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OF SANTIAGO DE GUAYAQUIL**

**OFFICE OF GRADUATE STUDIES MASTER'S DEGREE PROGRAM  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**TITLE:**

**ANALYSIS OF LISTENING LEARNING STRATEGIES AND ITS  
INCIDENCE IN LISTENING SKILL PERFORMANCE IN STUDENTS OF SECOND  
BACCALAUREATE AT UNIDAD EDUCATIVA MILAGRO 2017 – 2018.**

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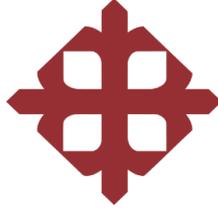
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**CERTIFICATION**

I certify that this research project was presented by **Mirian Magdalena Zúñiga Navarrete** as a partial fulfillment of the requirements for the **Degree of Master in Teaching as a Foreign Language**.

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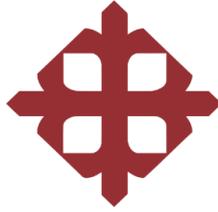
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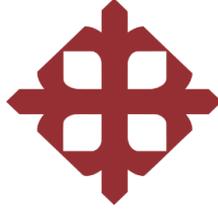
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I, **Mirian Magdalena Zúñiga Navarrete**, authorize the Catholic University of Santiago de Guayaquil to **publish** this Research Project: **Analysis of listening learning strategies and its incidence in listening skill performance in students of second baccalaureate at Unidad Educativa Milagro 2017 – 2018** in the institutional repository. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

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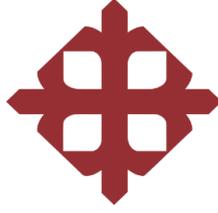
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## **DEDICATION**

To my dear students, who were my source of inspiration.

To my daughters Sharon Ahsley and Madeleine Nicole, to serve as an example of perseverance and enthusiasm to successfully achieve all their life projects.



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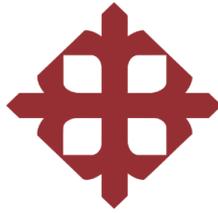
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## ABSTRACT

The present study reports how listening skill performance is related to the amount of listening learning strategies applied by students of second baccalaureate at *Unidad Educativa Milagro*. A sample of 150 students participated in this research during school year 2017 – 2018 through a quantitative method using three different data collection techniques: evaluation, survey and class observations. All of them were applied in a sequential process, analyzed separately the cognitive, metacognitive and socio-affective strategies, and the final results were classified in low, moderated and high level of proficiency in listening skill according to the amount of listening learning strategies the students applied in class. The investigation concluded that listening learning strategies and listening skill performance are directly proportional variables.

Furthermore, to increase the practice of strategies in students and to improve their proficiency in listening, at the end of the investigation there is a website proposal especially elaborated for this sample of English language learners with selected activities that put in practice several listening learning strategies.

**Keywords:** listening skill, learning strategies, cognitive, metacognitive, socio-affective, quantitative method, website.

## INTRODUCTION

As people learn and meet others from all over the world, consequently they open their minds to new cultures, information, experiences, and new points of view of the world (Justin, 2013). Moreover, the domain of the English language seems to be a precious goal for people in all European Union countries and in many parts of the world too, to the point of considering a person who does not speak English as disabled (Segura, 2012).

Therefore, English proficiency is a requirement for EFL (English Foreign Language) learners that travel abroad. The educational system of Ecuador teaches English as a first foreign language at national level, because the global engagement of the curriculum establishes: "To develop learners' understanding of the world, of other cultures and their own, and to communicate their understanding and views to others through English" (Ministerio de Educación del Ecuador, 2019, p. 192). As a consequence, this language is a compulsory subject in public and private schools.

In all Ecuadorian schools there are levels of English that students receive according to the Common European Framework Reference. At the beginning of high school, students make a reinforcement of level A1 and A2, at the end learners should graduate with the domain of level B1. More precisely, it means students should "follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured" (Council of Europe, 2006, p. 67).

Since childhood, humans listen to the melodious bell of the ice cream van, later in adulthood it is crucial for people to listen to airport announcements. Beyond classrooms, the real life world has important information people need to know by hearing, so they learn to listen and listen to keep learning (Wilson, 2008).

The topic of this investigation is about listening skill performance in students of second baccalaureate that possibly don't apply enough listening learning strategies. However, developing listening learning strategies in high school students is important because that allow them to reach listening comprehension. According to Hasan (2000) listening comprehension ensures the adequate conditions for language acquisition that causes the development of other language skills. As a consequence, developing listening learning strategies would be favorable for students to rise their listening skill performance.

This research focuses on second baccalaureate students because at that age they start learning level B1. With them, this study principally aims to analyze listening learning strategies and its incidence in listening skill performance in students of second baccalaureate at *Unidad Educativa Milagro* from school year 2017 – 2018. That objective will be reached through the recognition of listening learning strategies that students of second baccalaureate at UEM apply in EFL class, and then the researcher will describe the relation between student's listening learning strategies and their listening skill performance.

The present study consists of six chapters, the first one is the problem statement, the justification, and the objectives to answer the research questions. The second chapter explains the theories of how the teaching of listening has been transformed (historical background), the latest investigations pertinent to this research, and the theoretical bases that support the study.

Later, Chapter III describes the methodology applied for the present investigation which is based in positivist paradigm, which leads to assume a quantitative approach due to the attempt for this study is to measure listening skill performance and listening learning strategies in students. Consequently, the object of study are the students, the population are 282 students of second baccalaureate at *Unidad Educativa Milagro* in school year 2017 – 2018. Through a non-probabilistic sample, 150 students were selected in order to be applied three techniques: a listening evaluation to measure listening skill performance, a survey and class observation both to measure the use of listening learning strategies in students. To create the instruments of each technique, operational variable tables were elaborated, they can be observed with more details in **Appendices D, E, and F**.

Moreover, Chapter IV presents the data collected with evaluation, survey and observations with which the researcher proceeded to analyze through standard deviation, arithmetic average, simple frequency, percentage frequency, minimum and maximum score. Finally, the comparison of the results analysis from all the techniques applied to the students lead to the discussion that converges in a description of the relation between student's listening learning strategies and their listening skill performance in EFL class.

In the end of the study Chapter V shows the conclusions and recommendations that results in a proposal developed in Chapter VI. This proposal consists in a website aimed to strengthen listening skills in students of second baccalaureate at *Unidad Educativa*

*Milagro*, through the practice of listening strategies in selected exercises on a digital platform that will be updated each semester. The website can be seen in several mobile devices and include applications that young students prefer such as Google Podcast, Youtube Playlists, blogs and platforms.

# CHAPTER I

## 1.1 Problem statement

Wilson (2008) states that of the four skills reading, writing, listening and speaking are generally recognized as the keys for knowing a language, but listening is probably the least understood, historically the less researched and valued. Also Peregoy & Boyle (2013) claimed that the four skills are related to one another and during their development over mutual support is needed, in that way any practice of each skill will contribute to the overall development of the other.

Especially for Spanish speakers, the acquisition of listening and speaking tend to be more complicated than the other skills like reading or writing, since the previous ones are quite difficult to practice when the student does not live in an English speaking country (Segura, 2012).

In Ecuador, learning English is mandatory according to the National Curriculum, article 9 of “*Reglamento General a la Ley Orgánica de Educación Intercultural*” because students need to have a specific level of proficiency in this language to fulfill the academic program and graduate with a baccalaureate degree. So, high school students with English level B1 should domain listening skills.

Depending on the level, Ecuadorian students have different number of hours of English class per week. In elementary and basic school, students receive 3 hours of English per week during 6 years, in the following years of high school students receive 5 hours during 5 years, and in the last course of baccalaureate the seniors take 3 hours per week. All these hours of language learning seek to accomplish the objective of the national English curriculum. (Ministerio de Educación del Ecuador, 2019).

*English as a Foreign Language for Baccalaureate Sublevel* is the name of the national curriculum in Ecuador, which claims that listening activities in EFL classroom should spin around real-life contexts and practical applications, so that learners achieve the capacity to handle natural listening situations (Ministerio de Educación del Ecuador, 2019). Nevertheless, the students from second baccalaureate of *Unidad Educativa Milagro* demonstrate difficulties in their listening performance, which do not allow them to accomplish the objective stated by the national curriculum.

It has been noticed that during listening exercises the students from second baccalaureate at *Unidad Educativa Milagro* feel afraid and insecure of their capacities, cannot answer questions, do not react to oral instructions, are not able to take notes, do not understand the context of a conversation or a story, do not remember vocabulary words, have low pronunciation achievement, and throughout the checking process they end up writing down the right answers without understanding the reasons behind. As a consequence, these learners do not get the purpose nor the content of the listening activities.

Furthermore, some circumstances that aggravate the problem with students are their short attention periods inside the classrooms, and other distractions like kids playing outside in the swings near the window. Due to the variable levels of motivation between students, listening can become a difficult skill to teach. Besides, the learners have the tendency to confuse some features of connected speech (e.g., assimilation, elision or weak forms) which could have made them perceive listening in English as tough.

Finally, many teachers of this educational institution do not follow the instructions for the listening exercises given by the English course books, which are important because it says exactly what details should be paid attention to during a listening task and also the book explains to the teacher what to do before, during and after the listening exercise. By ignoring these crucial instructions, the teachers end up playing the audio and testing listening skills rather than actually teaching them.

Consequently, all these circumstances may indicate that students are not completely immersed in using listening strategies because of these issues that might have a negative impact on learner's listening comprehension. Probably the students of second baccalaureate from *Unidad Educativa Milagro* may improve their performance in this skill by learning listening strategies with sufficient training in listening task.

### **1.1.1 Research questions**

- What are the listening learning strategies that the second baccalaureate students at *Unidad Educativa Milagro* apply during listening activities in the class?
- How do the listening learning strategies influence in the listening skill performance of the students of second baccalaureate at *Unidad Educativa Milagro*?

## 1.2 Justification

The low listening performance is common among students of second baccalaureate at *Unidad Educativa Milagro* because they have insufficient knowledge in listening ability and also there are inadequacies in classrooms for listening practice. Therefore, this study aims to improve the listening skill performance in students of second baccalaureate in the educational institution.

This research looks forward to evidence that mastering a language relies primarily on the ability to apply strategies to develop comprehension of messages through listening practice, understanding speeches, audio scripts, movies, songs and establish dialogues.

Additionally, the research becomes a methodological contribution to the scientific community because it was applied for the first time to second baccalaureate students of *Unidad Educativa Milagro*. Besides, the same group of students will use listening strategies through digital media to serve as support for the classes, and thus to enhance the process of learning that is reflected in them with minimum effort and maximum efficiency.

Under these conditions, this study proposes the application of blended learning through the implementation of a website with practical exercises for students, these exercises use listening strategies that serve as reinforcement of face-to-face classes.

Consequently, the main beneficiaries of this research are the students who will acquire a critical, reflective and evaluative attitude towards the language and the use of it in work, study, travel or any other activity where they require communication using this foreign language. Additionally, it is an academic contribution for teachers who will have a practical and useful digital instrument not only usable now but throughout their professional lives.

Finally, the implementation of the proposal will benefit *Unidad Educativa Milagro* with an increase in the number of students with a B1 level, which goes in accordance with the objectives of the Ecuadorian National Curriculum. The inquirer suggests to deepen the causes of difficulties in more students in further researches as well as the methods that could be used to improve their proficiency in English listening.

## **1.3 Objectives**

### **1.3.1 General objective**

To analyze listening learning strategies and its incidence in listening skill performance in students of second baccalaureate at *Unidad Educativa Milagro* from school year 2017 – 2018.

### **1.3.2 Specific objectives**

- To diagnose listening skill performance of students from second baccalaureate at UEM.
- To recognize listening learning strategies applied by students of second baccalaureate in EFL classes at UEM.
- To establish the relation between student's listening skill performance and listening learning strategies applied in EFL classes at UEM.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Definition

A theoretical framework is the systematization of the concepts that are handled as the basis of an investigation; through one or several theories expressed in concepts and definitions, which are both structured and hierarchical (Rodriguez, 2005). In the following study the researcher will take into account conceptual aspects related to the topic of study and the diverse subtopics such as definitions of listening, listening comprehension, the importance of listening in EFL class, difficulties in listening for EFL students, listening approaches, and teaching listening strategies in an EFL class.

#### 2.2 Theoretical Foundation

##### 2.2.1 Definition of listening

Listening is an unseen mental process. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate context as well as the larger socio-cultural context of the utterance (Wipf, 1984). However, according to Dimassi (2016) listening is a highly complex skill, involving both linguistic and non-linguistic knowledge. Moreover, linguistic knowledge includes phonology, vocabulary, syntax, semantics, discourse and pragmatics (Buck, 2001).

On one hand, Howatt & Dakin (1974) defined listening as the skill to identify and understand what other people say, it includes understanding a speaker's accent or pronunciation, its grammar, vocabulary, and the comprehension of the meaning.

On the other hand, Thomlison (1984) definition of listening includes "active listening", which goes beyond comprehending the message content; it is the empathetic understanding of the speaker.

Moreover, Rost (2001) defines listening, in its largest sense, as a process of receiving what the interlocutor actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker while

answering (collaborative orientation) and, creating meaning through participation, imagination and empathy with the interlocutor (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Finally, Ronald & Roskelly (1985) define listening as an active process demanding the same skills requested by writing and reading: prediction, hypothesizing, checking, revising, and generalizing.

### **2.2.2 Definition of listening comprehension**

According to Chastain (1971), listening comprehension is the ability to understand native speech at normal speed in unstructured situations.

Nevertheless, according to Morley (1972) and Ciocci (2002), listening comprehension is inside the central auditory processing, which starts when the ears detect sound as stimulus, travels to the temporal lobes along the neural pathways where it is “processed”, allowing the listener to identify the type of sound, separate it from background noise, and interpret the sound. That is where the listening comprehension takes places, so the listener builds upon what is heard by storing, retrieving, or clarifying the auditory information to make it functionally useful.

Moreover, Goss (1982) defines listening comprehension as a mental process in which the listeners attempt to construct a meaning out of the information received from the speakers. However, according to Nadig (2013) as cited in Pourhosein & Sabouri (2016), listening comprehension is the different processes of understanding the spoken language, these include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Finally, O'Malley, Chamot, and Küpper (1989) as cited in Pourhossein & Sabouri (2016) say that 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.

### 2.2.3 Historical background of listening

According to the ideas expressed by Flowerdew & Miller (2005) in *Second Language Listening*, chronologically there are several approaches to language teaching in the role of listening that were developing through the time. The main approaches that have been used over the last five decades are going to be explained below.

**Grammar-translation approach:** It was developed since Latin and Greek were taught in the first language classes in ancient times. Back then, there were no learning goals for listening because there were no listening classes. The only practice of listening for the students was to listen to the teacher and how he explained a description of the grammar rules of the second language. It's worth to say that those verbal explanations were made primarily in student's first language (Flowerdew & Miller, 2005).

**Direct-method approach:** The direct-method approach came from a reaction of the grammar-translation approach. Learners can best acquire what is "natural" for them through the aural/oral system of teaching, this consists in monolingual teaching through student's L2 as the only language used in class. Moreover, the direct-method approach was focused on teaching listening skills first than other language skills, because the teachers thought the learners would hear what was being said and the comprehension will come later; this process was cataloged by Mendelson (1994) as "osmosis".

**Grammar approach:** According to Rost (2001) it's crucial to understand how words and phrases are bound to each other because that allows to also comprehend how utterances work. So, the Grammar Approach analyzes the language focusing on its components in order to complete or reshuffle a text by listening. Such exercises usually have no relationship to the exercises that precede or follow it, so this type of listening exercise is more to check the pattern match of grammar structures than a test of listening ability to development specific listening skills.

**Audio-lingual approach:** For this approach, Richards (2015) stated that for teaching English it is important to understand that listening comprehension, pronunciation, grammar and vocabulary are all related to foster aural fluency. This approach focuses on repetitions, first the learners listen one time paying attention to pronunciation and grammatical forms, then they make drills that consist in repetitions of what they listened. For example, students are encouraged to listen to a taped recording, a teacher reading out

loud, or a dialogue, afterward they record their own version of the dialogue and respond to cues made by the teacher to make them repeat parts of the dialogue. The listening goals for this method are to pattern match, to listen, imitate, and memorize.

**Discrete-item approach:** According to Flowerdew & Miller (2005) this method deals with the segmental and suprasegmental side of the spoken text and their contextualization. Segmentals are the individual vowel and consonant sounds, while suprasegmentals are, for instance stress, tone, and duration. Students listen to a list of words from a taped model, then they classify those words in boxes according to the sound endings /t/, /d/, or /ed/. After that, they are required to mimic the sound by repeating the list of words, later those words are included in sentences in which students should identify the words they were repeating. The learning goals connected to listening in this approach is processing discrete point information.

Ur (2012) signals that the majority of foreign students have difficulties hearing sounds in English because these sounds might not exist in their own language. Accordingly, in this method is essential for the learners as soon as possible to achieve familiarity with the common phonemes of English if they want to be efficient listeners.

**Communicative approach:** It is based on the premise that what people do in the classroom should have real-life communicative value, so real life listening is consolidated in this approach. Communicative ability is nothing new for language teaching, in view of the fact that other methods are similar to this one like audio lingual approach. The learning goals for this approach are: to process spoken discourse for functional purposes, to listen and interact with the speaker or to complete the task (Flowerdew & Miller, 2005).

**Task-based approach:** the core of task based approach to developing listening is that the learner become active listener (Brown, 1987). For this method, Flowerdew & Miller (2005) describe that the students are asked to listen to “authentic” situations and to “do something” with the information. This information is usually transferred from spoken text to a graphic form like diagrams, charts, tables or drawing a picture. Due to the authenticity of the texts, students cope with language being spoken at normal speed with its natural features such as accents, hesitations, fillers and ellipses. The students have their own way to “draw” the information listened, so the result of a task based activity can be open-ended. Moreover, the way the students do this is not as important as the information understood and “drawn” by them. The learning goals of this approach are: to process

listening for functional purposes, and to listen and carry out real tasks using the information.

**Learner-strategy approach:** A strategy-based approach to teaching listening takes as its focus the concept of learner independence. With this approach, the attention is on learners making decisions based on their own preferences concerning a learning task, rather than on the teacher making the decision for them. But, a strategy based approach cannot be entirely based on learner autonomy, because all learners would be free to do as they pleased, so there would be no approach. Also, Mendelsohn (1994) claims that frequently the fact that learners can listen to different things in different ways is disregarded in listening courses; so this approach gives the students the opportunity to self-recognize the strategies they prefer to use while listening.

Consequently, the strategy-based approach places the emphasis on learners being aware of which listening strategies are effective for them and in which situations. Finally, the learning goals of this approach are: to develop an awareness of skills related to listening, and to use a variety of listening skills effectively in achieving an objective (Flowerdew & Miller, 2005).

**Integrated approach:** In this approach, several of the approaches mentioned above are integrated in one course book because nowadays, teachers rarely use one single approach to teach listening. The learning goals related to this listening approach are: to develop listening as part of interactive communication, to develop critical listening, critical thinking, and effective speaking. An example could be a unit lesson using; a discrete-item-based approach when listening for the sounds of words; a grammar-based approach when completing cloze sentences or paragraphs; a task-based approach when all the exercises build on one another around a similar topic; and a strategy-based approach when asking students to think about how they listen, and to generate hints on how to listen (Flowerdew & Miller, 2005).

To sum up, language teaching methods initially did not recognize the need to teach listening, but the posterior approaches used several techniques to produce specific or general listening skills. The ideas of Field (1998) recapitulate the history of teaching listening and express that firstly, there have been a change of perspectives in which teaching listening as a skill takes priority over details of language content. Secondly, came out afloat a wish to relate the listening practiced in classroom with the real life world; and

thirdly, teachers have realized the importance of providing motivation to the students and a focus for listening.

#### **2.2.4 The importance of listening in an EFL class.**

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important, this is why teachers and learners should pay enough attention to obtain communication aims.

Listening is very important in language learning because it provides input for learners and it has an important role in the development of learners' language knowledge (Rost, 2001). Also Hasan (2000) claimed, that listening comprehension ensures the adequate conditions for language acquisition that causes the development of other language skills. This means that developing learning strategies in listening would be promising and encouraging for students to improve their proficiency in other English skills.

According to Kurita (2012), learners may find listening comprehension skill difficult to learn and this requires teachers to change their listening exercises into more effective ones. The development of listening comprehension skill helps learners to succeed in language learning and increase their comprehensible input. Since learners' self-confidence in listening comprehension can be increased, they are motivated to have access to spoken English like conversations with native speakers (Ahmadi, 2016).

Oxford (1990) claims that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Morley 2001; Rost 2001), and it develops faster than reading, speaking and writing; which in turn suggests that it can facilitate the improve of the other language skills. Nevertheless, for native Spanish speakers is not that easy to develop listening skill first than the other skills. According to Segura (2012), especially for Spanish speakers, listening and speaking tend to be more complicated than the acquisition of reading or writing, since listening and speaking are quite difficult to practice when the student does not live in an English speaking country.

Listening comprehension as an independent and essential component of language learning has come into focus after a significant debate as a foreign language about its

importance. The importance of listening in language learning was pointed by Gary (1975) who stated that focusing in listening comprehension, creates four different types of advantages: cognitive, efficiency, utility, and affective. The cognitive advantage of an initial exposure to listening give students more natural way to learn the language. Listening should be emphasized before speaking because recognition knowledge is required to process and decode the aural input, where retrieval knowledge is essential to encode and generate speech.

The next advantage is efficiency. Language learning is more efficient when learners are not immediately encouraged to speak and are only required to listen to the language. This initial emphasis on listening is effective due to students are exposed only to good models of the language.

