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FACULTAD DE LENGUAS

**Students' perceptions of the strategies they use to improve
listening and speaking at LEI**

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

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Dedications

Thank God for never leaving me alone and making me strong to follow my dreams.

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Abstract

Listening as a receptive and speaking as a productive skill are connected in a process in which learners have the ability to understand and produce a message in a communicative context. Communication is vital in every situation, and everyone needs to communicate. However, for English students, these skills tend to be more complicated than writing and reading due to different circumstances such as cultural differences, accent, quality of listening, inhibition, or mother tongue use. This study intends to demonstrate the strategies LEI students use at the Faculty of Languages to enhance their listening and speaking skills. The participants were 80: 38 women, 36 men, and 6 others. Their ages were between 17 to 28 years old. The results are that English students attempt to learn techniques to become better listeners, they pay attention and note down what is written on the blackboard, or another source teachers use in classes. Also, students focus on how the speaker pronounces to enhance their pronunciation and strive to learn from their mistakes when speaking, and they learn English when watching videos or TV.

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CHAPTER I: INTRODUCTION TO THE PROBLEM

1.0 Introduction

For English learners, it is essential to practice the four skills. However, developing listening and speaking can be the hardest abilities of learning the English language. Segura (2011) says that learning to read and write can be less complex for Spanish learners since listening and speaking are more difficult to develop when learners do not reside in a country where English is spoken. Buck says (2001) there are various reasons why listening may be unsuccessful. This may be caused by noise outside, or listeners can be distracted or focused on other things. Second-language listeners can experiment with other problems such as unknown lexicon, syntax, complexity, or content may be quick. As a result, when students attempt to review the content of the text, their interpretation may be incomplete, insufficient and, will probably differ. Also, Sabina (2018) states that the most complicated aspect of spoken language is that it is regularly fulfilled through engaging with another speaker. Consequently, speaking English in real-life situations may make us feel surprised and upset. We are not prepared for unplanned interactions and may struggle with concurrent requests. There are many circumstances where students require speaking, for example, talking to someone personally, talking on the phone, replying to questions, requesting directions, in shops, in meetings, or keeping in touch with their friends. People spend most of their time interacting with others and, each of these circumstances requires a unique register depending on the level of the formality. On the other hand, listening and speaking can become more challenging when in the classroom, communicative activities are not used to teach these skills. Moss and Ross-Feldman (2003), as quoted by Komol & Suwanphatahama (2020), oral tasks may help students improve their speaking and listening abilities. Moreover, they can discover more knowledge and share thoughts about themselves. Students must be given real communicative contexts to inspire

them to speak English precisely and adequately. By doing so, learners can interchange ideas, let emotions out and, gain knowledge about English culture.

1.1 Justification of the study

This research took place when I was in Target Language I. During the lessons, we practiced the listening and speaking skills by doing activities such as: solving book activities, answering questions with a partner, doing role plays, and oral presentations. However, I noticed that my classmates had problems with these communicative activities. Therefore, this study intends to identify what are the perceptions about the strategies they use in listening and speaking skills and what strategies they use the most.

1.2 Context of the study

The study was realized at Faculty of Languages at Benemérita Universidad Autónoma de Puebla. This study focuses on the students' perceptions of LEI who constantly practice their listening and speaking abilities through oral activities and speeches.

1.3 Purpose of the study

The objective of this project is to determine strategies students from the Facultad de Lenguas consider useful for improving their listening and speaking abilities, and what are least used. Moreover, this project could help the teachers to know what strategies students use the most and they may consider them for planning their classes. Toro, et al. (2019) argue that communication is necessary for all human beings to express their emotions, thoughts, and opinions. That is why communicative tasks must be integrated into class. When students are encouraged to complete their activities in a dynamic learning environment, their speaking skills become more productive (p.11).

1.4 Research questions

In this research, the following questions will be developed:

1. What are the strategies students consider useful to improve their listening?
2. What are the strategies students consider useful to improve their speaking?

1.5 Relevance of the study

This project's findings could benefit teachers and students. Teachers may take into consideration the students' perceptions of the strategies they utilize in their planning of their activities for teaching. It is important to consider how students perceive the way they practice listening and speaking through the strategies they implement since not all of them are effective for all. Furthermore, students may be aware of and implement by themselves the strategies which are more effective to improve their level of these skills.

1.6 Conclusion of the chapter

In this chapter were presented the justification of the project, the place where this research was carried out, as well the purpose which is to identify the strategies that students consider are more useful for them to practice listening and speaking. Besides the research questions which took place to develop this project and the relevance of the research.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

Topics related to English language skills are presented in this chapter focusing on speaking and listening. Besides, it presents the importance to develop the English language. Moreover, it shows the concept of communicative competence. Also, it presents the difficulties students may face in the classroom and the importance of recognizing strategies in listening and speaking to establish strategies that could be helpful for them. Finally, the listening skills stages and the functions of speaking.

2.1 English language

A language is a group of terms intertwined in a sentence. However, each term has a particular significance and essence. Indeed, terms are placed together in unique manners to provide an order from which is get a definition. Language is an organized function where specific orderings are received as having prescribed significances (Husain, 2015). According to Srinivas (2019) English language has obtained an important position an international language because it is used in diverse fields including teaching, medicine, trade, and technology. Most of the books of higher education are written in English. In business, the English language is involved in communication between countries. Meanwhile, most professionals in technology convey in English with others globally. Due to the many benefits of English, several people are interested in studying the language to gain achievements in their corresponding areas. On the other hand, Graddol (2006) says that the English language is involved in the enigmas that globalization has brought. The English language offers the lingua franca that intensely incorporates worldwide economies. Moreover, it allows international meetings and enables countries, establishments, and people from all over the world to communicate their world standpoints.

2.1 Communicative competence

Hymes responded to Chomsky's concept about the difference between competence and performance by suggesting the idea of communicative competence. Chomsky (1965) stated that competence refers to "the capacity of the hearer/speaker of recognizing and understanding his language," and performance refers to "the application of the language specific conditions" (p.4). That is why, Hymes (1972) proposed that communicative competence refers to "the tacit knowledge" of the language and "the ability to use it" for communication (p.282). Also, he proposed four components in relation to communicative competence.

1. If something is possible (what is grammatically correct)
2. If something is feasible (what is easy to understand)
3. If something is appropriate (what is acceptable in context)
4. If something is done (what it entails to solve)

(Hymes, 1972, pp. 281)

Some years later, Canale and Swain (1980) stated that communicative competence is "the connection and contact between the understanding of grammar rules and being awareness of language use to know how to speak" (p.6). Furthermore, they mentioned that their theory about communicative competence contains three main concepts: Grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence requires an understanding of semantics, morphology, phonology, lexical elements, and the formation of grammatical sentences. Meanwhile, sociolinguistic competence involves the creation and recognition of statements in different communicative roles. Strategic competence implies actions for enhancing failures in communication. For example, in grammatical competence how to paraphrase the grammatical rules when you cannot remember them easily. In sociolinguistic

competence, for example, how to enable communication with strangers where there is not a communicative context.

Canale (1983) added discourse competence. This competence refers to “students’ capacity to combine grammatical forms and meanings to express themselves orally and in writing”.

Celce-Murcia et al. (1995) proposed actional competence. This competence refers to the learner’s capacity to understand and produce speech acts.

On other hand, Tarvin (2014) stated that communicate competence “is the capacity to communicate with other people adequately in a cultural context to receive and produce a message and, complete social activities with facility and effectiveness” (p.2).

2.2 The importance of listening skills

Listening is a crucial skill to communicate. As a receptive skill, listening is responsible for receiving information and knowledge. As mentioned Shariyevna and Atxamovna (2020), listening skills have become an important part of everyday life and in educational contexts due to is vital for successful communication. Listening skills are essential in learning because students obtain knowledge through these skills. Moreover, listening is fundamental in the classroom because students are involved in language communication roles. Therefore, when students learn a language spend 50 % of their time practicing listening skills. Additionally, Ahmadi (2016) establishes that “the capacity to comprehend the spoken language is essential in language learning. Listening skill is vital for real communication activities. It is an important skill for communication between national and foreign speakers” (p.9). Furthermore, Renukadevi (2014) affirms that through listening, human beings develop their consciousness of the language. Learning to listen allows one to enhance language competency. The stress, sound, rhythm, and intonation of the language are adjusted only by listening. Being competent in listening enables the nuances comprehension of a

specific language. When we can understand spoken language is easier to get better in the other skills and obtain self-assurance.

2.3 The importance of speaking skills

Learning a language requires the practice of speaking. Speaking skills are the most important abilities for students who are interested in learning English to improve their employment, in trades, gain confidence, obtain better jobs, in talks, attend job interviews, take part in discussions, and give public presentations. Currently, everything relates to speaking skills (Srinivas, 2019). Speaking English provides many opportunities in school, work, and society. On the other hand, Akhter et al., (2020) said that it is essential for people who wish to get a better job position. Moreover, it is crucial for those who want to expand their dealings. This skill helps people to grow their self-confidence. Thanks to this skill, people are capable for participating in debates, discussions and oral competencies. Also, speaking enables people to build good relationships with others. It increases creativity skills. Furthermore, it allows people to cope with any complex interview.

2.4 Difficulties in listening

Saraswaty (2018) mentions that EFL students have difficulty in listening skills because universities only focus on English grammar, reading, and vocabulary. Universities don't value grammatical rules, vocabulary and reading practice. That is why EFL students may struggle with listening skills.

Listening and speaking are excluded in many textbooks or syllabuses. Due to this fact, teachers may ignore them when they make their lesson plans. That is why they can assume and believe those skills will develop by themselves.

According to Azmi et al. (2014), during the listening understanding process, students can present problems. Some of them are the following:

1. Quality of recorded materials

Some schools do not have an adequate multimedia system, and for that reason, the quality of sound can be low, and it can affect the message of listening.

2. Cultural differences

Students may face comprehension problems because the topic can have a cultural context they do not know. Thus, students cannot imagine the situation that was described. If the topic is not common to students, teachers should provide them previous knowledge of the listening activity.

3. Accent

Teachers should make students familiar with British and American accents.

4. Unfamiliar vocabulary

If the students know the meaning of words, it can encourage them to learn and have a positive impact on listening skills. Besides, many words have several meanings and if they use the less usual forms, they get confused.

5. Length and speed of listening

The students' level is vital for keeping in their minds most of the information of long audios. It is not easy for low-level students to listen to extended talks or audio and then do activities about them. Speed is another factor that may cause difficulties in students. If the speaker speaks faster than the listeners are used to, it could be a problem for them to understand words.

6. Physical conditions

Sometimes classroom conditions may affect students' understanding. The students sitting at the back do not hear clearly. Students who sit near the windows are affected by the outside noise. As teachers, we should take into consideration all these conditions. Large classrooms make teachers struggle to manage community tasks or make comments to students. Classrooms temperature complicates understanding what was said. An air conditioner or a heater may be helpful when climate changes.

7. Attention deficiency

Learners' understanding is easier when they are motivated. Concentration can be more difficult for English foreign language learners. Moreover, in listening skills, every interruption can cause a loss of comprehension. If the topic of the text catches students' attention, they will find it easier to comprehend. That is why, students consider listening boring, even if the topic is interesting, due to the complexity of comprehension.

