

Running head: ANALYZING THE ACTIVITIES APPLIED

Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the
English Class in 10th Grade at Colegio Técnico Profesional San Isidro

Submitted to

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2020

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Abstract

Listening is a language skill that plays a significant role in the L2 knowledge construction process. It enables language users to engage in daily communication in real-life environments, as well as in school contexts such as high school, where English is taught as a foreign language. Despite its relevance, listening has been disregarded in the English classroom for a long time. However, the focus on listening skills has increased in recent years. The purpose was to analyze how the listening competence level has been addressed in a high school context, specifically a 10th grade class at Colegio Técnico Profesional San Isidro. This paper focused on three main variables: Listening competence, learning process, and listening instruction. All three variables were reviewed in the literature review and later examined through the data analysis, which information was collected through a teacher questionnaire and another one for the principal. The findings gathered from the literature review as well as the analysis of data are of great significance because they provide helpful information to enhance listening competence level. *Keywords.* Listening competence, proficiency level, comprehensible input, cognitive processing.

La escucha es una habilidad del lenguaje que juega un papel importante en el proceso de construcción de conocimiento de la segunda lengua. Les permite a los usuarios de la lengua participar en comunicaciones diarias en entornos reales tanto como en contextos académicos como lo es el colegio, donde el inglés se enseña como lengua extranjera. A pesar de su relevancia, la escucha ha sido descuidada en el aula por mucho tiempo. Sin embargo, el enfoque en el desarrollo de destrezas auditivas ha aumentado recientemente. El propósito fue analizar como el nivel de la competencia auditiva ha sido manejado en el contexto de educación secundaria, específicamente con un grupo de décimo año ubicado en el Colegio Técnico Profesional San Isidro. Este documento se enfoca en 3 principales variables: competencia auditiva, el proceso de aprendizaje e instrucción auditiva. Todas ellas fueron repasadas en la reseña literaria y examinadas a través del análisis de datos, cuya información fue recolectada con un cuestionario para docentes y otro para la directora. Los resultados reunidos en la reseña literaria y el análisis de datos son importantes porque proveen información útil para mejorar el nivel de la competencia auditiva.

Palabras claves. Competencia auditiva, nivel de competencia, input comprensible, procesamiento cognitivo.

Acknowledgement

I am grateful to all the people who helped me complete this large final project. First, I would like to thank Universidad Latina for providing me with all the physical and educational resources that I needed to finish this challenging task. Also, I would like to show my sincere appreciation to the teachers who assisted me throughout these two years of hard work and study, especially to Lic. Iván Mora Hernández whose wisdom and constructive feedback provided the guidance that I needed to fulfill my thesis project and achieve this college degree successfully.

Dedictory

I am pleased to dedicate this graduation research project to God first of all and then to my love ones, who stood by my side throughout this long but rewarding journey. To my family who have always been there for me whenever I needed support, this project is for you.

Especially to my mother Nieves Castro Rodriguez whose advice and life have set the greatest example that inspired me to keep moving forward despite all negative circumstances that we encountered as a family. I owe you so much that dedicating this project to you seems so little compared to what you have done for me.

I am also deeply grateful to my beloved wife Kembly Lizano Rojas for being my rock, my significant other, my lighthouse in the middle of troubled times. You came into my life not only to brighten my days but to give me all the support that I needed whenever I felt like I was losing track of my life goals such as this project, and for that, I dedicate big part of this paper to you.

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Chapter I. Introduction

1.1.Introduction

As in any other academic paper, it is important to provide a general view of the content to be further discussed to support the significance of the topic. This chapter covers several elements that will be explained in detail to give a clearer understanding of this study. In fact, this section is divided into six different categories: the problem statement, justification, hypothesis, the general and specific objectives, scopes and limitations, and the chapter's conclusion. The problem statement conveys the rationale behind the ideas and thoughts around the topic. The justification states the purpose of studying learners' listening competence level. On the other hand, the hypothesis responds to the problem statement with a concise and testable affirmation that will be proved or disproved through the analysis of data. The specific objectives will support the fulfillment of the general objective. Furthermore, the scopes and limitations provide information on what restrictions and goals are encountered in the learning process, and finally the chapter is completed with its own conclusion. Each of them will be described later on this chapter. In addition to the researcher's perception, the arguments on every section are also supported with reliable references from authors and experts on the field of education and research.

1.2.Problem Statement

The problem statement must be very clear and well-elaborated. As Kothari (2004) stated, "a proper definition of research problem will enable the researcher to be on the track whereas an ill-defined problem may create hurdles" (p. 26). A well-stated problem will be more helpful for the researcher to direct the study on the right path, and it will make the process of finding information for analysis more smoothly and easily. If the researcher does not have a clear understanding of what the problem is, it would be difficult to gather the required or appropriate data to prove or disprove the hypothesis effectively. Moreover, the statement problem is

commonly based on a particular matter that causes further issues and needs to be improved or resolved. According to Chandorkar and Nagoba (2009), “it is usually the result of a gap in the information available on the area” (p. 15); so it can also be considered as a missing bridge that must be placed to connect a sequence or consecutive set of ideas. If the problem statement is not included in an investigation, this gap would not be filled and the purpose of the study would not be met efficiently. Therefore, the problem must be stated as comprehensive and clear as possible to help the researcher choose the direction that the study is going to take and to reduce an information gap on a particular matter.

English language learning has grown relevance in the last decades. Schools are now more concerned about graduating bilingual learners who can compete in a world where English seems to be the dominant language among different fields such as medicine, business, education, etc. However, learning a second language in a foreign context has been a great challenge for many different factors. For instance, not all educational institutions have the required resources to expose learners to the target language as much, or the teaching methodologies and contents are not appropriate to the context where they are taught in. In addition, the emphasis on other skills like reading and writing can make listening comprehension harder to achieve, and in order to develop the ability to speak another language it is necessary to focus on listening input. Listening competence is as important as any other language skill because it enables the learner to understand others’ perspectives and later to be understood. A well-developed listening competence level can be defined as the one level in which the person is capable of fully understanding what it has been said. Nevertheless, just a few people are able to reach this level throughout high school, even after years and years of taking English classes. In other words,

learners must develop a high listening competence level in order to be able to produce the language accurately and meaningfully, and the next section will talk about it more in depth.

1.3. Justification

It is essential to describe the justification of the subject under investigation to know what purpose prompted the researcher to write about the topic. In Kothari's words (2004), the purpose of research is "to find out the truth which is hidden and which has not been discovered yet" (p. 2). In this case, this investigation aims at building more knowledge on the field of English language learning, especially in the process of achieving listening competence. The truth that will be revealed at the end of the research is going to provide more information on the learners' listening competence level accomplished by 10th grade at a technical educational institution. In addition to discovering what remains unexplored or poorly examined, Chandorkar and Nagoba (2009) mentioned that "research is used to describe what is happening and why or how something happens. Thus, research is conducted to solve problems and expand knowledge (p. 8). Certainly, this study seeks to find out what learners' competence level actually is and to explain how and why it is the way it is in order to address any conflicts and reduce any information gaps on the field. With that in mind, the justification gives relevance to the topic under study by informing the reader on what it has been established by previous works, what needs to be further explored, and how or why a phenomenon happens.

Plenty of research has been conducted on the listening spectrum of language learning. Some of them have been applied for research and academic purposes only, while others have made great contributions that can be implemented into the language classroom. In fact, since the purpose of this paper is to analyze learners' competence level at a 10th grade class, the data collected could be helpful for English teaching purposes or for further investigation. Moreover,

since this section responds to the “why” of this research, it is important to break down the elements on that statement and talk about each of them in a more detailed way. The reasons why listening competence level was selected as the main matter to be studied is because learners have demonstrated to have poor listening skills. Only a small percentage of the school population can be categorized as proficient English listeners, so it would be interesting to look into what factors influence the achievement of listening competence to see what can be done to enhance the learning process. Furthermore, the fact that 10th grade was chosen to conduct the investigation with is because the learners at this level would have already the experience of working with the current syllabus and teaching method from previous grades, and they would usually have a more developed listening competence level, which it would be easier to work with. These are most of the motivations that support the purpose of this research project.

1.4. Hypothesis

- Exposing learners to real life tasks enhances social agents’ listening competence level.

1.5. Objectives

1.5.1. General Objective. To analyze the activities applied to develop learners’ listening competence level in the English class in 10th grade at Colegio Técnico Profesional San Isidro.

1.5.2. Specific Objective 1. To identify the activities applied to develop learners’ listening competence level in the learning process.

1.5.3. Specific Objective 2. To describe how the activities are applied for learners’ listening competence level in the learning process.

1.5.4. Specific Objective 3. To know the teachers’ perception about the activities used to develop learners’ listening competence level in the learning process.

1.6. Scopes and Limitations

The scopes and limitations refer to the elements that are within the area under investigation and the aspects that restrict them. The limitations must be acknowledged to determine how far the scope of the research can go. In fact, this study focuses on how well learners' competence level is in 10th grade. In order to explore this, it is necessary to select the elements that are involved in the process of research. In this case, Colegio Técnico Profesional San Isidro will be the setting in which the research will be conducted and where the population will be drawn. This paper will not consider other issues or scopes that are not necessarily related to how listening competence level is addressed and developed at this institution. Only the sample, which will be set apart from the population, will be taken into account for data collection and analysis. The other students who are not in 10th grade will not be included in the scope of this investigation, as well as the English teachers who are not assigned to teach this specific grade. Another limitation is the fact that only books can be taken as references for the development of the literature review and support in other chapters, which leaves out articles, journals, and other less extensive research papers that might provide useful information about existing theories or background knowledge on the subject. The teachers' availability may also affect the data gathering since they are very busy during the day. These are the scopes and limitations that this research is based on.

1.7. Chapter's Conclusion

This chapter has a great impact on the relevance of the study because it introduces the contents to be discussed in the other chapters, and it provides an overview of the topic. Various elements are covered in this section. For instance, the problem statement is included here as to let the reader know what issues in the field of English instruction, especially listening competence,

should be concerned about. As it already has been mentioned previously, poor learners' listening skills and the need to close the gap between what the current syllabus wants to accomplish and what it actually occurs in the class drive the purpose of this investigation. The fact that the learning outcomes in the part of listening are not successfully met makes the subject worth investigating. On the other hand, the hypothesis is also provided in this section. Based on the problem statement, it could be proved or disproved that exposure to real life tasks can enhance learners' listening competence level. The general and specific objectives are also stated in this chapter to guide the researcher through the research process. Since the general objective is to analyze learners' competence level in 10th grade, the scope of the investigation would be limited to that language macro skill only. Therefore, this chapter conveys important points that provides a general view of the topic under study; however, the next section, which is the literature review, will explain it in more detailed.

Chapter II. Theoretical Framework

2.1. Introduction

This chapter is concerned with the historical background and theories that had explored the field of language learning and development; especially how listening competence has been addressed in the classroom. Since this research focuses on how learners are able to achieve a competent level in listening, most of the information is going to be directed towards that topic. Theories, concepts, and related research on the field will be discussed thoroughly in this chapter. Furthermore, all the gathered data will be organized through three variables that, at the same time, will be divided into three different indicators. These variables were selected from the topic under investigation, and each indicator is derived from its own variable in order to review and analyze every theory, study or relevant information that has been documented on this field. In other words, this chapter explains what other authors and researchers had wrote about listening in the process of learning English either as a second or foreign language by beginning with the first variable: listening competence.

2.2. Variable 1. Listening Competence

English language learning, as any other language, consists of four macro skills: Listening, reading, speaking, and writing. These skills or competences can be also categorized into two groups. As Nunan (2015) stated, “listening and reading are receptive skills. Through them we receive target language input. Speaking and writing are productive skills” (p. 34); which are also referred to as oral and written production. The fact that listening and reading are called receptive skills does not mean that the learner’s brain is not actively working. In fact, “listening and reading with understanding are receptive (but not passive) decoding skills” (Broughton, Brumfit, Pincas, & Wilde, 1993, p. 60). That means that peoples’ minds are processing the information that they receive in a dynamic way to decode the message that the source is trying to convey.

The word “receptive” should not be used interchangeably with “passive” because one does not replace the other. Moreover, even though listening and reading do not seem as important as the productive skills, they are essential for English proficiency. According to Shastri (2009), “receptive skills of listening and reading can give the desired exposure to the language, while productive skills of speaking and writing provide the opportunities for language use” (p. 111). In order to produce the target language and develop communicative competence, plenty of exposure to the second language (L2) needs to be decoded through listening and reading.

Even though many studies had mentioned that the four language skills are equally relevant, listening has received little attention in the English classroom until recent years. It is hard to imagine a class without the aural exposure to the target language; however, several experts say otherwise. Silver and Goh (2011) confirmed that “typically, L2 listening instruction is given only sporadic and peripheral attention (p. 56). It is only used as a complement in the class for speaking instruction and other skills. Mendelsohn (1994) expressed that “despite a gradually increasing acceptance of the importance of listening comprehension for second language learners, the teaching of listening comprehension remains a somewhat neglected and poorly taught aspect of English” (as cited in Nunan, p. 35). This issue could happen because English teachers are not so sure about how to teach listening in the first place. That is, teachers are not actually trained or qualified to teach their students how to listen. Most listening-centered lessons are only focused on having learners fill in the blanks or answer some comprehension questions about a passage or conversation, but they are not really taught how to use listening for more meaningful situations like social interactions. Listening constitutes an important part of English language learning, but research and the teaching approach show that this macro skill is not properly taught in the classroom. The following data states the processing in listening.

2.2.1. Cognitive Processing

As it has been already established previously, although listening is a receptive skill, it does not mean that it is passive because there are several cognitive processes involved. According to Hinkel (2005), “listening refers to a complex cognitive process that allows a person to understand spoken language” (p. 503), so listening input must be processed in order to facilitate interaction between two or more people. While a person takes the listener position in a conversation, decoding skills are been employed to comprehend the speaker’s message. These decoding skills are what experts like to refer to as cognitive processes. Moreover, cognitive processing does not occur in the first language (L1) as efficiently as in L2. Vandergrift and Goh (2011) agreed that “L2 listeners, on the other hand, usually have limited language knowledge; therefore, they are not able to automatically process everything that they hear” (p. 19). Due limitations on word recognition, interpretation, and intercultural competence, an L2 learner is not able to use these mental processes as quickly as they can be used with the mother tongue until developing high language proficiency. Broadly speaking, listening is a dynamic skill due to the cognitive processes used to decode spoken language, which can be classified as bottom-up and top-down processing.

Listening comprehension entails the application of two generally recognized cognitive processes: bottom-up and top-down processing. Several studies have discussed these two aspects of English learning whenever listening comes into play. Regarding bottom-up processing, Vandergrift and Goh (2011) argued that it “involves segmentation of the sound stream into meaningful units to interpret the message. Listeners gradually build meaning from phonemes to words to increasingly larger units of meaning (full sentences and larger chunks of discourse)” (p. 18). In other words, it can be seen as a specific-to-general approach to grasp what it is

enunciated, and to do so, it is important to have a fair linguistic competence. Shastri (2009) stated that “the knowledge of linguistic structure is essential to understand the meaning” (p. 64), so knowing some grammar, words, and syntax will enable the learner to have a better understanding of the spoken language and improve his ability to listen.

Top-down processing, on the other hand, begins from the opposite side of the bottom-up process. It goes from general to specific to decode meaning from a message. According to Vandergrift and Goh (2011), “listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message” (p. 18), so listeners are not specifically concerned about the oral message itself to figure out meaning, but they take into account broader aspects surrounding it. Top-down learners prefer to take a look at the whole picture before drawing conclusions or providing any responses. Typically, they look for “larger units such as world knowledge, subject matter knowledge, genre knowledge, contextual knowledge and the schema that has been formed to influence how the smaller units are perceived (e.g. in prediction)” (Silver, R., & Goh, C. C. M., 2011). When bottom-up processing does not work, people can compensate with top-down strategies to interpret an utterance. Learners, especially the ones who are low-proficient, tend to rely on bottom-up more often, while advanced learners use top-down processing a little more frequently. Broadly speaking, even though bottom-up and top-down strategies are so different from each other, they are constantly used by language users to understand English input, which is explained in the next section.

2.2.2. Input

A topic that must be further discussed about in this chapter is definitively input. Listening input is fundamental for the acquisition and development of language competence. Murray and Christison (2010) defined input as the “accepted common knowledge that we make gains in a second or foreign language when we understand what people say to us and what we read” (p. 172), so it is the knowledge related to how the language is communicated, and it is the main source where learners can benefit from. However, since listening input is so extensive that it can be difficult or overwhelming, it is necessary for teachers to make adjustments on the language input they want their students to pick up, not too complex, nor too easy. In fact, “input that is a bit beyond the level of most students is considered ideal (Krashen, 1981) because it encourages students to continue to stretch their language learning skills and is ideally more motivating” (as cited in Murray, D. E., & Christison, M., 2010, p. 172). With that being said, input could be compared to a muscle in the sense that learners need to progressively put a little more effort in to grow and strengthen. Therefore, aural input in English instruction must be adjusted in a way that can be a little challenging for students’ listening competence level, so they further develop their skills and knowledge.

2.2.3. Proficiency Level

If the topic of language competence is mentioned, it is also crucial to look into the subject of proficiency level. Since the term proficiency or competence is an abstract concept that cannot be observed or measured directly, it is important to refer to indicators that can provide useful information about learners’ proficiency level. Such indicators, in the case of language proficiency, are classified into six different levels (A1, A2, B1, B2, C1, and C2) in order to set standards in terms of language achievement to describe what learners are able to do with the

language. Furthermore, the Council of Europe (2018) issued an official document called the Common European Framework of Reference for Languages (CEFR), which provides an outline for reference for educational institutions that are interested in teaching languages. In fact, this paper also defines key concepts about language learning such as proficiency, which “is a term encompassing the ability to perform communicative language activities (can do...), whilst drawing upon both general and communicative language competences (linguistic, sociolinguistic, and pragmatic), and activating appropriate communicative strategies” (p. 32). Based on this definition, if a learner is considered “proficient” in a language, it means that he is able to successfully complete L2 learning tasks by using a variety of skills, strategies and his own knowledge related to communicative competence. In other words, a low-proficient user of the target language would be not capable of carrying out communitive language tasks due to a strong deficiency in terms of L2 knowledge and abilities.

Another definition is provided in the English syllabus, MEP (2016) detailed that language proficiency levels refer to “the demarcation along the second language acquisition continuum that is defined within the standards by a series of sample performance indicators” (p. 346). This perception indicates that the L2 acquisition spectrum can be broken down into several categories that represent the standards by which language development can be identified. If we take the six proficiency levels described in the CEFR, they can be perceived as a ladder where the first two steps represent levels A1 and A2, the two steps in this middle are B1 and B2, and the last two steps illustrate C1 and C2 levels. These steps provide a clear understanding of the language acquisition phenomenon, starting from basic user A1 to proficient user C2, which refers to English native speakers mostly. In addition, MEP expects learners to reach at least A2 level by the time they finish primary school and a B1 or B2 once they graduate from high school. Each of

these levels displays a list of performance indicators called descriptors. According to CEFR (2018), “descriptors can be used to help to design such tasks and also to observe, and if desired, (self-) assess the language use of learners during the task” (p. 27). In fact, the current English curriculum includes these recommendations along with the Action-Oriented Approach to change the focus of education from the language itself to a more task-based emphasis. This change also involves the way L2 listening competence is perceived from the teaching standpoint, so in order for learners, in this case 10th grade students, to become successful L2 listeners with a B1-B2 proficiency level, it is important for teachers to take into account all the considerations and recommendations associated with the CEFR proficiency descriptors.