Another advantage is utility, according to Rivers in Gilman & Moody (1984) while communicating, adults spend 40-50% of communication time listening, 25-30% speaking, 9% writing and about 11-16% reading. It follows then that learners will make greater use of comprehension skills: listening and reading.

The last one that emphasizes listening from the beginning is the affective advantage. Apprentices feel embarrassed and often discouraged when they are forced to make oral production. When this pressure does not exist, learner can relax and stay focused on developing listening skill, which helps to emergence the other language skills.

Several Foreign Language teaching methods stressed the important of listening back in 1960s. These methods were established on the assumption that the second language learning and first language acquisition are parallel and that there should be a silent period preceding the production skills in learning a second language.

However, there are other forms to teach English, even using movement stimulus. Asher (2012) investigated some relationships between language and movement applying Total Physical Response (TPR) method, it focused on listening comprehension using commands that students learn by doing the action of the teacher, interacting communicatively in games and creative tasks. The students who were exposed to the TPR method outperformed their counterparts who were taught the audio lingual methods on numerous language tests.

### **2.2.5 Listening sub-skills used in class**

As stipulated by Solak & Erdem (2016) there are different types of listening sub-skills that allow listeners to understand the content of a specific listening exercise. So, for English classes these are the most common sub-skills that serve to guide students in their understanding: *listening for gist* is for the listener to have a general idea of the subject; while *listening for specific information* is used when the listener is attentive to a specific data.

Another sub-skills are: *listening in detail* which occurs when the student is concentrating in each word heard to detect an error or understand as much information as possible, *listening to infer* serves to draw inferences from what has been listened and thus understand how listeners feel, *listening to questions and responding* is simpler since it is used for answering questions; and finally *listening to descriptions* is used to pay attention to all the features mentioned in a description.

### **2.2.6 Types of classroom listening performance**

There are different types of listening that according to Wilson (2008) are utilized every day and can be categorized according to the level of attention the listener needs to pay attention to and the type of information that is needed to be gathered from that listening. So, if in real life situation people use several types of listening to communicate with each other, then classrooms should be spaces in which all these types can be practiced.

#### **Listening for gist**

It is used when the student needs to know the general idea of what is being heard and also to notice who is speaking, to whom, why is this conversation happening and how successful is the communication between the parts (Wilson, 2008).

#### **Responsive listening**

In responsive listening classes, active listening skill must be taught in a clear way by means of drills, definition of misunderstanding issues, students also should be able to ask for clarification and cooperation so they can understand the input information while they are still listening to the other person (not at the end of the task). For this reason, these are speaking and listening skills (Grognet & Van Duzer, 2003).

## **Selective listening**

It is used when the listener only has to pay attention to specific information that is needed to know in order to do a task, and the rest of the information is ignored. For example, at the airport the passengers are attentive only to the issues that are related to their number of flight: boarding time, possible change in the door to board or a possible delay. So, a technique that can be used in class to teach the students this type of listening is to practice exercises in which they react when they listen selective information asked by the teacher like names of people, places, cities, dates, subjects, or specific vocabulary words. (Wilson, 2008).

### **2.2.7 Difficulties in listening**

Many of the differences between reading and listening illustrate just why listening is considered a difficult skill. The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment (Wilson, 2008).

Altman (1989) wrote that, for teachers, listening is like reading speech, but for students it is more like finding hidden objects. Knowing the written form of a word is no guarantee that students will recognize the spoken form. Recognizing word boundaries is problematical, but also the irregular spelling system of English does not help matters, for example: Mr. Clough from Slough bought enough dough.

Secondly, in the characteristics of the delivery sometimes the speakers ramble on, jump from topic to topic, are not concise, talk for too much time, the listener is not familiar with the accent or there are several speakers talking at the same time in a conversation. Moreover, there are reciprocal and nonreciprocal listening. Reciprocal listening happens when there is an interaction between two or more people, giving them the opportunity to use repair strategies like asking for clarification, asking the speaker to slow down, etc. On the other hand, nonreciprocal listening is when the listener has no control over factors such as the speed at which the speaker talks, the vocabulary used, grammar, nor any opportunity to collaborate with the dialogue, for instance when watching TV or listening to the radio.

Thirdly, the characteristics of the listener can differentiate from younger to older students, or from students with different modes of learning according to the theory of Multiple

Intelligences. Some students are more inclined to learn a language by singing songs, others by acting in a play.

Finally, there are some characteristics of the environment that can interfere with listening activities like hot temperature causing tiredness, background noises or flawed equipment that affects the clarity of the audio.

### **2.2.8 Memory building during listening comprehension**

Listening function as a comprehension skill, so it affords people with the greatest amount of input during the process of language acquisition and development (Gur, Dilci, Coskun, & Delican, 2013). Listening is in fact vital for the language learning but at the same time is a complex process due to the amount of effort for the learners to do this task. More in detail, they have to retain information in memory integrating what they are listening and continually adjust its understanding for what they listen next, comparing their prior knowledge with the incoming information (Osada, 2004).

The ideas stated by Rost (2011) explain the concept of memory access during listening. It has two meanings: first, the process of triggering existing memories so they may assist in comprehension; and second, the process of elaborating new memory networks, as well as updating and reinforcing existing memories. Both processes occur during and also right after reaching the comprehension. On the other hand, memory is generally argued as involving two proportions: long-term memory, related with the entirety knowledge of a person's knowledge and its experiences, and short-term memory, related with knowledge that is triggered at a specific moment.

But if listening comprehension is strongly connected with memory access, then, in order to ask the students to remember specific information of what they listen, the concepts of long-term memory and short-term memory should be clear for them too. Cowan, Bunting, Therriault and Minkoff (2002) claim that the term "Short-term-memory" is often used ambiguously because it could refer to the amount of representations that long term memory stores which are currently and temporarily in a state of sharp activation. Or, it could refer to the span of attention and to focus in content. Cowan and others (2002) give a more consistent conception for short term memory, he explains that it is hierarchical and with compound capacity constraints. In summary, the key concept that should be taken in account here is that listeners focus their attention sequentially - and not

simultaneously – but within different subdivisions of the neural connections in long-term memory.

### **2.2.9 Learner's difficulties in listening**

From the point of view of the learners, who know some aspects of listening a foreign language are particularly difficult, these are the main problems. First, having trouble listening to the sounds of the foreign language, more in details it means to try to understand every word people said. Second, to be unable to understand nature speech rate of native speakers. Third, the believe that is needed to hear more than once in order to understand any message in this language. Fourth, having problems with the storage of the information that the listener is receiving, and because of that, learners cannot predict while listening. Fifth, getting tired and losing concentration if the listening takes too much time (Ur, 2012).

Another difficulty among learners is that listening involves features of pronunciation like elision, assimilation and intrusion. Elision occurs when sounds are omitted, usually from the beginning or end of a word, in order to make pronunciation of the utterance easier for the speaker. On the other hand, assimilation takes place when the first of a series of sounds changes to accommodate subsequent sounds. This often happens because the tongue cannot get into place quickly enough during connected speech to articulate the next sound. With respect to intrusion, it happens when a sound is added in order to allow the speaker to link two words more easily. And finally some features of pronunciation are shown when phrases are said rapidly as if they are one word, for example: give me a break (Wilson, 2008).

A summary of suggestions given by Ur (2012) are to use not only audio recordings but also videos, and to include a range of accents and dialects. She also suggests that teachers should take the time to tell stories, and even read stories aloud, in class. Furthermore, Ur recommends modeling and teaching learners a variety of listening strategies, so that they become more competent and prepared to choose the strategies that will help them improve their listening skills.

### **2.2.10 Approaches to listening**

There are several models developed to explain how listening process function, the most widely known are: bottom-up model, top-down model and the interactive model which is the combination of bottom-up and top-down (Flowerdew & Miller, 2005).

#### **Bottom-up model**

The first model of listening developed between 1940s and 1950s was the bottom-up model. Listeners use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. According to this model, listeners construct their understanding from small parts of the acoustic message which are individual sounds (also known as phonemes). Then, these fragments of sounds are combined with other ones to form words, phrases, clauses and sentences. In the end, individual sentences are join together to establish ideas, concepts and relationships between them (Flowerdew & Miller, 2005).

#### **Top-down model**

Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata, which is a typical sequence or common situations around which world knowledge is organized (Lee, 2008). In accordance with these ideas, Barlett (1932) quoted in Flowerdew & Miller (2005) states that a schema consists in “an active organization of past experiences” (p. 26), in other words, human knowledge is organized and stored in the mind according to present events that bring those memories back to present.

The same author states that in this model, listening is purpose-driven because listeners pay attentions to details and select the information they need to accomplish their purpose. So, they only active expectations related to their objectives, or what they deem to be relevant for the listener or for the text to be fully understood.

The levels of comprehension in the top-down process are higher when the listener is familiar with the subject matter in comparison with a person that have not previously encountered the subject matter. When knowledge is understood at an overall structure, the meaning is stored at a macro-level and further hypothesis can be made to compensate

any lack of understanding in micro-level elements such as: sound discrimination, syntax, word and utterance level semantics (Flowerdew & Miller, 2005).

### **Interactive model**

Listening comprehension is not either top-down or bottom-up processing, indeed it is an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing; whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details (Lee, 2008).

During the listening of any audiovisual material or conversation, interactive model is the most common used. Richards (2015) uses a great example to understand better how listeners use both processes depending on the situation. When an experienced chef listens to a cook program describing a recipe, his purpose for listening is to compare the chef's recipe with his own; because he already has a precise schema of how to apply the ingredients, so he is just comparing similarities and differences. That is a top-down processing. Now, a novice kitchener's purpose for listening to the same program, might be to pay attention trying to remember each step so he could write it down. For the novice kitchener, a bottom-up processing was applied.

#### **2.2.11 Definition of strategies in the educational field**

Strategies are usually defined in education as actions, acts, activities or processes, never as a product (Oxford, 2017). Furthermore, Cohen (2017) says that strategies help move the action along into the realm of practice to use definitions that lay language learners can understand. Finally, according to Oxford, Chamot and O'Malley in *How to teach listening* by Wilson (2008), strategies consist of aware, deliberate behavior which improves learning and lets the learner to use information more effectively.

Goh (2014) claimed that "listening strategies are ways of listening that are planned and consciously adopted to improve comprehension and communication as well as cope with listening difficulties" (p. 73).

### 2.2.12 Teaching listening learning strategies: cognitive, metacognitive and socio-affective

A learning strategy is “a specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information or patterned skills” (Willing, 1988, p.7). So, with the management of learning strategies, learners can become aware of their listening strategies either through special training or by the teacher’s integration of strategies in the classroom (Flowerdew & Miller, 2005).

Buck (2001) claims that there are only two kinds of listening strategies: cognitive and metacognitive. Cognitive strategies are mental activities linked with comprehending and keeping input information in working memory or in long-term memory for later recovery. Buck divided cognitive strategies in the following processes:

- **Comprehension processes:** is related with the processing of linguistic and non-linguistic input;
- **Storing and memory processes:** associated with the storing of linguistic and non-linguistic input in working memory or long-term memory
- **Using and retrieval processes:** associated with accessing memory, to be readied for output

Buck also defines metacognitive strategies as the conscious or unconscious mental activities that execute the management of cognitive strategies. Those metacognitive strategies are divided in:

- **Assessing the situation:** taking stock of conditions surrounding a language task by assessing one’s own knowledge, one’s available internal and external resources and the constraints of the situation before engaging in a task.
- **Monitoring:** determining the effectiveness of one’s own or another’s performance while engaged in a task;
- **Self-evaluating:** determining the effectiveness of one’s own or another’s performance after engaging in the activity;
- **Self-testing:** testing oneself to determine the effectiveness of one’s own language use or the lack thereof.

However, according to Vandergrift (2002), EFL students use three types of listening strategies: cognitive, metacognitive and socio-affective strategies. Cognitive strategies

manipulate the material to be learned and apply a specific technique for a listening task. Metacognitive strategies oversee, regulate or direct the language learning process. And, socio-affective strategies are the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

According to Flowerdew & Miller (2005) “Metacognitive Strategies are the ways learners organize, monitor, and evaluate their learning” while “socio-affective strategies are the ways in which learners use others to enhance their learning and encourage themselves to continue learning” (p. 67).

Wilson (2008) also states three types of listening strategies with a simpler and more general definition. Cognitive strategies are those used in order to complete an immediate task. Metacognitive strategies are related to learning in general and often have long-term benefits. And, socio-affective strategies are related with learners’ interaction with other speakers and also their attitude towards learning.

Wilson also emphasizes that good listeners normally use many strategies simultaneously. For example, listening to a radio broadcast requires the use of metacognitive strategies. If the listener takes notes on the key points of the same radio program, that requires the use of cognitive strategies. And furthermore, if later the same person meets fellows and tell them about the stuff he or she had listened, that conversation demands the use of socio-affective strategies. So, these strategies exist to facilitate the comprehension of students and to make their learning process more effective.

### **2.2.13 Process of listening during a lesson**

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Goh & Yusnita (2006) after obtaining effective results in their investigation based on Singapore ESL learners, Goh listed a sequence of steps in cycle activities for a guided teaching of metacognitive strategies, as can be seen in **Table 1**.

**Table 1**

*Steps for a guided teaching in metacognitive strategies.*

<b>Steps</b>	<b>Activity</b>
Step 1	<b>Pre-listening activity</b> In pairs, students predict the possible words and phrases that they might hear. They write down their predictions. They may write some words in their first language.
Step 2	<b>First listen</b> As they are listening to the text, students underline or circle those words or phrases (including first language equivalents) that they have predicted correctly. They also write down new information they hear.
Step 3	<b>Pair process-based discussion</b> In pairs, students compare what they have understood so far and explain how they arrive at the understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that require special attention in the second listen.
Step 4	<b>Second listen</b> Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.
Step 5	<b>Whole-class process-based discussion</b> The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using.

Source: From Goh & Yusnita (2006). *Metacognitive Instruction in Listening for Young Learners*.

#### **2.2.14 Learners with shortage of listening learning strategies**

It is possible that when an apprentice complains about strategy use, problems directly or indirectly related to the nature of the strategy may appear. According to Chen (2005), the first question instructors need to apply is: "Does learner's listening habits and belief about listening comprehension contradict the strategy use?" If an apprentice is certain that such "strategies can succeed in comprehension only when other language skills have been acquired," or "I should pay attention to every word and understand every detail in the text," or "I have to translate the target language to my native one in order to understand the text," the learner's possibilities to acquire strategies may reduce. Strategies like inferencing, elaboration, prediction, or selective attention demand of persistence and discipline. So, Mendelsohn (1995) proposed an awareness of learner's attitude as crucial in training stage. In other words, the value and power of strategies needs to be made explicit to learners (Chen, 2005).

Another issue analyzed by Chen (2005) says learners could have affective barriers against strategy learning. The findings of his study indicate that negative affective influences such as anxiety, distress, frustration, resistance, and so forth, might distract learners from learning the target strategies. This kind of psychological barrier interacts with learners' motivation and attitudes toward strategy learning, as MacIntyre & Noels (1996) also stated.

### **2.3 Literature review**

By definition a literature review scrutinizes books, academic articles, theses and other sources relevant to the area of research as well as theories that could help writing a description, summary or a critical evaluation of these works in relation to the research problem being investigated (Fink, 2014). Literature reviews are designed to provide an overview of sources that the investigator have explored while researching a particular topic, and to demonstrate how the research fits within a broader field of study.

Research in the field of teaching has been mainly based on reading, writing and speaking as necessary skills to acquire the language. As a result, listening comprehension received little pedagogical attention and research interest because it was considered a receptive skill in language learning of students (Hanna, 2012). However, since the early 70s there was an increase in listening investigations which changed the believes about this skill and now the perspective centered listening as an instrument for understanding and facilitating the language learning; moreover, these researches also guided to the development of different strategies (Vandergrift, 2002). So, following will be presented some recent studies about the evaluation of listening learning strategies in EFL learners and how was the performance of those students. The studies were ordered from most recent to the oldest.

In the study of Arabi & Izadpanah (2016) the problem was that students struggle to grasp oral English writings in their listening comprehension categories. The students were tested and divided in 32 effective listeners and 35 ineffective listeners. The results showed that socio-affective strategies were used by 90% of the effective listeners and 45% of the ineffective listeners. On the other hand, metacognitive strategies were applied by 75% of effective listeners as opposed to 37% of ineffective listeners. Finally, the cognitive strategies were used by 65% of effective listeners and 49% of ineffective listeners. As a conclusion, the results of this study indicates that effective listeners outperformed the ineffective listeners in all the variables, especially in metacognitive and socio-affective strategies.

In other research made by Zhai (2015) the subjects experience a little high listening anxiety, which was reflected during the process of listening comprehension due to the fact that they are quite easy to produce anxiety. The reasons were that speech signals are

fast, continuous and fleeting, so learners always take a heavy psychological burden and need to concentrate their minds completely. Besides, the results of the interviews expressed that each interviewee experienced a different level of listening anxiety, because of the speed, the accents, topics, length and other characteristics of the English audios.

Zhai also states that the focused group do experience a little high level of listening anxiety. Also, there was a significant negative correlation ( $r = -0.639^{**}$ ) between listening anxiety and listening comprehension. Finally, the lack of confidence, deficiency of listening strategies, fleetingness of the message, and the inadequate acoustical conditions for listening activities were factors that caused listening anxiety in the students. Results in numbers demonstrated that 48.5% of the students feel unassertive of their listening ability and that produces them worried about listening tests.

In another study made by De Brito (2015) indicates that students face various difficulties when taking notes, citing speech rate and different range of accent as the main problems. As a consequence, students need to acquire a set of listening strategies necessary to efficiently process academic lectures in class. The results showed that there aren't many materials nor strategies among them to improve their listening and writing skills. So, as a conclusion during the note taking process students may perform better if they were exposed first to any teaching materials like a power point or a hand out to improve their understanding.

Therefore, the three exposed researches corroborated that it is possible to improve listening skill performance in students who learn English by implementing and evaluating listening strategies. In that way they will not only be able to capture more information detailly (cognitive), but their levels of listening comprehension will go further by socializing with other people, detecting emotions of the interlocutors, controlling their own negative feelings to motivate themselves to learn more (socio-affective) and in addition students will also be aware of the strategies they use and will seek the most appropriate to understand the content of the listening through self-monitoring of their own performance while listening.

## CHAPTER III

### METHODOLOGY

This chapter describes the methodology applied for the present research which is based on positivist paradigm because theory was considered as a starting point to identify a problem in the reality. This leads to assume a quantitative approach due to the attempt for this study is to measure listening skill performance and listening learning strategies in students of second baccalaureate at *Unidad Educativa Milagro* during school year 2017 - 2018.

Following it will be explained the type of research and the scopes of the investigation in correspondence with the universe of study, guided in the search for specific aspects that describe the reality of the context with the application of techniques and instruments suitable for obtaining reliable information.

#### 3.1 Research design

The present research is based on the positivist paradigm which consists in operationalizing through the hypothetical-deductive research system (Martínez, 2013). Also the hypothetical-deductive model of science serves to simplify the research process, from a theory-verification approach (Park, Konge, Artino, 2020). While the methodology leads to assume a quantitative approach due to the objective of this study is to analyze listening learning strategies and its incidence in listening skill performance in students of second baccalaureate at *Unidad Educativa Milagro* from school year 2017 – 2018.

Students from *Unidad Educativa Milagro* receive hebegogical education which is defined as “the art, craft, and science of learning and instruction with adolescents” (Puig, 2011, p. 2). A hebegogic perspective of education undertakes that adolescents learn from a solution-seeking orientation. So, the design of this research adheres to the hebegogic perspective of education to seek that adolescents of second baccalaureate in *Unidad Educativa Milagro* develop listening skills through the use of learning strategies.

The scope of this study reaches the correlational level because according to Hernández, Fernández & Baptista (2014) “in this type of researches the purpose is to know the relationship or degree of association that exists between two or more concepts, categories

or variables” (p. 93). The two variables of the present research are listening skill performance and listening learning strategies, moreover the final objective is to establish the relation between them in EFL classes at *UEM*.

In the present investigation, the researcher approached to the study phenomenon at *Unidad Educativa Milagro* to analyze in detail the causes and effects of the listening problem. Then a theoretical framework was defined with concepts, historical background of how listening has been taught in English, and the variables of the investigation were defined through an operational variable table that can be observed in **APPENDICES C, D, and E**. After that, instruments were applied and the results were analyzed and discussed in chapter IV.

### **3.2 Procedure**

The educational institution is located in Milagro city in Jaime Roldós Aguilera avenue and Presidente Estrada street. It is a public school with 2.300 students, from which 282 belong to second baccalaureate. So, from a population of 282 students the researcher applied a non-probabilistic sampling selection based on the scores, actions and performance of students in English classes with the researcher as their teacher. Students with high, medium and low proficiency in English were selected, the result of the sampling were 150 students chosen in order to be applied three techniques in a consecutive order.

The first technique was a listening evaluation to measure the actual listening skill performance of students. Secondly, the researcher applied a survey to estimate if the students use listening learning strategies and which one they apply the most: cognitive, metacognitive or socio-affective strategies. Finally, the third technique was a class observation to check if the learner’s actions in class goes according to their previous responses in the survey, using the three types of strategies. The three techniques were applied with the same amount of 150 students.

