



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**MODALIDAD PRESENCIAL**

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de  
Licenciada en Pedagogía del Idioma Inglés

**THEME:**

---

“WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL”

---

**Author:** Palacios Naranjo María Elena

**Tutor:** Dra. Mg. Elsa Mayorie Chimbo Cáceres

Ambato – Ecuador

2021

## **SUPERVISOR APPROVAL**

I, Dra. Mg. Elsa Mayorie Chimbo Cáceres, holder of the ID 1802696458 in my capacity as tutor of the Research Dissertation on the topic: “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL” investigated by María Elena Palacios Naranjo with ID No. 180449976-0, confirm that this research meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

---

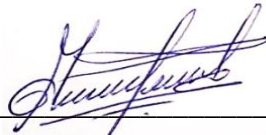
Dra. Mg. Elsa Mayorie Chimbo Cáceres

**Supervisor**

## DECLARATION PAGE

I declare this undergraduate dissertation entitled “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



---

María Elena Palacios Naranjo

ID: 180449976-0

**AUTHOR**

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y  
DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL” which is held by María Elena Palacios Naranjo, undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2020– February 2021 and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

**REVISION COMMISSION**

---

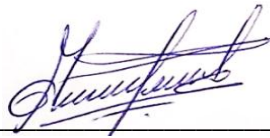
Lic. Mg. Dorys Cumbe  
REVISER

---

Lic. Mg. Ana Vera de la Torre  
REVISER

## **COPYRIGHT REFUSE**

I, María Elena Palacios Naranjo with I.D No. 180449976-0, confer the rights of this undergraduate dissertation “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL”, and authorize its total reproduction, or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



---

María Elena Palacios Naranjo

ID: 180449976-0

**AUTHOR**

## **DEDICATION**

To my beloved mother, brother, and sister, who have always encouraged me to achieve my goals. Especially, this work is dedicated to my brother Luis Rodolfo, who has always supported me to follow my dreams and never abandon them.

María Elena

## **ACKNOWLEDGEMENT**

Thank God for conceding me the strength and abilities to pursue and accomplish my dreams. I would also express my gratitude to Dra. Mg. Elsa Mayorie Chimbo, who provided me with her knowledge and guidance to achieve this work. As well as, I am highly thankful to all the professors of the major for sharing their knowledge and contributing to my professional development. Furthermore, I extend my acknowledgement to all my friends, who motivated me and trusted in me.

María Elena

## TABLE OF CONTENTS

SUPERVISOR APPROVAL .....	i
DECLARATION PAGE .....	ii
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN .....	iii
COPYRIGHT REFUSE .....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENTS .....	vii
INDEX OF TABLES .....	viii
INDEX OF GRAPHICS .....	ix
CHAPTER I .....	1
THEORETICAL FRAMEWORK.....	1
1.1 Investigative background .....	1
1.2 Theoretical framework .....	5
1.2.1 Independent variable .....	5
1.2.2 Dependent variable.....	10
1.3 Objectives .....	17
1.3. 1 General objective .....	17
1.3.2 Specific objectives .....	17
CHAPTER II.....	18
METHODOLOGY .....	18
2. 1 Resources.....	18
2.2 Methods.....	21
CHAPTER III.....	24
RESULTS AND DISCUSSION.....	24
3.1 Analysis and discussion of the results.....	24
3.1.1 Pre-test from control and treatment group.....	24
3.1.2 Post-test from the experimental and control group.....	25
3.1.3 Pre and post-test from control and treatment group.....	26
3.1.4 Survey analysis and interpretation .....	27



3.2 Hypothesis verification .....	32
3.2.1 Test of normality .....	32
3.2.2 Wilcoxon test .....	33
CHAPTER IV.....	35
CONCLUSIONS AND RECOMMENDATIONS .....	35
4.1 Conclusions .....	35
4.2 Recommendations .....	36
References .....	37
ANNEXES .....	40
Annex 1. Letter of commitment .....	40
Annex 2. Listening pretest for B1+ level .....	41
Annex 3. Survey validation by experts .....	44
Annex 4. Lesson plans .....	53
Annex 5. Activities for the intervention.....	59
Annex 6. Urkund report .....	68

## INDEX OF TABLES

Table N° 1. Pre-test average scores over 13.....	24
Table N° 2. Post-test average scores over 13 .....	25
Table N° 3. Pre and post-test average scores over 13.....	26
Table N°4. Vocabulary presentation before listening tasks .....	27
Table N°5. Pronunciation emphasis.....	28
Table N°6. Instructions for listening exercises .....	29
Table N°7. Times needed to comprehend an audio .....	30
Table N°8. Use of strategies to improve listening .....	31
Table N°9. Tests of normality .....	32
Table N°10. Wilcoxon ranges test.....	33
Table N°11. Wilcoxon statistics test .....	34

## INDEX OF GRAPHICS

Graphic N° 1. Pre-test average scores over 13 .....	24
Graphic N° 2. Post-test average scores over 13 .....	25
Graphic N° 3. Pre and post-test average scores over 13 .....	26
Graphic N°4. Vocabulary presentation before listening tasks .....	27
Graphic N°5. Pronunciation emphasis .....	28
Graphic N°6. Instructions for listening exercises .....	29
Graphic N°7. Times needed to comprehend an audio .....	30
Graphic N°8. Use of strategies to improve listening .....	31

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**THEME:** “Word recognition strategies in the listening skill”

**AUTHOR:** Palacios Naranjo María Elena

**TUTOR:** Dra. Mg. Elsa Mayorie Chimbo Cáceres

**DATE:** January, 2021

Abstract

For several foreign English learners, listening skill represents one of the most challenging language skills to master. One of the barriers that learners face when listening is the recognition of words in the connected speech, which obstructs the listening comprehension. The following work aimed to investigate the influence of word recognition strategies on the listening skill in students of the fourth level (B1+) of the English course at CTT de Los Andes Language Center. The study had a qualitative and quantitative approach and a quasi-experimental modality. The subjects of the study were thirty-eight students, to whom a survey and a listening pre-test and post-test adapted from PET test of Cambridge were applied. The subjects were divided into a control and treatment group with nineteen students each. To know learners' listening proficiency, the control and treatment group took the listening pre-test. Then, the treatment group had an intervention of five sessions, where students learned and used three word recognition strategies to develop the listening skill. In the end, the two groups took the listening post-test to compare if there was an improvement or not between them. The results obtained from the listening tests were analyzed using the Wilcoxon statistics test. Additionally, a survey addressed to students was applied, which contributed to the establishment of conclusions. The results concluded that strategies such as recognizing word stress, elaboration, and selective attention influenced the development of the listening skill.

**Key words:** English language, learning strategies, word recognition, listening skill.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

Even though the study has not been studied deeply, there were similar academic articles and studies that supported it. The researches aimed to demonstrate the importance of word recognition in listening comprehension as well as presented relevant information about the use of strategies to improve listening skills. These studies are placed in the educational field and in English as a foreign language learning area. To find these bibliographic resources, Google scholar tool, ResearchGate, ScienceDirect, and other websites were used.

The research carried out by **Dimassi (2017)**, with the topic “**Strategies and predictors of EFL listening comprehension**” aimed to compare the efficiency of cognitive strategy method and the metacognitive strategy based on instruction methods for teaching listening comprehension. The study also focused on vocabulary knowledge, word recognition, and working memory as variables that contribute to listening comprehension. The subjects of the study were 44 female English students at the University of Sharjah in the United Arab Emirates, who were separated into an experimental and a control group and took seven pre-tests and post-tests: a listening comprehension test, a vocabulary knowledge test, a metacognitive awareness listening questionnaire, an aural word recognition test, an orthographic word recognition test, and a working span test (Dimassi, 2017). This study had a quantitative approach and the data was measured using the Mann-Whitney U test and the Wilcoxon sign-ranked. The intervention took two-month where 25 lessons focused listening comprehension methods were taught. The experimental group learnt about metacognitive strategies-based listening comprehension method and the control group about the cognitive strategy-based listening comprehension instruction method. In the end, the results showed that students from the experimental group had improved their

listening comprehension skill by the application of metacognitive strategies. As well as, students mostly applied techniques based on metacognition strategies rather than cognitive strategies. Additionally, vocabulary knowledge, word recognition, working memory worked as predictors for listening comprehension.

Another investigation developed by **Ibrahim (2018)**, with the title “**Effectiveness of self-instruction strategy in improving word recognition skills for students with learning disabilities**” aimed to identify the effectiveness of self-instruction strategy in improving word recognition skills. The subjects of the study were 14 primary school learners with learning disabilities who were divided into control and experimental groups. Each group had 7 participants where a pre-test and a post-test were applied. The study was conducted to prove the development of word recognition skills in reading, but it also paid attention to spoken word recognition which involved listening skills. For the intervention, the experimental group studied self-instruction strategies to improve word recognition skills while the control group used conventional methods controlled by teachers. Self - instruction strategies involved cognitive as well as metacognitive strategies. The intervention lasted 25 sessions focused on distinguishing the spoken word skill, word formation, and merge sections skills. To measure and analyze the data collected from the pre-tests and post-tests, the Mann-Whitney test was applied. The results of the pre-test demonstrated that there were no differences in word recognition skills between the experimental and control groups. However, at the end of the research, it was established that self-instruction strategies had had an impact on word recognition skills since learners from the experimental group were able to recognize spoken words more easily. Therefore, self-instruction strategies were more effective for word recognition skills than conventional methods. Besides, the author considered that teachers must apply this kind of strategies in classrooms to improve learning abilities in all students.

The research conducted by **Ramli et al. (2019)**, with the topic “**Word recognition from speech, syntactic knowledge, metacognitive awareness, self-efficacy as determination for L2 listening comprehension**” had as objective to know how word recognition from speech, syntactic knowledge, metacognitive awareness, and self-efficacy contribute to L2

listening comprehension. The subjects of the study were 90 students of the second semester at the English department, UIN Maulana Malik Ibrahim Malang Indonesia. It was correlational research and used a multiple regression model to analyze the data collected from three tests and two questionnaires with Liker-scale. Word recognition from speech test assessed the number of words that learners were able to recognize from a spoken text. Syntactic knowledge test tested the level of students to recognize and judge correct or incorrect sentences for a target structure and to recognize and comprehend questions. Listening comprehension test was adopted from the TOEFL exam and assessed the listening comprehension skill of students using dialogues, narrative, and descriptive texts. On the other hand, the questionnaires asked about the metacognitive awareness and self-efficacy of learners to succeed in listening comprehension tests. The results demonstrated that the ability to recognize words, metacognitive awareness and self-efficacy of students contributed to L2 listening comprehension. It was also revealed that word recognition was linked to vocabulary knowledge; therefore, acquiring new words and using them facilitates listening comprehension. The same occurred with syntactic knowledge since recognizing the structure and meaning of sentences supported the understanding of aural input. Moreover, metacognitive and self-efficacy strategies helped learners to overcome listening tests.

The research developed by **Gang (2020)**, entitled **“Word recognition barriers in English listening comprehension among Chinese fee-free normal English majors”** indicated the main objective was to find out some concrete obstacles on word recognition in English listening comprehension among Chinese students. The sample of the study was 84 fee-free normal English majors studying at Inner Mongolian University for Nationalities who took a listening comprehension test and answered a survey related to their attitudes and strategies to succeed in listening skill. The survey revealed that 82 % of 84 students had problems in word boundaries and in distinguishing differences between words; 78% had problems in short and long vowel sounds; and, 80% did not understand phonological rules as well as had limited lexical knowledge. The results of the survey determined that the main aspects that obstruct word recognition in listening comprehension are phonological barriers and word segmentation barriers. The study

concluded that learners' mother tongue interfered in identifying the exact pronunciation of words and their meaning. Therefore, teachers should teach the correct pronunciation of phonemes to avoid negative transfer as well as train students in word segmentation skills to improve their listening comprehension. Moreover, students should learn new vocabulary by paying attention to phonological forms and their meaning.

**Namaziandost et al. (2019)**, conducted the research “**Listening comprehension problems and strategies used by intermediate EFL learners**” and aimed to check listening comprehension problems and strategies used among Iranian intermediate EFL learners as well as to investigate the relationship between listening problems and strategy usage among Iranian intermediate EFL learners is the final objective of the current study. It had a quantitative approach and developed a survey to collect the data. The subjects of the study were 60 randomly selected foreign English learners from a private language institute in Hamedan, Iran. To obtain the data that supported the study, a proficiency test and two questionnaires using Likert-scale were applied to students. Oxford Quick Placement Test was used to determine the level of English language of learners. On the other hand, the first questionnaire addressed to identify the listening comprehension problems of learners, and the second questionnaire focused on the use of strategies for listening comprehension. Descriptive and inferential statistical methods were applied to measure the data collected from questionnaires. Additionally, the Pearson correlational coefficient was used to determine the relationship of variables. The results concluded that the main problems that learners faced were those related to input and affect listening comprehension problems. Input problems such as accent, pronunciation, unknown words, and speed seemed to be the most frequent among learners. Affect problems were mainly linked to anxiety in listening tasks. On the other hand, the main strategies used by learners for listening comprehension were metacognitive.