2.3. Variable 2: Learning Process

Many people involved in the field of education has always found the learning process a major subject for discussion and research. A large number of studies have been conducted to investigate and discover more information about how learning occurs. Olson and Hergenhahn (2012) provided a very straightforward concept stating that “learning is indexed by a change in behavior; in other words, the results of learning must always be translated into measurable behavior. After learning, learners do something that they did not do before learning took place” (p. 1); however, this is not the case all the time. This might be partially true because a person can learn anything, and it would not be necessarily reflected on his or her behavior. For example, if a child learns that eating too much candy can bring health issues in the future like diabetes or dental cavities, he or she could decide to eat them anyways. The fact that the kid knows the bad effects of eating unhealthy food does not imply a change on his or her behavior. This is why it is complicated to give a definite definition to learning. There are many variables to consider when

defining the process of learning, but in the following sections, this concept will be further developed.

Even though learning is a concept that everyone is familiar with, it is not so clear to explain it. Learning has been studied for many years by mostly people who are involved in the field of education. Teachers, counselors, advisors, psychologists, and researchers are extremely concerned about how learning takes place and how that knowledge can be used for pedagogical purposes. Certainly, one reputable institution in education which is the Council of Europe (2018) stated that “establishing links to previous knowledge is a significant part of the mediation process since it is an essential part of the learning process” (p. 126). They acknowledge the fact that learning occurs when learners use their prior knowledge to encode new information and make new connections. This notion of learning comes from the idea that knowledge is constructed upon previous experiences. However, this knowledge can be even deconstructed or modified to fit a person’s ideals or principles. According to Cust (1995), an adequate way to define learning is as “an active process in which ‘learners strive for understanding and competence on the basis of their personal experience . . . old knowledge is always revised, reorganised and even reinterpreted in order to reconcile it with new input’” (as cited in Burgess, H., & Taylor, I., 2004, p. 58). When an individual is encountered with new information, their leaning capacities work to adjust the prior knowledge to updated information. Although the process of learning is still a complex concept to describe, the association between old knowledge with new input is a meaningful part of this cognitive processing.

This variable is worth mentioning because it represents a fundamental part of the teaching process. The role of learning is so essential that it cannot be detached from pedagogy. As Olson and Hergenbahn (2012) mentioned, “there is a close relationship between the principles of

learning and educational practices. In many cases, principles that have been uncovered while studying the learning process in the laboratory have been utilized in the classroom. (p. 10). Thus, research on the field of learning has served as a means for providing a basis for formal instruction. Most of what it is known as effective teaching practices come from scientific evidence about the process of learning and behavioral development. Moreover, these findings are helpful for teachers to develop more meaningful lessons. According to Murray and Christison (2010), “learning also refers to a relatively permanent change in behavior as a result of practise or experience” (p. 140). There are two factors to be noticed in the previous statement, which are “practice” and “experience”. Both variables can be implemented and regulated by teachers in the classroom. A teacher is the main source of knowledge who provides amounts of practice and experiences for learners to acquire new input. For these reasons, teaching must go hand by hand with the learning process, so teachers become aware of how to maximize the potential of education.

In order to review relevant aspects of this variable in a more efficient way, the information is divided into three related indicators: learning theories, learning styles and second language learning (SLL). These indicators were selected based on the importance that they have in the field of education. For instance, the theories of learning are significant because “knowledge of the process of learning makes teaching effective” (Shastri, 2009, p. 11), which is the ultimate goal in education. If teachers are more conscious about how learning takes place, they would know how to approach their learners more effectively. In addition to knowing the theoretical background, teachers can enhance their lessons by implementing the learning styles, which are seen as “a preferred way of perceiving and processing information” (Murray, D. E., & Christison, M., 2010, p. 144). These preferred ways are helpful for teachers to tailor language

input and make it more adequate for individuals to learn. Moreover, the third indicator analyzed in this variable is second language learning, especially in a foreign environment where the target language is not commonly spoken, to understand more about how this type of learning occurs. Overall, the process of learning can be more appreciated by looking at the theories, styles and the aspects involved in SLL, but first of all, the next section will begin with the learning theories.

2.3.1. Learning Theories

There are several learning theories that have contributed to the way schools teach nowadays. Even though a theory does not represent the absolute truth, it aims at providing the rationale of a phenomenon based on observable measurable factors. It follows the scientific method to accomplish objectives depending on what it is under investigation, and the learning process is not an exception. The way in which learning occurs has been an interesting subject for research in the past decades. Many major theorists have studied this matter because they believed that “awareness of the learning process will allow greater understanding not only of normal and adaptive behavior but also of the circumstances that produce maladaptive and abnormal behavior” (Olson, M. H., & Hergenhahn, B. R., 2012, p. 9). In this case, a person’s behavior can demonstrate how well or poor a person learns, which means that behavior is a dependent variable of the learning process. Analyzing behavior can tell us a lot about a learners’ cognitive processing, and this knowledge can help syllabus designers and teachers how to appropriately assist students with maladaptive or abnormal behavior. Some of these theories, which are developed below, have been useful for pedagogical purposes today.

Although the concept of learning continues to be a term difficult to define in just one statement, learning theorists have given a broader comprehension by trying to put a label on it. There are several theories that explain the process of learning from diverse perspectives, and all

of them have some degree of certainty or logic that can be used to enhance teaching practices. In fact, Murray and Christison (2010) expressed the following:

Explanations about what happens when learning takes place are known as theories of learning, and these theories provide us with conceptual frameworks for interpreting examples of learning that we observe in real-life situations. There are numerous theories of learning in the literature, such as connectionism with its focus on behavioral psychology (Thorndike, 1932), constructivism or social constructivism (Piaget, 1955) in which the learner actively constructs or builds new ideas or concepts based on current knowledge or experience, connectivism (Siemens, 2005) which focuses on available technologies in order to make connections in learning, and discovery learning in which learners “learn by doing” (Tuovinen & Sweller, 1999) (p. 140).

As it can be seen previously, all these theories focus on different aspects, but their thoughts and ideas are accurate within the learning process. Even so there are many other theorists that are worth mentioning, Thorndike’s and Piaget’s contributions are going to be further discussed in detail in this paper. Their perceptions propose greater facts and inferences that can be transformative for teaching, even for language instruction as connectionism did.

Connectionism, which was developed by one of the major theorists in learning Edward L. Thorndike, has been taken as a reference in the curriculum. Even if it is not that noticeable, this theory has influenced the way educators teach. Moreover, Murray and Christison (2010) put the definition in simple words when they stated that it is “the connection referred to being the neural connection between stimuli (S) and responses (R)” (p. 53). As the word suggests, connectionism

is based on the idea that there are connections built through the experience between two elements: Stimuli and response. For example, a child who learns that bringing good grades home gives you more time to play video games, he or she learned that good grades are considered the stimuli that triggers a positive response, which is playing video games for more hours. Once that connection is established, the kid is more likely to repeat that behavior. This discovery can be used in the class by teachers. Actually, teachers who reward their learners when they perform well are stimulating a response, which is high academic achievement. Connectivism help us understand better how associations can be built up in the learning process.

Another important theory that was implemented into the classroom was constructivism. Piaget views learning from a different perspective. He believed that new input can be learned or built upon prior knowledge or experiences. According to the Ministerio de Educación Pública (MEP) (2016), constructivism was defined as “the learner constructs and reconstructs understanding and learnings based on prior knowledge from his/her life and in exchange with others.” (p. 16), which means that people are able to process and acquire new information through social interaction. There are two types of interaction in the classroom: teacher-student interaction and student-student interaction. Teachers can model this interaction to provide learners with a positive environment that prompts them to use social skills to learn from their peers. Moreover, a relevant aspect to keep in mind is that knowledge can be reconstructed. As science progresses overtime, there could be ideas that are already ingrained in our brains that could potentially be replaced by new input. For instance, the fact that Pluto is no longer considered a planet had to be reconstructed in our minds after so many years believing it was. Therefore, what constructive teachers do is to have their learners activate their prior knowledge

before introducing new content so that they are more prone to learn it more easily and effectively.

2.3.2. Second Language Learning

There has been some quite extensive research on the field of second language (L2) that contributes to how this phenomenon can be taught in a classroom environment. Many studies pointed out the difference between language acquisition and language learning. Both are easily confused, but they do not mean the same because they present certain differences. In fact, acquisition is usually an unconscious natural process where the brain acquires the ability to communicate almost effortlessly, whereas learning is most of a conscious activity in the mind that needs to be instructed in order to comprehend and produce a new language. Now that both terms are clearer, from now on the main focus only will be on learning since this paper is more concerned about learners' listening competence learned during English classes at high school. Furthermore, "One of the most important human attributes is language, and there is little doubt that specific language development results mainly from learning." (Olson, M. H., & Hergenhahn, B. R., 2012, p.10). Not only language input itself can make a person competent in the target language, the development of language skills is also necessary to achieve success which are discussed below.

In order to develop the four skills in a second language, it is essential for learners to manage a great deal of L2 lexicon. Word recognition enables learners to understand language input properly and later to be understood by L2 speakers. However, it has been a topic hard to deal with in the class. Certainly, Murray and Christison (2010) mentioned this when they stated the following:

Acquiring vocabulary in a second or foreign language is one of the most challenging tasks for second language (L2) learners, particularly those who must rely almost solely on L2 classroom experiences in environments where the target language is not widely spoken outside of the classroom (p. 91).

There are number of factors that affect the amount of exposure that learners need to build a significant grasp of lexical content. As it was expressed previously, for most L2 social agents, the only place where they have the chance to practice what they learned is the classroom. This issue limits the room for real-life interaction to occur because natural settings where English is spoken are not available or extremely limited within their context, especially for those who live in rural areas and come from low-income families. The lack of authentic resources makes it complicated for learners to acquire and practice L2 vocabulary. Therefore, decoding skills, word recognition and perception are a great challenge to overcome.

Certain conditions must be met for learners to be prepared to process new information. When talking about language input, it is worth mentioning that the input to be taught in a lesson needs to be carefully selected in order to be effectively learned. New input can never be chosen randomly; otherwise, social agents would end up confused or even discouraged. One point that can be reinforced to combat this issue is attention. In the words of Hinkel (2005):

For a proficient listener, in an L1 or an L2, selective attention works well if three conditions are present: the input is presented at a proper speed for processing (neither too slow nor too fast), the number of new items in the input is relatively small compared to the number of already known items, and there are no semantic or syntactic anomalies in the input (p. 504).

Teachers are responsible for following these instructions or conditions when creating a lesson plan. If a teacher decides to use a video like a TED Talk to teach about how to prevent environmental problems, it is necessary to watch it first to make sure the vocabulary used in the video is neither too challenging nor too easy for learners because, as it has been mentioned before, the proper amount of input is the one that is slightly above the individuals' proficiency level. Broadly speaking, only the unknown language input that has gone through certain conditions can be efficiently learned.

L2 listening competence level is a challenging receptive skill for learners to develop due to several factors such the learners' age. For instance, people who learn a second language once they have reached adulthood are more likely to have a hard time understanding L2 native speakers. The older a person tries to learn, the more difficult it would be to reach a competent level of L2 listening comprehension. As Hinkel (2005) once mentioned, "adults eventually retain only the phonetic feature detectors that were stimulated by their native language and will experience perceptual difficulties in perception of any L2 sounds that are not similar to those in their L1." (p. 505). This means that adult learners can mostly identify and recall those L2 vowels and consonants that match the ones in their mother tongue. However, it is not impossible to be able to distinguish those unfamiliar sounds as long as the learner is constantly involved and exposed to the target language. Since perception, on the other hand, requires word recognition, it would be helpful for learners to practice L2 vocabulary as much as they can. Even though a person's age can affect their ability to perceive L2 speech more accurately, it is attainable to develop effective L2 listening skills with word recognition and constant exposure.

Another noticeable aspect that interferes with L2 listening comprehension is the gap between L1 and L2 typology and phonology. According to Hansen and Zampini (2008),

“phonetic segments which are phonologically distinctive in the L2, but not in the learners’ native language are often not correctly recognized and categorized, leading to difficulties in comprehension of spoken L2 utterances.” (p. 153), which demonstrates that language typology influences learners’ perception of L2 sounds. If the mother tongue is not related to the target language in terms of structures and its phonological system, it becomes harder to recognize and make mental representations of unrelated L2 aural input. Vandergrift and Goh (2011) reinforced this idea with the following:

The degree to which L1 listening ability might contribute to L2 listening ability has only recently been examined. Results suggest that L1 listening ability is, indeed, one of many factors that contribute to success in L2 listening... The relationship is particularly strong between languages that have a similar typology and use the same alphabet (p. 273).

As it has been previously discussed, the L1 influences the way the L2 is perceived and understood, especially depending on how different their syntax, sound system and origin relate to one another. For example, Japanese would represent a really hard challenge for Spanish native speakers because both languages do not even share the same alphabet, whereas Portuguese or Italian would be easier for them to learn because they are Romance languages. These differences particularly affect learners whose L1 structures cannot be translated into the target language easily. Overall, the relationship between the L1 and L2 sound system intervenes with their ability to understand spoken language.

In short, second language learning is a subject that has been researched extensively to better explain what processes people go through to become L2 users. Now it is known that

acquisition and learning are not to be used as synonyms because learning involves some type of instruction while acquisition happens naturally as walking. Furthermore, another important element that helps learners develop language skills is L2 lexicon because it improves their understanding and recognition of L2 segments. However, language input must be carefully selected before exposing learners to it because it could cause confusion or misunderstandings. To avoid this, there are certain conditions that the input needs to pass first. Another factor that influences L2 learning, especially listening, is the learners' age. Adult learners might encounter more difficulties to understand L2 native speakers when speaking because they are not able to retain unfamiliar sounds that are not situated in their mother tongue, and this could happen for several reasons such as how related both the L1 and L2 are in regard to typology and linguistic features. In the next section, second language is looked at from the point of learning styles.

2.3.3. Learning Styles

As learners, typically there are several ways that make studying a subject a little easier. Some people like to listen to music while studying, while others need absolute silence to be able to concentrate on what they are reading. In other words, learners have preferred ways that facilitate the learning process, and most of them can be categorized into different groups. These categories are commonly referred to as learning styles. Hinkel (2005) provided a general observation about meaning and three learning styles:

Learning styles are the general approach one takes to learning; the ways that we prefer to organize and retain information. Teaching learners to be aware of their learning style is known as Style-Based Instruction. For example, you may learn best by listening (auditory), looking at printed material (visual), or by moving around (kinesthetic) (p.758).

Indeed, these styles can be seen as strategies or techniques employed to approach learning in a more suitable way. It makes the process more personal and beneficial, so a learner's style can be either auditory, visual, or kinesthetic. This information is important for the teaching process because teachers can determine what learning styles are more predominant in their classes and integrate them along with their needs into the teaching practice. For example, if most students are visual learners, the teacher can bring flashcards, pictures, videos and other visual aids into the class to engage them more easily. Overall, there are preferred ways in which learners facilitate their own learning, most of which can be classified as auditory, visual and kinesthetic; nevertheless, there are other categories in addition to these ones.

There are other groups in which learning styles can be classified besides the three previously mentioned. In fact, according to Murray and Christison (2010), "learning styles [are divided] in three different categories — cognitive, sensory, and personality" (p. 185). Cognitive learning styles include field dependent, field independent, analytic, global, reflective and impulsive learners. "Field independent learners prefer to work with information in a step-by-step format and learn most effectively when information is presented sequentially [while] field dependent learners prefer to work with information that is presented in context" (Murray, D. E., & Christison, M., 2010, p. 185). Analytic learners enjoy working on their own because they can work at their own pace, whereas global learners accomplish more when working in groups, so they like classes where pair and group discussion are encouraged (Murray, D. E., & Christison, M., 2010, p. 185-186). On the other hand, people who like to take their time to reflect upon new input before answering are considered reflective learners, while learners who always respond to questions and make comments right away are called impulsive learners. Sensory learning styles, moreover, include the ones that have been already discussed such as visual, auditory and

kinesthetic. Again, this is valuable information for teachers to understand their learners better and make their lessons more inclusive and interesting.

Now that the types of leaning styles have been described, it is important to relate them to L2 listening competence. On the sensory part of the learning styles, there is little doubt that auditory learners are more likely to perform better on listening tasks than their peers. There have been some studies that prove their listening abilities give them more advantage when they are required to complete a listening exercise or activity. In fact, Vandergrift & Goh (2011) conducted some tests with visual support to find out the effects in a class with a variety of students, and they stated that “listeners who indicated a preference for audio outperformed the others on the audio part of listening test, suggesting that listening ability might be related to learning style” (p.222). In other words, learners with a preferred way to process and comprehend new L2 input by using listening skills perform better in listening activities and exercises. This finding does not mean that learners who has a different style are not able decode spoken messages successfully. Moreover, if a teacher diagnoses a class full of auditory learners, it could be beneficial for their language development if the teacher focuses on providing L2 input through listening tasks. Therefore, people who like to learn with audios and spoken language are more likely to do better in listening tests and practices.

Some teaching suggestions can be given for learners whose listening skill is not their strength to enhance the leaning process. It is clear that auditory learners do not struggle with listening comprehension tasks as much as other type of learners, so it is important to discuss what strategies can facilitate L2 listening for other learning styles. According to Kamińska (2014):

Teachers are able to inform the learners of which areas may need more focus and remedial work. For example, a student highly dependent on written word, but weak at listening may find listening comprehension easier and less frustrating if he or she can read the text after listening to the tape (p.73).

Part of the teacher's role is to make new L2 content easier for learners to understand. In this case, a teacher who has students that feel more comfortable with writing than listening must find a way to integrate writing to support complex listening instruction. For instance, by providing visual learners with the script of an audio, the teacher can facilitate their comprehension level. The point of implementing other materials or language skills is to give learners significant support to accomplish a competent listening level. However, too much "support" can make them dependent on it, so teachers must find a balance for them to succeed in L2 listening without becoming dependents on other aids. For this reason, some changes should be made to avoid dependency like "asking visual students to listen to a passage without the possibility of looking at the TV screen is an opportunity to raise their awareness of the existing, audible clues" (Kamińska, P. M., 2014, p. 97). In this way, their concentration relies on their hearing more than their vision. Broadly speaking, people whose learning style is not auditory might face some difficulties when doing listening tasks, so teachers must help them by using other strategies to ease their L2 listening comprehension.

In summary, learning styles have become a significant part of L2 instruction and learning. These styles can be defined as ways or strategies that learners prefer to use when studying new input, which can be grouped in different categories. The most known learning strategies are the ones that involve the senses or perception, for example: visual, auditory and kinesthetic. Nevertheless, there are other types such field independent, field dependent, field dependent,

analytic, global, reflective and impulsive learners, which are not commonly known but are worth mentioning to better understand students from the teachers' perspective. On the hand, it is aggregable to say that auditory learners perform better than their other peers when encountering listening tasks. Therefore, "lectures, class, small group and pair discussions, individual conferences, tapes, radio and television recordings, peer tutoring, and give precise oral explanations and instructions" (Kamińska, P. M., 2014, p. 106-107) facilitate their L2 language development. Moreover, learners with different styles might find it hard to complete listening activities, so teachers can support them by using other strategies or ways to approach listening more effectively. On the next part of this chapter, listening instruction will be described in more detail.

