



Benemérita Universidad Autónoma de Puebla

---

Facultad de Lenguas Modernas

**ANALYZING LISTENING COMPREHENSION STRATEGIES USED BY  
ENGLISH FOREIGN LANGUAGE SECONDARY LEARNERS**

A Thesis Submitted to the School of Languages

For the Degrees of

**Licenciatura en Lenguas Modernas**

and

**Licenciatura en la Enseñanza de Lenguas Extranjeras**

By

Yesenia Zanjuampa Pérez

and

Margarita Juárez Ixtlapale

**Thesis Director:**

Dra. Rebeca E. Tapia Carlín



Puebla, Pue.

February, 2015

**ANALYZING LISTENING COMPREHENSION STRATEGIES USED BY  
ENGLISH FOREIGN LANGUAGE SECONDARY LEARNERS**

This Thesis has been read by the members of the Thesis Committee of

Yesenia Zanjuampa Pérez

and

Margarita Juárez Ixtlapale

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

**Licenciatura en Lenguas Modernas**

and

**Licenciatura en la Enseñanza de Lenguas Extranjeras**

---

**Thesis Director**

Dr. Rebeca Elena Tapia Carlín

---

**Committee Member**

Dr. Ma. del Carmen Castillo Salazar

---

**Committee Member**

Mtra. María del Rocío Vélez Tenorio

## DEDICATIONS

This project was finished with the support of many people, whose I thank a lot.

Foremost, I would like to thank my parents, Nemesio and my beautiful mother Natalia for giving me the life, education, strength, encourage, advice and support. I really love you because you supported me in each step of my life. God bless you, and reward your effort. I love you very much.

Besides my parents, I would like to thank to the omnipresent God, for answering my prayers, for giving me the strength to accomplish this stage of my life. Thank you so much Dear Lord for giving me a lot of presents, health and your blessings.

Likewise, I would like to thank my loving Hugo, Hilda, and Hugo for their love, enthusiasm, advice, patience, motivation, support, and immense knowledge. You are my strength to continue with my objectives. I love you very much.

As well, I thank my brothers Lucio and Alejandro for their brotherhood, affection, advice, encourage, and support.

Finally, I thank my sister in law Araceli my nephews Isaías and Esaú, and niece Madeline for their affection, encourage and support.

I offer my regards and blessings to all of those who supported me in all aspects during the completion of this project, especially my beloved family. To all of them I dedicate this thesis.

Yesenia Zanjuampa Pérez

## DEDICATIONS

I would like to thank God for giving me life and health to make this dream come true, also to all the people that contributed in this project.

Thanks to my mother Celsa to be a tireless person, for giving me always good advice, thanks for helping me when I most need you, thanks for taking care of Diego. You are my example to follow in life. You are a great woman.

Thanks to my Grandmother Herlinda for all her love and her advice. Thanks for teaching me many values in my life. I love you so much. God bless you.

Thanks to my husband Oscar for his love and his support but overcoat for his patience in the realization of this project. Thanks for loving me. I love you so much. God bless you.

Thanks to my son Diego for all his love and patience, he is my inspiration and my reason of overcoming in the life. I love you so much.

Thanks to my brother Reynaldo and her wife Margarita for all their support and advice in my life.

Thanks to my brother Misael for all his advice and his moral support.

Thanks to my nieces Dulce, Madahi, Lupita, Cathy and Oswaldo for all their love.

Margarita Juárez Ixtlapale

## **ACKNOWLEDGEMENTS**

This project would not have been possible without the support of many people.

We would like to express our gratitude to our thesis director, Dr. Rebeca Elena Tapia Carlín, for her continuous support in our research, for her patience, motivation, enthusiasm, willingness, and knowledge. Her guidance helped us to accomplish one of our greatest goals in the life.

We would like to thank the committee members for their time and cooperation to achieve this goal, Dr. Ma. del Carmen Castillo Salazar and Mtra. María del Rocío Vélez Tenorio for the assistance they provided to this project. Thanks for being part of our dream.

Yesenia Zanjuampa Pérez

Margarita Juárez Ixtlapale

## TABLE OF CONTENTS

Dedications.....	i
Acknowledgements.....	ii
Table of contents.....	iii
Appendices.....	iv

### CHAPTER I: INTRODUCTION

1.1 Introduction to the problem.....	1
1.2 Purpose of the study.....	2
1.3 Area of the study.....	2
1.4 Research questions.....	3
1.5 Significance of the study.....	3
1.6 key terms .....	4
1.7 Distribution of contents.....	5

### CHAPTER II: LITERATURE REVIEW

2.1 Teaching and learning English as a Foreign Language.....	6
2.1.1 English as a Foreign Language and second language.....	8
2.1.2 Methods to Teach EFL in the twentieth first century.....	9
2.1.2.1 The Audio-Lingual Method.....	10
2.1.2.2 Total physical response method.....	13
2.1.3 The role of the learner in these methodologies.....	14
2.2 Developing Listening Comprehension in secondary EFL learners.....	15

2.2.1 Productive and Receptive Skills.....	16
2.2.2 Listening .....	17
2.2.2.1 Listening Comprehension.....	18
2.2.2.2 Models of listening comprehension.....	19
2.2.3 Language learning Strategies.....	21
2.2.4 Listening Comprehension strategies.....	25
2.2.5 Developing Listening Strategies to EFL secondary learners.....	31

### **CHAPTER III METHODOLOGY**

3.1 Participants.....	35
3.2 Data collection.....	37
3.3 Data analysis.....	38

### **CHAPTER IV: RESULTS**

4.1 Organization of the chapter .....	40
4.2 Results of the instrument Part A.....	40
2.1 Results of the instrument Part B .....	42
4.2.2 Results of the instrument Part C .....	43
4.2.3 Results of the instrument Part D .....	44
4.2.4 Results of the instrument Part E .....	45
4.2.5 Results of the instrument part F.....	46

## **CHAPTER V: CONCLUSIONS**

5.1 Answers to the research questions .....	48
5.2 Implications.....	49
5.3 Limitations of the study .....	49
5.4 Directions for further research .....	50
5.5 Conclusions .....	50
References.....	51
Appendix 1.....	53
Appendix 2.....	57
Appendix 3.....	60



## CHAPTER I: INTRODUCTION

### 1.1 Introduction

“ Language is at the center of the human life. It is one of the most important ways of expressing our love or our hatred for people; it is a vital tool to achieving many of our goals and our careers” (Cook, 1996, p.1). Language is a communicative, cognitive, and reflective activity through which we express, exchange, and defend our ideas.

Nowadays English is a universal language of the present historical period because it has become the most important channel of communication in the present day world. English is playing a significant role in the overall development of the individual and society to share information, knowledges, beliefs and feelings.

In Mexico English language has been established as a subject in all public secondary schools, where it is proposed “to raise the quality of education so that students improve their level of educational achievement, have a means of accessing to a better well-being and thus, contribute to the national development” (SEP, 2011) but there is a great problem with students of these schools, most of them do not understand when the teacher speaks or when they listen an English conversation or a song, students have not yet developed the listening comprehension. If students do not learn to listen effectively, they will be unable to take part in oral communication, this happens because English language is not present in many of the social environments of students and the school is quite often only a space where they have a chance to learn a foreign language.

According to Rubin & Thompson (1994, p. 85) “Listening is the most important of the language skills, since people spend approximately 60% of their time listening. The most important first step in learning a foreign language is to make an effort to listen”.

During 1970s and 1980s listening was considered a passive skill. Through the 1990s, attention to listening in language instruction increased dramatically (Celce-Murcia, 2001). Nowadays, listening is seen as an active skill where the learner can apply listening strategies to understand. For this reason this research analyze listening comprehension strategies used by EFL secondary learners.

## **1.2 Purpose of the study**

The purpose of this research is seek for the listening comprehension strategies most and least used by secondary learners. This analysis will be done in a public school with students in third grade. Through the detection of these strategies it is expected that teachers help students to improve their listening comprehension and to lead the students to be able to satisfy basic communication needs in different everyday familiar and known situations.

## **1.3 Area of the study**

In Mexico English language learning as a foreign language has been considered as an essential part of the education of the students, especially in all public secondary schools where English is part of the curriculum. This research is focused on third grade of a secondary school in Tlaxcala. In this school English language is a mandatory subject, but there is a big problem to learn English as a foreign language, the students do not understand English and the listening comprehension is the most

difficult part. In addition to this, teachers need to apply the appropriate method and adequate strategies to encourage their students to learn English and improve their level of educational achievement.

#### **1.4 Research questions**

The research questions that will lead the study are:

- 1.- Which are the listening strategies most used by secondary school students?
- 2.- Which are the listening strategies least used by secondary school students?

#### **1.5 Significance of the study**

The main purpose of this research is to analyze listening comprehension strategies used by EFL secondary learners. The results obtained in this research can give us an idea about the degree of motivation or preparation that teacher shows in class. This research aims to know about the most and least strategies used by learners and in order to improve the level of the students. In this way, it is expected that students consolidate their proficiency in English in basic communicative situations and develop specific competencies particular to the social practices of languages within a range of communicative situations, in which they understand and produce, in a general way, oral and written texts about different topics, Finally, the instrument designed for gathering the data may be useful for further research.

## 1.6 Key Terms

**Listening:** is the activity of paying attention to and trying to get meaning from something we hear. (Underwood, 1989, p. 1)

**Listening comprehension:** is an act of information processing in which the listener is involved in two way communication, or one –way communication, and/or self dialog communication. (Celce Murcia, 2001, p. 90)

**Learning Strategies:** are the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. (Oxford, 1990, p. 8)

**Foreign language:** this term refers a language which is not spoken in the local community. (Cohen, 1998, p. 4)

**Direct strategies:** are the language learning strategies that directly involve the target language. (Oxford, 1990, p. 37)

**Indirect Strategies:** are those that support and manage language learning without directly involving the target language. (Oxford, 1990, p. 135)

## **1.7 Distribution of contents**

This research is divided into five chapters.

Chapter I is about introduction, purpose, area and significance of study, research questions and key terms. This chapter presents the main problem, it will be resolved through a research, and the results may be useful for further researches.

Chapter II is about literature review related to the topic as: Teaching and learning English as a foreign language, English as a foreign language and second language, Methods to teach EFL in the XXI century, The Audio - Lingual Method, Total Physical Response Method, The role of the learner in these methodologies, developing listening comprehension in secondary EFL learners, productive and receptive skills, listening, listening comprehension, models of listening comprehension, language learning strategies, listening comprehension strategies, developing listening strategies to EFL secondary learners.