**Hadijah et al. (2018)**, lead the study “**Listening comprehension strategies applied by English language learners**” whose objective was to describe what listening comprehension strategies used more often by English Students at University Islam Riau. It was a quali-quantitative research and used a questionnaire from Oxford to collect the

data. There were 37 participants in the study who answered the questionnaire related to cognitive, metacognitive, and socio-affective strategies for listening. The results obtained from the administration of the questionnaire had a qualitative and quantitative analysis. The findings demonstrated that learners were familiarized with the use of strategies for listening comprehension as well as tended to use cognitive, metacognitive, and socio-affective strategies according to their needs. Likewise, it was concluded that teachers should pay attention to learners when they develop their activities because they need to be guided in the use of strategies that facilitate their learning.

## **1.2 Theoretical framework**

### **1.2.1 Independent variable**

#### **Word recognition strategies**

Word recognition in a foreign language is a term linked to listening and reading skills mainly; however, for listening comprehension, word recognition represents a fundamental feature. Word recognition is an essential factor for listening comprehension in foreign language acquisition and its development (Ramli et al., 2019). The ability to identify a word from others in a phrase is a mental process that requires the activation of the internal lexicon of the learner (Grosjean & Byers-Heinlein, 2018). On the other hand, the term strategy in language learning refers to the ways or actions that learners select and use to learn a language (Spratt et al., 2011). Based on the information about the terms word recognition and strategy, it is possible to say that word recognition strategies involve those actions or operations that learners choose and apply to recognize certain words in a continuous speech.

In a foreign language, one of the major problems in listening is word recognition since unknown as well as known words are difficult to identify in a continuous speech, making communication difficult to achieve (Koster, 2019). This process represents a challenge for several foreign language learners especially due to the fact word segmentation skills need



to be developed. Learners need to analyze the sounds based on stress, rhythm, or intonation making it difficult to determine the spoken word and its meaning (Hurd & Lewis, 2008).

Recognition of words depends on many factors like physical properties, the number of words, the nature of words, and the ability to choose the spoken word (Frauenfelder & Tyler, 1987). Lexical activation is one of the most important aspects of this process because of the mental activation of the vocabulary of the listener. This process begins with the first sounds produced in speech, then the spoken word is activated at the same that other similar words, and finally, with the arrival of more information, the correct word is chosen (Grosjean & Byers-Heinlein, 2018). In this process also appears segmentation cues and acoustic-phonetic cues to support the identification of words; however, other aspects such as the articulation of words, familiarity, and extra-linguistic factors influence the speed of the recognition of a word (Grosjean & Byers-Heinlein, 2018).

Listening is an active skill that requires several activities and tasks to develop comprehension as well as it requires a variety of mental processes because of the internal discrimination of sounds, the activation of lexis, and the interpretation of words focus on external features like context (Namaziandost et al., 2019). Listening comprehension integrates the meaning of spoken words and gives to the listener interpretation of what the speaker said; therefore, the aural word recognition takes a fundamental role in the development of listening comprehension (Dimassi, 2017)

In listening comprehension, two main processes have been identified, top-down and bottom-up. The top-down process refers to the use of learners' background knowledge to comprehend the received information, and the bottom-up process focuses on familiar words and their sounds to understand the information (Hanifah, 2020). Drawing on the view of bottom-up processing for listening comprehension, word recognition implies retrospective and prospective procedures. It is retrospective because the identification of words and the activation of the mental lexicon are required, and it is prospective due to

the fact hearing a word allows listeners to anticipate the next word and create a proactive processing showing syntactic and semantic limits (Usó-Juan & Martínez-Flor, 2006).

Based on top-down processing, word recognition requires that listeners use their pre-packaged patterns of background knowledge stored in the memory to infer what a speaker could say (Usó-Juan & Martínez-Flor, 2006). This process is similar to a network where a node is activated and it triggers the others by the recognition of a word (Usó-Juan & Martínez-Flor, 2006). Based on these processes, strategies for listening comprehension include bottom-up and top-down strategies. Bottom-up strategies address to recognize stressed words and discourse markers, it means that this kind of strategy include tasks for phonemic discrimination and word recognition, whereas top-down strategies focus on predicting, deducing, and inferring meaning from context (Lintunen et al., 2019).

On the other hand, according to O'Malley and Chamot (1990), it is important to distinguish among learning, communication, and production strategies since learning strategies are more focused on language acquisition, while communication and production are linked to language use. Addressing foreign language acquisition three main groups of learning strategies have been identified: metacognitive, cognitive, and socio-affective strategies (Nhem, 2019).

Metacognitive learning strategies address the execution of receptive and productive language tasks where selective attention, planning, monitoring, and evaluation are mainly used (O'Malley & Chamot, 1990). Cognitive learning strategies in the foreign language are executive mental processes that involve information-processing skills like storing new information, deciding to rehearse information, elaboration, deduction, and use of problem-solving strategies (Schunk, 2012). The most representative cognitive strategies include rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, and elaboration (O'Malley & Chamot, 1990). Finally, socio-affective strategies such as cooperation, questioning for clarification, and self-talk are concerned with affective and interactional aspects using the target language (O'Malley & Chamot, 1990).

Due to word recognition involves a mental process where the learner requires the mental activation of the lexicon, analysis of sounds, and the use of stored knowledge, the selection, and determination of cognitive and metacognitive strategies are required. Likewise, taking into account the bottom-up and top-down processes in listening comprehension as well as based on the study of O'Malley and Chamot, it is possible to identify the following strategies as the most effective and appropriate for word recognition in listening skill.

#### Recognizing word stress strategy

Recognizing and using word stress strategy is part of the bottom-up strategies for listening comprehension. Besides, the stress of content words and the combination of sounds as part of word segmental strategies are essential in the word recognition process (Usó-Juan & Martínez-Flor, 2006). In English, there are two types of stress: word stress and sentence stress (Spratt et al., 2011). Word stress refers to the emphasis in the pronunciation of syllables within a word, and sentence stress addresses to those words that are pronounced louder and stronger in a sentence (Buck, 2001). Sentence stress is especially essential for English listening comprehension since stressed words contain the meaning and the most important information of the message (Spratt et al., 2011). In a sentence, content words such as nouns, main verbs, descriptive adjectives and adverbs carry the main stress, but function words such as conjunctions, prepositions, pronouns, or determiners are not stressed and do not carry relevant information (Wilson, 2008). In English learning, two of the most important aspects that support and facilitate listening comprehension are stress and intonation patterns (Buck, 2001). Therefore, being able to recognize stressed words in connected speech helps learners to identify important words which can have an important meaning for listening comprehension.

#### Elaboration strategy

Elaboration strategy associates the heard information to prior knowledge to fill in the gaps (Graham & Santos, 2015). This strategy needs previous knowledge of learners, which will

provide the basis to infer the meaning of an unknown word. This strategy requires the use of stored knowledge of learners so they can make a mental search and make a definition of a non-familiar word in that way learners will be able to make associations with the information presented in a passage (O'Malley & Chamot, 1990). Elaboration in listening comprehension uses knowledge related to the world, personal experiences, and self-questioning, and it also works with inferencing, imagery, and transferring strategies to get the meaning of an unknown word (O'Malley & Chamot, 1990).

Inferencing strategy is linked to elaboration strategy since it involves guessing the meaning from incomplete information, unknown expressions, unfamiliar use of words, or delivery problems (Graham & Santos, 2015). According to Wilson (2008), inferencing is a thinking skill where the listener deduces information drawing on what the speaker said and the previous knowledge of the listener. In foreign language learning, this strategy emphasizes in the use of clues and prior knowledge to get the meaning of unknown words or phrases; therefore, inferencing in listening comprehension takes an important role because learners can work out the meaning of unfamiliar spoken words and expressions drawing on the rest of information provided in the message or conversational context (Graham & Santos, 2015). Imagery strategy is also linked to elaboration strategy since the mental representation or an actual drawing help learners to associate and recall words, expressions, or phrases (Oxford, 1990). Finally, the transferring strategy also contributes to the elaboration strategy because of the association of L1 with L2. Transferring involves paying attention to some similar mother tongue words and cognates to suggest meanings of new words in the foreign language (O'Malley & Chamot, 1990). However, this strategy must be applied carefully since it only works well when language elements and concepts of L1 are directly related to L2; on the contrary, a negative transfer can produce a negative effect in the listening comprehension (Oxford, 1990).

#### Selective attention strategy

Selective attention belongs to metacognitive strategies. This strategy requires emphasizing on specific aspects of a passage or information that learners need to develop

a task so it focuses on hearing key words instead of every word from the message (Graham & Santos, 2015). Learners need to pay attention to unknown words as well as words that need clarification about their meaning, function, pronunciation, and difference among other parts of speech (O'Malley & Chamot, 1990). This strategy is linked to the bottom-up process since it asks for the comprehension of words and phrases while listening, it also involves the domain of phonological features like stress, intonation, rhythm, connected speech, and other linguistic features to get the specific information in aural input (Zheng, 2018). Selective attention strategy requires activities that involve chart completion, checking details, and others that require to pay attention to specific information (Oxford, 1990) this strategy is mostly used in intensive listening because of the need to look for detailed aspects in a conversation or dialogues.

These three mentioned strategies can be categorized as cognitive and metacognitive strategies and part of the bottom-up and top-down processes since it involves the recognition and distinction of words and phrases in a passage using stored knowledge and making associations to get the meaning. In short, word recognition takes a fundamental role in listening comprehension because of the need to identify spoken words. Due to the fact it is an essential factor, the selection and use of effective strategies are required.

Even though word recognition is not a topic that has been studied deeply and there is not enough information, the understanding of its importance in listening is fundamental since it is a process that helps in listening comprehension. Drawing on the cognitive strategies for learning as well as on the bottom-up and top-down processes, strategies related phonological aspects, use of previous knowledge, and lexicon mental activation seem to be the most effective for the improvement of listening skills.

### **1.2.2 Dependent variable**

#### **Listening skill**

Language by itself can be defined as a complex and essential skill for communication. In foreign language education, researchers have identified four basic language skills which

are listening, speaking, reading, and writing (Darancik, 2018). Some researchers have catalogued these skills as basic or fundamental skills, and others have named them as macro-skills. In addition, these skills can be categorized by the mode of communication and the direction of communication. The mode of communication refers if it is in an oral or written manner; while the direction of communication refers to the reception and production of a message. The four skills are essential for good communication, which have been classified in receptive and productive skills otherwise called as active and passive skills (Sreena & Ilankumaran, 2018).

Productive skills refer to the act of generating something making that speaking and writing belong to this group. To promote communication, learners need to generate language to express thoughts that can be done in and spoken or written manner. On the other hand, receptive skills are linked to the action of receiving and decoding information or messages. The term receptive comes from reception that involves the receiving and processing of information, the activation of stored knowledge, and the representation of meaning about what it was said in order to convey the communication (Council of Europe, 2011). Listening and reading integrate the receptive skills due to both skills receive a language and decode its meaning to be understood (Sreena & Ilankumaran, 2018).

In aural reception or called listening, learners receive and process spoken information generated for another person; in contrast, in visual reception or reading the learner receives and processes the information from written texts created by others (Council of Europe, 2011). Listening as well as reading demand the reception and comprehension of information, and for many language learners decode a message to promote communication among participants can result in a challenge (Broughton et al., 2003). Listening as one of the receptive skills requires a major effort due to the fact the learner receives a sound and make a meaning based on it so absorption and concentration are essential aspects for listening (Sreena & Ilankumaran, 2018). The training and development of listening skills allow learners to acquire a better communicative competence in the target language.

Listening is the first skill that needs to be activated because of its role in the comprehension of information to achieve effective communication (Hanifah, 2020). Listening is one of the most important skills in English language learning since it is the most widely used skill in communication (Usó-Juan & Martínez-Flor, 2006). It is a complex ability where the listener understands and interprets sounds, which requires attention, cognition, and memory (Eliza et al., 2019). For foreign English learners, listening has special importance in the domain of the language since it is the basis for the development of the rest of skills, especially for speaking skill (Eliza et al., 2019).

Even though in daily communication speaking seems to have the most important role, listening is the main component for oral production. It is because speaking a language requires the exposure of that language which is made through aural input. Brown (2010) states that in language acquisition oral production has to be as good as listening comprehension, but which ensures most the success is the aural input. It explains why in English standardized exams speaking and listening are together.

It is considered that listening has two main purposes, listening for gathering information and for pleasure. As part of these purposes, it is possible to identify four types of listening. Listening for gist focuses on catching the general idea of what was said; listening for specific information involves to pay attention to specific information in a speech, listening in detail requires to pay attention and recognize differences or errors in a spoken text, and finally, inferential listening requires to infer the meaning or feeling of the speaker (Wilson, 2008). These are some of the reasons why human beings listen to something, even though listening is an unconscious process most of the time.