2.4. Variable 3: Listening Instruction

Listening competence, as relevant as any other language skill, needs its own space within the English language class. Learners cannot be expected to perform well in listening comprehension and development if teachers only focus on writing, reading and speaking. Listening must be explicitly instructed in order to enhance L2 language development. According to Hinkel (2005), "the processes involved in producing language can be quite different than those involved in comprehending language (Clark & Clark, 1977)." (p. 471). Awareness of these processes enable teachers to make a difference between the instruction of receptive and productive skills. If producing L2 speech is different from understanding it, it would be more effective to address both abilities according to the type of processes that each involves. Teachers should not expect to have competent listeners if listening does not receive more direct instruction. As mentioned by Hinkel (2005), "in L2 development, more direct intervention is considered necessary, because in most cases the learner is acquiring a second language after

cognitive processing skills and habits in the L1 have been established” (p. 503). Once they are established, it is harder for a person to learn a foreign language as fluently as people who acquire a second language since childhood. This is another reason why teaching listening is essential, and it should not be ignored in English instruction.

L2 listening is greatly used as a complement for speaking instruction or other language skills, but it must be treated as an independent area within the pedagogical context as well. Listening instruction has been considered as a warm-up for preparing students for oral production. Vandergrift and Goh (2011) confirmed this idea by stating the following:

Listening activities were used mainly to provide background knowledge or important vocabulary for subsequent tasks that typically focused on the two production skills of speaking and writing. Once again, listening was carried out in the language classroom in the service of something other than itself (p. 9).

Even though listening has gained more acknowledgement in the English language class in the past decades, it is given the purpose of providing support to develop other abilities. It mostly plays a secondary role in the teaching/learning process despite the fact that listening is not a passive skill at all; it involves several significant processes for decoding L2 utterances and enhancing comprehension. Since the learners’ brain is actively working to deduce and make meaning out of spoken language, it is important dedicate proper time to teach them how to better approach L2 speech. Therefore, to ensure effective L2 listening, teachers should not think of listening only as a complementary tool; rather, it needs to be independently instructed too.

In this variable, three components of listening instruction are further discussed in detail: strategies, assessment, and real-life text. These three indicators provide significant information

about how L2 listening is instructed in the English class. All of them are focused on the listening perspective, and they describe different key points that are intertwined in the classroom.

Actually, the Costa Rican English syllabus was often used as a reference to guide part of the development of this section. Strategies, the first indicator, review the different teaching and learning strategies that teachers and learners have available to succeed in their process of L2 learning. On the other hand, assessment talks about the importance of providing feedback on how to improve the L2 development process. Finally, the real-life text indicator justifies the use of real-world materials to better prepare learners to cope with challenges and struggles where the target language is typically spoken. These are the elements that L2 listening pedagogy involves. Even though there are more significant points within listening instruction, these three have great influence on the way listening is taught in the class.

2.4.1. Strategies

Teaching and learning strategies are useful in order to achieve a high language proficiency level. The way to approach learning more effectively is by utilizing strategies. According to Vandergrift and Goh (2011), “strategies help learners control their thinking and learning while listening, as well as manage their overall learning process, to become skillful L2 listeners” (p. 90). They lead the way in which learners can follow a pattern or structure to have better control over their own learning. A competent L2 listener is the one who uses different strategies to comprehend meaning from L2 speakers. In fact, “successful L2 learners have a wider repertoire of strategies and draw on a variety of them to accomplish their task of learning a language” (Hinkel, E, 2005, p. 757), so social agents cannot only rely on exposure to language input itself to reach communicative competence. They must have a bunch of strategies available ready to be used whenever they face a challenge or need to decipher unfamiliar terms or phrases

in written or spoken language, and that is what teachers are for. Part of their role is to provide learners with significant strategies to support L2 development. Thus, one of the many ways in which teachers can assist learners to attain a proficient level of the L2 is through teaching strategies.

There are many strategies that, as well as the learning styles, can be categorized in different groups depending on their purpose or functions. For instance, learners who summarize large information to better understand new content might not realize that is a cognitive strategy. Hinkel (2005) divided “L2 learning strategies into six distinct categories: cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies” (p. 760). People use many of these strategies every day without realizing, while others do not even know that some of them exist. This is why teachers must make students aware of them to practice or acquire the target language successfully. These strategies are also included in the MEP’s English syllabus (2016), but they are classified in two different groups: direct and indirect strategies. Direct strategies are memory (they help learners store and recall L2 information), cognitive (they enable social agents to understand and produce new L2 language) , and compensation strategies (they are used to compensate for lack of cues to understand meaning or be understood), whereas indirect strategies involve metacognitive, meta-affective, and meta-social (p. 49). These strategies are fundamental for learners to apply for L2 listening as well as the other language skills.

It is also relevant to describe what listening skills are required for effective L2 listening competence level. Most lessons that include listening are focused on L2 listening comprehension. That is, teachers are more concerned about how well learners can understand spoken language. The basis of this principle for listening instruction comes from teaching

methodologies. For example, Vandergrift and Goh (2011) stated that “communicative language teaching highlights the importance of practicing core listening skills, such as listening for details, listening for gist, predicting, listening selectively, and making inferences” (p. 10). All these skills are related to comprehension. They provide evidence of how much a learner understands a listening passage or text. In fact, listening activities where students have to answer restricted questions with dates, names, or specific data are called listening for details. They develop and improve learners’ scanning abilities because they practice by looking for specific information. On the other hand, when social agents are required to answer open-ended questions where they must elaborate more are listening for gist. Moreover, MEP (2016) also remarked the importance of four of these core listening skills in the syllabus, which are listen for the gist, listen for details, listen selectively, and listen to make predictions (p. 43). These are the L2 basic listening skills that should be practiced for learners to reach a competent L2 listening comprehension level.

2.4.2. Assessment

An essential part of L2 listening instruction is assessment in order to determine how much a learner has accomplished in terms of knowledge and skills. Teachers must know at what level of listening development their learners are to be able to elaborate learner-centered lesson plans. First, it is necessary to describe assessment within the L2 context. According to MEP (2016), “assessment refers to all the strategies used to collect information on a learner’s knowledge, skills, and abilities, usually at the classroom level” (p. 50). In other words, any strategy or technique that a language educator uses to identify on what stage of the L2 development scale a learner is, or how much they know and how developed their language skills are. Furthermore, Vandergrift and Goh reinforced this idea by saying that (2011) “the goal of classroom assessment is, first of all, to provide learners, teachers, and parents with feedback on

learner progress in listening development” (p. 240). It is also considered a great tool for teachers because “assessment is a systematic way of gathering information for the purposes of making decisions” (Murray, D. E., & Christison, M., 2010, p. 180), which are needed to monitor the learning process and make lesson plans as ideal as possible. In short, assessment provides the insight of a learners’ level of achievement and development of listening competence, particularly on language knowledge and abilities.

Formative assessment fulfills the need to assist the learner to follow the right direction throughout the learning process. It serves as a guide that people can rely on whenever they would like to know how much progress they have made. In Vandergrift’s and Goh’s (2011) words:

Formative assessment focuses on the process of learning. It seeks to enhance learning by providing learners with feedback on their progress in meeting targeted learning outcomes. It notes strengths and weaknesses, offers suggestions for improvement, and helps learners acquire the strategies that will lead to greater success (p. 242).

As the word suggests, formative focuses on formation rather than performance. It is more concerned about making learners aware of their strengths and what aspects required improvement to meet learning expectations. “it also evaluates students in the process of “forming” their competences and skills with the goal of helping them to continue that growth process” (MEP, 2016, p. 51), which is necessary to move to a more learner-centered English class. Moreover, Nunan (2015) pointed out that “formative assessment is designed to give feedback to the learner on strengths and weaknesses as the course progresses, rather than providing a final grade or report at the end of the course” (p. 187). Therefore, the type of

assessment that is more focus on the L2 process to provide feedback on both strengths and weaknesses to guide learners to become successful L2 listeners.

Summative assessment, unlike the formative type, deals with aspects such as L2 performance and learning outcomes. It involves grades, points, rubrics and scales in order to assess and classify how much learned material a social agent has processed and retained. As MEP has mentioned, “it evaluates student learning at the end of an instructional unit by comparing it against a standard or benchmark” (p. 52), which means that a learner’s L2 achievement will be based on the difference between the actual score and the expected score on the standard scale. This is supported by Vandergrift’s and Goh’s (2011) following statement:

Summative assessment, on the other hand, focuses more on the product of learning. It measures mastery of course content against unit objectives at the completion of a course unit or ranks performance at the end of a period of instruction. The only involvement learners have in summative evaluation is taking the test (p. 243).

It is mostly concerned about how well a learner performed rather than how the learner can improve performance. Summative assessment measures the outcome of an activity, test or exercise and gives teachers information for academic reports. In fact, Nunan (2015) expressed that it has “two main purposes: to provide learners with records of achievement, and to provide evidence of the effectiveness of instruction to other stakeholders such as parents, institutional managers, funding authorities, and so on” (p. 174). In other words, it is the method used to fulfill academic, administrative and instructional purposes. Broadly speaking, summative assessment

aims at discovering the learner's level of accomplishment based on a system of grades and expected measurements.

One of the tools of summative assessment that teachers use to know learners' L2 listening comprehension level are tests. A test is "a carefully prepared measuring instrument" (Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D., 1993, p. 145) that is intended to gather valuable information on how skillful a L2 listener is. Listening tests can be useful for teachers to identify what aspects their learners need to work on more. However, the making of listening tests must take careful attention and time in order to measure what it is supposed to measure. Teachers need to consider several elements such as the learners' needs and proficiency level, as well as the content previously reviewed. Moreover, according to Ockey and Wagner (2018):

Tests are generally developed based on one of three approaches. In the first approach, listening scripts are created and then speakers are asked to follow these scripts when the listening stimuli are recorded. In the second approach, texts believed to be completely authentic are used. These texts could be selected from already existing sources, such as the internet, or they could be based on recordings or real-world situations, such as an instructor giving a lecture. In the third approach, semi-scripted oral texts are used. Speakers are given general guidelines of speaking situations and then their speech in these situations is recorded (p. 5).

These guidelines help teachers create their own listening tests. Nevertheless, it is important to think about the people who will eventually take the test. For example, listening passages that are completely authentic might be too challenging for low-proficient learners who can barely understand a few words in spoken language. This type of material would be more suitable for

learner who have a high-competent listening level. In addition, semi-scripted tasks would be enough challenging for intermediate L2 listeners. Overall, tests are relevant tools to support summative assessment more efficiently.

2.4.3. Real-life Text

When talking about listening instruction, it is impossible not to mention the role of texts, especially those that try to imitate real-life experiences. As time goes by, and English becomes the most spoken language (lingua franca) worldwide in several fields such as education, career, and business, the need for real-life communication has become a priority in the L2 education. Language learners are expected to fulfill society's requirements for people who can engage in conversations with other L2 speakers in a meaningful way. This is why the English class has focused on a real-world approach for learners to compete and succeed nowadays. Moreover, even though the term "text" sounds strictly related to writing, in the L2 to context, it has a broader meaning. According to MEP (2016), text is defined as:

Any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, and model) with a definable function. It refers to visual forms such as illustrations, videos, and computer displays; oral forms including conversations, speeches, dramatizations; and printed texts in their varied forms (p. 350).

It is basically any visual, aural material used by the teacher for learners to interact with and be exposed to the target language. They are the elements through which learners can receive language input, in this case listening input. However, the adjective "real-life" limits texts to those

who are taken from or closely associated with real-life experiences. For instance, a real-life text would be a video of a lecture where a professor leads a discussion on how to protect the environment. They could be considered authentic material as well. In short, if L2 listening instruction is discussed, it is necessary to state the influence of real-life texts in the classroom.

L2 oral comprehension is prioritized in listening instruction nowadays, and real-world tasks contribute to the development of L2 listening. Ockey and Wagner (2018) confirmed that “the focus on teaching increasingly is on promoting listeners’ ability to comprehend spoken language as it occurs outside of the classroom, in a real-life communicative context” (p. 2). Since the goal is to keep language input as much related to real life as possible, it is relevant to consider how language is actually used in the L2 context. Teachers are responsible for bringing this type of input to the classroom. On the other hand, several components of listening comprehension need to be incorporated into the class. Some of them have been previously discussed. In fact, Hinkel (2005) suggested that “understanding what a speaker says depends to a large degree upon shared concepts and shared ways of reacting to the world” (p. 513). This is where real-world social interaction plays a role in the learners’ capacity to comprehend L2 speech. In order to understand L2 utterances, shared ways and concepts that occur in real-life settings should be reviewed in the classroom. These considerations are helpful for making listening classes more connected to the real world.

Chapter III. Methodological Framework

3.1. Introduction

This chapter is relevant to the research because it specifies the methodology and its components to be used. Once the methodology is understood, other aspects such as research methods and approaches can be better addressed and explained. Hesse-Biber (2010) perceived this concept as “we can think of methodology as a theoretical bridge that connects the research problem with the research method” (p. 11), so without a methodology, the problem to be investigated could not go through the research method. When the methodology is well-established, the approaches, strategies and data collection measures can be discussed and outlined. This chapter provides the necessary context in which the research will take place. Once the subject matter has been determined, a methodology will provide the guidelines to follow in order to collect accurate information and to organize it to write detailed interpretations on the findings. Now the different sections that this research takes into account such research method, type of investigation, research approach, population and sampling, variables, context, and data collection procedures are highlighted below.

Each part of the methodology plays an important role in the research process for several reasons. For instance, the research method which is a mixed method helps the researcher use both inductive and deductive reasoning to process new information and categorize it as required. Both can be used at the same time to take advantage of the data collected as much as possible. Then, the type of investigation which is mostly descriptive is considered relevant because it fits well the objectives defined in the beginning of the research, ensuring the compilation of proper information to fulfill the purpose of the study. On the other hand, the mixed research approach, involving qualitative and quantitative, allows to have a comprehensive approach to have a very rich discussion in the data analysis and interpretations. The population and sampling are also

described in this chapter. Furthermore, the three variables are discussed in terms of operational, instrumental and conceptual definitions. The context (socioeconomic and operational framework) are clarified to understand what the population background is, and finally, the data collection procedures and tools are specified at the end of this chapter.

3.2. Research Method

There are three different research methods that can be used for academic empirical studies like this research, which are inductive, deductive and mixed research methods. Each of them has their own functions, advantages and disadvantages. That is why careful attention and selection is needed when deciding which one would be more appropriate for the research. The choice will largely depend on the nature of the subject under study and how well it fits the purpose and objectives of the research. Making the right decision will have a positive impact on the outcome of the investigation, while selecting an improper research method can cause conflicts throughout the development of the research process and, lastly, the results. In this case, in order to gather as much useful information as possible to provide a profound and detailed analysis and description of the phenomenon, this research paper utilizes a mixed research method. In this way, it can be ensured that the studied subject is approached from different angles to cover several aspects that would be overlooked if only one method is used. Inductive, deductive, and the mixed method are the three common options for structuring a research project, and they are further discussed below.

In order to have a satisfactory understanding of the mixed method, it is reasonable to explain both the deductive and inductive methods clearly. Both methods, as the terms suggest, have opposite meanings; therefore, they do not share similarities in terms of processing. In fact, they can be compared to two concepts described in chapter 2, which are top-down and bottom-up

processes. Top-down processing is similar to the deductive method in the sense that they both depend on general contexts or information to reach concise facts or hypotheses, whereas bottom-up processing can be inductive because it examines small segments or specific facts that then can be translated into larger units of data. Kuada (2012) had a similar understanding of the inductive method; he described it as follows:

It subscribes to understanding a given social world from the points of view of people being studied and the intentions underlying their behaviour. It therefore uses the inductive method, basing conclusions on specific observations rather than logical arguments that may not necessarily be supported by empirical evidence (p. 74).

Therefore, comprehension of a large phenomenon is reached through the analysis of its components because conclusions drawn from the context itself may not be empirical based. On the other hand, the deductive method assumes that “through a sequence of formal steps of logic, from the general to the particular, a valid conclusion can be deduced from a valid premise” (Cohen, L., Manion, L., & Morrison, K., 2007, p. 6), so it uses inferences to determine certain assumptions. The mixed method is a combination of these two methods: induction and deduction.

The research method to be used for this investigation is the mixed method, involving deduction and induction. Even though both concepts work in opposite directions, they can be integrated into one single research. The essential difference is provided by Kuada (2012) in the following statement:

Induction is the process of reasoning from a part to the whole whereas deduction is the process of reasoning from some premise to a conclusion which follows from that very premise. In fact, logical reasoning makes research more meaningful in the context of decision making (p. 20).

The process of drawing conclusions and proving hypotheses is made through either induction or deduction. However, in this case, an inductive-deductive method is used in order to compensate for the weaknesses that the use of an individual approach can bring to the study. In this way, validity and reliability are also more ensured, and factors that might cause ambiguity can be better addressed. These are some of the advantages of following a mixed method. Now that the research method has been established, the next section covers the type of investigation in this study.

3.3. Type of Investigation

There is not a universal type of investigation that can fit all kinds of research. There is a number of factors that the type of investigation depends on such as field, scope, purpose, etc. For these reasons, there are several types that can be implemented into the research process, including exploratory, descriptive, correlational and explanatory research type. However, this research paper focuses on the descriptive investigation. According to Kuada (2012), “the aim of descriptive research is to provide a description of a particular problem under investigation. That is, the project provides a clear picture of the issues investigated” (p. 42). Since this particular research is mainly concerned with the use of activities to develop listening competence, it is intended to provide a clear description of how this teaching practice takes place in the actual classroom. Moreover, it also works for further development of theories or generation of new ones. As Goddard and Melville (2004) mentioned, “descriptive or ‘case-study’ research is

research in which a specific situation is studied either to see if it gives rise to any general theories, or to see if existing general theories are borne out by the specific situation” (p. 9). Based on this fact, the hypothesis can be tested to confirm whether it contributes to existing theories or it provides unknown data. Although there are several types of investigation that could potentially accomplish significant information, the descriptive method fits this study efficiently.

Descriptive investigation has certain aspects and characteristics that makes it suitable for this research. In fact, “studies concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation are all examples of descriptive research studies” (Kothari, C., 2004, p. 37). In this case, the data collected will provide a clear picture of the subject under study which is listening activities, allowing the researcher to describe the components of these activities and make predictions based on those descriptions. However, these steps cannot be met if the objectives are not well-stated. Actually, Kothari (2004) also expressed that “in a descriptive/diagnostic study the first step is to specify the objectives with sufficient precision to ensure that the data collected are relevant. If this is not done carefully, the study may not provide the desired information” (p. 37). The general as well as the specific objectives wrote for this research are closely related to the descriptive method because they aim at giving descriptions of what and how listening activities are carried out in the English class, reporting the teachers’ descriptions as well. For these reasons, the descriptive type is considered the right fit to develop this research paper.

This type of investigation involves the use of several tools in order to collect the proper information successfully. For instance, “some understanding of the nature of the problem is available in descriptive research in terms of detailed descriptions of the specific situation(s) using interviews, observations, and document reviews.” (Habib, M. M., Pathik, B. B., &

Maryam, H., 2014, p. 8). Other data-gathering instruments such as questionnaires or surveys can be added to the previous list. In fact, questionnaires will be used for the data analysis in this research. Through these instruments, it is possible to provide full descriptions of what actually occurs in the learning process in this context. Furthermore, these tools need to be applied to certain sample to obtain the desired information. According to Kothari (2004), “in most of the descriptive/diagnostic studies the researcher takes out sample(s) and then wishes to make statements about the population on the basis of the sample analysis or analyses” (p. 38). The descriptive statements of the sample that undertake the questionnaires will elicit information that can be used to describe the population as well. This is basically a deductive process. Nevertheless, the fact that the sample can be described as skillful L2 listeners do not necessarily mean that the whole population is also skillful at L2 listening. The descriptive method utilizes various data collection instruments such as questionnaires to gather enough information from the sample to give valuable descriptions of the phenomenon under study.