2.5 Difficulties in speaking

Confidence is a problem for English students when they speak. When students have trouble expressing their points of view, they opt to speak in their native language instead of practicing English. The less knowledge of words is also a barrier to communication (Aziz & Kashinathan, 2021). According to Ur (1991), shyness, lack of speaking, occasional involvement, and native language usage are four problems students have in speaking activities. They are presented as follows:

Shyness

Distinct from reading, writing, and reading tasks, speaking involves live exposure to the public. Students frequently feel shy when they want to express their thoughts in English in class.

Learners are concerned about being criticized, getting wrong, failing, or being frightened about their speech.

Lack of speaking

Although the students are not afraid, they generally complain that they do not have something to say. They are not motivated. They speak in class because they feel obliged.

Occasional involvement

To be heard, students must speak one by one. In large groups, students will have little time to talk. This problem is complicated when higher students talk more than they used to, while lower students speak with difficulty or do not speak at all.

Native language usage

In lessons, most students prefer to use their native language since most of their lives have used it.

Also, it can be unusual to speak in English with classmates. In this way, if students speak the language, they feel comfortable with, they will not feel exhibited. Working in small teams can affect students' understanding of some lessons as well, keeping the target language can be challenging, especially for those who are not motivated and disciplined.

2.6 Listening strategies

According to Lewier and Nendissa (2020) the students must be aware of the conditions of the topic and the circumstances of the text or conversation. It helps students understand what they are hearing, and they can predict what will come later. That is why, cognitive, metacognitive and socio- affective strategies are presented.

Azmi et al. (2014) states that cognitive strategies are associated with comprehending and gathering information in mind for use afterward. Comprehension is a process that begins when the

information is obtained. Then, it evaluates and organizes it in stages. The cognitive strategy helps students handle learning assignments and makes information acquisition easier. Cognitive strategies involve retelling to memorize, summing up, and piecing together points of interest. Moreover, Holden (2004) claims that metacognitive strategies allude to what learners do to supervise, control, or coordinate their knowledge and incorporate arranging, managing, and assessing stages, where is reflected the three phases of task promoted in various writing activities. Furthermore, Celce Murcia (2001) states that socio-affective strategies have been less considered but are thought to be vital when listening is two-way and, the message can be arranged between speaker and audience, as in discussions. Examples of socio-affective strategies are collaborative learning, asking for clarification, and supervising feelings within the learning circumstance.

2.7 Speaking strategies

According to Nakatani (2006), seven kinds of strategies for speaking skills are enumerated:

1. Ability to speak-oriented: learners consider factors such as beat, accentuation, articulation, and verbal expression clarity to progress listeners' concentration.

2. Arrangement for significance at the same time as speaking: it is associated with the speaker's endeavor to agree with their audience. To continue communication and inhibit disruptions, speakers adjust the idea by providing illustrations. They also started the conversation to find out the message.

3. Exactness: it relates to students who want to communicate in English with precision. Students focus on what they say and explore linguistic exactness. Subsequently, they rectify their behavior and errors.

4. Simplification and modification of message: refers to the diminution of meaning by utilizing comparable words to prevent failures.

5. Not using words when speaking: it involves the use of corporal expressions. Gesticulation or physical movements are some alternatives students utilize to communicate.

6. Message desertion: it is the desertion of communication. When students confront troubles in conveying their message, they abandon their attempts to communicate.

7. Try to process the information in English. The tendency of students to process information in a second language when speaking. Students focus on using English and inhibit their mother tongue.

2.8 The listening skills stages

2.8.1 Pre-listening

Learners should identify the objective of the message listening to prepare for what information will come next. Four strategies are presented:

The first one is *mixed-up charades* that is an activity that requires student thinking and body movements and impulses students to answer quickly what the speaker says. It can work with four students who write on the board actions in different places. During the activity students need space to move. Students become into Student A who pretends to do one activity, then Student B contacts her or him by phone and asks a question to know about her or his activities. Student A says something while he or she is doing a different thing. Student B does what Student A said. When someone makes a mistake the activity finishes.

Finally, students write a reflection about the following questions:

- a. What knowledge did you get from this task?
- b. Is it difficult for you to truly listen to someone?

The second strategy is a problem solving called *who ate the cookies?* that pretends to train students to remember details of a series of mini conversations to discard the illogic clues and

separate the correct ones. Before listening to the conversation students look at the chart with the clues provided by the teacher. Then, students delete unrelated ideas, talk about their ideas, and complete the information on the tables. Finally, the teacher rectifies if students got the answer by reading the conversation three times. Students get the points if they have the correct answer.

The third strategy is *film watching: hearing hears* that is an activity that involves students developing their memorization skills and how to take notes while listening. Learners pay attention to a short passage three times and complete a checklist. Students must answer six questions (where, when, who, how, what and why) to complete three columns, after the first time listening (Guess? Reason?), before the second time listening (Other possibilities?), after the second time listening (Did I forget something to write?). Finally, they write a reflection by completing three sentences about what was simple for them, what was complicated, and what they would improve. Then, students share their ideas to check their performance. After, students identify keywords when the teacher reads a passage. After that, students listen to the passage again and mark out the important keywords they identified previously, and they add new words. Finally, students open their books and check what words they did not identify, and they discuss what was not heard.

The fourth strategy is *Jeopardy: Questions about 921 earthquake*, in this activity, learners are encouraged to stimulate previous understanding and use their experience to make interrogations. In this activity students listen to a short passage, then they get a board with clues. After that, they discuss and provide relevant questions. Win the game that provides the most interesting and relevant questions. The activities mentioned above are presented in table 1.

Table 1

Pre-listening activities

Activity	Objective	What do students do?	How do students close the activity?
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Mixed-Up Charades	To answer quickly what the speaker says.	Write on the board actions in different places. Take turns to play a conversation.	Reflect and write: What they learn from the activity and if they “heard” someone but still not really “listen”.
Problem solving: “Who ate the cookies?”	To train the students to listen and pay attention to details to imply the meaning of the conversations.	Listen to different mini conversations. Try to understand various aspects of them while they are listening to a conversation. Cross out the incoherent clues.	Listen to the conversation three times and check with the whole class the correct answer. Win the game who gets the correct answer.
Film watching: Hearing ears	To impulse students to develop their memorization skills to take notes.	Listen to a short passage three times and fill out a checklist. Share their ideas to check their performance. While listening to a brief passage that the teacher reads identify the keywords. Listen to the passage again and mark out the important keywords identified previously. Add new words.	Check in their books what words they did not record, share, and discuss what they did not hear.
Jeopardy: Questions about 921 earthquake	To encourage students to provide coherent questions by using clues.	Listen to a short passage. See a chart from the board with clues and are asked to think about questions related to the passage they listened to. Discuss and create interesting questions.	Compose congruent questions in groups. Win the game who provides the most interesting questions.

Source: own elaboration with information taken from (Liao, 2012)

2.8.2 While listening

Students learn to identify main ideas and make detailed predictions to develop note-taking skills while they practice their listening. Three strategies are presented:

The first one is *note taking skills*, this activity pretends students to listen effectively and remember precise terms. This activity involves four important elements: language, speed, organization, and precision. Students use phrases and abbreviations when they write notes rather than completed sentences to save time. If a name is repeated constantly students use initials. Students write brief notes but understandably. Order the notes to know where to begin. Students make a summary from extended articles; they highlight the most important ideas from paragraphs.

The second strategy is called *identifying main ideas*. This activity involves students recognizing implied meanings while they take notes from the lecture. For this activity can be used by students a checklist that pretends to identify the direct statements, repetitive words or phrases, important points spoken in more clearly and slowly pace, and body gestures to complete two columns: first time (what I hear in the listening) and a second time (main ideas I recognize). Students listen to the speech for the first time and tick the aspects that the speaker used to emphasize their ideas. Then, students listen to the speech a second time and concentrate on the main ideas. Students share their ideas in a group discussion. Finally, they make a summary and a reflection to organize their ideas.

The third strategy is *making predictions*, in this activity, students are encouraged to figure out implied meaning when listening. This activity involves in the meaning of “reading between lines”. Then, students talk about what people may deduce when they listen to the same. After, students make small groups and explore implied meanings by utilizing accentuation, gestures, and body movements. One of the students must choose an affirmation and share it with another classmate. Later, the classmate clarifies the implied meaning. Finally, students reflect on the reasons why meanings can be different. The activities mentioned above are presented in table 2.

Table 2

While listening activities

Activity	Objective	What do students do?	How do students close the activity?
Notes taking skills	To remember specific details and the context of the listening.	Write notes using abbreviations, initials, or keywords to represent brief and clear ideas. Mark the most important points from long articles.	Review their notes and write a summary and a reflection to fix the listening text.
Identifying main ideas	To explore implied meanings while they listen to a speech.	Listen to a speech two times. Identify different aspects such as direct statements, the repetition of keywords, the pace of the speech, and body gestures.	Discuss their ideas and write a summary and a reflection to order their thoughts.
Making predictions	To teach students to figure out implied meanings when listening.	Read between lines. Discuss the different meanings that people can assume while listening to equal statements. Analyze supposed meanings using intonation and physical expressions in groups. Choose a statement and say it to her or his partner. The partner describes the analysis of the implied meaning.	Discuss the reasons why the meanings are different.

Source: own elaboration with information taken from (Liao, 2012)

2.8.3 Post listening

Students integrate recently learned ideas and concepts into their existing knowledge to enhance their skills. Three strategies are presented:

The first one is *oral summary: chain of love*. This activity aims for students to share orally a summary of a topic from the class. First, students are put in pairs. Then, Student A pretends to be Joe's friend and Student B pretends to be Joe. Student A will ask Student B about the topic.

Students must have the imagination to give ideas and create a brief conversation. Besides, students need to rehearse the conversation. Students who create the best conversation will share it with the rest of their classmates.

The second strategy is *song and stress: practice stress and intonation*. This activity encourages students to explore how to use stress and intonation by listening to a song. Students make two lines for listening a song called “Tom’s diner”. Then, students mark the relevant words of each sentence. Next, students practice by reading the song considering the marked words and intonation. After that, they practice the song one more time. Finally, volunteers are invited to sing the song.

The third strategy is called *retell the ending of the story*. This activity pretends learners repeat the narrative by using nine words from the 921-earthquake activity: effects, innocent, enormous, corporal assistance, ruin, experience, help, envisage, moreover. Students must concentrate on pronunciation and the accentuation of the statements. For lower achievers: students are put in teams of four members. Then, students choose three words. Students hear the passage then retell one part of the narrative using the three words they chose. One of the students write down what is relevant about the recapitulated narrative. Finally, students discuss and write a summary of the story. For higher achievers: students are put in teams of four members. Then, students choose three words. They listen to the passage and paraphrase a part of the narrative in half a minute by avoiding utilizing the three chosen words. Students may use synonyms. Win the team that retells the complete story first. In table 3, the activities above mentioned are presented.

All the strategies for each stage were suggested by Liao (2012).

