

UNIVERSIDAD HISPANOAMERICANA

**Thesis Submitted to Obtain the Licentiate
Degree in English Teaching**

**LISTENING COMPREHENSION DIFFICULTIES
OF 11TH GRADE STUDENTS AT THE LUIS
DOBLES SEGREDA HIGH SCHOOL OF SAN
JOSE**

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Dedication

I want to dedicate this work to my God, who has always given me the wisdom to become who I am now, and to all those close to me, who have always supported me in everything. Also, I want to dedicate this work to my parents who have been my support through this time. They taught me that I am capable of achieving all my goals and never give up.

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I am very grateful to God who has always been there in everything. I thank the people who have believed in me during this time, my family, partner, friends, and teachers who have supported and motivated me during this profession

Abstract

The purpose of this study is to explore difficulties in listening comprehension of English Language do 11th grade students encounter at the Luis Dobles Segreda High School from August 2020 To March 2021. Listening comprehension is a complex process that acquires great importance for people who are learning a second language, that is why it is important to recognize why students cannot recognize well what is being spoken in front of them and take exercises based on it.

From this perspective, it is important to recognize the difficulties in understanding what the teacher is playing in the classroom. In addition to this, students claim to find complications when listening to what they like to hear, like movies, songs and video games. Those factors have an impact on students who have difficulties with listening comprehension in English, thus leading to poor performance and poor expectations of the English language.

Moreover, this research provides more detailed information to the Luis Dobles Segreda High School, to improve the teaching and learning process, and establish strategies that teachers can implement so that students improve their listening comprehension skills.

Key words

Listening comprehension, Skills, Teacher development

Resumen

El propósito de este estudio es explorar las dificultades en la comprensión auditiva del idioma inglés que encuentran los estudiantes de 5 ° grado en la Colegio Luis Dobles Segreda desde agosto de 2020 hasta marzo de 2021. La comprensión auditiva es un proceso complejo que adquiere gran importancia para las personas que están aprendiendo un segundo lenguaje, por eso es importante reconocer por qué los estudiantes no pueden reconocer bien lo que se está hablando frente a ellos y realizar ejercicios basados en ello.

Desde esta perspectiva es importante reconocer las dificultades para comprender lo que dice el profesor. Además de esto, los estudiantes afirman encontrar complicaciones al escuchar lo que les gusta escuchar. Esos factores tienen un impacto en los estudiantes que tienen dificultades con la comprensión auditiva en inglés, lo que conduce a un rendimiento deficiente y expectativas bajas del idioma inglés.

Además, esta investigación brindará información más detallada al Colegio Luis Dobles Segreda, para mejorar el proceso de enseñanza y aprendizaje, y establecer estrategias que los docentes puedan implementar para que los estudiantes mejoren sus habilidades de comprensión auditiva.

Palabras clave

Comprensión auditiva, Habilidades, Desarrollo docente

CHAPTER I
RESEARCH PROBLE

1.1 Research Statement

In the world context, education plays a very important role in the economic development of nations, whose main result should be reflected in the improvement of the social and economic conditions of its inhabitants. Cooray (2009) in this regard says that nations should increase the investment made in the area of education to promote its quality. Educational quality is not circumscribed to the improvement of the physical conditions of educational institutions, it also implies the provision of facilities aimed at improving the number of trained teachers, survival rates, reducing pupil-teacher ratios, schooling life expectancy and performance levels based on test scores. (p.407)

For his part, Osturk (2001) indicates that the governments that have invested in the strengthening of their population with respect to the standards for the population to develop and use skills and knowledge, see the capacities for their development strengthened. (p. 1337) In the Costa Rican context, the implementation of programs for the teaching of English has had as its origin the interest of competing in the globalized socio-economic context, which is why it is important to develop and strengthen in students the skills that are generated around the English language.

It is important to consider that in the training processes with students whose mother tongue is not English, difficulties may arise that must be considered in order to improve the acquisition of English skills. On this aspect Nishanthi (2018) establishes that in many educational systems more attention is paid to reading and writing compared to listening comprehension. (p.48)

Hamouda (2013) identifies factors that are associated with students listening comprehension problems, such as the listening text, listening problems related to task and activities, listeners problems related to the listeners and lecture's methodology. These difficulties hinder the students' learning process, considering that in the Costa Rican context, English is not the mother tongue.

A similar perspective is posed by Underwood (1989) who identified the main problems that students whose mother tongue is not English may have. In this regard, he considered the following as important factors lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals" problems of interpretation, inability to concentrate and established learning habits.

For his part, Yiching (2005) considers that there are other aspects that in the educational context become barriers that can affect the teaching and learning process and the development of listening comprehension. This author identifies barriers that may arise from the person (belief barriers, habitual barriers, processing barriers, English proficiency barriers and affective barriers) and that are highly relevant as they may imply that in the process the student no longer wishes to continue or is nervous during the classes. Furthermore, the author considers it important to incorporate other barriers such as forgetting to activate strategies, regarding strategies as extra burdens to information processing, being challenged by the complex nature of the strategy, having problems conducting the proper strategies and even being unable to comprehend the text after applying strategies.

Based on the above, it is worth considering the perspective of Howat and Dakin in Hien (2015) with respect to listening ability, for these authors the importance of this ability lies in the fact that this process allows the person to identify and understand what is that other people are saying. In the educational process regarding the teaching of English, the objective of listening comprehension is to make students understand what the people said in English. For their part, Helgesen and Brown (2007) state that in this sense the student must have an active participation considering that they must pay attention and work on the identification and interpretation of what they are listening to. That is why the teacher's instruction must be clear, since this is a metacognitive process.

In this line, the methodological strategies implemented by the teachers should have as a starting point the identification of the difficulties that the students present in order to establish the necessary corrective measures. The perspective should not be lost that in the current context, students are required to develop the ability to communicate and, in this sense, listening comprehension is transcendental.

1.1.1. Background of the problem.

According to Nishanthi (2018), learning English is one of the main requirements that students and future professionals must meet in the world context in order to find a place in the world of work. For his part, Christiansen (2015) establishes that in the world context, English is a language that has been strengthened by phenomena such as migration, the use of social networks and digital media, and global economic growth, based on the establishment of bilateral relations for the development of trade agreements. Costa Rica does not escape from this perspective and from this the teaching of this language is mandatory.

The strengthening of teaching and learning methodologies used by teachers can mean strengthening listening ability. Along these lines, the authors Mapruza, Batagoz and Madina (2015) developed the study entitled "Improving listening and speaking skills in mixed level groups (on the material of New English File)". The research aimed to analyze the problems that students had in listening and speaking in learning foreign languages. For this, they implemented a methodology in which the students were presented with different types of listening and speaking tasks in order to improve the four skills (listening, reading, speaking, and writing). As a result, it was evidenced that the implementation of a methodology based on a textbook was worse when it was used in mixed groups of different levels. Whereas when the teacher used creative activities in class, students were motivated to learn the new language and knowledge was increased.

A perspective that generates a lot of interest for the purposes of this study is the research developed by Maja (2005) entitled "Research into the use of help options in a multimedia listening unit". This study aimed to identify, explain and compare the patterns used by the participants in the interaction with help options and investigate possible differences between participants with different levels of proficiency. Likewise, the attitudes of the participants towards two help options before and after the activity were assessed. The study shows that in the multimedia context the participants had variations in the use of help options in terms of time on help, number of help page openings, and number of instances of useful interaction with help. Students do not always take advantage of help features in Call listening materials and that software design as well as teachers' use of software with students could promote interaction with help. In this context one of the main results of the study is that in post-comprehension breakdowns, students should have both the option of subtitles and transcription as well as skip help.

The researchers Nemati, Qareqani and Reza Falahati (2016) developed the study entitled "The Investigation of Listening Comprehension Problems of American Accents for Iranian B.A. Students of Translation Studies". The objective of the study was to investigate the listening comprehension problems of American accents of B.A. students of English translation studies, for this a short questionnaire was implemented, open-ended questionnaire to comment on their problems in listening comprehension; The results showed that most of the students reported problems in identifying words when they listened to an audio file. Also, these were not used to fast speech. From this perspective, the study shows that the main problems of the students are found in the listening comprehension process.

Maulida (2018) developed the study entitled "An analysis of students' difficulties in learning listening", which aimed to identify the difficulties that mostly faced by students in learning listening at SMAN 11 Banda Aceh. The research reflected that the students were not familiar with various English accents and most of the time the speakers in audio

recording spoke with fast speed, not being able to control these factors, the students showed difficulties with listening comprehension.

In the study carried out by the authors Pourhosein and Banou (2016) entitled "The Significance of Listening Comprehension in English Language Teaching", the objective was to analyze some of the main difficulties related to listening comprehension to provide a basis for developing listening skill in English language teaching. This research showed that among the most important factors that influence the process of students, evaluation is determined as one of the factors that generates worry and nervousness, which causes the development of listening comprehension strategies in future teachers to stop. Likewise, the authors conclude that the incorporation of native speakers is important in the teaching process in order to facilitate the development of listening skills. The accompaniment that teachers provide to students is very important to support them in the process of improving listening skills.