Furthermore, operational variable tables were created by establishing the principal variables of the study, its definitions, dimensions, indicators, and the items that conform each instrument; the three operational variable tables can be observed with more details in **APPENDICES C, D, and E**. These three instruments were pre-established questionnaires taken from previous investigations. The first one is a listening evaluation

which was a training test to assess students' achievements at the level B1 of the Common European Framework of Reference for Languages, this test was taken from English course book from Ministerio de Educación del Ecuador (2017). The second instrument was a questionnaire for the survey, taken from a previous investigation of a similar topic been carried out by Abdalhamid (2012). And finally, the third one was a class observation questionnaire adapted from Listening Skills: Observation Checklist in (General Blackline Masters). To see the complete questionnaires, go to **APPENDIX F, G, and H**.

### **3.3 Participants**

Non-probabilistic samples are defined by Hernández, Fernández & Baptista (2014) as the choice of elements which does not depend on the probability but on causes related to the characteristics of the research. In this case, the sample of students was selected because of the difficulties they have in learning the English language especially in listening activities. So, here the procedure for the sampling is not mechanical nor based on probability formulas, instead it depends on the decision-making process of the researcher which is described following.

*Unidad Educativa Milagro* has a total of 2.300 students from which 282 belong to second baccalaureate, that is the population of the research. So, from those 282 students following it was applied a non-probabilistic sampling selection based on the scores, actions and performance of students in English classes with the researcher as their teacher. According to that, students with high, medium and low proficiency in English listening were selected as much equal as possible so that the data collection was more reliable representation of the population. The result of the sampling were 150 students chosen with ages between 16 to 18 years old in order to be applied three data collection techniques in a consecutive order: listening performance evaluation, listening strategies survey and class observations.

### **3.4 Data collection techniques and instruments**

To diagnose listening skill performance of students from second baccalaureate at *Unidad Educativa Milagro*, three data collection techniques were applied to measure listening skill performance and listening learning strategies in 150 students. Firstly, the students were evaluated with a test training to assess learners' achievements at level B1 according

to the Common European Framework of Reference for Languages, this test was taken from *English B1.1* which is the English course book given by the Ministerio de Educación del Ecuador (2017).

After that, to recognize listening learning strategies applied by students of second baccalaureate in EFL classes at *UEM*, the same group of students answered a survey with 17 items in which they evaluated themselves about listening learning strategies that they apply most frequently: cognitive, metacognitive or socio-affective strategies. The questionnaire for the survey was taken from a previous investigation of a similar topic been carried out by Abdalhamid (2012).

Also, to recognize more socio-affective strategies and to ascertain if the answers of the survey goes according to the real behavior of students in class, the researcher observed the participants of this study with a pre-established questionnaire adapted from Listening Skills: Observation Checklist taken from (General Blackline Masters). This scientific observation technique is known as structured observation and it is defined by Díaz (2011), as the type of observation that “is carried out with the help of appropriate technical elements, such as: files, charts, tables, etc.” (p. 9). In that way, the data gathered from the three techniques could complement each other and would be closer to the reality of study.

The data collection was a sequential process that took place at *Unidad Educativa Milagro* during the third term of second quimestre in school year 2017 - 2018. Finally, to establish the relation between student’s listening skill performance and listening learning strategies applied in EFL classes at *UEM*, the results from the data collection process were analyzed, compared, described and discussed in the following CHAPTER IV.

Moreover, for analysis process of the data each technique was analyzed separately through the application of the software SPSS. From each instrument the items were grouped according to the type of strategy they belong (cognitive, metacognitive or socio-affective). After that, these strategies were re-grouped in order to compare their results with each other and make a general analysis.

## CHAPTER IV

### RESULT ANALYSIS AND DISCUSSION

This chapter presents the results of the evaluation, survey and observations with which the research proceeded to analyze the data collected through arithmetic mean, standard deviation, simple frequency, percentage frequency, minimum and maximum score with the software SPSS. Following, there is a result comparison that converge the three techniques applied to the 150 students and in the end, it describes the relation between listening learning strategies and listening skill performance.

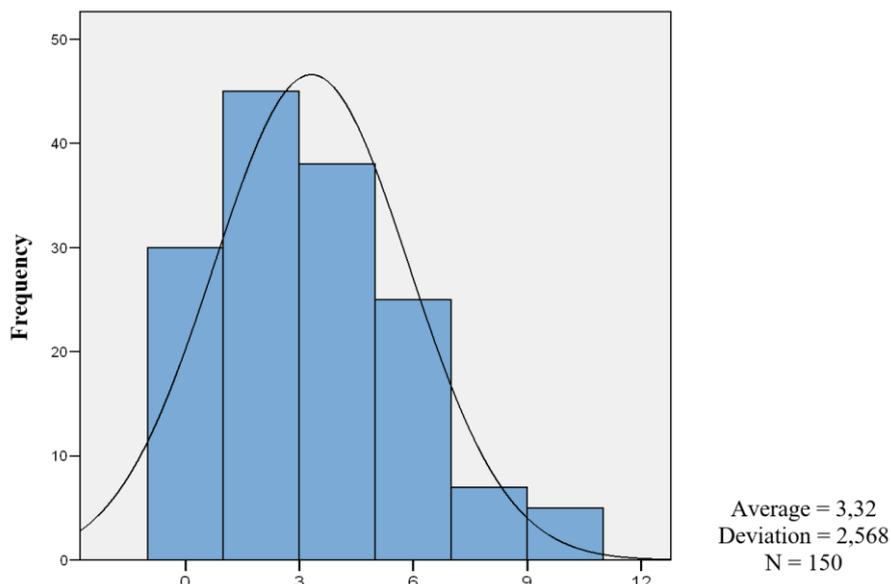
#### 4.1 Evaluation of listening skill performance

The evaluation of listening skill performance was the first technique applied in students, this instrument was a pre-established questionnaire taken from *English B1.1*, a course book given by the Ministerio de Educación del Ecuador (2017) which consist in a training test to assess students' achievements at level B1. To see all the questions that conform the instrument go to **APPENDIX F**. The questionnaire had a total of 5 multiple choice items, each one of them was scored over 2 points. The qualification was dichotomous, that is, if the student chose the correct answer from the 3 options, the score was 2 points, and if it was not correct, the qualification was 0 points in that item. **Table 2** show the results of the evaluation in terms of arithmetic mean (also known as average), standard deviation, minimum and maximum.

**Table 2**

#### **Results of evaluation**

Arithmetic mean:	3,32
Standard deviation:	2,568
Minimum:	0
Maximum:	10



**Figure 1**

***Evaluation of listening skill performance***

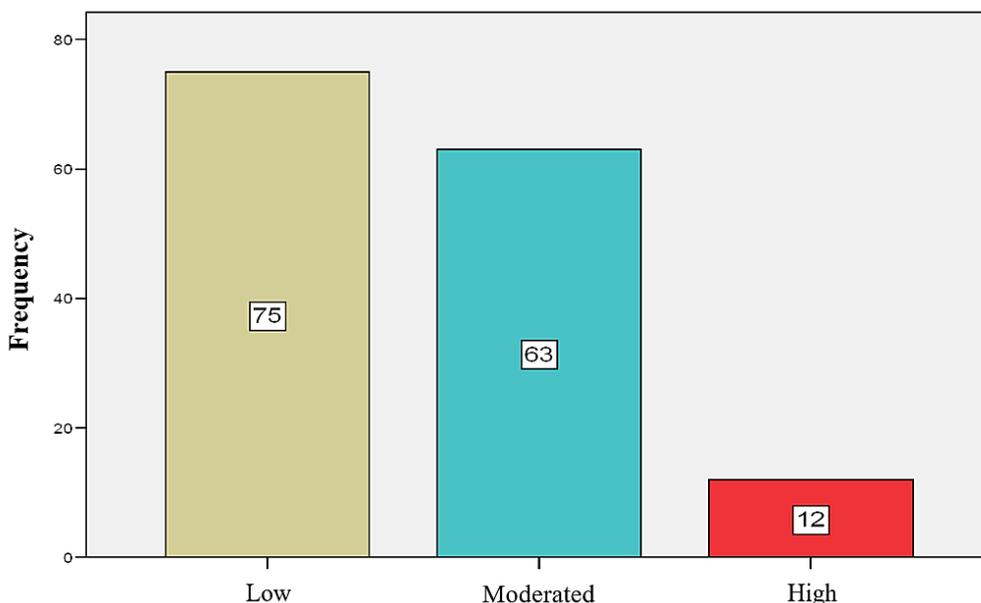
Figure 1 demonstrates that the arithmetic mean was  $3.32 \pm 2.68$  for the evaluation that was scored over 10 points. Also, there was a high dispersion in the data because deviation standard is very close to the average, which means that students got very different scores between each other.

According to the score of the students in this evaluation they were classified in three levels of listening skill performance: (0 – 3.99) for low, (4 – 7.99) for moderated and (8 – 10) points for high domain of this ability. So, results can be interpreted in **Table 3** with the amount of students that reach each level of listening performance as well as its percentage.

**Table 3**

***Interpretation of the evaluation results***

Levels	Frequency	Percentage	Valid percentage	Accumulated percentage
Low	75	50,0	50,0	50,0
Moderated	63	42,0	42,0	92,0
High	12	8,0	8,0	100,0
Total	150	100,0	100,0	



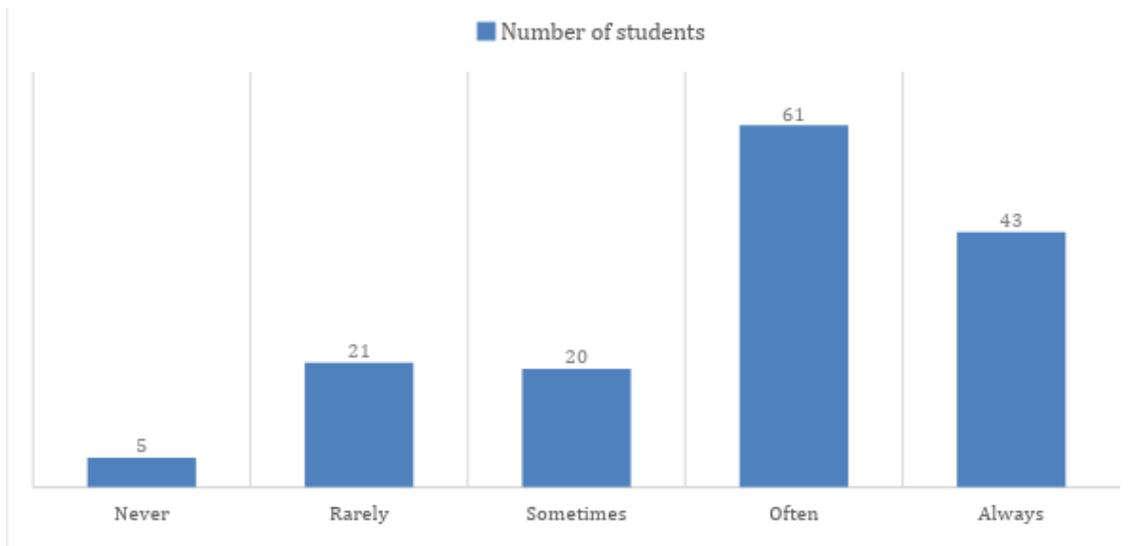
**Figure 2**

***Interpretation of the evaluation results***

So, as it can be seen in **Figure 2** the majority of the students (75) have a low level of listening skill with scores between 0 and 3.99 points, following 63 students have a medium level with scores between 4 and 7.99 points. And finally, the smallest number of students (12) demonstrate a high level of listening skill obtaining scores between 8 and 10 points. This represents that 50% of the students have a low level in listening skill performance, 42% of them reflected a moderated ability in listening and 8% of the surveyed have high proficiency in listening skills.

**4.2 Survey**

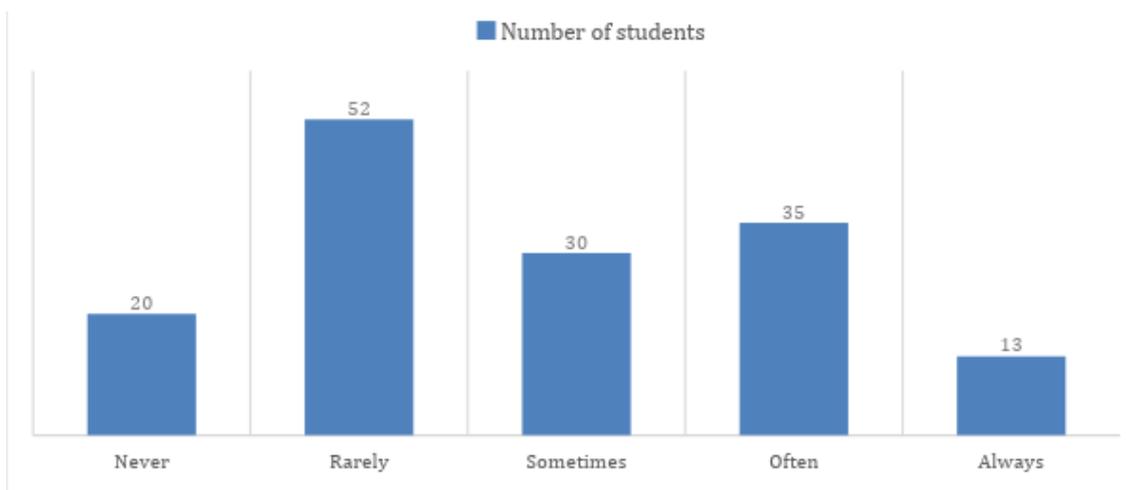
The second technique implemented in this study was a survey with a questionnaire using Likert-Scale, it helped the researcher to know which listening learning strategies students apply in EFL listening exercises at *Unidad Educativa Milagro*. The questionnaire was taken from a previous investigation of a similar topic been carried out by Abdalhamid (2012), to see the complete questionnaire go to **APPENDIX G**. The student’s answers were analyzed with the following figures divided in one per item.



**Figure 3**

***I focus on the meaning of every word to understand the whole text***

In the first item, a total of 104 students answered that they *often* or *always* focus on the meaning of every word to understand a text, which in percentage represents 69.33% of the participants. While a number of 26 students embodying 17.33% of the participants responded that they *never* or *rarely* focus on the meaning of every word.

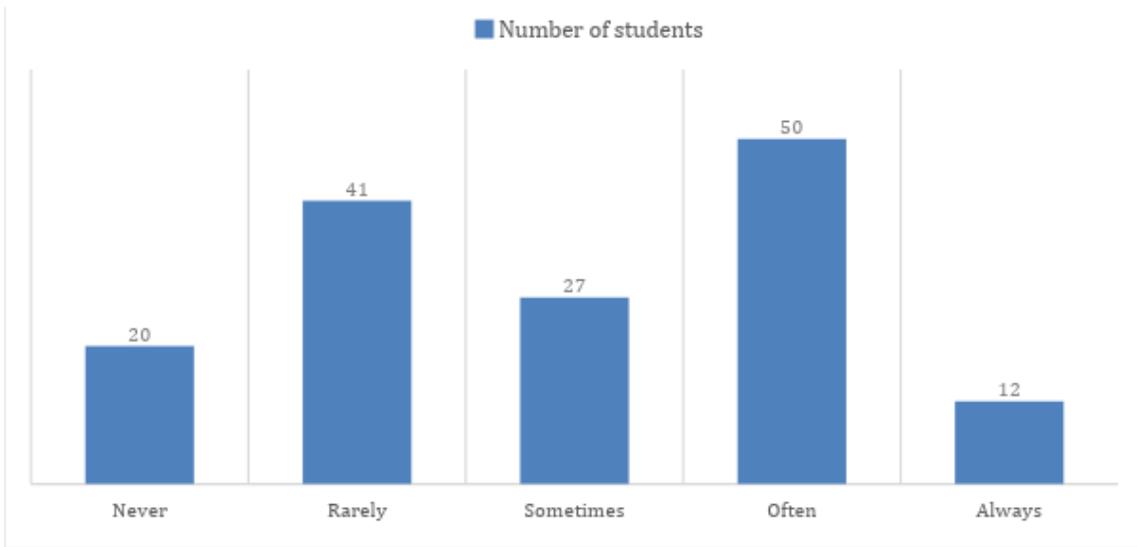


**Figure 4**

***I try to picture the setting of the conversation to understand what the speakers are talking about***

In the second item, a total of 72 students answered that they *never* or *rarely* try to picture the setting of the conversation to understand what the speakers are talking about, which in percentage represents 48% of the students. While a lower number of 48 students

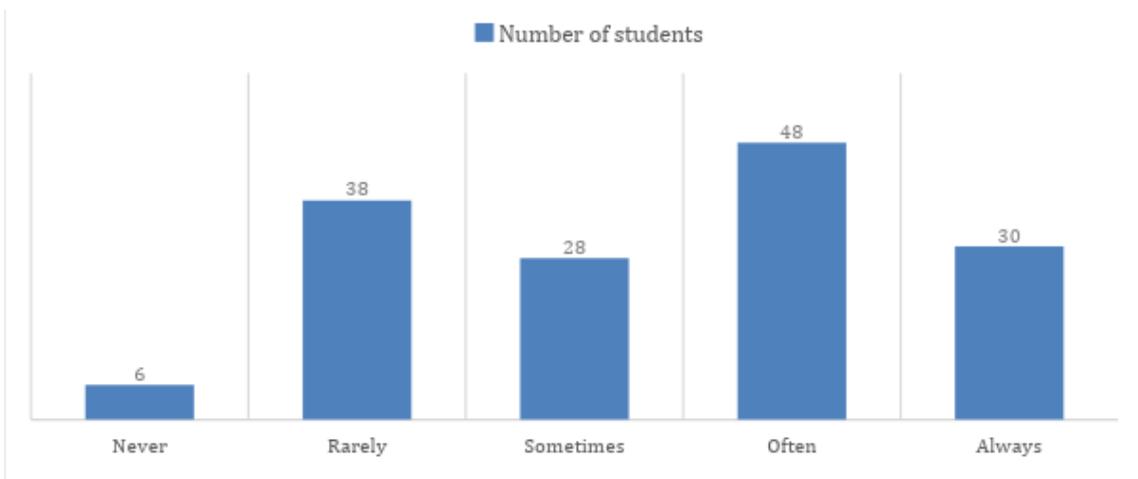
incorporating 32% of the surveyed answered that they *often* or *always* try to picture the place of the conversation to understand better the topic of the conversation.



**Figure 5**

***Before listening, I think of similar texts that I may have listened to***

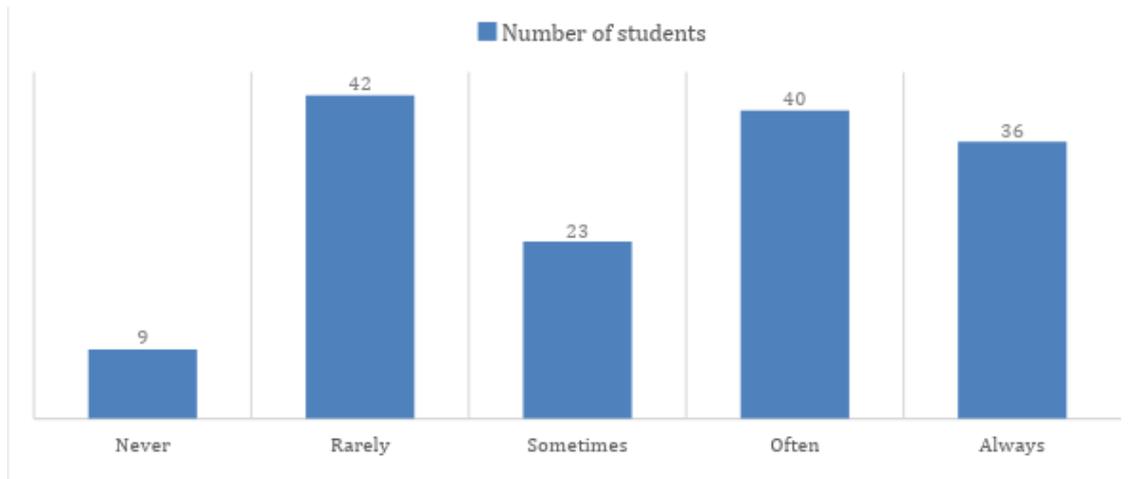
In the third item, there is not much difference between the answers for low and high frequency. As in **Figure 5** can be seen, total of 62 students responded that they *often* or *always* think of similar texts that they may have listened to before listening the present text, which in percentage represents 41.33% of the students. On the other hand, a similar number of 61 students embodying 40.66% of the participants answered that they *rarely* or *never* think back of texts they may have listened.



**Figure 6**

***I use my knowledge and personal experience to help me understand the topic***

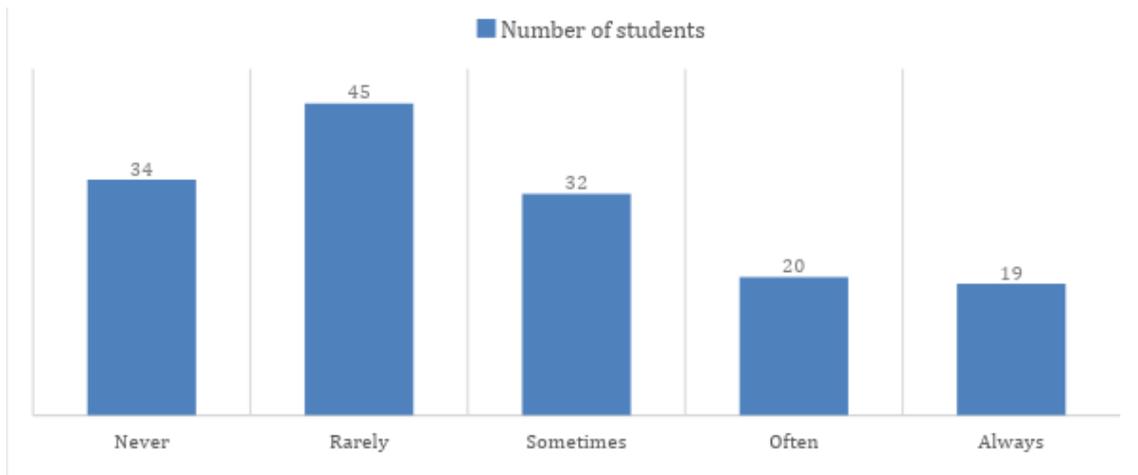
Following, in the fourth item there was a total of 78 students who answered that they *often* or *always* use their knowledge and personal experience to help themselves understand the topic, which in percentage represents 52% of the students. While a number of 44 students incorporating 29.33% of the surveyed responded that they *never* or *rarely* resort to their knowledge and personal experiences to understand the topic.