Table 3

Post listening activities

Activity	Objective	What do students do?	How do students close the activity?
Oral summary: chain of love	To create an oral summary by telling someone what they have heard from a topic form the class.	Create a conversation taking the roles of friends and rehearse the conversation.	Perform the conversation in front of the class.
Song & stress: practice stress and intonation	To use stress and intonation by listening to and singing a song.	Make two lines and listen to the song "Tom's diner". Mark the important words to read aloud the stresses, rehearsal the melody and accentuation. Sing the song one more time.	Volunteers sing the song one more time.
Retell the ending of the story	To retell the story considering the words they learned about the 921-earthquake activity, and pay attention to the pronunciation, stress, and intonation of the words.	<p>For lower achievers: They are put in teams of four people. Choose three words about the 921-earthquake activity. Listen to a passage and use the three words they choose previously to retell a paragraph of the narrative. A selected student makes notes of the presentations.</p> <p>For higher achievers: they are put in teams of four people. Choose three words about the 921-earthquake activity. Listen to a passage and retell in 30 seconds one paragraph of the story without using the three words they choose. Use synonymous instead of the word list.</p>	Discuss and write a summary of the retold story.

Participate in retelling a paragraph until the story finishes.

Source: own elaboration with information taken from (Liao, 2012)

2.9 Functions of speaking

The three principal functions of speaking human communication are presented below: talk as interaction, talk as transaction, and talk as performance.

2.9.1 Talk as interaction

Talk as interaction refers to a social function primarily when a conversation occurs. Normally a conversation takes place when people have small talk and exchange experiences because they are interacting with others. The conversation can be formal or informal depending on the social context. In this function certain skills are involved such as: sharing personal experiences, interrupting and reacting to what people say. There are activities to promote this kind of talk. The following are four conversations in different social contexts that involve talk as interaction. Pretending to be on a plane flight and converse with another passenger, talking with a friend at a cafeteria, a student and the professor have a conversation while they are in an elevator, exchanging experiences of the weekend with a friend. In table 4, the function *talk as interaction* is presented.

Table 4

Talk as interaction

What is it?	Objective	Context	People involved
A social function when occurs a conversation.		A polite conversation on a plane flight	Student A (passenger) Student B (passenger)
		Casual conversation with a friend in a cafeteria	Student A Student B

To chat with different people in different social interactions.	Polite conversation in an elevator	Student Professor
	Casual conversation with a friend	Student A Student B

Source: own elaboration with information taken from (Richards, 2006)

2.9.2 Talk as transaction

The message and the capacity to make us understand are the important points in this function. Talk as transaction is centered on the message and the information, not on the participants. In this function are involved skills such as: explaining an intention, asking, confirming, and clarifying information, justifying points of view, and making suggestions and comparisons. The following are seven conversation activities of this kind of talk: activities that involve making a poster, asking a technician to repair a computer, asking for information from a tour guide, calling and asking for information about a flight, asking for directions to arrive at a certain place, going shopping, ordering food in a restaurant. In table 5, the function *talk as transaction* is presented.

Table 5

Talk as transaction

What is it?	Objective	Context	People involved
Messaging is the important point in this function.		Casual conversation at the classroom to make a poster	Student-Student Students-Students
		Casual conversation at a technical service to repair a computer	Student A (customer) Student B (service technician)
		Polite conversation in a tourist hotel to discuss trip plans	Student A (Customer) Student B (Tour guide)

To ask and clarify for information and to share opinions.	Polite conversation at an airport to ask for information about a flight	Student A (Passenger) Student B (flight attendant)
	Polite conversation on the street to ask directions	Student A Student B
	Polite conversation in a shop to buy something	Student A (Customer) Student B (Salesperson)
	Polite conversation in a restaurant to order food	Student A (Customer) Student B (waiter/waitress)

Source: own elaboration with information taken from (Richards, 2006)

2.9.3 Talk as performance

This function refers to giving information to an audience through a speech, lectures, or presentations in the classroom. This function centers on the message and the audience. Written language takes place an important role. It often follows a monologue form. In this function skills are involved as: presenting adequate and ordered information, arousing the interest of the audience, using grammar structures, and using accurate pronunciation and vocabulary. The following are four speeches of this kind of talk. Talking about a school trip, guiding class discussions, giving a lecture on any topic, and presenting job projects. In table 6, the function *talk as transaction* is presented. All the information for each function was suggested by Richards (2006).

Table 6

Talk as performance

What is it?	Objective	Context	People involved
It refers to bringing precise information through a speech.		At school to talk about a school trip	Student Audience

	At school to guide a class discussion	Student Audience
To give information to different audiences.	At school/In a forum to give a lecture	Student Audience
	At the office to present a job project	Student Audience

Source: own elaboration with information taken from (Richards, 2006)

2.10 Conclusion

This chapter has reviewed the main topics that are essential to carrying out this research. It showed the importance of teaching speaking and listening skills in the classroom. Moreover, it presented the problems students face practicing these abilities and the importance of recognizing strategies to develop the English language. Oral skills are two of the most difficult in the language development process. That is why it is important to practice them as the other skills.

CHAPTER III: METHODOLOGY

3.0 Introduction

This section presents the methodological aspects involved in this project. It describes the study method used for this project, the location, which is all about the place where this study is developed, the sampling process, technique, participants, the instrument for gathering the data, ethical considerations, and data analysis.

3.1 Research approach

This project focuses on how the participants perceive the speaking and listening strategies they use and the impact they have on them. For that reason, this research follows the quantitative method. According to Goertzen (2017), a quantitative method refers to gathering and examining information that is organized and can be represented with numbers. One of the principal objectives is to construct precise and dependable calculations that enable measurement examination. Quantitative research is efficient at replying to the “what” or “how” of a given circumstance. Furthermore, Queirós et al., (2017) states that quantitative study centers on gathering calculable factors and assumptions from community tests. Quantitative study follows an ordered process and uses precise instruments to obtain the data. The information is gathered equitably and efficiently.

3.2 Location of research

This study was accomplished at the Faculty of Languages of the Benemérita Universidad de Puebla (BUAP). The mission of this school is to train professionals in the schooling and translation area of foreign languages that contribute to making a fair and equitable society with an attitude of social commitment. Moreover, it offers courses to the university community as a tool for accessing scientific and cultural information produced in other languages for better performance in their professional lives and better work opportunities. Furthermore, it contributes

to designing, implementing, and evaluating English and Spanish courses as a foreign language to the public who live in another country.

3.3 Sampling process

In this study, the data is collected using a probability technique. According to Sisodia (2019) it is a technique in which samples from a huge community are chosen based on the probability theory. For a person to be considered as a probability sample, he or she must be chosen through an arbitrary determination (p.100). Furthermore, the instrument (questionnaire) will be applied using simple random sampling. Sharma (2017) mentions that in this procedure, each populace member has the same chance to participate. The complete examination is realized in just a step, every participant is selected separately from the others in the populace (p.750).

3.4 Participants

The participants were students of the Faculty of Languages of the Benemérita Universidad de Puebla (BUAP), who constantly practice their oral skills by doing speeches and listening activities. As a result, they are aware of the impact that listening and speaking activities have on them as English learners.

3.5 Data collection technique and instrument

To obtain the information the technique that will be used is the survey. The survey is an adaptable investigation approach utilized to study numerous themes. Surveys frequently use questionnaires as an instrument for information compilation (Marthers et al., 1998).

Furthermore, the instrument will be a questionnaire of the two skills (listening and speaking) which are working on this research. As Roopa & Rani (2012) mentioned, a questionnaire is a survey form to collect helpful information about a topic. When adequately made and correctly managed, questionnaires are essential for making utterances about a group of people or a large

populace. They are a useful process of collecting massive data from a huge number of people, frequently called respondents. Satisfactory questionnaire creation is crucial to survey success. Adequate questions, accurate order questions, correct scaling, or a great questionnaire format can make the survey meaningful because it may precisely show participants' beliefs and ideas. The questionnaires adapted for this study were done by Missoum (2018), which asks for strategies of listening (Section A) and speaking (Section B). The questionnaire has a total of 70 items which are multiple choice using the frequency scale (Never, rarely, sometimes, often, and always) to see the students' beliefs of the strategies they use in the classroom to improve each skill. See Appendix 1.

3.6 Ethical considerations

According to Parveen and Showkat (2017), ethics are the moral rules that govern a person's conduct. Ethics in research alludes to as doing what is properly and morally right. They are ideals for behavior that determine what is correct and incorrect, and suitable and inappropriate conduct. The information for this research will be taken from students of the Faculty of Languages of the Benemérita Universidad de Puebla (BUAP). Moreover, all the information obtained from the questionnaire will be anonymous and voluntary. Moreover, participants can decide not to participate without having a penalization. The information obtained has only the intention of informing and the participants can give or not the consent to analyze the data they provide. See Appendix 2.

3.7 Data analysis

The information collected in this study follows descriptive statistics. According to Kaur et al., (2018) "descriptive statistics involves summarizing information in an ordered way by making a comparison between variables in a sample populace" (p.60). The SPSS program will help to

analyze the information obtained. Then, it will be represented with tables showing the percentages of times that a variable in students happens according to their perceptions of strategies used to enhance listening and speaking. The first step was to codify the answers of the participants from the questionnaire. This data was obtained from an Excel document in Microsoft forms. For codifying, I replaced the answers with codes. In case of the sociodemographic information the codes for each answer were the following, Sex: Female =1, Male = 2, Other =3. Age: 17-20 =1, 21-24 =2, 25-28= 3. School average: 6-6.5 = 1, 6.6-7.0 =2, 7.1- 7.5 = 3, 7.6-8.0 = 4, 8.1-8.5 = 5, 8.6-9.0 = 6, 9.1-9.5 = 7, 9.6-10 =8. Semester: 1-2 = 1, 3-4 = 2, 5-6 = 3, 7-8 = 4, 9-10 =5. In Figure 1, the codes are presented.

Figure 1

Coding of the sociodemographic information

#	C	D	E	F	G	H	I	J	K	L	M			
	Hora de finalización	Correo electrónico	Nombre	Esta investigación e	Sexo	Edad	Promedio escolar	Semestre	Instrucciones: Instru	Yo	trato de a	Yo	escribo in	Yo
1	9/12/22 23:31:54	anonymous			1	3	2	5	2	2	4	3		
3	9/19/22 20:54:34	anonymous			1	3	2	6	1	5	4	5		
4	9/20/22 14:25:13	anonymous			1	1	1	7	1	4	4	3		
5	9/20/22 17:22:42	anonymous			1	2	2	8	1	2	1	3		
6	9/20/22 18:48:41	anonymous			1	1	1	6	1	4	3	4		
7	9/20/22 19:55:00	anonymous			1	1	1	8	1	2	1	1		
8	9/20/22 23:05:32	anonymous			1	1	1	7	1	5	5	4		
9	9/21/22 15:50:01	anonymous			1	2	2	7	2	5	4	4		
9	9/21/22 16:02:12	anonymous			1	2	1	3	1	3	4	3		
11	9/21/22 16:19:29	anonymous			1	1	2	5	2	3	2	4		
12	9/21/22 16:42:47	anonymous			1	2	1	5	2	2	3	3		
13	9/21/22 17:04:12	anonymous			1	1	1	7	2	4	3	3		
14	9/21/22 17:08:24	anonymous			1	2	1	3	2	5	1	4		
15	9/21/22 17:27:04	anonymous			1	2	2	4	2	4	3	4		
16	9/21/22 17:45:39	anonymous			1	1	2	5	5	4	4	4		
17	9/21/22 18:17:15	anonymous			1	2	2	6	4	4	4	5		
18	9/21/22 18:52:45	anonymous			1	1	2	7	4	4	5	4		
19	9/21/22 20:35:44	anonymous			1	1	1	6	3	5	4	3		
20	9/21/22 20:46:27	anonymous			1	2	2	5	4	2	2	4		
21	9/21/22 20:52:23	anonymous			1	2	1	6	1	4	4	5		
22	9/21/22 20:56:58	anonymous			1	2	2	6	3	3	2	2		
23	9/21/22 21:29:49	anonymous			1	1	2	4	3	5	5	3		
24	9/21/22 21:37:04	anonymous			1	2	1	5	1	4	5	3		
25	9/21/22 21:40:41	anonymous			1	2	2	5	4	4	3	3		
26	9/21/22 22:06:42	anonymous			1	2	2	6	4	4	5	3		
27	9/21/22 22:21:39	anonymous			1	1	2	6	4	4	2	5		

Source: own elaboration

Subsequently, the answers of the 70 items were codified from the questionnaire. The codes for each answer were the following: Never =1, Rarely =2, Sometimes =3, Often =4, Always =5. In Figure 2 the codes are presented.