3.4. Research Approach

This section is selected to introduce and establish the research approach to be used. Even though there are several approaches to research nowadays, the two approaches that gained popularity and prevail in various fields, especially social science, are qualitative and quantitative approach. Both methods have different focuses to collect data for analysis. For example, quantitative is more concerned with information that can be quantified into statistics or amounts, while qualitative approach addresses concerns related to abstract research problems that are difficult to quantify such as human behavior and ethical matters. If both approaches are compared in a chart, they would show more differences than similarities. In fact, the qualitative method is more flexible than quantitative approach in the sense that the quantitative uses

standardized procedures to gather and classify information. Since the qualitative approach does not follow this process, it is more subjective. In addition to these two research approaches, the mixed approach is the one that will be used for this study because it considers the strengths and limitations of both approaches to create a more holistic method to gather and interpret the data collected from the sample. These three research approaches are further discussed below.

Qualitative research is an approach that focuses on the human itself more than anything else. It seeks answers about phenomena related to human behavior and characteristics. According to Habib, M. M., Pathik, B. B., & Maryam, H. (2014), “qualitative research may be more concerned with the individual’s personal experiences of the problem under study. It is the collection, analysis, and interpretation of data by observing what people do and say” (p. 9). Though data collection procedures such as observation, researchers can gain more understanding and knowledge of abstract problems that are not easy to put in numerical data in order to establish conclusions based on evidence. Furthermore, “research designed to find out how people feel or what they think about a particular subject or institution is also qualitative research. Qualitative research is especially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour.” (Kothari, C., 2004, p. 3). Again, the search for explanations or descriptions of certain social phenomenon can be fulfilled by the qualitative approach. In this case, since one of the specific objectives involves teachers’ perceptions, this research approach will be implemented into the research process.

Even though the qualitative approach is based on scientific background, it is a subjective approach. The reason why it is not objective is because it considers and values the researchers’ and the subjects’ opinions to support the data analysis. Actually, “qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour.” (Kothari,

C., 2004, p. 5), which means that the conclusions will be based on the researcher's interpretation of the data collected from the participants' responses and behavior. Moreover, "a key advantage of using qualitative data collection methods is that participants (i.e., those you study) are often interviewed and observed in their natural settings" (Kuada, J., 2012, p. 93). This is really convenient for a research concerned with a social matter and setting such as a school because the findings are more real and reliable. If learners were put together in a lab or an unfamiliar setting, the results could vary a lot and would not be as authentic as expected. Kuada (2012) also suggested that "if your study is concerned with gaining newer insights into the phenomenon that you are investigating rather than finding confirmation for existing theories, you must strongly consider using qualitative methods to collect your data" (p. 94). Since this research is intended to build more useful knowledge on learners' listening competence, qualitative method has become part of the approach for the data collection.

The quantitative approach is suitable for this particular study as well because there is a hypothesis that needs to be either proved and disproved, and there are elements involved such as triangulation and statistical information that belong to the quantitative process. According to Kuada (2012), "if you seek to test specific hypotheses or find numerical answers to specific elements in your research questions, you may strongly consider using quantitative data collection methods" (p. 103). Because most of the information gathered will be represented using numerical graphs and charts for analysis, the quantitative approach is also integrated into this study. In addition, a category into which this research method is divided is the inferential approach. As Kothari (2012) mentioned:

The purpose of inferential approach to research is to form a data base from which to infer characteristics or relationships of population. This usually means survey

research where a sample of population is studied (questioned or observed) to determine its characteristics, and it is then inferred that the population has the same characteristics (p. 5).

Since this research utilizes a descriptive method, the inferential approach would be useful for establishing relationships among the variables and features according to the sample. The data collected from the sample will be helpful to make generalizations of the population.

There are several differences that both qualitative and quantitative approaches hold. For instance, as far as quantitative method, it is focused on “the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind” (Kothari, C., 2004, p. 3). Since there are aspects in research that cannot be interpreted in numbers such as human emotions, this is where the qualitative approach provides support. Another difference is that “quantitative methods are generally less flexible than qualitative methods. There are standardised procedures and techniques for collecting, organising, and analysing the data. These standardised and well-accepted procedures tend to accord quantitative methods with a scientific image” (Kuada, J., 2012, p. 104). Because one of the principles of the quantitative approach aims at objectivity to avoid bias, standardized procedures are used. In addition, another difference lies on deduction and induction. As Hammond and Wellington (2012) stated, “a qualitative approach is seen as implying a concern for more inductive analysis, for exploring, explaining, uncovering phenomena and for generating new theoretical insights. A quantitative approach, in contrast, is seen as a more deductive approach and useful for hypothesis testing based on descriptive and inferential statistical analysis” (p. 107-

108). All these differences and characteristics will be integrated into this study because it uses a mixed approach which is explained next.

Now that both qualitative and quantitative has been explained, it is time to describe what this research paper employs, which is the mixed research approach. Kuada (2012) cited a few experts that explained this approach in the following statement:

Truscott et al. (2010) argue that the goal of mixed methods is not to replace quantitative or qualitative approaches, but to draw from their strengths and minimise their limitations. Similarly, O’Cathain et al. (2007) argue that mixed methods research is more than mixing different methods; it is a purposeful and powerful blend intended to increase the yield of empirical research (p. 119).

A qualitative-quantitative approach attempts to compensate for the weaknesses that each approach has and use the strengths that each share. In fact, some of the elements are combined in order to provide a more detailed and holistic interpretation of the collected data because “by using mixed methods, you will be able to use pictures and rich narratives to add meaning to statistical information in your study. Alternatively, you can provide numbers to add precision to your narratives and pictures” (Kuada, J., 2012, p. 120). In this way, the information gathered can be organized in a way that allows the researcher to improve the validity and reliability of the data analysis. Using several informational devices such as graphs, charts and statistical resources support the researcher’s inferences and insights to ensure accuracy and authenticity. Hammond and Wellington (2012) also confirmed this when they expressed that “mixed methods research has clear benefits in that it provides confirming, complementary and contrasting sources of data... Mixed methods can enable precise and in-depth report; words, pictures and narrative can

be used to add meaning to numbers and vice versa” (p. 108). For these reasons, the mixed approach is implemented to elaborate a more comprehensive research study.

3.5. Population and Sampling

This research is intended to yield information related to the activities that take place in an English class to develop listening competence level. In order to reach findings and conclusions, there must be subjects to be studied. Thus, this part describes two important elements that are required to collect data and have real evidence to support this research, which are population and sampling.

3.5.1. Population

Since this study is focused on listening activities for learners who are enrolled in 10th grade, the population would be 10th grade learners. According to Hammond and Wellington (2012), the definition of population is very straightforward. It is “the entire group from which the sample is selected, e.g. every student in a particular school/college. The population itself depends on the focus and scope of the research” (p. 173). In this case, the population refers to all the English learners in 10th grade who regularly attend Colegio Técnico Profesional San Isidro in 2020. This is the target population where the sample is taken from in order to draw general inferences about their listening competence, behavior and other characteristics. The learners within this population have been taught English through the Action-Oriented Approach (AOA) since 2017, so they are considered social agents rather than regular students. Their ages range from 16 to 18 years old. Only a small amount present special needs, but they receive extra support from the school system. This population was organized in 6 different groups (10-1, 10-2, 10-3, 10-4, 10-5, 10-6). They receive 6 English academic lessons a week where they review content and practice writing and reading skills. In addition, they take English conversational

classes which are focused on developing listening and oral production. Plus, some of the learners participate in the specialty English program that is taken in 10th, 11th and 12th grade, so they receive plenty of exposure to the L2. These aspects make the selected sampling worth investigating, which are described in the section below.

3.5.2. Sampling

Now that the population has been defined, it is time to describe what the sample is. The sample is the main source of data in which the analysis will be based on. There are several sampling techniques that the researcher can employ to select a sample such as random, systematic, stratified, convenience, judgement sampling, etc. In this case, the random sampling will be used, which means that “each person has an equal chance of being selected for participation and each combination of participants is equally similar” (Habib, M. M., Pathik, B. B., & Maryam, H., 2014, p. 30); thus, the sample was not chosen based on specific characteristics or qualifications. The sample, in fact, will be group 10-4. This class has 20 learners (12 males and 8 females), two of which present special learning needs. The average age is 16 years old. They come from similar socioeconomic and cultural backgrounds, and they have been in contact with the target language since elementary school. Furthermore, these learners will undertake the data collection procedures, as well as their English teachers. Consequently, the information gathered will be analyzed to make general assumptions of the target population.

3.6. Variables

3.6.1. Listening Competence

3.6.1.1. Conceptual definition: “It is the process of receiving, constructing meaning from, and responding to a spoken and/or non-verbal message” (Bermas, C., 2015).

3.6.1.2. Instrumental definition: See chart n° 1, 2 and 3. Figures n° 1, 2, 3, 4, 5, and 6.

3.6.1.3. Operational definition: The activities to develop learners' listening competence level will be described by questionnaires in order to establish what type of activities are used by teachers during L2 listening lessons.

3.6.2. Learning Process

3.6.2.1. Conceptual definition: "Learning is consequently an active process in which learners strive for understanding and competence on the basis of their personal experience... old knowledge is always revised, reorganized and even reinterpreted in order to reconcile it with new input" (Cust, 1995).

3.6.2.2. Instrumental definition: See chart n° 4, 5, and 6. Figures n° 7, 8, 9, 10, 11, and 12.

3.6.2.3. Operational definition: The process of learning in listening activities will be analyzed by the pre-test and questionnaires in order to determine what parts of the learning process are emphasized and which one need more attention.

3.6.3. Listening Instruction

3.6.3.1. Conceptual definition: "A pedagogic plan that focuses on any of four goals: 1) improving learners' comprehension of spoken language, 2) increasing the quality of learners' intake from spoken input, 3) developing learners' strategies for better understanding of spoken discourse, or 4) engendering a more active participation in face-to-face communication" (Rost, M., 2008).

3.6.3.2. Instrumental definition: See chart n° 7, 8, and 9. Figures n° 13, 14, 15, 16, 17, and 18.

3.6.3.3. Operational definition: Listening instruction will be evaluated by the pre-test and questionnaires in order to explain how listening activities are instructed by teachers.

3.7. Data Collection Procedures and Tools of Initial Research

This section highlights the data collection procedures and tools to be used in this research and how they will be applied to the participants. In order to gather the required information to be able to make generalizations, interpret findings, test the hypothesis and draw conclusions from the data analysis, it is essential to choose appropriate data collection procedures. This process of selection requires careful attention because the expected outcomes might vary depending on the type of the data gathering instruments to be used. There are many valid instruments that can contribute to the collection of information such as interviews, surveys, observations, etc. However, in this particular study, the two data collection procedures to be employed are a pre-test and questionnaires. The pre-test is relevant to the research because it provides significant evidence regarding L2 listening instruction and performance. It exposes learners' ability to handle listening activities in a stress-free environment. In addition to the pre-test, questionnaires are used to gather information from the participants. There are 3 questionnaires which are answered by the principal, the English department and the English teachers. They contain the same number of items. Each item, which are constructed from the variables and indicators, is basically the same in each questionnaire except that they are modified depending on the participant. Later, the information gathered from the questionnaires is triangulated and organized through visual devices such as figures and charts for interpretation and analysis. In short, this part covers the data collection procedures that are carried out for this research, which are pre-test

and questionnaires. The next section further discusses in detail the pre-test and the questionnaires respectively.

Chapter IV. Results Analysis

4.1. Introduction

This chapter is focused on the analysis and interpretation of the findings gathered from the questionnaires carried out in this research. This stage brings significant value to the research study because it provides the required data to draw conclusions and recommendations. As defined by Cohen, Manion, and Morrison (2007), “data analysis involves organizing, accounting for, and explaining the data; in short, making sense of data in terms of participants’ definitions of the situation, noting patterns, themes, categories and regularities” (p. 183-184), meaning that the outcome from the analysis would be based on the subjects’ own interpretation of the problem; specifically, the English department’ and the principal’s knowledge and experience. In order to ensure accuracy and validity of the result analysis, it is important to follow certain structure for the proper management of the information. This is where triangulation comes into play. According to Alison and Susan (2005), “triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives” (p. 181). In this case, this chapter is triangulated with the teacher questionnaire results, the principal questionnaire responses, and findings from previous studies on the field. These three sources supplied the necessary information to investigate the activities for the development of listening competence from different viewpoints. In this way, this data analysis technique supports this research to attain further reliability and validity. Moreover, once the data collection procedures have been administered, it is time to process the results in a way that allows the researcher make inferences for interpretation and conclusions. For these reasons, the findings will be presented through the elaboration of visual devices such as charts and figures to make the data analysis process easier and more comprehensive.

In this section, the data collected is also tabulated and displayed through charts and figures in order to write a description, technical analysis based on items and conclusions. Tabulation is an efficient tool to process and organize numerical information. According to Kothari (2004):

When a mass of data has been assembled, it becomes necessary for the researcher to arrange the same in some kind of concise and logical order. This procedure is referred to as tabulation. Thus, tabulation is the process of summarising raw data and displaying the same in compact form (i.e., in the form of statistical tables) for further analysis (127).

This procedure was helpful because it provided a clearer view of the teacher and principal questionnaire results by narrowing them down into percentages, so they could be represented on charts and figures. Equally important, this chapter is divided into several elements that ensure the composition of an accurate analysis. One of these components is the data analysis, which explains in more detail the method to be followed in order to analyze the results in a technical way. Next, the questionnaire analysis was discussed, which displayed all the specific information related to the instruments, including the nine items and the results showed in one chart and two figures each, followed by a technical analysis and concise conclusions. Each of these elements will be further described in the next section, data analysis.

4.2. Data Analysis

This section is concerned about providing a detailed explanation of the data analysis procedures that this research used to process and compare the data collected. It specifies the outline that the data analysis followed in order to display the findings for technical interpretation

and conclusions. First, the questionnaire results are tabulated in a chart which includes the item or question as its title, the subjects of information – the English department composed by 11 teachers and the high school principal – along with their responses. These responses are categorized into 5 columns: always, almost always, sometimes, hardly ever, and never to reflect to what degree the participants agree or disagree with the items in question. The absolute frequency (AF) and the relative frequency (RF) are also used to represent the results in the charts, which are followed by a description. The AF is the total number of times an option was selected, while the RF refers to “the number of occurrences of a particular event, divided by the total number of observed events” (Oxford Reference, n.d., para. 1), which expressed statistical data in terms of percentages. In addition to the charts, two figures, a pie and a bar graph, were derived from each chart information in order to discuss the findings in depth, compare them and find connections to draw conclusions and implications. The pie graph “shows the values of a variable as a section of the total cases (like slices of a pie)” (Walliman, N., 2011, p. 118); on the other hand, the bar graph illustrated the total values of each category vertically. The purpose of these figures was to better understand the numerical data from the charts to facilitate the elaboration of a technical analysis. In short, the questionnaire analysis built more knowledge as to how the learners’ listening competence level is approached through data analysis procedures such as tabulation and triangulation, illustrated by charts and figures for statistical and technical analysis.

4.3. Questionnaire Analysis

As it was mentioned on previous chapters, this section presents detailed information gathered from the questionnaire to be analyzed and interpreted to fulfill the purpose of this research. According to Cohen, Manion, and Morrison (2007), this part is important because it is

intended “to reduce the mass of data they have obtained to a form suitable for analysis” (p. 347). Fortunately, both questionnaires did not contain open-ended questions, only multiple-choice items, which means that the responses could be easily addressed and tabulated to approach data analysis properly. In this case, the questionnaires included 9 questions with 5 options to select: Always, almost always, sometimes, hardly ever, never. They were designed on google forms and sent out to the subjects via email. The difference between the principal and teacher questionnaire was that the one for teachers was in English, while the principal’s instrument was relayed into Spanish. However, the items were the same on both sides in order to address the same points from different participants. Next, now that the data was collected, it is time for the questionnaire analysis. This process involved several steps to display the results. In fact, each item presents 1 chart and 2 figures (1 pie chart and 1 bar chart). The chart indicates the subjects of information along with their responses tabulated according to the frequency on their selections. This data was used to illustrate the statistical information with both figures. In addition, a technical analysis and conclusions followed the findings on the visual devices. In short, the questionnaire analysis showed the collected data tabulated and graphed to make the analysis process easy and comprehensive. This process is demonstrated on the following section.

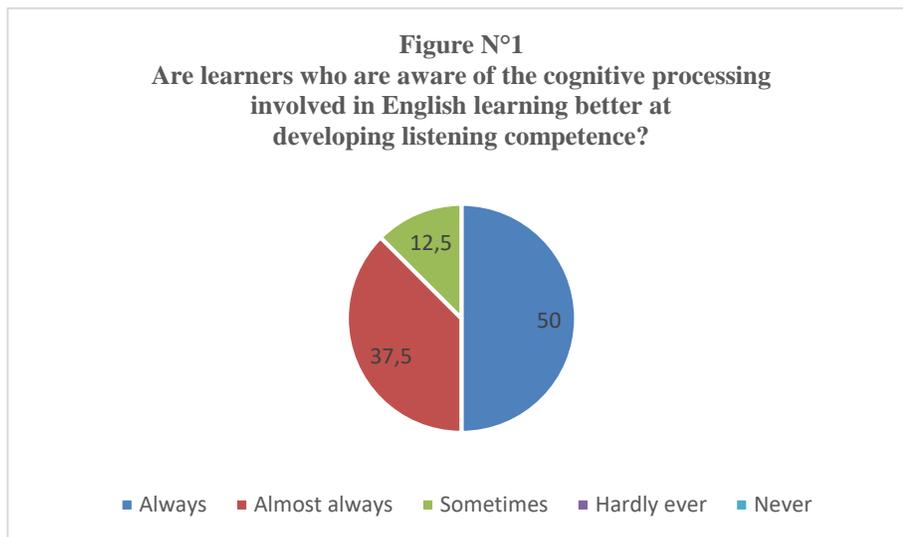
Chart N°1

Are learners who are aware of the cognitive processing involved in English learning better at developing listening competence?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	3	42,85	3	42,85	1	14,29	0	0,00	0	0,00
	4	50,00	3	37,50	1	12,50	0	0,00	0	0,00

Note. Listening competence. Cognitive processing. Instrument applied to the principal and English department. June 2020.