### Difficulties in listening

Listening in English as a foreign language takes a fundamental role due to the fact learners acquire maximum knowledge through aural input. Even though its importance in a foreign language, listening is considered as the most challenging skill in language learning because of the difficulty to understand language input, process its meaning, and construct

new information to be transmitted through speaking (Hanifah, 2020). Like the rest of language skills, listening is one of the skills that foreign language learners have problems to develop as well as it represents a challenge for teachers due to linguistic, cognitive, cultural, and environmental factors that interferes in the perception of sounds and decoding (Eliza, Zaim, & Refnaldi, 2019).

According to Wilson (2008), the main problems that make listening difficult to master include characteristics of the message, the delivery, the listener, and the environment. In the listening process, a message is transmitted from the speaker to the listener, but the way how the content is transmitted influences the perception of the listener. In oral communication, linguistic characteristics such as pronunciation, phonological features, lexis, or grammar, and non-linguistic characteristics like context, text type, or cultural aspects can influence the listener and make listening difficult.

Another feature that causes problems in listening is delivery. Delivery refers to the way information is transmitted between the speaker and the listener. As part of the delivery, reciprocal and nonreciprocal listening takes an important role in communication. In reciprocal listening, there is an interaction between speaker and listener, and the information is transmitted more accurately. However, in nonreciprocal listening, the communication is less effective because the listener does not participate in the conversation with the speaker, for example, in talks from radio or TV. Other aspects that affect delivery in listening are the organization, numbers of speakers, and accent which difficult the conveying of the meaning of a message (Wilson, 2008).

Aspects related to listeners can also provoke problems in the development of listening skill. Each person has different abilities and capabilities to learn. The manner how learners acquire and understand information is linked with their multiple intelligences since each learner has his or her own learning style. It influences listening since some learners will have a major predisposition in listening to learn rather than other moods of learning. Likewise, cognitive, physical, emotional, and cultural aspects of the listener can interfere in the listening process.



Finally, aspects related to learners' environment such as temperature, noise, or physical conditions of devices influence the aural reception of information; however, another main aspect is related to memory in listening (Wilson, 2008). In the listening process, the activation of lexis is fundamental since it allows the internal selection of words to convey the meaning of a message, but foreign learners are not in the foreign language environment so words in listening tend to be difficult to recognize and store in the mind.

### Listening subskills

Listening skill contains subs-kills which are called macro and micro-skills. Micro skills are related to de discrimination of small linguistic units of a language, as well as be able to recognize chunks, contractions, linked words, and others (Brown, 2010). Additionally, macro skills are related to the meaning that a phrase, sentence, or a whole text has. It means that the listener must be able to infer and interpret the meaning from an oral text, dialogue, or speech (Brown, 2010). Listening is a complex skill that includes sub-skills that foreign language learners need to handle. Based on the purpose of this research, the following are the main subskills of listening that this work will emphasize:

#### Micro-skills

- Discriminate among the distinctive sounds of English
- Recognize reduced forms of words
- Recognize grammatical word classes, patterns, rules, and elliptical forms
- Recognize that a particular meaning may be expressed in different grammatical forms
- Recognize cohesive devices in spoken discourse (Brown, 2010).

Listening is a complex skill that includes sub-skills that second language learners need to handle. Regarding the micro and macro-skills, it is observable why several learners consider listening as a challenge. As part of receptive skills, listening is more difficult to develop than reading since the teaching and practice of listening is not highlighted in English courses.

## Extensive and intensive listening for training

Drawing on the previous information about listening and its difficulties, it is clear that listening requires effort and training of its subskills. In order to train this skill and achieve a better level of it, two types of listening practice have been identified: extensive and intensive listening. Extensive listening involves training to get the main idea in lengthy messages, while intensive listening focuses on the perception of phonological features and the recognition of parts of speech in a larger stretch of language (Brown, 2010).

Extensive listening provides a situation to use already studied materials as well as new and unfamiliar materials. The use of old materials means that learners use familiar lexis or grammar knowledge to represent the environment in which target language occurs, whereas the use of unfamiliar materials allow learners to get familiarized in an unconscious manner with new vocabulary, context, and grammar structures (Broughton et al., 2003). Extensive listening requires longer activities so materials such as recordings, videos, or interviews are commonly used. Likewise, activities in the extensive listening address to the comprehension of passages and get a general idea. As extensive listening take considerable time to develop activities, teachers consider that this type of listening must be developed in learners' free time rather than in the classroom that is why it is also called listening for pleasure (Wilson, 2008).

Intensive listening focuses on grammatical and lexical features of passage so it requires more attention and concentration. This type of listening is more controlled and focuses on specific points that is why it is practiced in the classroom. Intensive listening uses short audios like conversations or short talks where listeners need to pay attention to details and then complete activities based on the information provided. In order to get the correct information and meaning, listeners put more attention to phonology, grammatical structures, and vocabulary (Broughton et al., 2003).

Extensive and intensive listening practice allows learners to get a better level in listening not only with the purpose of being able to recognize words and understand the meaning

of aural input, but also they offer the exposure and use of language in the context and environment of the target language. Even though listening is practiced in classrooms most of the time, it is required that learners develop listening for pleasure to improve their skills in their free time.

### Assessing listening

Listening skill is often assessed with speaking skill since it was established at the beginning, learners need aural input to generate output. Even though these two skills depend on each other, in language learning listening requires to be assessed separately and explicitly. Different from speaking, listening is more challenging to assess than speaking because it is an invisible process (McKay, 2006). In fact, assessing listening requires that learners demonstrate an understanding of what they hear through their participation and oral production as well as by written production. In listening assessment, there are certain tests such as placement tests, progress tests, and achievement tests that test what learners learned in a period of time, and proficiency tests which measure the domain of the skill (Wilson, 2008). These tests are instruments that measure the performance and proficiency of the learner's listening ability.

On the other hand, in the teaching and learning process, there are two common types of assessment, formative and summative assessment. Formative assessment is a process that helps learners as well as teachers because of the information that it provides. This type of assessment evaluates the progress of learners and promotes their learning, additionally, it provides information to teachers so they can change or improve the way of teaching. The summative assessment focuses on grading and it is given at the end of a course or period of time so it addresses the accomplishment of learning objectives rather than the progress of students (Brown, 2010). These types of tests provide information about learners' performance and contribute to the teaching process.

Accordingly, listening skill is one of the most essential skills in language learning; however, it is still undervalued. Listening comprehension as part of listening skill requires

an active process since the discrimination of sounds and the gathering of ideas in an oral message is challenging to achieve, especially if learners have not had appropriate training. The most important aspect of listening is to recognize characteristics and differences among sounds as well as comprehend the grammatical structures. Therefore, listening represents a difficult ability to develop because of mental effort and process, but it is a fundamental skill to achieve communication in the target language. On the other hand, as listening is part of the English learning process, it needs to be assessed so different types of tests and assessments should be applied to measure learners' ability and domain of the skill as well as get information about how teaching and learning are being conducted.

### **1.3 Objectives**

#### **1.3.1 General objective**

- To investigate the influence of word recognition strategies on the listening skill in students of the fourth level (B1+) from CTT de Los Andes Language Center.

#### **1.3.2 Specific objectives**

- To determine the most effective word recognition strategies for the improvement of listening micro-skills on students.
- To identify the listening proficiency level of students of the fourth level from CTT de Los Andes Language Center.
- To analyze the effectiveness of word recognition strategies to develop listening micro-skills on students of fourth level from CTT de Los Andes Language Center.

## **CHAPTER II**

### **METHODOLOGY**

#### **2. 1 Resources**

##### **2.1.1 Population**

The subjects of the research were 38 students of B1+ level who were studying the fourth semester of the English language at CTT de Los Andes Language Center in the academic period November 2020 - March 2021. These students belonged to class “D” and class “K”. The students were divided into a treatment group and a control group with 19 students each. The two groups took the pre-test and post-test, but the intervention (experiment) was applied just to the treatment group.

##### **2.1.2 Instruments**

In order to know the level of proficiency of students a pre-test was applied to the treatment and control group. The first step involved the application of a pre-test to know the level of the listening skill of learners where a pre-test for B1 level was applied. The test was the Preliminary English Test (PET), listening section. According to the Common European Framework of Reference for languages (CEFR), it measures the ability to understand main points from different types of aural input as well as factual information through the identification of general messages and specific details (Council of Europe, 2011). The tested section was listening, parts 1 and 3. Part 1 of the test involved identifying key information from monologues and conversations, and part 3 intended to listen to monologues and complete information with specific words. There were 13 questions, each one over 1 mark. The test was applied using the Moodle platform from CTT de Los Andes Language Center, where students took the test. The results of the test were analyzed to know the level of listening comprehension of English learners. It allowed the accomplishment of specific objective number two.

The intervention part had 4 sessions of 30 minutes and 1 session of 40 minutes. For the intervention part, it was necessary to use activities according to the contents of Life B1+ student book and following the contents established for the fourth level. The types of question were of completion, multiple-choice, and gap filling. For the development of these activities, zoom platform and Google forms were required. On the other hand, learners' and teacher' materials such as lesson plans and listening practice activities were developed for each intervention. Lesson plans facilitated and organized each lesson. And, the activities contributed to the practice application of word recognition strategies for listening comprehension.

After the intervention, a post-test was applied to the treatment and control group. This post-test tested the same parts of the PET test which had already been chosen for the pre-test. The results of the post-test were compared among the treatment and control group to determine the effectiveness or not of word recognition strategies in the listening skill. It demonstrated the accomplishment of objective number three of the research.

Additionally, a survey was applied to the treatment and control group to know the use of strategies related to word recognition to improve listening comprehension. Two professors from "Pedagogía de Los Idiomas Nacionales y Extranjeros" validated the survey before being applied to students. The survey was applied using Google forms which showed the results instantly. Then, the results were analyzed and interpreted to get a conclusion and support the research.

### **2.1.3 Intervention procedure**

The intervention and the activities developed in it followed the contents established for students from CTT de Los Andes Language Center. The first intervention involved recognizing and using stressed words strategy. In the first lesson, the teacher explained the importance of stress on words and its rules. Then, students worked in the activity N° 1, task 1 where they had to identify the stressed syllable in each word. In task 2, students had to recall the rules of stress and recognize if the pronounced words were verbs, nouns,

or adjectives. Then, the teacher explained about stressed words in sentences and how they help listeners to recognize relevant information. In task 3, students had to listen to an audio and recognize stressed words. Then, they listened to the audio again and selected the correct word to complete the task. The task was presented in Google forms.

The second and third lessons focused on elaboration strategy. It required the learners' lexical activation based on world knowledge and personal experiences. For the third lesson, activity N°3, task 1 asked students to make a brainstorming activity about the topic "First impressions". It allowed students to recall information they already knew. Then, in task 2, students watched and listened to a video related to the topic and answered the questions about it. The task was presented in Google forms. In lesson four, students developed activity N°4. In task 1, the teacher continued using the topic "First impressions" to get information from students. In this part, students had to answer orally some questions related to their personal experience. Then in task 2, students listened to a track related to the topic and completed the task with the missing words mentioned in the audio. This task was also presented in Google forms. These activities focused on the activation of lexical knowledge based on the world knowledge and personal experience of learners to make associations and facilitate the listening tasks.

Finally, the fourth and fifth lessons addressed the use of selective attention strategy. For the fourth lesson, the teacher explained about linked sounds and provided some examples. Students listened and practiced the pronunciation of phrases to understand how sounds are linked. After that, students worked in activity 4, task 1 where they had to read some phrases and classify them in columns according to the linking sounds categories. In task 2, students listened to an audio and completed it with the missing words taking into account the explanation about linked sounds. For lesson five, the teacher explained about how paying attention to key words or details facilitates listening comprehension. Then, students did activity N° 5, task 1 where they had to listen to descriptions of music styles and write the music style that each track belonged to. In task 2, learners needed to read the title of a song and deduce its music style. Then, the teacher presented the song with blank spaces where students had to complete the missing words. These tasks aimed at

students to use listening and reading skills to pay attention to the details and phonological aspects such as stressed words, linking sounds or key words to find the correct answer.

After the pre-test, the intervention, and the post-test application, the Wilcoxon statistics test was applied to verify the hypothesis. It tested two samples to compare and determine possible differences between them. The Kolmogorov Smirnov test was also applied to contrast the normality of data. The application of these tests was in a digital manner by using IBM SPSS program which helped with the hypothesis testing. Additionally, the data obtained from the survey were analyzed and supported the research. Based on the findings and results of pre-test, post-test, and survey, it was possible to establish the conclusions and recommendations at the end of the study.

## **2.2 Methods**

### **2.2.1 Approach**

According to Hernández et al. (2014), there are several streams of thought to search the knowledge, but due to different premises that hold them, it is possible to focus on just two, the quantitative and qualitative approach. The quantitative approach follows a rigorous search to prove something, and the qualitative approach describes the situation and the reality of a problem.

