



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA  
DE PUEBLA**

---

---

**FACULTAD DE LENGUAS**

**“Material to develop listening comprehension skill among FGUM  
students”**

**A thesis submitted to the Faculty of Languages for the degree**

**LICENCIADO EN LA ENSEÑANZA DEL INGLÉS**

By

**Milton Gustavo Huepa Flores**

Thesis director

**Dr. Gildardo Palma Lara**



PUEBLA, PUE.

August, 2025

BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA  
FACULTAD DE LENGUAS

**“Material to develop listening comprehension skill among FGUM**

This thesis has been read by the members of the committee of

**Milton Gustavo Huepa Flores**

And it is considered worthy of approval in partial fulfillment of the  
requirement for the degree of

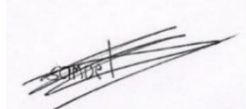
**LICENCIADO EN LA ENSEÑANZA DEL INGLÉS**



---

**Dr. Gildardo Palma Lara**

COMMITTEE MEMBER



---

**Mtro. Samuel Fernández Ramírez**

COMMITTEE MEMBER



---

**Mtro. Ricardo Arreola Fernández**

PUEBLA, PUE.

August, 2025

## **Acknowledgments**

I would like to thank to God for this important season of my life and my assessor Dr. Gildardo Palma Lara and the judges for the tolerance, work and support that they gave me all this time. Also, the thankfulness is for my family, friends and the people that work in CELAP Uranga, they have been a fundamental part of this achievement because they have learnt to me a lot of experiences to keep all my life.

I would like to mention that all the achievements are gotten by enforce, work in team and dedication. All the people, around you, are piece of a big machine and without them the machine never will function. I hope that the readers of this thesis take in consideration that humans can change the world if all we work together. Now, the situation is so hostile for the war in the another half of the world then I purpose more tolerance more work and more love to avoid that this situations can reach us and showing that we are more than any weapon, disaster or crime.

### **Dedicatoria**

**A mis padres les agradezco el esfuerzo que me brindaron toda mi vida escolar y sus consejos para conseguir una de las metas más importantes de mi vida. Mi asesor de tesis Dr. Gildardo Palma Lara por el gran apoyo que me dio y la tolerancia y paciencia que me brindó en el desarrollo de esta investigación. Sobre todo le dedico este esfuerzo a tres seres queridos que partieron de mi vida y que sé que Dios está con ellos: Mi abuelita Rufina Flores Millán, mi tío Marcelino Huepa Rosales y mi amigo Luis Enrique Ramírez Cornelio. A todos ellos los recuerdo con cariño y deseo que donde estén sean muy dichosos.**

**Todo este esfuerzo es para mis seres queridos y personas que me brindaron su apoyo y amistad en alguna parte de mi vida.**

**Gracias**

<b>TABLE OF CONTENTS</b>	<b>Page</b>
<b>Chapter I Introduction.....</b>	<b>6</b>
<b>1. Introduction</b>	
1.1 Purpose of thesis	
1.2 Rationale for topic selection	
1.3 Research setting and relationship to the topic	
1.4 Significance of the topic	
1.5 The context of the research	
1.6 Aims	
1.7 Research questions	
<b>Chapter II Literature review.....</b>	<b>11</b>
<b>2. Introduction</b>	
2.1 Listening processes	
2.1.1 Top-down	
2.1.2 Bottom up	
2.2 Listening comprehension	
2.3 Listening material	
2.3.1 Using technology as material in listening comprehension	
2.3.2 Strategies with comprehension materials	
<b>Chapter III Methodology .....</b>	<b>18</b>
<b>3. Introduction</b>	

3.1 Context	
3.2 Participant Sample	
3.3 Material Setting	
3.4 Survey	
3.4.1 Piloting of the first survey	
3.5 Describing Data Analysis	
3.6 Survey Application	
3.7 Conclusion of the chapter	
<b>Chapter IV Data Analysis.....</b>	<b>24</b>
4.1 Introduction	
4.2 Explanation of Results	
4.2.1 Results of Personal Information	
4.2.2 Results about English practicing by students	
4.2.3 Results about the section of personal experience	
<b>Chapter V Conclusions.....</b>	<b>34</b>
5.1 Summary	
5.2 Conclusions	
5.3 Significance of findings implications	
5.4 Limitations	
5.5 Further research	
<b>References.....</b>	<b>37</b>

# Chapter I

## Introduction

### 2. Introduction

Listening comprehension is the receptive skill into learning a foreign language. Based on Common European Framework of reference for languages, it is notable that this skill is important for who are learning a new language. Listening comprehension is a skill where many students have had problems in the exams according to own experiences; in Mexico, for example, students need to improve this skill, according to a realized research in Facultad de Idiomas of University of Baja California Sur, Mexico by Burford in 2009, it was showed that students have problems with listening comprehension because they do not understand when a teacher or another speaker speaks quickly and that some of them feel panic when practicing this skill into a classroom.

My experience as a student of a foreign language has allowed to identify that these problems are similar in BUAP because it is common that when students are not more familiarized with a new language they have problems with comprehension and they cannot know what to do, specifically in the exams where I observed that is the point where there are the higher number of fails.

Listening is of paramount importance since it provides the language input (Rost 2002). In addition, without listening skill, no communication can be achieved (Cross, 1998). Listening is a skill that very few students dominate into the learning of a foreign language; this is due to the lack of comprehension and understanding of a language that is not sufficiently practiced in the environment of the students. “The most important first step in learning a foreign language is to make an effort to listen” (Rubin & Thompson, 1994:85). Students must practice and be in contact with listening activities to develop or improve their capacity to listen to a language unknown for them.

On a personal point of view, students have considered listening as the most complex skill in the learning of a foreign language. According to Burley Allen (1995), the average time spent on basic skills during the daily communication process is 35 % for speaking, 16 % for reading

and 9% for writing, and 40% for listening. The biggest percent of communication in a foreign language is listening because is the most practiced skill into classrooms and daily life.

In my own experience, I have observed in the exams and listening exercises that students show deficiencies with the understanding of the phrases that are heard and it leads to the failure of these. One of those deficiencies, for example, is the following:

“Many learners, particularly in the early stages of language learning, panic and lose their concentration when they hear an unfamiliar segment. As a result, they miss portions of the passage that might have helped clarify the unfamiliar word or segment.” (Rubin & Thompson, 1994:90)

This implicates that there are other factors that cause the failure in listening. In Formacion General Universitaria Minerva (FGUM) there are some of factors these are going to be showed and what are their repercussions in the listening comprehension, recommendations and help will be given to them.

### **1.1 Purpose of thesis**

To identify the use of material to practice listening comprehension skill in young adults of FGUM-BUAP.

### **1.2 Rationale for topic selection**

Based on students experiences, listening comprehension is very complex for someone is learning a foreign language because there are unfamiliar words that cannot be understood; it is remarkable to listen to anything in a language that is not ours; it is difficult for the reason that the ear is not familiar with certain sounds from another language, so sometimes we misinterpret the words and this is reflected in listening section exams that are, by grades that I have seen , the most difficult for students. The importance to develop listening comprehension skill is that we can express better our ideas and use the language in our real context without trouble and the materials of listening will be our help to get a new and better kind of understand a foreign language (English).

### **1.3 Research setting and relationship to the topic**

This research will take place in Ciudad Universitaria (CU) with FGUM students to identify what problems they have with this skill. It will be interesting what they manifest because they will give a truthful point which will be the basis of this research and from which it will begin to deduct any recommendations so that they can make listening comprehension a simple tool to use in English classes. The research is linked with the objective because it will be possible to know what materials and methods can be used to improve listening comprehension skill.