Stepanoviené (2012) in the study entitled "Barriers to academic listening: Research Perspectives", study that difficulties that are related to the legal English listening comprehension of the respondents, for this the differences related to listening comprehension between high-ability were identified and low-ability listeners. Among the main results of the study, the main difficulties are rate of delivery, phonological and syntactic reduction, degree of re-dundancy; as well as the lack of knowledge of legal English vocabulary.

Another important piece of research is that carried out by Azmi Bingol, Celik, Yildiz and Tugrul (2014) entitled "Listening comprehension difficulties encountered by students in second language learning class", which aimed to identify the difficulties that second language learners have in listening comprehension, considering that educational institutions pay more attention to structure, writing, reading and vocabulary. Among the main results, the authors identify listening barriers based on message, delivery, audience and environment.

In 2015 Hasan developed the research entitled “The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceived by ELC Students at the Arab American University-Jenin”, which aimed to identify the difficulties that students present in listening comprehension and study how these are related to the difficulties encountered by EFL students with students' academic level, academic year, gender, type of school and number of school years studying English. Among the main findings of this research it is found that students have difficulties in recognizing words, unfamiliarity of topics, noises and quality of equipment and fast rate of speech. These factors become important because they influence listening comprehension. Likewise, the authors mention that the feelings that students can generate around the activities and evaluations can have an impact on the process of improving listening skills.

Yilmaz and Yavuz (2015) developed the study entitled “The Problems Young Learners Encounter During Listening Skills”, its objective was to examine the frequency with which difficulties occurred in three listening categories of the problems based on teachers, the problems based on students' own strategies and the problems based on learner psychology. As a result, it was obtained that in the case of the population under study that the biggest deficiency in listening as a problem is learning and teaching phonetics.

Walker (2014) developed the research entitled “Listening: The most difficult skill to teach”, which aimed to identify why the teaching of listening skills becomes a complex process and from this establish recommendations to improve listening competence in the second language in the classroom. Among the main findings of the study, the author identifies that the teacher is very important in the educational process, which is why teaching strategies must be effective and provide practical exercises that help the student.

In Costa Rica, Brenes and Viales (2019) developed the research entitled "Supporting the ability of listening comprehension in English in a rural secondary school

in Costa Rica: the use of listening exercises recorded by the teacher modified with background noises" ability of listening in English in a group of students from a secondary school in Cartago making use of listening exercises recorded by the teacher modified with background noises. The results of this study showed that students who were exposed to the modified material with background noise performed better on the assessments and were also more confident while completing the task.

In 2014, Gamboa and Sevilla prepared the research entitled "The Testing of listening in bilingual secondary schools of Costa Rica: bridging gaps between theory and practice", which aimed to examine the auditory evaluation practices carried out by the Ministry of Public Education (MEP) in accordance with the Common European Framework (CEF) in bilingual schools in the Western Region of Costa Rica. The study showed that even though the teachers had received training in auditory evaluation, the forms of evaluation that they implemented were far from the MEP guidelines and did not comply with the theoretical principles in hearing evaluation.

Sevilla and Chavez (2019) developed the research entitled "Authentic Assessment in the Listening Comprehension Classroom: Benefits and Implications. The objective of the study was to analyze the results of the implementation of the authentic assessment in the listening comprehension classes of 38 students who are trained in the Teaching of English career at the University of Costa Rica. The results showed that the use of authentic assessment in the courses has positive results in listening comprehension classes, since the topics of self-awareness and goal-setting, sense of achievement, critical thinking, and general knowledge are reinforced in students.

In 2015, Gamboa and Sevilla developed the study entitled "Impact of Teacher Training on the Assessment of Listening Skills", which aimed to analyze the relationship between teacher training processes and the listening assessment practices carried out by the MEP. The results of the study showed that there is a gap between what the MEP guidelines state and what the theory states.

Another important piece of research was developed as a final graduation project by Chávez and Gamboa (2015), which was titled "Analysis of the listening instruction of second cycle EFL students at Peñas Blancas primary school". This study aimed to analyze the listening instruction process of second cycle EFL students, implementing a teacher's toolkit is suggested to enhance effective listening skills. Among the main results, it was evidenced that teachers in the classroom pay more attention to other skills such as Reading, speaking and writing, so that skills in listening comprehension are not considered as they should be.

Based on the above, it is evident that the difficulties that arise in the development of the listening comprehension skill are very important both the methodologies that the teacher implements, such as participation, the environment in which the class is developed and the student's attitude to the process.

1.1.2 Problematization.

The Costa Rican labor market, in the current context, favors in the hiring processes the incorporation of professionals who have the command of a second language. According to the Coalition of Development Initiatives (CINDE) in Costa Rica, by 2008 there were approximately 7 thousand vacant positions that required the management of a second as an essential requirement.

According to studies developed by the OECD (2012), Costa Rica has had significant economic growth that has been based on the establishment of trade relations with countries that have facilitated the purchase and sale of products and services. This, in turn, has been reflected in the incorporation into the Costa Rican labor market of multinational companies in which the management and understanding of English is essential.

To meet these demands, measures have been implemented in the area of education in order to strengthen especially the teaching of English in schools and colleges in the country. A clear example of this perspective is embodied in the National Development and Public Investment Plan of the Bicentennial 2019-2020, which establishes the reinforcement of plurilingualism for the area of education.

Likewise, it should be considered that in 2019 with the implementation of the general evaluation system Strengthening Learning for the Renewal of Opportunities (FARO), evaluation methodologies have been established that have the purpose of strengthening the language skills in students.

From perspective, educational institutions have the challenge of providing students with the necessary tools so that they can prosper and improve their condition. In this line, and considering that this research aims to analyze the difficulties that arise in the educational context regarding to listening comprehension, it is important to consider that in this process the participation of the teacher acquires a particular importance, Rubio (2011) raises in this regard, the teacher is a mentor in the process of training and acquisition of oral competence in a second language.

1.1.3 Justification of the problem.

This work emerges from the complications in listening comprehension that are evident in 11th-year students when they are exposed to the English language. For this reason, the goal of this research is to identify the students' difficulties in listening comprehension to improve them. In addition, provide useful information to the teachers to know the aspects of the difficulties that the students express so that they can apply six of the learning strategies proposed in the research to meet the needs of the students.

In this regard, it should be considered that the learning of a second language has acquired great importance in the Costa Rican context due to the commercial opening

and the attraction of multinational companies whose products are distributed around the world. In this line, listening comprehension is a skill that is mandatory so that communication in this commercial context can develop in a clear and fluid way.

In addition to the above, Cubalit's (2014) establishes that there is a clear influence between the student's perspective of their success in the process of acquisition and strengthening of listening comprehension and the difficulty in understanding what the speaker is expressing. It should be added, as previously indicated, that the cultural factor is important because it may represent that it is difficult for words to be identified and meanings to be understood when the speaker speaks quickly.

In addition to the above, the studies carried out by Hamouda's (2013) and Bingol, Celik, Yildiz, and Mart (2014) show that people, considering that listening comprehension is a metacognitive process, can generate negative attitudes by not observing progress in the strengthening this skill and thereby not understanding what they are hearing. On this aspect Bridges, Dippold, Eccles, & Mullen (2019) state that when there is a lack of a dialogic focus, people who are learning a new language cannot understand what they hear.

Listening comprehension is one of the most important skills in English language learning, which is why Hamouda (2013) indicates that to strengthen this ability the teacher must promote the participation and active listening of the students, to identify the moment in which difficulties arise. That is why the development of this research is important not only for students to improve in the performance of skill, but also to facilitate understanding and attention by the teacher.

This research is circumscribed in the research line "Teaching and learning processes", sub line Pedagogical mediation.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research question.

What difficulties on listening comprehension of English Language do 11th grade students encounter at the Luis Dobles Segreda School from August 2020 To March 2021?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective.

- To explore difficulties on listening comprehension of English Language do 11th grade students encounter at the Luis Dobles Segreda School from August 2020 To March 2021

1.3.2 Specific Objectives.

- To identify what are the difficulties in listening comprehension in English language
- To determine the causes of listening comprehension difficulties in English language
- To provide six appropriate strategies to be implemented to enhance the students' performance of their listening comprehension.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope.

This research takes as reference the documentation of the strategies that in the experiences of various educational processes in the world context have been implemented to identify the difficulties that students present in the development of the

ability of listening comprehension. The purpose of this study is to provide enough information to develop strategies for intervention and thus improve listening comprehension skills.

1.4.2 Limitations.

Among the main limitations, it is identified that due to the pandemic generated by COVID-19, the measurement and evaluation instruments to recognize the difficulties students present in listening comprehension in a face-to-face context. Therefore, all this will be done in the virtual context.