The present research had a qualitative and quantitative approach. Internships developed in previous semesters as well as online contact with the institution and its learning environment made possible the description of reality about students and their performance in the listening skill. That is why the research had a qualitative approach. Likewise, it had a quantitative due to numerical data that was collected and analyzed from an English pre-test and a post-test as well as from a survey applied to students. The application of these tests provided information about the level of proficiency of students in the listening skill. The survey supported the research making questions to students about the strategies used in listening activities as well as asking about their performance in those activities.



### **2.2.2 Research modality**

According to Pimienta and De la Orden (2017), there are three basic research modalities which are bibliographic-documentary, field, and experimental. The bibliographic-documentary modality allows detecting, expanding, and digging different theories, conceptualizations, and criteria related to the investigation based on primary and secondary bibliographic resources. As this research required bibliographic sources about the first and second variables which are word recognition strategies and listening skills, it suited under the bibliographic-documentary modality.

The field modality is a systematic study of facts in the place where they occurred. Additionally, the investigator has direct contact with the reality which provides information for the research. Due to the fact this research was developed at CTT de Los Andes Language Center and the researcher had direct contact with the subjects and the problem identified, this research laid on the field modality.

Finally, experimental research involves the manipulation of variables to define cause and effect. Therefore, the present research laid on the experimental research design, especially quasi-experimental research since there were a control and treatment group with 19 students each. In the control group, non-experiment was applied, whereas the treatment group had an experiment about the application of word recognition strategies to improve listening skill. Besides, before and after the experiment a pre-test and a post-test were applied and the information collected from these tests was measured and analyzed to prove or negate the hypothesis.

### **2.2.3 Type or level of research**

According to Bernal (2010), the selection of the level of research mostly depends on the objective established in the study as well as on the hypothesis. The design, procedure, and components are different in each level; however, in the reality, it is possible to find

elements of each level of research in a study. In consequence, the levels of research of this study were descriptive and exploratory.

Descriptive studies refer to the description of phenomena, situations, contexts, and events. Therefore, the present research had a descriptive level since it described the real situation, the problems, and characteristics found at CTT de Los Andes Language Center related to word recognition strategies and the listening skill of students.

On the other hand, exploratory studies are done when the objective is to examine a topic without a deep study from which there are doubts. Due to the fact, there were not enough investigations related to word recognition strategies and listening skill, it was exploratory research.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

##### 3.1.1 Pre-test from control and treatment group

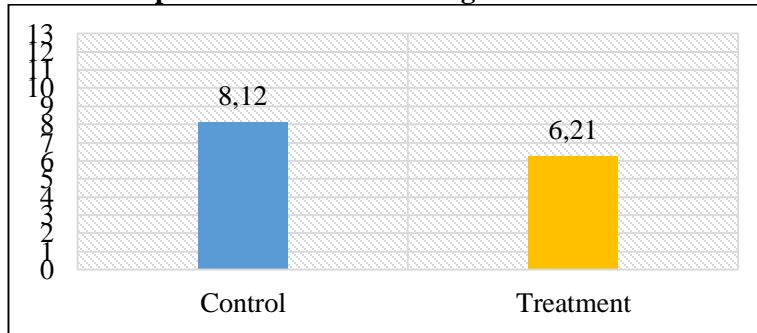
**Table N° 1. Pre-test average scores over 13**

Test	Control	Treatment
Pre-test	8,12	6,21

Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

**Graphic N° 1. Pre-test average scores over 13**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

#### Analysis and interpretation

Graphic number 1 shows the average score over 13 points that 19 students from the control group and 19 students from the treatment group obtained in the listening pre-test. The first column indicates that the control group's average was 8.12 points over 13, while the second column shows that the treatment group's average was 6.21 points over 13.

The data revealed that the control and treatment group had a low level in the listening skill, especially in recognizing individual words and short expressions. However, there was a difference of 1.91 points between the control and treatment group. Even though all students were at the same level, students from the control group showed a better domain of the listening skill in recognizing individual words and short expressions.

### 3.1.2 Post-test from the experimental and control group

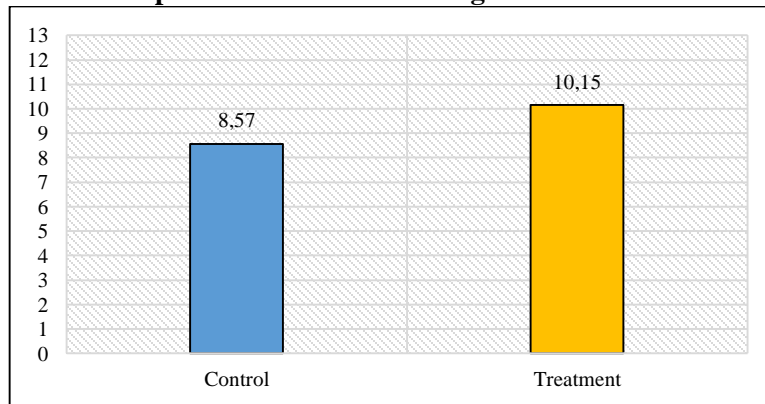
**Table N° 2. Post-test average scores over 13**

Test	Control	Treatment
Post-test	8,57	10,15

Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

**Graphic N° 2. Post-test average scores over 13**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

### Analysis and interpretation

Graphic number 2 illustrates the average score over 13 points that 19 students from the control group and 19 students from the treatment group achieved in the listening post-test. The average score obtained by the control group was 8.57 and the average score reached by the treatment group was 10.15, both scores over 13 points.

The results showed that the treatment group had a better performance than the control group in the listening post-test. This time, the treatment group made a difference of 1.58 points against the control group. Therefore, students from the treatment group improved their listening skill, especially in recognizing individual words and short expressions.

### 3.1.3 Pre and post-test from control and treatment group

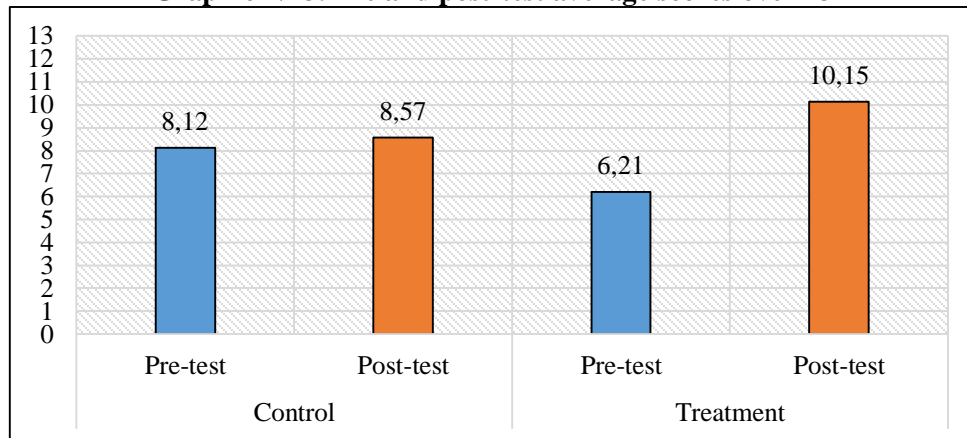
**Table N° 3. Pre and post-test average scores over 13**

Control		Treatment	
Pre-test	Post-test	Pre-test	Post-test
8,12	8,57	6,21	10,15

Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020).

**Graphic N° 3. Pre and post-test average scores over 13**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020).

### Analysis and interpretation

Graphic number 3 presents a comparison between the average score over 13 points that 19 students from the control group and 19 students from the treatment group obtained in the listening pre-test and post-test. The control group achieved 8.12 points in the pretest and 8.57 points in the post-test. Therefore, the control group improved by 0.45 points in its performance. In comparison, the treatment group obtained 6.21 points in the pre-test and 10.15 points in the post-test. It means there was an improvement of 3.94 points in the students' performance of the treatment group.

The data demonstrated that the treatment group which received training in the use of word recognition strategies to improve the listening skill obtained better scores than the control group. Therefore, the treatment group did progress in the listening skill by using the strategies focused on the recognition of individual words and short expressions.

### 3.1.4 Survey analysis and interpretation

**Question N°1.** How often does the teacher present vocabulary related to a listening task before playing a track?

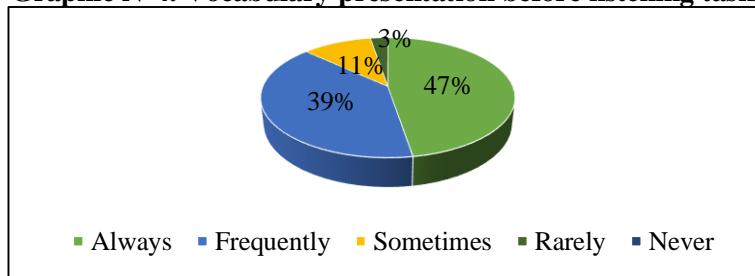
**Table N°4. Vocabulary presentation before listening tasks**

Criteria	Frequency	Percentage
Always	18	47%
Frequently	15	39%
Sometimes	4	11%
Rarely	1	3%
Never	0	0%
Total	38	100%

Source: Students' survey.

Prepared by: Palacios, M. (2020)

**Graphic N°4. Vocabulary presentation before listening tasks**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

### Analysis and interpretation

Based on data from question number 1, it was established that 18 students that represented 47% of the surveyed population held that the teacher always presents vocabulary related to a listening task before playing a track; 15 students that represent 39% said that it occurs frequently, 5 students that represent 4% held that it occurs sometimes, and 1 student that represented 3% claimed that rarely the teacher did that activity.

Regarding the results, it is observed that the teacher frequently presents the vocabulary before developing a listening task. However, the way it is presented seems not to be the best because some students are not conscious of it. Therefore, vocabulary must always be presented in a clear manner, since it is a kind of clue that students use to identify the words in the listening task and develop it effectively.

**Question N° 2.** How often does the teacher put emphasis on pronunciation before listening activities?

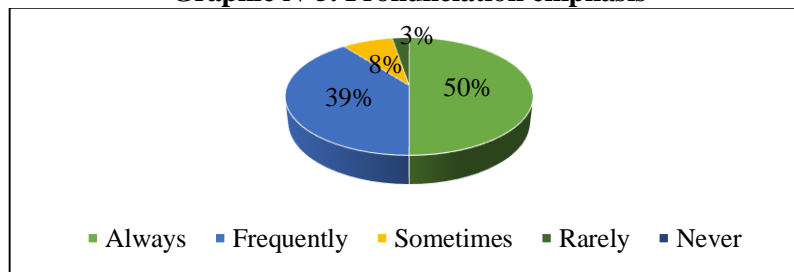
**Table N°5. Pronunciation emphasis**

Criteria	Frequency	Percentage
Always	19	50%
Frequently	15	39%
Sometimes	3	8%
Rarely	1	3%
Never	0	0%
Total	38	100%

Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

**Graphic N°5. Pronunciation emphasis**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

### **Analysis and interpretation**

Analyzing the data gathered for question number 2, 19 students that represent the 50% of the surveyed population expressed that the teacher always put emphasis on pronunciation before listening activities, 15 students that represented 39% claimed that pronunciation is frequently emphasized, 3 students that represented the 8% said that emphasis on pronunciation is sometimes given, and 1 student that represents 3% affirmed that pronunciation is rarely emphasized.

Focused on the results, it is essential to put more emphasis on pronunciation before listening activities. It would facilitate the distinction and recognition of words and phrases during the listening exercises. Moreover, it would help students to improve their listening comprehension. The emphasis in English pronunciation will allow students to distinguish different sounds and get accustomed to this language.

**Question N° 3.** How often does the teacher provide instructions to guide students before, during, and after listening exercises?

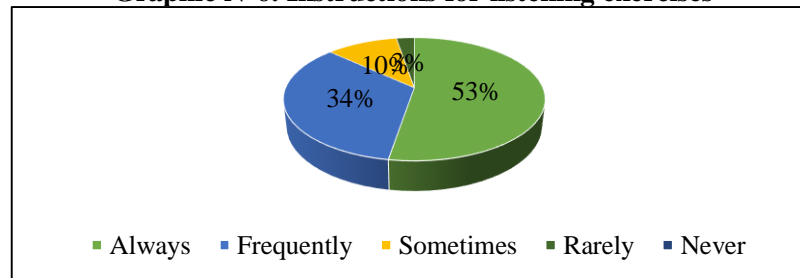
**Table N°6. Instructions for listening exercises**

Criteria	Frequency	Percentage
Always	20	53%
Frequently	13	34%
Sometimes	4	11%
Rarely	1	3%
Never	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>

Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

**Graphic N°6. Instructions for listening exercises**



Source: Students' listening Pre-test.