**Figure 7**

***As I listen, I compare what I understand with what I already know about the topic***

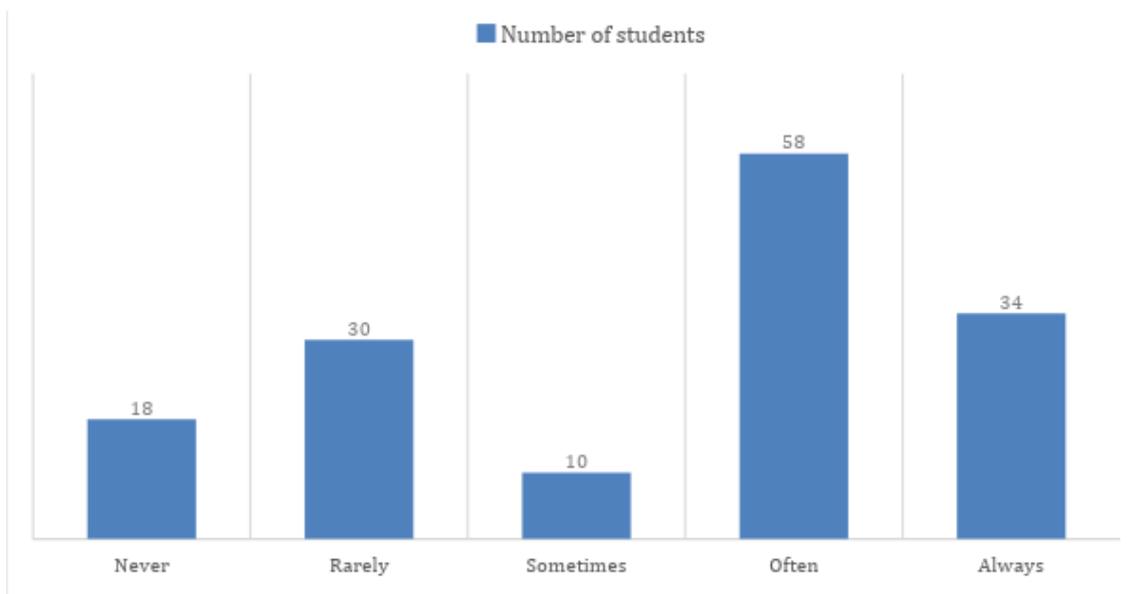
In the fifth item, a total of 51 students responded that they *never* or *rarely* compare what they understand with what they already know about the topic, which in percentage represents 34% of the participants. Otherwise a number of 76 students embodying 50.66% of the surveyed answered that they *often* or *always* compare while listening what they understand with what they already know about the topic.



**Figure 8**

***Before I start to listen, I have a plan in my head for how I am going to listen***

In the sixth item, a total of 79 students answered that they *never* or *rarely* have a plan in their head for how they are going to listen, that in percentage represents 52.66% of the surveyed. On the other hand, a number of 39 participants incorporating 26% of the students answered that they *often* or *always* have a plan in their head for how they are going to listen.

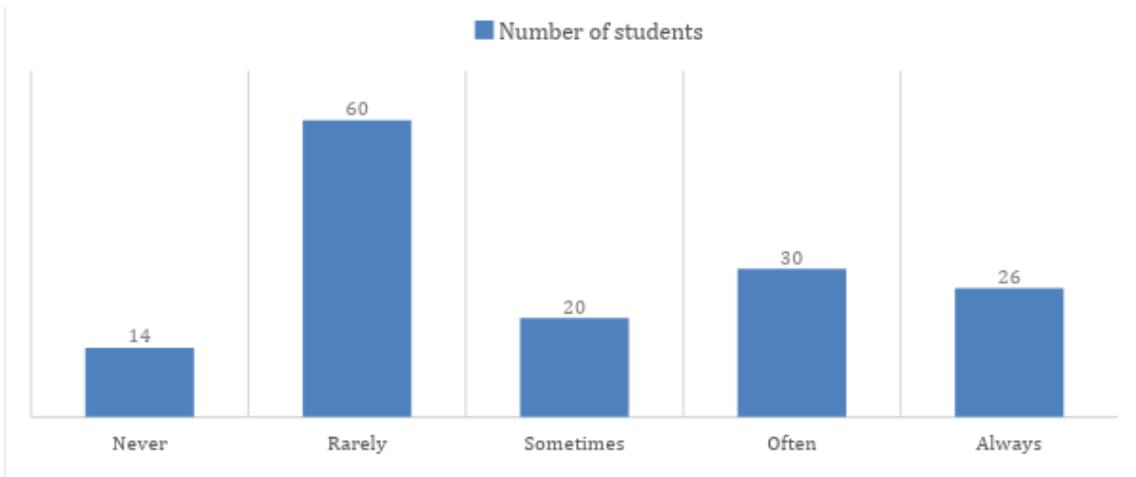


**Figure 9**

***While listening, I translate in my head***

In the seventh item, a total of 92 students answered that they *often* or *always* translate in their head while listening, which in percentage represents 61.33% of the students.

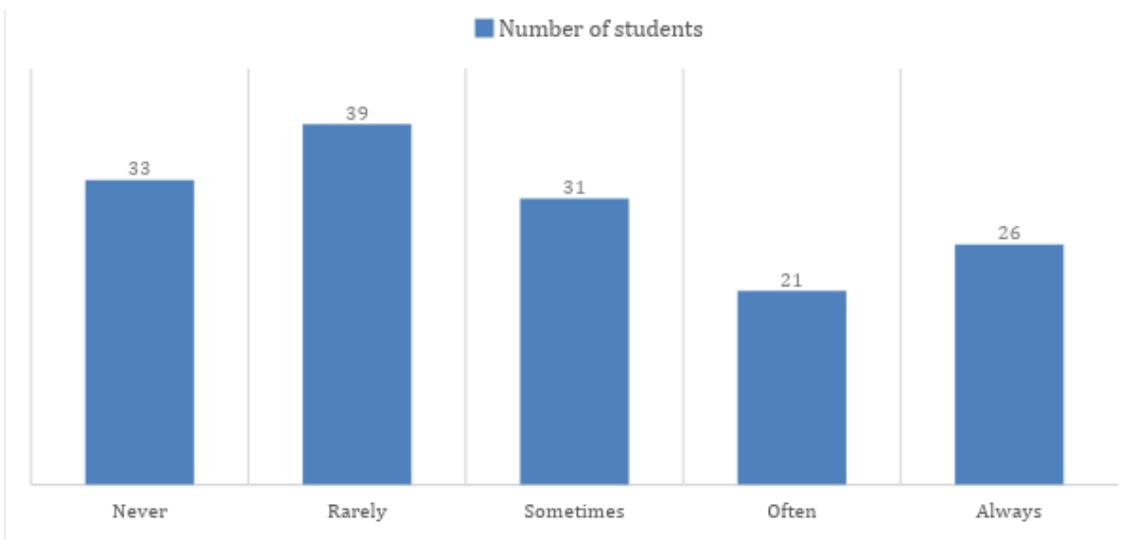
Moreover, a number of 48 students embodying 32% of the participants responded that they *never* or *rarely* translate in their head while listening.



**Figure 10**

***As I listen, I adjust my interpretation if I realize that it is not correct***

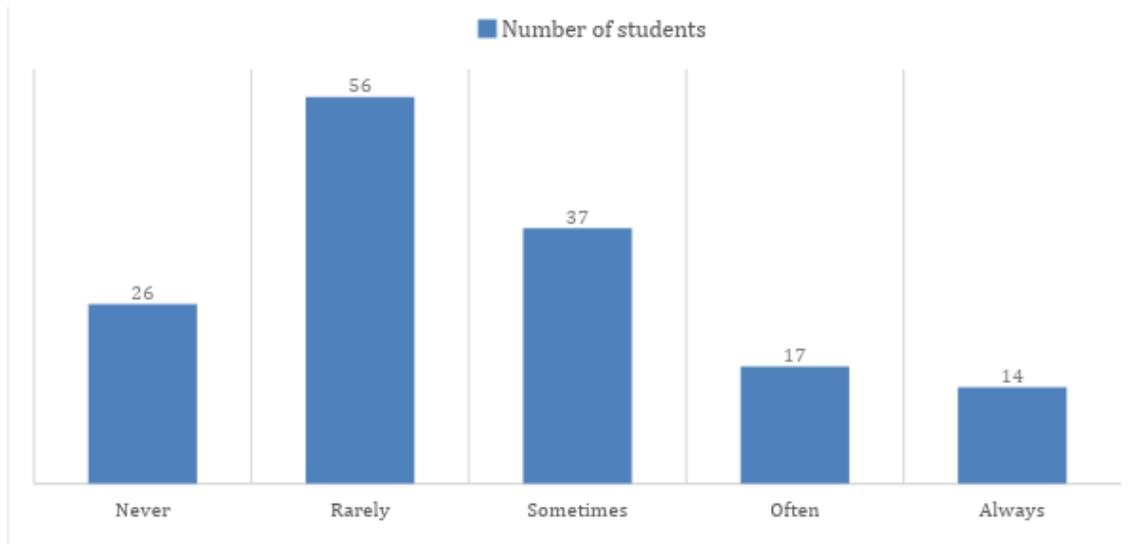
Next in the eighth item, there was a total of 74 participants who answered that they *never* or *rarely* adjust their interpretation if they realize that it is not correct as they listen, which in percentage represents 49.33% of the students. Otherwise a number of 56 participants representing 37.33% of the students responded that they *often* or *always* adjust their interpretation if they realize that it is not correct as they listen.



**Figure 11**

***As I listen, I occasionally ask myself if I am satisfied with my level of comprehension***

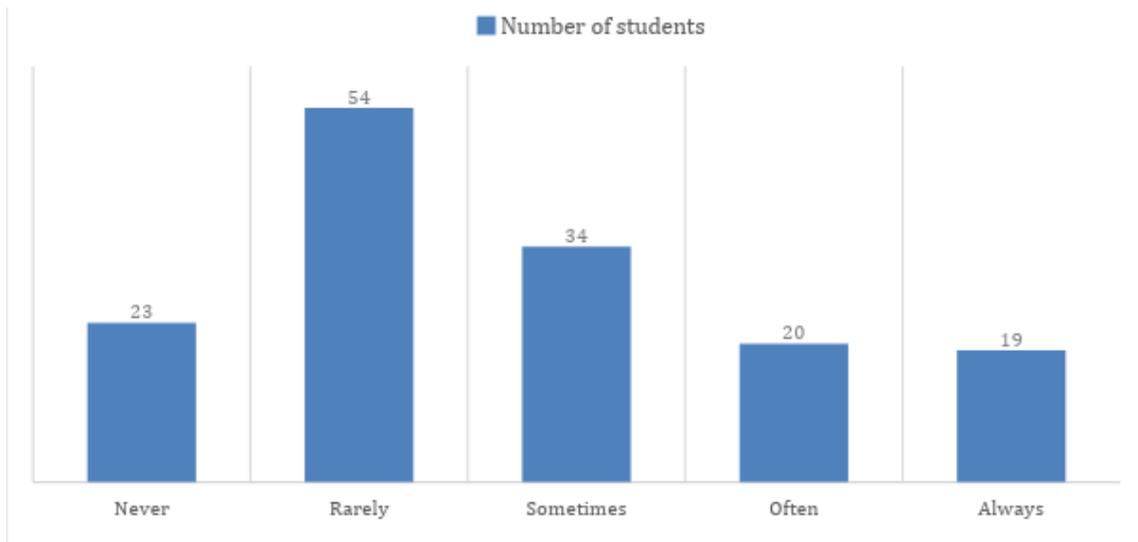
In the ninth item, a total of 72 students answered that they *never* or *rarely* ask themselves if they are satisfied with their level of comprehension as they listen, which in percentage represents 48% of the participants. While a number of 47 students embodying 31.33% of the surveyed answered that they *often* or *always* ask themselves as they listen if they are satisfied with their level of comprehension.



**Figure 12**

***While listening, I pick out relevant points***

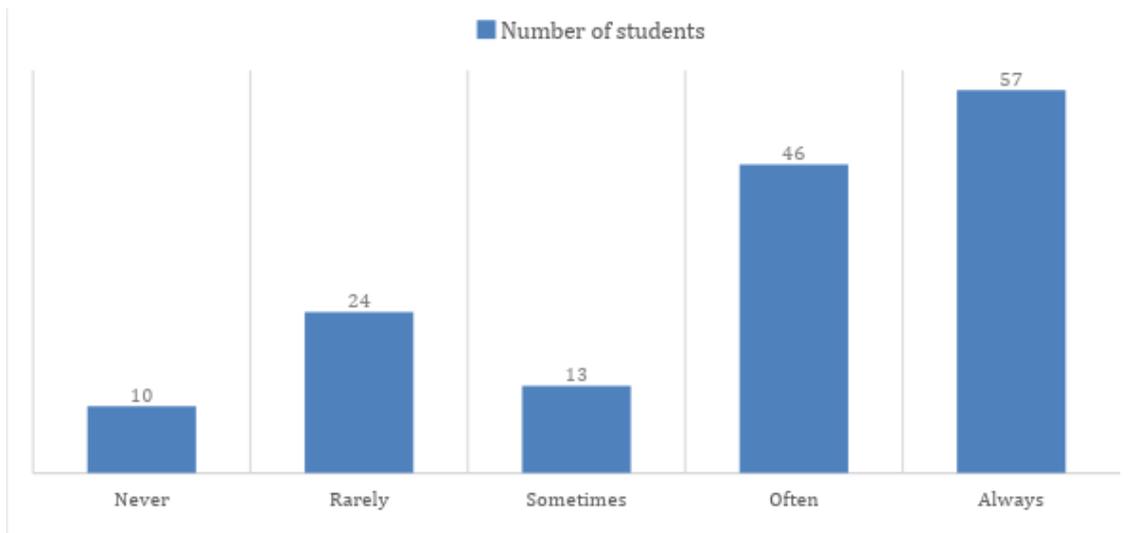
Following in tenth item, a total of 82 participants responded that they *never* or *rarely* pick out relevant points while they listen, which in percentage represents 54.66% of the students. On the other hand, a number of 31 surveyed incorporating 20.66% of the students answered that they *often* or *always* pick out relevant points as they are listening.



**Figure 13**

***After listening I check with other listener***

In the eleventh item, a total of 77 surveyed answered that they *never* or *rarely* check with other listeners after listening, which in percentage represents 51.33% of the students. While a number of 39 students incorporating 26% of the participants responded that they *often* or *always* check with other listeners afterward listening.

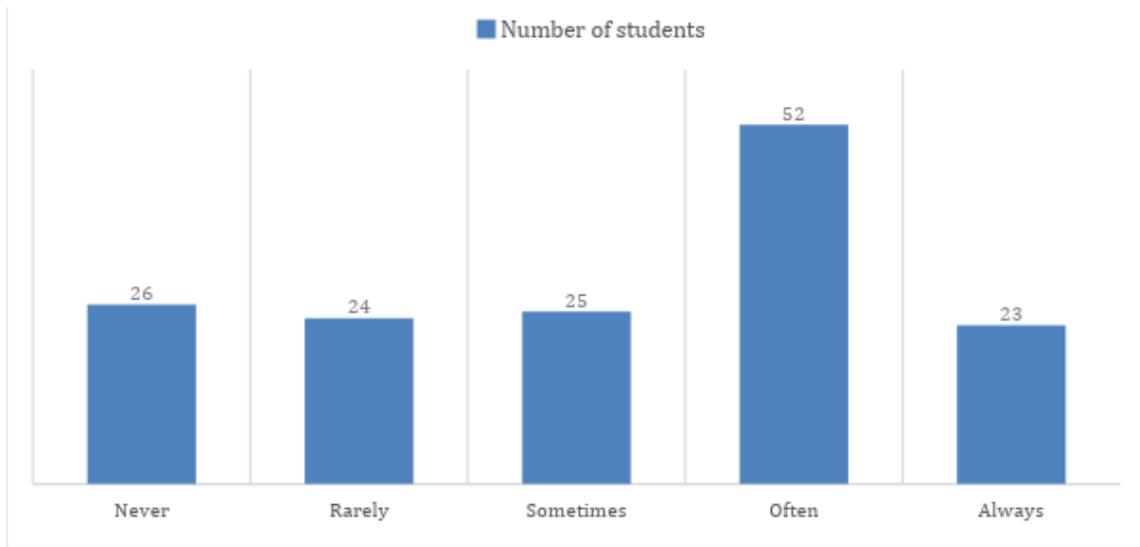


**Figure 14**

***As I listen, I have a goal in my head***

In the twelfth item, a total of 103 students responded that they *often* or *always* have a goal in their head as they listen, which in percentage reflected 68.66% of the participants. On

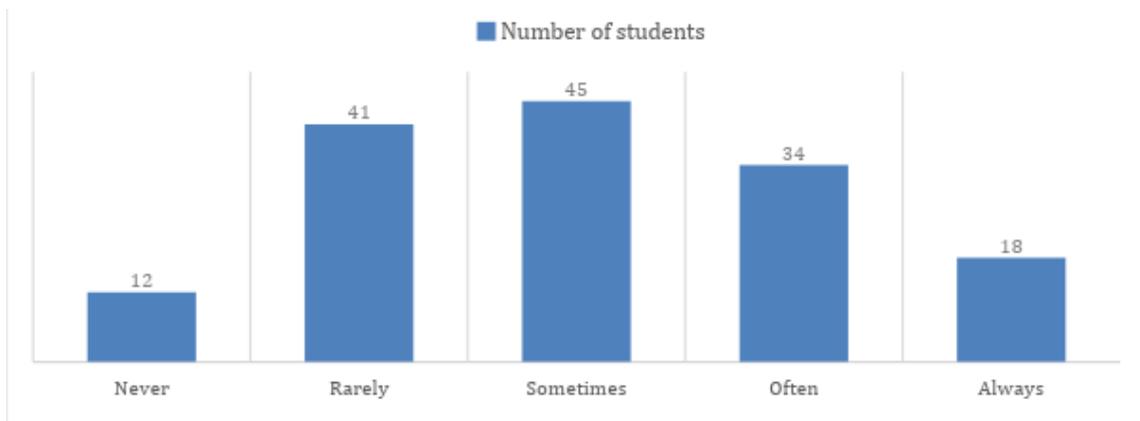
the other side a number of 34 students representing 22.66% of the surveyed answered that they *never* or *rarely* have a goal in their head while they are listening.



**Figure 15**

***When I don't understand something, I try not to worry so much about it***

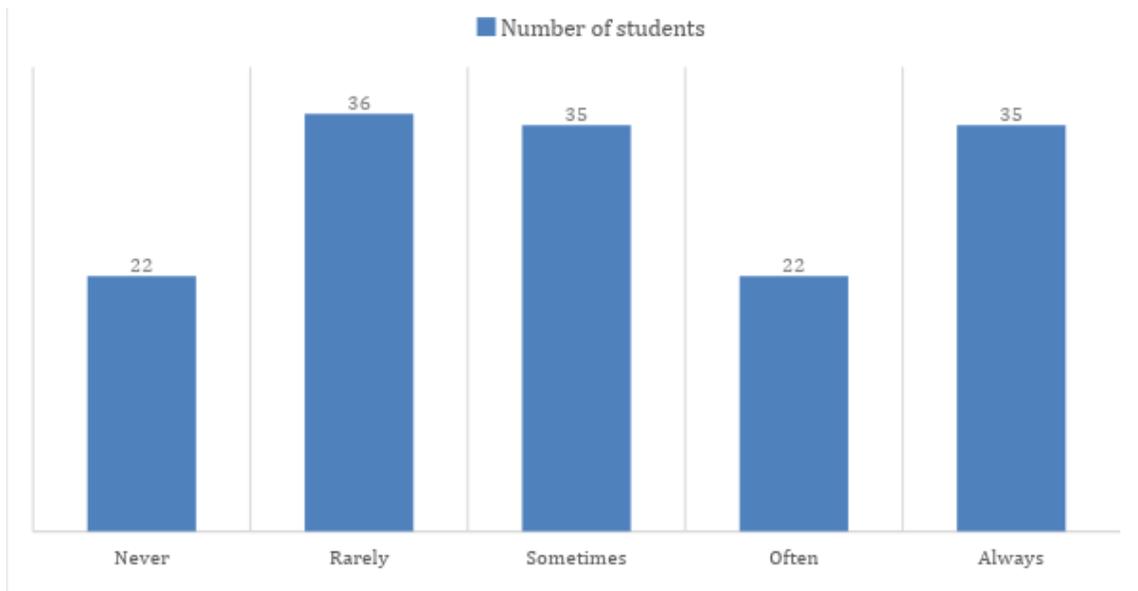
Next in the thirteenth item, a total of 75 surveyed answered that they *often* or *always* try not to worry so much when they don't understand something, which in percentage represents 50% of the students. On the other hand, a number of 50 participants embodying 33.33% of the students responded that they *never* or *rarely* try not to worry so much when they don't understand something.



