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Students' perceptions on their listening comprehension difficulties in EFL  
classrooms: An Ecuadorian case.

**TRABAJO DE TITULACIÓN**

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2017

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Doctora

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De mi consideración:

El presente trabajo de titulación: Student's perceptions on their listening comprehension difficulties in EFL classrooms: An Ecuadorian case, realizado por Tapia Pinto Joselyn Nicole, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la ejecución del mismo.

Loja, agosto de 2017

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Dra. Ana Lucia Quiñonez Beltrán

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Yo, Tapia Pinto Joselyn Nicole declaro ser autora del presente trabajo de fin de titulación: Student's perceptions on their listening comprehension difficulties in EFL classrooms: An Ecuadorian case, de la Titulación de Ciencias de la Educación mención Inglés, siendo la doctora Ana Lucia Quiñonez Beltrán, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el siguiente trabajo investigativo son de i exclusiva responsabilidad.

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f.....

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## **DEDICATION**

This thesis is dedicated to whom I consider my life's greatest gift; my son David, who has been my daily inspiration, happiness, and support "Thanks David for being so patient with mom". In addition, I want to thank my lovely family especially to my husband Roberto, my parents Pilar and Oscar, my grandparents and my father in law, who encouraged me and were to my side during this process. There are no words to express my gratitude and love to all of them.

Nicole

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## **ABSTRACT**

This research titled “Students’ perceptions on their listening comprehension difficulties in EFL classrooms: An Ecuadorian case”, has as its purpose to investigate the learners’ listening comprehension difficulties in the EFL classroom.

This research took place in Quito- Ecuador, in two catholic private high schools. The sample population was taken from five different senior courses of second Bachillerato. Qualitative and quantitative methods were used to carried out this research. To gather the data, a survey containing 18 questions regarding to students’ listening perception was applied to 125 students. From the sample, fifteen students were taken to answer an interview and five teachers were asked to complete a survey. The data collected was organized and tabulated to be represented in charts for later analysis.

As a result of this research, it can be concluded that students have greater difficulty to listen to recorded audios rather than to the teacher reading aloud. This finding reveals that learners face this issue because of the lack of practice with different speaking styles which proves that being exposed to the same rate, accent and voice does not allow to fully comprehend a listening passage.

**KEY WORDS:** student’s perceptions, listening comprehension, difficulties, EFL classroom.

## RESUMEN

Esta investigación titulada "Las percepciones de los estudiantes sobre sus dificultades de comprensión auditiva en las aulas EFL: Un caso ecuatoriano", tiene como propósito investigar las dificultades de comprensión auditiva de los alumnos en el aula EFL.

Esta investigación tuvo lugar en Quito- Ecuador, en dos colegios católicos privados. La población de la muestra se tomó de cinco diferentes cursos de segundo grado de Bachillerato. Métodos cualitativos y cuantitativos se utilizaron para llevar a cabo esta investigación. Para recolectar los datos, se aplicó una encuesta con 18 preguntas sobre la percepción de escucha de los estudiantes a 125 alumnos. De la muestra, quince estudiantes fueron tomados para responder una entrevista y cinco maestros fueron solicitados para completar una encuesta. Los datos obtenidos se organizaron y tabularon para representarlos en tablas para su posterior análisis.

Como resultado de esta investigación se puede concluir que los estudiantes tienen mayor dificultad para escuchar audios grabados en lugar de que el maestro lea en voz alta. Este hallazgo revela que los estudiantes se enfrentan a este problema debido a la falta de práctica con diferentes estilos de habla lo cual demuestra que estar expuesto a la misma velocidad, acento y voz no permite comprender plenamente un pasaje de escucha.

**PALABRAS CLAVE:** percepciones de los estudiantes, comprensión auditiva, dificultades, clase EFL.

## INTRODUCTION

In the last decades, English has become more than a luxury a necessity and a primordial requirement for communication since English is the most widely spoken language around the world (Holmes, 2008). Nevertheless, the current society demands on individuals being well prepared in the use of this language due to it is frequently used for trading, traveling, studying, among others. In Ecuador, English has been taught as foreign language not only in private, but also in public schools. The national language curriculum conceives five curricular threads: oral communication (speaking and listening), reading, writing, language through the arts and communication and cultural awareness (Ministerio de Educación del Ecuador, 2016). According to Hernandez (2014) in her research project, indicates that listening comprehension was an abandoned skill when someone wanted to learn a foreign language. The author states that teachers realized the importance of this skill in the development of the communicative competence. In agreement, Modi (1991) expresses that listening skill has a relevant importance in the process of communication.

The present study aims to identify the student's perception on their listening comprehension difficulties in EFL classrooms focused on the factors that cause those difficulties; they are: the speaker, the listener and the listening passage.

Furthermore, some studies have been developed to scaffold the present research. One of them was conducted by Hamouda (2013) whose aim is to examine how Saudi college students face listening difficulties to comprehend English in EFL classes. The author concludes that listening is a vital skill for oral communication. However, he considered listening as the weakest

and the less practiced skill due to unfamiliar words, lack of concentration, accent, pronunciation, length and speed of the message.

Yilmaz and Yavuz (2015) conducted a study that reveals the frequency of listening comprehension problems seen in three categories: on teachers, the problems based on students' own strategies and the problems based on learner psychology. The results of this study are aligned with the teachers and students' own strategies since the biggest problem about listening is the deficiency of learning and teaching phonetics.

Finally, a study made by Ulum (2015) had as objective to examine the listening problems faced by a group of university students. The author concluded that from the learner's perspective was difficult for them to reach a correct listening comprehension because of unfamiliar accents, vocabulary, speaker's quickness and the lack of practice.

It is imperative to mention that the present investigation will contribute positively both students and teachers to identify the factors that affect to the listener their difficulties on listening comprehension, to analyze the speaker factors that interfere on the learners' listening skills, and to determine the students' drawback understanding a listening passage. Consequently, this research will help teachers to look for the best innovative strategies to overcome the problems mentioned before. Besides, this research has the intention to be used for future investigations because it provides ideas, facts, and quotes from different authors that undoubtedly will scaffold new studies.

## **CHAPTER I: LITERATURE REVIEW**

This section contains bibliographic information that constitutes the scientific basis of the present investigation. The topics researched are listening comprehension, elements of listening comprehension, listening difficulties for EFL learners and the strategies to develop the listening skill. Additionally, some studies were taken into account which overall information constitutes the theoretical support for the present study. Moreover, the reference sources were mainly taken from books, scientific papers and the internet.