Chapter III is about methodology that will be used in this research. It describes participants, data collection, and data analysis.

Chapter IV is about the results obtained from the applications of the questionnaire, the results will be presented through instruments from part A to part F.

Chapter V is about the answers of the research questions, some implications, limitations of the study, directions for further research and final conclusions.

## **CHAPTER II: LITERATURE REVIEW**

In this chapter we will analyze listening comprehension strategies used by the EFL secondary learners, as we mentioned before students at secondary level do not understand what the teacher is saying or they are listening so we are going to analyze and suggest some listening comprehension strategies to the students to facilitate listening comprehension. It is connected with teaching and learning English as a foreign language, English as a foreign language, methods to teach EFL in the XXI century, The role of the learner in these methodologies, developing listening comprehension in secondary EFL learners, productive and receptive skills, listening comprehension, language learning strategies, listening comprehension strategies, developing listening strategies to EFL secondary learners.

### **2.1 Teaching and learning English as a foreign language**

According to some authors, language is very important for all the human life, because it is the way people express their ideas and feelings to other people using conventionalized signs, sounds and gestures. People identify persons who speak the same language through it. In addition to this, language learning and teaching are two things in a foreign language that we cannot separate. They are vital to the everyday life of millions, who speaks probably more than two languages.

Teaching is defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know of understanding” (Brown, 1994, p.7). Teaching guides and facilitates learning, let students learn new things everyday, sets the conditions for learning. It is important to know how the learner learns, what is his/her learning

style, it will help to determine the philosophy of education, the teaching style, the approach, the method and classroom techniques. If the theory of teaching is in harmony with the understanding of the learner the subject will be learned because all successful teaching depends on learning. Through the years many researchers have investigated about this topic, but nobody knows exactly how people learn languages, this research has focused on the distinction between two types of language processes: acquisition and learning.

“Learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. Acquisition, on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluency, and arises from naturalistic language use” ( Oxford, 1990, p. 4).

Learning is a conscious study of the target language, usually with fewer opportunities of exposure to it and informal environments like school; it is derived from formal and in which the students apply grammatical rules to language production, it means that the monitor is a deliberate form of processing. Acquisition is an unconscious process where the need for communication and the constant exposure to a specific language allow the learner to communicate in that language, called the target language; this happens with people who migrate to another country and acquire the language in a similar way that of their mother tongue.

Edge (1996) reasserts there are two ways in which people learn a foreign language: consciously and subconsciously. Consciously, it is through formal learning, learners study the language in sequence in which it is presented to them, usually following an organized syllabus. This learning tends to encourage accuracy in the language as well as knowledge of what is correct. Learners develop their fluency and

feeling for what is socially appropriate in the language outside this learning, according to the actual demands made on them to communicate. Subconsciously, by picking it up, this is typically the case when learners are in a situation where they are exposed to lots of natural language use. This kind of learning tends to encourage fluency in the language, as well as natural feel for what is socially appropriate.

The distinction between these two kinds of learning is familiar one in the psychology of learning. It is reflected in contrasts, such as that between informal and formal learning, spontaneous and controlled learning or natural and didactic learning environments. Some elements of language use are at first conscious and then become unconscious through practice, both acquisition and learning are necessary for communicative competence.

### **2.1.1 English as a foreign language and second language**

#### **Foreign language**

People who wish to learn a foreign language have different reasons or purposes for doing it. May be they want to get a better job, or because they want to learn about a new culture and they want to know about the people who speak it and the places where it is spoken. It helps to read all sorts, of printed material, to listen a native speaker on the radio, TV and films and to find opportunities to use English out of class.

In Mexico the English as foreign language is a subject, which is part of the school curriculum in all public secondary schools.

Cohen (1998, p. 4) stated that “foreign language is not spoken in the local community”. It means that the language is not considered to be spoken in the local community, the learners may have little or no direct contact with it.



According to Oxford (1990, p. 6) “a foreign language does not have immediate social and communicative functions with the community where it is learned; it is employed mostly to communicate elsewhere”. Foreign language is taught as a subject in a school but not used as a medium of instruction or communication in education, industry, government or business.

## **Second language**

The learners of a second language learn the language through that they see or they listen in their every day life, because they live in the community where it is spoken. Littlewood (1984, p. 54) argued that “the language has communicative functions inside the community where the learner lives”. Likewise, Oxford (1990) claimed that “second language is spoken in the community where it is learned, has social and communicative functions within the community where it is learned” (p.6).

The second language is taught to speakers to other language who are living, working and or studying in target language country. Both foreign and second language are known as target language, or language being learned. Target language is the language that the students are trying to learn.

### **2.1.2 Methods to teach EFL in the XXI century**

Teachers have always tried to find more effective ways of working, they adopt some kind of method to do this. First of all, three definitions of method are given. Anthony (1963, cited in Richards and Renandya 2002, p. 9) defined method as “an overall plan for systematic presentation of language based on a selected approach”. Celce- Murcia (2001, p. 5) stated that method “is a set of procedures”. Brown (1994,

p. 51) defined method as “a generalized set of classroom specifications to accomplish linguistic objectives”.

According to Brown (1994) teachers can not teach without understanding a varied theoretical positions. A method is very important in the teaching and learning process, it should be interesting and pleasant, so the students feel confident, because sometimes the students get bored with some methods and they can affect the teaching and the learning process.

The methods most used in listening comprehension are the Audio Lingual Method and the Total Physical Response.

#### **2.1.2.1 The Audio - Lingual Method**

The Audio-Lingual Language Teaching Method had its origins during World War II when it became known as the Army Method. It is also called the Aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis is laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structured, or grammar was the starting point for the students.

According to Larsen (1986) the Audio Lingual Method “is based on the behavior, it believes that the language learning is the acquisition of a set of correct language habits”.

Structural linguistics and behavioral psychology were added to this method. Structural linguistics begins with describing minimally distinctive sound units (phonemes), which then form lexical and grammatical elements (morphemes), which then form higher structures such as phrases and clauses/ sentences (Bloomfield, 1933, as cited in Celce-Murcia, 2014, p.6).

Skinner (1957, cited in Celce-Murcia, et al, 2014, p.6) pointed out that “in behavioral psychology, learning is based on getting learners to repeat behaviors (verbal or nonverbal) until they became fully learned habits”.

The following points are mentioned in Larsen- Freeman (1986, p.43, 44).

- The Audio Lingual Method goals are the students use the target language communicatively, and overlearn it, to be able to learn to use it automatically by performing new habits in the target language and overcoming native language habits.
- The teacher directs and controls the behavior of students, provides a model for imitation and reinforces correct responses.
- The teaching – learning process presents new vocabulary, structures through dialogs , which are learned through imitation and repetition. Drills are based on patterns in dialog. The correct responses of the students are positively reinforced. Grammar is induced from models. Cultural information is contextualized in the dialogs or presented by the teacher. Reading, writing tasks are based on oral work.

- Interaction: Students – teacher and students – student. Students interact or during the chain drills or when taking roles in dialogs, this interaction is between teacher and student, initiated by the teacher.
- The view of language in the Audio Lingual Method has been influenced by descriptive linguistics. Every language is seen as having its own unique system of phonological morphological and syntactic patterns. Method emphasizes everyday speech and uses a graded syllabus from simple to difficult forms.
- Culture comprises of the every behavior and lifestyle of the target language speakers, through the culture students are prepared to deal with everyday situations in the target language community.
- Language structures are emphasized; vocabulary is contextualized in dialogs but it is limited because syntactic patterns are the foremost.
- The natural order of the language skills is listening, speaking, reading and writing, with emphasis on first two. Pronunciation is taught from beginning, often with language laboratories work and minimal pair drills.
- In this method there is not a formal test to evaluate, but teacher can use discrete point tests in which students distinguish between words or provide an appropriate verb for a sentence.
- Teachers prevent students errors by predicting and controlling what they teach students to say.

### **2.1.2.2 Total Physical Response Method**

This approach is based on the belief that listening comprehension should be developed fully. Asher (1977, cited in Brown, 1994, p. 98) noted that “children, in learning the first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses”. The method utilizes oral commands that students carry out to show their understanding. The target language is exclusive language of instruction. The teacher gives commands, “Stand up!”, “Sit down!” and so on and shows learners how to demonstrate comprehension by doing the appropriate physical action as a response (Asher 1996, cited in Celce-Murcia et al, 2014, p. 9).

Following points are mentioned in Larsen - Freeman (1986, p. 116).

- The Total Physical Response goals are the students enjoy learning experience to communicate in a foreign language, having a minimum of stress when they study a foreign language.
- The teacher is the director of all students behavior, he gives commands and students follow them.
- The teaching learning process, lessons begin with commands by the teacher and the students demonstrate their understanding by performing them alone.
- Interaction: The teacher interacts with the individual students and with the group, starting with the teacher speaking and the students responding nonverbally. Later this is reversed; students issue commands to teacher as well as each other.

- The method was developed to reduce the stress of learners when they study foreign languages.
- Culture is the lifestyle of native speakers of the target language.
- Grammar structures and vocabulary are emphasized and immersed within imperatives.
- The language skills emphasized are the understanding that precedes of production; spoken language precedes of written word.
- Teacher can evaluate the students through simple observation of their actions. Formal evaluation is done by commandings students to perform a series of actions.
- When students begin to speak, they make errors, teacher should be tolerant of them and correct major errors unobtrusively.

### **2.1.3 The role of the learner in these methodologies**

The role of the learner is one of the most important features in a method, and it is very important to consider it in the teaching practice.

Richards and Rodgers (cited in Brown, 1994, p. 49) said “learner roles (styles, individual preferences for group or individual learning, student input in determining curricular content. etc.) are important considerations in your teaching”.

Learner roles Richards and Rodgers (2001, cited in Celce – Murcia et al, 2014, p. 3)

- types of learning tasks set for learners
- degree of control learners have over the content of learning
- pattern of learner grouping that are recommended or implied

- degree to which learners influence the learning of others
- the view of learner as processor, performer, initiator, problem solver, etc.

In The Audio Lingual Method students are imitators of the model of teacher or the tapes she supplies of model speakers, noted by (Larsen, 1986, p. 43). Learners repeat patterns until able to produce them spontaneously. Once the pattern is given, it is learned, also the speaker can substitute words to make new sentences.