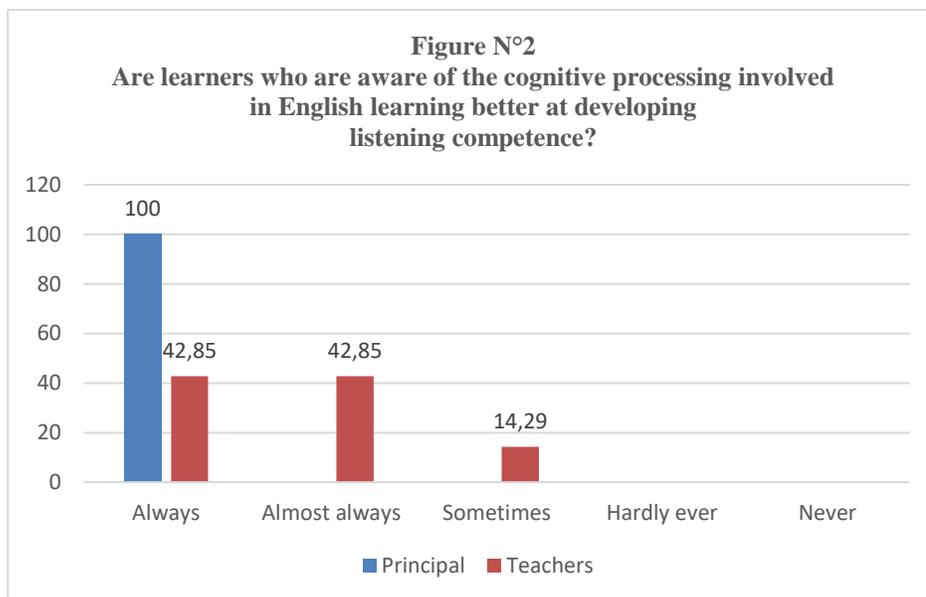
In chart n°1, the principal and teachers were asked how well learners who are aware of cognitive processes involving English learning achieve listening competence. According to the principal's response, learners who are familiar with the cognitive processing always develop their listening competence better than learners who are not aware of this. On the other hand, teachers reported different opinions about this kind of learners. Some 42,85% of teachers agreed with the principal's selection, while the other 42,85% indicated that these learners almost always succeed to accomplish a competent listening level. Furthermore, only 1 teacher (14,29%) stated that these learners only sometimes are better achievers than their peers who do not know or know very little about the cognitive processes that English learning entails to ensure listening competence in this language.



Note: The data illustrated in Figure N° 1 comes from the information in Chart No. 1 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°1 shows the total responses among the principal and teachers regarding the how effective the awareness of cognitive processing is for learners to attain a competent listening level. According to the results, 50% of the participants agreed that learners who understand the

mental processing involved in the learning of the target language develop their listening skill level better. Moreover, 37,5% of them figured that it does not occur all the time, but almost always are these learners able to develop this language skill at a competent level, suggesting that the majority (87,5%) believed that at least almost all of the learners who are knowledgeable about these thinking processes are better L2 listeners. However, only 1 teacher (12,5%) claimed that their awareness of the cognitive processing allows them to develop listening competence sometimes only.



Note: The data illustrated in Figure N° 2 comes from the information in Chart No. 1 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro

Based on figure n°2, only 42,85% of the teachers agreed with the principal's opinion (100%) suggesting that awareness of how English learning is processed in cognitive terms always contribute to the development of the listening competence, while another 42,85% of the teachers are confident enough to say that this phenomenon applies almost always. On the other hand, only 1 teacher (14,29%) reported that learners who are conscious of the processes involved in English learning can sometimes reach competence in the listening skill, and no agreement has

been indicated on the opposite side since the figure shows 0% on hardly ever and never, which denotes that the option always is the average outcome on this item.

On average, awareness of the cognitive processing that an individual goes through in order to learn a language helps learners develop their listening competence level in a better way. In fact, several studies support this view which complements the findings from this item, especially the processes required in listening. According to Gilakjani and Ahmadi (2011), “English listening competence is a complex skill that needs conscious development. It can be best developed with practice when students reflect on the process of listening... it also motivates them and puts them in control of their learning” (p. 986). When learners are conscious of the cognitive and linguistic processes implicated, they more engaged and empowered to manage their own learning. Reflection is also an important part of learning since it provides learners with some time to self-regulate and assess their performance and progress. Additionally, “the integration of activities that focus on the process of listening can facilitate the development of effective listening skills” (Nguyen, H., & Abbott, M., 2017, p. 84). Even though the item in question was not specifically concerned about whether or not the activities address the listening process, chart n°1 provides at least some evidence that 87,5% (always + almost always) of the participants agreed that listening competence is easier to achieved if learners are aware of the process. Consequently, this evidence suggests that learners who are conscious of the processing related to English learning develop their listening competence better than their peers who are not because they are able to self-regulate and have more control over their own learning.

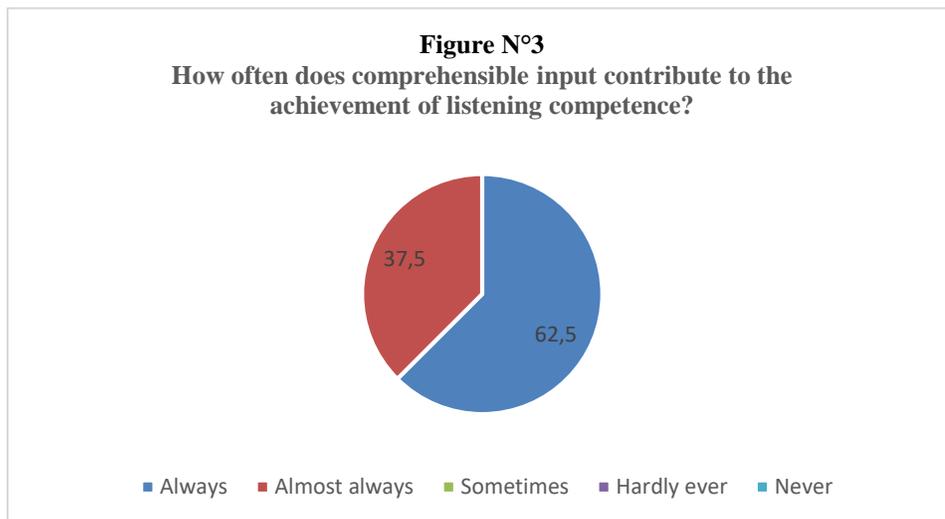
Chart N°2

How often does comprehensible input contribute to the achievement of listening competence?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	4	57,14	3	42,86	0	0,00	0	0,00	0	0,00
	5	62,50	3	37,50	0	0,00	0	0,00	0	0,00

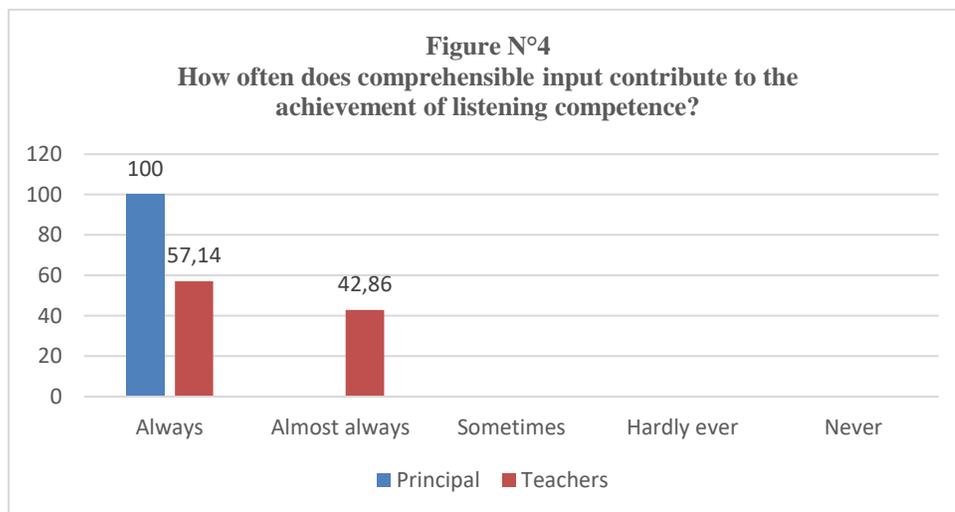
Note. Listening competence. Input. Instrument applied to the principal and English department. June 2020.

Chart n°2 shows the percentages and number of subjects who reported how much comprehensible input (CI) influences the achievement of listening competence. According to the data collected, the principal (100%) along with 4 teachers (57,14%) indicated that CI always contributes to raise learners' listening skill, adding to a total of 62,50%. Furthermore, 42,86% of the teachers claimed that CI almost always assist with listening development effectively, which is 37,5% of agreement among the principal and teachers. On the other side, 0% answers were submitted for sometimes, hardly ever and never.



Note: The data illustrated in Figure N° 3 comes from the information in Chart No. 2 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

As it is illustrated in figure n°3 above, comprehensible input can potentially contribute to develop listening competence. In fact, 62,5% of the participants assured that CI always supports learners' ability to reach a competent level in L2 listening. In addition, the other 37,5% assumed that listening competence is almost always positively impacted by CI implementation, which means that it does not occur all the time, while sometimes, hardly ever and never present 0% rate. Overall, the 100% of the responses was distributed into only two groups: always and almost always, reaching an average of 62,5% always over 37,5% few responses.



Note: The data illustrated in Figure N° 4 comes from the information in Chart No. 2 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°4 displayed the percentages of the teachers and principal who stated that comprehensible input has an effect on the achievement of listening competence. Even though no responses were given for the options: sometimes, hardly ever, and never, it still shows relevant evidence that all the participants share a very similar perception on this topic. There is not much diversity of opinion or disagreement among the subjects of information when it comes to CI implementation and its potential in the English classroom since the principal (100%) and some teachers (57,14%) pointed out that CI always helps learners accomplish a better listening proficiency level. The rest of the educators (42,86%), nevertheless, were not so far away from

this assumption since they believed that almost always are learners able to develop this type of competence with the contribution of CI.

Providing learners with comprehensible input increases their chances to succeed in accomplishing L2 listening competence. After taking a look at the results illustrated on chart n°2, it is evident that all the participants agreed that CI was considered a helpful resource for learners to expand their listening skill to a competent level, at least in most cases based on their teaching experience and knowledge. According to the English educational program from Ministerio de Educación Pública (2016), one of the basic principles of effective English lessons is that “learners use authentic materials as comprehensible input, as much as possible” (p. 25). This recommendation encourages teachers to implement CI into their classes, and because it is indicated in the English syllabus, teachers are highly expected to follow it since it is closely related to the Action-Oriented Approach. This is a possible reason why the findings showed that the participants were more likely to choose always and almost always. Nonetheless, there are several conditions that need to be met in order to use CI in the classroom setting effectively. In Moon-Sub’s argument (1991), “Krashen argues that comprehensible input is the only variable important to language acquisition. However, comprehensible input without interaction does not guarantee a normal or a better acquisition” (p. 49). Thus, interaction is a key complement that requires emphasis for CI to be helpful. Not only is CI considered significant for English learning, but how learners receive this type of input and the circumstances under they are encountered are relevant as well.

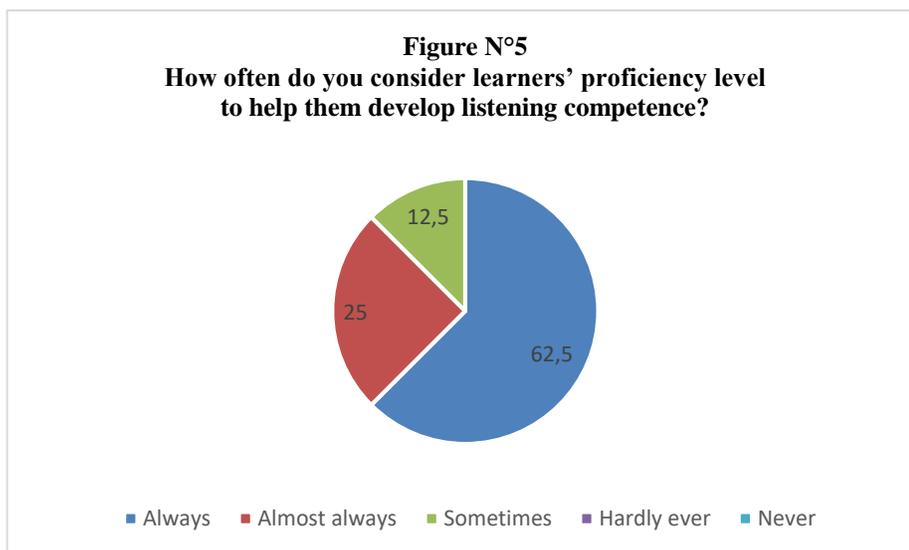
Chart N°3

How often do you consider learners' proficiency level to help them develop listening competence?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	4	57,14	2	28,57	1	14,29	0	0,00	0	0,00
	5	62,5	2	25,00	1	12,5	0	0,00	0	0,00

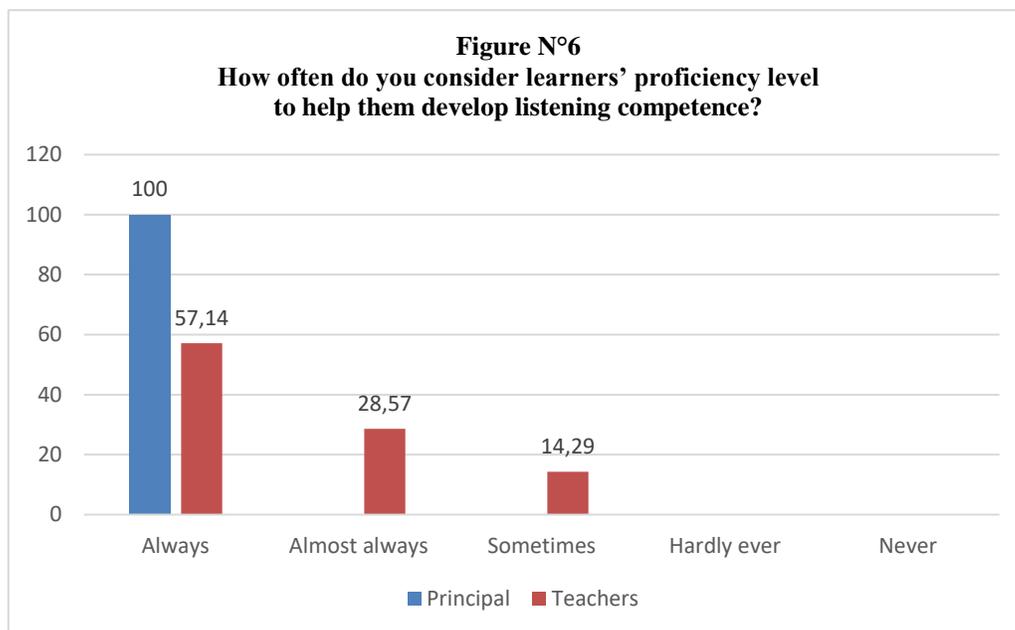
Note. Listening competence. Proficiency level. Instrument applied to the principal and English department. June 2020.

In chart n°3, the principal and teachers were asked how often they take into account their learners' proficiency level to assist them with their development of listening competence. First, the principal (100%) reported that the English department always considers the level of proficiency to help learners increase their listening to a competent level. Some 57,14% of the teachers agreed with the principal's response reaching 62,5% in total. Two teachers (25%) also think about learners' English proficiency to improve listening competence, while only 1 subject (12,5%) selected that it only occurs sometimes. No participants (0%) selected hardly ever and never.



Note: The data illustrated in Figure N° 5 comes from the information in Chart No. 3 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°5 demonstrates the total percentages of the participants who revealed how often proficiency level is included in the lesson plan process to aid listening competence achievement. As it can be observed, precisely 62,5% of the participants indicated that inclusion of learners' level of proficiency is helpful to approach this language competence better. Moreover, 25% reported considering proficiency level almost always, and 12,5% selected sometimes.



Note: The data illustrated in Figure N° 6 comes from the information in Chart No. 3 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°6 depicts the information obtained from this item about the frequency by which the principal and teachers take learners' proficiency level into consideration for listening tasks. Based on the principal's feedback and 57,14% of the teachers, the English department always paid attention to their learners' proficiency level to improve listening development. Some others (28,57%) also reported that their proficiency is almost always taken into account, while only 14,29% of the participants claimed to occur sometimes. Accordingly, none of the subjects of

information reported never or hardly ever considering their level of proficiency to approach listening competence.

Based on the questionnaire results, it is evident that there is a strong tendency towards the involvement of learners' proficiency level into listening instruction to help them accomplish a higher competence level as seen in figure n°5, which it is expected to hear since some documentation pointed out its meaningfulness. In fact, a study carried out on auditory skills and listening comprehension in November 2019 revealed that “the auditory skills and listening comprehension difficulties experienced were not strongly related to environmental interferences but rather to intrinsic factors such as their English language proficiency” (Anderssen, Kritzinger, & Pottas, p. 8), suggesting that in order to overcome learning challenges when it comes to listening tasks, learners' English proficiency level should be assessed to determine what level of auditory language input they are able to understand. Additionally, MEP also highlighted the importance of proficiency levels in the English syllabus (2016) to ensure an improved outcome on learners' language ability, including listening since one of the guidelines is “administering to students the TOEIC-Bridge test to determine their baseline English language proficiency level with reference to standards articulated in the Common European Framework of Reference” (p. 4-5). This measure encourages teachers to keep in mind social agents' level of competence, which would be reflected on the classroom input they expose their learners to. Equally important, there is a valuable connection between Figure n°3 and n°5. Figure n°3 showed that 62,5% of the participants agreed that comprehensible input always supports listening competence, while figure n°5 presented that the same amount claimed that proficiency level is always taken into account to develop this competence. This is interesting because in order to provide CI, teachers must already know the level of proficiency their learners have accomplished. This questionnaire

analysis revealed that the same quantity of subjects who always use CI for listening development matched the number of subjects who reported considering learners' proficiency level. Therefore, it can be concluded that taking social agents' level of proficiency into consideration is equally important as implementing CI into the class, not only because it is included in the English syllabus and academic process, but also because it can be helpful to overcome challenges encountered in listening tasks.