Other constrains:

Anxiety in students due to lockdown, lack of practice of English during the year because of the virtual teaching

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Historic context of the institution

Liceo Luis Dobles Segreda is located in San José, Sabana Oeste, district of Mata Redonda, . this educational center was founded on April 1, 1959, in the administration of the President of the Republic Mr. Mario Echandi. This institution was created to meet the educational needs of students in the surrounding areas where the population had a demographic explosion.

Many of the students who attend this educational center come from urban-marginal areas of the capital, such as Los Hatillos, Pavas. This high school has a population of 1600 students.

2.1.1 Mission.

They are an educational center with an academic modality and a technological orientation that seeks to contribute to the integral development of the student body, recognizing it as the center of the educational process and the transforming subject of society, based on a system that promotes creativity, innovation, critical and objective analysis, supported by the educational policy of the Ministry of Public Education of Costa Rica and based on four philosophical paradigms: humanism, social constructivism, rationalism and the paradigm of human complexity.

2.1.2 VISION.

Liceo Luis Dobles Segreda is an academic pedagogical educational center, leader in all educational processes and has the goal of being recognized for its efficiency, effectiveness, healthy communication and good relations with the student community and parents. Its management will be characterized by being a transparent educational center, dedicated to the educational community in all projects. Our main objective will be

the formation of people capable of accepting challenges, criticism, objectives and builders of their own knowledge.

2.2 Contextual-theoretical Context

This section presents the main concepts and theories related to listening comprehension and the main difficulties that may arise in an educational context.

According to Morley (1972), this process involves auditory discrimination, aural grammar, the appropriate selection of information, memory of it, the connection between what is heard and its meaning.

It should be considered that there is a clear difference between what listening implies compared to hearing. In this regard, authors such as Lundsteen suggest (1979) that listening corresponds to a physical act related to our physiological capacity to receive and process sounds. While listening defines it as a mental process. Therefore, problems related to our ability to listen have a direct impact on our listening. (p.15)

In detail Rost (2002) mentions that:

Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention...Intention is the initiation of involvement ..., it is used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant to us?).(p.27)

From this perspective, a definition that allows a clearer interpretation of the concept of listening is indicated by Miller and Goodith (2001):

Listening is not merely not talking...it means taking a vigorous human interest in what is being told us. You can listen like blank mall or like a splendid auditorium where every sound comes back fuller and richer. (p. 48).

In addition to the above, Rost (1994) establishes a list of components that are closely related to this skill, in this regard, it raises:

- Discriminating between sounds
- Recognizing words
- Identifying stressed words and grouping of words.
- Identifying functions (such as apologizing) in conversations
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics and ideas. -Giving appropriate feed back to the speaker.
- Reformulate what the speaker has said. (p.67)

That is why Rost (1994) insists that students must develop these skills, since from his perspective "listening is a coordination of the component skills, not the individual skills themselves. This integration of these skills is a person's listening ability "(p.32)

2.2.2 Definition of Listening Comprehension.

In the conceptualization of listening comprehension, different perspectives are evidenced, therefore in this section some of the main definitions will be shown. In this respect Osada (2004) states that listening is a construct that is both applicable to listening and reading.

Buck (1992) suggests that speaking of listening comprehension refers to listening and understanding of what is heard. However, there is investigative evidence that listening ability is a unique and particular process compared to reading comprehension.

Along these lines, Rost (2002) and Hamouda (2013) suggest that referring to listening comprehension implies considering an interactive process in which listeners are involved in constructing meaning. For Pourhosein Gilakjani & Sabouri (2016) this process implies the recognition and discrimination of sounds, previous knowledge, grammatical structures, intensity of intonation and other linguistic aspects.

Based on the above, Rost (2002) indicates:

The briefest and broadest definition ... is: Listening = experiencing contextual effects. But this definition is not much better than any of the others. It merely defines listening as a neurological event (experiencing overlaying a cognitive event (creating a change in a representation). (p. 3)

Therefore, listening comprehension is more than what we listen and say, it involves a complex process that at a cognitive level relates many aspects. On this point, Ziane (2011) suggests that this process requires that the person have a high level of concentration and rapid understanding of what is being expressed. This implies the assessment of the context, facial expressions, body language and gestures that can help to understand what is being raised by the speakers.

That is why listening plays an important role in the activities that people perform on a daily basis. Pourhosein and Banou, citing Hedge (2000), state that "modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. I have emphasized that listening is of great importance in English language classrooms. " (p.1673)

2.2.3 Listening comprehension process.

As subject has been previously established, listening is a process that implies that the subject understands the message, therefore its objective must focus more than on the particular understanding of each word, on the general understanding of the message.

Rebeca (1993) mentions that:

More positive listening self-concepts can be created by helping students realize that word-for-word comprehension is not necessary and that guessing and hypothesis testing are valuable (p.32)

From a perspective, a scheme has been proposed that allows explaining the structural guides in the understanding process. On this, Pourhosein, Gilakjani & Ahmadi (2011) mention that the listening subject uses linguistic and situational clues based on the new input to extract schemata. After the extraction of the scheme, it becomes a structural guide for understanding what has been expressed. The explanatory model proposed for these purposes contemplates three basic processes, bottom-up processing, top-down processing, and interactive processing.

Bottom-up Process

This first phase of the process is activated with the entry of new information. The new information pass into the system through schemata. It should be mentioned that the schemata are formed from the most specific at the bottom, to the most general at the top. This is followed by a decoding of sounds in units of meaning to complete texts.

Rubin (1994) mentions that in this process a union of the phonemic units is presented to generate words, the words make up sentences, these are joined and generate utterances, and utterances are connected together to make complete and meaningful text. The person uses his knowledge of words, syntax and grammar in the process.

Top-down Process

According to Carrell & Eisterhold (1983) this process is based on understanding the meaning of the message. It begins with the general processing of the general constructs based on the predictions of the schemata and later searches for the information to fill this schema.

In this process, prior knowledge of the subject is very important, as this will be used in the interpretation of the context in which the listening happens to comprehend what a person hears.

Interactive Process

The previously described processes are combined to increase listening comprehension. From this perspective, it is evident that the person uses background knowledge information, information that comes from the context and linguistic information to understand and interpret.

Along these lines, Pourhosein, Gilakjani & Ahmadi, (2011) mention that people in these processes can discriminate thanks to previous experiences, messages and similar contexts, which help to generate predictions that are put into analysis in the new input.

2.2.4 Listening comprehension strategies.

Over time, progress in research processes has facilitated the understanding why listening should be part of the instructional models in student education. From this perspective, Morley cited by Osada (2004) establishes that from the 80s on, listening was included in the new instructional frameworks, functional language and communicative approaches.

In this line, the researchers have managed to determine that in communication processes, listening is one of the main elements under consideration for understanding what is communicated. For this reason, listeners must use effective listening strategies. These strategies in the context of students who are learning a second language may not yet be developed, so this process can become problematic, challenging and ineffective.

Underwood (1989) identified that in listening comprehension processes, students could face some difficulties that made impossible the possibilities of active participation in a conversation. In this regard, the Underwood identified the following:

- learners might be unable to control the speed of the speaker
- they can't ask for words to be repeated all the time
- their limited knowledge of vocabulary makes listening comprehension difficult; they show some difficulties in recognizing discourse markers
- they express difficulties in concentrating in a foreign language; they suffer from a desire to understand the meaning of every Word
- they lack contextual knowledge. (p.45)

From this perspective, it is necessary that in the educational context strategies are established to achieve the objectives set, especially when it comes to listening. According to Oxford, Chamot and O'Malley cited by Wilson (2009) these strategies can be perceived as conscious, action which is conducted on purpose to improve learning and allow learners to use information more effectively. (p.72)

These strategies can be classified into cognitive strategies, metacognitive strategies and socio-affective strategies. Regarding Oxford, Chamot and O'Malley raise the following characteristics:

- Cognitive strategies: they are used to complete an immediate task.
- Metacongitive strategies: They are related to learning in general and have long-term benefits.
- Socio-affective strategies: they are developed in a context of interaction with other people and their attitude towards learning. (p.45)

2.2.5 Listening comprehension difficulties.

In the context of learning a second language, difficulties in interpretation and carelessness in listening skill correspond to aspects that are visible in practice, but that in a formative process it is more complex to correct. On this Vandergrift (2007) states that "Listening is an invisible mental process making it difficult to describe" (p.191), which is why it is complex and challenging for students. In this sense, it must be recognized that this process implies that the subject is able to discriminate between sounds, understand vocabulary and grammatical structures, among others.

Field (2008) summarizes in six aspects the main difficulties that students present with respect to listening comprehension:

- Ignorance of the word
- knowing its written form but having no knowledge of its spoken form
- Confusing it with one with similar pronunciation;
- Knowing its spoken form but not identifying it in continuous or specific speech
- Perceiving its spoken form yet not gaining access to its lexical meaning
- Perceiving its spoken form but mismatching it with a meaning (p.25)

Authors such as Rost (1994) mention that the learning process in activities related to listening comprehension should be considered the lack of concentration and attention by the student. About this, Rost mentions that:

Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom. (p.119)

For their part, Anderson and Lynch (1988) mention that attention plays a transcendental role in listening performance, since it influences the quality of understanding the message. These authors consider that when students experience listening, they try to perceive the speech word for word, losing from this perspective the logic that the complete message conveys.