In the Total Physical Response Method students are imitators of the nonverbal method, at some point some students will be ready to speak. According to Larsen (1986, p. 118) total physical response method is usually introduced in the native language of students. After the introduction, rarely would the mother tongue be used. Students demonstrate their comprehension by acting out commands issued by the teacher.

## **2.2 Developing listening comprehension in secondary EFL learners**

Adolescents are perhaps the most interesting people to teach English, but they can also present the teacher with more problems than other age group.

“Adolescence, and particularly early adolescence, is a period of multiple, and often rapid and profound changes and transitions” Brooks-Gunn & Petersen, 1983; Lerner & Foch, 1987; Lerner & Villarruel, 1994; Petersen, 1998; Stattin & Magnusson, 1990).

This period marks the physical and hormonal changes of puberty; social changes in the family, peer group, and school environment, in this stage adolescents reach physical maturity and develop understanding of roles and relationships, also acquire and refine skills successfully performing adult work and family roles. Also they are in

a period where they receive behavioral orientations. On a social level, they enter new institutional settings such as secondary schools and assume new roles connected with school and job.

As we know secondary school learners are in the adolescence stage, which is a complicated period for that reason teachers should be careful to choose the best way to develop the listening comprehension in their students.

To develop listening comprehension in adolescents teacher should:

- encourage students talk and listen to each other.
- provide texts and activities which will develop listening comprehension.
- choose a text which will interest the students and formulate aims that are suitable for their level and their needs.
- encourage the students to use the listening strategies.

To develop listening comprehension students should:

- listen to music
- watch television
- attend a lecture and so on.

### **2.2.1 Productive and receptive skills**

The four basic language skills: speaking, writing, listening and reading are important for the human being in order to develop his intellect so they have different abilities as speak on the phone, write letters, listen to the radio or read books.

According to Harmer (1991, p. 6) "speaking and writing involve language production and are therefore often referred to as productive skills. Listening and



reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills". While Davies and Pearse ( 2000, p. 74) stated "two common misconceptions are that the productive skills are more communicative than receptive skills, also that they are the bases of the learning process itself".

Receptive skills help foreign language learners to have wide, varied exposure, which helps them learn the language and develop, communication skills, also the skills of listening and speaking are combined in conversation as well as there are different types of learners as the extroverts who like to speak a lot, the introverts who prefer to listen and read, and the analitically or visually oriented learners who like to see how words are written and sentences constructed.

### **2.2.2 Listening**

Listening plays a significant role in the daily communication and educational process, eventhough it has long been the neglected skill in the second language acquisition. Nevertheless, in recent years there has been an increased focus on second language listening ability because of its perceived importance in language learning and teaching.

Listening has an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50 %; speaking, 25-30 %; reading, 11-16 %; and writing, about 9 % Mendelson, (1994, cited in Pourhossein & Reza 2011, p. 977). Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

As defined by Oxford (1993, p. 206) "listening is a complex problem solving skill and it is more than just perception of the sound". Listening includes comprehension of

meaning words, phrases, clauses, sentences and connected discourse. Underwood (1989) simplified the definition of listening to “the activity of paying attention to and trying to get meaning from something we hear” (p.1). On the other hand Purdy (1997) defined listening as “the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings” (p. 8). Furthermore, according to Saricoban (1999) “listening is one of the fundamental skills”.

Listening is a mental process and it is the most important skill of the language, because people spend approximately 60% of their time listening, and the first step in learning a foreign language is to listen. It is a medium through which children, young people and adult gain a large portion of their information, their understanding of the world and human affairs, their ideas, sense of values, and their appreciation.

### **2.2.2.1 Listening comprehension**

Listening comprehension plays a significant role in the lives of people because it helps to understand complete lectures, radio, TV, movies, public speeches, and plays. Although long ago, listening comprehension used to be considered as a passive activity and did not merit researchers attention (Jung, 2003; Thompson and Rubin, 1996; Vandergrift, 2004). Nevertheless, in the past few years the interest in listening skill has grown, because many people including learners, need the listening skill diverse settings such as school, travel, and work.

According to Brown (2001, cited in Rahimi, 2012, p. 550) “listening is an important skill through which language learners internalize linguistic information without which they can not produce language”. “Listening comprehension is a psychomotor process

of receiving sound waves through the ear and transmitting nerve impulses to the brain” (Brown, 1994, p. 235). Moreover Mc Donough and Shaw (1993) claimed that listening comprehension “is the interplay between language and what the brain does with it, also requires the activation of contextual information and previous knowledge” (p.136). On the other hand Coakley and Wolvin (1986 cited in Pourhossein G & Reza A, 2011, p. 980) stated that listening comprehension in a L2 is the process of receiving, focusing attention on, and assigning meaning to aural stimuli. It includes a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive processes to the listening task, the aural text, and the interaction between the two.

Listening comprehension is an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Listening comprehension is reached when the listener arrives at reasonable interpretation of the speakers intention.

#### **2.2.2.2 Models of listening comprehension**

The successful listening depends on the ability to combine top-down and bottom-up processing and so become more effective listeners in the everyday life.

Listening comprehension includes two main approaches: top-down and bottom-up processing.

**Bottom-up** is the lower level process. Bottom-up refers to that part of the aural comprehension process in which the understanding of the “heard” language is worked out proceeding from sounds to words to grammatical relationship to lexical meanings to a final message. That is, the meaning of the message is arrived at bottom to top, based on the incoming language data (Celce-Murcia, 2001, p. 74). In bottom-up

processing, know from computer science as a “data-driven” process (Field, 1999), the learner analyzes the various morphosyntactic elements, of the discourse, from the phonemes of the language to the syllables, words, phrases, and sentences that make up the discourse.

Bottom-up focus on sounds, words, intonation, grammatical structures another components of spoken language. This process builds the sentence in the minds, put the sound into words, the words into phrases, the phrases into a whole sentence, it means listeners hear as they try to decode speech and assign meaning.

**Top-down** is the higher level process, “it means starting from the whole sentence and breaking it down into smaller and smaller bits” (Cook 1996, p. 78). The term top-down processing came originally from computer science and carried the meaning of “knowledge driven” (Field, 1999). Rahimi (2012) claimed that “the learner draws upon background knowledge and expectations of what will follow next in the discourse and then infers what the intentions of the speaker may have been” (p. 550). This process implicates the ability of listeners to bring their priorknowledge so they carry it on the task of understanding the heard language.

Top-down process have more interest in the activation of schemata, in getting the meaning, in the global understanding, and in the interpretation of a text. The use of schemata promotes the restructuring of language data so that greater segments of text can be understood as a whole. By other hand O'Malley et al (1989) found that effective L2 learners used both top-down approaches of listening for intonation or phrases and bottom-up approaches of listening for words, while ineffective listeners concentrated on a bottom-up process.

Top-down processes are driven by the global expectations and understandings of the nature of text and the nature of the world of the listeners.

### **2.2.3 Language learning strategies**

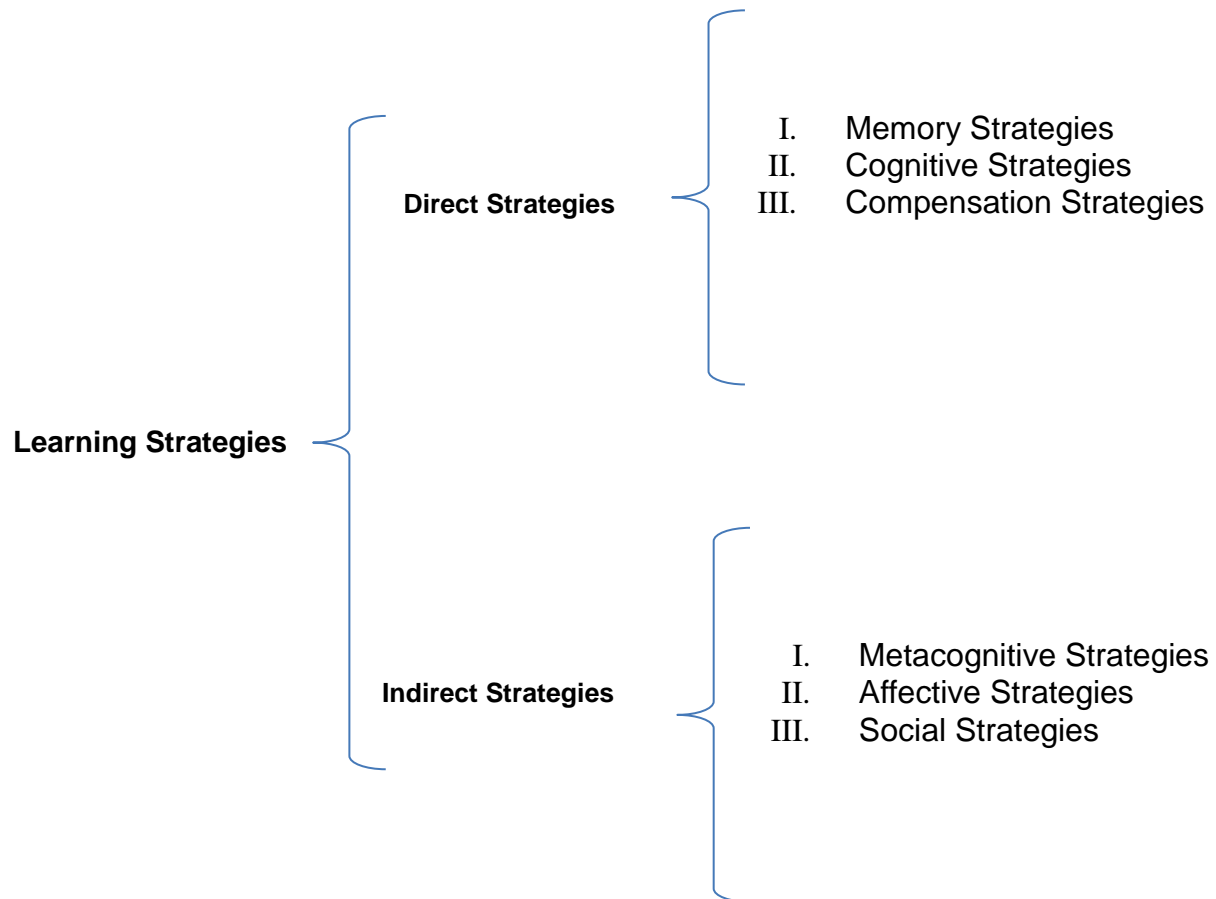
To understand learning strategies it is necessary to know about the term strategies. Anderson (2005, p. 757) states that “strategies are the conscious actions, that learners take to improve their language learning”. By other hand Oxford (1990) argues that strategies are important for language learning because they are tools for active self-directed involvement, which is essential for developing communicative competence. The term strategy has become influential in the education and it has taken a new meaning and it has been transformed into learning strategies.