### **Listening Comprehension**

According to Modi (1991), in the acquisition of a foreign language, listening skill has a relevant importance among the other skills. The author highlights this idea by saying that listening has to be considered as the basic skill when a new language is learned due to it allows learners to receive the information to be decoded and then to be understood. This process of receiving and then decoding the information is what the author describes as the basis for a good listening comprehension which needs to be highly practiced in order to achieve an effective communication. In agreement, Bano (2017) asseverates “listening is one of the essential key factors for the success in daily communication” (p.22), which means that the time spent in listening, has a great impact at the moment to communicate a language.

Worthington and Fitch-Hauser (2012) describe that those who are exposed to constant listening activities have also a positive impact in the process of learning a foreign language. Indeed, the authors take as a reference the way children learn a new language which is basically through the reception of information. This is because children acquire the new language by

developing oral skills which means they first put in practice their listening comprehension as a base of their communication.

In the same way, Downs (2008) claims that during the communicative process the listener plays an active role since its participation with the speaker includes not only the display of ideas, but also feelings and emotions. That is why the author states that listening is not a simple passive ability to hear or absorb sounds, but it is an active process to understand the message given by the speaker. In other words, Downs asseverates that in order to achieve a correct comprehension of the message it is necessary that learners focus their abilities on attending, understanding, interpreting, responding and remembering the ideas received. At this point, the author concludes that listening process becomes an action of permanent attention that allows the total comprehension of a message.

Similarly, Rodriques (2000) points out listening as a powerful communication tool which should include recognition, identification and understanding skills. The author states that part of the active listening comprehensive process is the recognition of the message which may contain not only the reception of external influences (noises, weather conditions), but also may include the interpretation and identification of different non- verbal signals such as gestures, body language and feelings. Additionally, Rodriques describes the importance of understanding the message as a whole which should include the explicit comprehension of the ideas received and the questioning of them. Taking into account the importance of not only receiving the information but also recognizing, identifying and understanding the message, Rodriques highlights that the practice of these steps allow to improve listening comprehension skills.

Finally, from another point of view Rost and Wilson (2013) cite the importance of listening comprehension through the application of other linguistic competences: the bottom up and top down process. The authors refer both as fundamental elements which always have to work together in order to comprehend a passage. The first one (bottom up) is described as the practice of listening of isolated words that allow to understand the general idea of a message. In other words, this process is focused on getting specific details such as an address, recipe or commands. While in the top down process, the authors describe the importance of understanding a general idea to then identify specific words of the passage. This second process is developed by listening to anecdotes, stories or speeches where the listener must put in practice his ability to predict or infer the ideas of the passage. For Rost and Wilson, the simultaneous listening work achieved with these two processes have a positive effect in the improvement of effective listening comprehension skills.

## **Elements of listening comprehension**

### **The listener**

Krizan, Merrier, Logan and Williams (2008) affirm that a successful communication is achieved through the interaction of three main elements: the sender, the message and the receiver. These elements act in a dynamic way because they have a specific role. For instance, the receiver who could be the listener has the important task to understand or decode the message given, which means that if the receiver does not comprehend or decode the message appropriately, this could cause a serious misunderstanding in communication.

Hartley (2016) concurs with the aforementioned authors by declaring that the receiver or in this case the listener has such an important role in the communicative process that his/ her

participation more than being passive is active due to he/ she also contributes with responses that evidence understanding. In other words, the listener puts in practice different comprehensive skills since she/ he not only has to understand the verbal messages, but also has to decode the non- verbal ones which makes the listener an essential canal to share the information and avoid confusions at the moment to receive the information.

On the other hand, Brackett (2012) conducted another research by describing that there are different types of listeners who can be categorized according to his/ her needs. This means that there are some listeners who are part of the process of communication by pleasure, they are called pleasuring listeners. Additionally, there are technical listeners who look for gathering specific data. Another type is the empathetic listener who tries to understand the emotional stage of the speaker. Finally, there are the no- conforming listeners who are critical with the message. At this point, Brackett emphasizes that no matter what type of the listener is, this will always require a fully concentration to get the idea of the speaker.

### **The speaker**

According to Krizan, Merrier, Logan and Williams (2008) the sender could be the writer, speaker or someone that transmits a message. It is the individual who starts the communicative process persuading or convincing others. Similarly, Brown (1995) describes the same aspect by defining that the speaker initiates the communication cycle from the step of encoding or putting thoughts into words. The same author highlights that the speaker's role is not merely to transmit nonsense words. Yet, the speaker organizes his/ her ideas to transmit a clear and coherent message to the receiver.



Regarding to the speaker's responsibility in the communicative process, Droga (2011) cites that it is essential that the speaker must know what the listener wants to hear. Therefore, it is vital that the communicator selects engaging information that keep the listener interested. Likewise, Gutierrez (2009) refers to the speaker as an important element in the transmission of an understandable message. The author also expresses his concerns about the importance of other elements that participate in the process of a correct communication like the right volume, the pitch, the pronunciation, the speed, the color and expressions while speaking; all of them definitely will contribute to enhance communication.

### **The listening passage**

The message is an encoded thought delivered by the sender. This message might be transmitted in different forms such as verbal and non- verbal (Krizan, Merrier, Logan and Williams, 2008). The authors elicit their ideas saying that verbal communication includes face to face interaction, television or broadcasting programs, among others. On the contrary, the non-verbal communication refers to body language or gestures. Despite the fact that there are multiple styles, Graham and Santos (2015) claim that it is imperative that the listener know how to handle different types of passages in order to avoid misunderstanding through the complexity schema of communication.

These authors affirm that the listening passages might vary in relation to the listener's needs. They illustrate their ideas saying that there are some listening passages aimed to identify specific words and general meaning. In addition, there are other passages that include more complex forms of communication with longer texts and higher speed rate. Consequently, it will benefit the development of intensive and extensive listening comprehension skills.

## **The physical setting**

It is known that an effective communication depends on how understandable a transmitted message can be. However, there exist different elements that are crucial to avoid misinterpretations. For instance, the physical setting is one of the factors that have an important role in the communication process since it includes not only the place where the passage is listened (physical facilities), but also it compromises other external elements (noise, weather conditions) that may interfere at the moment to receive the message (Mangal and Mangal, 2009).

Hartley (2016) also states that the physical conditions play an important role since they can affect the comprehension of the message content. A clear example given by this author indicates that listen to someone speaking in an extreme cold or hot room can provoke to the listener a lack of attention because the environment during the conversation affects the listener's comprehension skill.

On the other hand, Thomas (1999) refers the noise as another important physical factor that may affect the listener during the communication process. The author states that background noises from recorded audios as well as environmental noises can take the listener's mind out of the content. For this reason, the author suggests removing or recognizing physical barriers and distractions in order to assure an assertive communication.