#### **1.4 Significance of the topic**

Listening is a significant role in (Licenciatura en Enseñanza del Inglés) LEI students and teaching area because when they become teachers, they do not know how to improve the listening comprehension in their students and their lessons can be monotonous because they just use the radio or simple recorders and they do not take account more materials to students. In fact, learning of second language for students is boring when in the actuality the technology is in all the sections of the education.

#### **1.5 The context of the research**

As explained above, this research has as objective giving support to any student who has problems with listening comprehension skill. My experience into the classroom as teacher and student and the opinions of authors which I have read give important points to understand better the problem of this investigation. The following researches and fragments of books explain what the problems with this skill are and how improve it.

1. Michael Rost (2002) in his book "Listening in Language Learning", that one explains the different factors that play an important role into the listening learning. In a fragment he mentions that one of the most important concepts associated with verbal interaction is that of understanding. This is so important because in this research the author considers understanding is a fundamental point into the process of listening comprehension and that is common among students. Also, Rost (2002) mentions that "development of listening ability also entails a progressive increase in the range of events that listener is capable of interpreting sensibly". In other words, students would improve this skill if they could understand better

and at end they will achieve better development. This is related to the recommendations to get the goal of this research.

2. In the book written by Flowerdew & Miller (2007), called “Second Language Listening”, they mention that the process of listening and discriminating what we hear begins before we are even born and develops rapidly during the first year of childhood. This research presents a good point to understand how is that this skill functions and why. With this, it can be explained the problems of non-native students have, a supported reason by the authors is that since the childhood it is better developing listening because our sense of hearing it is starting to increase and for this reason it is easier to develop better listening. Also, Flowerdew & Miller (2007) mention that in any considerations of how best to develop effective listening skills in students, some attention must be given to how students learn, their preferred styles, and what strategies they employ. Although learning styles rely on some extent on personality, there are ways in which teachers can introduce their students to other styles and then allow the students to decide which method works better.

Based on this, it is important that this thesis give to understand that listening comprehension is a skill that can be improved by the best learning style of every student because is a problem that they need to solve by themselves.

It is essential to encourage active participation by the listener ---to listen predicatively and critically, watching out for new information which fits neatly into already existing conceptual structures. This investigation will take into consideration this point as the most important because students will know how to find possible solutions to develop better the listening comprehension into the classroom.

4. Language Teaching A Scheme For Teacher Education: Listening what it is involved in the processes of real life listening with the aim of isolating the likely features of comprehension difficulty which would need to be taken into consideration in designing program to develop students’ listening comprehension. It gives an important point that in listening comprehension needs to use the technology that is a good kind of practice listening comprehension because students have easy contact with it; clear examples are the use of podcast in cell phones, songs in CD or another mean of audio playing and read their lyrics

etc. Students will start to familiarize with the language by listen to this and step by step they are going to improve listening comprehension.

It is important to use materials in the listening comprehension process and what is the best moment to put in practice. This is one of the important points in this works because it will be known how to help to FGUM students and what kind of listening materials are good for them.

5. In the book “How to be a more successful language learner” Joan Rubin & Thompson (1994) gives recommendations to help to develop better the listening skills. They mentioned that the most important first step in learning a foreign language is to make an effort to listen. So, listening is the best kind of learning a foreign language. FGUM students need understand this and start to increase from beginners to a higher level in a foreign language by the recommendations that will be given here and which will be supported with investigations carried out.

### **1.6 Aims**

A) To identify what material is the most used among students and how they practice listening comprehension.

B) To provide exercises recommend.

### **1.7 Research questions**

- Why students use a few materials to develop listening comprehension skill?
- How can students improve their listening skill by technology?

## Chapter II

### Literature review

#### 2. Introduction

In this chapter it is given interesting points of view about listening comprehension; those are supported by specialists in the area. The importance in listening comprehension is detachable into the foreign language lessons because it is one of the skills with more problems among the students.

According to own experiences, listening comprehension is the skill where students show more complications because they do not have enough practice in the classroom or it should be stated, an assertive practice. In other words, students use listening exercises as the tool that helps them to understand just songs no more.

In the exams that I have observed at BUAP, it is more noticeable that students do not understand many phrases or words because they say that the speakers or the audios are too fast for their ears.

This research will take into account the aspects mentioned above and other opinions about listening comprehension to give help and recommendations to FGUM students, based on specialists' investigations and opinions. Moreover, relevant aspects will be presented in order to help to clarify doubts about listening comprehension.

#### 2.2 Listening processes

Listening comprehension is a very important skill into the learning process of a foreign language. Listening is used more than any other skill. Listening comprehension has two variants that are based on the way of students or people get to understand something that they hear in a foreign language; those variants are top down and bottom up.

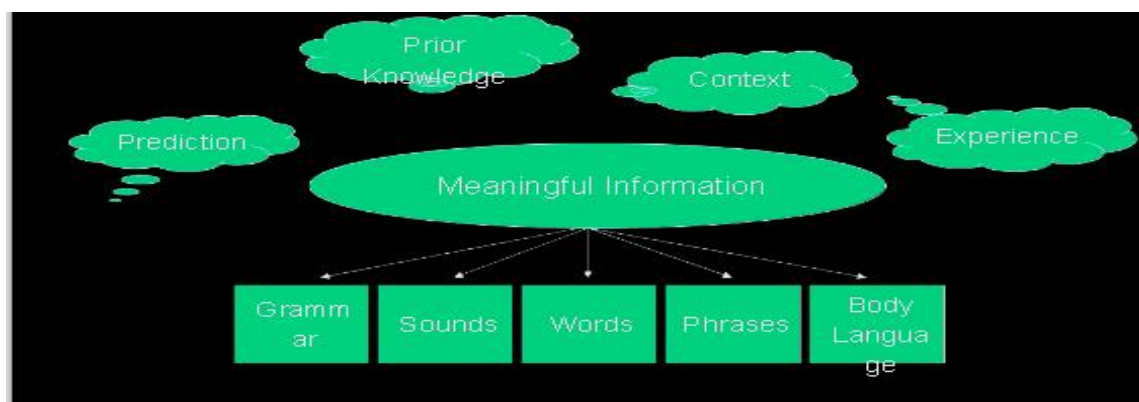
It is interesting to know what differences there are among them and which it is used by the most of the students when they put into practice their listening comprehension in activities in the classroom.

### 2.2.1 Top-down

In beginner learners of a foreign language, it is common to use this process because it is based on the predictions that students make focused on the context. Gillian Brown, in his book “Listening to Spoken English”, mentions that “Top Down processing: using the context to make predictions” (Brown, 1996: 151).

According to Abdul Hadi (2001), in his work of investigation UNAM called “Listening Comprehension: “Top Down and Bottom Up and interactive models”, states that this process is common among proficient students who have the ability to comprehend bigger chunks of information and to sort important information. All this, thanks to the previous knowledge that they have about the grammar, sounds, vocabulary, phrases, body language, etc. In addition, they have experience with listening activities and, for this reason; they can identify the context of the activities and use strong and accurate predictions to give a certain answer.

Students develop this ability through the years and they will increase their knowledge of the language until they gather this knowledge with all that they hear. In this way, they will improve better their listening comprehension.