Another element to consider is the lack of prior knowledge and proficiency. Al respect Anderson and Lynch (1998) mention that "Gaps in our knowledge of the culture, of the associations and references available to native users, can present obstacles to comprehension" (p. 35)

In this sense, aspects such as the background of nonlinguistic clues are of great importance so that in the teaching and learning process students understand the objective of language as a means for the transmission of culture.

Based on the above, it is worth considering what is mentioned by Yagan (1993) and Rost (1994) based on the problems that a student may have, in this regard the lack of exposure to listening materials is identified, since students prefer reading about listening. The second element refers to physical problems that can influence their non-participation and make it difficult for them to listen to what is said to them. It should be considered that the last element has a lot of relevance in the virtual context, namely environmental aspects and noise.

Additionally, it should be considered that many of the previously indicated problems may be accompanied by some additional factors, in this respect Hien (2015) mentions:

- the message
- the speaker
- the listener and the physical setting. (p.36)

Idrissova, Smagulova and Tussupbekova (2015) state that they can also consider as elements related to problems in listening to vocabulary and pronunciation of speed of speech. (p.15) For his part, Brown (2007) identified 8 aspects:

1. Clustering: attending to appropriate “chunks” of language— phrases, clauses, constituents
2. Redundancy: recognizing the kinds of repetitions rephrasing, elaborations, and insertions that unrehearsed spoken language often contains, and benefiting from that recognition
3. Reduced forms: understanding the reduced forms that may not have been a part of an English learner’s past learning experiences in classes where only formal “textbook” language has been presented
4. Performance variables: being able to “weed out” hesitations, false starts, pauses, and corrections in natural speech
5. Colloquial language: comprehending idioms, slang, reduced forms, shared cultural knowledge
6. Rate of delivery: keeping up with the speed of delivery, processing automatically as the speaker continues.
6. Stress, rhythm, and intonation: correctly understanding prosodic elements of spoken language, which is almost much more difficult than understanding the smaller phonological bits and pieces
8. Interaction: managing the interactive flow of language from listening to speaking to listening, etc. (p.27)

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 Purpose

Once the documentary review had been carried out, the next process consisted of identifying the type of study that was carried out, in accordance with the research objectives and the criteria that the researcher established for these purposes.

Different types of research and criteria are identified in the literature, according to according to the purposes of the study (pure, applied), according to the level to be reached (explorative, descriptive, explanatory), according to the sources that originate the information (documentary, field, experimental) and according to the evolution of the study phenomenon (longitudinal, transversal).

According to the purposes of this research this is classified as applied type, considering that the purpose of the investigation is to identify the difficulties that 11th grade students encounter with listening comprehension in English language.

The type of applied research can be defined according to the criteria of Chávez (2007) as:

The type of applied research has as its main purpose to solve a problem in a short period of time. Aimed at immediate application through concrete actions to face the problem. Therefore, it is directed to the imminent action and not to the development of the theory and its results, through precise activities to face the problem (p. 134)

For their part, Hernández et al (2006) suggest that this study can be identified as the type of research that has practical purposes, because it solves problems detected in an area of knowledge. It is linked to the appearance of specific needs or problems and the researcher's desire to offer a solution to these. (p. 103).

3.2 Temporal dimension

In this investigation, the time of reference in which the research data will be collected it will be from August 2020 To March 2021. It is therefore which is considered cross-sectional research because “its purpose is to describe a variable and analyze its incidence and interrelation at a given moment. They can encompass several groups or subgroups of people, objects or indicators”. (Hernández et al, 2006, p. 128)

According to Risquez et al (2002) propose that in cross-sectional research:

the variables are studied simultaneously, in a given moment, making a cut in time, in this time it is not important; that is, the status of the object of study is investigated for a relatively short time by making comparisons and examining the factors that influence it. (p. 45)

3.3 Framework

For the purposes of this research, it is intended to establish a mega framework, considering that the impact it is intended to have will be social. In this line Cívicos y Hernández (2007) mention the following:

At this level, the results are defined in terms of the desired social impact; where the expected results derive from an ideal vision of society based on which the mission of the organization and its members are defined. Mega results include those social indicators that impact the minimum ideal vision through the growth and development of society, the market and customers, stability and social progress, among others. (p. 27)

3.4 Nature

Considering that the objective to be achieved in the research is qualitative the perspective of Barrantes (2014) is taken as a reference, who states that: “It mainly studies the meanings of human actions and social life ... the data is generally treated in an explanatory way” (p.87)

From this perspective, the use of the qualitative approach allows the collection of facts, narratives and documentary review, considering the experiences and perspectives of the subjects participating in it, thus achieving the general objective.

3.5 Character

This research is descriptive in nature, considering that the description process is not only about obtaining and accumulating data and interpreting it, but is also related to existing conditions and connections, practices that have validity, people's opinions, points of view, attitudes that are maintained in the investigative process.

About this Samaja (2002) explains the following concept:

The purpose of the researcher is to describe situations and events. That is, to say how a certain phenomenon is and manifests itself. Descriptive studies seek to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis. They measure or evaluate various aspects, dimensions or components of the phenomenon or phenomena to be investigated. From a scientific point of view, describing is measuring. That is, in a descriptive study, a series of questions is selected and each one of them is measured independently, in order to describe what is being investigated - and worth the redundancy. (p. 51)

3.6 Subjects and Sources of Information

3.6.1 Subjects.

For the purposes of this research, the research subjects will be 11th grade students and teachers of at the Luis Dobles Segreda High School of San Jose. According to Hernández, Fernández y Baptista (2014): "The population: set of elements that have characteristics in common ... They can be finite or infinite" (p. 165).

3.6.2 Study unit

The sample in a sample investigation is a subgroup of the population from which the data are collected and must be representative of that population. From this perspective Hernández, Fernández y Baptista (2014) they mention that: "It is seldom possible to measure the entire population, so a sample is obtained or selected and, of course, it is intended that this subset is a faithful reflection of the entire population." (p. 240).

Considering the characteristics of this research, given its qualitative approach, the sample is classified as non-probabilistic, composed of 30 11th grade students and the teachers in charge of teaching listening.

3.6.3 Primary sources.

According to Monje (2011) "it is a personal writing referring to their own experiences, research and results" (p. 75). Based on the above, said sources provide a clear description of an object of study, since the experience itself and the events observed by itself are taken as a reference.

For the purposes of this research, the primary information sources correspond to the information provided by teachers and students regarding the object of study. Hernández, Fernández and Baptista (2014), define that the primary sources of information are direct sources, are those that provide first-hand information, books, magazines, newspapers, articles, monographs, and theses can be considered. (p, 167).

3.6.4 Secondary sources.

The secondary sources are intended to complement the primary sources of information. In this regard, Monje (2011) defines them as “description of the study by a person who did not participate in the research, or different from the original researcher... information is obtained from another person, book or material” (p.76).

The secondary sources that provide a theoretical foundation for this research are the following: scientific articles, thesis and books.

3.7 Techniques for gathering information

According to Yin (2014):

Six sources can be used for collecting evidence in a case study: documents, record keeping, interviews, direct observation, participatory observation, and physical artifacts. Through them, they seek to obtain different perspectives on an event or behavior. (p.25)

For this research, two techniques will be applied for data collection: the focus group technique and the Semi-structured interview

3.7.1 Focus group.

For the purposes of this research, it is sought to establish a space that facilitates the emergence of attitudes, feelings, beliefs, and reactions of the subjects under study. For this reason, focus groups facilitate the presentation in a group context, a multiplicity of processes that allow the researcher to obtain accurate information about what the subjects feel. (Gibb, 1997)

According to Morgan (1997), focus groups are a technique for collecting information that is generated as a product of the interaction of a group of people, and whose content deals with a topic that has been determined by the researcher.

This technique will be implemented with the purpose of obtaining, from the point of view of the students, information that allows responding to the objectives that have been established for this research. It should be considered that due to the pandemic generated by the COVID-19 virus, this process will be carried out through digital platforms for communication.

Taking as reference the perspective of Sutton and Varela (2012), the following criteria have been established:

- Criterion Group interview Focus groups
- Number of participants 6-10
- Objective Opinions experiences
- Structure level
- Depth of experience
- Scope of experiences
- Level of participation of the moderator

Considering that the total population is 30 students, 3 focus groups of 10 people each will be established.

3.7.2 Semi-structured interview.

In the context of a research of a qualitative nature, the interview offers a more personal perspective, an aspect that facilitates obtaining information on events and points of view that allow debate and provide research richness.