## **Listening Comprehension difficulties for EFL learners (Listening problems and causes)**

Teachers usually dedicate more time to develop writing activities because they consider this skill more complex for learning while for listening and speaking teachers spend less time improving those skills (Graham and Santos, 2015).

Regarding to the lack of importance given to the oral skills, the same authors indicate that teachers do not really work on achieving effective listening and speaking abilities. This is because educators only limit students to do task completion of short and non substantial passages. For this reason, Graham and Santos affirm that learning difficulties start because students are not exposed to do listening tasks.

In agreement with authors aforementioned, Gilbert (2012) indicates that the speed of talking, the deficient recognition of sounds and the lack of student's motivation also affect listening comprehensive development. As the author describes, listening problems are caused by misunderstandings in listening passages which provokes that language learners start complaining about the quickness of the speech. Consequently, students lose interest and do not feel well engaged with listening activities.

Rost and Wilson (2013) also explain that students feel overwhelmed and anxious when they are encouraged to listen to passages in which the speaker talks too fast. The authors manifest that as a result of this learners lose confidence because and loose motivation.

In addition, Thomas (1999) describes other problems that affect students' listening comprehension. Like physical setting which is another listening difficulty that learners struggle when they are performing listening tasks. One clear example of this issue is when students are exposed to listen passages with gadgets that distort the meaning of the message. Thus, the author concludes that unclear sounds resulted from poor- quality equipment does not allow to obtain an appropriate comprehension.

Likewise, Alcantara, Espina, Villamin and Cabanilla (2003) describe the sounds as another listening difficulty factor, indicating that noise inside or outside the room can interfere

the learner's reception of the message. The authors express a clear example of this issue is when students cannot concentrate in the passage because of the presence of distracting sounds (car sounds, music, other people talking) which make learners not only have difficulties to comprehend the passage but it also makes them have a negative attitude (sleepiness, fatigue and tiredness) during the listening activity.

As a summary of this section, Allenby, Fearon, Merrison and Morling (2015) declare that listening difficulties are composed of three important factors such as: neurological problems, physical problems and understanding problems. According to the authors, the first issue which refers to the neurological factor is related to problems of hearing that causes on listeners perceive and produce the language. Second, the next issue is about the physical problems that refer to environmental noises and settings which affect the appropriate understanding of the message. Finally, the understanding issue is presented by the anxiety and stress that make students unable to participate in the process of communication. In other words, the authors state that listening difficulties vary in relation to the student's environment, physical needs and states of mood.

### **Strategies and activities to develop listening comprehension skill**

Swansburg and Swansburg (2002) indicate that a good listening comprehension requires the active participation of the receiver. The authors argue that the listener needs to understand and decode the speaker's thoughts and his point of view by paying close attention to the message. To prove this statement the authors encourage different strategies that facilitate the accomplishment of this skill. Some of these strategies include; decoding the message beyond the speaker's words which means to analyze gestures, attitude, accent and dialect. Another point is by being opened to formulate questions so that the message will be totally comprehend. Finally,

the eye contact and the body posture reveal the attitude of the listener towards to the speaker. All of these elements described above are fundamental in the process of conversation.

According to Lamees (2015), a good communicator is someone who has good listening habits. One justification often given by Lamees is that a person who receives information allows others to express a complete idea in their speech intervention. This author suggests that it is necessary to practice first listening and then speaking which has as an effective impact in the achievement of an active- respectful conversation, where each member (listener and speaker) can have turns to interact. In accordance to the previous study Hoppe (2006) proposes that it is not good idea to jump immediately to problem- solving or to offer an advice in a conversation, instead the author states that the main purpose of the listener after receiving the information should be the reflection of what was heard, than give opinions or clarify any ambiguous misconception of the conversation.

Alcantara, Espina, Villamin and Cabanilla (2003) indicate that besides a receptive mind it is also essential to anticipate or guess what the speaker might say. According to the authors, this kind of activity helps listeners to think about possible information and infer the intention of the message. Additionally, the authors describe the identification of non- verbal signals as another strategy to develop listening comprehension. From the point of view of the authors; facial expressions, eye gaze, tone of voice, among others are ways to highlight the message of the conversation.

Finally, Rost and Wilson (2013) emphasize the usefulness and effectiveness of having conversations with native speakers since learners acquire new and more linguistic forms such as syntactic structures, words, lexical phrases, correct pronunciation as well as a cultural growth.

According to the authors, the constant practice and interaction with native speakers in different communicative contexts results in getting a natural acquisition of the language. On the other hand, Boyer (2003) states that if this proximity with English speakers is not possible, another good strategy to develop the listening comprehensive skills is through the use of recorded audios with varied accents.

Until this point of the investigation, some authors were cited in order to give a theoretical foundation to the research problem. However, it was also necessary to give a further support through the inclusion of similar previous studies which are related to the topic of student's perceptions on their listening comprehension difficulties.

The first study was conducted by Hamouda (2013) whose main objectives were addressed to identify student's perception toward the importance to study listening comprehension skill, to recognize what English abilities were emphasized in student's education, to know how and when learners have the opportunity to practice listening, to find out what kind of listening difficulties students have. Moreover, to provide suggestions for teachers so help their learners overcome their listening difficulties.

This research was carried out to find out some data. Thus, Hamouda used quantitative and qualitative methods which include; questionnaires and interviews that were applied to a group of first year major students of Qassim. The questionnaire was designed in order to get student's information about the difficulties on their listening comprehension. This instrument also contains four sections; the first one was focused on student's learning experience, the ways of practicing the listening skill, the importance of listening, and the self-rated listening proficiency level. Second, the next section includes questions related to the evaluation of the listening skill. Third,

it involves questions conducted to know how and when students find the opportunity to listen English. Finally, the last section includes items divided into categories such as listening material, linguistic aspects, lack of concentration, speaker, listener, psychological category and physical setting.

In addition to the questionnaire applied, the author conducted an interview in order to triangulate the information gotten from the instruments used. The results show that pronunciation, speed of speech, insufficient vocabulary, different accents, lack of concentration, anxiety and poor quality were the factors that mainly affect student's listening comprehension.

The second study was carried out by Yu- gi Chao (2013), whose principal objective was to investigate non- English major's listening performance and listening problems. To gather the information of this research the author required the application of a general English proficiency test and a listening comprehension problem questionnaire addressed to seventy five college students in Taiwan.

The proficiency Test as well as the listening comprehension problem questionnaire were applied to an specific group of intermediated level. The test had forty- five questions with multiple choice types. Whereas, the questionnaire consisted of two sections the student's background information and their listening problems. The research revealed that students have taken approximately one hour to complete the data of the instruments applied.