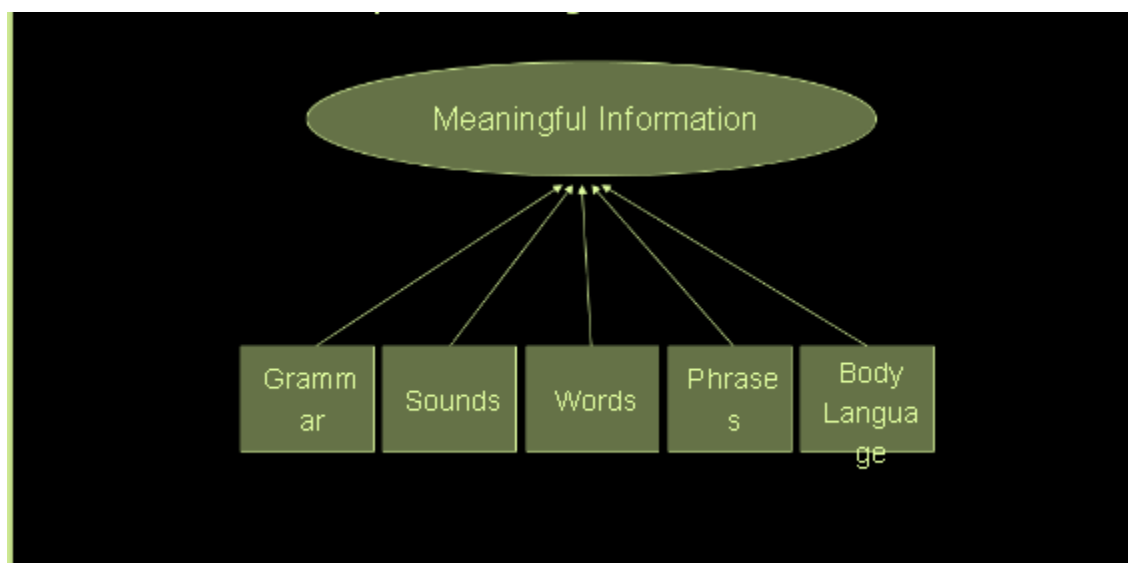
**Fig. 1 Components top down. (Hudi, 2001)**

### 2.1.2 Bottom up

The process of bottom up is more common in beginner students because this process needs of total attention by students to listen to every word and phrase. Then students will be able to get together the information to achieve a significant understanding. However, this

process has limitations as comprehending small chunks of information or small capacity for higher level operation.

The foreign learner needs to learn to control the phonological code of the target language sufficiently to be able to use the richness of cues at this level (Brown, 1996). It is necessary that students identify the sounds, words, etc. so that they can develop their listening comprehension and make accurate predictions because they just make them with all that they listen, having an error framework. This process is different from top down because students do not have enough experience to identify sounds and just catch familiar words to make predictions.



**Fig. 2 Components bottom up. (Hudi, 2001)**

## 2.2 Listening comprehension

If we want to understand the problems of listening comprehension in students, it is necessary to know what listening comprehension is. In the world of the specialists, they give their point of view and allow detailing the importance of this skill among students.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984).

Rost (1996) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

The first definition makes reference to the socio-cultural aspect, but it is more focused on the tendencies that were more important in the past as phonologic and lexical aspects and not in the socio cultural component. In the definition that Rost(1996) gives, it is noticeable the changes that this definition has had through the years about the focus. In this definition it is more important the relation between the speaker with the listener to carry out the process of communication.

The assistant professor of German, Charles J. James at University of Illinois, and Chicago in a research called “Are You Listening? (1984) The Practical Components of Listening Comprehension” mentions: First of all, it is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals. Secondly, listening is not “passive.” A person can hear something but not be listening. His or her short-term memory may completely discard certain incoming sounds but concentrate on others. This involves a dynamic interaction between perception of sounds and concentration on content. Thirdly, while listening may not be necessary in order to translate written texts, it is absolutely

necessary for almost any other work with language, especially for speaking, and even for writing.

It is clear that definitions are different, but it is true that listening comprehension is a process that involves two parts: the receptor and the emitter and without them communication is broken. All those opinions are important for this investigation and they will give a big vision into the listening comprehension process and their problems with the FGUM students.

### **2.3 Listening material**

Designing material to improve listening comprehension should be based on students' needs and interests. The importance of materials into the listening comprehension process is fundamental because they will help to improve our capacity to listening and after our comprehension.

The use of materials as a tool to help students in this process increases the developing of them (listening comprehension) and it is adaptable to any kind of student because this refocuses his knowledge and train the senses as earring or speaking.

The material must contain situations about the real life no just using phrasal verbs or some phrases that just are used with a part of the society. It is necessary understand this point, when it is decided to use o design material to practice listening comprehension we need to know the necessities and in what context we can use the material and its results..

#### **2.3.1 Using technology as material in listening comprehension**

Nowadays, it is common to find any kind of technology that is used in every quotidian activity because this technology is getting better every day. The necessities of the present are converted in the necessities of the future. For this reason, the incursion of technology as a tool for teachers and students in schools is great because they currently have improved their skills in the use of technology and, as consequence, it is easier to learn using didactic material or it is better to said technological material because students will be able to understand the lessons, and in this case, the listening comprehension lessons.

Brett (1997) compared students' performance on aural comprehension exercises when working with audiotape, videotape, or multimedia-based technologies. He found that students were most successful when working with multimedia, primarily because of the instant feedback they received from the available technology. It is important students respond to this kind of materials because this will also help them to improve listening comprehension.

Based on own experiences, it is stated that the use of social sites, the use of smart phones and computers motivate students to go beyond simple audios they research and find songs, podcast or news that which are important or interesting for them. This leads to increase the level of listening comprehension skill. Technology is a kind of auto learning and easier to use as easier to find.

### **2.3.2 Strategies with comprehension materials**

Technology has been an angular stone in listening comprehension. However, there are people that use them in a wrong way because they do not certainly know how or why to use them. Annie McDonald 2003 in her article "Developing the Listening Skill: Tips for Materials Design" mentions advisements for students in the use of strategies with listening comprehension materials. She gives the following points to make sure that students understand and comprehend the activities:

- World knowledge: To start spreading activation process.
- Situational knowledge: To give information a 'real' listener might have or know before listening.
- Speaker knowledge: To activate accent repertoires, give time to normalize to voices.
- Setting knowledge: Thinking about text features in recording context.
- Schematic knowledge: Activate scripts and frames: knowledge of conversation.
- Mediating difficulty level: By task and scaffolding through language in the task – being careful to maintain the level of challenge.

After that she provides a postscript about this, it is important that these points are put in practice in class so that it can be proved their efficiency.

**Postscript:**

- By devising activities which focus on both decoding and meaning building processes.
- Mediate difficulty level through tasks.
- Help those at one end of a character trait cline benefit from the advantages of being at the other we can help non expert listeners build confidence and develop strategies to understand authentic listening texts.

All the previous information shows that listening comprehension, together with the use of didactic and technological materials, is easy to put into practice and that students achieve the goals and aims that the teachers hopes. The importance of techniques and methods is relevant in FGUM lessons at BUAP. It is important to change the methods and use techniques that motivate to students to practice listening comprehension and the skills as reading, speaking and writing.

Vaill emphasizes that “learning must be a way of being – an ongoing set of attitudes and actions by individuals and groups that they employ to try to keep abreast of the surprising, novel, messy, obtrusive, recurring events...” (1996, p.42). It is important focus on this aspect because the technologies as materials of listening comprehension are going to be more sophisticated and the students and teachers must know that the use of new kinds of materials is important to achieve a develop in skills of a foreign language. Driscoll (2000) defines learning as “a persisting change in human performance or performance potential...[which] must come about as a result of the learner’s experience and interaction with the world”(p.11).

## Chapter III

### Methodology

#### 3. Introduction

In this chapter, a description of the setting, the participants involved, the procedure and the instrument which was used. This research was based on a quantitative-qualitative research since it was used as instrument a survey whose questions was included open-ended questions and a section where students gave their opinions and suggestions about the listening comprehension section of the FGUM English departmental exams and how they could improve their work to obtain good results.

This information was gathered in order to identify what problem they believed they had. Students' opinions were important because it was used to deduce (based in the literature review) what makes them not to success in the listening comprehension section. The results of this research were found among students who wish to improve their listening comprehension skill, as well as, among teachers and the university society which would like to know more about it.