According to Hernández, Fernández and Baptista (2014), the questions in an interview are very important because they help to exemplify and contrast the information obtained from the analysis of the documentary sources with the data provided by the research subjects. In this regard, Denzin and Lincoln (2005) state that the interview is "a conversation, it is the art of asking questions and listening to answers." (p.643) The characteristics of this technique make it applicable to people of different backgrounds, genders, races, and cultures.

When referring to the semi-structured interview, Hernández et al, (2014) state that these "are based on a guide of issues or questions and the interviewer is free to introduce additional questions to specify concepts or obtain more information" (p. 403) .

It should be considered that for research purposes, this technique will be used with teaching staff.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis and Interpretation of Data

This chapter presents the results obtained through the application of the instruments and techniques for the collection of information. For this, the responses provided by the research subjects are considered and analyzed.

The analysis of results is one of the most important sections in an investigation, because thanks to the data obtained, they can establish proposals for improvement to strengthen the teaching and learning process of English Language.

According to Hernández et al (2014) who state that this process is defined as "the close link that exists between the composition of the sample, data collection and analysis" (p.427).

In this line, it is important to indicate that for the purposes of this research, the development of a focus group had been established to obtain the data from the students, however, due to restrictions of the Luis Dobles Segreda High School, an instrument composed of open questions and a Likert scale to assess some statements.

From this perspective, this instrument facilitates the compilation of both qualitative and quantitative data. With regard to qualitative data, descriptive information is obtained about the facts and the sources of information that are the research subjects. On this, Hernández, Fernández and Baptista (2014) mention that "It uses the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process". (Hernández, Fernández, Baptista, 2014, p.7).

Regarding the quantitative data, Hernández et al, (2014) mention that:

In all quantitative research we apply an instrument to measure the variables contained in the hypotheses (and when there are no hypotheses, simply to measure the variables of interest). That measurement is effective when the data collection instrument actually represents the variables we have in mind. (pp. 200-201)

From this perspective, this study combines instruments for the collection of information that are both qualitative and quantitative, therefore, for the purposes of integration and analysis of the results obtained, it is established that the mixed research approach allows meeting the objectives of this investigation.

Regarding mixed research, Creswell (2009) cited by Hernández et al (2014) who mentions that in this type of research the data obtained by both methods are compared or mixed in the analysis phase, to provide a broader view of the phenomenon studied. (p.559)

4.1.1 Questionnaires.

It is important to mention that for the purposes of this research, the development of focus groups with the students had been initially determined, however, due to restrictions of the educational institution, it was necessary to adapt the focus group guide and establish a questionnaire to be answered by them.

The instrument is composed of 4 open questions and a Likert scale with 15 statements regarding the training process that students receive in English class.

Regarding the first section of the instrument, the following questions were established for open response:

1. How do you feel in English classes? Explain
2. What do you like best about this class? Explain
3. What do you like least? Explain
4. If you could change something about your English class, what would you like to see changed? Explain.

For the purposes of the respective analysis, response categories were established per question. In this way, the interpretation of the data obtained is facilitated. The analysis will be carried out by question and showing the categories of responses identified.

Question 1: How do you feel in English classes? Explain

Results: Based on the responses obtained, it was evidenced that for the students the teaching methodology is good and they feel good; however, some of these report that they do not feel comfortable with the class, which is why they may feel bad, stressed and confused.

Along these lines, it is important to mention that learning a new language can become a complex process for students as it implies knowing new forms of expression, vocabularies and concepts that are unknown to them. For this, the following table presents the question with the identified response categories

Table 1 Systematization question 1

How do you feel in English classes? Explain
The teaching methodology is very good, very comfortable
Well, you don't understand listening and speaking it
Bad, stressed, compromised, confused
Well, without being able to conjugate, pronounce, or understand
Total

Question 2: What do you like best about this class? Explain

Results: Regarding this question, it was interesting to identify how, for the students, the development of practical activities in which they could interact with their classmates were the elements to which they gave greater importance and determined as what they liked the most about the class.

From this perspective, it should be considered that, in learning processes, considering that human beings are by nature social, new knowledge is acquired more easily in processes of social interaction. That is why for students, activities that facilitate

sharing experiences are very useful and preferred. This can be seen in the following response table:

Table 2 Systematization question 2

What do you like best about this class? Explain
You learn with practical exercises, exhibitions
I like to learn, share and interact
Everything costs me
The teacher's way of explaining
Videos and audios
Read and make sentences

Question 3: What do you like least? Explain

Results: Related to the answer to the previous question, regarding what students like the least in English classes, it was identified that the academic activities of Reading, writing and theory are the ones that they least like. However, it should be considered, as evidenced in the previous question, that students prefer activities in which they have a greater participation, that is, they want to have a more active role in the classroom.

Other evaluations that attract attention are related to the development of activities in which the student can feel publicly evaluated. Along these lines, it is clear that in the training process the teacher has a transcendental role both in facilitating the acquisition of knowledge and in strengthening the student's attitudes and skills.

Likewise, it should be noted, based on the students' responses, that in the context of the class other situations arise that for some of them are significant in their training process. The recurrent use of Spanish and teaching and learning methodologies that put the student in a passive position are factors that they do not like.

The following table shows the categories established according to the students' responses.

Table 3 Systematization question3

What do you like least? Explain
Reading, writing and theory
Exposition, activities and questions
I like everything
Teaching is very basic
I do not understand and it becomes difficult
Repetitive and short time
That spanish be spoken
Listening to the teacher speak for a long time
Nothing

Question 4: If you could change something about your English class, what would you like to see changed? Explain.

Results: The answers provided by the students regarding this question show that an aspect that would imply a significant improvement for the teaching and learning process of these would be the implementation of new methodologies that allow the development of more practical and dynamic activities that favor student participation.

Another element that must be considered, according to the student's perception, has to do with the incorporation of technology in the activities carried out by the teacher and the importance for them that the classes are taught entirely in English only.

The categories established from the students' responses are presented below.

Table 4 Systematization question 4

If you could change something about your English class, what would you like to see changed? Explain.
More practical, dynamic and comfortable activities
Speak more in English and other learning methodology
That technology is used more
More interactive participation and dialogues

Nothing
It is explained in both Spanish and English
Learn about new topics and explain themselves better
Less videos and writing
Everything and the schedule
Less boring than listening to the teacher talk

Question 5: What do you consider to be your strengths regarding your listening and comprehension skills in English?

Results: Regarding this question, the responses of the students show that from their perception one of the main strengths they have is to be able to relate a concept, image or idea with the corresponding definition. However, there are some students who indicated that they do not consider they have any strengths regarding listening and comprehension.

This last aspect is very important, because the teacher, in addition to the training process that he takes with the students, must identify that the personal strengthening of the student because this in one way or another is reflected in the performance that he can have in the classroom.

Next, the analysis of quantitative data produced by the Likert scale is presented, whose purpose was to assess some statements regarding the teaching and learning process in English lessons.

Table 5 Systematization quantitative data

Affirmations	Totally agree	In agreement	Neither agree nor disagree	In disagreement	Strongly disagree
Before listening, I find it difficult to predict from the images what I hear	12,12%	18,18%	36,36%	21,21%	12,12%
I find it difficult to relate what I hear to something from an earlier part of the auditory text	18,18%	27,27%	15,15%	36,36%	3,03%
As I listen, I am having trouble establishing a meaningful personal association with the new information.	21,21%	42,42%	21,21%	9,09%	6,06%
During listening, I have difficulty verifying if I understand correctly the meaning of all the fragments of the listening text	9,09%	48,48%	33,33%	3,03%	6,06%
When I listen to texts in English, I have difficulty hearing the main idea of the text	18,18%	21,21%	39,39%	21,21%	0,00%
I find it difficult to focus on the text when I have trouble understanding	27,27%	21,21%	30,30%	15,15%	6,06%
While listening, I find it difficult to guess the meaning of unknown words by linking them with known words	12,12%	24,24%	42,42%	9,09%	12,12%
I find it difficult to make a mental summary of the information obtained by listening	21,21%	30,30%	36,36%	12,12%	0,00%
While listening, I have a hard time checking my understanding of the text based on what I know about the topic	27,27%	15,15%	30,30%	24,24%	3,03%
When thinking about the meaning of unfamiliar words, I neglect the next part of the auditory text	15,15%	45,45%	27,27%	9,09%	3,03%
I have a hard time remembering the meaning of words that sound familiar to me	9,09%	39,39%	30,30%	15,15%	6,06%
I find it difficult to quickly remember words or phrases that I just heard	30,30%	36,36%	15,15%	9,09%	9,09%
I find it difficult to really focus on listening	21,21%	21,21%	45,45%	9,09%	3,03%
I have difficulty understanding the listening text because I don't know what strategy to use while listening	33,33%	24,24%	27,27%	12,12%	3,03%
I have difficulty understanding a listening text because I cannot understand every word I hear	27,27%	27,27%	27,27%	15,15%	3,03%

Regarding the first statement “Before listening, I find it difficult to predict from the images what I hear”, it should be noted that the response percentages of the students who answered affirmatively (Totally agree, in agreement) and those who indicated that they disagreed with this statement (in disagreement, strongly disagree) presents similar percentage values. In this regard, 30.30% indicated that they are Totally agree and in agreement with the statement and 33.33% indicated that they disagreed and strongly disagree.