Finally, according to the results obtained, the study shows that sixty two percent of the participants didn't get the minimum score for the intermediate level test. Besides, the author found some listening problems that were mainly from the input, listener, and task factor. However, the most frequent problem found in listening skill was attributed of the difficulty of

retaining information due to the long periods of listening texts, the taking- note problems, and the unclear pronunciation of unfamiliar words.

Another study was developed by Al-Alwan, Asassfeh and Al-Shboul (2013) which aims to explore metacognitive listening strategies and its relationship with listening comprehension. This study employed a Metacognition listening questionnaire and a listening comprehension test on 386 students of tenth graders in Amman, capital city of Jordan.

The questionnaire was applied to English instructors in order to know the capability of learners in relation to the time they took for developing listening activities. Besides, the students were also measured how proficient they were with the length of the task. The instrument performed by the teachers consisted of 21 items which includes; problem- solving, planning and evaluation, mental translation, personal knowledge and attention. Nevertheless, the second instrument was a test focused on student's listening comprehension assessment. Moreover, it included 24 items all of them were familiar to the student's knowledge (multiple choice, gap filling and short- answer questions).

The findings obtained from this study demonstrate that there was a moderate understanding of the metacognitive listening strategy. Having this result, the highest incidence in the use of metacognitive strategies is attributed to problem- solving activities. Whereas, the lowest result was related to personal knowledge.

The fourth study was directed by Ulum (2015), this research has as objective to understand and examine how students perceive the listening difficulties in EFL classes in relation to some specific criteria such as listening process, input, listener, task, effect and context. As sample population, 50 students were taken from Hakkari University. The data information was



obtained through questionnaires and interviews. Consequently, the results revealed statistical facts about student's listening difficulties.

The outcomes demonstrated that language learners had problems to understand listening passages when they were exposed to varied and unfamiliar accents. The author found another element that hinders students to comprehend the meaning of words when they are not pronounced clearly. Thus, it is a challenge for learners to retain and remember information.

Finally, in the study developed by Nowrouzi, Tam, Zareian and Nimehchisalem (2015), the purpose of the investigation was to explore the listening comprehension problems in a group of EFL Iranian learners. The three main listening components were perception, analysis and utilization. To accomplish these objectives were imperative the application of quantitative and qualitative methods. Besides, the gathered information was carried out through a questionnaire which was applied to 100 learners. The instrument consisted of 23 items; ten correspond to the perception of problems, seven to the analysis of its difficulties, and five to the utilization of the language.

The results obtained of the current study indicate that three categories of the listening difficulties were affected. First, the perception of language was altered by different distracters like noise, weather, environment, among others. Second, the extended listening activities cause problems in student's retention due to the large quantity of information. Finally, the limitation in relation to the usage of language promotes deep gaps in their understanding. From the research that has been performed by Nowrouzi, Tam, Zareian and Nimehchisalem, they concluded that students have to be exposed more frequently to listening tasks in order to improve their skill performance.

## **CHAPTER II: METHOD**

### **Settings and Participants**

This research was carried out in two private high schools in the city of Quito. The sample population chosen for this study was 125 students of 2nd year of Bachillerato (25 students from 5 classrooms). The average age of these senior students oscillates between 16 and 17 years old. The learners receive seven English hours per week and between 1 to 2 hours every day. It is known that the Ministry of Education has implemented into the national curriculum the English subject and according to the schedule and exit profile learners have an intermediated- advanced English level. Moreover, in order to conduct this study, it was important the teacher's point of view about the students listening difficulties. For that reason, five educators were asked to complete the surveys that highlighted the purpose for this study.

### **Procedure**

The investigative process began with the search and selection of theoretical thematic information and studies related to the problem raised. All the analysis done from different researchers helped to give support to the information presented in the literature review; that information was mainly gathered from books, journals and Internet.

In addition to this process, the field research was conducted through the qualitative and quantitative methods. This stage began with the collection of field data through the application of instruments to the selected sample (students and teachers) who were asked to answer surveys and interviews. Furthermore, these instruments were designed taking into consideration the three main factors that interfere in the listening comprehension skill; listener, speaker and listening passage.

As third phase, it was necessary to make the tabulation of each statement from the instruments applied. The results obtained from the students' surveys were expressed in percentages which allowed to make a deep analysis of the investigation which consequently it helped with the interpretation, analysis and discussion of the issues (listener, speaker and listening passage) that students face while they listen.

The procedure in this section was carried out through the triangulation between the students, teachers' surveys- interviews and the support of other author's studies. Finally, it is essential to mention that the information collected scaffold to make an objective comparison to consequently obtain the conclusions of this research.

## **CHAPTER III: RESULTS AND DESCRIPTION**

### **Description, Analysis and interpretation of results**

This section presents the analysis of the information gathered from the field research which has been analyzed in three established variables: the listener, the speaker and the listening passage in order to determine in which of them students have greater difficulty and do not allow the correct development of this skill. Additionally, this analysis is carried out through the explanation and contrast of the results obtained in the applied surveys with the bibliographic support of the literature review. The results obtained through this investigation were based on the research questions for each issue.

#### **How do the listener factors affect their listening comprehension?**

Hartley (2016) states that the listener has an important active role since its participation not only lies on receiving the message, but also has the responsibility to answer to the speaker by showing an appropriate understanding of the message. The authors explain this idea by describing that the listener's role is so dynamic that has to comprehend the message beyond words which means that the listener has also to identify inexplicit messages that are hidden in feelings, thoughts and gestures. Regarding to Hartley's contribution about the vital function that the listener plays during the communication process, the table presented below shows the results obtained from the students' surveys about the listener and the respective analysis of the elements that affect learners' listen comprehensively.

**Table 1****How do the listener factors affect their listening comprehension?**

<i>Item no.</i>	<i>Statements</i>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1	I use my experience and background knowledge of the topic to understand the listening passage	2.4 %	17.6%	54.4%	17.6%	8%
2	I listen to every detail to get the main idea of the listening passage	10.4%	25.6%	28.8%	20%	15.2%
3	I find it difficult to do listening activities because of my lack of knowledge of English language	8%	28%	36.8%	15.2%	12%
4	After my teacher stops the recording, I find it difficult to predict what will come next	8%	18.4%	35.2%	25.6%	12.8%
5	I find it difficult to hold a short dialogue after listening to a passage	12%	18.4%	35.2%	17.6%	9.6%
6.	I find it difficult to get a general understanding of the message from listening for the first time	12.8%	25.6%	26.4%	27.2%	8%
7.	I feel nervous and worried when I do not understand the listening passage	9.6%	12.8%	21.6%	28%	28%
8	I find it difficult to understand the listening passage because it is not of interest to me	27.2%	26.4%	25.6%	14.4%	6.4%
9	I find it more difficult to listen to a recorded text than to my teacher reading aloud	9.6%	12.8%	20.2%	39%	18.4%

Author: Joselyn Nicole Tapia Pinto

Source: Students of second year of Bachillerato

The first statement which refers to *Use my experience and background knowledge of the topic to understand the listening passage* shows that 54.4% of the students surveyed agree with *sometimes* in the use of this strategy, while just a (2.4%) of the sample population manifest that they *never* activate their previous knowledge and experience. On the other hand, the results obtained from the teacher's survey shows that 60% of educators affirm that their students *often* use this strategy in order to understand the topic given. The findings from the student's survey might be attributed to the fact that there are some learners who activate their previous knowledge without difficulty since they have a quiet enough background in the use of English language. Whereas, it is evident that there are few students who face difficulties to use this strategy due to the poor exposure in the use of English language. In this concern, Zull (2002) explains that the use of prior knowledge is considered as an elemental basis since it allows students to make connections with the new knowledge.

