchers

- To do the respective formalities with the authorities of the foreign language department in order to provide a place with the proper conditions and adequate for the students so they can carry out the listening test.
- To make the arrangements with the teachers in order to keep the students during the investigation and thus the research team will prevent to miss significant values in the sample and also more flexibility with the future research teams.

For students that are going to be part of the study

- A stronger commitment on the part of students when they are required by the researchers.
- Students must provide reliable information in order to not affect the results of the investigation.

For teachers

- It is recommended to evaluate the level of listening comprehension of students at the beginning of every semester.

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ABBREVIATIONS

BA: Bachelor of Arts

Prof.: Professor

Dr.: Doctor

ESLC: English Skills Learning Center

EECL: Estudio Europeo de la Competencia Lingüística

MECD: Ministerio de Educación, cultura y deporte de los países bajos.

ESL: English as a Second Language

EFL: English as a Foreign Language

L1: Level or First Language

L2: Level or Foreign Language

TLU: Target Language Use

TL: Target Language

FL: Foreign Language

IBM: International Business Machine

SPSS: Statistical Package for the Social Sciences

TOEFL-ITP: Test of English as a Foreign Language- Institutional Testing Program.

TIMETABLE

| Dates | February | March | April | May | June | July | August | September | October | November |
|---|----------|-------|-------|-----|------|------|--------|-----------|---------|----------|
| Activities | | | | | | | | | | |
| Advisory | | | | | | | | | | |
| Due date to hand in the profile | | | | | | | | | | |
| Set the date for the defense of the profile | | | | | | | | | | |
| Get mid-term grades from the chosen sample | | | | | | | | | | |
| Administration of the test of listening | | | | | | | | | | |
| Administration of the questionnaire to the students | | | | | | | | | | |
| Interviews to the teachers | | | | | | | | | | |
| Data Collection | | | | | | | | | | |
| Data Analysis | | | | | | | | | | |
| Development of the last research | | | | | | | | | | |
| Final Report | | | | | | | | | | |
| Hand in of the last project | | | | | | | | | | |
| Set the date for the defense of the project | | | | | | | | | | |



INTERVIEW

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

Objective: To know which is the opinion of the teachers at the Advanced English courses regarding their opinion about the factors that affect student's listening comprehension.

Instructions: Please provide the information that is required according to the objective by reading the following questions and answering them.

1. How many times do you consider it's appropriate to play an audio for an English listening activity? Why?
2. Do you use a different listening material besides the listening material that it is in the book? Why?
3. What are the aspects that you consider for selecting the listening activity to your students?
4. Do you consider that it's important to listen different English accents to your students? Why?
5. How do you feel when a student doesn't understand a listening activity? Why?
6. How the following internal factors such as gender, age, lack of knowledge about the topic presented and vocabulary may affect the listening comprehension on students?
7. How the following external factors such as internet access, cable service, speakers accents, enviromental noise and lenght of recordings may affect the listening comprehension on students?
8. In your opinion, which is the most relevant factor that affect the most the listening comprehension?
9. Do you think that the listening material in the text book it's adequate for the students in order to improve the listenig skill? Why?
10. Do you consider that there is any disadvantage in the listening comprehension performance between students of the balchelor in modern languages and the students of the balchelor in English teaching? Could you mention some disadvantages?
11. According to the CEFR scale, what is the level of listening comprehension that you have identified on your students?

Gender: female male

Age: _____

LISTENING COMPREHENSION TEST

There are three parts to this test. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes at any time.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. **The conversations and questions will not be repeated.** After you hear a question, read the four possible answers provided and underline the best answer.

1.

- A) He'll correct the exams this afternoon.
- B) The exam will be at noon.
- C) He will collect the exams at 12:00.
- D) The tests have not yet been graded.

2.

- A) Martha applied for a visa last month.
- B) Martha's visa will last for only a month.
- C) Martha arrived last month without her visa.
- D) Martha's visa was already delivered.

3.

- A) The professor described what the students should do.
- B) There was a long line to register for the required class.
- C) The professor required an outline.
- D) The professor lined up for retirement.

4.

- A) Chuck had improved.
- B) This visit was better than the last.
- C) Chuck looked at him in the hospital.
- D) Chuck didn't seem to be doing very well.

5.