Figure 2

Coding for the 70 items from the questionnaire

	K	L	M	N	O	P	Q	R	S	T	U											
1	Instrucciones: Instru...	Yo	trato de d	Yo	escribo in	Yo	uso abren	Yo	ano	Yo	pongo	Yo	comparo	Yo	me relajo	Yo	uso otros	Yo	trato de d	Yo	hago pr	Yo
2	2	4	3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
3	5	4	5	1	3	5	3	3	3	3	3	3	3	3	5	4	4	4	4	4	4	2
4	4	4	3	2	3	5	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	3
5	2	1	3	3	3	3	3	3	3	3	3	3	3	3	5	4	4	4	4	4	4	2
6	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	5	2	2	2	2	2	2
7	2	1	1	5	5	2	5	3	2	2	5	3	2	2	2	2	2	2	2	2	2	2
8	5	5	4	3	4	5	2	4	2	4	2	4	3	4	3	5	2	2	2	2	2	2
9	5	4	4	5	4	4	4	1	2	2	1	2	2	2	5	5	5	5	5	5	5	5
10	3	4	3	3	2	3	3	2	3	2	3	2	3	2	3	3	3	3	3	3	3	3
11	3	2	4	4	4	3	3	2	2	4	3	2	2	4	4	4	4	4	4	4	4	3
12	2	3	3	4	1	2	4	3	3	3	4	3	3	3	3	4	4	4	4	4	4	2
13	4	3	3	1	4	3	1	3	1	3	3	3	3	3	3	3	3	3	3	3	3	2
14	5	1	4	1	2	1	5	3	5	2	5	3	5	2	2	5	2	2	2	2	2	5
15	4	3	4	4	5	5	2	3	2	3	2	3	3	3	4	4	4	4	4	4	4	2
16	4	4	4	4	4	3	4	3	2	4	4	3	2	4	4	4	4	4	4	4	4	3
17	4	4	5	4	2	5	3	3	3	4	4	3	4	4	5	4	4	4	4	4	4	4
18	4	5	4	3	2	5	2	3	2	3	2	3	2	3	3	3	3	3	3	3	3	3
19	5	4	3	4	4	4	4	4	2	2	4	4	2	2	4	4	4	4	4	4	4	3
20	2	2	4	5	1	3	5	5	2	2	3	5	2	2	4	4	4	4	4	4	4	2
21	4	4	5	1	3	4	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3
22	3	2	2	4	1	2	2	2	1	3	2	2	1	3	2	2	2	2	2	2	2	1
23	5	5	3	2	4	4	2	5	1	1	4	2	5	1	1	1	1	1	1	1	1	2
24	4	5	3	3	4	4	4	2	4	1	4	2	4	1	4	4	4	4	4	4	4	3
25	4	3	3	4	4	4	4	3	2	3	4	3	2	3	4	4	4	4	4	4	4	3
26	4	5	3	4	4	5	2	3	4	4	4	2	3	4	4	4	4	4	4	4	4	2
27	4	2	5	5	4	5	3	3	3	5	3	3	3	3	5	3	3	3	3	3	3	1

Source: own elaboration

Then, the sociodemographic information and the items were codified, the codes from the Excel document were transferred in the Data View in the program SPSS. See Figure 3

Figure 3

Coding in the Data View in the program SPSS

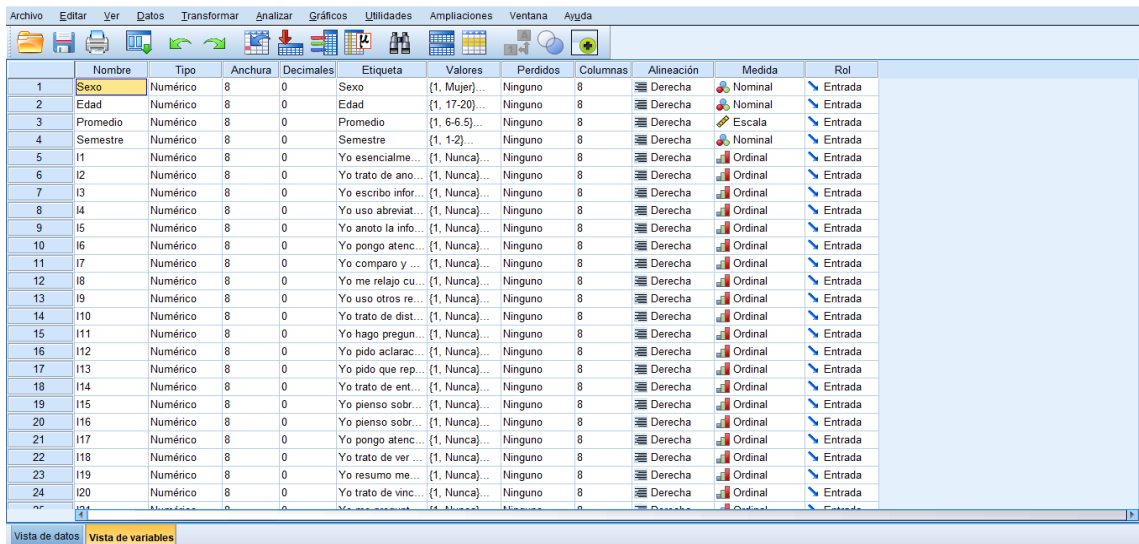
	Sexo	Edad	Promedio	Semestre	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11
1	3	2	5	2	2	4	3	3	4	5	3	3	2	3	3
2	3	2	6	1	5	4	5	1	3	5	3	3	5	4	2
3	1	1	7	1	4	4	3	2	3	5	3	3	4	4	3
4	2	2	8	1	2	1	3	3	3	3	3	3	5	4	2
5	1	1	6	1	4	3	4	4	4	4	4	2	4	5	2
6	1	1	8	1	2	1	1	5	5	2	5	3	2	2	2
7	1	1	7	1	5	5	4	3	4	5	2	4	3	5	2
8	2	2	7	2	5	4	4	5	4	4	1	2	2	5	5
9	2	1	3	1	3	4	3	3	2	3	2	5	2	3	3
10	1	2	5	2	3	2	4	4	3	3	2	2	4	4	3
11	2	1	5	2	2	3	3	4	1	2	4	3	3	4	2
12	1	1	7	2	4	3	3	1	4	3	1	3	3	3	2
13	2	1	3	2	5	1	4	1	2	1	5	3	5	2	5
14	2	2	4	2	4	3	4	4	5	5	2	3	3	2	2
15	1	2	5	5	4	4	4	4	3	4	3	2	4	4	3
16	2	2	6	4	4	4	5	4	2	5	3	3	4	5	4
17	1	2	7	4	4	5	4	3	2	5	2	3	2	3	3
18	1	1	6	3	5	4	3	4	4	4	4	2	2	4	3
19	2	2	5	4	2	2	4	5	1	3	5	5	2	4	2
20	2	1	6	1	4	4	5	1	3	4	3	3	2	3	3
21	2	2	6	3	3	2	2	4	1	2	2	1	3	2	1
22	1	2	4	3	5	5	3	2	4	4	2	5	1	1	2
23	2	1	5	1	4	5	3	3	4	4	2	4	1	4	3

Source: own elaboration

After, in the Variable View, the data were registered once again. First, the sociodemographic information was registered. In the first row, it was written “Sex”; in type, it was selected “Numerical”, the Width is “8”, no Decimals were chosen, in Tag, it was written “Sex”, the following codes were written in values: Female =1, Male = 2, Other =3. Then, in the lost column, it was selected “None”, in Columns “8”, in Alignment “Right”, in Measurement “Nominal” and in Role “Input”. In the second row, was written “Age” and it was completed in the same way as the previous row, just in Values were written the following codes: 17-20= 1, 21-24= 2, 25-28= 3. Moreover, in the third row was written “School Average” and it was completed in the same way, just in Values were written the following codes: 6-6.5 = 1, 6.6-7.0 =2, 7.1- 7.5 = 3, 7.6-8.0 = 4, 8.1-8.5 = 5, 8.6-9.0 = 6, 9.1-9.5 = 7, 9.6-10 =8 and, in Measurement, it was selected “Scale”. Besides, in the fourth row, it was written “Semester” and it was completed in the same way, just in Values were written the following codes: 1-2 = 1, 3-4 = 2, 5-6 = 3, 7-8 = 4, 9-10 =5 and in Measurement was selected “Nominal”. Furthermore, in the fifth row in Name was written “I1” which represents the first item, then, in type was selected “Numerical”, in Width “8”, in Decimals “0”, in Tag was written the first question from the questionnaire, in Values were written the following codes: Never =1, Rarely =2, Sometimes =3, Often =4, Always =5, in Lost “None”, in Columns “8”, in Alignment “Right”, in Measurement “ Ordinal” and in Role “Input”. In this way, the 70 items were registered with their corresponding values. In Figure 4 the data is presented.