The results obtained in the second statement, *I listen to every detail to get the main idea of the listening passage*, reveals that there is a minimal difference between the frequencies *seldom* and *sometimes* which are represented with 25.6 % and 28.8% respectively. These highest findings agree with the results obtained from the teacher's survey whose dominant percentage (80%) was gathered in *sometimes* frequency. These percentages could be determined because students try to listen to every detail instead of understanding the whole context. With this respect, McHugh (2015) mentions that the practice of this strategy does not allow learners to reach a clear interpretation of the listening passages. What is more, it causes that the "active listening" becomes a mechanical process where students cannot get the meaningful information.

The next statement which corresponds to, *I find it difficult to do listening activities because of my lack of knowledge of English language*, determines that there is a predominant

result in *sometimes* frequency with a 36.8% and it is followed by *seldom* frequency 28%. These outcomes do not agree with the teacher's survey whose predominance is found in the *often* frequency represented with 60%. The results obtained from the student's surveys are also confirmed with their interviews which demonstrate that the major problem of learning English is not related to the new topic, but it is linked to the lack of English knowledge (grammar, vocabulary among others). In relation to the data gathered, Hong Xu (2010) claims that problems related to the listening activities can be attributed to English gaps from the past. This difficulty causes students get confused during the listening passage and of course feel unable to understand the meaning of the message.

Regarding to statement 4 which refers to *After my teacher stops the recording, I find it difficult to predict what will come next*. There is an important number of students (35.2%) who affirm that they *sometimes* have this difficulty. This percentage is followed by 25.6% who confirm that learners *often* face this problem. These results contrast with the teachers' opinions whose predominant percentage is obtained in the *often* frequency (80%). The outcomes reveal that this difficulty could be attributed to the fact that it is hard for learners to predict what comes next if the audio is not well understood, and if there is not a previous preparation before the listening passage. Concerning to this, Graham and Santos (2015) explain that in order to develop listening comprehension skills, it is necessary to do some activate- knowledge steps like brainstorming activities which must include teachers guide learners to think or guess the ideas that could come in the audio, among others. Beside this, the authors indicate that it is imperative to monitor and verify the information before and after a listening task activity. What is more, it also helps students to have a general idea of the listening passage.

In relation to the results obtained in statement 5 which refer to *I find it difficult to hold a short dialogue after listening to a passage*. This shows that there is a predominant percentage found in the *sometimes* frequency (36.8%) which contrast radically with the lowest percentage (9%) taken from the *always* frequency what evidences that students struggle some difficulties to keep a conversation after listening passage. While from the teacher's survey 60% of educators affirm that their learners *often* have this issue. The results gathered reveal a variation between student's and teacher's opinion. However, the highest percentages obtained from both surveyed respondents point out that some learners face this difficulty. It could be attributed to student's lack of confidence and problems understanding audio passages. Regarding to the last idea, Rost and Wilson (2013) state that this difficulty of holding a short dialogue after listening a passage is conducted by the lack of motivation and practice to talk in front of others. These authors also explain that the importance of an active listening is associated with the development of communicative skills which ensure the correct comprehension of the message through the interaction and participation of the listener and speaker.

Statement 6, *I find it difficult to get a general understanding of the message from listening for the first time*, shows a little difference between the frequencies seldom, sometimes and often. From the three parameters, the dominant result corresponds to the *often* frequency (27.2%) which agrees with teacher's opinion by showing a predominant percentage in the *often* frequency respectively.

As it is observed above, this dominant percentage obtained in the *often* parameter has a negative inclination which demonstrates that most of the learners have difficulty with this strategy and which could be attributed to the lack of practice of listening activities. In this concern, Gilbert (2012) indicates that there are several factors that interfere while having a



general understanding of the listening passage for the first time; some of them could be related to the audio equipment quality, others to the length of the message, and in a high predominance with the speed of the speech. Therefore, the author states that the most common reasons why students show difficulty in the comprehension of the passage are related to the quick pace of the speaker, the gaps of grammar structures and the lack of vocabulary. For Gilbert, these problems interfere drastically on student's comprehension and it provokes that listeners concentrate for details instead of getting a general idea of the passage.

Statement 7, *I feel nervous and worried when I do not understand the listening passage*, demonstrates that there is an equal result for both frequencies *always and often* with 28% respectively. These findings show that the two frequencies explained above outweigh negatively to the other frequencies. Additionally, the teacher's survey results display that the highest percentages correspond to *sometimes and often* with 40% correspondingly. The outcomes presented reveal that a great number of students feel nervous when they don't understand the passage and this issue has a great impact especially in their confidence to grasp listening tasks. This is supported by Graham and Santos (2015) who affirm that listeners feel anxious and worried because of the little exposure in listening activities. Besides, the authors state that when learners have a systematically rehearsal, the students feel more confident about their listening skills.

Concerning to the results obtained in statement 8, *I find it difficult to understand the listening passage because it is not of interest to me*, there is a significant number of students (27.2%) who declare *never* having this difficulty while (6.4%) of learners affirm *always* facing this problem. The results from the student's survey do not agree with the teacher's findings who indicate that 60% of students *always* struggle with understanding the passage because they are

not interested. According to the percentages, this is a problem that not all the listeners have. Furthermore, it might be attributed to the inappropriate listening passages chosen for learners. Nikolov (2016) explains that teachers should choose relevant and appropriate topics for language learners. These listening passages should not only be well understood but also, it keeps the student's attention by making them feel identified and interested in the topic.