#### 3.1 Context

The purpose of the thesis, as it was explained in Chapter 1, is to identify what material and methods are the best to improve listening comprehension among FGUM students. Also, it will give support to LEI students and teaching area in this aspect.

#### 3.2 Participant Sample

In order to identify the difficulties students face when answering the listening comprehension section of the FGUM departmental exams, it was selected one group from Lengua Extranjera Inglés II at Facultad de Contaduría Pública which was integrated by 36 students between the ages 18 to 23. Nevertheless, the numbers of students in the group, it was used a *convenient sampling* of half of the group to have access to their exams on line.

Even this sampling may satisfy the researcher's needs, it does not imply that the sampling represents the total population of BUAP University. The selection was free and open selective, focused on obtaining the results expected.

### **3.3 Material Setting**

In order to obtain specific information to be analyzed to achieve the objective of this research, it is necessary to have access to the FGUM English exams with the purpose of identifying the grades that students obtained in the listening comprehension section so that their opinions can be compared. The main point is to know students' opinions about the difficulties they had to understand what they heard and to know the level of difficulties they face to answer effectively the listening sections in the Mid Term Exam and the Final Exam.

It is relevant to describe what the English departmental exams consists of. Each exam is divided into four sections (grammar, vocabulary, reading comprehension and listening comprehension) which evaluate students' knowledge and skills of the language. The exams are applied at Centro de Auto-Acceso de Lenguas Extranjeras (CAALE) in CU in the computer rooms so that students must attend there and answer the whole exam in 50 minutes (one hour maximum) by using the computers since the exams have already been uploaded by the teachers in charge of them. Thus, the results are obtained automatically and immediately.

The listening comprehension sections consist of 10 multiple choice questions which are divided into 5 True/False/Doesn't say questions and 5 a/b/c questions. In this section students get a maximum of ten points since each is equal to 1 point. The total of the exam is 30 points. Students can listen to the audio three times and, in case, they had problems with the computer or the headsets, they must report it to their professor to find a solution.

In addition, students were taken a survey related to the content of the listening comprehension exam since their performance in the exams and their opinions about them are relevant for this research. The survey that was used will consist of two sections mainly where the researcher of this thesis was adapted the information to fulfill the main objective of this document and to find the answers of the questions established in Chapter II.

### **3.4 Survey**

The exams were responded by 36 different students who study in the Minerva Model at Facultad de Contaduría Pública. Once they answered the exams, the answers were gathered and ranked according to the grades the obtained in the two types of questions with regard to the listening comprehension section. Besides, a survey was applied to the students involved in this research so that I was able to deduce what problems they have to understand the audios, what they think about them and what they suggest to improve their listening skill. I related what I observed to the answers that they gave me to understand what the failure in these cases is and how to improve them based on the authors and their advice to develop the listening comprehension skill.

The instrument that was used is a survey which was based on others because it was an adaptation of them. First, some main questions were selected, focusing on the ones which are more related to the research topic of this research. The pre-survey was a piloting instrument which was answered by five students who are taking the course Lengua Extranjera Inglés II from Facultad de Contaduría. This was used to check that instructions and questions have been clear enough, as well as, the purpose is to gather students' doubts and/or comments about the survey they answered. This procedure was improved the final draft of the survey since it was verified so that there are not more errors. The reason of this piloting of the research instrument is the reliability of the questions which were found by internet sites. This piloting was the beginning of the final survey described before.

#### **3.4.1 Piloting of the first survey**

Survey, previously, was based on two surveys which contain some questions that were used as a guide and supported to apply this pilot survey at Facultad de Contaduria at BUAP. The pilot survey design was done with questions and opinions based on Chapters I and II which focus on the main topic of this thesis. This process was gathered with the information gotten from different sources and after that it was created a survey which would be used as the pre survey. When the survey was finished, the piloting started.

The most important point of this piloting was checking if the survey is truthful as well as the clarity of the instructions. Five students of FGUM from Facultad de Contaduria,

BUAP, who were selected by a random style, answered the survey. The final draft consisted of 15 items. The first questions were about general data as name, gender and ID number because it is important to know who took the survey to have a real data base. The second section of the survey was done to know how the students practice English, focused on listening comprehension; those questions allow identifying what things students like to use as a tool to practice better listening comprehension. Those questions are in a chart and to answer them there are options which students must use. At the end of the survey, the questions have to be answered with the pupils' personal opinions about their self-experience in listening comprehension. During the time that those students answered the survey, I realized that some instructions must be more specific because a student asked me if he could write another option to give an answer because for him there was not an option that really expressed his true thinking.

In another item, another student decided to write an example because he felt that with this he could illustrate better his answer. However, in the instructions it was not written the option to give an example. At the end, all of them have not troubles to answer the survey. They wrote it on the survey as the last question.

This survey was applied to students which were studying English as a subject of FGUM, they are part of a good society because they did not refuse to answer the survey.

The environment was ideally so that the pupils selected answered the survey because they were comfortable to do it at their Faculty. They really answered with a big intelligence because they gave opinions during the survey as well as sharing experiences that they had. My assessor supervised the beginning and the end of this survey, to tell me and help me what things I must improve as giving instructions and create a better environment among them because when the survey started, they looked nervous.

This is the first step to improve the survey because it was applied in another group and it must be better so that the students can answer it carefully, and with this, get better results.

### **3.5 Describing Data Analysis**

Once the previous procedure had been accomplished by using the material previously mentioned, the data analysis section consisted of showing the information gathered to show the results obtained by means of graphs with their respective description and appropriate percentages.

As the survey that was applied will contain open questions to know students' opinions and suggestions, they were classified into categories to ease their analysis and the elaboration of their graphs. Once all the results are obtained, the researcher of this paper will provide suggestions to students so that they can improve their listening skill.

### **3.6 Survey Application**

The final survey was written and improved to get information from the opinion and feelings that students from Facultad of Contaduría of BUAP have about listening comprehension.

First, I observed the departmental English exam that they have to do at CAALE, and I noticed that most of them have some troubles to listen the exercises, the exam allowed repeat just three times to listen to every exercise but it looked that students needed more repetitions because they clicked many times but it was inutile. They looked so nervous before and after of the exam. I took a conversation with one of them and he told me that he could identify some words of the audios but when he was going to give an answer, he did not what choose. Then, I started to think that in the real survey it was necessary give more items to ask to students about listening comprehension.

At the moment of the application, which was on March, 10<sup>th</sup> at 12:00 o'clock in a group of English II of Facultad de Contaduría from BUAP, there were 36 students that answered the survey. My assessor gave the instructions, and they did it; I was watching how they did.

One by one were going to finish, when everybody finished, I counted every survey and I ordered everyone to start to gather the information at my house. At the end of the survey I thanked them for their participation.

### **3.7 Conclusion of the chapter**

This chapter related what had a principal reason; it is to start to develop how to put in practice what was written on the chapter two. The piloting was a tool that my assessor and I used as prototype of a final version of the survey that could allow identify what troubles the students of Facultad de Contaduría from BUAP have at the moment of listening comprehension. It is necessary mention that the real survey was applied on 36 students of a group. This chapter had troubles that were improved to obtaining real data which will be used to advice to students in their listening comprehension troubles.

## **Chapter IV**

### **Data Analysis**

#### **4.1 Introduction**

This chapter is based on the application of the research survey. This first part consisted in the observation of the group of students from Facultad de Contaduría at BUAP during the departmental exam. The performance of the students was observed during the exam, mainly in the listening comprehension section.