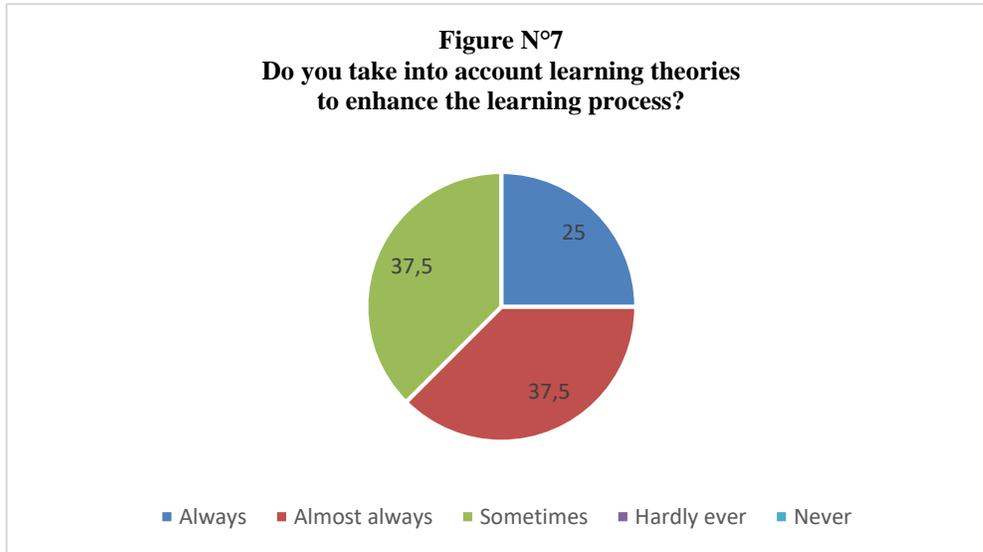
Chart N°4

Do you take into account learning theories to enhance the learning process?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	1	14,28	3	42,86	3	42,86	0	0,00	0	0,00
	2	25,00	3	37,5	3	37,5	0	0,00	0	0,00

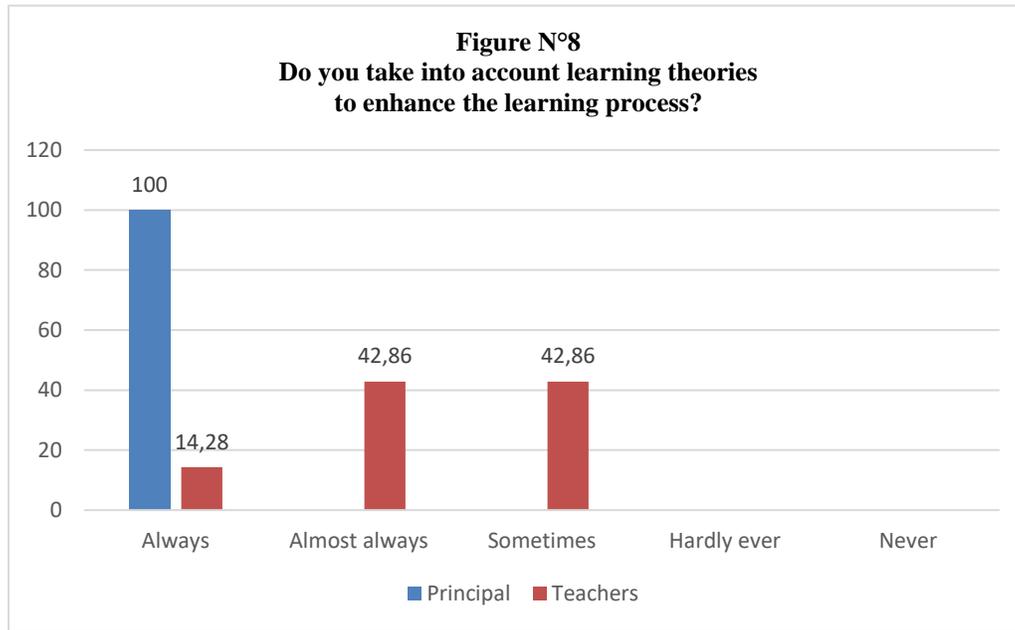
Note. Learning process. Learning theories. Instrument applied to the principal and English department. June 2020.

Information about the use of learning theories to improve the learning process is displayed in chart n°4. According to the principal's input (100%), the English department always consider learning theories to enhance the social agents' learning process. However, only 1 teacher (14,28%) agreed to this statement, leading to a total of 25%. On the other hand, 42,86% of the teachers indicated that they almost always include learning theories in the learning process whenever it needs to be enhanced, while the other 42,86% only do it sometimes. Additionally, 0% reported that they hardly ever or never make use of learning theories to encourage learners throughout this process.



Note: The data illustrated in Figure N° 7 comes from the information in Chart No. 4 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°7 shows the total percentages of the teachers' and principal's opinion on how often they include leaning theories to enhance the learning process. As it can be observed, 25% pointed out that learning theories are always present when it comes to implementing a resolution to improve the learning process. Moreover, 37,5% indicated that the learning process is almost always supported by the use of learning theories, while the rest 37,5% refer to this resource only sometimes. The selections hardly ever and never are not reflected on this graph because there were no answers submitted from the subjects of information.



Note: The data illustrated in Figure N° 8 comes from the information in Chart No. 2 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°8 demonstrates how often learning theories are taken into consideration to improve the learning process. Since only 1 principal participated in this research study, 100% of her response indicated that teachers always applied learning theories to enhance the learning process of their social agents. Nevertheless, only 14,28% of the teachers confirmed her affirmation. Furthermore, 46,86% of teacher almost always resort to learning theories to contribute to the learning process, while the other 46,86% reported that they use them sometimes. Finally, the participants did not report any answers on hardly ever and never, meaning that all the subjects implement leaning theories at some point into the English classroom.

Despite the fact that learning theories should always be present in the learning process, the findings showed that the English teaching department do not always take them into account. As far as the MEP English syllabus (2016) is concerned, one of the principles of the teacher's

role states that a teacher “is knowledgeable about updated English language theories and methodologies” (p. 28). Certainly, the fact that not every single teacher (only 14,28% of the teachers selected always) claimed that they always implement learning theories to enhance the learning process does not necessarily mean that they are not knowledgeable about them. However, if a teacher is well-informed about innovative and updated theories or methodologies that could potentially reinforce their learners’ language development, they would always bring them into the classroom for the sake of learning progress. In addition, the Estatuto de Servicio Civil (2014) specified on article 57 that one of the teaching staff duties is to increase their pedagogical knowledge by taking courses and activities promoted by MEP (p. 31), suggesting that teachers must keep themselves updated to improve their teaching practices. Moreover, even though 85,72% of the educators admitted that they did not always use learning theories to enhance the process of learning, some theories are already included in the English curriculum. In fact, the English syllabus (2016) adopted several theoretical considerations for learning such as “constructivism” (p. 16) and “the socio-constructivist theory” (p. 19). Consequently, the units and content to be taught are based on these theories, which means that the input learners must be exposed to should be closely related to the learning theories previously mentioned. Nevertheless, according to the questionnaire results, only 1 teacher and the principal (25%) indicated that learning theories are always present in the class for learning enhancement, which denotes a deficient result because 75% of the participants are not always using learning theories to reinforce learning. These findings show that the English department is not fully following the MEP syllabus faithfully in terms of learning theories application. In conclusion, although English teachers are required to be knowledgeable about learning theories to enhance social agents’ learning process, they were not always implementing them into the classroom.

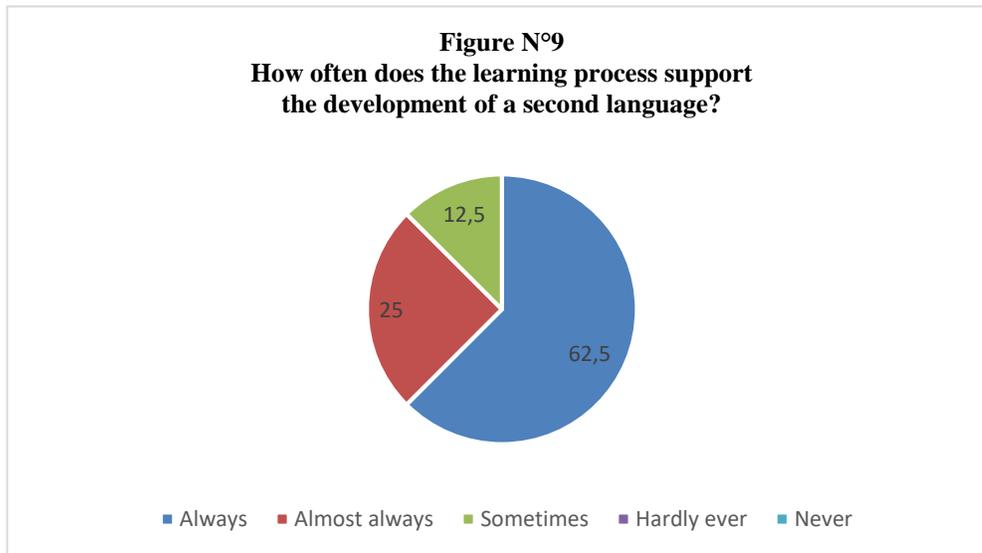
Chart N°5

How often does the learning process support the development of a second language?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	4	57,14	2	28,57	1	14,29	0	0,00	0	0,00
	5	62,5	2	25,00	1	12,5	0	0,00	0	0,00

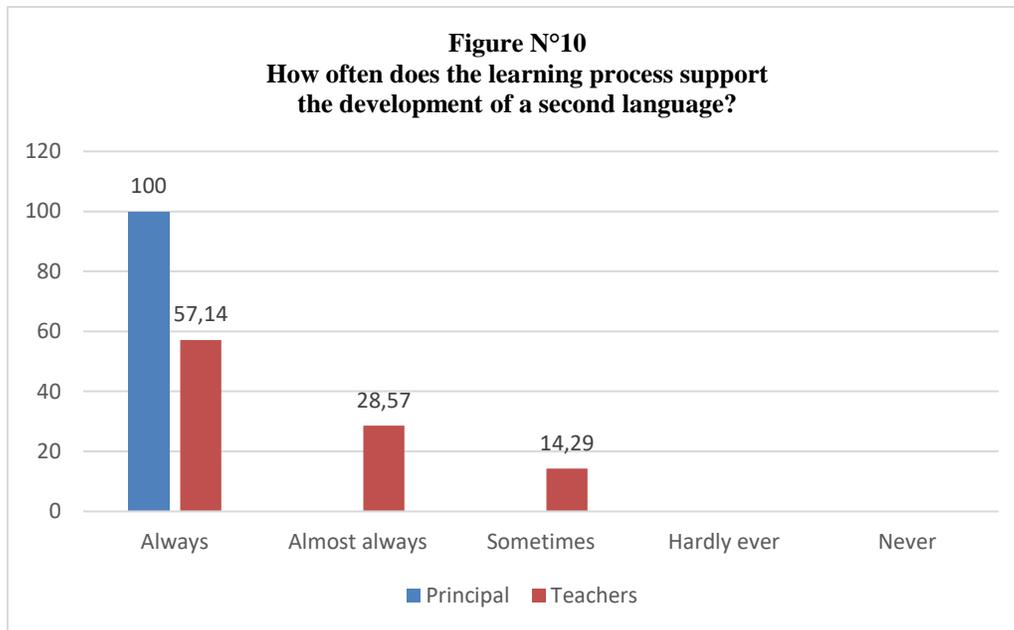
Note. Learning process. Second language learning. Instrument applied to the principal and English department. June 2020.

The results of chart n°5 show how often the number of participants believed that the learning process actually supports second language development at 10th grade. To clarify, even though 11 teachers were supposed to take part of this study, only 7 of them participated in the questionnaire. Their responses were distributed into 3 categories: always, almost always and sometimes. Most of the subjects (62,5% including the principal) reported that the learning process is always helpful as far as supporting the development of a second language, while 2 teachers (25%) considered L2 development is almost always reinforced by the learning process. Only a small percentage of 12,5% agreed that this process actually contributes to develop a second language ability sometimes. On the other hand, no answers were provided for hardly ever and never, which means that all participants agreed that the learning process helps L2 development sometimes at least.



Note: The data illustrated in Figure N° 9 comes from the information in Chart No. 5 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°9 demonstrates the percentages of how often the subjects considered that the learning process supports a second language development such as English. As it can be observed above, it is evident that the majority of the participants (62,5%) indicated that the learning process always contributes to developing L2 ability. Other 2 subjects (25%) agreed that this contribution almost always occurs, and only 12,5% pointed out that the development of L2 is sometimes supported by this process, suggesting that the support of the learning process for second language takes place in the class at least sometimes.



Note: The data illustrated in Figure N° 10 comes from the information in Chart No. 5 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

In this case, figure n°10 shows the degree of frequency second language development is supported by the learning process according to the subjects of information. The principal (100%), for example, believed that the frequency of occurrence in which this contribution takes place is always. Additionally, most of the teachers (57,14%) agreed with the principal's statement. On the other hand, 28,57% of the educators claimed that L2 development is almost always aided by this process, while only 14,29% went one selection down on the frequency scale to indicate it occurs sometimes.

Second language development is, in fact, supported by the learning process according to the results drew from this question, but not as much as it is expected. It is evident that the learning process has a clear influence on the way learners acquire a second language such as English, at least to some degree since 1 teacher (12,5%) responded sometimes and 2 others (25%) indicated that it occurs almost always, while the rest selected always; this evidence suggests that 37,5% of the subjects disagree with the fact that the learning process is crucially

needed for L2 development at all times. However, there are arguments that strongly encourage educators to consider the learning process as a key factor for the development of a second language. For instance, Figueroa (2015) expressed that “the teaching and learning process is necessary to be understood as a base for L2 learning and interaction” (p. 34), suggesting that L2 learning success depends on how well teachers and learners comprehend how the process of learning takes place. This also includes learners because “they are subjects of their own learning process” (English syllabus, 2016, p. 21). In other words, they are expected to achieve linguistic and academic goals by taking great responsibility for their own learning. If learners are not aware of what the process entails and how active their role is, their learning experience could be affected because, for example, “for learners who have come from educational systems in which they were relatively passive recipients of information through whole-class and individual exercises, this new role can be challenging and even threatening” (Nunan, 2015, p. 27). Therefore, to avoid a negative impact on their L2 development, learners should have a clear idea of what they are expected to learn and how to achieve it. Fortunately, the pedagogical method on which the English syllabus is based (Action-Oriented Approach) helps learners “develop metacognitive, reflective and critical thinking strategies for successful completion of the task” (MEP, 2016, p. 31), providing them with the tools to enhance their own learning process. Nevertheless, after analyzing the data described on chart n°5, it can be determined that 62,5% of the participants believed that knowledge about the learning process is helpful to increase the chances for L2 learning success, which is still considered a deficient result because it is below 70%. Overall, despite the evidence that shows the significance of the learning process for learners to be more in control of their L2 development and the fact that it is implicitly encouraged by the English curriculum, only 57,14% of them always take it into account.

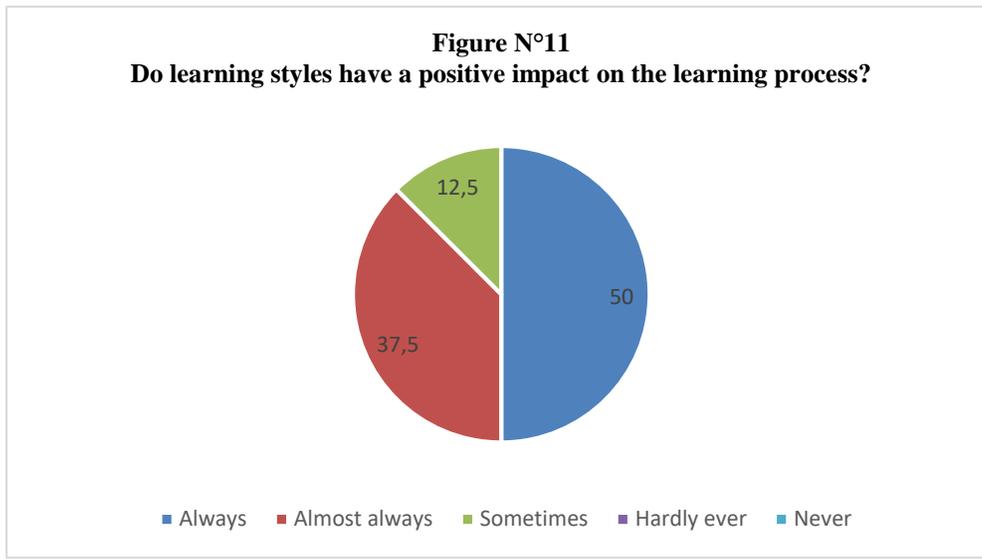
Chart N°6

Do learning styles have a positive impact on the learning process?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	3	42,86	3	42,86	1	14,28	0	0,00	0	0,00
	4	50,00	3	37,5	1	12,5	0	0,00	0	0,00

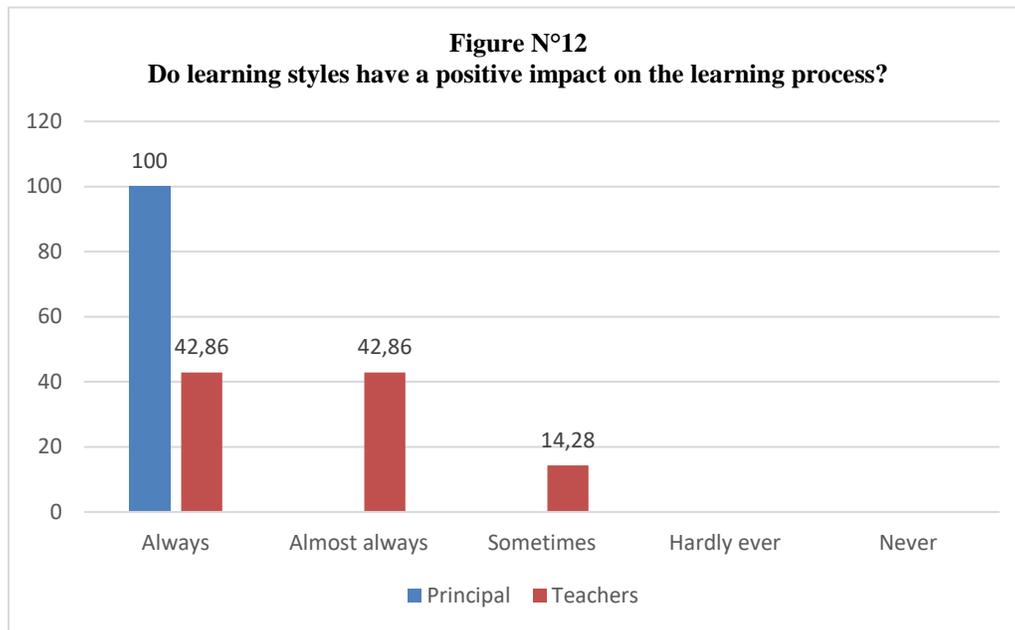
Note. Learning process. Learning styles. Instrument applied to the principal and English department. June 2020.

In chart n°6, the results of how often learning styles have a positive impact on social agents' learning process can be observed here. Again, only 7 teachers out of the 11 teachers who were supposed to participate in this study answered the questionnaire, so the total of subjects of information to be analyzed are actually 8 including the principal. As it can be seen, 3 teachers (42,86%) and the principal (100%) agreed that learning styles always have a positive influence on the learning process, making up 50% of the sampling. On the other side, the other 50% percent is distributed on 2 different selections: almost always and sometimes. The number of teachers who chose always was the same number of teachers who selected almost always, so 37,5% indicated that the learning process is almost always impacted positively by learning styles. Additionally, only 1 teacher (12,5%) reported a different opinion among the others since he/she believed it only happens sometimes. No answers (0%) were reported for hardly ever nor never.



Note: The data illustrated in Figure N° 11 comes from the information in Chart No. 6 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°11 displays the total percentages across the subjects of information on how frequent learning styles impact the social agents' learning process in a positive way. Half of the total number of participants (50%) agreed that learning styles are always effective when it comes to ways of supporting the learning process. They claimed that the learners' preferred ways to approach learning have a positive impact on their progress and development. The other half of the pie graph shows that 37,5% of the subjects agreed that learning styles are almost always beneficial for their learners, while only 12,5% stated that it only occurs sometimes, meaning that there were no participants (0%) who indicated that learning styles are hardly ever nor never positive for the learning process.



Note: The data illustrated in Figure N° 12 comes from the information in Chart No. 6 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

As it can be perceived, figure n°12 demonstrates how often the principal and teachers reported noticing a positive impact of learning styles on the process of learning for their pupils. According to the principal's input (100%), the English department indicated that there is always a clear influence coming from learning styles that benefits the learning process, which was only agreed on by 42,86% of the educators. On the other hand, another 42,86% claimed that this positive impact almost always takes place, while the other 14,28% selected sometimes instead. This means that there were no participants who believed that the learning process was hardly ever or never impacted positively by learning styles.

Preferred ways of learning, also known as learning styles, play a meaningful role in the English classroom indicated by the principal's and teachers' perception. According to an expert on the field of language learning, Kang (1999) stated the following:

Students can enhance their learning power by being aware of style areas in which they feel comfortable and by working on the development of these areas, they can foster their

intellectual growth. He also believed that teachers should identify strong style patterns in their classes and devise lesson plans which accommodate individual learning style preferences (as cited by Kheirzadeh & Kassaian, 2011, p. 188).