**Figure 16**

***When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense***

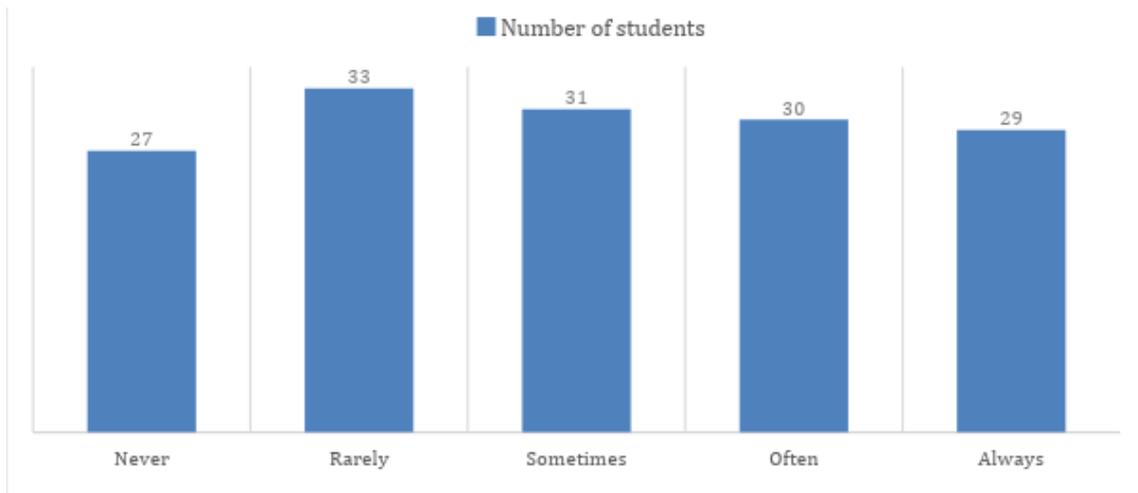
In the fourteenth item, there was not much difference between the answers for low and high frequency. As a result, a total of 53 participants responded that they *never* or *rarely* think back to everything they have heard to check if their guessing make sense, which in percentage represents 35.33% of the students. While a number of 52 surveyed incorporating 34.66% of the students answered that they *often* or *always* think back all they have heard to check if their guessing make sense.



**Figure 17**

***I always try to enjoy listening***

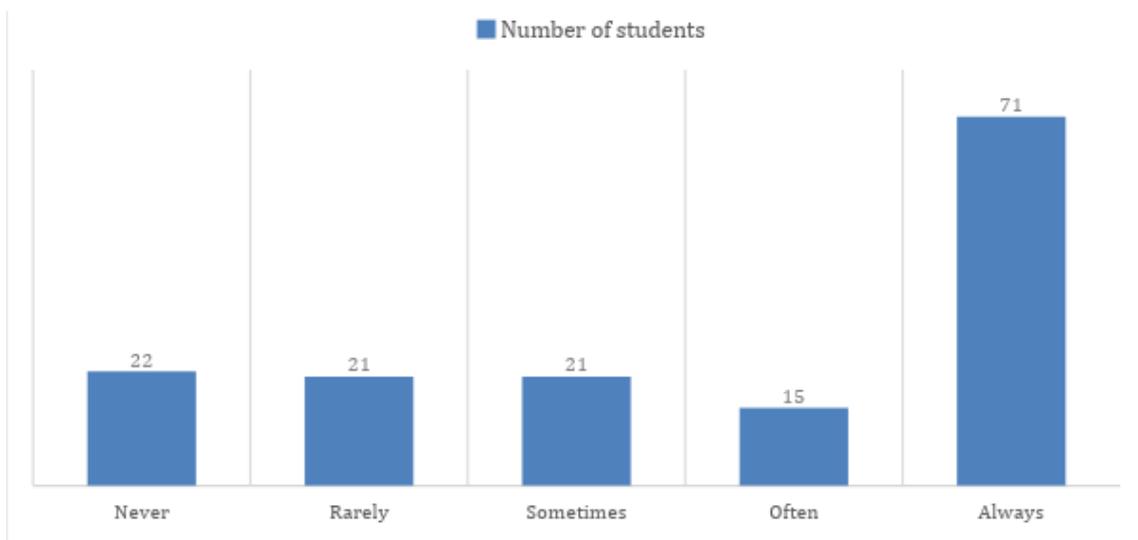
In the same way as **Figure 16**, in **Figure 17** there was still not much difference between the answers for low and high frequency for the fifteenth item. So, a total of 58 surveyed answered that they *never* or *rarely* try to enjoy listening, which in percentage represents 38.66% of the students. While a similar number of 57 participants embodying 38% of the students answered that they *often* or *always* try to enjoy listening.



**Figure 18**

***After listening, I think back to how I listened, and about what I might do differently next time***

In a similar way, **Figure 18** also showed not much difference between the two ends of the scale. A total of 60 participants answered that they *never* or *rarely* think back to how they listened and what they might do differently next time, which in percentage represents 40% of the students. While almost an alike number of 59 students incorporating 39.33% of the surveyed responded that they *often* and *always* think back to how they listened and what they might do differently next time.



**Figure 19**

***I feel that listening in English is a challenge for me***

Finally, in the seventeenth item there was a total of 43 students who answered that they *never* or *rarely* feel that listening in English is a challenge for them, which in percentage represents 28.66% of the students. While on the other hand, a number of 86 students embodying 57.33% of the participants answered that they *often* and *always* have the feeling that listening in English is a challenge for them.

#### **4.2.1 Analysis of listening learning strategies used by students in the survey**

The instrument is made up by a total of 17 items, in which each item was scored from 1 point for *never* to 5 points for *always*. Nevertheless, there were two exceptions for items 1 and 17 that were scored inversely. The scale was made in this way to know how often the students applied the strategies described in each item. It is pertinent to mention that the items were not graded with higher score if the student applied a greater number of strategies, instead, the results were analyzed and tabulated so that the researcher could find out the frequency of students that apply each strategy.

According to the ideas of Wilson (2008) and Vandergrift (2002) there are three types of listening learning strategies: cognitive, metacognitive and socio-affective. So, according to this classification the items of the questionnaire were separated in the following way: items 1, 2, 3, 4, 5, 7, 14 for cognitive strategies, items 6, 8, 9, 10, 12, 16 for metacognitive strategies and finally items 11, 13, 15, 17 for socio-affective strategies. They were taken from a larger amount of questions proposed by Abdalhamid (2012), but only 17 items were chosen wisely for this investigation because they were much more related with the context of students from *Unidad Educativa Milagro*.

Nevertheless, some changes were applied to the classification of the items based on how other authors define listening learning strategies. For that reason, items 1 and 17 needed to be scored inversely and therefore analyzed as separate cases. Item 1 was considered an indicator for evaluating cognitive strategies because it says: "I focus on the meaning of every word to understand the whole text", so if a student responds that he/she *always* focuses on the meaning of each word instead of understanding it in context with general information, it means that the student is not applying that strategy. As a result, item 1 reflected that 40.66% students responded that they *rarely* apply that cognitive strategy.

On the other hand, item 17 asks the students how they feel about their perception toward their own listening skills, and according to the definition of Wilson (2008) socio-affective

strategies are related with learners' attitude towards learning; therefore, item 17 was considered an indicator for appraise socio-affective strategies. However, although the item says that the student feels that listening in English is a challenge, the result with the greatest tendency towards *often* and *always* cannot be interpreted as positive thinking.

The researcher can contribute that during English lessons students do not show a positive attitude towards challenges, instead they lose interest in learning and abandon the activities when they find it difficult. And this wasn't an exception for the present study, almost 50% of the surveyed answered that they *always* feel listening in English as a challenge for them (item 17). Therefore, they constantly find it difficult and choose not to encourage themselves. More accurate 47.33% of the students responded *always* in this item belonging to the evaluation of socio-affective strategies, which can be interpreted as most of them think that listening in English is too difficult to even try.

In order to know how much listening strategies did the students apply, the surveys were scored by giving from 1 to 5 points to the items according to frequency scale, in other words: *always* (5 points), *often* (4 points), *sometimes* (3 points), *rarely* (2 points) and *never* (1 point). After descriptive statistics were executed with the software SPSS, the arithmetic mean was  $50.21 \pm 15.99$  for the survey that was scored over 85 points. Also, there was a moderated dispersion in the data because deviation standard is relatively low in comparison with the average, which means that some students got different scores between each other.

According to the score of the students in this survey they were classified in three levels of listening skill performance: (17 – 39) for low, (40 – 62) for moderated and (63 – 85) points for high number of strategies applied by the students during English listening classes. So, results can be interpreted in **Table 4** with the amount of students that reach each level of listening performance as well as its percentage.

**Table 4**

***Interpretation of the survey results***

<b>Levels</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Low</b>	50	33,3
<b>Moderated</b>	64	42,6
<b>High</b>	36	24,0
<b>Total</b>	150	100,0

So, as it can be seen in **Table 4** the majority of the students (64) applied a low number of listening learning strategies with scores between 17 and 39 points, following 50 students had a medium level with scores between 40 and 62 points. And finally, the smallest number of students (36 of them) affirmed to use a high number of listening strategies obtaining scores between 63 and 85 points. This represents that 33,3% of the students had a low level in listening learning strategies application, 42,6% of them reflected a moderated use of strategies and 24% of the surveyed claim to have high proficiency in this variable.

### 4.3 Class observations

The questionnaire was taken from *Listening Skills: Observation Checklist in BLM G-5* and contains three types of strategies according to Vandergrift (2002) and Wilson (2008). The instrument consisted of 12 items that measured: 2 cognitive strategies, 5 metacognitive and 5 socio-affective strategies. More specifically, the items that formed each type of strategy were the following: cognitive (items 6, 7), meta-cognitive (items 1, 2, 5, 11, 12) and socio-affective (items 3, 4, 8, 9, 10).

**Table 5**

*Students of Second Baccaalaureate group “A”.*

Active listening skills	Checked if observed	Comments
1. Students focus on the purpose of listening (e.g., to provide information, answer specific questions, give examples, etc.)	<b>Yes</b>	Yes, but sometimes they answer and sometimes they don't. The teacher never asks the students to give examples, so maybe that is why they didn't respond in that way.
2. They look at the speaker	<b>Yes</b>	Yes, but some students look at their partners to see what are they doing, in what page of the book are they working and to ask them the answers of the activities.
3. They control personal activity level	<b>Yes</b>	Yes, but some students talk with their partners or they look at each other.
4. They demonstrate responsive reaction (e.g., nods, smiles)	<b>No</b>	No, they look scared and shy.

5. They show appreciation for speaker's ideas	<b>Yes</b>	Yes, some students do it but others do not understand the commands of the teacher.
6. They make notes on main points	<b>No</b>	No, they are only listening.
7. They draw reasonable conclusions from material heard	<b>No</b>	No, because the activities of the book do not ask students to draw conclusion, and the teacher didn't ask them for a summary either.
8. They ask for clarification or examples when appropriate	<b>No</b>	No, they do not ask anything to the teacher.
9. They withhold judgment on ideas till presentation is completed	<b>No</b>	No, because the teacher does not allow to listen to the whole track. Speaker interrupts the listening activity.
10. They use respectful language in any feedback/questions	<b>No</b>	The students do not express any commentary or question to the teacher.
11. They discern exaggeration, bias, prejudice, or emotional hype in language	<b>No</b>	Students do not reach the appropriate level for critical thinking.
12. They can identify main argument or ideas after presentation is completed	<b>No</b>	Because the teacher was stopping constantly the audio to ask for the answers (and give them right away), so the students couldn't catch the general idea of the listening passage.

Chart taken from *Listening Skills: Observation Checklist* in BLM G-5

The results of the observation reflected that students in group "A" did not apply cognitive strategies at all. On the other hand, three metacognitive strategies were observed (items 1, 2, 5) and in terms of socio-affective strategies only one strategy was applied (item 3). Moreover, in cognitive strategies students never make inference because the teacher didn't give them the chance or the command, she was immediately asking for the answers and if the students did not respond, she gave them the answer right away and continued to the next question.

Furthermore, regarding metacognitive strategies this group of students didn't apply advanced organization because they didn't read the instructions in the book before the recording was played since all the class was looking at the teacher the whole time when she was explaining the activity.

**Table 6**

**Students of Second Bacalaureate group “B”.**

<b>Active listening skills</b>	<b>Checked if observed</b>	<b>Comments</b>
1. Students focus on the purpose of listening (e.g., to provide information, answer specific questions, give examples, etc.)	<b>Yes</b>	The teacher doesn't prepare the students before the listening exercise. She tells them the page of the book and plays the audio recording.
2. They look at the speaker	<b>Yes</b>	Yes, but some students look at their partners to see what they are doing, in what page of the book they are working and to ask them the questions. At the beginning of the class some students were conversing.
3. They control personal activity level	<b>Yes</b>	Most of the students are concentrated during the listening exercise, but the students at the bottom of the classroom are restless and doing nothing.
4. They demonstrate responsive reaction (e.g., nods, smiles)	<b>No</b>	No. There are few responsive reactions from the students, they are just imitating what the students were doing sitting in front.
5. They show appreciation for speaker's ideas	<b>No</b>	No, most of them are not paying attention, they are imitating and few students are borrowing each other's books when the teacher is checking.
6. They make notes on main points	<b>No</b>	No. They are just listening.
7. They draw reasonable conclusions from material heard	<b>No</b>	No. The teacher just asks directly for the answers of the exercises.
8. They ask for clarification or examples when appropriate	<b>No</b>	No, they never argue the answers.
9. They withhold judgment on ideas till presentation is completed	<b>No</b>	
10. They use respectful language in any feedback/questions	<b>No</b>	There isn't feedback from the students toward the teacher.

11. They discern exaggeration, bias, prejudice, or emotional hype in language	<b>No</b>	
12. They can identify main argument or ideas after presentation is complete	<b>No</b>	No. But a few of them say the answers out loud.

Chart taken from *Listening Skills: Observation Checklist* in BLM G-5

The results of second baccalaureate students in group “B” demonstrated that they did not apply any cognitive strategy. Besides, two metacognitive strategies were observed (items 1, 2) and regarding socio-affective strategies only one strategy was applied (item 3). Besides, in this classroom the students were not anxious because they were not paying attention. Instead, they were making too much noise at the back where teacher’s voice could not be heard appropriately. As the students could not listen clearly while she was talking, for that reason they could not listen the instructions, nor the audio, nor the answers given by the teacher.

**Table 7**

***Students of Second Baccalaureate group “C”.***

<b>Active listening skills</b>	<b>Checked if observed</b>	<b>Comments</b>
1. Students focus on the purpose of listening (e.g., to provide information, answer specific questions, give examples, etc.)	<b>Yes</b>	Some students at the front watch at the book to look for the parts of the book where the teacher is pointing.
2. They look at the speaker	<b>Yes</b>	Most of students look at the teacher when she is giving instructions for the exercise with a book in hand. She shows everyone the page on which they will work.
3. They control personal activity level	<b>Yes</b>	Most of them are very quiet at looking at the front of the class, at the book or at the teacher.
4. They demonstrate responsive reaction (e.g., nods, smiles)	<b>Yes</b>	At the beginning in the vocabulary section, they constantly look at the board and at the book, some students guess the answers out loud, then one at a time goes to the board to write the answer.

5. They show appreciation for speaker's ideas	<b>Yes</b>	They did but still limit themselves just for what the activity asked them to do. When they understood, exclaim the answers out loud whether in English or Spanish.
6. They make notes on main points	<b>Yes</b>	At the vocabulary section, some students write on the book the meaning of vocabulary words in Spanish, right next to the word they are learning.
7. They draw reasonable conclusions from material heard	<b>No</b>	There was no activity that asked them to do a summary or to draw conclusions.
8. They ask for clarification or examples when appropriate	<b>No</b>	They never asked for repetition of the audio neither for clarification about what teacher said.
9. They withhold judgment on ideas till presentation is completed	<b>No</b>	They didn't make any question or extra contribution.
10. They use respectful language in any feedback/questions	<b>No</b>	They just say the answers but they don't make questions about the topic.
11. They discern exaggeration, bias, prejudice, or emotional hype in language	<b>No</b>	
12. They can identify main argument or ideas after presentation is complete	<b>Yes</b>	Few students in the class were able to identify the main idea of the topic from the audio.

Chart taken from *Listening Skills: Observation Checklist* in BLM G-5

Finally, the results of the students in group "C" showed that one of the cognitive strategies was used (item 6), four metacognitive strategies were applied (items 1, 2, 5, 12) and in socio-affective strategies two of them were observed (items 3, 4). Further, students were very participative in class and constantly interacting with their partners during group activities. On the other hand, while the audio was playing almost all of the class was concentrated on the book and paying attention to what they listened because later they could answer the activity questions with no problem.

In order to know how much listening strategies did the students apply, the questionnaires were scored by giving from 1 to 5 points to the items according to dichotomy answers: *Yes* (5 points) and *No* (1 point). After descriptive statistics were executed with the

software SPSS, the arithmetic mean was  $30.67 \pm 6.80$  for the observation instrument that was scored over 60 points. Also, there was a low dispersion in the data because deviation standard is distant from the average, which means that students got very similar scores between each other.

According to the score of the students in this observation questionnaire they were classified in three levels of listening skill performance: (12 – 28) for low, (29 – 44) for moderated and (45 – 60) points for high number of strategies applied by the students during English listening classes. So, results can be interpreted in **Table 8** with the amount of students that reach each level of listening performance as well as its percentage.

**Table 8**

***Interpretation of the observation results***

<b>Levels</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Low</b>	100	66,6
<b>Moderated</b>	50	33,3
<b>High</b>	0	0
<b>Total</b>	150	100,0

As it can be seen in **Table 8** the majority of the students (100) applied a low number of listening learning strategies with scores between 12 to 28 points. Following (50) students had a moderated level with scores between 29 to 44 points. And none of the participants used a high number of listening strategies with scores between 45 to 60 points. In general, this observation reflected that 66,6% of the students reflected a low level in listening learning strategies applied in class, 33,3% of them demonstrated a moderated use of this kind of strategies, and 0% of the students have high proficiency in listening strategies.

**4.4 Results comparison**

All the data collected consecutively in the evaluation, survey and observation was analyzed separately and now it will converge in the following results comparison so the numbers can be associated in the same terms. The next **Table 9** compares the results between the survey and the observations because both techniques gathered information regarding the same variable: listening learning strategies. They measured which strategies the students applied during classes and how often.

**Table 9**

**Percentages of listening learning strategies applied by students**

	<b>Survey</b>	<b>Observation</b>	<b>Average</b>
<b>Cognitive</b>	66,2 %	16,6 %	41,4 %
<b>Metacognitive</b>	56,4 %	60 %	58,2 %
<b>Socio-affective</b>	62 %	26,6 %	44,3 %

The following **Table 10** shows the comparison of results between the three techniques applied to second-baccalaureate students of the *Unidad Educativa Milagro* during school year 2017 - 2018, it is appreciated that the values are expressed in arithmetic mean, standard deviation, and total percentage for the three strategies that were measured (cognitive, metacognitive and socio-affective).

**Table 10**

**General results comparison**

<b>Evaluation</b>		<b>Survey</b>		<b>Observation</b>	
• Arithmetic mean $3.32 \pm 2.68$ for a questionnaire scored over 10 points.		• Arithmetic mean $50.21 \pm 15.99$ for a questionnaire scored over 85 points.		• Arithmetic mean $30.67 \pm 6.80$ for a questionnaire scored over 60 points.	
• Students classified in levels of listening skill:		• Students classified according to how much strategies they apply:		• Students classified according to how much strategies they apply:	
<b>Low</b>	50 %	<b>Low</b>	33,3 %	<b>Low</b>	66,6 %
<b>Moderated</b>	42 %	<b>Moderated</b>	42,6 %	<b>Moderated</b>	33,3 %
<b>High</b>	8 %	<b>High</b>	24 %	<b>High</b>	0 %

For the evaluation, the arithmetic mean was  $3.32 \pm 2.68$  for an instrument rated over 10 points, which means that the majority of students reflected a low overall average. On the other hand, regarding the individual qualification of the students in the evaluation to know what percentage of the sample has an acceptable domain in the variable of listening skill performance. Thus, the study showed that 50% of the students had low listening skill performance, 42% had a moderate mastery of this ability and 8% had a high performance in listening.

Regarding the survey, the arithmetic mean was  $50.21 \pm 15.99$  for an instrument rated over 85 points, which means that most of the students reflected a moderated general average.

Moreover, respecting the individual score of the students in the survey to find out the percentage of the sample that has an acceptable domain in the variable of listening learning strategies. Therefore, the study showed that 33,3% of the participants applied low number of strategies, 42,6% had a moderate mastery of them and 24% used several listening strategies of different kinds.

Finally, for the observation the arithmetic mean was  $30.67 \pm 6.80$  for an instrument rated over 60 points, which means that the general average was moderated with a trend to low in the majority of students. Otherwise, concerning the individual score of the students in the observation to seek for the percentage of students that has an acceptable domain in the variable of listening learning strategies. Hence, the investigation showed that 66,6% of the students applied low number of strategies, 33,3% used a moderate number of them and none of the students demonstrated a high number of listening learning strategies during classes.

#### **4.4.1 Relation between student's listening skill performance and listening learning strategies applied in class.**

The variables of the present research are listening learning strategies and listening skill performance which results were presented in *Table 9* in terms of arithmetic mean, standard deviation, and percentages. Firstly, the evaluation measured the variable of listening skill performance; then the survey answered by the students gauged listening learning strategies that they claim to apply in class; and finally, the observation measured some other listening learning strategies but with the difference that the instrument was filled by the investigator according to what was seen in the actions of the students during listening classes.