It was notable that students had some troubles in this section because they repeated three times the audios when those three times were only allowed. The section of the listening comprehension was about two topics with 5 items for everyone, the first one was about shamans and the second was about a founded tomb. The audio was easy to understand, but the students felt that it was difficult because it seemed to be so fast. The researcher of this document realized that this part was the most difficult to understand and answer.

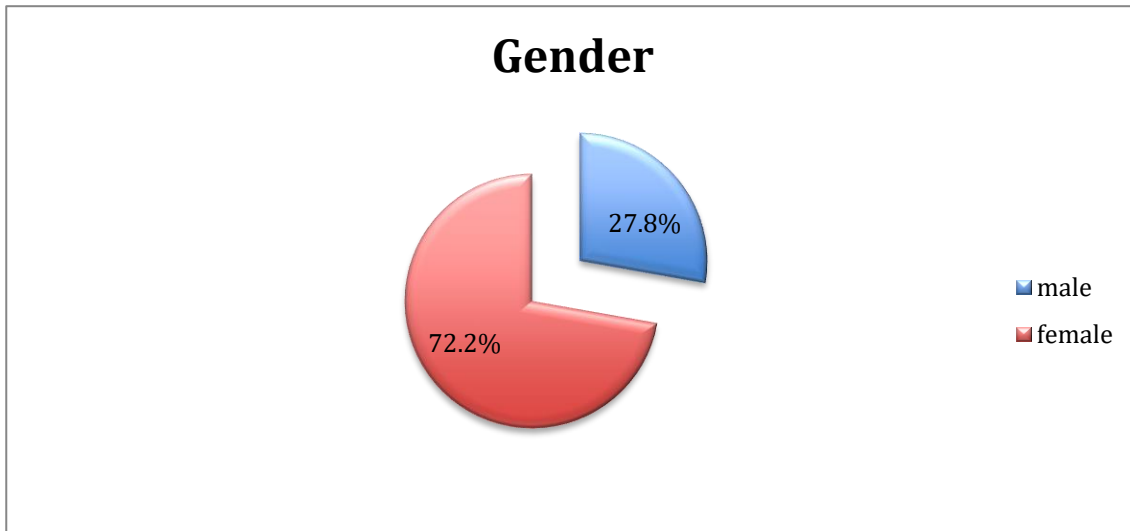
The purpose of this chapter is to present the collected data, as well as, the statistical analysis. The survey will be applied once the students took the departmental exam called Midterm because they had a better opinion about the listening comprehension task.

#### **4.2 Explanation of Results**

The survey application results were gathered in the excel program where the subjects who answered it were listened according their gender, ID, and the order which they answered. All the collection of data was gathering or it is better said processing into characters that belong to a quantitative and qualitative research methodology. First, the survey contained 3 4 sections the first was about personal information, the second was about the practice of English by students, the third was about the personal experiences about Listening comprehension and the last one about opinions about English audios and the troubles or easy things that the students consider about audios. First, the researcher will start to explain every result that the researcher found by the survey.

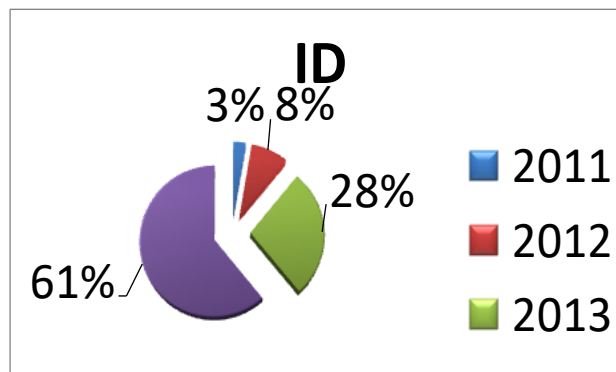
#### 4.2.1 Results of Personal Information

This section is important because the obtained data is classified and ordered according to the frequency with the students answered. First, the gender results were: 26 students confirmed to be women and 10 men and after that those data were graphed in a circular graphic.



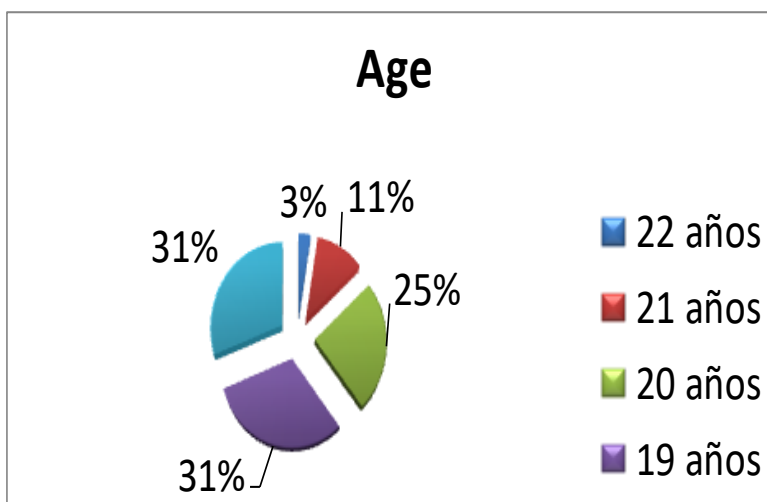
**Fig. 1 Gender of the students which answered the survey.**

As it can be seen, most of the subjects are female people and the rest of them male; they answered the survey being part of this important chapter. They are from a group of Facultad de Contaduría from BUAP and have English lessons as subject into the educational program that is most of the surveyed students were 26 women. In another hand, the men who answered were 10, it looks to be that women had more opinions than men.



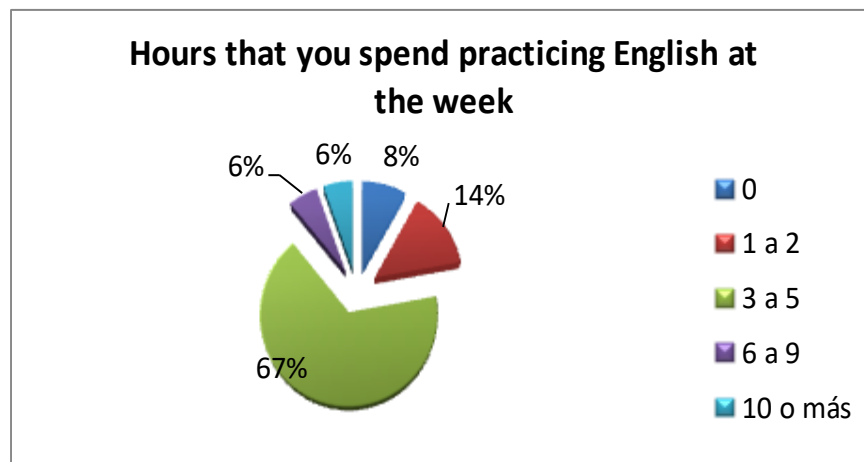
**Fig. 2 Percent of the Id of students that answered the survey.**

In the next item of survey, the students answered what their Id was from the BUAP University to obtain a number of students that belong to a specific generation. The final number was gathered and classified according the most dominated IDs. As the figure 2 shows, in this case, there are the percent of the Id among students that answered. The most of them with a percent of 61 belongs to the generation of the year 2014 followed from 2013. ; There are four categories about IDs that are common among the students, but the most of them it is from 2014 because most of the students started their university career in2014.



**Fig. 3 Age of the students from Facultad de Contaduría that answered the survey**

The students are between 19 years and 22 years, the most of them are teenagers, as can be seen in the figure 3, and the ages that predominate among them are 18 and 20 years. Most of them, as can be mentioned, start to study at BUAP University and they came from High schools and for this reason the highest percent belongs to 18 and 19 years. It is considerable this percent because it means more than the half of students.