The results obtained in statement 9, *I find it more difficult to listen to a recorded text than to my teacher reading aloud*, there is an important number of students (39%) who affirm *often* having this difficulty which contrasts with the lowest result (9.69%) obtained in the *never* frequency respectively. The student's percentages are not far from the teacher's point of view whose predominant result is also gathered in the *often* frequency with (60%). The outcomes reveal that there are an important number of students who have this problem which could be given by the lack of practice in listening tasks with recorded audios. In this regard, Harmer (2007) highlights that recorded material encourages students to imagine how characters can be through their voices as well as the setting of the story. Beside this, Harmer explains that through audios, language learners have the possibility to listen to a variety of accents and the correct pronunciation and stress of English words. Thus, this material helps teachers to get accustomed to students at different types of English speech forms.

To conclude, this first analysis which corresponds to how listener factors interfere with the students' listening comprehension; it is important to mention that the highest results that stand out negatively and that affect in great impact the listening comprehension are distributed in the following three statements: the difficulty that students face when they try to predict what comes right after when the recording is done, the way students feel (nervous and worried)

because they do not understand a passage, and the difficulty that learners have when they rather listen to the teacher reading aloud than listen to recorded audios.

Regarding to the statements mentioned above; learners have difficulty to predict what comes next in the audio because of the lack of pre listening activities which means that learners do not have a previous preparation with vocabulary, structures or ideas that are going to be listened in the passage. This issue has a great impact on students since they cannot listen something that has not been discussed before. The second statement that also has an important incidence is related to the way students feel (nervous or worried) when they do not understand a passage. From the analysis done, this difficulty is the result of the student's poor exposure to listening activities which make them feel fearful of their listening skills. Finally, the third statement regards to the difficulty that learners have to understand a recorded text than the teacher reading aloud. This listening issue is attributed to the fact that students do not have enough practice with different English speech forms which cause them get accustomed to the same voice, speed and accent.

### **Do the speaker factors interfere on the learners' listening skills?**

Sweeney (2015) describes the speaker as an active participator who has the role to communicate his thoughts and ideas to the listener. Among the speaker's responsibilities are included sharing understandable thoughts to the audience, convincing the listener about what is saying and keeping the listener interested. Taking into account the close relation that connects the speaker with the listener at the moment of having an effective communication, the table below shows the results and the respective analysis of the elements concerning to the speaker and how they interfere on the learners' listening skills.

**Table 2**

**Do the speaker factors interfere on the learners' listening skills?**

<i>Item no.</i>	<i>Statements</i>	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
10.	I find it difficult to understand natural speech which is full of hesitation and pauses	3.2%	21.6%	36%	28.8%	10.49%
11.	I find it difficult to understand the meaning of words which are not pronounced clearly	1.6%	18.4%	41.6%	26.4%	12%
12.	I find it difficult to understand well when speakers talk too fast	4%	13.6%	35.2%	27.2%	20%
13.	I find it difficult to understand well when speakers talk with varied accents	3.2%	14.4%	39.2%	23.2%	20%

Author: Joselyn Nicole Tapia Pinto

Source: Students of second year of Bachillerato

From the results obtained in statement 10 which refers to; *I find it difficult to understand natural speech which is full of hesitation and pauses*. It can be observed that the highest result is obtained in the *sometimes* frequency (36%), this finding is followed by another important percentage obtained in the *often* frequency (28.8%) which shows that there are some students who have difficulties in this statement. Besides, according to the teacher's point of view the highest percentage is gathered in the *often* frequency (60%), which proves that there are several students who have difficulty when they listen the speaker talking without confidence or fluency. To corroborate, Corley, Mac Gregor and Donaldson (2007) indicate that students make a great effort to grasp the main idea of the message when this is composed of different disfluencies.

According to the authors these disfluencies are considered as a phenomenon that is mostly found in natural speeches and are known because of having pauses, fillers, repeated words, restarted sentences, which affect the normal flow of the message.

The results in statement 11 “*I find it difficult to understand the meaning of words which are not pronounced clearly*”, show that 41% of the participants *sometimes* face this difficulty. In addition, the results obtained in the frequencies *often* and *always* demonstrate that 38% of the students struggle with this issue. On the other hand, we can notice that only 1.6% of the learners do not have any difficulties. Regarding to the outcomes obtained, it is evident that there is a great number of students who face difficulties on understanding the meaning of words when they are not pronounced appropriately. This might be linked to the weak competences of the speaker with respect to the pronunciation. Nation and Newton (2009) claim that a clear pronunciation of English words is really important due to the receiver could misunderstand the message when the speaker does not apply a good accent, diction and utterance. Consequently, the authors state that learners have to be exposed to speakers whose oral skills are proficient in the English language.

The percentages presented in statement 12, *I find it difficult to understand well when speakers talk too fast*, reflect that there is an important number of students (35.2%) who *sometimes* have this difficulty. In addition, 27.2% and 20% of the sample population express that they *often* and *always* respectively consider to have problems when speakers talk too fast. While, only a 3% of the surveyed students say that they *never* have this problem. The outcomes reveal that most of the students experience this difficulty when the speaker talks too fast which could be attributed to the lack of practice that students have with different speakers’ pace. In agreement, Gilbert (2012) states that when learners are exposed to high speech rates, they feel overwhelmed and they are not capable to grasp the whole message. To this concern, the author recommends

that learners need to rehearse their listening skills with speakers who have different speaking speeds.

Regarding to statement 13, *I find it difficult to understand well when speakers talk with varied accents*, there is a considerable number of surveyed learners (39.2%) who *sometimes* present this difficulty. What is more, 23% and 20% of students express that they *often* and *always* face this issue. In addition, the obtained results from the teachers' survey reveal that they agree with the same students' problem because 80% of them affirm that learners *always* struggle at the moment they listen to different accents. The data gathered from the surveyed sample show that there is an important number of students who have the difficulty to understand varied accents. This problem could be attributed to the few opportunities that learners have to practice regularly with native English speakers who are from different countries and have varied accents. To this concern, Jolliffe, Waugh and Carss (2015) asseverate the importance of identification and comprehension of other accent forms. The authors explain that through the practice of listening passages with different accents, students will be able not only to recognize multiple accents of English language, but also they will be opened to learn special characteristics of each accent regarding to the culture.

From all the factors presented above, the highest results in this speaker's section are achieved in statement twelve and thirteen which refer to the difficulty that learners have to understand when speakers talk too fast, and the problems they face with varied accents. The analysis of these announcements reveal that the principal reason why those factors hinder in listening comprehension skill are focused on the lack of constant practice to improve the ability to comprehend listening tasks.

### How does the listening passage hinder the students' listening comprehension?

Brantley and Miller (2005) express that the listening passage or the message plays an important role in the communicative process due to its significant lies on the precise information that the speaker uses to convey the listener. According to the authors, there are different elements that are part of the listening passage which include a good communication, gestures, sound, content of the message, and the listener's or speaker's predisposition. Additionally, the authors describe the passage as the mechanism in which the listener and the speaker reach an effective communication. For its importance, the table presented below shows the results and analyses by which the message affects the students' listening comprehension.