Learning strategies help training students to be independent and competent learners. Oxford (1990) defines “that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations” (p. 8).

“Language learning are the conscious thoughts and behaviors used by learners with the specific goal of improving the knowledge and understanding of a target language” (Cohen, 1998, p. 67).

Language learning strategies are tools and steps taken by the students to solve a problem, to do a task, to find an objective, or to reach a goal, and so they can improve their own learning, these strategies help students participate in the communicative competence.

**Oxford (1990) classified the strategies as direct strategies and indirect strategies.**



### **Direct Strategies**

Direct Strategies are the strategies that directly involve the target language (Oxford,1990, p. 37). All these strategies require mental processing of the language, although these strategies do this process in a different way and for different purposes. They are subconscious, automatized, difficult to articulate, non- evaluative, primary, and natural (Macaro, 2001). These strategies have a number of different ways of remembering more effectively using all the cognitive processes and compensating for missing knowledge.

Direct strategies are composed of memory strategies, cognitive strategies and compensation strategies.

- Memory strategies for remembering and retrieving new information.
- Cognitive strategies for understanding and producing the language.
- Compensation strategies for using the language despite knowledge

### **Indirect Strategies**

Indirect strategies support and manage language learning without directly involving the target language, these strategies are useful in virtually all language learning situations and are applicable to all four language skills (Oxford,1990, p.135). Also they are conscious, controlled, easier to articulate, evaluative, support, and taught (Macaro, 2001). These strategies organize and evaluate the learning, manage the emotions, learn with others.

Indirect strategies are composed of metacognitive strategies, affective strategies, and social strategies (Oxford, 1990, p. 14).

- Metacognitive strategies for coordinating the learning process.
- Affective strategies for regulating emotions.
- Social strategies for learning with others.

According to O'Malley, Chamot and colleagues in the 1980s studied the use of strategies by learners of English as a second language, through many researches the strategies were divided into three main categories:

1.- *Metacognitive Strategies*: They have executive functions and include thinking about the learning process, planning for the learning, monitoring and evaluating the learning process.

2.- *Cognitive Strategies*: They are utilized to directly manipulate the learning tasks at hand and are applied to specific tasks.

3.- *Socio-affective Strategies*: They have to do with interacting with others and affective control to help learn the materials. (Brown, 2007, p. 134, cited in Rahimi, 2012, p. 552).

By the other hand Dornyei (2005) proposed a typology with four types of strategies.

1.- Cognitive strategies involving the manipulation or transformation of the learning materials /input (repetition, summarizing, using images) analyzing, monitoring, evaluating, planning and organizing one`s own learning process.

2.- Metacognitive strategies involving higher order strategies aimed at analyzing, monitoring, evaluating, planning and organizing one`s own learning process.

3.- Social strategies, involving interpersonal behavior aimed at increasing the amount of L2 communication and practice the learner undertakes (initiating interaction with native speakers, cooperating with peers).

4.- Affective strategies, involving taking control of the emotional (affective) conditions shape one`s subjective involvement in learning (p.169) cited in Rahimi. 2012, p.553)

In spite of there are many and various learning strategies, teacher should encourage their learners to use different strategies according to their own cognitive styles, their level of proficiency and the type of task they face.



#### **2.2.4 Listening comprehension strategies**

Oxford (1993, p. 206) defined that “listening is a complex problem solving skill and it is more than just perception of the sounds”. Listening includes comprehension of meaning bearing words, phrases, clauses sentences and connected discourse.

Students need to use listening strategies to help by themselves to develop their listening skill in the target language.

O’Malley and Chamot (1990) stated three main types of listening strategies: metacognitive, cognitive and social - affective strategies.

The metacognitive strategy plans, checks, monitors, selects, revises and evaluate the learning process. It can be discussed through prelistening, planning strategies, while listening, monitoring strategies and post-listening, evaluation strategies.

The cognitive strategies are related to comprehending and storing input in working memory or long – term memory for later retrieval. They are investigated from the aspects of bottom –up strategies, top- down strategies.

The socio-affective strategies. Habte- Gabr (2006) stated that these strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. In this kind of strategies listeners know how to reduce the anxiety, feel confident in doing listening task and promote personal motivation in improving listening competence.

According to Oxford (1990) there are two general types of strategies: direct strategies and indirect strategies, Bacon (1992, cited in Ibtesam, 2014) used these strategies to do a research about listening, as result of this investigation these strategies were divided in the following way:

## Direct strategies

In this set are found compensation and cognitive strategies.

**Compensation strategies.** These kind of strategies help the listeners overcome knowledge limitations when they do not hear something clearly or they cannot understand all the words. Brown (1990, p.154) claims that these strategies “help listeners to guess the meaning of unknown words; they will be searching for a meaning that best fits within the topic frame. As well listeners can get some useful information from other clues like background noise, from which they can guess something about the general situation and have an idea of what is going on”.

Learners can use some clues to help them guess the meaning of some words or pieces of information. These strategies are considered by Oxford (1990) like tools for guessing intelligently because listeners do not need to hear every word as long as they can guess systematically through using clues such as:

- Using linguistic clues: Seeking and using language – based clues. Listeners use clues like word order and word stress to facilitate their understanding of what they hear. In this aspect it is important that learners have sufficient grammatical knowledge of the target language that enables them to fill in the gaps when they listen to messy pronunciation.
- Using other clues: Seeking and using clues that are not language – based.

Some of these clues are related to the type of vocabulary used by listeners who need to be familiar with in order to guess what is beyond the language.

Compensation strategies enable learners to use the new language for comprehension, making connections with background knowledge that includes knowledge of the culture, the topic and the world proves to be great help to listeners.

**Cognitive strategies.** According to the results of the research studies of Bacon (1992) and O'Malley et al (1989), cognitive strategies are the most used by language learners. While Oxford gives a detailed description of all the strategies, Bacon categorises them under two main headings: top-down and bottom-up strategies. Bottom - up strategies are text based strategies because they depend on using clues or evidence from the existing text to understand new information. It includes strategies like repeating some words that the learners hear. As well some listeners tend to break down some unknown expressions into smaller meaningful units and try to decipher the whole meaning through understanding the meaning of individuals word. Another way to get some information from the text is that listeners pay attention to intonation and pauses to help them recognize chunks of words as particular speech patterns each of which carriers one piece of information, Rixon (1986, p. 52).

Top-down strategies. It is said that this kind of strategy is in a higher cognitive level in the sense that it deals with more abstract clues. Thus, listeners relate what they hear to what they already know which is known as schemata knowledge. Taking into account background knowledge, knowlegde of the world and knowledge of discourse, through the knowledge, listeners can keep up with the listening text because they formulate some expectations as well as predictions before and while listening.

According to Bacon (1992), listeners tend to rely on bottom- up strategies trying to comprehend a difficult text, while they use more top- down with a less difficult one, which seems very logical; listeners can use their previous knowledge as long as they are familiar with the text, but with an unfamiliar one they can make good use of some textual clues.

The results of the studies of Bacon (1992) and O'Malley et al (1989), shown that successful or effective listeners use more top- down strategies compared with less successful or ineffective listeners. Moreover, ineffective listeners are at a disadvantage because they fail to elaborate on what they hear; they are not able make the connection between what they hear and their own personal experiences.

### **Indirect strategies**

In this set are found metacognitive, social and affective strategies

***Metacognitive strategies.*** These are strategies help learners to coordinate their own learning process.

- Identifying the purpose: listeners need to set a purpose for listening in order to set the right channels for their attention. The research study of Bacon shows that if listeners set a purpose is good for them, because it helps them be better prepare before listening because they will probably have a kind of mental plan to follow, which proves, to be true for most of the listeners.
- Self- monitoring: listeners need to be self conscious while listening to be able to monitor their comprehension. In other words, they can monitor their understanding as they continue listening as long as they can notice their errors or any inaccurate guesses and try to improve on them. Although both successful and less successful listeners used monitoring, successful listeners have the advantage of being able to revise a hypothesis or choose between alternative interpretations, Bacon (1992, p. 327).

- Self evaluation: listener evaluate their own progress in the new language.

After the listening process is completed, some listeners evaluate their overall comprehension progress and assess how well they have done.

Oxford (1990) pointed out that any self-evaluation must take into consideration the difficulty of the situation or the language and that learners should try to be as specific as possible for an accurate evaluation. This seems to relate to the research study of Bacon which shows that successful listeners tended to be more realistic in evaluating comprehension, while less successful listeners sometimes exhibited a false level of confidence, Bacon (1992, p. 330).

**Social strategies.** Language learning is considered to be a social activity rather than and individual one. In learning situations, there are always mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help.

“Language is a form of social behavior; it is communication, and communication occurs between and among people” ( Oxford, 1990, p.144).

Learners can ask for clarification when they want the speaker, who could be the teacher or a partner, to repeat, to paraphrase or to explain something. They can also ask for verification to check that they have understood something correctly.

Also learners have the chance to learn from their peers, if they are put into groups to work on a particular listening task, there is a possibility that less successful listeners make use of some of the strategies used by successful listeners as they work together cooperatively and observe how their peers manage to obtain feedback, pool information or model a language activity to succeed (Brown, 1994, p. 117).

**Affective strategies.** “The affective side of the learners is probably one of the very biggest influences on language learning success or failure” (Oxford, 1990, p.140).

The learners who know to control their emotions, attitudes and values about learning are good language learners. By other hand positive emotions and attitudes can make language learning more affective and enjoyable, for example students may perfectly understand a listening text, but they would not be able to perform the listening task successfully if the text is culturally offensive.

There are three kinds of strategies considered in the affective strategies: a) Lowering your anxiety, b) Encouraging yourself, and c) Taking your emotional temperature (Oxford 1990).