Prepared by: Palacios, M. (2020)

### **Analysis and interpretation**

According to the data taken from question number 3, it is observed that 20 students that represented the 53% of the surveyed population affirmed that the teacher always provides instructions to guide students before, during, and after listening exercises; 13 students that are 34% claimed that instructions are frequently given, 4 students that represent 11% said that instructions are sometimes presented, and 1 student that is the 3% stated that instructions are sometimes provided.

Based on the results, despite the teacher provides instructions to guide students before, during, and after listening exercises, they should be given clearly since some students seem no to be aware of them. In that way, students will know what and how to develop the listening exercises. As well as, appropriate and effective instructions ensure the completion of tasks.

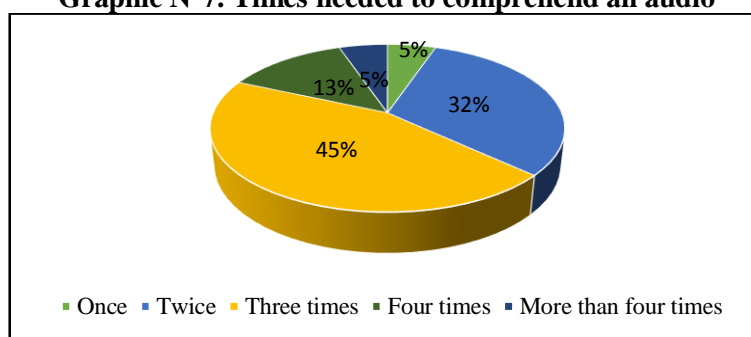


**Question N° 4.** How many times do you need to listen to an audio to comprehend it totally?

**Table N°7. Times needed to comprehend an audio**

Criteria	Frequency	Percentage
Once	2	5%
Twice	12	32%
Three times	17	45%
Four times	5	13%
More than four times	2	5%
<b>Total</b>	<b>38</b>	<b>100%</b>

**Graphic N°7. Times needed to comprehend an audio**



**Source:** Students' listening Pre-test.

**Prepared by:** Palacios, M. (2020)

### **Analysis and interpretation**

According to the data obtained from question number 4, 17 students that represent 45% claimed that they require three times to listen to an audio to comprehend it totally, 12 students that represent 32% stated that they require twice, 5 students that represent 13% said that they need four times, 2 students that represent 5% said that they need once, and 2 students that represent 5% affirmed that they require more than four times.

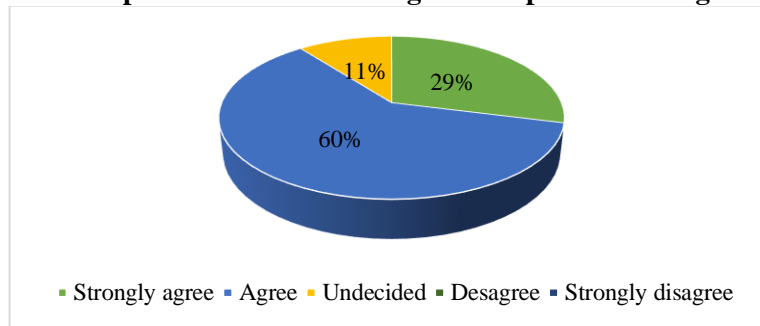
Based on the results, it was clear that the majority of students needed more training and strategies to improve their listening skill. Besides, the results showed that students did not have a good level in this skill because of the times required to comprehend an audio totally. When students take English tests, they usually have just one or two opportunities to listen to an audio that is why students need to apply as many strategies as possible and have good training in it.

**Question N°5.** Would you agree or disagree with the application of strategies and activities that develop your listening skill?

**Table N°8. Use of strategies to improve listening**

Criteria	Frequency	Percentage
Strongly agree	11	29%
Agree	23	61%
Undecided	4	11%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>38</b>	<b>100%</b>

**Graphic N°8. Use of strategies to improve listening**



**Source:** Students' listening Pre-test.

**Prepared by:** Palacios, M. (2020)

### **Analysis and interpretation**

Analyzing the data from question number 5, 23 students that represent 61% agreed with the application of strategies to improve their listening skill, 11 students that represent 29% of the surveyed population strongly agreed, and 4 students that represent 11% were undecided about the application of strategies to improve their listening skill.

Based on the results, most of the students were interested and agreed in the application of strategies to improve their listening skill. Therefore, a variety of strategies must be applied for the development and improvement of listening skill taking into account the needs of students and their ability for listening comprehension. In addition, the results showed that students are conscious that they require to improve their listening skill.

### 3.2 Hypothesis verification

#### Null hypothesis:

**H0:** The application of word recognition strategies does not influence on the listening skill.

#### Alternative hypothesis:

**H1:** The application of word recognition strategies does influence on the listening skill.

#### 3.2.1 Test of normality

In order to know the best statistic test to prove the hypothesis, it was necessary to test the normality of data. It was done using the SPSS program.

**Table N°9. Tests of normality**

**Tests of normality**

GROUP		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	CONTROL	,185	19	,085	,915	19	,092
	TREATMENT	,201	19	,042	,863	19	,011
POST_TEST	CONTROL	,234	19	,008	,842	19	,005
	TREATMENT	,178	19	,117	,909	19	,072

**Source:** IBM SPSS Statistics.

**Prepared by:** Palacios, M. (2020)

#### Analysis and interpretation

The results obtained by the application of the Kolmogorov-Smirnov test of normality determined the statistics test to be used. It was because p-value in the pre-test of the

treatment group was less than 0.05, while its post-test p-value was more than 0.05. The result demonstrated that the data was not normal; therefore, a nonparametric test had to be applied to prove or reject the hypothesis of the research.

### 3.2.2 Wilcoxon test

Wilcoxon statistics test compare the average of two dependent samples. To accept the null hypothesis and reject the alternative, its level of significance has to be more than 0.05. On the other hand, to reject the null hypothesis and accept the alternative, its level of significance has to be less than 0.05.

**Table N°10. Wilcoxon ranges test**

		Ranks		
		N	Mean rank	Sum of ranks
POST_TEST - PRE_TEST	Negative ranks	5 <sup>a</sup>	15,30	76,50
	Positive ranks	23 <sup>b</sup>	14,33	329,50
	Ties	10 <sup>c</sup>		
	Total	38		

a. POST\_TEST < PRE\_TEST  
b. POST\_TEST > PRE\_TEST  
c. POST\_TEST = PRE\_TEST

**Source:** IBM SPSS Statistics.  
**Prepared by:** Palacios, M. (2020)

### Analysis and interpretation

Based on the results obtained by the application of Wilcoxon statistics test, it was determined that 38 ranks were analyzed. There were 5 negative ranks, 23 positive ranks, and 10 ties ranks. These ranks belong to students of the control and treatment group who took the listening pre-test and post-test.

**Table N°11. Wilcoxon statistics test**

<b>Test Statistics<sup>a</sup></b>	
	POST_TEST - PRE_TEST
Z	-2,893 <sup>b</sup>
Asymp. Sig. (2-tailed)	,004

a. Wilcoxon Signed Ranks Test  
b. Based on negative ranks.

Source: IBM SPSS Statistics.

Prepared by: Palacios, M. (2020)

### **Final decision**

The results obtained by using Wilcoxon statistics test demonstrated that p-value (Asymp. Sig. (2-tailed)) was 0.004. It means that there was a difference before and after implementing word recognition strategies to improve listening skill on students. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. As a result, the application of word recognition strategies does influence on the listening skill.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

- The application of word recognition strategies influenced the improvement of listening skill. The comparison between the results from the listening pre-test and post-test of the treatment group proved that strategies such as recognizing word stress, elaboration, and selective attention strategies helped learners to recognize individual words and short phrases during listening exercises.
- The most effective word recognition strategies to improve listening micro-skills on students were recognizing word stress, elaboration, and selective attention strategies. These strategies helped students to pay attention to parts of speech, reduced forms of words, word stress, and English sounds. Moreover, these strategies can activate the previous knowledge and lexis of students.
- The listening proficiency level of students of the fourth level from CTT de Los Andes Language Center was regular. It was shown in the results of pre-test applied to the control and treatment group since the average of two groups was 7.2 over 13 points. However, analyzing the individual scores, there was a variation since around half of the tested students achieved good and excellent scores. It means that some students have a little more developed their listening skill than the others.
- The application of word recognition strategies is effective to develop the listening skill, especially for the recognition of individual words, short expression, and for the distinction of sounds. The results obtained from the listening pre-test and post-test demonstrated that there was an improvement in the student's performance which confirms the effectiveness of these strategies. Besides, the application of these strategies activates the stored knowledge and facilitates the listening activities.

## 4.2 Recommendations

- Students should use strategies focused on the recognition of individual words, phrases, and sounds since these aspects are essential to comprehend oral texts. However, it is important to consider the needs of students since not all the students have the same problems and weaknesses. Besides, it is necessary to present to students a battery of listening strategies so they can use those that fit with their requirements.
- It is recommended that learners learn and apply word recognition strategies such as recognizing word stress, elaboration, and selective attention to improve their listening micro-skills. Using these strategies, learners can improve their ability to identify parts of speech, reduced forms of words, word stress, and English sounds while listening.
- Students must receive more training in listening skill since this receptive skill is essential for an effective communication. As well as, teachers should motivate students to develop their listening skill by using different resources and applying learning strategies.
- Students should apply word recognition strategies to identify words, phrases, and sounds effectively, so that, they can improve their listening micro-skills. Besides, teachers can use these strategies to awake the previous knowledge of learners and facilitate the effective completion of listening activities.

## References

- Bernal, C. (2010). *Metodología de la investigación*. Pearson Education.
- Broughton, G., Brumfit, C., Roger, F., Hill, P., & Pincas, A. (2003). *Teaching English as a foreign language* (Second, Vol. 4, Issue 1). Routledge.
- Brown, D. (2010). *Language Assessment: Principles and Classroom Practices* (Second). Pearson Education.
- Buck, G. (2001). *Assessing listening* (First). Cambridge University Press.
- Council of Europe. (2011). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press. <https://rm.coe.int/1680459f97>
- Darancik, Y. (2018). Students' Views on Language Skills in Foreign Language Teaching. *International Education Studies*, 11(7), 166. <https://doi.org/10.5539/ies.v11n7p166>
- Dimassi, A. (2017). Strategies and Predictors of EFL Listening Comprehension. *SSRN Electronic Journal*, 8(3), 154–171. <https://doi.org/10.2139/ssrn.3053563>
- Eliza, E., Zaim, M., & Refnaldi, R. (2019). Students' Linguistic Difficulties in Listening Courses at English as Foreign Language. *Proceedings of the Sixth of International Conference on English Language and Teaching (ICOELT 2018)*, 276, 234–240. <https://doi.org/10.2991/icoelt-18.2019.34>
- Frauenfelder, U. H., & Tyler, L. K. (1987). *Spoken Word Recognition*. Bradford.
- Gang, X. U. (2020). Word Recognition Barriers in English Listening Comprehension Among Chinese Fee-Free Normal English Majors. *Studies in Literature and Language*, 20(1), 27–32. <https://doi.org/10.3968/11467>
- Graham, S., & Santos, D. (2015). Strategies for Second Language Listening. In *Strategies for Second Language Listening*. Palgrave Macmillan UK. <https://doi.org/10.1057/9781137410528>
- Grosjean, F., & Byers-Heinlein, K. (2018). *The listening bilingual: Speech perception, comprehension, and bilingualism* (First). John Wiley & Sons, Inc.
- Hadijah, S., Riau, U. I., Shalawati, S., & Riau, U. I. (2018). *Listening comprehension strategies applied by English language*. April 2019. <https://doi.org/10.31849/elt->



- Hanifah, N. (2020). The listening strategies of the senior high school students: An overview. *RETAIN*, 8(2), 171–178. <https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/33140/30651>
- Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación* (Sixth). McGraw Hill.
- Hurd, S., & Lewis, T. (2008). Language learning strategies in independent language learning: An overview. In *Language Learning Strategies in Independent Settings*. Multilingual Matters.
- Ibrahim, I. R. A. (2018). Effectiveness of Self – Instruction Strategy in Improving Word Recognition Skills for Students With Learning Disabilities. *Journal of Research & Method in Education*, 8(2), 62–67. <https://doi.org/10.9790/7388-0802026267>
- Koster, C. J. (2019). *Word recognition in foreign and native language: Effects of context and assimilation* (Reprint). Walter de Gruyter GmbH & Co KG.
- Lintunen, P., Mutta, M., & Peltonen, P. (2019). *Fluency in L2 learning and use*. Multilingual Matters.
- McKay, P. (2006). *Assessing young language learners*. Cambridge University Press.
- Namaziandost, E., Ahmadi, S., & Keshmirshekan, M. H. (2019). Listening comprehensions problems and strategies used by intermediate EFL learners. *Journal of English Literature and Cultural Studies (JELCS Journal)*, 2(3), 28–41. [https://www.researchgate.net/publication/335321114\\_Listening\\_comprehensions\\_problems\\_and\\_strategies\\_used\\_by\\_intermediate\\_efl\\_learners](https://www.researchgate.net/publication/335321114_Listening_comprehensions_problems_and_strategies_used_by_intermediate_efl_learners)
- Nhem, D. (2019). Language Learning Strategies: A Comparative Study of Young and Adolescent Cambodian Learners. *International Journal of Language and Literary Studies*, 1(2), 34–45. <https://doi.org/10.36892/ijlls.v1i2.43>
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House Publisher.
- Pimienta, J., & De la Orden, A. (2017). *Metodología de la investigación* (Third). Pearson.
- Ramli, Mukminatien, N., Saukah, A., & Prayogo, J. A. (2019). Word recognition from