**Table 3**

### How does the listening passage hinder the students' listening comprehension?

<i>Item no.</i>	<i>Statements</i>	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
14.	Vocabulary used in the listening passage interferes with my listening comprehension	8%	30.4%	36%	20.8%	4.8%
15.	Some grammatical structures in the listening passage interfere with my listening comprehension	12%	18.4%	35.2%	22.4%	12%
16.	The length of the listening passage hinders me to interpret the message	9.6%	20%	32.8%	30.4%	7.2%
17.	The content of the listening passage is abstract	8.8%	20%	36%	17.6%	17.6%

18.	The poor quality of recording does not allow me to understand the listening passage	17.6%	18.4%	27.2%	20.8%	16%
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Author: Joselyn Nicole Tapia Pinto  
Source: Results from student's surveys

In relation to statement 14, *Vocabulary used in the listening passage interferes with my listening comprehension*, there is an important result obtained from *sometimes* frequency (36%) which is followed by the *seldom* frequency with (30%). On the other hand, the teacher's survey does not agree with the students' survey since its highest percentage is taken from the *often* frequency (60%). The outcomes reveal that the vocabulary in the listening passage does not affect students' comprehension at all. This could be because learners do not need to know every single word to infer the context of the message. This idea is supported by Luckner and Rudolph (2009), who state that the knowledge of vocabulary does not inhibits the listening comprehension. Indeed, the authors also affirm that learners could be able to understand the main purpose of the message just by identifying key words that allow them to interpret the situation or circumstance of the passage.

In statement 15 "*Some grammatical structures in the listening passage interfere with my listening comprehension*", it can be observed that the predominant result corresponds to the *sometimes* frequency (35.2%). However, it is important to analyze the *often* and *always* frequencies, which are represented with 22,4% and 12% respectively. Moreover, the teachers' survey shows a relevant preference in the *often* frequency (60%). All these findings indicate that students and teachers consider grammar structures as an important issue that affects learners' comprehension with the listening passage. Regarding to the interviews applied to students, it is quiet important to mention that learners express their concerns about the difficulties they have



when they use their background knowledge of grammar structures in their L1, which affects the understanding of a listening passage in L2. It might be because there are some students who use their mother tongue structure to understand the passage what affects the whole comprehension of the message. Thomas (2015) corroborates this finding saying that learners tend to use their native language structures to understand a listening task. The author suggests that when someone learns a new language, this must be acquired unconsciously through the daily practice and not through the mechanical memorization of rules and structures.

According to the statement 16 which refers to *the length of the listening passage hinders me to interpret the message*, it is a relevant percentage in the *sometimes* frequency (32.8%), followed by the *often* frequency (30,4%). Regarding to the teacher's survey results, the findings show that there is an agreement with the student's outcomes whose dominant percentage is found in the *often* frequency (40%) which demonstrates that students face problems getting meaningful information when they are encourage to listen to large quantities of audio passages. It might be because learners find difficult to retain a lot of information when they are exposed to listen extended passages which provokes that students lose concentration and interest. In accordance, Anderson and Lynch (2003) claim that it is important to develop listening tasks with short passages which allow learners to understand the message. The authors suggest that learners do not have to be exposed to listen to long passages.

Statement 17 concerned to, *the content of the listening passage is abstract*, show that despite the fact that the highest result is obtained in the *sometimes* frequency (36%), it is noticeable that (17.6%) is found in the frequencies *often* and *always* respectively. Besides, from the teacher's survey there is a predominant outcome in the *often* frequencies (40%). These findings demonstrate that most of language learners have difficulty understanding abstract

listening passages. It could be associated to little exposure that students have toward to listening tasks in which learners have to deduce and analyze the main idea of the message. According to Pauker and Hibbard (2013), this abstract content (complex message) helps learners to activate their critical thinking what brings about that the message must be interpreted by the listener using his own abilities to discriminate the information given. Therefore, Pauker and Hibbard's claim that learners do not have enough practice with abstract contents since there are listening activities that demand opinions, inferences, and other thinking processes that students do not rehearse at all.

According to statement 18 which refers to *the poor quality of recording does not allow me to understand the listening passage*. The results obtained demonstrates that the highest number is gathered in *sometimes* frequency (27.2%). Additionally, the second highest number is found in the *often* frequency (20,8%). Another aspect to highlight is the result obtained from the teachers' survey with (60%) in the *always* frequency. The findings reveal that there are an important number of students who consider the quality of the recording as an essential element that affects listening comprehension. This might be because there are different factors that affect to have a good quality of recordings. For instance, this problem could be linked to devices in bad condition and unclear audio. To corroborate, Harmer (2007) asseverates that unclear sounds resulting from poor quality audios interfere with the listening comprehension of the listening passages.

To sum up with the analysis of this question which is focused with the listening passage hinders or not the student's listening comprehension, it is important to describe that the highest result are obtained in statements sixteen and eighteen which deals with the length of the passage, and the poor quality of recordings. The reasons why these two statements have a dominant result are because students who are exposed to listen to long passages lose interest. Another element is

the poor quality of audios which can be attributed to gadgets in bad conditions as well as unbearable sounds. All these aspects make students feel overwhelmed and in some cases they reject to do activities related to enhance their listening skills.

## CONCLUSIONS

The listener factors that mainly affect students' comprehension are related to the difficulty they have to predict the main ideas of the passage because of the lack of pre listening activities.

The poor exposure to listening activities makes students feel nervous and worried when a passage is not appropriately understood.

Students struggle to understand recorded audios with different speaking forms because they are accustomed to listen to the teacher reading aloud.

Concerning to the speaker, the factor that impedes students comprehend a listening task, it is directly linked with the little practice they have with different speaking speeds.

Students have difficulties to understand varied accents which are associated to the few opportunities learners have to practice with English native speakers.

Regarding to the listening passage factors, learners feel overwhelmed and lose their concentration in the message when they have to deal with extended passages.

Learners face problems to comprehend listening tasks when they undergo poor quality recordings such as unclear sounds and devices in bad conditions.

## **RECOMMENDATIONS**

It is suggested that teachers help students to predict what comes next in a recorded audio by developing some pre listening activities. These activities should include a warm up task, a short discussion of the topic, and brainstorm what they can infer.

In order to reduce anxiety or worry, it is advisable that students practice more joyful listening activities such as listen to music, watch a movie, among others. The practice of this type of activities will help learners not only to improve their listening skills, but also to feel engaged with the listening tasks in class.

Teachers should incorporate in their lesson plans varied material that encourage students to listen to other speaking styles like recorded texts of international news, talk shows, dialogues, among others.