- a) Lowering your anxiety. According to Oxford (1990, p.142) “ a certain amount of anxiety sometimes helps learners to reach their pear performance level, but too much anxiety blocks language learning”. To reduce the anxiety the next strategies are listed: relaxation, deep breathing or meditation, using music and laughter.
- b) Encouarging yourself. The positive statements can change feelings and attitudes and also can indirectly reduce performance anxiety, including the tension which surrounds test taking. To encourage yourself the next strategies are listed: making positive statements, taking risks wisely and rewarding yourself.
- c) Taking your emotional temperature. These strategies help learners to know when they are anxious, also to assess their feeling, motivation and attitudes and, in many cases to related them to language tasks. To taking your emotional temperature the next strategies are listed: listening to your body and using a checklist.

### 2.2.5 Developing listening strategies to EFL secondary learners

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. The listeners need to develop strategies to obtain information, to understand, to learn and to communicate, so they will increase a repertoire of responses and addresses nonunderstandings and misunderstanding that occurs and the teachers should encourage students to use of the strategies.

Listening strategies can be classified by how the listener process the input.

**Table 1: Listening strategies**

<b>Top-down</b> strategies are listeners based	<ul style="list-style-type: none"><li>- listening for main ideas</li><li>- predicting</li><li>- drawing inferences</li><li>- summarizing</li></ul>
<b>Bottom-up</b> strategies are text based	<ul style="list-style-type: none"><li>- listening for specific details</li><li>- recognizing cognates</li><li>- recognizing word – order patterns</li></ul>
<b>Metacognitive strategies</b> to coordinate the learning process	<ul style="list-style-type: none"><li>- plan</li><li>- evaluate their listening</li><li>- monitor</li></ul>

Successful listening depends on the ability to combine top-down and bottom-up processing to become more effective listener in real life.

**Table 2: Listening comprehension strategies.** O'Malley and Chamot (1990, cited in Wm. R. Holden III, 2004).

<b>Metacognitive strategies</b>	Refer to what learners to do oversee, regulate or direct their learning and include planning, monitoring and evaluating stages, which mirror the pre-task, on-task and post-task activities featured in many texts.
<b>Cognitive strategies</b>	Refer to strategies used to manipulate the input or material, or to apply a specific skill or strategy to a particular task.
<b>Socio-affective strategies</b>	Refer to learning that takes place during cooperative interaction with classmates, question addressed to the teacher, or techniques for the reduction of anxiety.

The three kinds of strategies good listeners use to facilitate comprehension and make their learning more effective.

**Table 3: Listening comprehension strategies.** Bacon, O'Malley and Oxford (1992, cited in Ibtisam Al Amri, 2014).

<b>Compensation</b>	Using linguistic clues Using other clues
<b>Cognitive</b>	Top-down Bottom-up



<b>Metacognitive</b>	Identifying the purpose Self – monitoring Self – evaluation
<b>Social</b>	Communicate with others and with peers
<b>Affective</b>	Lowering your anxiety Encouraging your self Taking your emotional temperature

These strategies can work best for some learners may not work for others, it depends of their type of strategies that they use, their cognitive abilities, their learning background and their general learning abilities.

**Table 4: Format for the listening lesson.** Brewster, J., Ellis, G., and Girard, D. (2004) and Brown (2001).

<p><b>Pre- listening</b>  <b>Students activate their vocabulary and their background knowledge.</b>  Before the listening activity,  Prepare students for the activity by</p> <ul style="list-style-type: none"> <li>- activating schema.</li> <li>- connecting the activity to their background knowledge.</li> <li>- getting them to predict what they will be listening to.</li> <li>- introducing useful words and concepts.</li> </ul> <p><b>Listening activity</b>  <b>Students develop the skill of eliciting messages.</b>  While students are listening, be sure that they are actively listening by</p> <ul style="list-style-type: none"> <li>- using of visuals, such as pictures, facial expressions, body movement.</li> <li>- asking them questions and eliciting answers.</li> <li>- having them respond to the listening by doing, choosing, etc.</li> </ul> <p><b>Post –listening</b>  <b>It consists of extensions and developments of the listening task.</b></p> <ul style="list-style-type: none"> <li>- After the listening activity be sure to follow-up with some comprehension</li> </ul>
---

checking activities which can include the same types of activities mentioned above.

These activities can flow into a speaking activity to practice language learned, using notes made while listening to write a summary, reading a related text, doing a role play, writing on the same theme, studying new grammatical structures and practicing pronunciation.

## **CHAPTER III: METHODOLOGY**

This chapter describes specific information about the methodology used in this research. It was applied a questionnaire of the author Rebeca Oxford to get results so know which are the strategies used by secondary students. The used method was quantitative, the data was collected through a questionnaire related to the listening comprehension strategies, the results are shown in the following lines. The first part describes the participants by mentioning general aspects about them such as age, gender, number of participants, language level, and previous language experience. The second part describes the instrument that was used in order to collect the data. Finally the third part offers clear explanations about the procedures followed to collect, organize and analyze the information realized for this investigation.

### **3.1 Participants**

The questionnaire was given to secondary school learners of third grade group “D”, in this group there are thirty six students from fourteen to fifteen years old, there are eighteen female and eighteen male, all learners attended the class so all of them answered the questionnaire. The technical secondary school takes place in Tlaxcala state. This is a public school were most of students are from a middle class socioeconomic background. The school has twenty four groups of students, twelve in the morning and twelve in the afternoon, each group has from thirty three to thirty eight students, in total the school has eight hundred and five students and sixty four teachers among them four English teachers, each teacher has from three to seven groups.

In this school the English language is taught as a foreign language. The mother tongue is Spanish and they take basic English classes three days per week of 45 minutes each session. Their English level is low because most of them have never taken English courses, they only have learned English at the secondary school.

The school carries 2011 studies plan proposed by the Secretariat of Public Education and its purpose is “to raise quality of education so that students improve the level educational achievement, have a means of accesing to a better well-being and thus contribute to the national development”. The main strategy to obtain such objective in Basic Education is “to carry out an integral reform in basic education focused on the adaptation of an education model that Mexico need in the XXI century”, envisaying a greater and efficiency among preschool, elementary and secondary school.

This educational system is compelled to help students understand the diverse cultural expressions in Mexico and the world, for this reason the Secretariat of Education acknowledges the necessity to incorporate English as a subject to the curricula of preschool and elementary education as well as to make suitable adjustments to the English subject curricula in secondary school, the purpose of this is to articulate the teaching of English of three levels of basic education. By means of this articulation, it is expected that when the time the students complete their secondary education, they will have developed the necessary plurilingual and pluricultural competences to successfully face the communicative of a competitive globalized world.

The secretariat of public education implemented the national English Program in Basic Education (PNIEB) to carry out the actions that enable the articulation of

English teaching. The syllabuses are based on the alignment and standardization of national and international standards, the selection of criteria for teaching training, the establishment of guide lines for the design and evaluation of educational materials as well as the certification of English language proficiency.

### **3.2 Data collection**

The instrument used in this research was based a questionnaire based the Strategies Inventory for language learning SILL of Rebeca Oxford. The questionnaire consisted of 45 sentences divided among six parts. Part A has 7 statements related to memory strategies, part B has 12 statements related to cognitive strategies, part C has 6 statements related to compensation strategies, part D has 9 statements related to metacognitive strategies. part E has 5 statements related to affective strategies, part F has 5 statements related to social strategies. These strategies were used by Oxford, Ibtisam Al Amri, Vandergrift, Rubin, Bacon, O'Malley and Chamot to help the listeners to facilitate the listening process so, they increase their comprehension of spoken English, also to help teachers to promote the development and use of these strategies in the classroom.

The questionnaire has 5 options to get an answer to each statement, these options are the following: 1 Never or almost never true of me, 2 Usually not true of me, 3 Somewhat true of me, 4 Usually true of me and 5 Always or almost always true of me. Students read the statements and chose one of these options and they wrote them in the worksheet. The worksheet has six parts from A to F, separated one of the other.

### 3.4 Data analysis

This information was gotten through 36 questionnaires applied to the students.

The statements of each student were analyzed in the following way:

1.- The statement was read, counted, added and noted to know how many students choose the next options: never almost never true of me, generally not true of me, somewhat true of me, generally true of me, always or almost true of me.

**Table 3.4.1 Example of the formula of results. The statement 1: student creates associations between new material and what he/she already knows.**

Part A	Option1	Option 2	Option 3	Option 4	Option 5	Total
Statement 1	Never or almost true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always or almost always true of me	of students
N. of students that chose the options	0	3	13	19	1	36

2.- The adding of each options was divided between thirty six times (total of students), then it was multiplied for one hundred to get the percent of each option. The results of each percent were adding to get the one hundred percent. It was done with each statement.

**Table 3.4.2: Example of the formula of results. The statement 1: student creates associations between new material and what he/she already knows**

Part A	Option1	Option 2	Option 3	Option 4	Option 5	Total
Statement 1	Never or almost true of me	Generally not true of me	Somewh at true of me	Generally true of me	Always or almost always true of me	of the percen- tage
Percen- tage of each options	0%	8%	36%	53%	3%	100%

## **CHAPTER IV: RESULTS**

This chapter presents the results obtained from the application of the questionnaire based on percentages, the results are the following:

The 19% percentage of students use the cognitive strategies followed by the affective strategies with the 19% the compensation strategies with the 5%, there is an equality because 3% of students use memory and metacognitive strategies. The results were based on numbers and percentages. These results were taken from the option number 5 which is represented by always or almost always true of me. The analysis of these results is presented and discussed in the next paragraphs

### **4.1 Organization of the chapter**

The results from the questionnaire application are presented below. They are divided into six different sections of the questionnaire: 1. Part A : Memory Strategies has seven statements, 2. Part B: Cognitive strategies has twelve statements, 3. Part C: Compensation Strategies has six statements, 4. Part D: Metacognitive strategies has nine statements, 5. Part E: Affective Strategies has five statements, 6. Part F: Social Strategies has six statements.

The results were indicated by six figures showing the percentage of listening comprehension strategies used by the students.

### **4.2 Results of the instrument part A: Memory Strategies.**

In this part, the statements of the instrument were analyzed individually and were taken the highest and lowest percentages of the strategies.