Figure 4

Data in Variable View in the program SPSS

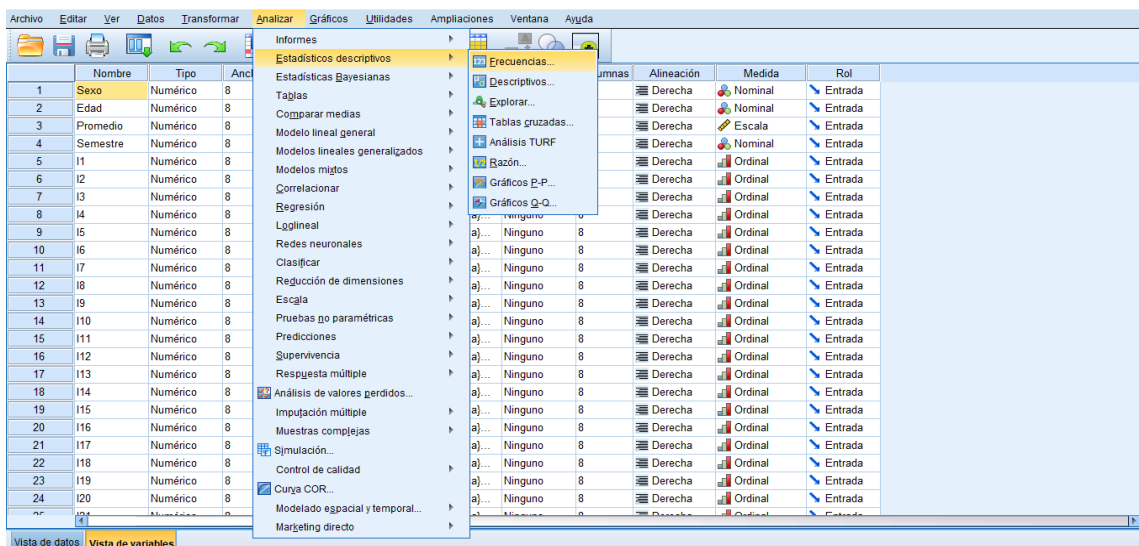


Source: own elaboration

After that, for generating the frequencies, percentages, and media of the items first, was selected the option “Analyze”, then, “descriptive statistics” and after, “frequencies”. See Figure 5

Figure 5

Generating the frequencies, percentages, and media of the items

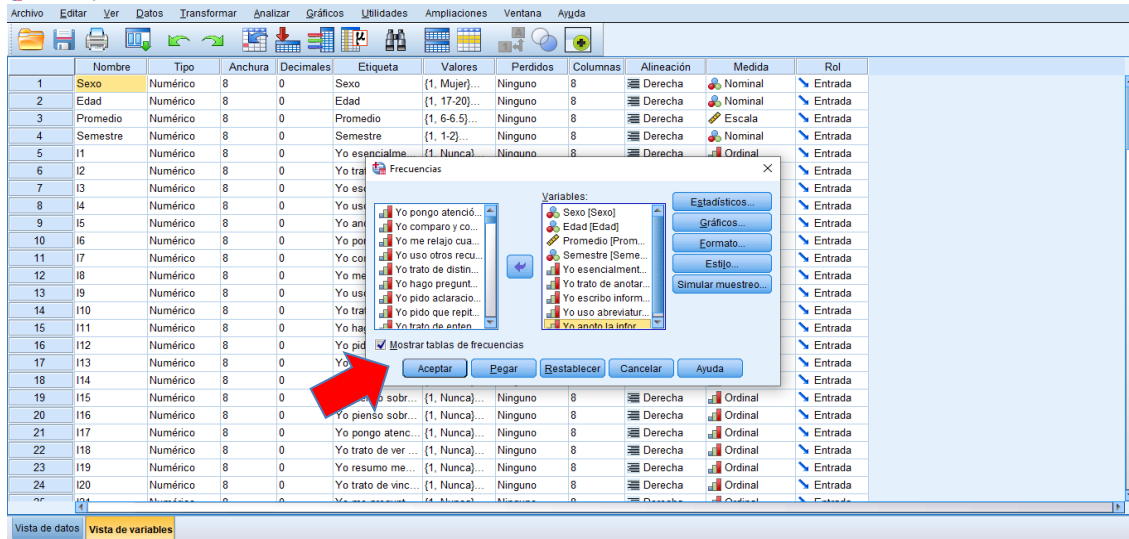


Source: own elaboration

Finally, all the items were selected, and, in the option, “statistics” was selected “media” and then, “continue” and finally “accept”. See Figure 6

Figure 6

Frequencies, Percentages and Media of the items



Source: own elaboration

In this way, in the chapter 4 the results are presented in tables which contains the frequencies, percentages and the media of each item.

3.8 Procedure

The questionnaire was created in Microsoft forms. Once it was done, I asked some teachers to let me apply the questionnaire to their students, some of them wanted to and they asked me for the link so they can share it with their students. Moreover, the questionnaire was applied directly to students who were around the Faculty and for students that could not answer it at that moment, I sent them the link by WhatsApp or Messenger. The questionnaire was applied from September 09th to October 10th and 80 replies were received. The participants agreed the information they gave would be used in this project. The average time to answer the questionnaire was 11:49 minutes.

CHAPTER IV: RESULTS

4.0 Introduction

This section shows the results of this project. The questionnaire data is presented and described in subgroup tables.

4.1 Sociodemographic information

The participants were 38 women, 36 men, and 6 others. Their ages ranged from 17 to 28 years old. The participants came from the Facultad de Lenguas. Most of the participants have a school average of 8.6 to 9.0. The participants who answered the questionnaire were students of the first semester until students of the tenth semester of the degree. See Table 7.

Table 7

Sociodemographic information

Sex	Frequency	Percentage
Woman	38	47.5
Man	36	45.0
Other	6	7.5

Age	Frequency	Percentage
17-20	24	30.0
21-24	46	57.5
25-28	10	12.5

School average	Frequency	Percentage
6-6.5	1	1.3
6.6-7.0	1	1.3
7.1- 7.5	2	2.5
7.6-8.0	11	13.8
8.1-8.5	14	17.5
8.6-9.0	26	32.5
9.1-9.5	18	22.5
9.6-10	7	8.8

Semester	Frequency	Percentage
1-2	18	22.5
3-4	16	20.0
5-6	8	10.0

7-8	22	27.5
9-10	16	20.0

Source: own elaboration

4.2 Results

The results of the questionnaire on listening and speaking strategies are listed below.

4.2.1. Taking notes in listening

Table 8 shows that the 42.5 % of participants often take their notes to prepare for exams. However, 2.5 % never use their notes for exams. 31.3% of participants often write down complete sentences and 6.3 % never do it. On the other hand, 37.5 % write down information in their own words. Whereas 6.3 % rarely do it and 6.0 % do not consider it important. Despite this, 32.5 % of participants use abbreviations when taking notes. Also, 30.0 % of participants sometimes write down information in class and then determine if they should rewrite them. While 40.0 % always write down information that is written on the blackboard, slides, charts, etc. However, 2.5 % never do it. Besides, 38.8 % of participants rarely compare and complete their notes with classmates. Moreover, 31.3 % rarely use other sources to complete their notes. Also, 26.3 % of people rarely rewrite their notes to improve them. Despite this, 45.0 % often note down important words in lessons or presentations. However, only 2.5 % do not consider it important. Finally, 28.7 % sometimes review their notes in class and by making outlines.

Table 8

Notes in listening skill

Item	1	2	3	4	5	Media
1. I essentially rely on my lesson notes to prepare for exams.	2	9	16	34	19	3.74
F	2.5 %	11.3 %	20.0 %	42.5 %	23.8 %	
P						

2. I try to note down full sentences from lessons.	F	5	13	22	25	15	3.40
	P	6.3 %	16.3 %	27.5 %	31.3 %	18.8 %	
3.I write down information from lessons in my own words.	F	5	5	27	30	13	3.51
	P	6.3 %	6.3 %	33.8 %	37.5 %	16.3 %	
4. I use regular abbreviations while taking notes.	F	11	15	26	18	10	3.01
	P	13.8 %	18.8 %	32.5 %	22.5 %	12.5 %	
5. I note down information in class then later decide if it is interesting to rewrite or not for exam preparation.	F	5	21	24	22	8	3.09
	P	6.3 %	26.3 %	30.0 %	27.5 %	10.0 %	
6. I pay attention to and note down what is written on the blackboard, chart, data show slides, etc.	F	2	8	14	24	32	3.95
	P	2.5 %	10.0 %	17.5 %	30.0 %	40.0 %	
7. I always compare and complete my lesson notes with classmates.	F	10	31	23	8	8	2.66
	P	12.5 %	38.8 %	28.7 %	10.0 %	10.0 %	
9. I use the other sources (Teacher's handouts, other students' notes, readings about the topic, etc.) to	F	8	25	25	17	5	2.83
	P	10.0 %	31.3 %	31.3 %	21.3 %	6.3 %	

complete my notes.							
27. I rewrite my lesson notes after class to improve them.	F	19	21	16	11	13	2.73
	P	23.8 %	26.3 %	20.0 %	13.8 %	16.3 %	
32. I note down important words in lessons and presentations.	F	2	6	15	36	21	3.85
	P	2.5 %	7.5 %	18.8 %	45.0 %	26.3 %	
38. I always revise my lesson notes by constructing an outline, writing a summary, etc.).	F	18	17	23	12	10	2.74
	P	22.5 %	21.3 %	28.7 %	15.0 %	12.5 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.2 Oral presentations

Table 9 shows the 40.0 % of participants sometimes relax when the teacher gets out the topic and 11.3 % never do it. Despite this, 36.3 % try to distinguish the main points from the second ones in an oral presentation. However, 8.8 % never try to do it. Although only 6.3 % of the participants always ask questions to the teacher and 45.0 % often ask questions to teachers. While 35.0 % ask for clarification from the lessons. Moreover, 37.5 % ask for repetitions from the teachers. Also, 43.8 % try to understand every word of the presentation and 2.5 % do not consider it important. In contrast, 30.0 % of participants ask themselves if it is important to remember what the teacher said. Besides, 30.0 % sometimes try to relax when they do not understand the teacher and 6.3 % always do it. Finally, 33.8 % of participants rarely attempt to predict what the teacher will state later.

Table 9

Feelings in oral presentations

Item		1	2	3	4	5	Media
8. I relax when the speaker goes out of the topic.	F	9	15	32	14	10	3.01
	P	11.3 %	18.8 %	40.0 %	17.5%	12.5	
10. I try to distinguish main points from secondary ones in a lesson/ oral presentation.	F	7	15	21	29	8	3.20
	P	8.8 %	18.8 %	26.3 %	36.3 %	10.0 %	
11. I ask questions to teacher / presenter.	F	8	23	36	8	5	2.74
	P	10.0 %	28.7 %	45.0 %	10.0 %	6.3 %	
12. I ask for clarification from teachers.	F	6	20	28	20	6	3.00
	P	7.5 %	25.0 %	35.0 %	25.0 %	7.5 %	
13. I ask for repetition.	F	7	26	30	14	3	2.75
	P	8.8 %	32.5 %	37.5 %	17.5 %	3.8 %	
14. I try to understand every word the speaker says.	F	2	6	16	35	21	3.84
	P	2.5 %	7.5 %	20.0 %	43.8 %	26.3 %	
22. I ask myself “Do I need to remember what the lecturer is saying?”.	F	6	18	24	18	14	3.20
	P	7.5 %	22.5 %	30.0 %	22.5 %	17.5 %	
31. I try to relax when I feel I do not understand the speaker.	F	18	18	24	15	5	2.64
	P	22.5 %	22.5 %	30.0 %	18.8 %	6.3 %	
33. I try to guess what the speaker will say next.	F	13	27	19	16	5	2.66
	P	16.3 %	33.8 %	23.8 %	20.0 %	6.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.3 Content of the classes

Table 10 shows that 32.5 % of participants tend to guess the class's content based on the title and introduction while 6.3 % never think about it. Moreover, 33.8 % sometimes think about the organization of the class or presentation, and 11.3 % do not think about this. Besides, 35.0 % of participants summarize mentally some of the information from the class, and 7.5 % never try to do it. Furthermore, 35.5 % rarely ask themselves what the general objective of the class is and 7.5 % do not consider it important to do this. Finally, 40.0 % of participants try to follow the development of the class. However, 3.8 % do not try it.