- speech, syntactic knowledge, metacognitive awareness, self-efficacy as determination for L2 listening comprehension. *International Journal of Instruction*, 12(3), 89–104. <https://doi.org/10.29333/iji.2019.1236a>
- Schunk, D. H. (2012). Learning theories: An educational perspective. In *Reading* (Sixth, Vol. 5). Pearson Education, Inc.
- Spratt, M., Pulverness, A., & Williams, M. (2011). The TKT Course Modules 1, 2 and 3. In *The TKT Course Modules 1, 2 and 3* (Second). Cambridge University Press. <https://doi.org/10.1017/CBO9781139062398>
- Sreena, S., & Ilankumaran, M. (2018). Developing Productive Skills Through Receptive Skills – A Cognitive Approach. *International Journal of Engineering & Technology*, 7(4.36), 669. <https://doi.org/10.14419/ijet.v7i4.36.24220>
- Usó-Juan, E., & Martínez-Flor, A. (2006). *Current trends in the development and teaching of the four language skills*. Mouton de Gruyter.
- Wilson, J. J. (2008). *How to Teach Listening* (Third). Pearson Longman.
- Zheng, J. (2018). The Metacognitive Strategy in English Listening Comprehension. *Theory and Practice in Language Studies*, 8(2), 226. <https://doi.org/10.17507/tpls.0802.07>

## ANNEXES

### Annex 1. Letter of commitment

#### CARTA DE COMPROMISO

Ambato, septiembre 14 de 2020

Doctor

Marcelo Núñez

Presidente de la Unidad de Titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Presente,

Lic. Cristina Salazar Mg. en mi calidad de Coordinadora Académica Nacional de CTT de los Andes Language Center, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Word recognition strategies in the listening skill" propuesto por la estudiante María Elena Palacios Naranjo, portadora de la Cédula de Ciudadanía No. 180449976-0, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Cristina Salazar

Coordinadora Académica Nacional de CTT de los Andes Language Center

1803694460

032825317

0984083986

cttlc.coordinacionacademica@cttdelosandes.com

## Annex 2. Listening pretest for B1+ level

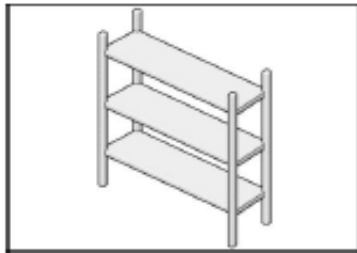
### Part 1

#### Questions 1 – 7

For each question, choose the correct answer.

---

1 What did the girl buy on her shopping trip?



A

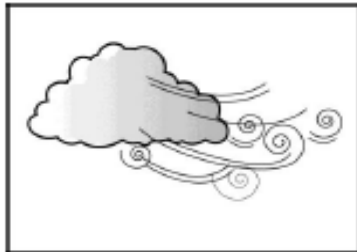


B

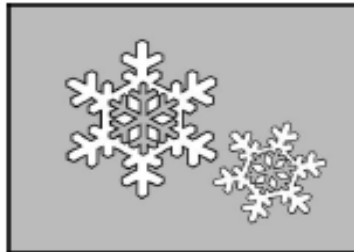


C

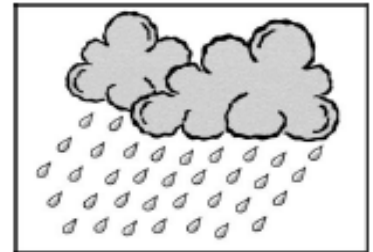
2 Why did the plane leave late?



A



B



C

3 What activity does the woman want to book for the weekend?



A



B

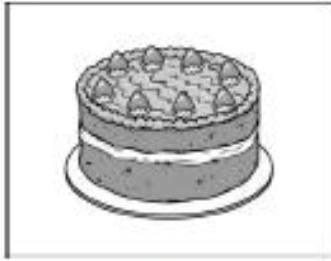


C

Source: Cambridge Assessment English, (2021). B1 Preliminary preparation.

Link of access: <https://www.cambridgeenglish.org/exams-and-tests/preliminary/exam-format/>

4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

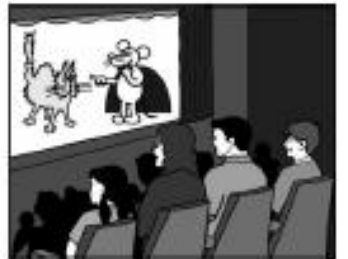
6 What did the family do on Sunday?



A



B



C

7 Which programme is on first?



A



B



C

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

**ANITA'S HOLIDAY IN CUBA:**

In the National Gardens, the **(14)** ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the **(15)** ..... away.

On the day in the countryside, Anita almost fell off a **(16)** .....

In the capital city, Anita saw a **(17)** ..... in a theatre.

Anita enjoyed visiting a farm where **(18)** ..... is produced.

Anita bought some **(19)** ..... as gifts.

### Annex 3. Survey validation by experts

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

#### **EXPERT'S GENERAL INFORMATION:**

Full Name: Edgar Guadia Encalada Trujillo
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: LICENCIADO EN CIENCIAS DE LA EDUCACION MENCION INGLÉS
Institution: UNIVERSIDAD TECNICA DE COTOPAXI
Year: 2003
Postgraduate: MAGISTER IN LINGUISTICS APPLIED TO BILINGUAL EDUCATION ENGLISH - SPANISH
Institution: UNIVERSIDAD CATOLICA DEL ECUADOR – SEDE IBARRA
Year: 2015

**UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Questionnaire**

**VALIDATION CHART**

**Topic:** WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL.

**Objective:** To investigate the influence of word recognition strategies on the listening skill in students of the fourth level of CTT de los Andes Language Center.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

**SD:** Strongly disagree

**D:** Disagree

**N:** Neutral

**A:** Agree

**SA:** Strongly agree

ITEM	SD	D	N	A	SA
1. How often does the teacher present vocabulary related to a listening task before playing the track?					✓
2. How often does the teacher put emphasis on pronunciation before listening activities?					✓
3. How often does the teacher provide instructions to guide students before, during, and after listening exercises?					✓
4. How many times do you need to listen to an audio to comprehend it totally?					✓
5. Would you agree or disagree with the application of strategies and activities that develop your listening skill?					✓

**Prepared by:** Palacios, M. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**INSTRUMENT VALIDATION**

**Topic:** WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL.

**Objective:** To investigate the influence of word recognition strategies on the listening skill in students of the third level of CTT de los Andes Language Center.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

**EXPERT'S NAME:** Lcd. Mg. Edgar Guadia Encalada Trujillo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		

Source: Palacios, M. (2020).

**Final Resolution:**

<b>Approved</b>	<b>X</b>	<b>Disapproved</b>	
-----------------	----------	--------------------	--

Source: Palacios, M. (2020).

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

EXPERT JUDGMENT EVIDENCE

I, Mg.Edgar Encalada Trujillo, I.D. No. 0501824171, certify that I conducted the expert judgment on this instrument designed by María Elena Palacios, with I.D. No. 180449976-0 for the Final Degree Project entitled “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s degree in “Pedagogia de los Idiomas Nacionales y Extranjeros”, Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 12, 2020

Sincerely,

 Firma recuperable



---

Firmado por: EDGAR GUADIA ENCALADA TRUJILLO

Lcd. Mg. Edgar Encala Trujillo

I.D. 0501824171

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**EXPERT'S GENERAL INFORMATION:**

Full Name: Manuel Xavier Sulca Guale
Profession: English Professor
Workplace: Universidad Técnica de Ambato
<b>Degrees</b>
Undergraduate: Licenciado en Ciencias de la Educación Especialidad Inglés Institution: Universidad Técnica de Ambato Year: 1999
Postgraduate: Magister en Educación Universitaria y Administración Educativa Institution: Universidad Tecnológica Indoamérica Year: 2003

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**Questionnaire**

**VALIDATION CHART**

**Topic:** WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL.

**Objective:** To investigate the influence of word recognition strategies on the listening skill in students of the fourth level of CTT de los Andes Language Center.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

**SD:** Strongly disagree

**D:** Disagree

**N:** Neutral

**A:** Agree

**SA:** Strongly agree

ITEM	SD	D	N	A	SA
1. How often does the teacher present vocabulary related to a listening task before playing the track?					✓
2. How often does the teacher put emphasis on pronunciation before listening activities?					✓
3. How often does the teacher provide instructions to guide students before, during, and after listening exercises?					✓
4. How many times do you need to listen to an audio to comprehend it totally?					✓
5. Would you agree or disagree with the application of strategies and activities that develop your listening skill?					✓

**Prepared by:** Palacios, M. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO  
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
 CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
 EXTRANJEROS

**INSTRUMENT VALIDATION**

**Topic:** WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL.

**Objective:** To investigate the influence of word recognition strategies on the listening skill in students of the fourth level of CTT de los Andes Language Center.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

**EXPERT'S NAME:** Lcd. Mg. Manuel Xavier Sulca Guale

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Palacios, M. (2020).

**Final Resolution:**

Approved	✓	Disapproved	
----------	---	-------------	--

Source: Palacios, M. (2020).

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

EXPERT JUDGMENT EVIDENCE

I, Manuel Xavier Sulca Guale, I.D. No 1802447548, certify that I conducted the expert judgment on this instrument designed by María Elena Palacios, with I.D. No. 180449976-0 for the Final Degree Project entitled “WORD RECOGNITION STRATEGIES IN THE LISTENING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s degree in “Pedagogía de los Idiomas Nacionales y Extranjeros”, Mention: English, at Universidad Técnica de Ambato.

Ecuador, November 12, 2020

Sincerely,



Firmado electrónicamente por:  
**MANUEL XAVIER**  
**SULCA GUALE**

---

Lic. Mg. Manuel Xavier Sulca Guale  
I.D. 1802447548



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**



**GUIDED SURVEY FOR CTT DE LOS ANDES LANGUAGE CENTER STUDENTS**

**Theme:** Word recognition strategies in the listening skill.

**Objective:** To investigate the influence of word recognition strategies on the listening skill.

**Instructions:**

- Read each question carefully.
- Be honest in your answer. This survey is only for research purposes.

**QUESTIONNAIRE**

**1. How often does the teacher present vocabulary related to a listening task before playing the track?**

Always ( )    Frequently ( )    Sometimes ( )    Rarerly ( )    Never ( )

**2. How often does the teacher put emphasis on pronunciation before listening activities?**

Always ( )    Frequently ( )    Sometimes ( )    Rarerly ( )    Never ( )

**3. How often does the teacher provide instructions to guide students before, during, and after listening exercises?**

Always ( )    Frequently ( )    Sometimes ( )    Rarerly ( )    Never ( )

**4. How many times do you need to listen to an audio to comprehend it totally?**

Once ( )    Twice ( )    Three times ( )    Four times ( )    More than five times ( )

**5. Would you agree or disagree with the application of strategies and activities that develop your listening skill?**

Strongly agree ( )    Agree ( )    Undecided ( )    Disagree ( )    Strongly disagree ( )