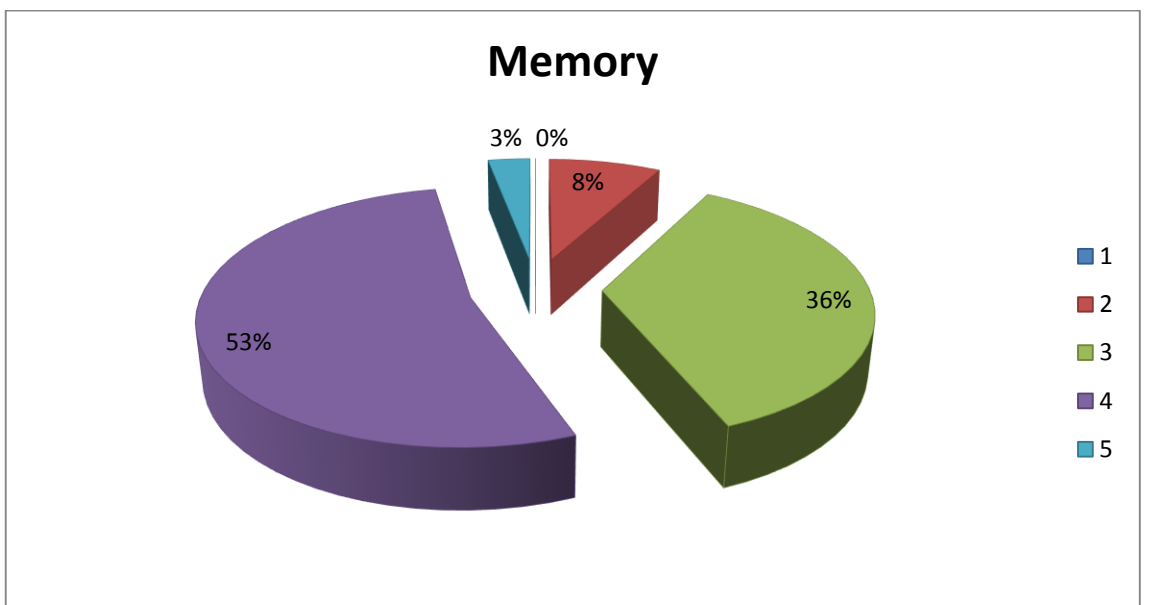


The next categories were used to get the percentage of the statements of the questionnaire.

1. Never or almost true of me.
2. Generally not true of me.
3. Somewhat true of me.
4. Generally true of me.
5. Always or almost always true of me.

The first statement is about the learner who thinks in the relationship between what the learner knows and new things he/she learns in English. Fig. 1 represents the results to these statements.

**Figure 4.2.1: Part A Memory Strategies. Students usually create mental linkages.**

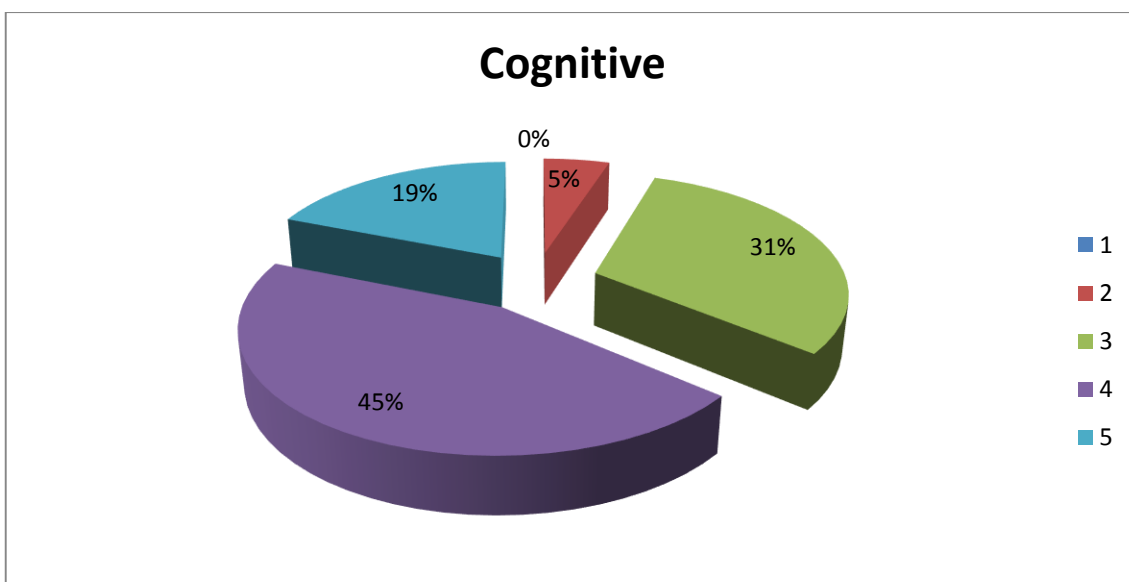


According to this, 53% of the students consider to generally true of me to have the highest level by choosing number 4 of the scale, 36% consider to somewhat true of me is used by answering number 3, 8% there is a great inequality according to first results; while 3 % consider having the lowest level at circling number 5, the final 0% consider never or almost never true of me, at do not select the number 1. These results show that the most of the students of third grade usually create mental linkages when they learn English.

#### 4.2.2 Results of instrument part B. Cognitive Strategies.

In the second part was analyzed the first statement, it is about learner listens new English words several times. It belongs to the cognitive strategies. These strategies are mental operations. This can be seen in Fig. 4.2.2.1

**Figure 4.2.2.1: Part B Cognitive strategies. Students usually listen new English words several times.**

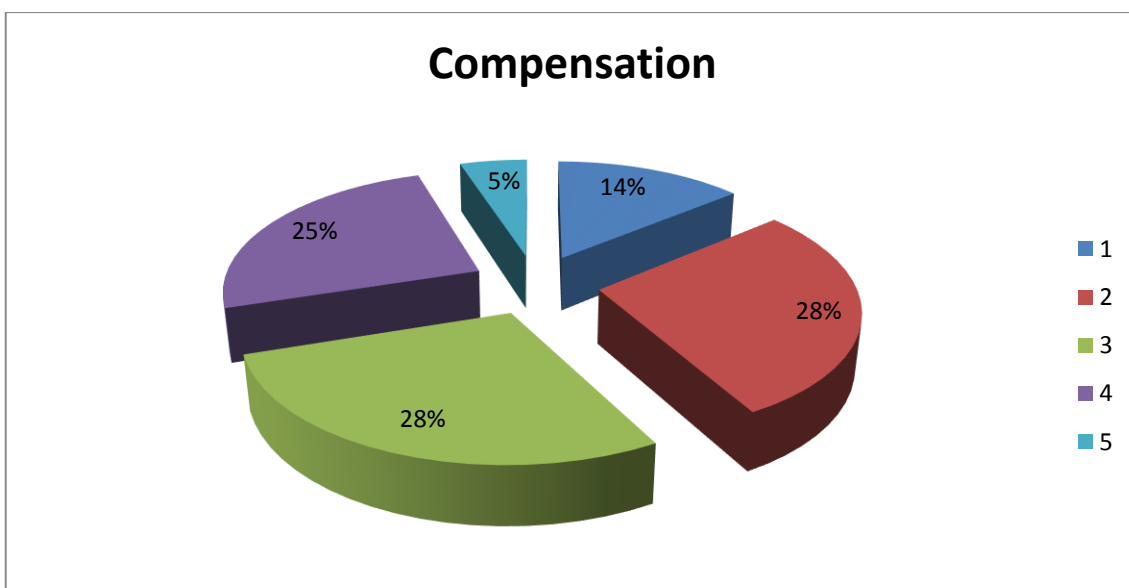


According to this, 45% of the students consider to usually true of me to have the highest percentage by choosing number 4 of the scale, 31% consider to somewhat true of me is used by selecting number 3, 19% there is a great difference according to the first results; while 5% consider having the lowest percentage at circling number 2, the final 0% consider the level of the number 1 of the scale. The most of students use cognitive strategies for practicing new English words

#### 4.2.3 Results of instrument part C. Compensations Strategies.

In the third part were analyzed the compensation strategies and we focused on the fourth statement, students listen English without looking up every new word because it is the most closed to listening skill. The learners do not check some words in the dictionary they guess them.

**Fig 4.2.3.1: Part C Compensation Strategies. Students guess through the use of linguistic clues and the use of other clues.**

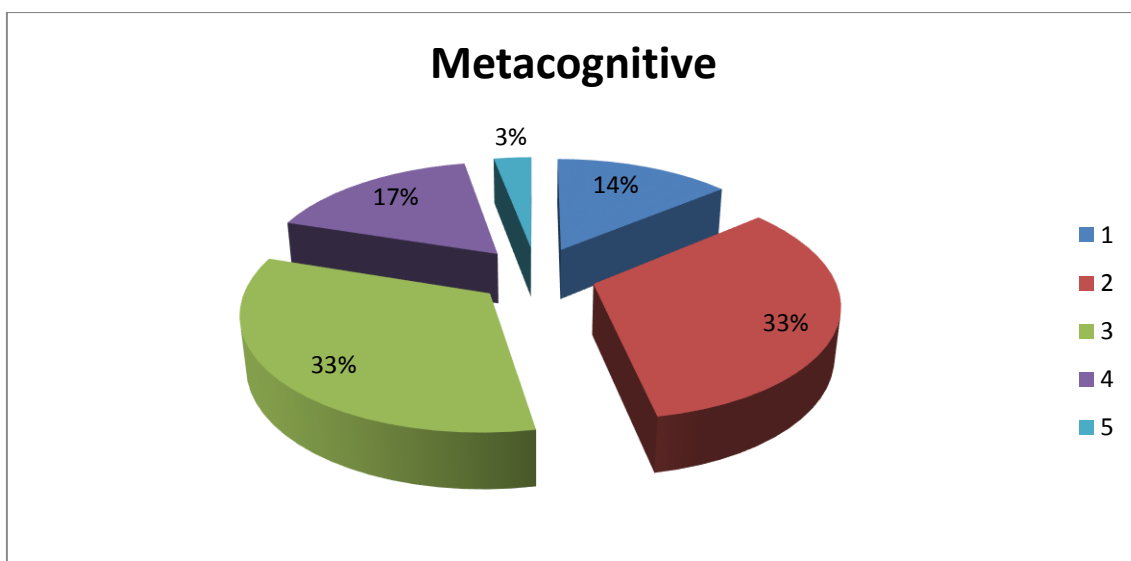


According to this statement 28% of the students consider to somewhat true of me I listen English without looking up every new word and there is an equality because 28% of the students also consider to usually not true of me do the same way, 25% consider to usually true of me by choosing number 4 of the scale, 14% consider having the lower level by choosing the number 1, 5% consider to having the lowest level by circling number 5. In this strategy there is an equality of 28% in two categories because the most of the students guess, predict and anticipate through clues.