Table 10

Content of classes or oral presentations

Item		1	2	3	4	5	Media
15. I think about what the content of lesson or presentation will be from the title and introduction.	F	5	14	24	26	11	3.30
	P	6.3 %	17.5 %	30.0 %	32.5 %	13.8 %	
16.I think about the organization of a lesson or presentation (the outline of points to be developed by teacher or presenter).	F	9	19	27	13	12	3.00
	P	11.3 %	23.8 %	33.8 %	16.3 %	15.0 %	
19. I summarize mentally some of the information	F	6	13	25	28	8	3.24

presented in a lesson or oral presentation.	P	7.5 %	16.3 %	31.3 %	35.0 %	10.0 %	
21. I ask myself “What is the general aim of the lesson or oral presentation?”	F	6	28	14	24	8	3.00
	P	7.5 %	35.5 %	17.5 %	30.0 %	10.0 %	
25. I try to follow the development of the topic in a lesson or presentation.	F	3	6	27	32	12	3.55
	P	3.8 %	7.5 %	33.8 %	40.0 %	15.0 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.4 Identifying words or ideas from oral presentations

Table 11 shows that 31.3 % of participants sometimes notice certain words or expressions to deduce what the teacher will discuss later and only 5.0 % always do it. Besides, 35.0 % often find similarities between topics shown in class and 7.5 % never try to find connections. Furthermore, 43.8 % of participants often try to link what they know and what is said by the teacher. As well as 37.5 % of the participants often try to identify the ideas and their paraphrases. However, only 5.0 % never try to do it. Moreover, 43.8 % try to identify important words from the topic and only 3.8 % never consider doing it. Finally, 27.5 % of the participants often predict the significance of unknown terms they hear by utilizing context.

Table 11

Identifying words and ideas from the teacher/speaker

Item	1	2	3	4	5	Media
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17. I pay attention to certain words or expressions to predict what the teacher or presenter is going to say next.	F	11	18	25	22	4	2.88
	P	13.8 %	22.5 %	31.3 %	27.5 %	5.0 %	
18. I try to see connections between ideas presented during a lesson.	F	6	11	28	28	7	3.24
	P	7.5 %	13.8 %	35.0 %	35.0 %	8.8 %	
20. I try to link what I already know and what is said by the teacher or presenter.	F	0	5	18	35	22	3.93
	P	0 %	6.3 %	22.5 %	43.8 %	27.5 %	
23. I try to identify ideas and their paraphrase (repetition).	F	4	12	27	30	7	3.30
	P	5.0 %	15.0 %	33.8 %	37.5 %	8.8 %	
24. I identify words that are important to the topic of the lesson or presentation.	F	3	7	16	35	19	3.75
	P	3.8 %	8.8 %	20.0 %	43.8 %	23.8 %	
26. I try to guess meaning of unknown words I hear by using the context.	F	4	14	21	22	19	3.48
	P	5.0 %	17.5 %	26.3 %	27.5 %	23.8 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.5 Finding out the topics

Table 12 shows that 36.3 % of participants rarely read about the topic before going to class.

However, only 6.3 % do it. Besides, 7.5 % of participants pay attention to the lesson instructions,

descriptions, and what is written on the blackboard to realize the theme and sub-themes of the class. However, 31.3 % always pay attention to them to find out the topics.

Table 12

Find out the topics of the classes

Item		1	2	3	4	5	Media
28. I read about lesson topic before coming to the classroom.	F	21	29	16	9	5	2.35
	P	26.3 %	36.3 %	20.0 %	11.3 %	6.3 %	
34. I pay attention to lesson introductions, outlines, blackboard notes to find out the topic and sub-topics of the lesson.	F	6	11	23	25	15	3.40
	P	7.5 %	13.8 %	28.7 %	31.3 %	18.8 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often and always consequently.

4.2.6 Listening comprehension

Table 13 shows that 48.8% of participants often look for methods to enhance their English listening skills, while only 5.0 % never try to find ways to improve their listening. Besides, 31.3 % practice listening outside the classroom while 3.8 % never do listening activities. Moreover, 35.0 % of participants often ask themselves if they have understood the teacher and 6.3 % never ask themselves. In contrast 42.5 % look for the meaning implied by the teacher while only 10.0 % always do it. As well as 42.5 % of participants often when a teacher says something and they do not understand go on listening and try to catch up with the rest of the class while, 2.5 % rarely do

it. Furthermore, 36.3 % try to paraphrase what they hear. Finally, 36.3 % do not pay attention to words they do not comprehend when listening and 1.3 % always do it.

Table 13

Practicing the listening skill

Item		1	2	3	4	5	Media
29. I try to find out ways to be a better listener of English.	F	4	5	22	39	10	3.58
	P	5.0 %	6.3 %	27.5 %	48.8 %	12.5 %	
30. I practice listening to talks and lessons outside classroom.	F	3	9	23	25	20	3.63
	P	3.8 %	11.3 %	28.7 %	31.3 %	25.0 %	
35. I ask myself whether I have understood the speaker or not.	F	5	13	23	28	11	3.34
	P	6.3 %	16.3 %	28.7 %	35.0 %	13.8 %	
36. I look for the meaning implied by the speaker.	F	11	17	34	10	8	2.84
	P	13.8 %	21.3 %	42.5 %	12.5 %	10.0 %	
37. When speakers say something, I do not understand, I go on listening and try to catch up with the rest of the talk.	F	6	2	17	34	21	3.78
	P	7.5 %	2.5 %	21.3 %	42.5 %	26.3 %	
39. I try to paraphrase what I hear.	F	5	13	29	21	12	3.28
	P	6.3 %	16.3 %	36.3 %	26.3 %	15.0 %	
40. I ignore words I do not understand while listening.	F	9	25	29	16	1	2.69
	P	11.3 %	31.3 %	36.3 %	20.0 %	1.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.7 Practicing speaking

Table 14 shows that 36.3 % of participants sometimes practice using new words while speaking while 1.3 % never practice using new words. Besides, 38.8 % sometimes try to speak like a native speaker and 6.3 % never try to do it. Furthermore, 33.8 % of participants rarely practice speaking with others while only 6.3 % always practice their speaking. Besides, 45.0 % aim to employ English idioms in their speaking and 8.8 % do not use them when they speak. As well as 32.5 % encourage themselves to try to speak while 6.3 % never feel comfortable speaking. Also, 41.3 % practice how to tell what they have not understood while 5.0 % never do it.

Table 14

Practicing the speaking skill

Item		1	2	3	4	5	Media
41. I practice using new words/expressions while speaking.	F	1	16	29	27	7	3.29
	P	1.3 %	20.0%	36.3 %	33.8 %	8.8 %	
42. I try to talk like native speakers.	F	5	16	31	15	13	3.19
	P	6.3%	20.0 %	38.8 %	18.8 %	16.3 %	
45. I practice English by speaking with others.	F	8	27	20	20	5	2.84
	P	10.0 %	33.8 %	25.0 %	25.0 %	6.3 %	
49. I try to use English idioms while speaking	F	7	14	36	16	7	3.03
	P	8.8 %	17.5 %	45.0 %	20.0 %	8.8 %	
51. I encourage myself to try to speak.	F	5	11	23	26	15	3.44
	P	6.3 %	13.8 %	28.7 %	32.5 %	18.8 %	

64. I practice how to tell I haven't understood.	F	4	7	33	23	13	3.43
	P	5.0 %	8.8 %	41.3 %	28.7 %	16.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.8 Improving the speaking skill

Table 15 shows that 36.3 % of participants always tend to enhance their English by watching television or videos while only 3.8 % never watch TV/videos to improve their English. Besides, 37.5 % aim to know about English culture while only 6.3 % always try to learn about it. Moreover, 48.8 % always focus on pronunciation to improve their pronunciation while only 1.3 % never do it. Also, 43.8 % of participants tend to learn from the mistakes they make when speaking and 3.8 % do not consider it important. In contrast, 27.5 % rarely discuss learning with classmates or teachers and 11.3 % always speak about it. In addition, 31.3 % often ask someone to help them to improve their speaking while 8.8 % never do it. Furthermore, 50.0% of participants rephrase their words in different ways. On the other hand, 35.0 % make lists of words or expressions to learn. Also, 35.0 % think about what to learn to improve their English. Finally, 7.5 % of participants make a mental summary of the important things before speaking while 32.5 % do not consider it important.

Table 15

Using other sources to improve my speaking

Item		1	2	3	4	5	Media
43. I try to learn English while watching TV/videos.	F	3	4	16	28	29	3.95
	P	3.8 %	5.0 %	20.0 %	35.0 %	36.3 %	
46. I try to learn	F	9	20	30	16	5	2.85

about the culture of English.	P	11.3	25.0 %	37.5 %	20.0 %	6.3 %	
47. I pay attention to pronunciation to pronounce better.	F	1	6	9	25	39	4.19
	P	1.3 %	7.5 %	11.3 %	31.3 %	48.8 %	
50. I try to learn from my speaking mistakes.	F	4	3	8	30	35	4.11
	P	5.0 %	3.8 %	10.0 %	37.5 %	43.8 %	
54. I discuss learning with classmates and teachers.	F	10	22	19	20	9	2.95
	P	12.5 %	27.5 %	23.8 %	25.0 %	11.3 %	
56. I ask someone to help me improve my speaking.	F	7	19	18	25	11	3.18
	P	8.8%	23.8 %	22.5 %	31.3 %	13.8 %	
61. I practice ways to repeat what I said in other words.	F	8	15	13	40	4	3.21
	P	10.0 %	18.8 %	16.3 %	50.0 %	5.0 %	
66. I make lists of expressions, words to learn.	F	9	10	25	28	8	3.20
	P	11.3 %	12.5 %	31.3 %	35.0 %	10.0 %	
67. I think about what to learn to improve my speaking.	F	2	7	23	28	20	3.71
	P	2.5 %	8.8 %	28.7 %	35.0 %	25.0 %	
70. I make a mental outline of the main points before I speak.	F	26	21	14	13	6	2.40
	P	32.5 %	26.3 %	17.5 %	16.3 %	7.5%	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.9 Grammar rules

Table 16 shows that 35.0 % of participants, when they cannot remember a word, they replace it with another while 3,8 % never find other words when they do not remember one.

Besides, 37.5 % of participants try to use grammar when speaking while only 3.8 % of participants do not apply grammar rules. Also, 37.5 % revise words and grammar where they had difficulty remembering while 3.8 % do not review grammar rules that they had struggled with.

Table 16

Using grammar rules

Item		1	2	3	4	5	Media
48. When I cannot remember a word, I replace it by another.	F	3	10	21	28	18	3.60
	P	3.8 %	12.5 %	26.3 %	35.0 %	22.5 %	
52. While speaking, I think try to apply grammar rules.	F	3	12	17	30	18	3.60
	P	3.8 %	15.0 %	21.3 %	37.5 %	22.5 %	
55. I revise words and grammar forms that I had difficulty remembering.	F	3	5	30	29	13	3.55
	P	3.8 %	6.3 %	37.5 %	36.3 %	16.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.10 Clarification and repetition

Table 17 shows that 36.3 % of participants ask teachers to slow down or repeat what they said while only 7.5 % always solve their doubts by asking. Besides, 36.3 % rarely ask teachers to clarify what they said. However, only 7.5 % of participants always ask about their doubts.