This first element of analysis is very important because one of the basic aspects of the listening and comprehension process, as if the student manages to relate what he hears with the respective image, a cognitive process of association is evidenced that is basic and necessary. for mastering a language other than the native one.

In line with the above, the following analysis variable "I find it difficult to relate what I hear to something from an earlier part of the auditory text", was intended to assess whether the student manages to relate auditory elements with their textual referent. In this regard, 45.45% of the students indicated that they were totally agree and in agreement with this statement, while 39.39% indicated that they disagreed and strongly disagree.

The previous statistical data show that for a significant percentage of the students the listening and comprehension process is complex, therefore, there is no understanding of what the teacher indicates and what they hear in the exercises in which audios are used.

Regarding this last aspect, the following assessment shows that there are difficulties in the listening and comprehension process of the students because when evaluating the following statement "As I listen, I am having trouble establishing a meaningful personal association with the new information", the 63.64% are totally agree and in agreement with the statement, while only 15.15% claim to disagree and strongly disagree with this valued aspect.

As previously indicated, it is important for the student to be able to associate the ideas, concepts and vocabulary that he learns in the educational process, in such a way that learning a new language, such as the English language, will be more significant. In this sense, it is possible that the teaching and learning strategies are not generating significant learning in the student.

In line with the above, the following statement shows the difficulties with understanding that students present, since they cannot identify if they adequately understood what they heard in a listening exercise. In this regard, the valued variable was "During listening, I have difficulty verifying if I understand correctly the meaning of all the fragments of the listening text".

The percentage response values were 57.58% indicate to be totally agree and in agreement with the statement, on the other hand, only 9.09% stated that they disagreed and strongly disagree with this valued aspect.

Regarding the statement "When I listen to texts in English, I have difficulty hearing the main idea of the text", 39.39% of the students indicated star totally agree and in agreement with the indicated, while 21.21 % claims to be disagreement and strongly disagree with this valued aspect.

Based on the response percentages, it is clear that one of the main difficulties that students present lies in understanding what they are hearing, that is, they cannot associate concepts, content and meaning.

Likewise, in the following statement "I find it difficult to focus on the text when I have trouble understanding" it can be understood that the student by not understanding what he hears, what is stated in a text or exercise is blurred and prefers to pay attention to other aspects not related to what class was intended to develop. In this line, 48.48% of the students indicated that they were totally agree and in agreement with this statement, while only 21.21% stated that they disagreed and strongly disagree with this valued aspect.

Another of the variables analyzed corresponds to "While listening, I find it difficult to guess the meaning of unknown words by linking them with known words", it shows that 36.36% of the students totally agree and in agreement with this statement and the 21.21% affirm to be disagreement and strongly disagree with this valued aspect.

Based on these results, it is evidenced that students have difficulties to understand both what the teacher explains to them and what should be done in the assigned exercises.

In this line, in the following statement "I find it difficult to make a mental summary of the information obtained by listening", the results of the responses provided by the students coincide with what has been evidenced in this study in the sense that the Students find it difficult to understand and apply the knowledge acquired in English classes. From this perspective, it is clear that it is difficult for them to summarize the knowledge acquired in listening.

In this regard, the results were as follows: 51.52% of the students indicate they are totally agree and in agreement with this statement and only 12.12% claim to be in disagreement and strongly disagree.

Likewise, when evaluating the following statement "While listening, I have a hard time checking my understanding of the text based on what I know about the topic", the students' responses again show a lack of understanding of the activities, exercises, readings and audios that are used in classes to strengthen listening and comprehension competence, makes it difficult for them to make an assessment of what they have learned and understood regarding a specific content or topic.

Regarding this, it should be considered that 42.42% of the students indicated that they were totally agree and in agreement with this statement and 27.27% were disagreement and strongly disagree.

In the following variable "When thinking about the meaning of unfamiliar words, I neglect the next part of the auditory text", it is important to consider that this may be a common element that is repeated in many cases of students as they are in the learning process of a new language whose terms and sounds may be unknown, therefore when faced with an exercise in which unknown words are presented to him, he may neglect other important elements of what a sentence in a class exercise may indicate.

Regarding this, with respect to the percentage values, 60.61% of the students indicated that they were totally agree and in agreement with this statement, while 12.12% indicated that they disagreed and strongly disagree with this valued aspect.

In the evaluation of the variable "I have a hard time remembering the meaning of words that sound familiar to me", what has been stated in relation to the disconnection that exists between what students should be learning in the processes is again reinforced. of listening and comprehension and what they learn, since in the answers to this assessment a high percentage of the students cannot execute an exercise such as the one presented in the evaluated statement.

In this regard, the percentages of the answers provided are 48.48% indicated that they are totally agree and in agreement and 21.21% indicate that they disagree and strongly disagree with this valued aspect.

In relation to the following analysis variable "I find it difficult to quickly remember words or phrases that I just heard", the answers provided by the students present the following percentage values. 66.67% indicated that they were totally agree and in agreement and 18.18% indicated that they disagreed and strongly disagree with this valued aspect.

Regarding the statement "I find it difficult to really focus on listening", the responses provided by the students show that for 42.42% of them this is a complex process as they indicated that they are totally agree and in agreement, while only 12.12% of them indicated that they disagreed with this valued aspect.

In the following statement "I have difficulty understanding the listening text because I don't know what strategy to use while listening", it is evident that an additional element that must be considered in the teaching and learning processes of a second language is the incorporation of student strategies. In addition to learning new concepts or linking vocabulary to phrases, you can understand how to use them effectively and employ a strategy to implement in case it is difficult for you to understand what you are hearing.

Based on the above, the percentage values obtained from the responses are as follows, 57.58% of the students indicate that they are totally agree and in agreement with the statement, while only 15.15% of these indicated that they disagree (are in disagreement) and strongly Disagree with this valued look.

Finally, in the analysis variable "I have difficulty understanding a listening text because I cannot understand every word I hear", the responses obtained showed the following percentage values. 54.55% of the students stated that they were totally agree and in agreement with the statement, while 18.18% indicated that they disagreed with this valued aspect.

4.1.3 Teachers Questionnaire.

The purpose of this instrument was to know the perception of the teacher in charge of the course regarding the teaching and learning process and the difficulties that students face in the listening and comprehension processes. For this, 8 open questions and 3 assessments were established on a Likert scale.

The list of open questions is presented below:

1. What were your language learning goals for the students in this class?
2. What percentage of time did you devote to: listening; speaking; reading; writing; in this class?
3. This course featured explicit, integrated listening strategy training. Given

the choice, how would you prefer to teach listening strategies: implicitly or explicitly? Integrated or separately?

4. What are the suggested solutions to help your students become good listeners and overcome the negative attitudes?
5. Do you feel students learned to use these strategies? Why or why not?
6. Do you think your students will be able to use these listening strategies in the future? If yes, please give one example
7. What issues arose for you when explaining the listening process to students?
8. What issues arose for you when explaining the listening strategies in class?
9. What are the difficulties you encounter in teaching listening comprehension?
10. Would you like to change anything about the listening component in this course?

Question 1: What were your language learning goals for the students in this class?

Results: Regarding the first question, the teacher indicates that "My goals for students in this class are focused on developing the four English skills to let them have a good command of the language", in this line it is understood that the entire teaching process and learning is structured in such a way that the teacher develops the thematic content in an orderly manner to effectively meet the objective set by the teacher.

Question 2: What percentage of time did you devote to: listening; speaking; reading; writing; in this class?

Results: Regarding this question, the teacher indicated "I would say a little amount of time, probably 15%". From this perspective, it is important to consider that in many cases teachers in educational institutions must be concerned about strict compliance with the thematic content assigned for each school week. That is why it is possible that it is difficult for the teacher to dedicate more time to these specific activities and must make a very calculated distribution of the school period.

Question 3: This course featured explicit, integrated listening strategy training. Given the choice, how would you prefer to teach listening strategies: implicitly or explicitly? Integrated or separately?

Results: In relation to this question, the teacher answered that "I would prefer to teach listening strategies in an integrated way." From a perspective, it is important to consider that the teacher's experience leads her to select the techniques that best suit her classroom reality. However, it should be considered that based on the responses provided by the students, the results obtained may have little impact on the student's training process.

Question 4: What are the suggested solutions to help your students become good listeners and overcome the negative attitudes?

Results: Based on the response provided by the teacher "I try to convince them that we learn a language listening to others speaking it in the same way we learn our native language", it is evidenced that the teacher is clear that there is a difficulty on the part of the students to understand and correctly execute the listening and comprehension processes, however it is also important to mention that in this line the students consider it important to integrate new methodologies that facilitate this process and that give them a more active role.