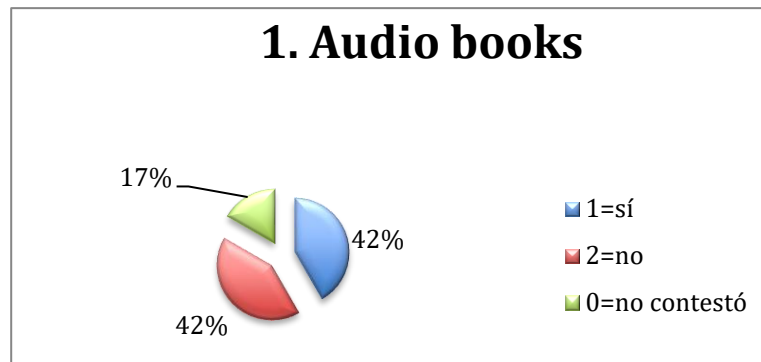
**Fig. 4 Hours that surveyed students**

As the figure shows, in this case, the most of them spend between 3 to 4 hours to practice English when it is necessary practice more to develop better the skill of listening comprehension. The missing of practice English in the students produces that their skills do not improved because when a student do not practice all the previous knowledge becomes to increase when the ideal is to renew it to be more competent and make easy the English. Listening comprehension, as can be explained before, is a skill that needs to be practiced, and it is the skill, that according to all seen in the departmental exams that those same students realized it, where more trouble students have. Metaphorically it is given an example, when an athlete wants to be a winner in a championship or competition, he needs to train hard to achieve his goal that is being a winner. This is the same case in the case of the students that have trouble with listening comprehension and the others English skills, they have to practice more to improved their skills.

#### **4.2.2 Results about English practicing by students**

This section gives to know what material they use and/or what they do to practice listening comprehension. So, this will help the researcher to know how the students like practicing listening comprehension and how to give a certain advice at the end that helps more in listening comprehension. The items are about the use of audiobooks, movies, podcasts, music, conversations by internet or personal, text books, oral exercises or others. The results given, as the first section, were graphed in circular graphics to show the percent of everyone

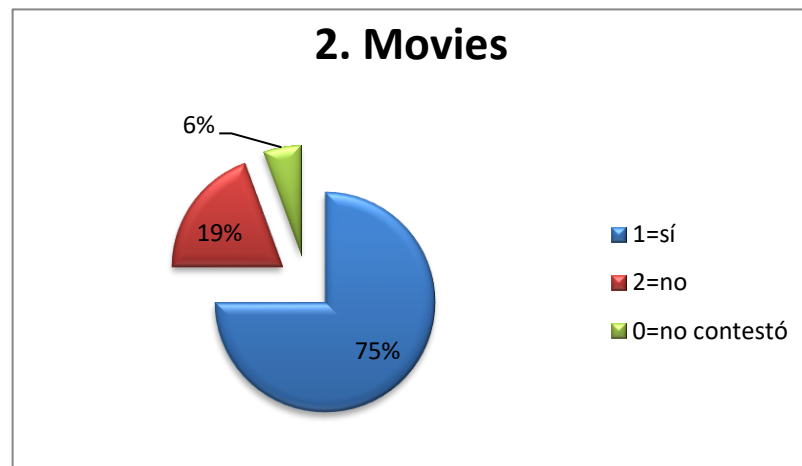
according to their use and know what thing is more or not used by the students to practice English.



**Fig. 5 Percent of use of audiobooks**

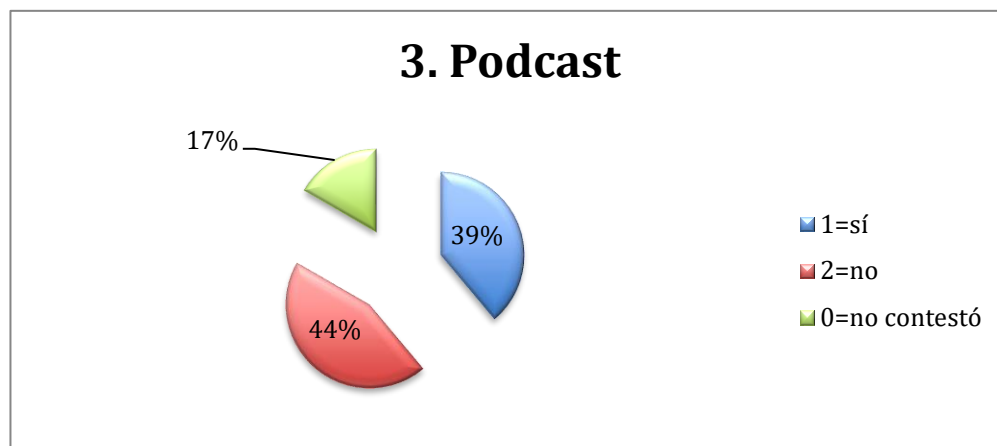
The use of audio books is a good tool to develop better listening comprehension skill and an easy material to get because it is in sale in book stores in an accessible price. However, some students do not use them because they do not like to read or for another reason this was showed in the results of the survey.

As can be seen in the figure 5, the first item of this section is the use of audio books and the results showed that the two sections of the group has the same percent in the use and the no use of audio books to practice listening comprehension and the missing percent of the surveyed did not answer. This means in quantities that 15 students use audio books, 15 students do not use them and 6 students it is no possible to know it because they did not answered.



**Fig. 6 Percent of movie use to practice English,**

The use of movies is one of the most attractive tools to practice English because the students like to watch movies that they enjoy and they can understand better because they can deduce, guess or follow every dialogue that is spoken in the movie. They do not get bored when practice listening comprehension skill. As the figure 6 shows it, the major percent of students that use movies to practice English listening comprehension is of 75%. C When a 19% refers to students that not use it and 6% students that did not answered.

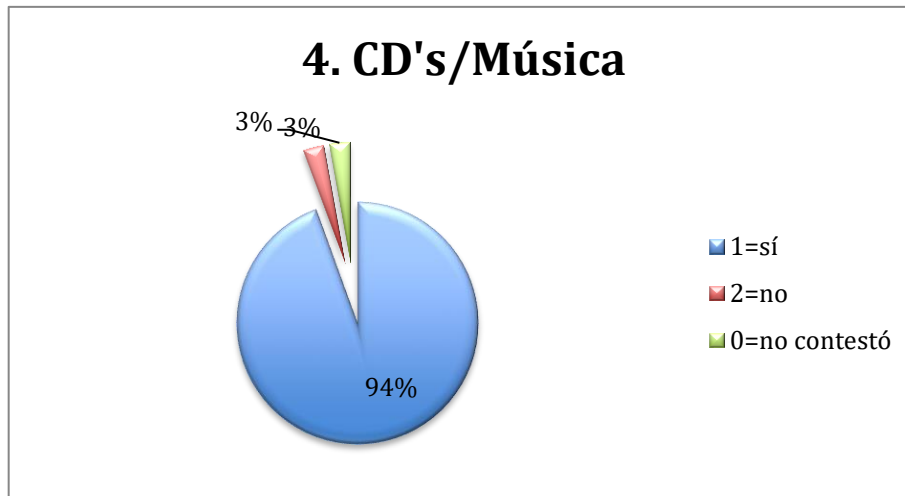


**Fig. 7 Use of podcast**

The new technology as the new sciences is so hard to do for the majority of human beings. However, when we learn to use them, they make our daily life easier. Podcast is a variant to listen audios from internet with interesting topics for everyone. It is common find them when students are online or use internet. However, these tools were not very useful by students because they did not what a podcast is, the researcher noticed this when some of them asked him the meaning of it. The figure 7 gives to know that a 44% of students do not use podcasts against a 39% that use it and a 17% of students that did not answer This kind of material is antique in comparison with other kinds of materials that are described here.