Table 17

Asking for clarification or repetition to teachers

Item		1	2	3	4	5	Media
44. I ask speakers to slow down or repeat.	F	12	22	29	11	6	2.71
	P	15.0 %	27.5 %	36.3 %	13.8 %	7.5 %	
63. I practice asking speakers to clarify what they said.	F	6	29	25	14	6	2.81
	P	7.5 %	36.3 %	31.3 %	17.5 %	7.5 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.11 Using context

Table 18 shows that 40.0 % of participants try to infer the teacher's significance from what he/she has said while 5.0 % never try to guess the meaning. Furthermore, 37.5 % of participants use the context to predict what the teacher will say while 6.3 % do not try to guess the teacher's words.

Table 18

Using the context to predict what teacher is going to say

Item		1	2	3	4	5	Media
57. I practice guessing the speaker's meaning based on what he/she has said so far.	F	4	11	24	32	9	3.39
	P	5.0 %	13.8 %	30.0 %	40.0 %	11.3 %	
58. I practice predicting what the speaker is going to say by using the context.	F	5	21	30	19	5	2.98
	P	6.3 %	26.3 %	37.5 %	23.8 %	6.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.12 English and my first tongue

Table 19 shows that 35.0 % of participants pay attention to the similarities and differences between English and their mother tongue while 6.3 % do not pay attention between the two languages. Moreover, 36.3 % of participants while speaking, they first think of what they want to say in their mother tongue and then put it in English while 11.3 % never use their mother tongue as help.

Table 19

Similarities and differences between English and my first language

Item		1	2	3	4	5	Media
68.I pay attention to similarities and differences between English and my first language.	F	5	7	17	28	23	3.71
	P	6.3 %	8.8 %	21.3 %	35.0 %	28.7 %	
69. While speaking, I think of what I want to say in my first language and then put it in English.	F	9	9	29	19	14	3.25
	P	11.3 %	11.3 %	36.3 %	23.8 %	17.5 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

4.2.13 Evaluating the speaking skill

Table 20 shows that 33.8 % of participants evaluate how they speak while 6.3 % never pay attention to how they are speaking. Besides, 32.5 % of participants while speaking they practice relaxing when they feel anxious while only 5.0 % never do it. Furthermore, 35.0 % of participants use techniques to verify if the listener comprehended what was said and 5.0 % do not pay attention to it. Meanwhile, 36.3 % of participants while speaking correct themselves when they made a

mistake and 6.3 % never do it. Finally, 32.5 % of participants practice catching the teacher's main point while 7.5 % never try to practice it.

Table 20

Evaluating and improving my speaking skill

Item		1	2	3	4	5	Media
53. I evaluate how I speak.	F	5	7	23	27	18	3.58
	P	6.3 %	8.8 %	28.7 %	33.8 %	22.5 %	
59. While I practice relaxing when I feel anxious.	F	4	22	26	19	9	3.09
	P	5.0 %	27.5 %	32.5 %	23.8 %	11.3 %	
60. I always practice ways to check whether the listener understood what I said.	F	4	13	28	26	9	3.29
	P	5.0 %	16.3 %	35.0 %	32.5%	11.3 %	
62. While speaking I correct myself when I notice that I made a mistake.	F	5	6	15	29	25	3.79
	P	6.3 %	7.5 %	18.8 %	36.3 %	31.3 %	
65. I practice catching the speaker's main point.	F	6	12	23	26	13	3.35
	P	7.5 %	15.0 %	28.7 %	32.5 %	16.3 %	

Source: own elaboration

Note: in column 2 two measures are shorten, and the scale of the items in are substitute by numbers; so, they are represented by F, P, 1, 2, 3, 4, and 5. Those codes stand for frequency, percentage, never, rarely, sometimes, often, and always consequently.

CHAPTER V: CONCLUSIONS

5.0 Introduction

The conclusions in this chapter are based on the strategies students use to improve their listening and speaking. There are four sections within this chapter, conclusions of this project are presented according to the research questions, then the implications and limitations of this research, and finally suggestions for further investigation.

5.1 Conclusions

According to the research questions conducted in this project, students implement the strategies mentioned below to improve their listening and speaking. On the one hand, they based their class notes on preparing for exams, also write down information from the classes in their own words, and take notes from the board, slides, charts etcetera. Moreover, students try to understand all that the teacher says, they try to follow the development of the classes. Besides, they try to connect what they already know with what the teacher or speaker says, they practice their listening outside the classroom by listening to talks or lessons. In contrast, students summarize mentally part of the information from the classes. Also, they figure out ways to be better listeners and they try to follow the talk even when they do not understand what the teacher says. On the other hand, students use the following strategies to improve their speaking. Watching television or recorded videos is one strategy students use to learn English. Also, students identify their mistakes when speaking and correct themselves. Besides, when participants cannot remember a word, they replace it with another one and find alternatives to say the same using other words. Furthermore, they focus their attention on the correct pronunciation to improve their speaking. Meanwhile, while they are speaking, they try to use grammar rules. Finally, they predict the teacher's words

according to what she or he expressed, and they try to find similarities and dissimilarities between English and their mother tongue.

5.2 Implications of the study

Listening and speaking could be two of the most difficult skills to dominate, however, they are important to communicate with others. As mentions Rizka (2017), listening and speaking are the significant abilities that students must dominate. By mastering these skills, students can talk to others. When somebody does not have great listening skills, he will have problems understanding what the other person is talking about, and he will not know how to reply to the conversation. Therefore, listening skills contribute to the development of speaking skills.

5.3 Limitations of the study

This project has some limitations that will be presented subsequently.

5.3.1 Quantitative method limitations

Analyzing many numeral data and making it quickly are two advantages of using the quantitative method. However, the quantitative method also has disadvantages, some of which are:

1. No human sense and convictions.
2. Need of resources for big-scale investigations.
3. No profundity experience statements.

Choy (2014).

5.3.2 Questionnaires limitations

Some of the limitations of using questionnaires are the following:

The data gathered tends to describe instead of clarifying why things are how they are.

The data can be frivolous.

Planning and piloting the questionnaire has no specific time so the questionnaire utility decreases if preparation is insufficient.

Munn and Drever (1990).

5.4 Suggestions for further research

This project described the students' perceptions of strategies they use in listening and speaking. Considering the results obtained, students try to work on and enhance their listening and speaking abilities using different strategies. That is why it can be investigated how these strategies help them in their English classes because they are constantly practicing their listening and speaking.

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Appendix 1

Cuestionario de estrategias de escucha y habla

Sexo: F___ M___ Otro: _____ Edad: _____ Promedio: _____ Semestre: _____

Instrucciones: Lee y responde cuidadosamente las siguientes preguntas sobre las estrategias que usas para entender el inglés hablado (Sección A) y las estrategias que usas para (aprender a) hablar inglés (Sección B). Tus respuestas son muy importantes.

Por favor selecciona **un** adverbio: **Nunca, raramente, a veces, a menudo, o siempre**

SECCIÓN A

Al escuchar conferencias, lecciones y presentaciones orales en el departamento de inglés...	
01	Yo nunca – raramente – a veces – a menudo – siempre esencialmente me baso en mis notas de mi clase para prepararme para los exámenes.
02	Yo nunca - raramente - a veces - a menudo - siempre trato de anotar oraciones completas de las clases.
03	Yo nunca - raramente- a veces - a menudo - siempre escribo información de las clases con mis propias palabras.
04	Yo nunca - raramente - a veces - a menudo - siempre uso abreviaturas mientras tomo notas.
05	Yo nunca - raramente - a veces - a menudo - siempre anoto la información en clase y luego decido si es interesante reescribir o no para la preparación de un examen.
06	Yo nunca - raramente - a veces - a menudo - siempre pongo atención y tomo nota de lo que está escrito en el pizarrón, gráficos, diapositivas etc.
07	Yo nunca - raramente - a veces - a menudo - siempre comparo y completo mis notas de clase con compañeros.
08	Yo nunca - raramente - a veces - a menudo - siempre me relajo cuando el profesor se sale del tema.
09	Yo nunca - raramente - a veces - a menudo – siempre uso otros recursos (Folletos del profesor, notas de otros compañeros, lecturas sobre el tema, etc.) para completar mis notas.
10	Yo nunca - raramente - a veces - a menudo – siempre trato de distinguir los puntos importantes de los secundarios de una clase/presentación oral.
11	Yo nunca - raramente - a veces - a menudo - siempre hago preguntas al profesor/ presentador.
12	Yo nunca – raramente - a veces - a menudo - siempre pido aclaraciones a los maestros.
13	Yo nunca – raramente - a veces - a menudo – siempre pido que repitan las cosas.
14	Yo nunca – raramente - a veces - a menudo – siempre trato de entender cada palabra que el presentador dice.

15	Yo nunca – raramente - a veces - a menudo – siempre pienso sobre cuál será el contenido de la clase o presentación por el título o la introducción.
16	Yo nunca – raramente - a veces - a menudo – siempre pienso sobre la organización de la clase o presentación (el esquema de puntos que debe desarrollar el profesor o presentador).
17	Yo nunca – raramente - a veces - a menudo – siempre pongo atención a ciertas palabras o expresiones para predecir lo que va a decir después el profesor o presentador.
18	Yo nunca – raramente - a veces - a menudo – siempre trato de ver conexiones entre las ideas presentadas durante clase.
19	Yo nunca – raramente - a veces - a menudo – siempre resumo mentalmente parte de la información facilitada en clase o presentación oral.
20	Yo nunca – raramente - a veces - a menudo – siempre trato de vincular lo que ya sé y lo que dice el profesor o presentador.
21	Yo nunca – raramente - a veces - a menudo – siempre me pregunto a mismo/a “¿Cuál es el objetivo general de la clase o presentación oral?”
22	Yo nunca – raramente - a veces - a menudo – siempre me pregunto a mí mismo/a "¿Necesito recordar lo que el profesor está diciendo?"
23	Yo nunca – raramente - a veces - a menudo – siempre trato de identificar ideas y su paráfrasis (repetición)
24	Yo nunca – raramente - a veces - a menudo – siempre identifico palabras que son importantes del tema de clase o presentación.
25	Yo nunca – raramente - a veces - a menudo – siempre trato de seguir el desarrollo del tema en una clase o presentación.
26	Yo nunca – raramente - a veces - a menudo – siempre trato de adivinar el significado de palabras desconocidas que escucho usando el contexto.
27	Yo nunca – raramente - a veces - a menudo – siempre reescribo mis notas después de clase para mejorarlas.
28	Yo nunca – raramente - a veces - a menudo – siempre leo sobre el tema de clase antes de venir al salón.
29	Yo nunca – raramente - a veces - a menudo – siempre trato de encontrar maneras para detectar lo que se dice en inglés.
30	Yo nunca – raramente - a veces - a menudo – siempre practico mi comprensión auditiva escuchando charlas y lecciones fuera del aula.
31	Yo nunca – raramente - a veces - a menudo – siempre trato de relajarme cuando siento que no entiendo al profesor o presentador.
32	Yo nunca – raramente - a veces - a menudo – siempre anoto palabras importantes de clases y presentaciones.
33	Yo nunca – raramente - a veces - a menudo – siempre trato de adivinar lo que el profesor o presentador dirá después.
34	Yo nunca – raramente - a veces - a menudo – siempre presto atención a las instrucciones de clase, esquemas, notas del pizarrón para averiguar el tema o los subtemas.
35	Yo nunca – raramente - a veces - a menudo – siempre me pregunto a mí mismo si he entendido al profesor o presentador.