Question 5: Do you feel students learned to use these strategies? Why or why not?

Results: In relation to this question the teacher indicates "I think that nowadays students are focused on other things, it is difficult to have them motivated and interested in learning not only English, but everything they can learn at school. I would say it happens not only in the English class, but for other subjects too. As a teacher try to do the best for my students, but when I see the reaction of most of them, I feel unmotivated. "

Along these lines, it is clear that teachers face a complex challenge, since students are currently exposed to a lot of information that greatly makes it difficult for them to focus on the processes and activities in which they participate, however, in this aspect it should be considered that New methodologies that are more attractive to the student must be incorporated in the teaching exercise. Based on this, the responses provided by the students reflect that this need is real.

Question 6: Do you think your students will be able to use these listening strategies in the future? If yes, please give one example

Results: In relation to this question, the answer provided by the teacher "I think that motivating my students is a way to make them interested in the developing of at least some listening", raises two elements that are the object of analysis. The first refers to the fact that the teacher's response indicates fatigue and that he or she tries to ensure that his students can learn. The second aspect refers to the fact that this lack of interest is strictly related to the student's motivation, however, as has been evidenced in this research process, there is disinterest largely due to the teaching and learning strategies implemented.

Question 7: What issues arose for you when explaining the listening process to students?

Results: The answer given by the teacher "I always tell them that it is important to look for an appropriate place to practice listening because sometimes they try to practice after tasting lunch which affects their ability", reflects a clear interest of the teacher in getting the student can effectively develop listening activities and practices. Based on this, it is

worth mentioning that the socioeconomic situation of many students can also make the training process difficult because family conditions make it difficult to access a specific space for the development of tasks or activities assigned to students. For this reason, it is important that the teacher manages to develop a space for learning and personal growth in the classroom.

Question 8: What are the difficulties you encounter in teaching listening comprehension?

Results: Regarding this question, the teacher's answer was "One of the biggest difficulties is that most of the students get scared when they are given listening exercises and also, I would say the quantity of students because in some cases there are forty or more in a group. " Based on this response, it can be identified that it can be difficult for students to feel exposed in front of their classmates when listening exercises are performed, for this reason the teacher considers this a factor that can influence as a difficulty for them. It is worth mentioning that in this line there are methodologies that allow the participation of students in class activities in an active way and that take advantage of the interaction processes between peers for the development of activities. Likewise, from this methodology, it is not only the teacher who gives feedback to the student, but also their classmates participate in this process.

Question 9: Would you like to change anything about the listening component in this course?

Results: In this regard, the teacher indicated the following "I would like to practice more the listening skill, but I want to do it in a different way, for example dividing the class into subgroups based on their level comprehension because in that way everybody is going to improve the skill. " Based on the response given by the teacher, it is evident that he is interested in incorporating new ways of working that help with the strengthening of the listening skill.

Next, the assessment carried out by means of three questions in Likert format is presented, on this it should be considered that the purpose of the questions was to assess the teacher's perception in relation to the effectiveness of the explanations, the activities developed and the selected materials.

Regarding the first question How effective were the listening explanations? the teacher indicated that these were very effective. Regarding the second question How effective were the listening activities? The answer given by the teacher states that they were effective. Finally, he asked himself; how effective were the listening materials? He affirmed that the material was effective, in terms of meeting the class objectives.

CHAPTER V
CONCLUSIONS AND RECOMMENDATION

5.1. Conclusions

This section presents the main conclusions obtained based on the analysis of results carried out on the information obtained through the research instruments developed for this.

5.1.1 Regarding to the problem formulation.

In conclusion, in the current context, beyond the consequences generated by the pandemic, students present difficulties in understanding English. In this sense, it was possible to identify how there are aspects that refer to the motivation and interest of the student in the activities that are developed in the classroom and others that have as a base element the teaching and learning strategies that the teacher develops within the classroom that into a large extent they promote or reduce the interest and effectiveness of the student in the training process.

In this line, it is clear that students, belonging to a generation in which access to information has been facilitated, require more active training processes where they play a leading role and the activities carried out are linked to everyday life processes.

5.1.2 Regarding to the general objective.

It is concluded that the students, about listening comprehension, present difficulties that can affect their training process. In this sense, the students clearly state that there are difficulties in understanding, analyzing, and synthesizing what they have learned in the English sessions. Being an element that must be considered the need to incorporate new teaching and learning methodologies that promote an active participation of the student and in turn facilitate the incorporation of the teacher to a dynamic in which there is more empathy and knowledge is generated thanks to the social interaction and the activities that the students carry out daily.

Thanks to the incorporation of new activities, students can lose their fear of participating or making mistakes. This implies a different approach towards the group.

5.1.3 Regarding to the first specific objective.

Regarding the first objective, as previously indicated, it is concluded that students have difficulties to understand, synthesize, analyze and relate the concepts and audios that they hear in English classes. From the perspective of some, it is not possible for significant learning to develop and the student therefore does not understand the meaning of the activities that are developed in class.

The foregoing is also associated with the affectation that students may present due to the fact that they do not feel part of the class, in addition to the fact that errors and corrections in public can be reflected in their self-esteem.

Other difficulties that could be evidenced have to do with the fact that the teaching and learning strategies used in the course are probably not being effective for the students, which is why they may feel bored during the class.

5.1.4 Regarding to the second specific objective.

Among the main causes that are identified are the teaching and learning methodologies implemented in the classes, since as has been previously established, these do not facilitate the active participation of the student and do not encourage the incorporation of elements of the student's real life, of their daily life for the development of the exercises. The list of elements of the student's daily life can facilitate their participation and learning in class.

5.1.5 Regarding to the third specific objective.

With respect to this objective, a proposal has been established for the implementation of six strategies to improve performance in of their listening comprehension

5.2 Recommendations

As a result of this research, the following recommendations are made:

1. It is necessary that at the state level measures are taken so that the number of students in each of the classrooms can be established with numbers that are manageable and that facilitate the teaching and learning process. From this perspective, authors such as Benbow, Mizrachi, Oliver & Said-Moshiro (2007), Toth & Montagna (2002) suggest that classes with many students generate difficulties for both the teacher and the students. Aspect that is reflected in the learning difficulties that can be generated especially when learning a second language.
2. Likewise, it is necessary for teachers to be updated with respect to new trends in teaching, to overcome the vision of lectures and, failing that, one can be implemented in which the student has a more leading role and the activities carried out can be linked to the realities of the students. In this line, it is worth considering the perspective of Carvajal-Portuguez (2013) who states that the reform introduced by the Ministry of Public Education of Costa Rica had the purpose of strengthening the teaching of English for the development of the country. Likewise, authors such as Rost (2005), Chang, ACS, & Millett, S. (2014), Field, J. (2008) and Hedge, T. (2000) suggest that a key element for strengthening this competence lies in knowledge and updating of the teacher to implement the most innovative teaching and learning techniques and also pedagogy to understand the realities and processes of the students.
3. It is recommended that the university be able to implement more research in this field to launch the review and update of educational methodologies.

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Listening comprehension

**STRATEGIES TO BE IMPLEMENTED
TO ENHANCE THE STUDENTS'
PERFORMANCE**

**Christian
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Introduction

This document is intended to provide six recommendations that can be implemented by teachers to improve the listening skills of students. In this sense, it is important to consider the perspective of Rost (1994) who argues that listening comprehension is a thought process, in which listeners think about the meaning of what they hear, hence it is transcendental that the techniques used by the teacher facilitate and motivate the Student in this process. (p. 34)

Along these lines, Nunan (2004) argues that the curricular content, the activity that the teacher uses and the teaching pedagogy implemented must be interrelated in the teaching and learning processes. (p.45)

Therefore, it is necessary to implement methodological techniques in which the teacher focuses more on the process than on evaluations or qualifications. Along these lines, Long and Crookes (1993) states that tasks are units of analysis, which influence the nature of the design of the different types of tasks that can be implemented and the curricular content. (p.32)

Constituent elements of the proposal

According to Vovk (2016), for a listening process to be effective, the person must have clearly defined skills for recognition, identification and selection. From this perspective in the teaching and learning processes, students receive and process incoming information in two categories, ascending and descending. The first involves the knowledge of sounds and the meaning of words, a transcendental element for understanding what is heard. The second states that the subject has prior knowledge and experiences that allow him to understand the information received. (p. 261)

Based on the above, it is important that in the teaching and learning processes the teacher considers both the knowledge and previous experiences of the student with respect to the listening comprehension process, since these can be functional for the activities that in this context are developed in Classroom. In this line, Vovk (2016) states that:

According to the current research on oral comprehension, adults spend 40-50% of communication time listening. It means that students are involved in this activity more often than in other forms of oral communication inside and outside the classroom. (p.261)

That is why, in the current context in which students have the possibility of accessing different information and communication media, the strategies and techniques used by teachers to encourage them to listen and improve language may become insufficient.