- A) She thinks the tuition should be increased.
- B) The semester's tuition is quite affordable.
- C) She doesn't have enough money for her school fees.
- D) She has more than enough for tuition.

6.

- A) He thinks he got a good grade.
- B) The history grades were all C or above.
- C) No one got history grades.
- D) There were no high scores.

13.

- A) The headings for today's reading assignment.
- B) The chance to make the headlines.
- C) Her reading ability.
- D) The daily newspaper.

7.

- A) The parking lots were full before 10:00.
- B) It was impossible to start class by 10:00.
- C) He parked the car before class at 10:00.
- D) The possibility of finding a place to park increased.

8.

- A) She's found a new ring.
- B) She needs to help him find something.
- C) She's shopping for a carpet.
- D) She's thankful she has a rag.

9.

- A) In a department store
- B) In a bank
- C) In an accounting firm
- D) In a checkout line

10

- A) Jane usually visits San Francisco for her vacations.
- B) Jane's cousin often visits San Francisco.
- C) Whenever there's a holiday, Jane's cousin goes to San Francisco.
- D) Whenever there's a holiday, Jane leaves San Francisco.

11.

- A) He'd really like to have something to eat.
- B) He hopes he won't eat for weeks.
- C) It's been weeks since he's had anything to eat.
- D) He hasn't felt like eating for weeks.

12.

- A) Traffic should not be allowed.
- B) She thinks that the traffic should stay outside.
- C) She agrees that the traffic is noisy.
- D) She'll stay outside with the man.

14.

- A) The bus trip is only five minutes long.
- B) The man missed the bus by five minutes.
- C) The man should hurry to catch the bus.
- D) The bus was five minutes late.

15.

- A) It's not possible to pass the class.
- B) She'll definitely fail.
- C) It's always possible.
- D) She shouldn't say anything about the class.

16.

- A) She gave Tom money to pay the rent.
- D) She was given money for the rent.
- C) Tom borrowed money for the rent.
- D) She had some money to lend.

17.

- A) The cake is extremely good.
- B) He never tasted the cake.
- C) He wished he hadn't tasted the cake.
- D) The cake has never been very good.

18.

- A) At the corner she ran into another car.
- B) She ran to Carl because she cared.
- C) She unexpectedly met one of her relatives.
- D) Carl was running from place to place.

19.

- A) She shouldn't leave her purse here.
- B) She's probably in the apartment.
- C) Her purse must not be in the apartment.
- D) She left without taking her purse

20.

- A) The landlord failed to collect rent on the first of last month.
- B) The tenants absolutely must pay rent at the beginning of the month.
- C) The landlord will not fail to collect your rent on the first of next month.
- D) It is important to call the landlord about rent on the first of the month.

21.

- (A) Taking the car out for a test drive
- (B) Listening to the noises
- (C) Fixing the car herself
- (D) Getting the car repaired

22.

- (A) Martha's jobs are easy.
- (B) It's easy to hold two jobs.
- (C) It's better for Martha to have two jobs.
- (D) Martha should slow down.

23.

- (A) The plane took off just after he arrived.
- (B) He arrived just after the plane took off.
- (C) He wasn't in time to catch the plane.
- (D) He arrived too late to catch the plane.

24.

- A) He agrees with the woman's suggestion.
- B) Parking is not free on the weekend.
- C) It is not necessary for them to park.
- D) He thinks they don't have to pay.

25.

- A) He is eager to leave his job.
- B) He is unhappy at the thought of retiring.
- C) He couldn't be unhappier about retiring.
- D) He is retiring too soon.

26.

- A) He got the car he really wanted.
- B) He didn't get a new car.
- C) The car that he got was not his first choice.
- D) He didn't really want a new car

27.

- A) Mr. Drew pointedly asked the president about the committee.
- B) The president pointed to Mr. Drew's head.
- C) Mr. Drew became head of the new commission.
- D) Mr. Drew was committed to the president's appointments.

28.

- A) She felt inferior.
- B) She wasn't furious.
- C) She felt there should have been more fairness.
- D) She was extremely angry.

29.

- A) The man would do the dishes.
- B) The plates did not need to be washed.
- C) The man would not be ready to go.
- D) The dishes would not be done.

30.

- A) He knew that grapes were cheaper than cherries.
- B) He didn't know that grapes were cheaper than cherries.
- C) He bought grapes because they were cheaper than cherries.
- C) He didn't buy either grapes or cherries because of the price.