#### 4.2.4 Results of instrument part D. Metacognitive Strategies.

In the fourth part were analyzed the metacognitive strategies and we focused on seventh statement, it is about learner looks for opportunities in an efficient way. This can be seen in Fig 4.2.4.1.

**Fig 4.2.4.1: Part D Metacognitive Strategies. Students look for opportunities to listen as much as possible in English.**

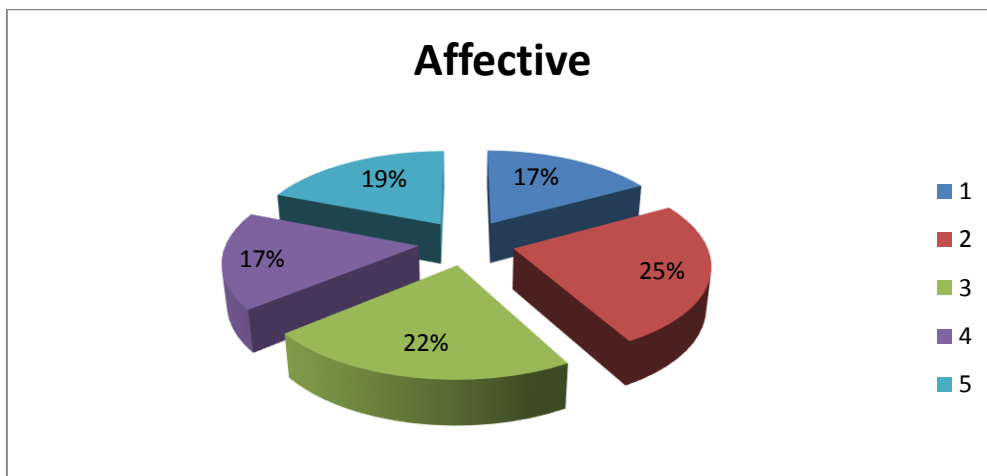


According to the results the 33% of students consider to somewhat true of me they seek practice opportunities in the language learning, there is an equality in usually not true of because the statement has the same percentage, 17% consider usually true of me by choosing the number 4 of the scale, 14% consider that never or almost never true of me use the strategy by choosing the number 1, the final 3% consider use the strategy always or almost always true of me at circling number 5. These results show that the most students neither monitoring nor evaluation their listening by themselves.

#### 4.2.5 Results of instrument part E. Affective Strategies.

In the fifth part were analyzed the affective strategies, where students control their emotions and attitudes about learning, it can be negative or positive, it depends of their feelings, emotions and attitudes. It was focused on fourth statement, it is about learner notices if he/she is tense or nervous when he/she is listening English. These results are shown in Fig 4.2.5.1

**Fig 4.2.5.1: Part D Affective Strategies. Students control their emotions and attitudes about learning.**

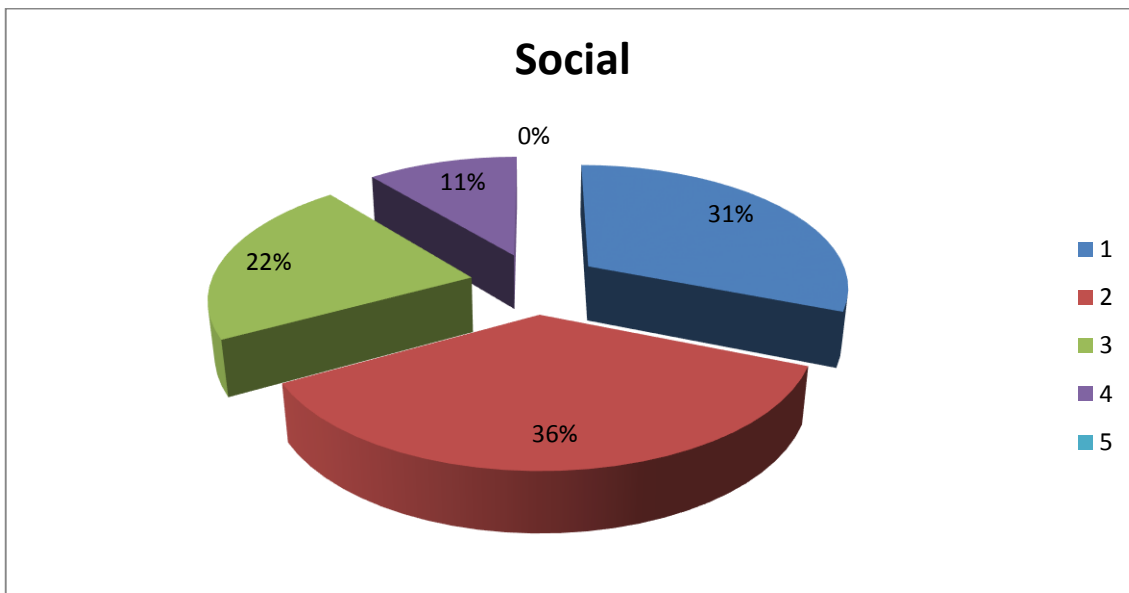


According to the results of this statement, the 25% of students consider to have the highest percentage in usually not true of me, 22% consider that somewhat true of me students use this strategy, 19% consider having a lower level by choosing the number 5, 17% consider having the lowest level by choosing the number 1 and 4, in this case exist an equality. These results show tha the most of students usually not true of me do not relax when they are nervous or tense when they listen English.

#### 4.2.6 Results of instrument part F. Social Strategies.

In the sixth part were analyzed the social strategies, these strategies develop the communication between and among people, in other words students try to empathize with another person through learning about the culture and the relation of person to that culture. This can be seen in Fig 4.2.6.1

**Fig 4.2.6.1: Part F Social Strategies. Students develop cultural understanding.**



The last result, 36% of students consider to have the highest percentage by answering number 2, 31% usually not true of me who considers never or almost never true of me use this strategy, 22% consider having a lower level by choosing the number 3, while 11 % consider having the lowest level at circling number 4, the final 0% consider to always or almost always true of me, it was not choose. This results show that 31% of students never or almost true of me use this strategy because most of them listen to music and they never are interested in the culture.

## **CHAPTER V: CONCLUSIONS**

In this chapter are shown the answers of the research questions of chapter one, the most and least listening strategies used by junior school students, some suggestions, limitations and directions for further research and conclusions.

Bacon (1992) suggested that learners use different strategies according to their own cognitive styles, their level of proficiency and the type of task that they tackle. Although foreign language learners are not mere sponges acquiring the new language by osmosis alone. They are thinking beings who consciously apply mental strategies to learning situations both in the classroom and outside of it.

### **5.1 Answer the research questions**

1.- Which are the most listening strategies used by junior school students?

After analyzing the results of the applied questionnaire, it is considered that students of third grade of secondary school use most the cognitive strategies, these strategies reached the highest percent with the statement “learners listen new English words several times” students practice the perception of sounds rather than comprehension of meaning. These results coincide with the research study of Bacon (1992) and O'Malley (1989), cognitive strategies prove to be the common types of strategies used by language learners. Thus listeners use top-down strategies related what they hear to what they already know which is known as schemata knowledge.

2.- Which are the least listening strategies used by junior school students?

According to the results of the questionnaire the least listening strategies used by students are the social strategies with the 31% percent who never use these strategy. The statement analyzed was the following “learners try to listen the culture



of English speakers". Students do not use this strategy because they are more interested in the English music than the meaning in the English culture, because they sing in English but they do not know what they are singing.

## **5.2 Implications**

Students of third grade of secondary school must start to familiarize with the language and practicing listening, reading, writing and speaking skills, in this case focusing on listening, teachers have to pay more attention in the way they develop this important skill, specially they should know all about listening strategies to can apply them. Another important aspect is the motivation, teachers should encourage students to use interesting listening materials or texts and through them the students will develop listening comprehension and so they unconsciously can start applying the listening strategies, this will make the listening task easier and the students will not have as many problems as they have now.

## **5.3 Limitations of the study.**

In the fulfillment of this research there were some limitations. The first limitation was that students have a low level in English language because most of them had not taken English classes until they start the secondary school, for that reason this subject is difficult for them. The second limitation was the questionnaire, it was in English and it was translated in Spanish because students do not understand English language at 100%, this questionnaire was written in several parts taken into account different strategies, students answered it according their knowledge, the results were analyzed to get the required information of this research. The third limitations was the

time, the last one limitation was that the information of the library was behind, it could not be used a lot, and a lot of time was spent at the library investigating information that really helped a little to this investigation.

#### **5.4 Directions for further research.**

This research was carried out in order to analyze the different listening comprehension strategies that secondary learners use and the data obtained was analyzed through methodology. However, this data can help to another researchers to a further study on a deeper research on the listening comprehension strategies using some other methodology. It is recommend to analyze some other listening materials or to see how students develop the listening comprehension in order to that the researchers see the way in which students work in how they apply the listening strategies they were working in. Also it is recommend for the researcher use an other methodology to get probably different results.

#### **5.5 Conclusions.**

This topic was choosen because most of the students have problems with listening comprehension when they perform a listening task in the classroom in secondary level and the teachers do not know how to encourage them in this aspect, with this research teachers can have an idea of how to help and motivate their students to improve this skill through the development of the listening strategies so students can enjoy the listening activities to get a better level of English language.