**THANKS FOR YOUR COLLABORATION**

**Prepared by:** Palacios, M. (2020).

**Link of online survey:** <https://forms.gle/c3q73hc7GWKhxsEP9>

## Annex 4. Lesson plans

### LESSON PLAN 1

<b>Class:</b> B1+ (fourth level) <b>Date:</b> 24-11-2020		<b>Topic:</b> Stress and word stress <b>Number of students:</b> 19 (experimental group) <b>Duration:</b> 30 minutes		
<b>Lesson objectives:</b> <b>General objective:</b> Students will be able to develop listening skills through the recognition of stress words. <b>Specific objective:</b> Students will be able to recognize words based on the stress and intonation of words.				
Procedure				
	Teacher's activities	Students' activities	Materials	Time
1	The teacher presents and explains how words are stressed and how they are pronounced. Explains the rules to stress nouns, verbs, and adjectives and provides clear examples	Students pay attention and ask questions about the topic.	Zoom application Link of meeting: <a href="https://zoom.us/j/93141242699?pwd=UFZlaHhTY2RlU3RKWThSVmN2N0hZZz0">https://zoom.us/j/93141242699?pwd=UFZlaHhTY2RlU3RKWThSVmN2N0hZZz0</a> Power point presentation	5 minutes
2	The teacher asks students to work in activity N° 1, task 1 to mark the stress on some known words.	Students develop Activity 1, task 1 individually.	See: <a href="#">Activity 1, task 1.</a>	5 minutes
3	The teacher explains how the stressed words indicate relevant information in a sentence and presents some examples.	Students pay attention and ask questions about stressed words.	Power point presentation	5 minutes
4	The teacher asks students to develop task 2 where they have to listen to the audios and recognize stressed words and determine if the words listed are verbs, nouns, or adjectives.	Students listen to the audios and recognize stressed words. Students identify if the words pronounced and listed in task 2 are verbs, nouns, or adjectives.	See: <a href="#">Activity 1, task 2.</a> Links of audios: <a href="https://www.english-at-home.com/pronunciation/noun-and-verb-syllable-stress/">https://www.english-at-home.com/pronunciation/noun-and-verb-syllable-stress/</a> <a href="https://cutt.ly/UkIcYDX">https://cutt.ly/UkIcYDX</a> <a href="https://cutt.ly/5kIvfqX">https://cutt.ly/5kIvfqX</a>	5 minutes
5	The teacher gives instruction to students to complete task 3 in Google forms and provides the link of the task. The teacher explains that students have to pay attention to stressed words in the audio and then select the correct option to complete the task.	Students pay attention to the instructions of the teacher and open the link. Students listen to the audio and complete the activity.	See: <a href="#">Activity 1, task 3</a> Link of task 3: <a href="https://forms.gle/jMzy9rd7Nutubt7K8">https://forms.gle/jMzy9rd7Nutubt7K8</a> Link of the audio: <a href="https://listenaminute.com/c/culture.html">https://listenaminute.com/c/culture.html</a>	7 minutes
6	The teacher checks the answers of activity 1. The teacher recalls the importance of stress on words and their pronunciation to identify key words in listening activities.	Students give their answers.  Students ask questions about the topic.	Students' answers.  Teachers' explanation	3 minutes
<b>Assessment</b> Informal assessment: students ask and answer questions, students' participation				

Prepared by: Palacios, M. (2020).



## LESSON PLAN 2

<b>Class:</b> B1+ (fourth level) <b>Date:</b> 26-11-2020		<b>Topic:</b> First impressions <b>Number of students:</b> 19 <b>Duration:</b> 30 minutes		
<b>Lesson objectives:</b> <b>General objective:</b> Students will be able to develop listening skills through elaboration strategy use. <b>Specific objective:</b> Students will be able to recognize words activating previous lexical knowledge.				
Procedure				
	Teacher's activities	Students' activities	Materials	Time
1	The teacher presents the topic "first impressions" and asks questions to students to give a definition about it and relevant aspects.	Students give their definitions and ideas about the topic "first impressions"	Zoom application Link of meeting: <a href="https://zoom.us/j/93141242699?pwd=UFZlaHhTY2RlU3RKWThSVmN2N0hZZz09">https://zoom.us/j/93141242699?pwd=UFZlaHhTY2RlU3RKWThSVmN2N0hZZz09</a> Power point presentation.	7 minutes
2	The teacher asks students to work in the activity 2, task1 and complete the brainstorming activity with ideas that they already know about the topic "first impressions". The teacher explains that students are going to work in groups in zoom rooms.	Students work in the brainstorming activity and complete with their ideas. Students discuss in groups of 4 and 3 students	See: <a href="#">Activity 2, task 1.</a> Zoom application	5 minutes
3	The teacher asks students to present the activity to the whole class.	Students present and read their ideas about "first impressions"	Students' answers	5 minutes
4	The teacher gives instructions to complete task 2 where students have to watch and listen to the video "how to make a good first impression" and answer the questions about it. The teacher provides the link of task 2.	Students pay attention to the instructions and access the link to complete the task.	See: <a href="#">Activity 2, task 2</a> Link of task 2: <a href="https://forms.gle/xVEoCgNDBftXc6B8">https://forms.gle/xVEoCgNDBftXc6B8</a>  Link of the video: <a href="https://youtu.be/Oq3Y7NLVcEE">https://youtu.be/Oq3Y7NLVcEE</a>	5 minutes
5	The teacher provides feedback about how the activation of previous knowledge helps in listening activities.	Students listen to the teacher and ask questions.	Power point presentation.	3 minutes
<b>Assessment</b> Informal assessment: students ask and answer questions, students' participation				

**Prepared by:** Palacios, M. (2020).

### LESSON PLAN 3

<b>Class:</b> B1+ (fourth level) <b>Date:</b> 27-11-2020		<b>Topic:</b> First impressions <b>Number of students:</b> 19 <b>Duration:</b> 30 minutes		
<b>Lesson objectives:</b> <b>General objective:</b> Students will be able to develop listening skills through elaboration strategy use. <b>Specific objective:</b> Students will be able to recognize words activating personal experience knowledge.				
<b>Procedure</b>				
	Teacher's activities	Students' activities	Materials	Time
1	The teacher uses the previous topic "first impressions" to bring students' previous experiences. The teacher ask students some questions about the "first impressions" to recall information	Students answer the questions. Students give their ideas.	Zoom application Link of meeting: <a href="https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09">https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09</a> Power point presentation.	5 minutes
2	The teacher asks students to work in activity 3, task 1 where they have to answer some questions about their personal experience about the topic given. The teacher divides students in groups of 4 and 3 students each.	Students work in group of 4 and 3 students.  Students answer the questions and discuss in the group.	See: <a href="#">Activity 3, task 1.</a> <a href="#">Zoom rooms</a>	8 minutes
3	The teacher asks some students to answer the questions from task 1 orally and share their experiences to the whole class.	Students answer the questions of task 1 and tell to the whole class their experiences about "first impressions.	Students' answers	7 minutes
4	The teacher gives instructions students to work in task 2 and complete the listening exercise. Shares the link of the exercise.	Students Listen to an audio about first impression and complete the sentences with the correct option.	See: <a href="#">Activity 3, task 2.</a> Link of the task: <a href="https://forms.gle/8AeFfUdcJYwMdT338">https://forms.gle/8AeFfUdcJYwMdT338</a> Link of the audio: <a href="https://listenaminute.com/f/first_impressions.html">https://listenaminute.com/f/first_impressions.html</a>	5 minutes
5	The teacher provides feedback about how the use of previous experience awakes the vocabulary of students and contribute to complete listening activities.	Students listen to the teacher and ask questions	Teacher's explanation	5 minutes
<b>Assessment</b> Informal assessment: students ask and answer questions, students talk about their experiences.				

Prepared by: Palacios, M. (2020).

## LESSON PLAN 4

<b>Class:</b> B1+ (fourth level) <b>Date:</b> 01-12-2020		<b>Topic:</b> Linked sounds <b>Number of students:</b> 19 <b>Duration:</b> 30 minutes		
<b>Lesson objectives:</b> <b>General objective:</b> Students will be able to develop listening skills through the use of selective attention strategy focus on linked sounds. <b>Specific objective:</b> Students will be able to recognize linking sounds.				
<b>Procedure</b>				
	Teacher's activities	Students' activities	Materials	Time
1	The teacher presents and explains the topic linked sounds. The teacher gives examples of linking sounds and ask students to read and find the linked sounds in some sentences.	Students read the sentences and identify linked sounds.	Zoom application Link of meeting: <a href="https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09">https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09</a> Power point presentation.	5 minutes
2	The teacher explains that sounds in English can be linked, omitted, and doubled based on the final and first sounds of joined words. The teacher shows some examples of linking vowel to vowel, consonant to vowel, and consonant to consonant. The teacher asks students to read the examples of linked sounds and repeat the pronunciation.	Students pay attention and listen to the teacher. Students ask questions about the topic.  Students repeat the pronunciation of the examples of linked sounds.	Power point presentation.	8 minutes
3	The teacher asks students to work in activity N° 4, task 1 where they have to read the phrases presented and classify what column each phrase belongs to.	Students work in task 1 and classify the phrases in each Colum.	See: <a href="#">Activity 4, task 1.</a>	5 minutes
4	The teacher checks the answers to task 1 with the whole class.	Students check and give the answers for each column	Students' answers	3 minutes
5	The teacher asks students to work in activity N° 4, task 2 where they have to listen to an audio about "red color" and complete the paragraph with the missing words.	Students develop the task 2.	See: <a href="#">Activity 4, task 2.</a> Link of audio: <a href="https://listenaminute.com/r/red.html">https://listenaminute.com/r/red.html</a>	5 minutes
6	The teacher provides feedback about linked sounds and give some recommendation to improve this aspect.	Students listen to the teacher and ask questions.	Teachers' explanation	4 minutes
<b>Assessment</b> Informal assessment: students' participation.				

**Prepared by:** Palacios, M. (2020).

## LESSON PLAN 5

<b>Class:</b> B1+ (fourth level) <b>Date:</b> 03-12-2020		<b>Topic:</b> Music styles <b>Number of students:</b> 19 <b>Duration:</b> 40 minutes		
<b>Lesson objectives:</b> <b>General objective:</b> Students will be able to develop listening skills through selective strategy use. <b>Specific objective:</b> Students will be able to recognize words based on the information provided for listening tasks.				
<b>Procedure</b>				
	Teacher's activities	Students' activities	Materials	Time
1	The teacher asks students about music styles and what they know about them. The teacher asks students to give some examples of music styles and to what country each style belongs to.	Students express their ideas about music styles. Students give examples of music styles and the country that the style belongs to.	Zoom application Link of meeting: <a href="https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09">https://zoom.us/j/93141242699?pwd=UFZlaHhTY2R1U3RKWThSVmN2N0hZZz09</a> Power point presentation.	5 minutes
2	The teacher gives instructions to complete activity 5, task 1 where students have to listen to descriptions of different music styles and asks students to recognize them. The teacher recalls students to read the question and remember the type of information the question is asking for	Students Listen to the description of five music styles and write the music style that each one belongs to. Students Listen to the advice of the teacher,	See: <a href="#">Activity 5, task 1</a>  Link of music styles description: <a href="https://drive.google.com/file/d/14YEI8jioKHrEJV1ZZueXMUMwGI-OC-8S/view?usp=sharing">https://drive.google.com/file/d/14YEI8jioKHrEJV1ZZueXMUMwGI-OC-8S/view?usp=sharing</a>	5 minutes
3	The teacher explains that for listening activities is important to pay attention to the type of information listening questions are asking for, the types of words that are required, or specific details that can help them to get the answer	Students pay attention to the explanation and ask questions.	Power point presentation.	5 minutes
4	The teacher presents an example of listening questions where students need to pay attention to the type of words such as verb, adjectives, or nouns that the question is asking for. The teacher asks students to read the questions first and infer what type of word is required	Students read the questions Students identify the information required. Students listen to the audio and find the answer.	Power point presentation.	5 minutes
5	The teacher presents a song with missing words. The teacher asks students to infer the music style that the song belongs to by reading the title of the song.	Students read the title of the song and try to guess the music style of the song. Students read the song and look for clues that help them to find the missing words. Students listen to the song twice and complete it.	Worksheet See: <a href="#">Activity 5, task 2</a> Link of the song: <a href="https://www.youtube.com/watch?v=nX7qA2uWcAk">https://www.youtube.com/watch?v=nX7qA2uWcAk</a>	10 minutes

	The teacher asks students to read the rest of the song and look for information that can help them to find the missing words The teacher plays the song and asks students to complete it.			
6	The teacher checks the answers with the whole class. The teacher asks students if paying attention to specific information or details helped them to find the missing words in the song	Students give their answers. Students express their opinion.	Worksheets Students' answers	5 minutes
7	The teacher recalls students to pay attention to specific information and details for listening activities.	Students listen to the teacher and ask questions.	Teachers' explanation	5 minutes
<b>Assessment</b> Informal assessment: students ask and answer questions, students' participation and opinion.				

**Prepared by:** Palacios, M. (2020).

## **Annex 5. Activities for the intervention**

The activities presented below are included in the lesson plans, and each activity corresponds to each lesson plan. Each activity is underlined in the section of materials in the lesson plans.