Learners who are knowledgeable about their learning styles and understand how to use them can benefit their studying habits, so teachers should help them find out what ways of learning they are more comfortable with to be able to use appropriate strategies to enhance their learning process. This phenomenon is also supported by the MEP English syllabus (2016) as well since it “recognizes and reinforces the need of assuring learners of a quality education by paying attention to their personal characteristics, their needs and aspirations, and their learning styles” (p. 15-16), highlighting learning preferences as a relevant factor to ensure a higher quality of the learning outcomes that come from the teacher/learners interaction. In addition, However, as shown in figure n°12, there is certain discrepancy between the principal’s and some teachers’ opinions. In fact, 57,14% (almost always 42,86% + sometimes 14,28%) of the teachers claimed that learning styles do not always have a positive impact on the learning process, which differs from the principal’s response. It does not necessarily mean that it is an unwanted result because all teachers consider styles are effective at least sometimes moving forward and it is not specified as a requirement in the English curriculum, so that fact that 87,5% (see figure n°11) agreed that learning styles are either always or almost always a positive tool can be considered as an efficient result. In conclusion, the English department believed that the inclusion of learning styles is a positive factor for the learning process and the quality of education, which is also encouraged by the principal, English syllabus and other research studies.

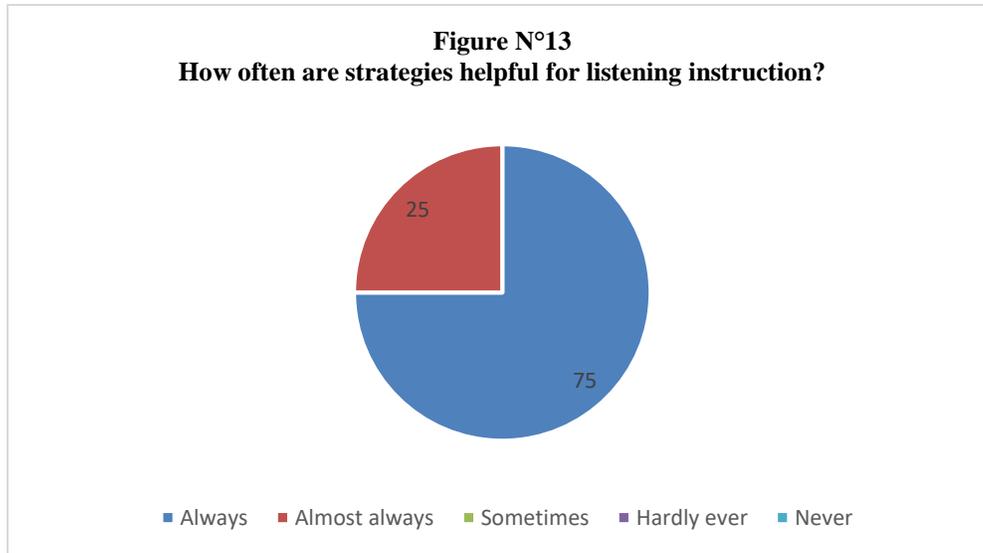
Chart N°7

How often are strategies helpful for listening instruction?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	5	71,43	2	28,57	0	0,00	0	0,00	0	0,00
	6	75,00	2	25,00	0	0,00	0	0,00	0	0,00

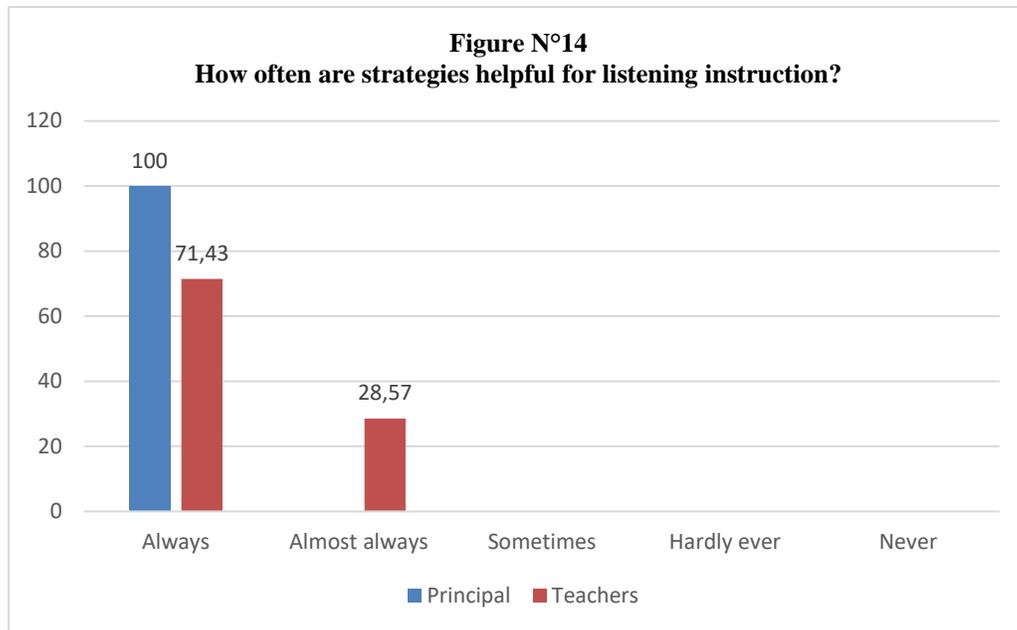
Note. Listening instruction. Strategies. Instrument applied to the principal and English department. June 2020.

According to what it is observed in chart n°7, this question was concerned about the helpfulness of learning strategies in the field of listening instruction. The results demonstrated significant inclination towards only two categories: always and almost always, meaning that all the participants (100%) agreed that strategies aid the instruction of L2 listening at least almost all the time. Specifically, the principal (100%) and 5 teachers (71,43%) indicated that listening lessons are always well-assisted by strategies for learners to approach listening tasks better. On the other side, only 2 teachers (28,57%) believed that there is certain probability that strategies are not always helpful, meaning that they are almost always a supportive resource when it comes to teaching L2 listening.



Note: The data illustrated in Figure N° 13 comes from the information in Chart No. 7 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°13, in this case, showed the relative results of the total responses given by all the participants about how supportive strategies are in the listening instruction matter. As it can be noticed above, a great deal of subjects (75%) claimed that strategies always help the instruction of this language skill, while the other portion (25%) considered that there is a small chance that strategies are not always helpful but still they almost always work by supporting listening instruction.



Note: The data illustrated in Figure N° 14 comes from the information in Chart No. 7 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°14 illustrates how often the principal and the English department believed that learning strategies contribute to listening instruction. According to the principal's response (100%), English teachers reported that strategies are always helpful when learners receive listening lessons. However, this statement was supported by 71,43% of the teachers who participated, while the other 28,57% agreed that strategies does not always fulfill this purpose but at least they do almost all the time they are used for listening instruction. Lastly, no answers (0%) were provided for sometimes, hardly ever and never which means that no one considered that the instruction of listening cannot be reinforced by strategies.

Learning strategies are considered relevant from the teaching standpoint because they are helpful in regard to listening instruction. As explained by Oxford (2003), learning strategies are “specifications, behaviors, steps or techniques -such as seeking out conversation patterns or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning” (as cited in MEP syllabus, 2016, p. 48). This is one reason why they are

helpful, because ultimately, they increase learners' knowledge and abilities to reach L2 learning outcomes. It is an idea that most subjects of information shared in this study. As it was reflected on figure n° 13, 75% of the participants claimed that learners can always rely on learning strategies as a convenient resource to approach L2 listening lessons more successfully. Only some teachers (25%) thought that they are almost always helpful in supporting listening instruction, but at the end, all the sample believed that strategies play a contributing role in the achievement of L2 listening. In addition, not only the data collected provided some evidence that strategies can be useful for learners to approach listening tasks more effectively, but other studies agree with this notion as well. According to Gilakjani and Ahmadi (2011):

Second language learners at lower levels of language proficiency whether it be due to a lack of auditory experience with varying accents, limited vocabulary, imperfect control of the syntactic and semantic structure of the language, or other limitations with regard to the elements necessary for communicative competency need to rely on listening strategies to assist them in comprehending the aural communication (p. 980-981).

This means that learners who have a limited English proficiency will find listening input more challenging than those who have a better understanding and more experience using the target language, suggesting that they would need extra support to compensate for their weaknesses and limitations to process aural information in English. This is the point where strategies come into play to assist learners and prevent a breakdown in communication. However, not only strategies are used for compensation, but they are also employed for other purposes. For instance, strategies can be categorized into direct and indirect strategies. Memory, cognitive and compensation belong to direct strategies, while indirect strategies include metacognitive, meta-

affective and meta-social techniques (MEP syllabus, 2016, p. 49). These approaches are supposed to have a meaningful influence in order to form social agents capable of generating a positive impact for their society. Moreover, for teachers to better determine what strategies can be more helpful for certain learners, they should identify their learning styles first because “learning strategies cannot be seen apart from learning styles preferences” (MEP syllabus, 2016, p. 48). Once a teacher knows the learner’s style, he/she can suggest specific strategies that the learner would find useful to tackle challenges when completing listening tasks. In sum, learning strategies are quite mostly considered to be helpful for learners to approach listening tasks in an effective way because they compensate for English competence limitations that social agents may encounter when comprehending challenging aural input.

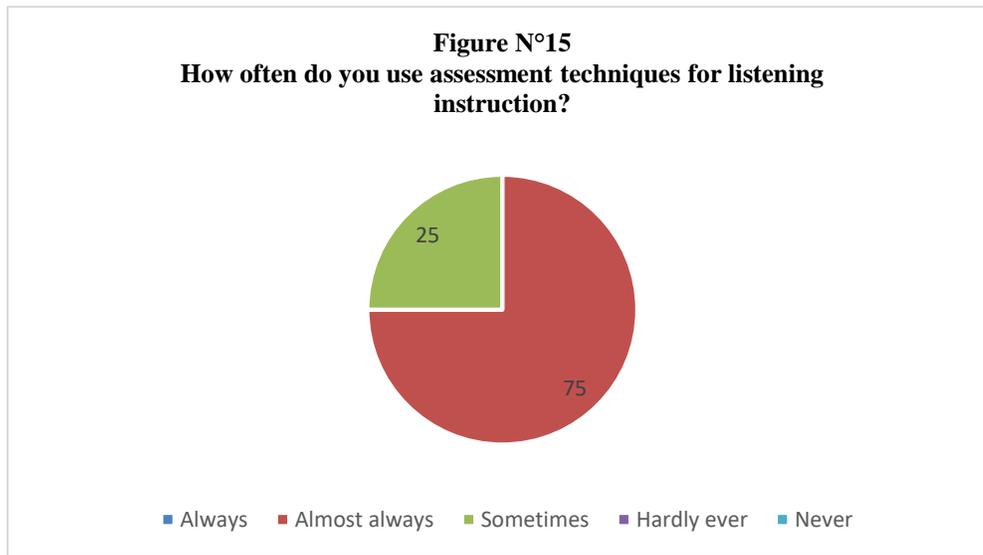
Chart N°8

How often do you use assessment techniques for listening instruction?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	0	0,00	1	100,00	0	0,00	0	0,00	0	0,00
Teachers	0	0,00	5	71,43	2	28,57	0	0,00	0	0,00
	0	0,00	6	75,00	2	25,00	0	0,00	0	0,00

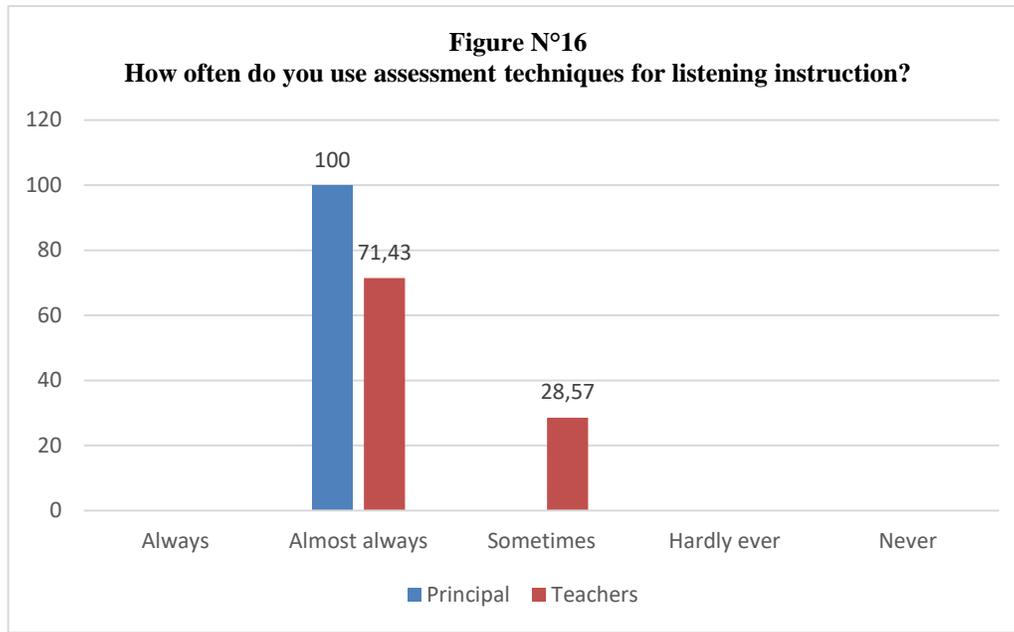
Note. Listening instruction. Assessment. Instrument applied to the principal and English department. June 2020.

In chart n°8, the principal and teachers are asked about the frequency by which they employ assessment techniques in listening instruction. This chart showed a slightly different pattern in the responses from the previous charts since there is 0% answers provided for always, meaning that none of the teachers always assess learners’ performance with techniques when teaching listening. In addition, the option “almost always” was the most selected from all of them, receiving 75% of the responses including the one from the principal. This means that 6 participants almost always preferred to apply assessment techniques in listening lessons. Finally, the last 25% resort to assessment strategies only sometimes during aural instruction.



Note: The data illustrated in Figure N° 15 comes from the information in Chart No. 8 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°15 demonstrates the total number of the results collected from the question n°8 which asked for how often the English department use techniques to assess learners when teaching listening. As it can be noticed from this figure, there is a significant amount of responses indicating that teachers almost always use assessment strategies to determine how well learners are doing in regard to listening lessons, while the other 25% of the participants claimed that sometimes is a fair amount of times for assessing learners' performance when completing listening tasks. None of the participants believed that assessment techniques should always been used in the instruction of this language skill. The same input (0%) was received for the hardly ever and never on this question.



Note: The data illustrated in Figure N° 16 comes from the information in Chart No. 8 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n°16 depicts the information gathered from the question n°8 as well, but it shows the percentages distributed according to their subject of information. Based on this figure, the principal's response (100%) indicated that the English department almost always make use of assessment strategies when instructing learners for listening tasks or lessons. This statement was also supported by 71,43% of the teachers involved in this study when it should have been the entire English department. However, 28,57% of the educators claimed that they go through the assessment process when teaching listening sometimes.

Assessment procedures are considered an important part of the teaching/learning mediation in listening instruction because they are high frequently used by teachers to determine L2 listeners' success in accomplishing tasks. Based on the questionnaire results illustrated on figure n°15, the English teaching department almost always implemented assessment techniques when learners are instructed to complete tasks involving L2 listening. Even though 0% of them did not always use them, it is still reflected as an efficient result because the highest score was

above 70% for almost always. It is a satisfactory outcome considering the fact that the MEP syllabus (2016) described its significance in the following statement:

Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students' learning and performance (p. 51).

As it can be understood, assessment has become such a vital consideration that it must be included in the lesson planning process because the information gathered from this tool would be sufficiently accurate and valuable to assist teachers in determining how their learners are doing and what level they are located. However, it is also worth mentioning that "listening is a complex skill because of the many cognitive and linguistic processes involved which makes it challenging to assess an individual's listening abilities using one formal assessment tool" (Anderssen, Kritzinger, & Pottas, 2019, p. 7), suggesting that it is convenient for teachers to use different assessment strategies to examine learner performance and progress from several viewpoints and purposes and not to focus on only one assessment tool because that would restrict the data obtained from assessment. Moreover, although one of the main purposes of assessment is to provide learners with feedback to achieve high grades, sometimes "doing well on the test dominates students' learning efforts. This sometimes leads to a situation where teachers teach, not to the course goals and objectives, but to the final test, and courses become an extended test-preparation exercise" (Nunan, 2015, p. 174). This is problematic for the development of listening skills because the focus is primarily on learners' academic achievement rather than L2 learning success, which is not completely wrong but listening and the other language skills are given diminished attention in class. Fortunately, MEP syllabus contains that listening didactic sequence

which includes post-activities. According to Gilakjani and Ahmadi (2011), “post-listening activities provide opportunities for teachers to assess and check students’ comprehension, and clarify their understandings” (p. 982), indicating that they are a relevant part of the sequence because it gives an insight into how well learners understand the subject they are studying and what their strengths and weaknesses are. In short, assessment strategies for listening instruction play a significant role based on how frequent teachers use them to assess learner performance for listening tasks; nevertheless, the use of frequency should be always given the fact that MEP syllabus implemented the listening sequence, and post-activities are focused on assessment.

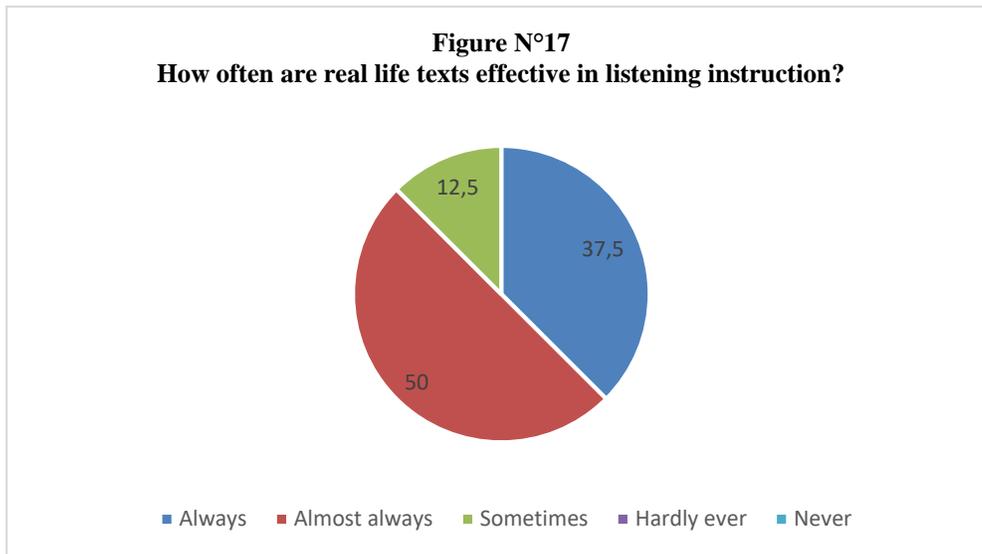
Chart N°9

How often are real life texts effective in listening instruction?