The use of music and CDs is part of the daily life of students. With the new social networks as Spotify and the English music in different kinds of reproduction, this option to practice listening comprehension is the most used by FGUM students because it is easier to get than buying a complete course of English or have a conversation with a native speaker, etc. In addition, they can listen to music with lyrics of any song then practice listening skill and pronunciation of some words and many things more. In the figure 8, the results are clear. The

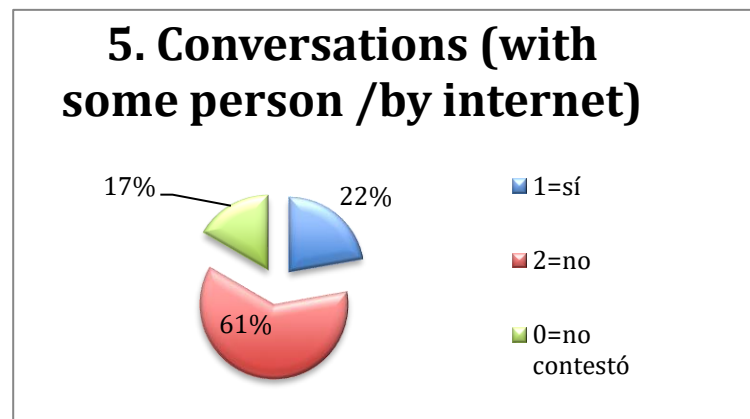
use of music is the principal kind of practice listening comprehension skill among FGUM students.



**Fig. 8 Use of CD's and Music**

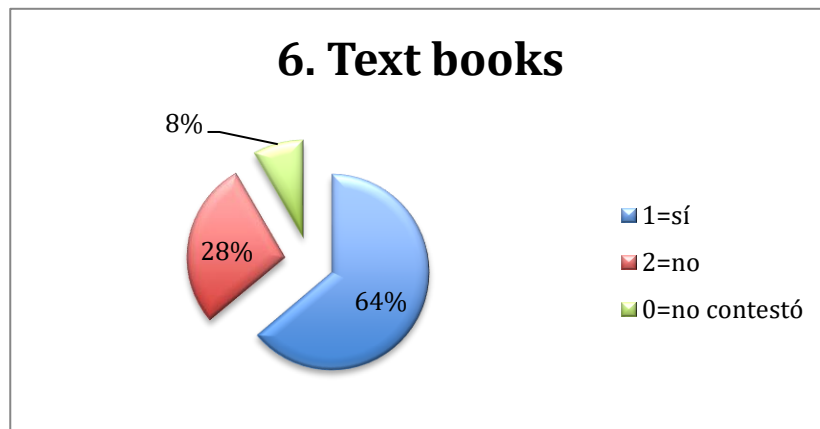
Practice any language implies to have a relationship with someone else by spoken exercises; the conversations involves a good style of practice listening comprehension because you like speaker as receptor that develop better your English skills. There are two styles of conversations which are by internet and with any person.

Both used by the people around the world. Among students of Facultad de Contaduría from BUAP listening comprehension is not many used. As it can see in the next figure, most of them with 61% do not use it, 17% did not give answer and 22% affirm the use of conversations into their practice of English



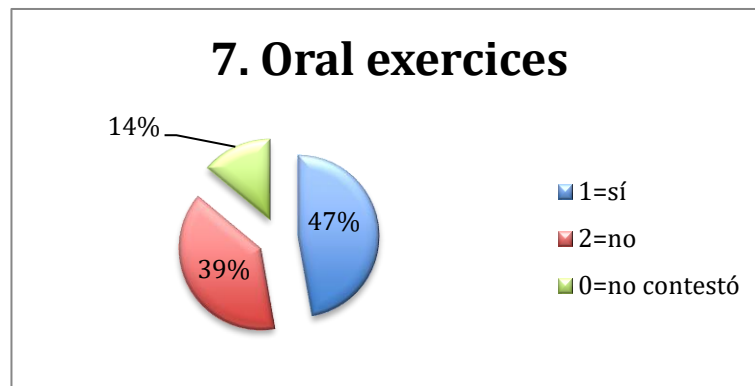
**Fig. 9 Use of conversations**

The use of textbooks has meant one of the most used styles of practice listening comprehension among students this can be checked thanks to survey results. The percent of the use of text books to improved/practice listening comprehension obtained is graphed in the next figure where the use of text books is big with 64%, with 28% students that do not use them and 8% students that did not answer.



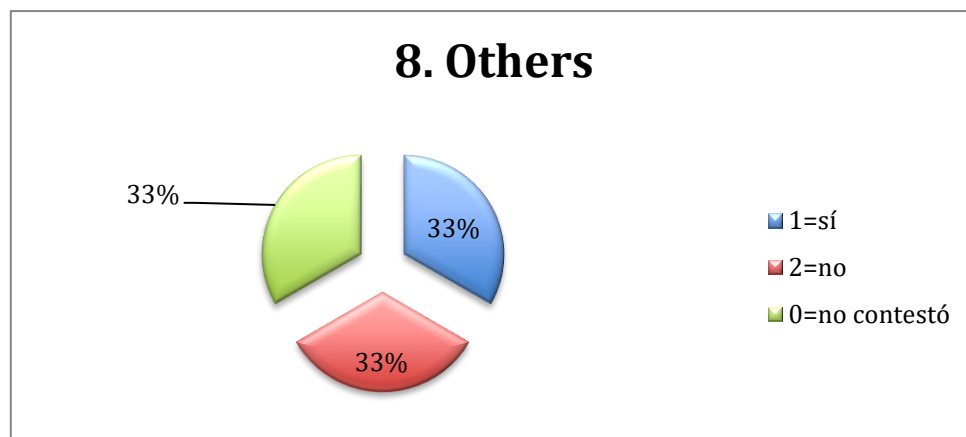
**Fig.10 Use of text books**

In the figure before, it can see that oral exercises are a fundamental base to practice listening comprehension skills because in the percent of surveyed students it can be noticeable that with 47% of them prefer to practice listening comprehension by oral exercises. In contrast, with 39% it is about the students that do not use oral exercises and with 14% students that did not answer. It is important to empathize that oral exercises are part of the styles that students practice or traditional practice but day by day it is less used by them.



**Fig. 11 Use of oral exercises**

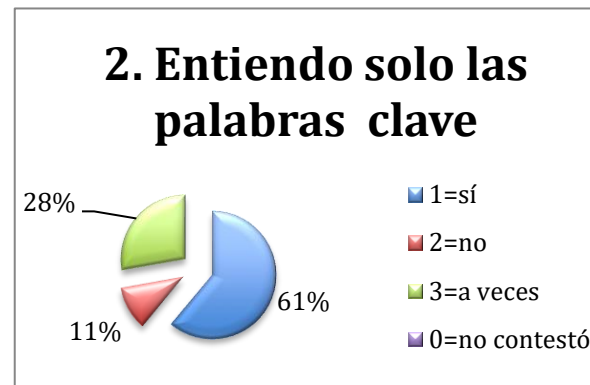
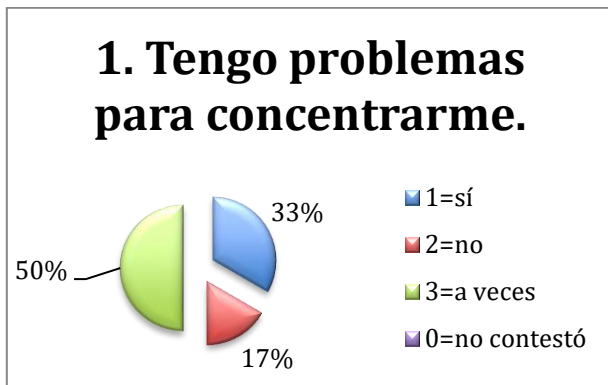
The use of other types of styles to practice listening comprehension is common among surveyed students with a third part of them is checked that the use of diverse materials is predominate as the students that do not use or did not answered, in the next graphed there are the percent for everyone.