However, Vovk (2016) mentions that it is important for the teacher to be able to connect with the students since the motivational factor has a lot of weight for their learning and therefore should not be neglected. Likewise, according to Vovk, it should be considered that motivation is also achieved through the activities and materials that the teacher uses during class, as well as the activities that the teacher assigns to be completed at home. On this the author mentions that:

In order to foster extensive listening, teachers can have students perform various tasks, for instance: to fill in the report forms listing the topic, to summarize the content of the recording, to write comments on cards or a student web site, in other words –to give students more reasons to listen (p.229)

In this line, updating the teacher and access to updated material, which should be considered does not necessarily imply an economic cost, represent an element that must be considered, an example of this is access to recorded materials,

which may refer to aspects that are close to the reality of the students. Similarly, from this perspective, according to Vovk (2016), the teacher must reinforce listening by repeating the auditory material used as many times as necessary so that the student can carry out the process of recognizing the association of sounds with words. That is why the author states that it is more beneficial for the student (p.263)

Another element that can be considered from those previously exposed refers to the fact that students increasingly demand an educational process in which the teacher encourages participation through the activities they develop in the classroom. Based on this, the linking of activities with experiences of daily life is transcendental. On this Vovk (2016), argues that it is important for the teacher to alternate different forms of student work, such as the following:

- 1) the teacher's reading aloud (it allows to hear the spoken version of written text, and can be extremely enjoyable if the teacher does it with conviction and style)
- 2) story-telling (at any stage of the story students can be requested to predict what is coming next, or be asked to describe people in the story, or pass comment on it in some other way)
- 3) 3) interviews (quite a motivating activity since students themselves think up the clarification questions and, consequently, are eager to listen for answers)
- 4) conversations (inviting colleagues to come to one's class and hold a conversation with them –about English or any other subject; students then have a chance to watch the interaction as well as listen to it) (p.263)

Stages of listening comprehension

The first stage, pre listening, aims to provide students with prior instructions about the perception of the text, determine if they identify the subject of the text, check the understanding of polysemantic sentences, idioms and phrases that could be misleading, unknown grammatical structures used in certain text and finally listen to and translate isolated fragments of text. (Vovk, 2016, p.264)

According to Vovk (2016) it is necessary for the teacher to keep the students motivated and “may include the complete or partial understanding of the received information, listening to and memorizing certain chunks of the text, inferring the meanings of the words and phrases from the context et al. ”(p.264)

During the second stage "while listening", this is easily recognized as it is while listening to the alien audio message. In this space the teacher makes the students listen to the text in two possible forms, complete text or by separate blocks. For this, it is necessary that students are always paying attention to the message and one way to do it is through diversified exercises. (Vovk, 2016, p.265)

For this space of the process Vovk (2016) mentions the following tasks that students could develop:

- 1) Listening to the text and completing the sentences
- 2) Listening to the text and singling out without any alterations the word combinations, which were used in it
- 3) Listening to the audio and providing equivalents for some words or phrases.
- 4) Entitling the heard parts of the text
- 5) Reconstructing the text with the help of key words or phrases
- 6) paraphrasing the received information
- 7) Following the given instructions (e.g. to add the details; to pinpoint the direction on the map; to complete the chart or scheme; to specify the key

points in the text)

- 8) Finding the discrepancy between the written and the audio texts
- 9) Identifying the peculiar features of characters, conditions, speaker's attitudes etc.
- 10) Completing/reproducing/amplifying the statements
- 11) Filling in the gaps. (p.265)

Finally, in the post-listening-stage what is sought is to examine how much of what is stated in a certain text is being understood by the student. In this sense, the exercises chosen can incorporate 3 different groups of tasks according to the objective of the unit. They are aimed at: evaluating the level of understanding of the text, the creative processing of the text and how the information received is used in communicative activities. (Vovk, 2016, p.265)

Volk (2016) raises in this sense some exercises that could be used for this:

- to accomplish true/false assignments
- to complete a multiple-choice test
- to do an alternative test (Yes/No)
- to answer the questions
- to divide the text into the semantic parts
- to reproduce the heard text in brief
- to provide one's own opinion as for the problem raised in the text
- to continue, expand or amplify the text.(p.266)

Recommended strategies for teachers to employ

In principle, a key element is that the teacher has a clearly defined objective for each of the techniques and strategies that they are going to implement. In such

a way that the student does not feel that time is wasting or, failing that, that the selected activity does not fit the purpose of the work session.

From this perspective, some techniques that can be implemented by teachers to strengthen listening comprehension are presented below:

TPR Method

This method was developed by Asher and suggests that for an input to be understandable, it is necessary to advance in listening comprehension to be able to speak a certain language that is not native. In this sense, the teacher instructs the students who do not speak this language, but do carry out the instructions that they have been told. When the students already acquired some basic knowledge they will begin to give directions to the other students. From this perspective, the Student learns through the modeling of the teacher and his classmates. It is important to indicate that this technique allows the Student to have a previous preparation, until he feels confident to be able to do it. (Torres and Alfaro, 2016, pp.28-29)

On this Torres and Alfaro (2016) argue that this method is based on the humanistic theory in which the Student coincides as an integral being, in such a way that education is a means for their personal growth, development of human values. In this line, this method allows there to be a recognition and understanding of others. Likewise, another characteristic aspect of this method is the use of activities for relaxation, self-control, self-confidence and trust in others, and solidarity. (Torres and Alfaro, 2016, pp.28-29)

SONGS AND CHANTS

According to Larraz (2008) cited by Torres and Alfaro (2016):

tracks contain authentic language, provides vocabulary and grammar, allow you to work the pronunciation and favor both the knowledge of the cultural aspects of the language of study, such as the Association of the

language culture. To all this we must add the power of music to stimulate the emotions, sensitivity and imagination without forgetting the consequences deriving from the capacity which possess the songs for attachment to our memory. (p.29)

This model allows the Student through music to learn basic aspects of their culture and differentiate them from the language they are learning. Also, through this technique, students can practice pronunciation, accent, phonetics and also reinforce grammatical structures.

Likewise, considering that it is complex for students to remain constantly focused on the activities that take place in the classroom, thanks to this technique it is possible to improve the teaching and learning process, since thanks to this the communication possibilities are strengthened. (Torres and Alfaro, 2016, pp. 28-29)

THE PLAY

The use of games in class can contribute to student learning, in this sense Haliwell (1993) states that "the games provide an opportunity for cooperation and the immediate response of the companions of class and the teacher" (p.58)

Along these lines, Toth (1995) states that the use of this technique must have a meaning and objective in the context of the classroom. In such a way that the class can become a space that facilitates communication between students. On this Toth (1995) mentions that "a game is an activity with rules, an objective and an important element of fun" (p.48).

Toth (1995) distinguishes that in the classroom context two types of games can be carried out, competitive games in which players or teams compete to be the

first to reach a goal and the second corresponds to games in which the Players or teams work cooperatively to achieve a goal. (p.48)

On this Elkonin (1984) states that "call game to a social practice consisting of rebuild in action, in part or in full, any phenomenon of real life apart from their real practical purpose" (p.75-76).

From this perspective, games facilitate the development of a pedagogy in which the Student becomes the central point to encourage them to participate in activities that promote the construction of knowledge, in which each Student progresses at their own pace, works as a team and also it becomes a technique that is enjoyable for students.

ART

From an integral approach, the incorporation of art in educational processes, facilitates that regardless of the student's learning style, through visual stimuli, he learns and concentrates on the respective activities.

According to Torres and Alfaro (2016):

Reproductions of pictures can be used in the form of postcards that can be used and returned to use in the classroom to explore and practice the language concerning forms, figures and colors, cultural histories, physical and mental landscapes and attitudes that they reflect. Artists frequently interpreted from within their own cultures; the students in contact with the artistic reproductions can be stimulated to examine the cultural perspectives of the artists and to form their own opinions, a process that will contribute to the development of language skills and the training of critical thinking. (pp.28-29)

FLASH CARDS

These are a very effective tool to strengthen students' memorization. Each letter used in this activity has two faces, on the front is placed the word, the date, the formula or the image that the Student must memorize. On the reverse is placed the definition, pronunciation or explanation of the problem used for this exercise.

Torres and Alfaro (2016) mention that:

Once the pieces are ready, you only have to take the set of tabs and based on the information that we have on the reverse side, we must guess the contained in the reverse. To find out if we have successful or not, only we have to flip the tab and see what is the right answer. (p.37)

This exercise can be applied as many times as the teacher deems appropriate.

USE OF COMMANDS

According to Torres and Alfaro (2016):

The use of commands in the teaching of the English language, is an important tool in this process since it combines with other tools and generates one sufficient stimulus as children, learn to listen, understand and respond to commands that are provided, each command is a stimulus that motivates a reaction either physical or verbal , generating memorial in children, so when using the tools of the command, therefore necessary to be constant, in order to generate the required repetition and achieve the expected learning. (p.38)