36	Yo nunca – raramente - a veces - a menudo – siempre busco el significado implícito por el profesor o presentador.
37	Cuando el profesor o presentador dice algo y no entiendo, yo nunca – raramente - a veces - a menudo – siempre sigo escuchando y trato de entender el resto de la charla.
38	Yo nunca – raramente - a veces - a menudo – siempre reviso mis notas de clase construyendo un esquema, haciendo un resumen, etc.).
39	Yo nunca – raramente - a veces - a menudo – siempre trato de parafrasear lo que escucho.
40	Yo nunca – raramente - a veces - a menudo – siempre ignoro palabras que no entiendo mientras escucho.

SECCIÓN B

41	Yo nunca – raramente - a veces - a menudo – siempre practico el uso de nuevas palabras/expresiones mientras hablo.
42	Yo nunca – raramente - a veces - a menudo – siempre trato de hablar como hablantes nativos.
43	Yo nunca – raramente - a veces - a menudo – siempre trato de aprender inglés mientras veo televisión/vídeos.
44	Yo nunca – raramente - a veces - a menudo – siempre les pido a los presentadores reducir la velocidad o repetir lo que han dicho.
45	Yo nunca – raramente - a veces - a menudo – siempre practico inglés hablando con otros.
46	Yo nunca – raramente - a veces - a menudo – siempre trato de aprender sobre la cultura inglesa.
47	Yo nunca – raramente - a veces - a menudo – siempre presto atención a la pronunciación para pronunciar mejor.
48	Cuando no puedo recordar una palabra, Yo nunca – raramente - a veces - a menudo – siempre la remplazo por otra.
49	Yo nunca – raramente - a veces - a menudo – siempre trato de usar modismos en inglés mientras hablo.
50	Yo nunca – raramente - a veces - a menudo – siempre trato de aprender de mis errores al hablar.
51	Yo nunca – raramente - a veces - a menudo – siempre me animo a intentar hablar.
52	Mientras hablo, Yo nunca – raramente - a veces - a menudo – siempre trato de aplicar las reglas gramaticales.
53	Yo nunca – raramente - a veces - a menudo – siempre evalúo como hablo.
54	Yo nunca – raramente - a veces - a menudo – siempre hablo del aprendizaje con compañeros y profesores.
55	Yo nunca – raramente - a veces - a menudo – siempre reviso palabras y formas gramaticales que tuve dificultad para recordar.

56	Yo nunca – raramente - a veces - a menudo – siempre le pido a alguien que me ayude a mejorar mi forma de hablar.
57	Yo nunca – raramente - a veces - a menudo – siempre practico adivinar el significado del profesor basado en lo que él/ella ha dicho.
58	Yo nunca – raramente - a veces - a menudo – siempre practico predecir lo que el profesor va a decir mediante el uso del contexto.
59	Cuando hablo, Yo nunca – raramente - a veces - a menudo - siempre practico relajarme cuando me siento ansioso/a.
60	Yo nunca – raramente - a veces - a menudo – siempre practico formas de verificar si el oyente entendió lo que dije.
61	Yo nunca – raramente - a veces - a menudo – siempre practico maneras de repetir lo que dije en otras palabras.
62	Mientras hablo, Yo nunca – raramente - a veces - a menudo – siempre me corrijo cuando noto que cometí un error.
63	Yo nunca – raramente - a veces - a menudo – siempre pido a los profesores que aclaren lo que han dicho.
64	Yo nunca – raramente - a veces - a menudo – siempre practico como decir lo que no he entendido.
65	Yo nunca – raramente - a veces - a menudo – siempre practico captar el punto principal del presentador.
66	Yo nunca – raramente - a veces - a menudo – siempre hago listas de expresiones, palabras para aprender.
67	Yo nunca – raramente - a veces - a menudo – siempre pienso en que aprender para mejorar mi forma de hablar.
68	Yo nunca – raramente - a veces - a menudo – siempre presto atención a las similitudes y diferencias entre el inglés y mi primera lengua.
69	Mientras hablo, Yo nunca – raramente - a veces - a menudo – siempre pienso en lo que quiero decir en mi primera lengua y luego lo pongo en inglés.
70	Yo nunca – raramente - a veces - a menudo – siempre hago un mapa mental de los puntos principales antes de hablar.

¡GRACIAS POR TU PARTICIPACIÓN!

Appendix 1

Listening and Speaking Strategies Questionnaire

Sex: F__ M__ Other:___ Age: ___ Grade score: __ Semester: ___

Instructions: Read and carefully answer the following questions about the strategies you use to understand spoken English (Section A) and the strategies you use to (learn how) speak English (Section B). Your answers are very important.

Please choose **one** adverb: **Never, rarely, sometimes, often, or always.**

SECTION A

When listening to lectures, lessons, and oral presentations in the English department...	
01	I never – rarely – sometimes – often - always essentially rely on my lesson notes to prepare for exams.
02	I never – rarely – sometimes – often - always try to note down full sentences from lessons.
03	I never – rarely – sometimes – often - always write down information from lessons in my own words.
04	I never – rarely – sometimes – often - always use regular abbreviations while taking notes.
05	I never – rarely – sometimes – often - always note down information in class then later decide if it is interesting to rewrite or not for exam preparation.
06	I never – rarely – sometimes – often - always pay attention to and note down what is written on the blackboard, chart, data show slides, etc.
07	I never – rarely – sometimes – often - always compare and complete my lesson notes with classmates.
08	I never – rarely – sometimes – often - always relax when the speaker goes out of the topic.
09	I never – rarely – sometimes – often - always use the other sources (Teacher’s handouts, other students’ notes, readings about the topic, etc.) to complete my notes.
10	I never – rarely – sometimes – often - always try to distinguish main points from secondary ones in a lesson/ oral presentation.
11	I never – rarely – sometimes – often - always ask questions to teacher / presenter.
12	I never – rarely – sometimes – often - always ask for clarification from teachers.
13	I never – rarely – sometimes – often - always ask for repetition.
14	I never – rarely – sometimes – often - always try to understand every word the speaker says.
15	I never – rarely – sometimes – often - always think about what the content of lesson or presentation will be from the title and introduction.
16	I never – rarely – sometimes – often - always think about the organisation of a lesson or presentation (the outline of points to be developed by teacher or presenter).

17	I never – rarely – sometimes – often – always pay attention to certain words or expressions to predict what the teacher or presenter is going to say next.
18	I never – rarely – sometimes – often – always try to see connections between ideas presented during a lesson.
19	I never – rarely – sometimes – often – always summarise mentally some of the information presented in a lesson or oral presentation.
20	I never – rarely – sometimes – often – always try to link what I already know and what is said by the teacher or presenter.
21	I never – rarely – sometimes – often – always ask myself “What is the general aim of the lesson or oral presentation?”
22	I never – rarely – sometimes – often – always ask myself “Do I need to remember what the lecturer is saying?”
23	I never – rarely – sometimes – often – always try to identify ideas and their paraphrase (repetition).
24	I never – rarely – sometimes – often – always identify words that are important to the topic of the lesson or presentation.
25	I never – rarely – sometimes – often – always try to follow the development of the topic in a lesson or presentation.
26	I never – rarely – sometimes – often – always try to guess meaning of unknown words I hear by using the context.
27	I never – rarely – sometimes – often – always rewrite my lesson notes after class to improve them.
28	I never – rarely – sometimes – often – always read about lesson topic before coming to the classroom.
29	I never – rarely – sometimes – often – always try to find out ways to be a better listener of English.
30	I never – rarely – sometimes – often – always practice listening to talks and lessons outside classroom.
31	I never – sometimes – often – always try to relax when I feel I do not understand the speaker.
32	I never – sometimes – often – always note down important words in lessons & presentations.
33	I never – sometimes – often – always try to guess what the speaker will say next.
34	I never – sometimes – often – always pay attention to lesson introductions, outlines, blackboard notes to find out the topic and sub-topics of the lesson.
35	I never – sometimes – often – always ask myself whether I have understood the speaker or not.
36	I never – sometimes – often – always look for the meaning implied by the speaker.
37	When speakers say something I do not understand, I never – sometimes – often – always go on listening and try to catch up with the rest of the talk.
38	I never – sometimes – often – always revise my lesson notes by constructing an outline, writing a summary, etc.).
39	I never – sometimes – often – always try to paraphrase what I hear.
40	I never – sometimes – often – always ignore words I do not understand while listening.

SECTION B

41	I never – rarely – sometimes – often – always practice using new words/expressions while speaking.
42	I never – rarely – sometimes – often – always try to talk like native speakers.
43	I never – rarely – sometimes – often – always try to learn English while watching TV/videos.
44	I never – rarely – sometimes – often – always ask speakers to slow down or repeat.
45	I never – rarely – sometimes – often – always practice English by speaking with others.
46	I never – rarely – sometimes – often – always try to learn about the culture of English.
47	I never – rarely – sometimes – often – always pay attention to pronunciation to pronounce better.
48	When I can't remember a word, I never – rarely – sometimes – often – always replace it by another.
49	I never – rarely – sometimes – often – always try to use English idioms while speaking
50	I never – rarely – sometimes – often – always try to learn from my speaking mistakes.
51	I never – rarely – sometimes – often – always encourage myself to try to speak.
52	While speaking, I never – rarely – sometimes – often – always think try to apply grammar rules.
53	I never – rarely – sometimes – often – always evaluate how I speak.
54	I never – rarely – sometimes – often – always discuss learning with classmates and teachers.
55	I never – rarely – sometimes – often – always revise words and grammar forms that I had difficulty remembering.
56	I never – rarely – sometimes – often – always ask someone to help me improve my speaking.
57	I never – rarely – sometimes – often – always practice guessing the speaker's meaning based on what he/she has said so far.
58	I never – rarely – sometimes – often – always practice predicting what the speaker is going to say by using the context.
59	While speaking, I never – rarely – sometimes – often – always practice relaxing when I feel anxious.
60	I never – rarely – sometimes – often – always practice ways to check whether the listener understood what I said.
61	I never – rarely – sometimes – often – always practice ways to repeat what I said in other words.
62	While speaking, I never – rarely – sometimes – often – always correct myself when I notice that I made a mistake.
63	I never – rarely – sometimes – often – always practice asking speakers to clarify what they said.

64	I never – rarely – sometimes – often – always practice how to tell I haven't understood.
65	I never – rarely – sometimes – often – always practice catching the speaker's main point.
66	I never – rarely – sometimes – often – always make lists of expressions, words to learn.
67	I never – rarely – sometimes – often – always think about what to learn to improve my speaking.
68	I never – rarely – sometimes – often – always pay attention to similarities and differences between English and my 1 st language
69	While speaking, I never – rarely – sometimes – often – always think of what I want to say in my 1 st language and then put it in English.
70	I never – rarely – sometimes – often – always make a mental outline of the main points before I speak.

THANKS FOR YOUR PARTICIPATION!

Appendix 2

Consent participation form

This document requests permission to participate in the study “*Students’ perceptions of the strategies they use to improve listening and speaking at LEI*”. Your participation is voluntary and anonymous.

I am conscious that my answers will be used only for research purposes. I can decide not to participate without being penalized. All my questions about this form were answered. By signing this document, I agree to participate in this project.

Signature of researcher _____ Date _____

Signature of participant _____ Date _____