So, as the results comparison showed the variables are related to each other in a directly proportional way, the lower the listening performance the lower the number of strategies applied by students of second baccalaureate at *Unidad Educativa Milagro* during period 2017 - 2018. More in detail, 50% of the students demonstrated a low listening skill performance while 42,6% of the same group of students affirm to use a moderated number of listening learning strategies, but actually in contrast with the results of the observation 66,6% of the students only applied a low number of listening learning strategies in English classes.

This means that, in order to raise the performance of second baccalaureate students in listening skill it is necessary to teach them more listening learning strategies of different kinds: cognitive, metacognitive and socio-affective strategies from Vandergrift's taxonomy in **APPENDIX A** and Wilson's strategies in **APPENDIX B**. As a result, students will be able to apply them in class and later they could use several of these listening learning strategies to communicate in English in the real world or to keep learning this language toward a higher domain.

## 4.5 Discussion

This research carried out in Ecuador within the city of Milagro was aimed to analyze listening learning strategies and its incidence in listening skill performance at *Unidad Educativa Milagro* during school year 2017 – 2018, for which a sample of 150 students from second baccalaureate was selected to diagnose their listening skill performance, recognize listening learning strategies applied in class and finally to describe the relation between both variables. Some investigations made in other countries analyze listening skill in English language learners and showed similar results compared with the present investigation in terms of: listening skill, feeling of insecurity toward their own skills, and limited application of listening strategies.

One of the researches is from De Brito (2015) made in the city of Bridgewater in the USA which reflected that: 23,3% of the students had a strong level in listening skill performance, 63,2% had a moderated level, and 13,3% were weak. In the same way with the present investigation made in the city of Milagro in Ecuador, it reflected that in this context 50% of the students showed low listening skill performance, 42% possessed a moderated level, and 8% had a high level. Both studies demonstrated that the effectiveness of students' performance in listening is strongly related with the amount of strategies they applied.

Nevertheless, not all the students applied the same type of strategies, there were some listening strategies that differ from the others in which learners showed a better performance. Arabi & Izadpanah (2016) made an investigation in Zanzan city in Iran in which 37% of students apply metacognitive strategies effectively in class, while in a similar way participants from *Unidad Educativa Milagro* reflected that 58,2% of them know how to use metacognitive strategies. But there are some important metacognitive strategies that need to be reinforced with students of Milagro, more specifically they are: pre-listening planning, while-listening monitoring, post-listening evaluation and self-monitoring. The learners need accompaniment during the whole listening process.

On another side regarding socio-affective strategies, students affirm that they feel unsureness toward their own capacity in listening activities. The investigation of Zhai (2015) in Linfen city in China demonstrated that 48,5% of the students feel unassertive about their listening ability. Similarly, the present study made in Ecuador showed that 57,33% of the participants feel listening in English as a challenge for them because it's

too difficult to even try. This means that the feeling of insecurity in students during a test or lesson causes a decline in their listening performance due to the worries, anxiety or pessimism coming from the students.

However, even though the application of cognitive, metacognitive and socio-affective strategies requires different abilities, students' general score in the application of the three types of strategies have a moderate and low tendency. As it can be seen in the results of Arabi & Izadpanah (2016) in Iran the percentages showed that just half of the students use the strategies, more specifically: 49% use cognitive, 37% apply metacognitive and 45% demonstrate socio-affective strategies. While in Milagro the results reflected that 41,4% use cognitive, 58,2% apply metacognitive and 44,3% applied socio-affective strategies in listening classes. This mean that approximately half of the students that participated in this research apply listening learning strategies.

Moreover, regarding the level of proficiency that students reach according to their actual listening performance and the amount of strategies they applied, the participants from *Unidad Educativa Milagro* reflected that between 33,3% - 66,6% attained a low level in listening, from 42,6% - 33,3% were classified in a moderated level, and between 24% - 0% reached a high level of performance in listening. In comparison with the study Arabi & Izadpanah (2016) in Iran, it demonstrated that the difference between effective and ineffective listeners was wider: from 90% - 45% for listeners who applied socio-affective strategies, between 75% - 37% for participants that applied metacognitive, and among 65% - 49% for the ones who applied cognitive.

In other words, this means that both studies Iran's and the present investigation demonstrated that the majority of English language students with low proficiency in listening skill applied a short number of listening learning strategies, which caused them problems with all of the activities that require listening comprehension, and that compromises their overall performance in listening skill.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

- The analysis of listening learning strategies and its incidence in listening skill performance reflected that both variables are directly proportional to each other, because the lower listening performance was the lower number of strategies were applied by students of second baccalaureate at *Unidad Educativa Milagro* during school year 2017 – 2018.
- The diagnosis of listening skill performance in students demonstrated that half of them showed deficiencies in their listening skill performance because their scores in the evaluation were low and they did not reach level B1.1.
- Listening learning strategies applied by second-baccalaureate students in EFL classes at *Unidad Educativa Milagro* were recognized in the survey with a moderated general average, and in the observations the average was also moderated but with a trend to low in the majority of students.
- The relation between student's listening skill performance and listening learning strategies applied in EFL classes at *Unidad Educativa Milagro*, was established as following. All the findings of this research are related to the extent that a lower number of listening learning strategies applied in class reflected a lower listening skill performance in students. Whether the students had used cognitive, metacognitive or socio-affective, if in class all three types of strategies are not applied together the performance outcome will remain low.

## Recommendations

- Students are encouraged to acquire many listening strategies because this will directly affect their listening performance. It is recommended to practice daily the strategies learned so that they become a habit, in that way the students will get used to apply the strategies consciously and unconsciously every time they listen in English.
- In order to reach a higher domain in listening skill and as a result a greater proficiency in English language, it is recommended that students expose themselves to listening in English for more hours on a topic that they like and are very interested in. It can be through movies, series, novels, documentaries, cartoons, podcasts, audio books, interviews, news, sports competition narrations, video games, etc.
- For students to increase the number of strategies they apply and thus improve their performance in English listening, it is recommended to use blended learning so that the students can practice the strategies more times outside of class hours. Thanks to current technology it is possible to practice several listening strategies through digital tools on Internet that are suitable for each level of English. This tools can be perfectly integrated with their English course book Viewpoint B1.1.
- Finally, learners are encouraged to do more teamwork. Because with group activities in class (or at home), they work together to understand a text or immerse themselves in a topic to elaborate an essay, a mind map, a poster, an exhibition, a dramatization or any other type of project. During group work they put into practice the three types of strategies: cognitive, metacognitive and socio-affective and this will improve their proficiency in English holistically.

# PROPOSAL

## Introduction

After the data analysis of students of second baccalaureate in *Unidad Educativa Milagro*, it was concluded that is essential to implement a more appealing strategy to encourage students to enhance their listening skill. So, in this proposal, there are five activities which aims to enhance students' listening skill and to provide the necessary practice and assistance so they can overcome their difficulties.

Based on learner's strategy approach, learners can practice listening on their own by using self-access materials and online resources. Moreover, a strategy-based approach to teaching listening takes as its focus the concept of learner independence. Independent learning is a stage in the process of becoming an autonomous learner. With this approach, the focus is on learners making decisions based on their own preferences concerning a learning task; that is why there is a Google Podcast Activity, and some more with a variety of topics for learners to choose (Flowerdew & Miller, 2005).

A strategy-based approach cannot be entirely based on learner autonomy, because all learners would be free to do as they pleased and so there would be no "approach." (Flowerdew & Miller, 2005). For this reason, the investigator is proposing the activities that best suit the students that participated in this research, so they will overcome their difficulties in listening skill.

## Background of the proposal.

Once the research was completed, it was noted that the students of the second baccalaureate of the *Unidad Educativa Milagro* applied few strategies in listening activities in the classroom which makes it difficult to carry out listening activities. Similarly, it was noted that students are used to only listening to audio-activities that the course book provides, limiting the opportunity to listen from other sources or sites that best suits learners of the new century.

## **General objective**

To design a website aimed to strengthen listening skills in students of second baccalaureate at *Unidad Educativa Milagro* through the practice of listening strategies in selected exercises.

## **Specific objectives**

- To recognize the acceptability of a website that can be integrated as complementary tool of English course book B1.1 in the students of second baccalaureate at *UEM*.
- To structure a work strategy for the website with activities to develop listening learning strategies in students of second baccalaureate at *UEM*.

## **Justification**

The investigation reflected that students of second baccalaureate from *Unidad Educativa Milagro* need more practice outside the classroom because their English hours per week are not enough for them to improve their performance. Since second language learners need to be exposed for longer time to the language they are learning so they can develop listening skill through different kind of materials, that is the reason why websites on the internet and applications for several devices are the best choice for the students to practice English anywhere, with free access to a lot of written, visual and listening content.

After the conclusions of this study, an additional survey was applied to the same 150 students so they could answer what type of digital tools they would prefer to use for learning English outside the classroom, for more details check the complete questionnaire is in **Appendix I**. Students expressed that they would like lyrics of popular songs that they listen to nowadays, also they like movies and they want more vocabulary activities so they can expand the number of words they know in English.

Consequently, after the analysis of student's responses in the questionnaire, a proposal was developed to design a website with material selected by the researcher for the improvement of listening skills in students of the second year of high school at *Unidad Educativa Milagro*, through activities that develop listening learning strategies. Further, the following work is focused on the learner-strategy-approach and blended learning

which allows the student to learn more independently applying the strategies according to the rhythm of study of each one.

More than just online activities, a website is necessary because constant feedback and monitoring from the teacher is required for the students to develop listening skill in English. The feedback can be send through different channels according to what suits best for each student. The first option is the chat integrated at the bottom of the website, and there is also a button that redirect the user directly to the teacher's email.

## **Literature review**

### **The Learner-Strategy approach**

A strategy-based approach cannot be entirely based on learner autonomy, because all learners would be free to do as they pleased and so there would be no approach. The strategy-based approach places the emphasis on learners in order to know which listening strategies are effective and in which situations.

Some of the characteristics suggested by Mendelsohn (1994) are that they should activate the learner's schemata (i.e., how they mentally organize text or discourse); be authentic (if possible) and require learners to respond as they might in the real world; provide a large variety of exercises so that the learners have the opportunity to explore using their listening strategies in different contexts and for a variety of reasons; and enable learners to interact with the task and not simply listen and respond (i.e., learners should play an active part in, say, a dialogue, and not simply listen to it).

Goh (1997) stated that based on the work of Wenden (1991) and Flavell (1979), it was found that the Chinese students were aware of person knowledge (i.e., knowledge about themselves as learners), task knowledge (i.e., knowledge about the task they are trying to do), and strategic knowledge (i.e., knowledge about which strategies are useful to perform the task) when writing about their listening. Goh maintains that one way to help students learn about their listening is to ask them what they are already aware of and then have them share this knowledge with other students. In this way, the researcher of this study helps students become more autonomous and have more control over their listening skills development.

## **Technology with language learning**

Computer Assisted Language Learning (CALL) may be defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p.1).

Because of the width that may go on in computer-assisted language learning (CALL), a proper definition for the shifting nature of CALL could be “any process in which a learner uses a computer and, as a result, improves his or her language” (Beatty, 2010, p. 7).

CALL covers a wide range of activities, it can include design materials, technologies, pedagogical theories and modes of instruction. The materials for CALL required to be made with a clear purpose for language learning and it also can adapt existing computer materials like videos, podcast or pictures (Beatty, 2010).

One of the computer assisted language learning programs is web-based learning program. It includes online dictionaries, online encyclopedias, online concordances, news/ magazine sites, e-texts, web-quests, web-publishing, blog, wiki, etc.

Communications technologies that use the internet like the Web or virtual environments, are also too often conceived of as primarily passive learning tools. Because the Web is most effective as a visual rich communicator, it is commonly misunderstood as most akin to the television, that most passive of technologies. But the Web need be anything but a passively consumed medium. Indeed, it is experiencing its greatest developments in areas of user-created content, collaboration, and circulation. Web building is easier than ever, and utilities like web-blogs and wikis are free and easy to use.

## **Blended learning**

In general, training approaches can be located on a continuum that exposes from traditional, face to face class meeting to totally online courses without interpersonal contact. Blended learning is generally acknowledged as falling somewhere between these two sides, incorporating elements of each (Hanson & Clem, 2006).

To Graham (2006), blended learning is the combination of instructions from two historically separate models of teaching and learning: traditional learning inside the classroom and distributed learning systems.

Blended approaches base their pedagogy on the assumption that there are benefits in face to face interaction between learner and teacher as well as that there are advantages to using online methods in their teaching. Thereby the purpose of those using blended learning approaches is to find a harmonious balance between online access to knowledge and face to face learner interaction. (Osguthorpe & Graham, 2003)

According to Garrison & Vaughan (2008), “underlying this data is the increasing awareness that blended learning approaches and designs can significantly enhance the learning experience”. Albrecht (2006) appraises high student satisfaction with blended learning and others have appraised professoriate satisfaction (Garrison & Vaughan 2008). In the same way a study by Bourne & Seaman (2005), who established that the primary interest in blended learning is to benefit the educational process. They inform that blended learning is viewed as a way of combining the best of face to face and online learning.

### **Assessing online activities**

Miles (2010) states that teachers should not feel afraid to innovate in term of assessment in English studies, because if new learning activities are created and implemented with the possibilities that online technologies offer nowadays, then the assessment of those activities should be appropriate too. Assessing online learning activities demand a more flexible criterion than the evaluation of public examinations, which still are the most utilized for English studies.

Students often associate their participation directly to assessment. Thereupon a manner to ensure that they fully engage in online activities would be to give more points to students for participation. There is an intrinsic value in participating in online learning, but learners are more likely to understand this if it connected to the final score for the partial. Some steadiness for assessing online participation would be to ensure the percentage awarded reflects the effort required, make clear to students at the beginning of the course what criteria will be used to assess their participation, monitor and track participation throughout the length of the course (Higgins & Gomez, 2014).

### **Definition of website**

According to the National Institute of Open Schooling (2012) the main purpose of a website is to convey specific information or services in an organized, friendly and easy to use way: also the success of a website is measured by the number of visitors it has and the ease with which they find the needed information. So, the purpose of a website can be fulfilled using Static or Dynamic websites. The first type is expected to do not change the content frequently, while the second type is updating the content constantly.

For this proposal, the researcher have designed a Dynamic Website that will change its contents each semester. The activities will be updated following the same work strategy proposed since the beginning: linking with other platforms, using exercises in blogs, Google Podcast App and YouTube playlists.

### **The open online website**

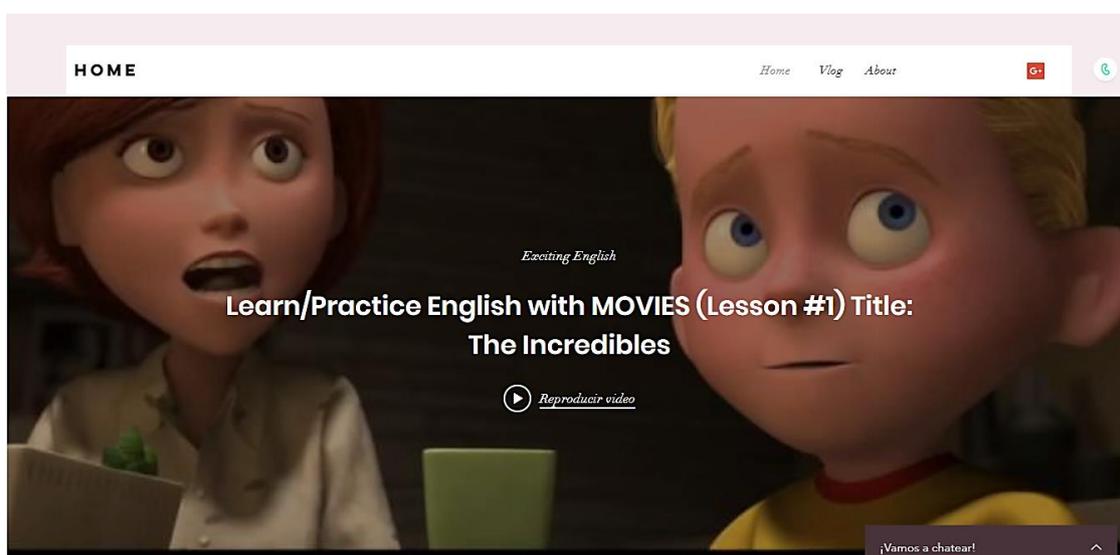
The proposed online platform was then conceived and designed to directly improve students' listening strategies. For the established purpose this website was designed in wix.com. Wix is a popular cloud-based platform that allows users to create HTML5 free websites by using an internet browser, as a result this virtual site can be displayed on a computer or through any mobile device with an internet connection.

Students can get their website by writing teacher address of "home page". From the home page learners can get all the other pages on their site in an easy way. to catch the student's attention a movie was introducing to motivate the learners using listening strategies.

## Work strategy

### Introductory video activity

When student sign in the website platform hosted in the Wix free service at <https://mirianzuniganavarr.wixsite.com/listening-for-efl> they will see the starting activity which consist in four short accomplishments related to a scene of the movie The Incredibles, See **Figure 20**.



**Figure 20**

### ***Learn/Practice English with movies – The Incredibles***

All the instructions for the activity appear along with the video, first the students will watch the scene plainly as it is play in the movie, then they will watch it again but with English subtitles, following some key words will appear with their respective meaning and the students will write them down as a list of vocabulary. And finally, the original clip will be played again so they can check their understanding.

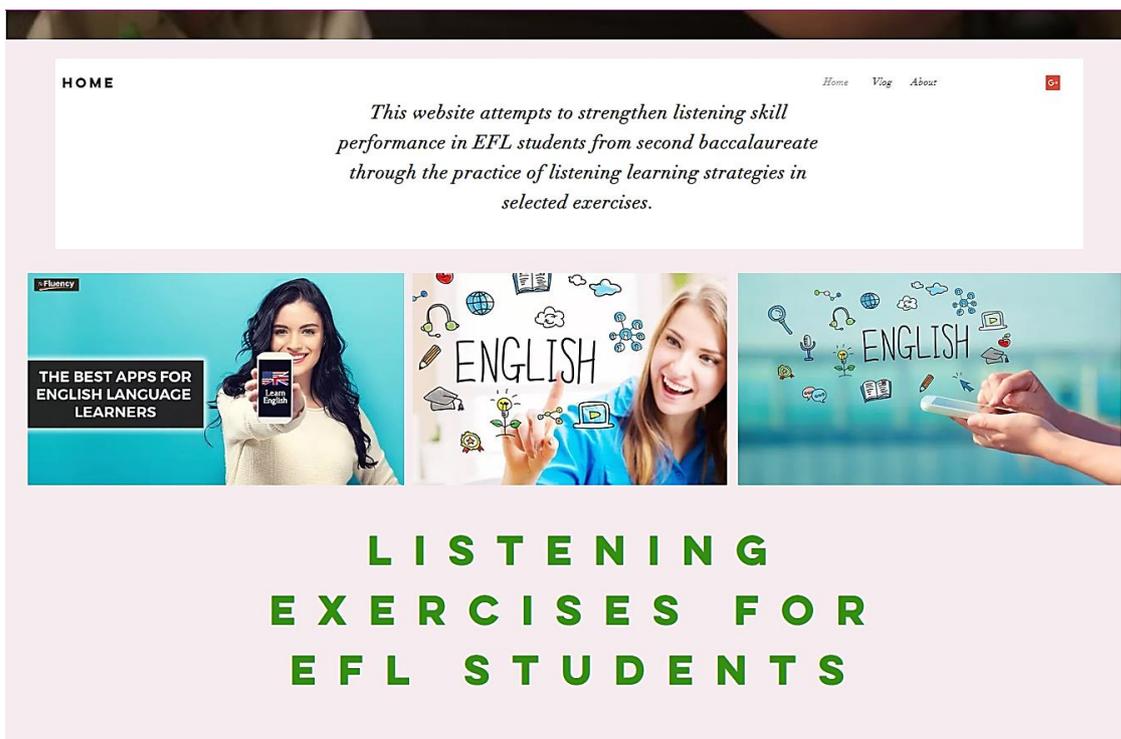


Figure 21

### Introduction

Showing up next the banner with an introductory video about *The Incredibles*, there is the presentation of the website showing the objective to be fulfilled with the learners, some catchy illustrations of what it is going to be about, and the title of the website. Below are the activities to be carried out by the EFL students.