### **Activity N°1**

**Name:** ..... **Level:** ..... **Date:** .....

**Task 1. Look at the words bellow and mark the stress on each one by using a circle or a line over the stressed syllable.**

1. believe
2. positive
3. belong
4. happy
5. angry

**Task 2. Listen to the audio and determine if the pronounced words are verbs, nouns, or adjectives.**

1. present
2. import
3. happy
4. permit
5. angry

**Task 3. Listen to the following audio about culture and identify the stressed words. Then, listen to the audio again and select the correct answer.**

**Link of the online task:** <https://forms.gle/jMzy9rd7Nutubt7K8>

1. How does the man feel about other cultures?  
A. amazing

- B. interested
- C. same
- D. identify

2. What happens every time that the man travels? He .....

- A. teaches
- B. wonderful
- C. culture
- D. learns

3. Where is the man from?

- A. The United States
- B. Canada
- C. The United Kingdom
- D. France

4. Which country did the man visit when he was a child?

- A. The United States
- B. China
- C. The United Kingdom
- D. Australia

5. What would happen to the world if people tried to learn about other cultures?

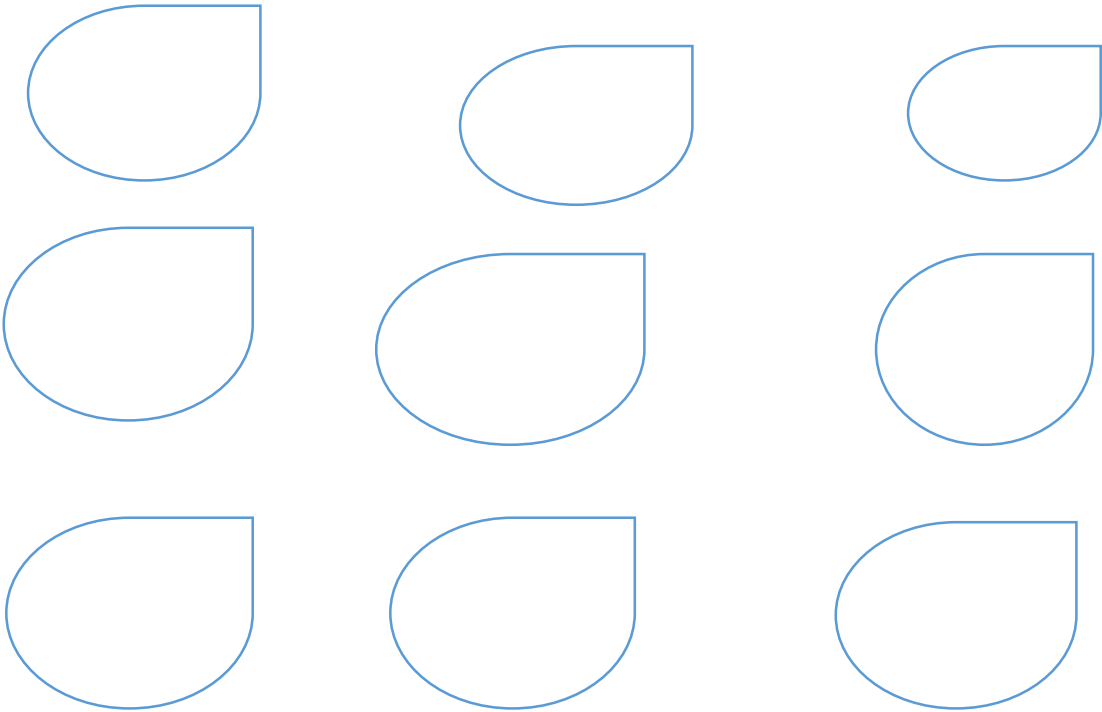
- A. It would be strange, amazing and interesting.
- B. It would be a more peaceful place.
- C. It would have the same culture.
- D. It would be smaller.

Activity N° 2

Names: ..... Level: ..... Date: .....

Task 1. Group work. Read the following topic and create a brainstorming about it.

Topic:





**Task 2. Watch and listen to the video about “first impressions”. Then, answer the questions below.**

**Link of the online task:** <https://forms.gle/xVEoCgNDBfbtXc6B8>

**1. Which is the first nonverbal aspect to consider in a first impression?**

- A. Time
- B. Eye contact
- C. Walk
- D. Mood

**2. Which nonverbal aspect can say so much about you?**

- A. Skills
- B. Eye contact
- C. Smile
- D. Clothes

**3. The speaker says that you have “to make sure you’re standing up straight as you walk into a room”. Which aspect does this explanation belong to?**

- A. Smile
- B. Verbal language
- C. Time
- D. Nonverbal language

**4. Which aspect do the expressions “what you say and how you say” belong to?**

- A. Verbal language
- B. Eye contact
- C. Nonverbal language
- D. Appearance

**5. Which action is it customary in the United States of America?**

- A. Speak louder
- B. Be nervous
- C. Smile
- D. Shake hands

### Activity N° 3

Names: ..... Level: ..... Date: .....

**Task 1. Read the questions and discuss in your group.**

**Topic: “First impressions”**

1. Have you ever been in a situation where you have to give a good impression?
2. What was the situation?
3. What did you do?
4. Which were the aspects that you considered to give a good impression?
5. Have you ever meet someone who gives you a good or bad impression?
6. What did that person do to give you a bad impression?
7. What aspects do you think are basic to give a good impression in any situation?
8. What aspects do you think could give a bad impression in any situation?

**Task 2. Listen to the audio about “first impressions” and complete the sentences with the correct option.**

**Link of the online task:** <https://forms.gle/8AeFfUdcJYwMdT338>

**1. People say first impressions .....**

- A. Count
- B. Important
- C. Judge
- D. See

**2. I’m good at judging someone’s ..... from the first time.**

- A. Character
- B. Thinking
- C. Happiness
- D. Impression

**3. First impressions count most when you meet someone .....**

- A. Important

- B. Famous
- C. Smart
- D. Kind

**4. If you have a ....., it's very important to give a good first impression.**

- A. Job interview
- B. Business dinner
- C. Date
- D. Party

**5. I also think first impressions count when you meet your future**

- A. In-laws
- B. Wife or husband
- C. Boss
- D. Love

### Activity N° 4

Name: ..... Level: ..... Date: .....

**Task 1. Read the following phrases and classify them in each column. The phrases are examples of linking sounds.**

the arcade      must be      dark clouds      kept going      turn off  
lie on      to get a taste      diamond ring      pay all      to walk on

Consonant to Vowel	Vowel to Vowel	Consonant to consonant

**Task 2. Listen to the audio about “red color” and complete the paragraph with the missing words. Pay attention to linked sounds to find the answer.**

**Link of the audio:** <https://listenaminute.com/r/red.html>

Red is my favourite colour. I don't 1 \_\_\_\_\_ why. I have loved the 2 \_\_\_\_\_ red since I was a small child. I even painted my bedroom walls red. My mother wasn't too happy. Now I'm 3 \_\_\_\_\_ I still love red. I always 4 \_\_\_\_\_ a red car. But I never buy red clothes. That's a bit strange. Red is a very passionate colour. It's the colour of love. Sometimes I 5 \_\_\_\_\_ about the personality profile of people who like red. They are 6 \_\_\_\_\_, full of passion and have a great love of life. That doesn't really describe me. Although I often “see red”. When you see red, it means you get 7 \_\_\_\_\_. I'm also often “in the red” in the bank. This means I've used a little more money than I 8 \_\_\_\_\_. So when I get my bank statement I see red and can see red.

## Activity N° 5

Name: ..... Level: ..... Date: .....

**Task 1. Listen to the music styles description. Then, in the blank spaces bellow write the music style that each description refers to.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**2. Read the title of the song and infer its music style. Then, read the song and pay attention to the details of the rest of the song to find the missing words. Listen to the song a fill in the blanks.**

**Link of the song:** <https://www.youtube.com/watch?v=nX7qA2uWcAk>

### “Calm down”

I thought we figured out how not to spill <sub>1</sub> .....	Calm down, calm down
I thought we figured out to <sub>2</sub> ..... away	Calm down, oh, calm down
I thought we found that love was not a failure	Oh, calm down
Decided that the sea would <sub>3</sub> ..... no waves	Calm down, oh, calm down
And it kills me 'cause I get <sub>4</sub> ..... up and you get worked up	Time to <sub>9</sub> ..... it out, when people <sub>10</sub> ..... in doubt
And we get worked up for <sub>5</sub> ....., yeah	Brother, look further, take care of each other
I get worked up and they get worked up	<sub>11</sub> ..... over, about if you need it, then you can shout
And we get worked up for what?	My sister, look further, yeah, you're the <sub>12</sub> .....
<sub>6</sub> ..... down, calm down	Time to figure it out, when people living in doubt
Calm down, oh, calm down	I get worked up and you get worked up and
Is this the way it is for other <sub>7</sub> .....	Stressing over, about if you need it, then you can shout
I wonder if they feel it like I do	We get worked up for what?
I know there is more love than there is <sub>8</sub> .....	Calm down, calm down
A war is just a waste of me and you	Calm down, oh, calm down
And it kills me 'cause I get worked up and you get worked up	Oh, calm down
And we get worked up for nothing	Calm down, oh, calm down
I get worked up and they get worked up	Calm down, calm down
And we get worked up for what?	Calm down, oh, calm down
	Oh, calm down
	Calm down, oh, calm down
	Oh, my brother, sister, my mother
	Got to get together, oh, calm down
	Oh, calm down

## Listening activities

### Answer key

#### Activity N° 1

Task 1	Task 2	Task 3
1. believe	1. verb	1. B
2. positive	2. noun	2. D
3. develop	3. adjective	3. C
4. present	4. noun	4. A
5. record	5. adjective	5. B

#### Activity N° 2

Task 1	Task 2
Students' answers	1. B 2. C 3. D 4. A 5. D

#### Activity N° 3

Task 1	Task 2
Students' answers	1. Count 2. Character 3. important 4. Job interview 5. In laws

#### Activity N° 4

Task 1		
Consonant to Vowel	Vowel to Vowel	Consonant to consonant
Turn off To get a taste to walk on	The arcade Lie on Pay all	Must be Dark clouds Kept going Diamond ring

Task 2
1. know 2. colour 3. older 4. buy 5. red 6. hot-tempered 7. angry 8. have

#### Activity N° 5

Task 1	Task 2	
1. Reggae 2. Bossa nova 3. Celtic 4. Flamenco 5. Bhangra	1. blood 2. walk 3. have 4. worked 5. nothing 6. calm	7. people 8. evil 9. figure 10. living 11. stressing 12. preserver

## Annex 6. Urkund report









### Urkund analysis



#### Document Information

Analyzed document	MA. ELENA PALACIOS-RESEARCH PROJECT.docx (D91999122)
Submitted	1/13/2021 3:38:00 PM
Submitted by	
Submitter email	mpalacios9760@uta.edu.ec
Similarity	4%
Analysis address	elsamchimboc.uta@analysis.orkund.com

#### Sources included in the report

<b>W</b>	URL: <a href="https://repositorio.uta.edu.ec/jspui/bitstream/123456789/27410/1/CALERO%20VALLEJO%20...">https://repositorio.uta.edu.ec/jspui/bitstream/123456789/27410/1/CALERO%20VALLEJO% ...</a> Fetched: 7/16/2020 7:57:58 PM	 2
<b>W</b>	URL: <a href="https://uwe-repository.worktribe.com/preview/918455/Thesis_Repository_%28Final%29%20...">https://uwe-repository.worktribe.com/preview/918455/Thesis_Repository_%28Final%29% ...</a> Fetched: 10/3/2019 7:11:17 PM	 4
<b>W</b>	URL: <a href="https://files.eric.ed.gov/fulltext/EJ1220186.pdf">https://files.eric.ed.gov/fulltext/EJ1220186.pdf</a> Fetched: 1/13/2021 7:15:00 PM	 3
<b>W</b>	URL: <a href="https://mountainscholar.org/bitstream/handle/10217/65198/Abdalhamid_colostate_0053...">https://mountainscholar.org/bitstream/handle/10217/65198/Abdalhamid_colostate_0053 ...</a> Fetched: 9/30/2019 10:07:02 AM	 1
<b>W</b>	URL: <a href="https://www.researchgate.net/publication/343900589_Teaching_ESLEFL_Listening_and_S...">https://www.researchgate.net/publication/343900589_Teaching_ESLEFL_Listening_and_S ...</a> Fetched: 11/25/2020 1:25:00 AM	 1
<b>J</b>	<b>What Types of Training Improve Learners' Performances in Second Language Listening Comprehension?</b> URL: <a href="https://33a35f3a-c496-4362-9528-a95abd141cef">33a35f3a-c496-4362-9528-a95abd141cef</a> Fetched: 3/12/2019 8:14:42 PM	 1
<b>W</b>	URL: <a href="https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/33140/30651Hern">https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/33140/30651Hern</a> Fetched: 1/13/2021 7:15:00 PM	 1
<b>W</b>	URL: <a href="https://repository.wcsu.edu/cgi/viewcontent.cgi?article=1017&amp;context=educationdis">https://repository.wcsu.edu/cgi/viewcontent.cgi?article=1017&amp;context=educationdis</a> Fetched: 4/14/2020 9:27:04 AM	 1

ELSA MAYORIE  
CHIMBO CACERES

Firmado digitalmente por ELSA MAYORIE CHIMBO  
CACERES  
Nombre de reconocimiento (DN): c=EC, o=BANCO  
CENTRAL DEL ECUADOR, ou=ENTIDAD DE  
CERTIFICACION DE INFORMACION ECRICE, l=QUITO,  
serialNumber=000031933, cn=ELSA MAYORIE CHIMBO  
CACERES  
Fecha: 2021.01.14 10:03:07 -05'00'

Dra. Mg. Mayorie Chimbo Cáceres  
**TUTOR TRABAJO TITULACIÓN**