## References

- Anderson, A. & Lynch, T. (1988). *Listening language teaching*. Oxford University.
- Brown, H.D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, N. J Prentice Hall Regents.
- Brown, H. D. (1994). *Teaching by principals. An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Celce, M. M. (1991). *Teaching English as a second language*. Heinle and Heinle Publishers.
- Celce, M.M. (2001). *Teaching English as second or Foreign Language*. Heinle, Cengage Learning.
- Celce, M. M. (2014). *Teaching English as a second or Foreign Language*. 4<sup>th</sup> ed. Heinle cengage learning.
- Cohen, A.D. (1998). *Strategies in learning and using a second language*. Longman London and New York.
- Cook, V. (1996). *Second language learning and language teaching*. Second edition.
- Davies, P. & Pearse, E. (2000) *Success in English Teaching*. Oxford University Press.
- Donough, Jo. Mc. & Shaw, C. (1993). *Materials and methods in ELT/ A teacher's guide /Applied language studies*.
- Edge, J. (1996). *Essentials of English language teaching*. Longman Publishing, New York
- Graber, J.A., Brooks – Gunn, J., & Petersen, A. C. (1996). *Transitions through adolescence*. Lawrence Erlbaum Associates Publishers. Mahwah. New Jersey.
- Harmer, J. (1991). *The practice of English language teaching*. Longman London (New edit.). Great Britain: Logman- Group UK Limited.
- Harmer, J. (1996). *The practice of English language teaching*. Longman London and New York.
- Hosseini, A. (2012). *On the role of strategy use and strategy instruction in Listening Comprehension*, 3 (3), 550-559.
- Ibtesam, A. (2012). *Listening strategies used by language learners*. Retrieved from [www.squ.edu.om/Portals/28/Micro%20Gallery/forum/Forum8/ibtesam](http://www.squ.edu.om/Portals/28/Micro%20Gallery/forum/Forum8/ibtesam)

\_on\_listening.pdf

- Larsen, F.D. (1986). *Techniques and principles in language teaching*. Oxford University Press.
- O'Malley, J. M. & Chamot, A.V. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies*. Heinle and Heinle Publishers, Boston Massachusetts.
- Porhussein, A. & Reza, M. (2011). *A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement*, 2 (5), 977-988.
- Richards, J. C. & Renadya, W. A. (2002). *Methodology in language teaching*. Cambridge University Press.
- Rost, M. (1990). *Listening in language learning*. Longman group UK limited.
- Rubin, J. & Thompson, I. (1994). *How to be more successful language learners*. Heinle and Heinle Publishers. Boston Massachusetts.
- Secretaria de educacion publica. (2011). *National English Program in basic education*. Mexico D.F.
- Wenden, A. & Rubin, J. (1987). *Learners strategies in language learning*. Prentice Hall/ International (UK)

## APPENDIX 1

### Listening Strategies Questionnaire (LSQ)

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

AGE: \_\_\_\_\_ SEX: \_\_\_\_\_

**INSTRUCTIONS:** Read carefully, choose the correct option, and write the number on the line.

**1.- Never   2. Usually not true   3. Somewhat   4. Usually true of me   5. Always**

#### PART A

1.- I think of relationships between what I already know and new things I learn in English.

2.- I connect the sound of a new English word and an image or picture of the word to help me remember the word.

3.- I remember a new English word by making a mental picture of a situation in which the word might be used.

4.- I use rhymes to remember new English words.

5.- I use flashcards to remember new English words.

6.- I physically act out new English words.

7.- I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

## **PART B**

8. - I listen new English words several times.
9. - I practice the sounds of English.
10. - I use the English words I know in different ways.
11. - I start conversations in English.
12. - I watch English language TV shows spoken in English or go to movies spoken in English.
13. - I listen for pleasure in English.
14. - I first skim an English passage then go back and listen carefully.
- 15.- I look for words in my own language that are similar to new words in English.
- 16.- I try to find patterns in English.
- 17.- I find the meaning of an English word by dividing it into parts that I understand.
- 18.- I try not to translate word-for-word.
- 19.- I make summaries of information that I hear in English.

## **PART C**

- 20.- To understand unfamiliar words, I make guesses.
- 21.-When I can't think of a word during a conversation in English, I use gestures.
- 22.- I make up new words if I don't know the right ones in English.
- 23.- I listen English without looking up every new word.
- 24.-I try to guess what the other person will say next in English.
- 25.- If I can't think of an English word, I use a word or phrase that means the same

thing.

#### **PART D**

- 26.- I try to find as many ways as I can to listen my English.
- 27.- I notice my English mistakes and use that information to help me do better.
- 28.- I pay attention when someone is speaking English.
- 29.- I try to find out how to be a better learner of English.
- 30.- I plan my schedule so I will have enough time to listen English.
- 31.- I look for people I can talk to in English.
- 32.- I look for opportunities to listen as much as possible in English.
- 33.- I have clear goals for improving my English skills.
- 34.- I think about my progress in listening English.

#### **PART E**

- 35.- I try to relax whenever I feel afraid of using English.
- 36.- I encourage myself to listen English even when I am afraid of making a mistake.
- 37.- I give myself a reward or treat when I do (listen) well in English.
- 38.- I notice if I am tense or nervous when I am listening English.
- 39.- I talk to someone else about how I feel when I am learning English.

#### **PART F**

- 40. – If I do not understand something in English, I ask the other person to slow down or say it again.
- 41. – I ask English speakers to correct me when I talk.

- 42. – I practice English with other students.
- 43. – I ask for help from English speakers.
- 44. - I ask questions in English.
- 45. – I try to listen about the culture of English speakers.



## APPENDIX 2

### Cuestionario de Estrategias para la Comprensión Oral (CEPCO)

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Edad : \_\_\_\_\_ Sexo: \_\_\_\_\_

**INSTRUCCIONES:** Lee cuidadosamente cada oración, escoge la opción correcta y escribe el numero en la hoja de respuestas.

**1.-Nunca    2.- Usualmente    3.- Algunas veces    4.- Rara vez    5.- Siempre**

#### PARTE A

1.- Pienso en la relación entre lo que ya se y las cosas nuevas que aprendo en Inglés.

2.-Conecto el sonido de una nueva palabra con la imagen o dibujo para recordar la palabra.

3.- Recuerdo una nueva palabra para ser un dibujo mental de una situación en el cual la palabra puede ser usada.

4.-Uso rimas para recordar palabras nuevas.

5.-Uso tarjetas para recordar palabras nuevas.

6.-Actuo físicamente cuando aprendo palabras nuevas.

7.-Me acuerdo de palabras o frases nuevas para recordar su lugar en la página, en el pizarrón, o en una señal de la calle.

## **PARTE B**

- 8.-Escucho palabras nuevas varias veces.
- 9.-Practico los sonidos de Inglés.
- 10.-Uso las palabras que ya se en diferentes formas.
- 11.-Inicio conversaciones en Inglés.
- 12.-Observo el lenguaje Inglés en televisión o en el cine.
- 13.-Escucho Inglés por placer.
- 14.-Primero hago una revisión al escrito para después escucharlo con atención.
- 15.-Busco palabras en mi mente que son similares a palabras nuevas en Inglés.
- 16.-Trato de encontrar patrones en Inglés.
- 17.-Encuentro el significado de una palabra para dividirla en partes que yo entienda.
- 18.-Trato de no traducir palabra por palabra.
- 19.-Hago resúmenes de información que escucho en Inglés.

## **PARTE C**

- 20.-Para entender palabras que no conozco, las adivino.
- 21.-En una conversación uso gestos (ademanos) cuando no recuerdo una palabra.
- 22.-Construyo nuevas palabras si no se la correcta en Inglés.
- 23.-Escucho en Inglés sin buscar cada nueva palabra.
- 24.- Trato de adivinar lo que la otra persona va a decir.
- 25.-Si no puedo pensar en una palabra, uso una palabra o frase que significa lo mismo.

## **PARTE D**

- 26.-Trato de encontrar diferentes formas de usar mi Inglés.
- 27.-Noto mis errores en Inglés y los uso para hacer mejor lo que hago.
- 28.-Pongo atención cuando alguien está hablando en Inglés.
- 29.-Trato de buscar como ser buen estudiante de Inglés.
- 30.-Planeo mi horario si tengo suficiente tiempo para escuchar en Inglés.
- 31.-Busco gente con la que yo pueda hablar en Inglés.
- 32.-Busco oportunidades para escuchar lo más posible en Inglés.
- 33.-Tengo metas claras para improvisar mis habilidades de Inglés.
- 34.-Pienso acerca de mi progreso cuando escucho Inglés.

#### **PARTE E**

- 35.-Trato de relajarme, cuando siento miedo de usar el Inglés.
- 36.-Me doy ánimo al escuchar en Inglés cuando tengo miedo de cometer un error.
- 37.-Me doy un regalo cuando trabajo bien en Inglés.
- 38.-Noto si estoy tenso o nervioso cuando escucho en Inglés.
- 39.-Le comento a alguien de cómo me siento cuando estoy aprendiendo Inglés.

#### **PARTE F**

- 40.-Si no entiendo, pregunto a la otra persona para que lo diga despacio, o lo diga otra vez.
- 41.-Pregunto a los que hablan Inglés para que me corrijan cuando hablo.
- 42.-Practico Inglés con otros estudiantes.
- 43.-Pido ayuda a los que hablan Inglés.
- 44.-Hago preguntas en Inglés.

45.-Trato de escuchar acerca de la cultura de los que hablan Inglés.

### APPENDIX 3

### HOJA DE RESPUESTA

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Edad: \_\_\_\_\_ Sexo: \_\_\_\_\_

#### PARTE A

1.- \_\_\_\_\_

2.- \_\_\_\_\_

3.- \_\_\_\_\_

4.- \_\_\_\_\_

5.- \_\_\_\_\_

6.- \_\_\_\_\_

7.- \_\_\_\_\_

#### PARTE B

9.- \_\_\_\_\_

10.- \_\_\_\_\_

11.- \_\_\_\_\_

12.- \_\_\_\_\_

13.- \_\_\_\_\_

14.- \_\_\_\_\_

15.- \_\_\_\_\_

16.- \_\_\_\_\_

17.- \_\_\_\_\_

18.- \_\_\_\_\_

19.- \_\_\_\_\_

#### PARTE C

20.- \_\_\_\_\_

22.- \_\_\_\_\_

23.- \_\_\_\_\_

24.- \_\_\_\_\_

25.- \_\_\_\_\_

#### PARTE D

26.- \_\_\_\_\_

27.- \_\_\_\_\_

28.- \_\_\_\_\_

29.- \_\_\_\_\_

30.- \_\_\_\_\_

31.- \_\_\_\_\_

32.- \_\_\_\_\_

33.- \_\_\_\_\_

34.- \_\_\_\_\_

**PART E**

35.- \_\_\_\_\_

36.- \_\_\_\_\_

37.- \_\_\_\_\_

38.- \_\_\_\_\_

39.- \_\_\_\_\_

**PART F**

40.- \_\_\_\_\_

41.- \_\_\_\_\_

42.- \_\_\_\_\_

43.- \_\_\_\_\_

44.- \_\_\_\_\_

45.- \_\_\_\_\_