### Activity 1

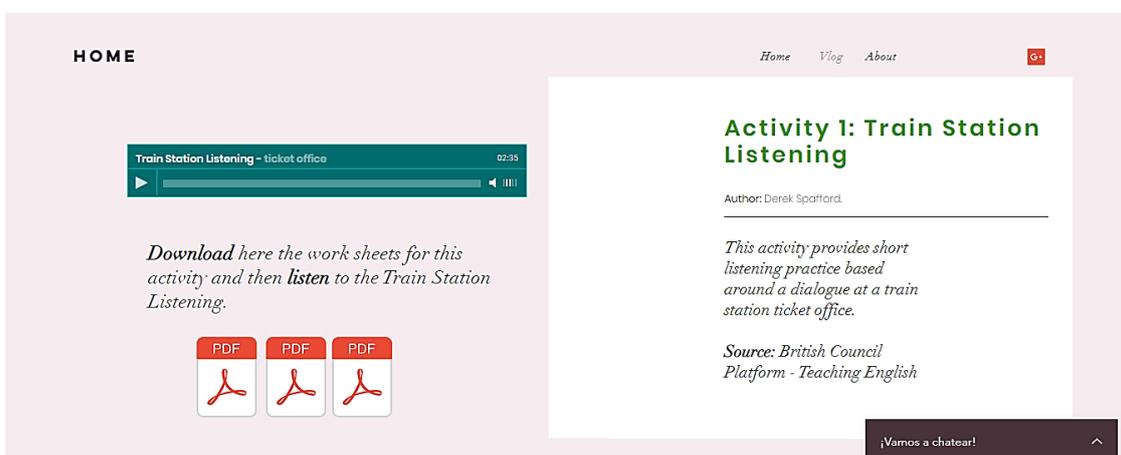


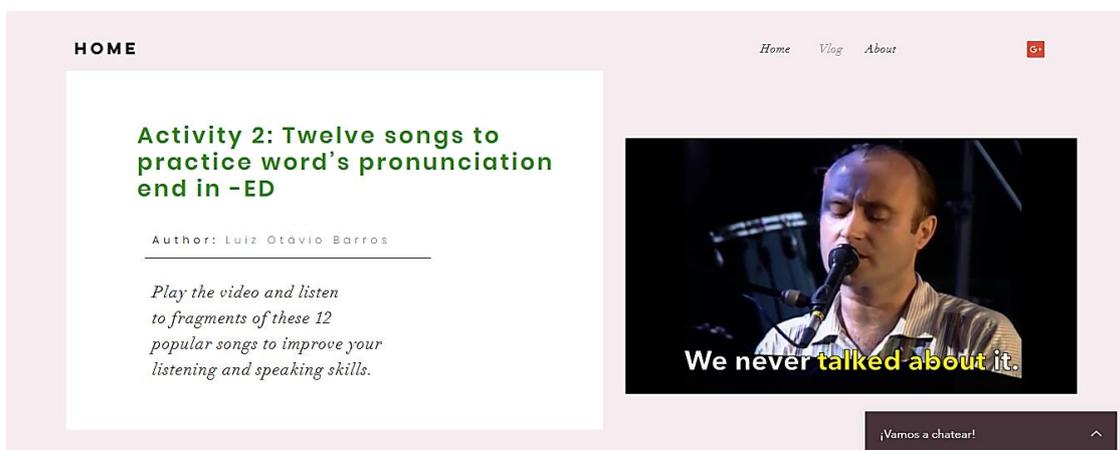
Figure 22

### Train Station Listening

This activity provides short listening practice based around a dialogue at a train station ticket office. In the section *before listening*, the learners look at the idioms using transport words written below to match them with the definitions. After that, in the second section they imagine that they buy a ticket at the train station, and write down phrases and vocabulary for what they expect to hear. Then, students listen and see if any of their ideas are mentioned.

After listening, in the third section students proceed to answer the questions, then to listen again and check their answers. As an evaluation of this activity, students make a role play the dialogue introducing different scenarios. At the end, there is an answer sheet in which the students can check their answers from all the previous sections.

## Activity 2

The image shows a screenshot of a website interface. At the top left, the word 'HOME' is displayed. To the right, there are navigation links for 'Home', 'Vlog', and 'About', along with a small red icon. The main content area is divided into two columns. The left column contains the title 'Activity 2: Twelve songs to practice word's pronunciation end in -ED' in green text, followed by the author's name 'Author: Luiz Otávio Barros' and a short paragraph: 'Play the video and listen to fragments of these 12 popular songs to improve your listening and speaking skills.' The right column features a video player showing a man singing into a microphone. The lyrics 'We never talked about it.' are overlaid on the video. At the bottom right of the video player, there is a small dark box with the text '¡Vamos a chatear!' and an upward-pointing arrow.

**Figure 23**

### ***Twelve songs to practice word's pronunciation end in - ED***

In the second activity, the students can play the video uploaded in the website to practice the pronunciation of words that end in -ED. The video contain twelve popular songs divided in fragments that contain lyrics and phonetics which helps to understand elision between words (the omission of a sound or syllable when speaking). With this kind of exercise, students can improve their listening and speaking skills.

## Activity 3

The screenshot shows the Google Podcast App website. At the top left is a 'HOME' link. At the top right are links for 'Home', 'Vlog', and 'About', along with a small red notification icon. The main heading is 'Google Podcast App'. Below this is a section titled 'Listen on Google Podcasts' with the Google Podcasts logo and a pair of headphones. A green text box contains the instruction: 'Activity 3: Use this App to search for your favorite author book or discussions about the topic you like the most.' The page features several images: a person recording in a studio, a smartphone displaying the app interface, a close-up of a microphone, and a person lying on a beach listening to music. A central text block reads: 'Download Google Podcast App on your Smartphone or Tablet to make activity 3. We recommend you to search for the following audios: a) Oscar Wild Storynory - The Remarkable Rocket. b) Stephen King Cast. c) Marvel's Voices.' To the right of this text is a circular orange microphone icon and a small video player showing a person with headphones and a chat bubble that says '¡Vamos a chatear!'.

**Figure 24**

### **Google Podcast App**

Google Podcast is a new application released in 2018 and compatible with all mobile devices that use Android. With this free application, students can search podcast, download or listen to them online, pause them and continue listening from any of their mobile devices.

As well as searches on Google, they can also search for podcasts of people making their own weekly programs, conversations or interviews on any subject (books, movies, music, comics, anime, fashion, technology, history, etc.). Students will listen to this app as entertainment due to learners will search for their favorite author book or the topic they like the most.

Besides, if they do not know where to start, in the website there are recommendations for some audios so the students can download in their tablet or smartphone and start listening in English for pleasure.

## Activity 4

**Activity 4: Work on Deep English Blog**

**HOME** Home Vlog About

**FALL INTO A GOOD BOOK**

On Deep English Blog there are free lessons in which you can choose a topic and download the listening or listen online to an informative article. The advantage is that each listening can be played at slow speed, normal speed or fast speed. All of the topics have a transcription so you can read while you listen at the speed you prefer. Besides, each of them brings a vocabulary quiz at the end of the reading.

To start the activity 4:

1. Clic on the following images to enter in a reading of Deep English Blog.
2. Inside the Deep English Blog, clic on the blue box at the left side to see the "Vocabulary" for this lesson.
3. Clic on the yellow box at the left side that says "How to use this lesson to improve your English Listening".
4. Follow the steps for "How to improve your listening".

¡Vamos a chatear!

Figure 25

### Work on Deep English Blog (upper part)

**HOME** →

**A LOVE CONNECTION AGAINST ALL ODDS**  
They thought Jeremy would always be a loner and would never find love. But after a worldwide search, Jeremy the snail did find someone. Unless you're a snail aficionado, you might not know that snail shells almost always twist to the

**DO YOU WANT A HAPPY LIFE OR A MEANINGFUL ONE?**  
Mother Teresa was one of the 20th century's greatest humanitarians. But she wasn't perfect. Just like anyone else, she had her struggles, including depression and spiritual doubt. Before she became Mother Teresa, she was

**THE WEIGHT OF A SOUL**  
In 1907, Dr. Duncan MacDougall announced the answer to one of humankind's most intriguing questions. Do we each have a soul? The answer, according to MacDougall, is yes - and it weighs about 21 grams. He and his team originally set out to determine whether anything... [Read more...]

**CONNECTION INCREASES LONGEVITY**  
According to one survey, a whopping 80% of millennials say that one of their greatest desires is to have a lot of money. And 50% want to be famous. Are they on to something or is this desire misguided? According to a Harvard University study on human health and happiness, they... [Read more...]

**THE BLIND AND DEAF CHILD WHO WAS LIBERATED BY LANGUAGE**  
If you are blind you still have the window of your ears, and if you are deaf you can listen through your eyes. Helen Keller could neither see nor hear. Yet miraculously she found her salvation through language. Keller was the first

**MEET SERGEANT STUBBY: A MOST PECULIAR WAR HERO**

4. Follow the steps for "How to improve your listening".

5. After listening several times with different speeds, take the Vocabulary Quiz located at the end of the webpage.

¡Vamos a chatear!

Figure 26

### Work on Deep English Blog (lower part)

On Deep English Blog there are free lessons in which students can choose a topic and download the audios or listen online to an informative article. The advantage is that each listening can be played at slow speed, normal speed or fast speed. All of the topics have a transcription so they can read while they listen at the speed learners prefer. Moreover, each of them brings a vocabulary quiz at the end of the reading.

The learners start with a clip on the image to enter in the activity. In the blue box at the left they can see the vocabulary used for this lesson, and click on the yellow box at the left side that indicates how to use this lesson to improve their English Listening. At the end of the quiz they can verify the answer.

## Activity 5

The screenshot shows a website interface for 'Activity 5: YouTube Playlist "6 Minute English"'. On the left, there is a 'HOME' button and a navigation menu with 'Home', 'Vlog', and 'About'. Below the navigation is a large image of headphones. To the right of the headphones, the title 'Activity 5: YouTube Playlist "6 Minute English"' is displayed in green. Below the title, there is a paragraph of text: 'Listen to 6 minutes of English per topic with this YouTube playlist. Each video contains an animated transcription of the dialogues, the vocabulary words within its meanings and a multiple choice question. Also you can find the same elements on the description of each video.' Below this text, there are three numbered instructions: '1. Click on the video to start listening.', '2. Remember that with the YouTube buttons below the video you can also activate the translated subtitles for a better comprehension of the topic.', and '3. If you feel they are speaking too fast, you can slow down the video by making a click on the configuration button and change the speed from "normal" to "0.75" or for even slower to "0.5".' To the right of the instructions is a video player thumbnail for 'What makes you happy? Listen to 6 Minute English'. The thumbnail features a colorful circular graphic with three faces (sad, neutral, happy) and a hand holding a magnifying glass over the happy face. The video player has a 'Watch later' button and a '6 Minute English' logo. At the bottom right of the video player, there is a chat button that says '¡Vamos a chatear!'.

Figure 27

### YouTube Playlist "6 Minute English"

"6 Minute English" is a website with dozens of videos to learn English and develop listening skills. Students can play these videos as many times as they want in a YouTube playlist. Each video presents a different topic that contains an animated transcription of the dialogues, the vocabulary words within its meanings and a multiple choice question; the same elements can be found on the description of video.

YouTube offers some very useful tools for language learners like the control of the speed for the video and the subtitles in English or automatically translated to students' first language. In this activity, the learners have to pay attention to the conversation in the video, answer the multiple choice questions and write down the vocabulary words on a blank sheet of paper to study them every day.

## Structure of the website

*Table 11*

*Listening learning strategies according to Vandergrift taxonomy applied in each activity of the website*

Introduction video activity: Learn English with Movies - The Incredibles		
Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
<p><b>Inferencing:</b></p> <ul style="list-style-type: none"> <li>-Linguistic Inferencing.</li> <li>-Voice and Paralinguistic Inferencing.</li> <li>-Kinesthetic Inferencing.</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>-Questioning Elaboration.</li> <li>-Imagery.</li> <li>-Summarization.</li> <li>-Translation.</li> <li>-Note taking.</li> </ul>	<p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>-Comprehension Monitoring.</li> <li>-Auditory Monitoring.</li> <li>-Double-Check Monitoring.</li> </ul>	
Activity 1: Train Station Listening		
Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
<p><b>Inferencing:</b></p> <ul style="list-style-type: none"> <li>- Linguistic Inferencing.</li> <li>- Extralinguistic Inferencing.</li> <li>- Between Parts Inferencing.</li> </ul> <p><b>Elaboration:</b></p> <ul style="list-style-type: none"> <li>- Academic Elaboration.</li> <li>- Questioning Elaboration.</li> <li>- Creative Elaboration.</li> <li>- Imagery</li> <li>- Summarization.</li> <li>- Translation.</li> <li>- Transfer.</li> <li>- Repetition.</li> <li>- Resourcing.</li> <li>- Deduction/Induction.</li> <li>- Substitution.</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>- Advanced Organization.</li> <li>- Selective Attention.</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Comprehension Monitoring.</li> <li>- Auditory Monitoring.</li> <li>- Double-Check Monitoring.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Strategy Evaluation (to strengthen in class).</li> <li>- Problem Identification (to strengthen in class).</li> </ul>	<ul style="list-style-type: none"> <li>- Questioning for Clarification (with the chat box).</li> <li>- Cooperation.</li> <li>- Self-encouragement (to strengthen in class).</li> </ul>

Activity 2: Twelve song to practice word's pronunciation end in -ED		
Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
	<b>Planning:</b> <ul style="list-style-type: none"> <li>- Direct Attention.</li> <li>- Selective Attention.</li> <li>- Self-Management.</li> </ul> <b>Monitoring:</b> <ul style="list-style-type: none"> <li>- Auditory Monitoring.</li> <li>- Double-Check Monitoring.</li> </ul> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>- Performance Evaluation.</li> <li>- Strategy Evaluation.</li> <li>- Problem Identification.</li> </ul>	<ul style="list-style-type: none"> <li>- Questioning for Clarification (with the chat box).</li> <li>- Lowering Anxiety.</li> <li>- Taking Emotional Temperature.</li> </ul>
Activity 3: Use of Google Podcast App		
Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
<b>Inferencing:</b> <ul style="list-style-type: none"> <li>- Linguistic Inferencing.</li> <li>- Voice and Paralinguistic Inferencing.</li> <li>- Between Parts Inferencing.</li> </ul> <b>Elaboration:</b> <ul style="list-style-type: none"> <li>- Personal Elaboration.</li> <li>- World Elaboration.</li> <li>- Academic Elaboration.</li> <li>- Questioning Elaboration.</li> <li>- Imagery</li> <li>- Translation.</li> <li>- Transfer.</li> <li>- Grouping.</li> <li>- Deduction/Induction.</li> </ul>	<b>Planning:</b> <ul style="list-style-type: none"> <li>- Direct Attention.</li> </ul> <b>Monitoring:</b> <ul style="list-style-type: none"> <li>- Comprehension Monitoring.</li> <li>- Auditory Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation.</li> <li>- Lowering Anxiety.</li> <li>- Self-Encouragement.</li> <li>- Taking Emotional Temperature.</li> </ul>
Activity 4: Work on Deep English Blog		
Cognitive Strategies	Metacognitive Strategies	Socio-affective Strategies
<b>Inferencing:</b> <ul style="list-style-type: none"> <li>- Linguistic inferencing.</li> <li>- Voice and Paralinguistic Inferencing.</li> <li>- Extralinguistic Inferencing.</li> <li>- Between Parts Inferencing.</li> </ul> <b>Elaboration:</b>	<b>Planning:</b> <ul style="list-style-type: none"> <li>- Direct Attention.</li> <li>- Selective Attention.</li> <li>- Self-Management.</li> </ul> <b>Monitoring:</b> <ul style="list-style-type: none"> <li>- Comprehension Monitoring.</li> <li>- Double-Check Monitoring.</li> </ul> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>- Performance Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Questioning for Clarification (with the chat box).</li> <li>- Lowering Anxiety.</li> <li>- Taking Emotional Temperature.</li> </ul>

<ul style="list-style-type: none"> <li>- Personal Elaboration.</li> <li>- World Elaboration.</li> <li>- Academic Elaboration.</li> <li>- Questioning Elaboration.</li> <li>- Imagery.</li> <li>- Summarization.</li> <li>- Translation.</li> <li>- Transfer.</li> <li>- Repetition.</li> <li>- Resourcing.</li> <li>- Grouping.</li> <li>- Deduction/Induction.</li> <li>- Substitution.</li> </ul>	<ul style="list-style-type: none"> <li>- Strategy Evaluation.</li> </ul>	
<b>Activity 5: YouTube Playlist</b>		
<b>Cognitive Strategies</b>	<b>Metacognitive Strategies</b>	<b>Socio-affective Strategies</b>
<p><b>Inferencing:</b></p> <ul style="list-style-type: none"> <li>- Linguistic Inferencing.</li> <li>- Voice and Paralinguistic Inferencing.</li> </ul> <p>Inferencing.</p> <ul style="list-style-type: none"> <li>- Extralinguistic Inferencing.</li> <li>- Between Parts Inferencing.</li> </ul> <p>- Elaboration:</p> <ul style="list-style-type: none"> <li>- Personal Elaboration.</li> <li>- World Elaboration.</li> <li>- Academic Elaboration.</li> <li>- Questioning Elaboration.</li> </ul> <p><b>Elaboration.</b></p> <ul style="list-style-type: none"> <li>- Summarization.</li> <li>- Translation.</li> <li>- Transfer.</li> <li>- Repetition</li> <li>- Resourcing.</li> <li>- Note-taking</li> <li>- Deduction/Induction.</li> </ul>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>- Directed Attention.</li> <li>- Selective Attention.</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Comprehension Monitoring.</li> <li>- Auditory Monitoring.</li> <li>- Double-Check Monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Questioning for Clarification (with the chat box).</li> </ul>

## Schedule of activities

So that students can have a reference of how many activities on the website they should practice per week, they will be offered a guide through the following schedule of activities, which is designed to meet the needs of EFL students at *Unidad Educativa Milagro*. Regardless of their current level of English, this schedule works for students who use a low, moderate or high number of listening strategies.

**Table 12**

### *Schedule of activities of the website per month*

	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>	<b>Activity 5</b>
<i>1<sup>st</sup> Week</i>	✓		✓		
<i>2<sup>nd</sup> Week</i>		✓	✓		
<i>3<sup>rd</sup> Week</i>			✓	✓	
<i>4<sup>th</sup> Week</i>			✓		✓

Note: Repeat this schedule for the following 5 months of the semester

The website collects different types of activities, some of them can be done several times and others only once. The first activities: introductory video and Activity 1 are the shortest exercises for students, therefore these are done only once during the first month of the semester. While the following activities can be expanded and repeated during the next weeks of the semester only changing the podcast, reading, song, or video. Students are encouraged to listen to podcasts more frequently (try to make it a podcast daily) on topics that they like a lot because it is important that they are exposed to listening in English so that they get used to it, create a habit, and improve the listening skill.

## Criteria for assessment of listening skill performance

The following criteria was elaborated to assess the skill practiced on the website, which is also an opportunity for students to work on ongoing assessment practices and then taken as a summative evaluation. This evaluation is going to be applied to students at the end of every month. Besides, assessment criteria will serve to monitor the progress of the students in the development of their listening skills and special attention will be paid to verify if they are using the listening strategies that the teacher is teaching them in class, since this website is a complementary digital tool accompanying your English course book B1.1.

**Table 13**

### *Grade for listening activities*

<b>Skill</b>	<b>CEF Standard</b>	<b>Performance</b>	<b>Descriptor</b>
Listening	Can follow a lecture or talk within their own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured.	Excellent (5)	Easily understands the general topic and extracts the essential information from a straightforward and clearly structure talk.
		Good (3-4)	Understand the general topic and extracts the essential information from a straightforward and clearly structure talk, but shows some misunderstanding at times.
		Needs practice (0-2)	Has difficulty to understand the general topic and extracts the essential information from a straightforward and clearly structure talk.

Source: Course-book English B1.1 given by Ministerio de Educación del Ecuador (2017)

## **Conclusion**

- The creation of an online educational website takes time and knowledge. A thoughtful integration between face-to-face classes and online instructional components with the innovative use of technology, catch the attention of learners, transforming the listening learning.
- By using the website continuously, the students will practice cognitive strategies as well as increase their metacognitive and socio-affective strategies, necessary for the development of the listening skill. In this way they will be allowed to arise the quality of their learning, making the learner an active agent with the use of technology.
- Furthermore, it is essential to maintain the desire to enter in the website, so it would be advisable to consider updating the material available by semester (each 6 months). Besides, it would be recommendable that the English teachers get interested in developing listening skill suggesting more ideas to be incorporated on the website platform.

To sum up, establishment of the website especially for the practice of listening, opens the mind of the learners to achieve new discoveries to help them evolve more and more, to overcome the difficulties in learning listening skill.

## **Link of the Website**

<https://mirianzuniganavarr.wixsite.com/listening-for-efl>

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## APPENDIX A

### VANDERGRIFT'S LISTENING STRATEGY TAXONOMY

Learning Strategy	Definition	Examples
<p><b>Metacognitive Strategies</b></p> <p><b>Planning:</b> developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.</p>		
Advanced Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.	I read over what we have to do. I try to think of questions the teacher is going to ask
Directed Attention	Deciding in advance to attend in general to the listening task and to maintaining attention while listening	I listen really hard.
Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.	I listen to the key words.
Self-Management	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.	I put everything aside and concentrate on what she is saying.
<p><b>Monitoring:</b> Checking verifying, or correcting one's comprehension or performance in the course of a listening task.</p>		
Comprehension Monitoring	Checking, verifying, or correcting one's understanding at the local level	I just try to put everything together, understanding one thing lead to understanding another.
Auditory Monitoring	Using one's "ear" for the language to make decisions	I use the sound of words to relate to other words I know.

Double-Check Monitoring	Checking, verifying, or correcting own understanding across the task or during the second time of the oral text.	I might catch it at the end and then I'd go back.
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**Evaluation:** Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.

Performance Evaluation	Judging one's overall execution of the task.	How close was I? (at the end of a think-aloud report)
Strategy Evaluation	Judging one's strategy use.	I don't concentrate too much to the point of translation of individual words because then you just have a whole lot of words and not how they're strung together into some kind of meaning.
Problem Identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.	Music, there is something ... "des jeux," I don't know what that is.

### **Cognitive Strategies**

**Inferencing:** Using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in missing information.

Linguistic Inferencing	Using known words in an utterance to guess the meaning of unknown words.	I use other words in the sentence. I try to think of it in context and guess.
Voice and Paralinguistic Inferencing	Using tone of voice and/or paralinguistics to guess the meaning of unknown words in an utterance.	I guess, using tone of voice as a clue.
Kinesthetic Inferencing	Using facial expressions, body language, and hand movements to guess the meaning of unknown words used by a speaker.	I try to read her body language/ face/ hand gestures.

Extralinguistic Inference	Using background sounds and relationships between speakers in an oral text, material in the response sheet, or concrete situational referents to guess the meaning of unknown words.	I comprehend what the teacher chooses to write on the board to clarify what she is saying.
Between Parts Inference	Using information beyond the local sentential level to guess at meaning.	You pick out things you do know and in the whole situation piece it together so that you do know what it does mean.