Part B

Directions: In this part of the test, you will hear **longer conversations**. After each conversation, you will hear **several questions**. The conversations and questions will not be repeated. After you hear a question, read the four possible answers provided and underline the best answer.

Questions 31 – 34, listen to a conversation between two friends who are making plans.

31.

- A) Attend a football game alone.
- B) Go to a sporting event.
- C) Eat in the cafeteria and study.
- D) See a play.

32.

- A) It's the final game of the season.
- B) It's better than the drama department's play.
- C) It's a very important game.
- D) It's close to the cafeteria.

33.

- A) A play.
- B) A game.
- C) A study group meeting.
- D) Dinner in the cafeteria.

34.

- A) Saturday night.
- B) After dinner in the cafeteria.
- C) Sunday afternoon.
- D) Maybe next weekend.

Questions 35 – 38, listen to a conversation between a man and a woman.

35.

- A) Trash orbiting Earth.
- B) A trip by an astronaut to the Moon.
- C) The overabundance of garbage on Earth.
- D) Becoming space scientists.

36.

- A) From a lecture.
- B) In a magazine article.
- C) In a book.
- D) On a television program.

37.

- A) 17,000 pounds
- B) 3,000 tons
- C) 3,000 pounds
- D) 300 tons

38.

- (A) She will be able to travel in space.
- (B) The problem will take care of itself.
- (C) Scientists will find solutions to the problem.
- (D) The junk will fall to Earth.

Part C

Directions: In this part of the test, you will hear **several talks**. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers provided and underline the best answer.

Questions 39 – 42, listen to a sociology professor talked to her class.

39.

- A) On the first day of class
- B) In the middle of the semester
- C) At the end of class
- D) In the final week of the semester

40.

- A) Later today
- B) By Friday of this week
- C) In two weeks
- D) In three weeks

41.

- A) Journal and magazine articles
- B) Books from outside the library 48.
- C) Books listed in student journals
- D) Both books and journals

- 42.**
- A) Two
 - B) Three
 - C) Five
 - D) Seven



Questions 43-46. Listen to a talk about Hawaii.

43.

- A) In winter
- B) In spring
- C) In summer
- D) In fall

44.

- A) Seasonable, with warm summers and cold winters.
- B) Fairly constant and moderate.
- C) Very humid.
- D) Extremely hot year-round.

45.

- A) They come from the Southwest.
- B) They come most days of the year.
- C) They are the hardest during the night.
- D) They increase the humidity.

46.

- (A) Preparing for a trip
- (B) Writing a report about the weather
- (C) Beginning a study of the weather
- (D) Buying warm clothes for a trip

Questions 47-50. Listen to an instructor talked to her class about Walt Whitman.

47.

- (A) Modern American Authors
- (B) United States History
- (C) American Democracy
- (D) Nineteenth-Century American Literature

48.

- (A) The death of Abraham Lincoln
- (B) The beauty of American democracy
- (C) The raising of plants
- (D) The maturity of poetry

49.

- (A) It's a poem about the author.
- (B) It's a poem about Abraham Lincoln.
- (C) It's a collection of twelve poems that remained unchanged.
- (D) It's a volume of poetry that grew with its author.

50.

- (A) "Leaves of Grass"
- (B) "Song of Myself"
- (C) "When Lilacs Last in the Dooryard Bloomed"
- (D) "American Democracy"

Thank you very much for your valuable help!

Note: If you want to know your score, please write down your email address: _____

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

Questionnaire addressed to Advanced Intensive English II students of the Bachelor of Modern Languages and the Bachelor of English Teaching during semester I, 2018.

Research topic: “Factors that affect listening comprehension of Advanced Intensive English II students of the BA in Modern Languages and the BA in English Language Teaching during semester I, 2018.

Objective: To gather information about the external and internal factors that affect Advanced Intensive English II students’ listening comprehension.

Please, read carefully and be honest when answering the questions. Thank you for your valuable help.

Part A: General information

Instructions: Please, fill in the blanks with your personal information.

1. Gender: female male Age: _____
 2. What type of area do you live in? Urban area Rural area

Instructions: Please, choose the item that better answers each question.