SUBJECTS OF INFORMATION	Always		Almost always		Sometimes		Hardly ever		Never	
	AF	RF	AF	RF	AF	RF	AF	RF	AF	RF
Principal	1	100,00	0	0,00	0	0,00	0	0,00	0	0,00
Teachers	2	28,57	4	57,14	1	14,29	0	0,00	0	0,00
	3	37,5	4	50,00	1	12,5	0	0,00	0	0,00

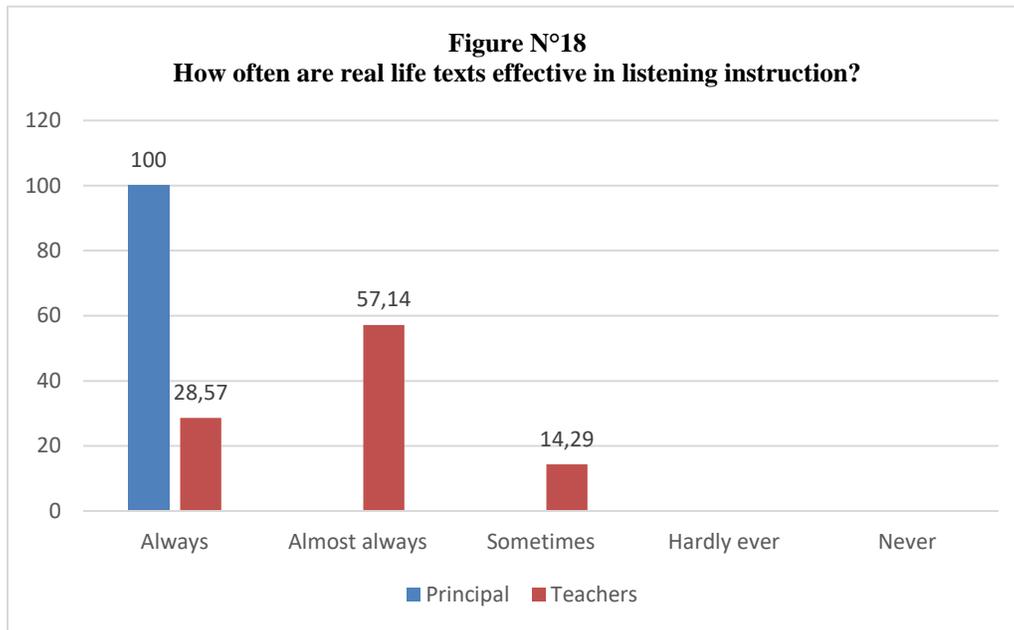
Note. Listening instruction. Real life texts. Instrument applied to the principal and English department. June 2020.

In chart n°9, the principal and teachers were asked about how often they believed that real life texts or authentic materials are effective to teach L2 listening. To clarify one last time, 11 teachers were supposed to participate on this question, but only 7 teachers submitted their responses. Moreover, by looking at the results collected from this item, it is noticed that there is not a clear pattern in terms of tendency towards one or two frequencies, meaning that there is some difference of opinion among the subjects of information about this matter. In fact, the principal and 2 teachers (37,5%) reported that real life texts are always effective for the instruction of listening in class, while 4 teachers (50%) claimed that texts based on real life scenarios almost always work as effective as expected. Finally, only 1 teacher (12,5%) indicated that real life texts for listening tasks are sometimes effective.



Note: The data illustrated in Figure N° 17 comes from the information in Chart No. 9 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

Figure n° 17 shows the total percentages of responses about how effective texts based on real life situations when teaching listening. According to the results, 50% of the participants reported that real life texts are almost always effective when learners must complete listening tasks. On the other hand, 37,5% represent the number of subjects who believed that the effectiveness of authentic materials always supports listening instruction, while the rest (12,5%) claimed that they sometimes work as effective as expected for listening tasks.



Note: The data illustrated in Figure N° 18 comes from the information in Chart No. 9 of the project Analyzing the Activities Applied to Develop Learners' Listening Competence Level in the English Class in 10th Grade at Colegio Técnico Profesional San Isidro.

As shown in figure n°18, the effectiveness of real life texts for the instruction of listening is illustrated here which are divided into the subjects of information. While the principal indicated that the English department always use real life texts when teaching listening to learners because they are always effective, only 28,57% of the teachers agreed with that affirmation. The other 71,43% of the teachers have a different perception of this type of texts, which is considered a deficient result since it is greater than 70%. Specifically, 57,14% of the English department who participated expressed that authentic materials are almost always effective, and only 14,29% indicated that they are sometimes effective when teaching L2 listening.

After analyzing the results derived from chart n° 9, it is evident that real life texts do not always meet the expectations in terms of effectiveness and frequency in which they should be applied for teaching L2 listening. As it is observed in figure n° 17, 62,5% of the participants agreed that texts coming from real life scenarios are not always effective for listening instruction,

but they effectively work almost always (50%) or sometimes (12,5%). Actually, the ones who disagreed with the fact that authentic texts are always effective for listening lessons were teachers. Even though Perrot (2010) stated that there was the need for “concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks (as cited in MEP syllabus, 2016, p. 32), apparently, they thought they were not as effective as they are expected to work for the completion of listening tasks. However, several educational institutions such as the Common European Framework of Reference for Languages (CEFR) assured that “language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures” (2018, p. 27), which is one of the main learning expectations that social agents are supposed to accomplish by the end of high school. It is evident that the English curriculum is concerned about meeting society’s needs for individuals capable of becoming fluent in English to contribute to the country’s development. Additionally, according to Nunan (2015), he explained that “the crucial test of a learner’s language is whether other people can understand it in genuine communication outside the classroom” (p. 175), suggesting that the way to tackle weaknesses such as not being clearly understood in real life contexts beyond the classroom is by providing learners with learning experiences similar to those that take place in real life scenarios. Overall. Although English teachers are required to elaborate listening tasks based on real life events to increase learners’ communicative competence so they can be understood in real life contexts beyond the classroom, they are not always including authentic texts into listening lessons because they claimed they are not as effective as they are expected to be.

Chapter V. Conclusions

5.1. Introduction

This chapter highlights the significance of writing conclusions for an academic paper such as a research study and provides specific conclusions drawn from the data analysis of the indicators. First, there is a variety of reasons that make this chapter a meaningful part of the research process. According to Faryadi (2019), conclusions are significantly useful because they count on the research findings to finally bridge knowledge gaps that prompted the problem under study and are encountered in the literature review (p. 780); this is closely related to the purpose of this study that was intended to build more knowledge about how listening competence level is addressed in the actual classroom considering existing theories and studies as primary references. In addition, they provide an overview of the researcher's arguments as a whole. In order to ensure a sense of completeness for the reader, Wesleyan University (2017) stated that "the first function of conclusions is to revisit the claims you have made throughout the body of the paper" (p. 1), suggesting that this chapter works as a reminder for the reader to review the main points that the researcher conveys and make connections among all these claims. Moreover, Kothari (2004) also mentioned that "the researcher has to accomplish the task of drawing inferences followed by report writing. This has to be done very carefully, otherwise misleading conclusions may be drawn and the whole purpose of doing research may get vitiated" (p. 344), so this is why conclusions and research findings are so closely connected. They must remain together; or else, weak or faulty arguments can lead to deficient or inaccurate conclusions, and the problem of the study would not be fulfilled successfully. These are some relevant considerations that this chapter takes into account in order to accomplish well-elaborated conclusions.

The conclusions are displayed according to the variables and indicators they were drawn from. In this case, since this research involved three variables and nine indicators, there are nine

conclusions in total that came from the analysis of these indicators. They are arranged in a way that follows the same order by which they were presented in the data analysis chapter.

The next three conclusions were gathered from the three indicators (cognitive processing, input, proficiency level) that belong to variable one: listening competence.

- Learners who are conscious of the cognitive processing related to English learning develop their listening competence better than their peers who are not because they are able to self-regulate and have more control over their own learning.
- Interaction is a key complement that requires emphasis for CI to be helpful. Not only is CI considered significant for English learning, but how learners receive this type of input from the teacher and the circumstances under they undertake CI need focus as well.
- Consideration of social agents' proficiency level is equally important as implementing CI into the class because the English syllabus uses CEFR descriptors to illustrate the proficiency levels, which can also be helpful for them to overcome challenges encountered in listening tasks since these descriptors are included in the didactic units for listening.

The following three conclusions were based on the indicators drawn from the second variable which is learning process. These indicators are learning theories, second language learning, and learning styles.

- Although English teachers are required to be knowledgeable about learning theories to enhance social agents' learning process, they were not always implementing them into the classroom.

- Despite the evidence that shows the significance of the learning process for social agents to be more in control of their L2 development and the fact that it is implicitly encouraged by the English curriculum, only 57,14% of them always take it into account.
- The English department believed that the inclusion of learning styles is quite often a positive factor because it promotes the learning process and the quality of education, which is also perceived as a valuable element for L2 teaching by the principal, English syllabus and other research studies.

The three indicators that come from variable three (listening instruction) contributed to the elaboration of the next three conclusions.

- Learning strategies are quite often considered to be helpful for learners to approach listening tasks in an effective way because they compensate for English competence limitations that social agents may encounter when comprehending challenging aural input.
- Assessment strategies for listening instruction play a significant role based on how frequent teachers use them to assess learner performance for listening tasks; nevertheless, they must be always utilized them for teaching listening given the fact that MEP syllabus indicated that post-activities, which is part of the listening sequence, are focused on assessment.
- Although English teachers are required to elaborate listening tasks based on real life events to increase learners' communicative competence so they can understand and be understood clearly in real life contexts beyond the classroom, authentic texts do not always dominate into listening lessons because teachers do not rely on their effectiveness.

In short, conclusions are helpful because they support the research process by bridging knowledge gaps and drawing connections among the results and claims gathered from the data analysis. In this case, they were nine conclusions that provided the closure needed to understand how listening competence level is addressed in a Costa Rican high school context. Some of these conclusions provide additional support to existing ideas and theories from previous studies. Just to mention a few, it is evident that cognitive processing awareness enable a better understanding and overall improvement for listening development for example. Aspects for L2 learning such as learners' proficiency level, learning styles, strategies and interactive comprehensible input were highly considered as positive components of listening instruction among the English teaching department. However, other aspects that were also analyzed showed gaps or deficiencies between the theory and practice; for example, assessment and real life texts. A significant number of participants indicated that they do not implement them into their listening lessons all the time because they do not rely on their effectiveness completely. This data is very useful for teachers who are interested in knowing more about the listening competence level and how it is taught in the context of secondary education.

Chapter VI. Recommendations

This chapter focuses on the recommendations that are based on the conclusions drawn from the findings of this research paper. It also reviews the importance of including a section intended to provide recommendations for the reader. In fact, some authors such as Copland (2016) defined this term as “a critical suggestion regarding the best course of action in a certain situation. The whole idea of a recommendation is to provide a beneficial guide that will not only resolve certain issues, but result in a beneficial outcome” (para. 1); in this case, the conclusions revealed several issues or setbacks that affect the teaching and learning process and need to be addressed in order to help learners and teachers achieve higher levels of academic and L2 communicative standards. This is why the researcher came up with a series of recommendations, especially for the principal and the English teachers, to provide a guide that they can use to approach these issues pointed out in the conclusions more effectively, and ultimately, enhance learners’ listening competence level. This idea is also supported by USAID when they stated that this section is meant to “suggest specific interventions or strategies to address the issues and constraints identified in the assessment” (n.d., para. 4). Basically, if the research paper raised concerns that need more attention from the teaching department, it is prudent to mention how to resolve, or at least how to initiate to solve those issues in an effective way. Moreover, this chapter listed 9 recommendations directed to the principal and other 9 suggestions for the English teachers which are closely related to the conclusions from the previous chapter. They all are divided into three parts since only three variables were analyzed in this study.

In the light of the limitations identified in the conclusions from variable one (listening competence), the following are recommended for both subjects of information:

6.1. Recommendations for the principal

- The principal should make sure that the English department teach learners what mental processes take place when learning a foreign language. With that in mind, the principal can ask teachers to include a short section on their listening lesson plans concerning these processes and how to take advantage of that information, so learners know how to self-regulate and self-assessed their own learning.
- The principal should monitor the English department to identify what needs or concerns teachers have regarding resources that can be helpful to increase the interaction and exposure to the English world. That is why it is recommended that the principal and English teachers have a biweekly meeting to discuss these needs and concerns to expand the exposure to real life experiences for learners.
- The principal should make sure that all English teachers have an average of the proficiency level demonstrated by their learners in each classroom. To find out this information, the principal can ask teachers to conduct a survey that measures learners' proficiency level to determine which level is dominant in the class.

6.2. Recommendations for English teachers

- As indicated by MEP in *Fundación Pedagógica de la Transformación Curricular* (2015), the current education aims at a transformative assessment based on ongoing self-assessment in order for learners to identify knowledge gaps and missing elements within their development to consolidate a new learning process (p. 26). Therefore, teachers should prepare learners for listening tasks by providing metacognitive strategies that they can use to self-regulate what they do during the task and to self-assess their performance afterwards in the post-activities.

- Teachers should combine CI with interaction to develop listening tasks or activities that more engaging for learners. For instance, teachers can make adjustments to listening activities or tasks to make them more interactive and suitable for their level. This is significant for their learning because it enhances peer-interaction, making oral input meaningful for them to communicate with each other.
- Teachers should keep track of learners' proficiency level more closely to support their learning more effectively. In order to do this, teachers can create a survey based on CEFR descriptors and apply it at the beginning of the school year to identify what the average proficiency level is. This result will be helpful for teachers to design listening activities more appropriate to their average level and avoid too challenging activities that can cause discouragement or even frustration in learners. At the end of the school year, teachers can apply a follow-up survey to see how much progress they have made.

The following three recommendations are directly based on the three conclusions that came from the indicators in variable two: learning theories, second language learning, and learning styles respectively.

6.3. Recommendations for the principal

- There is a need for the English department to be more knowledgeable about learning theories and how they impact learner performance. For this reason, the principal should prepare a workshop with a specialist for teachers to have a better understanding of learning theories and how they can be implemented in the classroom. The principal can follow up with teachers periodically to check how they are doing.
- Based on the low percentage of participants who indicated that awareness of the learning process for L2 learning is relevant, some corrective measure must be taken. This is why

the principal should have a meeting with English teachers to identify the factors or reasons why they do not always take the process into account and find solutions to resolve or minimize them along with the educators.

- Since the principal agreed that learning styles play a positive role in L2 listening instruction, one suggestion is to ask the English department to determine each social agent's dominant learning style to have that information documented on file for further reference. With that data collected, the principal can be more involved and familiarized with each learner.

6.4. Recommendation for English teachers

- According to MEP (2015), the idea of an education for a new citizenship is based on pedagogical theories that view the learner as the center of attention and see teachers as facilitators of the processes required to build knowledge (p. 26). This statement reveals the importance of considering learning theories to support the learning process, Thus, teachers should do more research about the theories behind the English curriculum and learn attractive, innovative ways to implement in the class.
- The fact that the teachers do not always bear in mind the learning process when designing listening activities to improve L2 aural ability is contradictory. For this reason, teachers should analyze what factors or points lead them to the idea that the involvement of the learning process should not be always present for English learning and to tackle those constraints independently because learners need to be more knowledgeable about the processes to be able to break them down into smaller segments that are easier to handle or understand.

- Because teachers' perception of learning styles is positive, teachers should create a digital profile for each learner and implement a type of learning style test that identifies which style (s) is the most dominant in each learner. The results gathered from this test could be essentially useful as a reference for planning listening lessons, tasks and activities.

In view of the issues or weaknesses found in the conclusions derived from the analysis of the last three indicators (strategies, assessment, and real life texts), the following three recommendations were elaborated.

6.5. Recommendations for the principal

- Since learning strategies are mostly perceived useful for learners, the principal should consider ask teachers to write a report on how successful are certain learning strategies and have a discussion with the English department to find out which strategies are the most effective and how they can be implemented in the class.
- Since assessment is a must within the listening sequence, the principal should monitor and make sure that teachers are including some form of assessment technique in their lesson plans. In order to follow up on this, the principal should check teachers' lessons plans often and do an in-person evaluation at least once a week to make sure teachers are doing what their lesson plans show.
- The principal should help teachers create a physical environment where teachers and pupils can explore plenty of learning experiences that come from English-speaking countries to get familiar with their culture and other language-related aspects. With that in mind, the principal should invest in a lab or special classroom equipped with all forms of technological resources that can provide learners with plenty of opportunities and

experiences to practice, learn, and access more genuine L2 input, which is really needed because the English exposure is very limited outside the classroom.

6.6. Recommendations for English teachers

- Because learning strategies are quite well accepted among the teachers, they should have an online platform where they can share strategies that have been more effective, describe how they can use them, and point out deficient strategies or experiences that might be helpful for other teachers, especially for unexperienced educators.
- Teachers should always take into account assessment since they a part of the listening sequence. The way to do this is by always including more assessment-related activities such as self-assessment or peer-assessment as indicated in the lesson units. This implementation can be beneficial for both the teacher and learners because they can tell how well they are doing and what aspects need more improvement, increasing learner engagement and participation.
- Teachers should implement more real life activities in their listening lessons not only because it is encouraged in MEP syllabus, but also because real-life learning opportunities beyond the classroom are extremely limited. With that being said, teacher should use authentic texts such as recordings, podcasts, songs, videos, interviews and other types of audio samples, or even real-time videocalls with English native speakers as L2 input for learners to be more familiarized with aspects like culture, language and how it is actually used in the real world in order to compensate for the lack of exposure outside the class.

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Annexes

Cuestionario para Directora

Responda las siguientes preguntas en base a lo reportado por el departamento de inglés. Elija solo una opción por pregunta.

1. De acuerdo con el departamento de inglés, ¿estudiantes que están conscientes de los procesos cognitivos involucrados en el aprendizaje del inglés desarrollan mejor su habilidad de escucha?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

2. Según el departamento de inglés, ¿cuán a menudo el input comprensible contribuye a lograr un nivel de escucha competente?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

3. ¿Que tan seguido el departamento de inglés toma en cuenta el nivel de competencia de los estudiantes para ayudarles a desarrollar la habilidad de escucha?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

4. ¿Que tan seguido el departamento de inglés utiliza teorías del aprendizaje para mejorar el proceso de aprendizaje?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

5. De acuerdo con el departamento de inglés, ¿Qué tan seguido el proceso de aprendizaje apoya el desarrollo de una segunda lengua?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

6. Según el departamento de inglés, ¿enseñar con los estilos de aprendizaje tiene un impacto positivo en el proceso de aprendizaje?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

7. ¿Qué tan a menudo el departamento de inglés cree que el uso de estrategias de aprendizaje ayuda la enseñanza del escucha?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

8. ¿Qué tan seguido el departamento de inglés usa técnicas de evaluación para la instrucción del escucha?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

9. De acuerdo con el departamento de inglés, ¿Qué tan seguido son los materiales didácticos basados en contextos de la vida real efectivos para la enseñanza del escucha?

Marca solo un óvalo.

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

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Teacher Questionnaire

Please, answer the following questions based on your own experience and to the best of your knowledge. Only one answer per question is permitted.

***Obligatorio**

1. Dirección de correo electrónico *

2. Are learners who are aware of the cognitive processing involved in English learning better at developing listening competence?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

3. How often does comprehensible input contribute to the achievement of listening competence?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

4. How often do you consider learners' proficiency level to help them develop listening competence?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

5. Do you take into account learning theories to enhance the learning process?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

6. How often does the learning process support the development of a second language?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

7. Do learning styles have a positive impact on the learning process?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

8. How often are strategies helpful for listening instruction?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

9. How often do you use assessment techniques for listening instruction?

Marca solo un óvalo.

- Always Almost
- always
- Sometimes
- Hardly ever
- Never

Always Almost

always

Sometimes

Hardly ever

Never

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