**Fig. 12 Other material that use students to practice listening comprehension.**

#### 4.2.3 Results about the section of personal experience

The second sections of the survey were about personal experience that students have had about listening comprehension referring to problems. There were 12 items about it with multiple choices that were yes, no or some times. The results are focused to identify what are the regular factors that cause problems about listening comprehension among the students of Facultad de Contaduría from BUAP. The results were explained by graphics with the percent of frequency.



**Fig. 13(left) and 14(right) Percent of frequency about personal experience in listening comprehension factors.**

The figure 13 shows that students some have problems to concentrate to listening comprehension that is the percent bigger. And that it is necessary, based on the results. That they are more concentrated when practice listening comprehension to get better results.

At the figure 14, the students answered with 61% that understand the clave words when listen something and 28% that sometimes understand them and last one with 11% that do not understand them. This is so important because when there are problems to listen something is very helpful that some words are understood because they help to create ideas about the audios or some media to practice listening.

Both items show that are linked each other because at the moment to listen something students are distracted and as kind of improvising they try to understand main words or words that they can listen clearly then they codify the message or have the idea of the listening material/method is about.

In fact, the material that is used to listening comprehension must be dynamic, clear and with an important and interesting message or purpose to catch the attention of students.

## **Chapter V**

### **Conclusions**

#### **5.1 Summary**

The present chapter is the result from all the information written before. The research was made to know what material is used to improve the listening comprehension process among the students, being more specific, in students from FGUM at Facultad de Contaduría at BUAP. The chapter contains the limitations, the significance of findings and the further research.

#### **5.2 Conclusions**

This thesis was based on the own experiences of the researcher who decided to search what materials are used to improve the listening comprehension skill among FGUM students. They fight against their mother language because they face difficulties when accomplishing listening tasks.

Listening comprehension is a skill so hard for the students that learn a second language, many times it is necessary practicing many until understand only a word however, the complexity of listening word by word, in any kind of material of listening, results

How can we do to improve or solve this? Well, this thesis gives important points about that. The survey which was applied at a group at Facultad de Contaduría allowed to know how the students conceive the listening comprehension tasks from how they practice it until what their opinion is about it. The results reflect good tendencies for technology and other kind of practice listening comprehension such as conversations or listening to music. The survey was made to identify how students feel during a listening comprehension activity. In another hand, the observation of a departmental exam allowed the researcher knows what students do during it.

### **5.3 Significance of findings implications**

The results were clear at the moment to know why the students have trouble when listen something in a second language as English. It is natural that ears as the mother language influence but when students do not practice this skill is harder because it is necessary even there are many kinds of practice it; when I refer to this I want to tell that the most options of the survey in the "what kinds of materials do you use to practice listening comprehension?" Section they do not use or do not know about them. However, this is not the only one problem; they have problems with listening comprehension at the moment of an exercise because they say that the recordings (Listening exams or book exercises) are so fast to understand. This has been clear at the moment of the exam because I noticed that many of them do not what to do and at the end they answered without known if their answers are correct.

Moreover, technology has an important role in the listening comprehension process because the students pointed out that it is the best tool to practice it because they can listen to music or watch videos with the objective to improve this skill. Then technology plays an important role in listening comprehension. However, another important point is that students prefer to practice listening comprehension by music, videos and conversations. The importance of society is that technology creates a good environment so that students achieve their goals.

### **5.4 Limitations**

The research had limitations; the most of people that participated gave good opinions and answers to support this thesis. Perhaps, there some participants that did not give certain answers. There was another one, the departmental exam which was taken by students, but the results are exclusive of FGUM professors to obtain the grades of students. For this reason, this data is available to somebody the reason because of the security of the grades.

When the researcher made the investigation with his assessor, it was a long and winding road because it was necessary to select a group from Facultad de Contaduría, and apply a

piloting survey. After that, it was chosen another group to apply the final survey. Then, it was observed the departmental exam and at the end the exclusiveness of the results was an impediment to deep more on the main topic.

### **5.5 Further research**

This investigation allows to research more about listening comprehension problems and how to solve them. The main recommendation to improve this skill is to use more the technology available and to practice what they have learned with people that know how to speak in English, and the most important aspect is that they should feel confident when working on listening tasks.

As a further research, it is necessary that this investigation is deeper to find more about how to help students that study English and to contribute to the improvement of listening comprehension.

Another further research, it could be, how technology must be applied at the syllabus of the English courses as an elemental tool to achieve the good development of the skills among students, not just on listening comprehension . It could be interesting that the use of technology be patented in a group as Guinea pig to support the progress of the students , and as start point write the good and bad things about that.

## References

- Allen, B. (1995). *Listening The Forgotten Skill*, John Wileyve Sons. Inc., New York
- Anderson, A & Lynch, (1993). *A Scheme For Teacher Education: Listening*. 4th ed. Hong Kong : C N Candlin & H G Widdowson.
- Brett, P. (1997). A comparative study of the effects of the use of multimedia on listening comprehension. *System*, 25(1), 39-53.
- Brown, G, (1996). *Listening to Spoken English*. 4th ed. United States of America: Longman.
- Burford, L. (2009). What problems do your learners have with listening? October 14th, 2014, de Facultad de Idiomas, UABC Sitio web: <http://idiomas.ens.uabc.mx/plurilinkgua/docs/v4/1/LindsayArticleWhatproblemsEN.pdf>
- Burford, L. (2009). What problems do your learners have with listening? October 14th, 2014, de Facultad de Idiomas, UABC Sitio web: <http://idiomas.ens.uabc.mx/plurilinkgua/docs/v4/1/LindsayArticleWhatproblemsEN.pdf>
- Cohen, L.; Manion, L.; & Morrison, K. (2000). *Research Methods in Education*. Great Britain: Taylor and Francis group.
- Criollo, R. (2009). *The Ultimate Guide to Writing a Thesis in TESOL/AL*. México: Editorial ACD.
- Driscoll, M., & Tomiak, G. R. (2000). Web-based training: Using technology to design adult learning experiences. *Performance Improvement*, 39(3), 60-61.
- Flowerdew, J & Miller, l, (2007). *Second language listening: theory and practice*. 3rd ed. United States of America: Jack C. Richards.
- Haidi Abdul (2012) Listening Comprehension - Top down, Bottom up. [https://docs.google.com/presentation/d/1CWmXro3u65IIReYhn0twVqWF3DkWgMzh\\_6XKQIMmmJE/edit#slide=id.i12](https://docs.google.com/presentation/d/1CWmXro3u65IIReYhn0twVqWF3DkWgMzh_6XKQIMmmJE/edit#slide=id.i12)

- Hernández, R.; Fernández, C.; & Baptista, P. (2003). *Metodología de la Investigación*. México: McGraw Hill/Interamericana Editores.
- James, C. J. (1984). Are you listening? The practical components of listening comprehension. *Foreign Language Annals*, 17(2), 129.
- McDonough, J., & Shaw, C. (2012). *Materials and Methods in ELT*. John Wiley & Sons.
- Rost, M. (2002). *Listening In Language Learning*. 4th ed. United States of America: Longman.
- Rubin, J & Thompson, I, (1994). *How to be a more successful language learner*. 2nd ed. United States of America: Heinle & Heinle publishers.
- Slim, H., Thompson, P., Bennett, O., & Cross, N. (1998). Ways of listening. *The oral history reader*, 114-25.
- Vaill, P. B., (1996). *Learning as a Way of Being*. San Francisco, CA, Jossey-Blass Inc