3. How long have you been studying English?

- 1 to 3 years 4 to 6 years 7 to 9 years More than 9 years

4. In your opinion, what is the appropriate age range to study a foreign language?

- Childhood (5-12 years) Teenagers (13-18 years) Adults (19 years or more)

5. Where did you learn English?

- Public school Private school

6. In your opinion, how important listening is in comparison to other language skills (speaking, writing or reading)?

- Very important Important Somewhat important Not important

Part B: The students’ opinions concerning the internal factors that affect negatively their performance in listening comprehension.

Instructions: According to your criteria, mark with an “X” the choice that better answers each of the following statements.

| Internal factors (concerning the student’s background) | Always | Usually | Rarely | Never |
|--|--------|---------|--------|-------|
| Before listening, it is difficult for me to predict from the visuals what I will hear | | | | |
| I get the main idea of the topic discussed in the audio, video, etc., in class. | | | | |
| I am familiar with most of the topics presented in the listening activities during the class. | | | | |
| I understand listening texts which have complex grammatical structures. | | | | |
| I can identify when native speakers of English link words. | | | | |
| I recognize certain idioms and slang terms presented in the audio, video, etc. | | | | |
| I understand well when speakers speak too fast. | | | | |
| I understand the meaning of words which are not pronounced clearly. | | | | |
| It is difficult for me to understand the listening text when the speaker does not pause long enough. | | | | |
| I understand unfamiliar stress and intonation patterns of English | | | | |

| | | | | |
|---|--|--|--|--|
| I have problems recognizing certain speaker's words when he says them correctly because I mispronounce them. | | | | |
| I can identify speaker's accent. | | | | |
| I expose myself to varied accents of English language. | | | | |
| I am capable of paraphrasing what the speaker has said to show that I truly understand what he/she has said. | | | | |
| While listening, I have difficulty to check my understanding of the text based on what I already know about the topic | | | | |
| I answer accurately when the teacher asks me a question about a listening activity. | | | | |
| It is difficult to remember the meaning of a long listening text. | | | | |
| I find it difficult to make a mental summary of information gained through listening. | | | | |

Part C: The students' opinions concerning the external factors that affect negatively their performance in listening comprehension.

- 1. Instructions:** According to your criteria, mark with an "X" the choice that better answers each of the following statements.

| External factors (Context and input quality) | Always | Usually | Rarely | Never |
|--|-----------------------|----------------|-----------------|--------------------------|
| There is a lot noise outside the classroom. | | | | |
| Audio's loudness is enough to be heard by the whole class. | | | | |
| Unclear sounds resulting from poor acoustic conditions of the classroom interfere with my listening comprehension. | | | | |
| Unclear sounds resulting from a poor-quality CD-player interfere with my listening comprehension. | | | | |
| External factors (Input content and input types exposure) | Strongly agree | Agree | Disagree | Strongly disagree |
| Unfamiliar stress and intonation patterns of English speakers interfere with my listening comprehension | | | | |
| The teacher provides listening activities which present different types of English accents. | | | | |
| It is easier to understand videos than audios | | | | |
| Pictures and captions distract and interfere with the understanding of the speaker's message in the input. | | | | |
| I think that nonverbal cues, such as, the tone of voice, facial expressions, physical posture are necessary to understand a speaker's message. | | | | |
| It is necessary to have access to internet to practice listening exercises. | | | | |
| Cable service provides good resources to practice and improve listening comprehension. | | | | |

Instructions: underline the item depending on your own information:

1. Do you have access to internet? A) Yes b) No
2. Do you have access to Cable service? A) Yes b) No
3. How much time do you spend on listening activities by means of internet and cable services?
 - a) 20 to 30 min daily
 - b) 1 hr. daily
 - c) 2 hrs. daily
 - d) More than 2 hrs. daily

4. How many times do you play an audio or video to understand its message?

- a) Once b) Twice c) Three times d) More than three times

5. Do you get better grades when listening activities are developed through?

- a) Short audios b) Long audios c) Short videos d) Long videos

6. From your own perspective, rank the following items according to their importance in consolidating listening comprehension in English (1 is the most important, 6 is the least important.)

| Type of input | Your ranking |
|-------------------------------|--------------|
| Audiobooks | |
| Listening to songs in English | |
| Listening to media broadcasts | |
| Watching TV shows | |
| Audio cd | |
| Watching movies in English | |

Thank you very much for helping this research project!