It is recommendable that teachers train students with different speaking speeds. This could be possible by including audios with different paces.

It is recommended for English teachers to develop classes where learners have the opportunity to listen other accents. Besides, it is important to encourage students to challenge themselves by listening to audios with a variety of dialogues and songs in order to train and improve their listening skills.

It is advisable that teachers train their students to perform some techniques that allow them to comprehend long passages which include note taking, inferring the purpose of the context and getting the main ideas of the message.

Teachers should make sure the condition of the recorded audios before developing the listening activities. Some of the strategies could be a copy of the recording, the use of devices or equipments that are in good condition (good volume, fully functional).

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## **ANNEXES**

## ANNEXE 1



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**

**ENGLISH DEGREE**

**STUDENT'S QUESTIONNAIRE**

Estimado estudiante,

La presente encuesta tiene como objetivo obtener información para conocer cuál es su opinión sobre las dificultades que usted tiene para escuchar comprensivamente en las clases de inglés.

Cabe señalar que esta información será utilizadas con propósitos académicos exclusivamente; por lo que, le solicitamos comedidamente contestar el siguiente cuestionario:

**Instrucciones: Marque por favor la opción de frecuencia que más refleje su criterio (UNA SOLA RESPUESTA POR NÚMERO).**

## Dificultades como oyente

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
1	No entiendo el tema que escucho en inglés y por ello debo usar mi conocimiento o experiencia previa sobre el mismo					
2	Me es difícil entender lo que escucho en inglés y por ello debo escuchar todos los detalles para entender la idea principal					
3	Tengo dificultad en hacer las actividades del texto que escuché en inglés por la falta de conocimiento del idioma					
4	Después de que el profesor pausa la grabación, me es difícil predecir (adivinar) la idea que continúa en el texto escuchado.					
5	Me es difícil mantener un diálogo corto en base al texto que escuché en inglés.					
6.	Es difícil para mí tener una idea general del texto después de la primera vez que lo escuché en inglés.					
7.	Me siento nervioso y preocupado cuando no entiendo el texto que escuché en inglés.					
8.	Me es difícil entender el texto que escucho en inglés porque el tema no es de mi interés					
9	Me resulta más difícil comprender en inglés el texto grabado que el texto leído en voz alta por mi profesor(a)					

### Dificultades con el hablante

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
10	Me es difícil entender lo que dice un extranjero que habla inglés porque titubea (duda) y hace varias pausas mientras habla					
11	Cuando escucho me es difícil entender el significado de las palabras en inglés porque el que habla no las pronuncia claramente					
12	Me es difícil entender lo que escucho en inglés porque quien habla lo hace muy rápido					
13	Es difícil para mí entender lo que escucho en inglés por las diferentes formas de pronunciar de los hablantes					

### Dificultades con el texto que escucha

No.	Enunciado	Nunca	Rara vez	A veces	Frecuente mente	Siempre
14	El tipo de vocabulario utilizado en el texto que escucho en inglés no me permite comprender el tema					
15	Las estructuras gramaticales que hay en el texto que escucho en inglés interfieren con mi habilidad de escuchar comprensivamente.					
16	La extensión del texto que escucho en inglés me impide interpretar el mensaje					
17	El contenido del texto que escucho en inglés es					

	abstracto.					
18	La mala calidad de las grabaciones de los textos que escucho en inglés en el aula no me permiten comprender el mensaje del tema.					

**¡Gracias por su colaboración!**



## ANNEXE 2



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### MODALIDAD ABIERTA Y A DISTANCIA

#### TITULACIÓN DE INGLÉS

#### CUESTIONARIO DEL ESTUDIANTE

#### STUDENTS' INTERVIEW

1. ¿Cree Ud. que le es difícil escuchar comprensivamente en inglés dentro del aula?

Si ( ) No ( )

¿Por qué \_\_\_\_\_

\_\_\_\_\_

2. ¿Cuál de los siguientes elementos cree Ud. que dificulta su habilidad de escuchar grabaciones en inglés en su aula?

Usted como oyente ( )

El texto que escucha ( )

El hablante (quien emite el mensaje) ( )

¿Por qué \_\_\_\_\_

\_\_\_\_\_

3. ¿Según usted, qué factor(es) hace(n) que escuchar grabaciones en inglés en su aula sea difícil?

Mencione al menos tres por cada elemento y el por qué

El oyente ¿Por qué?

\_\_\_\_\_

El texto que escucha ¿Por qué?

\_\_\_\_\_

\_\_\_\_\_

El hablante (quien dice el mensaje) ¿Por qué?

\_\_\_\_\_

\_\_\_\_\_

4. ¿Qué hace Ud. cuando no entiende el texto de la grabación en inglés que les hace escuchar su profesor en el aula?

\_\_\_\_\_

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APUNTES EXTRAS DE LA ENTREVISTA EN RELACIÓN AL TEMA:

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**¡Gracias por su colaboración!**

## ANNEXE 3



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**OPEN AND DISTANCE MODALITY**

**ENGLISH DEGREE**

**TEACHER'S QUESTIONNAIRE**

Dear teacher,

The aim of this brief questionnaire is to obtain information concerning your opinion about your students' listening comprehension difficulties in the EFL classroom. The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

**Instructions: place an (X) in the box that best reflects your personal opinion**

**The listener**

Item no.	Statements	Never	Seldom	Sometimes	Often	Always
1	I use my experience and background knowledge of the topic to understand the listening passage					
2	I listen to every detail to get the main idea of the listening passage					
3	I find it difficult to do listening activities because of my lack of knowledge of English language					
4	After my teacher stops the recording, I find it difficult to predict what will come next					
5	I find it difficult to hold a short dialogue after listening to a passage					
6.	I find it difficult to get a general understanding of the message from listening for the first time					
7.	I feel nervous and worried when I do not understand the listening passage					
8	I find it difficult to understand the listening passage because it is not of interest to me					
9	I find it more difficult to listen to a recorded text than to my teacher reading aloud					

**The speaker**

<b>Item no.</b>	<b>Statements</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
10.	I find it difficult to understand natural speech which is full of hesitation and pauses					
11.	I find it difficult to understand the meaning of words which are not pronounced clearly					
12.	I find it difficult to understand well when speakers talk too fast					
13.	I find it difficult to understand well when speakers talk with varied accents					

**The listening passage**

<b>Item no.</b>	<b>Statements</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
14.	Vocabulary used in the listening passage interferes with my listening comprehension					
15.	Some grammatical structures in the listening passage interfere with my listening comprehension					

16.	The length of the listening passage hinders me to interpret the message					
17.	The content of the listening passage is abstract					
18.	The poor quality of recording does not allow me to understand the listening passage					

**Thanks for your collaboration**