**Elaboration:** Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in missing information

Personal Elaboration	Referring to prior experience personally.	You know ... maybe they missed each other, because that happens to me lots we just miss accidentally and then you call up and say, "Well, what happened?"
World Elaboration	Using knowledge gained from experience in the world	Recognizing the names in sports helps you to know what sport they are talking about.
Academic Elaboration	Using knowledge gained in academic settings	I relate the word to a topic we've studied.
Questioning Elaboration	Using a combination of questions and world knowledge to brainstorm logical possibilities.	Um, he said he started, probably fixing up his apartment, something about his apartment. Probably just moved in, um, because they're fixing it up.
Creative Elaboration	Making up a story line, or adopting a clever perspective.	I guess there is a trip to the Carnival in Quebec so maybe it is like something for them to enter a date, to write, or draw...
Imagery	Using mental or actual pictures or visuals to represent information; coded as a separate category but viewed as a form of elaboration.	I can picture the words in my mind.

Summarization	Making a mental or written summary of language and information presented in a listening task.	I remember the key points and run them through my head, “what happened here and what happened here” and get everything organized in order to answer the questions.
Translation	Rendering ideas from one language to another in a relatively verbatim manner.	I translate. I’ll say what she says in my mind, but in English.
Transfer	Using knowledge of one language to facilitate listening in another	I try to relate the words to English.
Repetition	Repeating a chunk of language in the course of performing a listening task.	I sound out the words. I say the words to myself.

Resourcing	Using available reference sources of information about the target language, including dictionaries, textbooks, and prior work.	I look it up in a dictionary. I look in the back of the book.
Grouping	Recalling information based on grouping according to common attributes.	I try to relate the words that sound the same.
Note-taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task.	When I write it down, it comes to my mind what it means.
Deduction/ Induction	Consciously applying learned or self-developed rules to understand the target language.	I use knowledge of the kinds of words such as parts of speech.
Substitution	Selecting alternative approaches, revised plans, or different words or phrases to accomplish a listening task.	I substitute words, translate and see if it sounds right (in combination with translation and comprehension monitoring).

<b>Socio-affective Strategies</b>		
Questioning for Clarification	Asking for explanation, verification, rephrasing, or examples about the language and/or task; posing questions to the self.	I'll ask the teacher. I'll ask for a repeat.
Cooperation	Working together with someone other than an interlocutor to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.	I ask someone who knows the word. I ask the person next to me.
Lowering Anxiety	Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task.	I think of something funny to calm me down. I take deep breaths.
Self-Encouragement	Providing personal motivation through positive self-talk and/or arranging rewards for oneself during a listening activity or upon its completion.	OK ... my hunch was right. I tell myself that everyone else is probably having some kind of problem as well.
Taking Emotional Temperature	Becoming aware of, and getting in touch with one's emotions while listening, in order to avert negative ones and make the most of positive ones.	I take it home and take it out on my family.

## APPENDIX B

### WILSON STRATEGIES FOR GOOD LISTENERS

Listening texts and listening strategies

As educators have come to realise the importance of strategies, many published materials now include ideas on strategy use. Indeed, a number of strategies are often built into the material in the form of rubrics. For example, many coursebooks include a post-listening rubric, 'Check your answers with a partner', a socio-affective strategy that helps students to build confidence.

Here are some ideas for teaching listening strategies:

Strategy	How to teach it	When to teach it/Type of text
Be ready and have a plan to achieve a given task.	Clarify what students will need to do with the information they hear by asking <b>concept questions</b> (questions that ask students to show they understand ideas rather than show that they merely recall facts). These encourage the students to verbalise what they need to do, thus clearing up any ambiguities.	Teach it before the students listen. It can be done with any listening text.
Use world knowledge to predict what will be said.	Before listening, discuss the subject and how the speaker might view it. Use KWL charts (Know/Want to Know/Learnt) to pool knowledge of the topic. Give students headlines/titles. They predict additional content before listening to the recording.	Teach it before the students listen. It can be done with factual texts, e.g. news, discussion of a topic, lectures.
Use linguistic knowledge to predict what will be said.	Use <b>gap-fill</b> exercises (students fill the gaps in a transcript). Students complete the exercise before listening. As they listen, they can see how accurate their predictions were.	This can be done either before listening or after a first listening. If the latter, it should be used to show which words naturally follow other words, rather than as a memory test. It can be done with any listening text containing common <b>collocations</b> ( <i>take your time, make an effort, Happy Birthday</i> , etc), idioms or <i>adjacency pairs</i> ('How are you?' 'Fine, thanks.' 'Thanks.' 'You're welcome.').

<p>Monitor performance while listening.</p>	<p>Pause at regular intervals during the listening to check comprehension (students in pairs, groups or as a whole class). Ask questions such as <i>Who said X? Why? What is the topic?</i> Ask students if their answers are logical. (Does it make sense that Russia's biggest airport is located in Monaco, as one student thought he'd heard?)</p>	<p>This is taught during listening. The strategy should be taught only occasionally as the teaching of it interrupts the listening experience and can frustrate students. It can be done with any listening text, especially if the students are listening for gist, but it works better with slightly extended texts.</p>
<p>Pick out only salient points, listening selectively and ignoring irrelevant details.</p>	<p>Give tasks that require listening for detail, e.g. with train timetables, cinema listings information, etc, which consist mainly of information that is extraneous for the individual listener. Use gap-fill exercises.</p>	<p>The strategy can be taught during the setting of the while-listening task, as the teacher explains what the students must listen for. It can be reinforced during feedback after listening. Use announcements and other lists of information.</p>
<p>Take notes, writing down relevant information in shorthand.</p>	<p>As above. People can't remember details such as telephone numbers, so they need to practise writing information quickly. Ask students to identify key words (the stressed words, which they should note) in full sentences. Give students 'Who/Where/What/Why' charts. They take notes in the columns. Explain that note-taking systems only need to make sense <i>to the note-taker</i> (notes are essentially private aids for later recall).</p>	<p>The strategy requires pre-listening advice on what to note down and how to write it. It also requires extended feedback after listening, as students compare their notes. Use factual texts, e.g. news, discussion of a topic, lectures and texts with information such as phone numbers and addresses. (See Chapter 5 for a detailed discussion of note-taking.)</p>
<p>Note an approximation of a difficult word/name. Check later.</p>	<p>As above, but help students to make a guess based on a phonetic approximation. News broadcasts are excellent for this as they often contain names of places and people.</p>	<p>The strategy requires a hint before listening – 'Even if you aren't sure of the answer, write down what you think you heard' – and then post-listening feedback. Use factual texts, e.g. news, discussion of a topic, lectures. The strategy is especially useful as practice for exam situations.</p>

Listen for key words for topic identification.	Ask students to listen again and pick out words belonging to a lexical set. Check with the script, if available. Songs lend themselves well to this.	Teach this after the first listening, pointing out that the key words clarify the topic. Use factual texts and songs.
Check with other listeners.	Regularly include a stage at which students compare answers. This is also valuable as a way to highlight discrepancies in interpretation.	This strategy can be taught after listening, and is built into many published materials. It can be done with any listening text.
Ask for clarification.	Teach phrases: <i>Could you repeat what you said about ... ? What did you mean by ... ? I didn't catch XXX.</i> Give opportunities for students to use these, e.g. by telling an anecdote slightly above the students' level.	The phrases need to be taught and practised before listening. The strategy requires face-to-face communication, and works well with stories (fact or fiction) and anecdotes.
Reconstruct orally or in writing.	Do <b>dictogloss</b> activities: tell a story or anecdote at full speed several times. Students work together to reconstruct the story, gradually adding details.	The strategy is explained as the teacher gives the while-listening task. After listening, the students evaluate their success in using the strategy. Use stories (fact or fiction) and anecdotes.
Listen for transition points.	Teach linking expressions/ devices: <i>so, on the other hand, furthermore, in conclusion</i> , etc. Pause (a recording) after the expression and ask students what comes next.	The phrases need to be taught and practised before listening. The text can be paused during a second listening, once students have got the gist. Use factual texts, e.g. news, discussion of a topic, lectures. You can also use stories (fact or fiction) and anecdotes.

Over the course of study, students need frequent and systematic training in these strategies, and opportunities to put them into practice. This is a crucial part of planning. Inevitably, some students will use them already, but many will not. One problem is that some students dislike being told how to learn. Teachers can be fairly subtle about strategies. The best approach is to do it, focus briefly on what you did, and then move on without labouring the point. Strategy training works best as a drip-feed process (little and often) rather than a flood, and if you repeat the process often enough, students will probably begin to use the correct strategies automatically, which is the goal of all learner training.

## APPENDIX C

### OPERATIONAL VARIABLE TABLE FOR EVALUATION

<b>Variable</b>	<b>Conceptual definition</b>	<b>Dimension</b>	<b>Indicators</b>	<b>Items</b>
Listening learning strategies	Cognitive strategies manipulate the material to be learned and apply a specific technique for a listening task. (Vandergrift, 2002).	Cognitive strategies	World elaboration	11. Bullying is understood as the act of
			Linguistic elaboration	12. The principal consequences for a person who is a victim of bullying are
			World elaboration	13. ____ are necessary to find solutions to bullying incidents.
			Personal elaboration	14. ____ should help prevent bullying
			Academic elaboration	15. To prevent bullying incidents, youngsters should be guided in

## APPENDIX D

### OPERATIONAL VARIABLE TABLE FOR SURVEY

Variable	Conceptual definition	Dimension	Indicators	Items
Listening learning strategies	Cognitive strategies manipulate the material to be learned and apply a specific technique for a listening task. (Vandergrift, 2002).	Cognitive strategies	Resourcing	1. I focus on the meaning of every word to understand the whole text.
			Imagery	2. I try to picture the setting of the conversation to understand what the speakers are talking about.
			Academic Elaboration	3. Before listening, I think of similar texts that I may have listened to.
			Personal Elaboration	4. I use my knowledge and personal experience to help me understand the topic.
			Between Parts Inferencing	5. As I listen, I compare what I understand with what I already know about the topic.
			Translation	7. While listening, I translate in my head.
			World Elaboration	14. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.
	Metacognitive strategies oversee, regulate or direct the language learning process (Vandergrift, 2002).	Metacognitive strategies	Advanced Organization	6. Before I start to listen, I have a plan in my head for how I am going to listen.
			Double-Check Monitoring	8. As I listen, I adjust my interpretation if I realize that it is not correct.
			Comprehension Monitoring	9. As I listen, I occasionally ask myself if I am satisfied with my level of comprehension.
			Selective Attention	10. While listening, I pick out relevant points.
			Advanced Organization	12. As I listen, I have a goal in my head.
			Problem Identification	16. After listening, I think back to how I listened, and about what I might do differently next time.

	Socio-affective strategies are the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety (Vandergrift, 2002).	Socio-affective strategies	Cooperation	11. After listening I check with other listener.
			Lowering Anxiety	13. When I don't understand something, I try not to worry so much about it.
			Self-encouragement	15. I always try to enjoy listening.
			Taking Emotional Temperature	17. I feel that listening in English is a challenge for me.

## APPENDIX E

### OPERATIONAL VARIABLE TABLE FOR OBSERVATION

Variable	Conceptual definition	Dimension	Indicators	Items
Listening learning strategies	Cognitive strategies manipulate the material to be learned and apply a specific technique for a listening task (Vandergrift, 2002).	Cognitive Strategies	Note-taking	6. They make notes on main points
			Summarization	7. They draw reasonable conclusions from material heard
	Metacognitive strategies oversee, regulate or direct the language learning process (Vandergrift, 2002).	Metacognitive strategies	Advance Organization	1. Students focus on the purpose of listening (e.g., to provide information, answer specific questions, give examples, etc.)
			Directed attention	2. They look at the speaker.
			Comprehension Monitoring	5. They show appreciation for speaker's ideas
			Problem Identification	11. They discern exaggeration, bias, prejudice, or emotional hype in language
			Comprehension Monitoring	12. They can identify main argument or ideas after presentation is complete
	Socio-affective strategies are the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety (Vandergrift, 2002).	Socio-affective strategies	Lowering anxiety	3. They control personal activity level
			Taking emotional temperature	4. They demonstrate responsive reaction (e.g., nods, smiles)
			Questioning for clarification	8. They ask for clarification or examples when appropriate.
			Questioning for clarification	9. They withhold judgment on ideas till presentation is completed
			Taking emotional temperature	10. They use respectful language in any feedback/questions

## APPENDIX F

### EVALUATION FOR LISTENING SKILL PERFORMANCE

Unidad Educativa Milagro

Name: \_\_\_\_\_  
Course: Listening test.

You will listen to a radio interview. For questions 11-15, check ✓ the correct answer in the answer box. You will listen to the recording twice.

Answers	A	B	<input checked="" type="checkbox"/>
	A	B	<input type="checkbox"/>
	A	B	<input checked="" type="checkbox"/>
	A	B	<input type="checkbox"/>
	A	B	<input checked="" type="checkbox"/>
	A	B	<input checked="" type="checkbox"/>

10. Bullying is a thorny issue because it

- A. affects people's well-being.
- B. can be easily solved.
- C. involves many people.

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11. Bullying is understood as the act of

- A. helping someone who is smaller or less skillful.
- B. persuading someone to do something they do not want to do.
- C. being physically or verbally aggressive to someone who is less powerful.

12. The principal consequences for a person who is a victim of bullying are

- A. high academic achievement and active participation in curricular activities.
- B. poor school performance and feelings of rejection and isolation.
- C. too much family and school pressure, as well as confusion and conflict.

13. \_\_\_\_\_ are necessary to find solutions to bullying incidents.

- A. Individual-isolated actions
- B. Actions from the whole school community
- C. Actions from the wider community

14. \_\_\_\_\_ should help prevent bullying.

- A. Students and teachers
- B. Teachers and parents
- C. The whole school community

15. To prevent bullying incidents, youngsters should be guided in

- A. dealing with emotional decisions and impulses, as well as taking care of their friends' problems.
- B. listening to their friends' problems and giving advice.
- C. controlling impulses and establishing cause-effect relationships.

## APPENDIX G

### LISTENING STRATEGIES QUESTIONNAIRE

#### Background Information

Please provide some basic background information on you and your learning of English.

1. What is your gender?    Male             Female
2. What is your first language? \_\_\_\_\_
3. Do you speak any additional language(s) other than your first language and English?  
 Yes             No

If so, what other language(s) do you speak? \_\_\_\_\_

4. How long have you been studying English? \_\_\_\_\_

#### Questionnaire

The statements below describe some strategies for listening comprehension and how you feel about listening in the language you are learning.

**Please circle only ONE number for each statement.**

**Example:**

	Never	Rarely	Sometimes	Often	Always
I enjoy listening to music.	1	2	3	4	5

<b>Listening Strategies</b>	Never	Rarely	Sometimes	Often	Always
1. I focus on the meaning of every word to understand the whole text.	1	2	3	4	5
2. I try to picture the setting of the conversation to understand what the speakers are talking about.	1	2	3	4	5
3. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5
4. I use my knowledge and personal experience to help me understand the topic.	1	2	3	4	5
5. As I listen, I compare what I understand with what I already know about the topic.	1	2	3	4	5

6. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5
7. While listening, I translate in my head.	1	2	3	4	5
8. As I listen, I adjust my interpretation if I realize that it is not correct.	1	2	3	4	5
9. As I listen, I ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5
10. While listening, I pick out relevant points.	1	2	3	4	5
11. After listening I check with other listener.	1	2	3	4	5
12. As I listen, I have a goal in my head.	1	2	3	4	5
13. When I don't understand something, I try not to worry so much about it.	1	2	3	4	5
14. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5
15. I always try to enjoy listening.	1	2	3	4	5
16. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5
17. I feel that listening in English is a challenge for me.	1	2	3	4	5

Instrument taken from: Fouad Abdalhamid (2012) Thesis: *Listening Comprehension strategies of Arabic-speaking ESL Learners.*

This questionnaire was translated by the author of the present investigation to give it to the students, so they can understand better the content of each item.

## APPENDIX H

### CLASS OBSERVATION CHECKLIST

#### Listening Skills: Observation Checklist



Student: \_\_\_\_\_ Class: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

	Check if observed	Comments
<b>Active Listening Skills</b>		
Focuses on the purpose of listening (e.g., to provide information, answer specific questions, give examples, et cetera)		
Looks at speaker		
Controls personal activity level		
Demonstrates responsive reaction (e.g., nods, smiles)		
Shows appreciation for speaker's ideas		
Makes notes on main points		
Draws reasonable conclusions from material heard		
Asks for clarification or examples when appropriate		
Withholds judgment on ideas till presentation is completed		
Uses respectful language in any feedback/questions		
Discerns exaggeration, bias, prejudice, or emotional hype in language		
Can identify main argument or ideas after presentation is complete		
<b>Other Skills</b>		

## APPENDIX I

### QUESTIONNAIRE FOR THE PROPOSAL

#### Personal information of the students

Course:

#### Questions

1. Do you often surf the Internet outside classroom? How often do you use the Internet for practicing listening per week?

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2. What do you think about using websites to practice listening skills?

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3. Do you know some websites for practicing listening skills? If yes, please list them here.

---

---

4. When you use websites to practice your listening, have you ever experienced some problems? If yes, what are they?

---

---

5. When you study or practice listening skills at the websites, can you learn by yourself without anybody's help?

---

---

6. Do you like to go to the websites for practicing your listening skills?

---

---

7. In your points of view, what are the advantages and disadvantages of practicing listening through websites?

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Source of the questionnaire: *The Use of Websites for Practicing Listening Skills of Undergraduate Students. A Case Study at Suranaree University of Technology, Thailand* (Shen, Wichura & Kiattichai).

## APPENDIX J

### REQUEST TO APPLY THE INSTRUMENTS IN THE EDUCATIONAL INSTITUTION

Milagro, 27 de noviembre del 2017

Lic Robert Regato Chang Msc.  
RECTOR DE LA UNIDAD EDUCATIVA MILAGRO  
Ciudad.

De mi alta estima y consideración:

Por medio de la presente reciba un cordial saludo. Como es de su conocimiento en noviembre del año 2015 inicié los estudios de una maestría en la Universidad Católica De Santiago De Guayaquil. Culminados los estudios es requisito fundamental realizar una tesis para obtener el grado de magister en Enseñanza de Inglés como Idioma Extranjero.

Por lo expuesto con anterioridad y como docente de la institución, preocupada por el mejoramiento en el aprendizaje de los estudiantes con respecto al Idioma Inglés, solicito a usted autorización para poder realizar mi proyecto final "THE EFFECT OF LISTENING COMPREHENSION PRACTICE IN THE LEARNING OUTCOMES" con estudiantes y docentes del área de inglés de Segundo de Bachillerato.

Agradezco de antemano por su cooperación, ya que los únicos beneficiados con el proyecto de investigación serán los estudiantes de la institución.

Atentamente



Lic. Mirian Zúñiga Navarrete Msc.  
DOCENTE DE INGLÉS DE UEM.



## APPENDIX K

### AUTHORIZATION TO APPLY THE INSTRUMENTS IN THE EDUCATIONAL INSTITUTION

#### UNIDAD EDUCATIVA "MILAGRO"

#### MEMORÁNDUM # 024 UEM

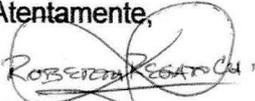
DE: MSc. ROBERTH REGATO CHANG      RECTOR DEL PLANTEL  
PARA: MSC. MIRIAN ZUÑIGA NAVARRETE      DOCENTE DEL PLANTEL  
FECHA: 30 DE NOVIEMBRE DEL 2017

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De mi consideración:

Este rectorado comunica a usted que, según pedido formulado mediante oficio fechado con 27 de noviembre del 2017, en lo relacionado a la autorización para realizar su proyecto final "THE EFFECT OF LISTENING COMPREHENSION PRACTICE IN THE LEARNING OUTCOMES". Al respecto le participo que dicho pedido ha sido aprobado.

Atentamente,

  
MSc. Roberth Regato Chang  
RECTOR

A handwritten signature in dark ink, appearing to be "Marian Zuñiga Navarrete".

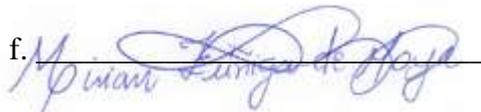
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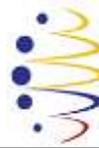
<b>TÍTULO Y SUBTÍTULO:</b>	Analysis of listening learning strategies and its incidence in listening skill performance in students of second baccalaureate at Unidad Educativa Milagro 2017 – 2018		
<b>AUTOR(ES)</b>	Mirian Magdalena, Zúñiga Navarrete		
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<b>PALABRAS CLAVES/ KEYWORDS:</b>	Listening skill, learning strategies, cognitive, metacognitive, socio-affective, quantitative method, website.		
<b>RESUMEN/ABSTRACT (150-250 palabras):</b>			
<p>The present study reports how listening skill performance is related to the amount of listening learning strategies applied by students of second baccalaureate at Unidad Educativa Milagro. A sample of 150 students participated in this research during school year 2017 – 2018 through a quantitative method using three different data collection techniques: evaluation, survey and class observations. All of them were applied in a sequential process, analyzed separately the cognitive, metacognitive and socio-affective strategies, and the final results were classified in low, moderated and high level of proficiency in listening skill according to the amount of listening strategies the students applied in class. The investigation concluded that listening learning strategies and listening skill performance are directly proportional variables. Furthermore, to increase the practice of strategies in students and to improve their proficiency in listening, at the end of the investigation there is a website proposal especially elaborated for this sample of English language learners with selected activities that put in practice several listening learning strategies.</p>			
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