

Teachers' perceptions and knowledge towards using listening activities and strategies in public schools: the case of Bucaramanga and its metropolitan area.

Juliana Alexandra Alarcón Mejía, Angie Valeria Sandoval Cárdenas y Geraldine Dayanna Ortiz

Góngora

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Directora

Edga Mireya Uribe Salamanca

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Dedicatoria

Este trabajo de grado que es muestra culminante de mi carrera lo dedico principalmente a Dios, quien me ha dado las fuerzas para seguir adelante a pesar de todas las dificultades que se me han presentado. También se lo dedico a mis papás Juan Pablo Alarcón y Amparo Mejía quienes han sido mi apoyo incondicional. De igual manera, a mis hermanos Eduar Alarcon y Karina Alarcón por acompañarme en todo momento. Y por supuesto, a mis compañeras Valeria Sandoval y Geraldine Ortiz quienes me han brindado su ayuda y compartido sus conocimientos.

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Resumen

Título: Percepciones y conocimientos de los profesores respecto al uso de actividades y estrategias de escucha en colegios públicos: el caso de Bucaramanga y su área metropolitana *

Autor: Angie Valeria Sandoval Cárdenas, Geraldine Dayanna Ortiz Góngora y Juliana Alexandra Alarcón Mejía **

Palabras Clave: ILE, Habilidad de escucha, Actividades de escucha, Estrategias de escucha, Percepciones de los profesores.

Descripción: En la actualidad existen varios métodos de enseñanza con diferentes enfoques que buscan cumplir con las necesidades y objetivos de los aprendices. Sin embargo, desde el sistema educativo colombiano, y con relación a la enseñanza del inglés, el enfoque usado es la preparación de los estudiantes para la prueba estandarizada. Es por este motivo, que en muchas aulas se dejan de lado algunas habilidades lingüísticas que son cruciales para el aprendizaje de una lengua extranjera.

Este trabajo de investigación explora las percepciones de algunos profesores de educación secundaria en la ciudad de Bucaramanga y su área metropolitana respecto al uso de actividades y estrategias de escucha en sus aulas. Además del conocimiento que tienen respecto a ellas para poder aplicarlas correctamente. Para lograr conocer estos aspectos se emplearon entrevistas semi estructuradas y encuestas, diseñadas para obtener información cualitativa y cuantitativa respectivamente. El estudio reveló que la mayoría de los profesores entrevistados desconocen las diferentes estrategias de escucha y usan un número limitado de actividades, lo que podría dificultar el proceso de aprendizaje del inglés en los alumnos, y por ende, repercutir en su rendimiento académico.

* Trabajo de Grado

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Abstract

Title: Teachers' perceptions and knowledge towards using listening activities and strategies in public schools: the case of Bucaramanga and its metropolitan area *

Author(s): Angie Valeria Sandoval Cárdenas, Geraldine Dayanna Ortiz Góngora y Juliana Alexandra Alarcón Mejía §

Key Words: EFL, Listening skill, Listening activities, Listening strategies, Teachers' perceptions.

Description: Currently, there are several teaching methods with different approaches that seek to meet the needs and objectives of learners. However, in the Colombian educational system, and in relation to English teaching, the approach used is preparing students for the standardized test. For this reason, in many classrooms, some linguistic skills that are crucial for learning a foreign language are left aside.

This research work explores the perceptions that some secondary school teachers in the city of Bucaramanga and its metropolitan area have regarding the use of listening activities and strategies in their classrooms. In addition to the knowledge they have about them in order to be able to apply them correctly. To know these aspects, semi-structured interviews and surveys were used, designed to obtain qualitative and quantitative information respectively. The study revealed that most of the English teachers interviewed are unaware of the different listening strategies and use a limited number of activities, which could hinder the students' English learning process and, therefore, impact their academic performance.

* Degree Work

§Faculty of Human Sciences. School of Languages. Bachelor's degree in foreign languages with emphasis in English. Director: Edga Mireya Uribe Salamanca, PhD in language and culture didactics.

Résumé

Titre: Perceptions et connaissances des enseignants concernant l'utilisation d'activités et de stratégies de compréhension orale dans les écoles publiques : le cas de Bucaramanga et de sa région métropolitaine *

Auteurs: Angie Valeria Sandoval Cárdenas, Geraldine Dayanna Ortiz Góngora y Juliana Alexandra Alarcón Mejía **

Mots clés : EFL, compréhension orale, activités de compréhension orale, stratégies de compréhension orale, perceptions des enseignants.

Description: Actuellement, il existe plusieurs méthodes d'enseignement avec différentes approches qui cherchent à répondre aux besoins et aux objectifs des apprenants. Cependant, dans le système éducatif colombien, et en ce qui concerne l'enseignement de l'anglais, l'approche utilisée consiste à préparer les étudiants pour le test standardisé. C'est pourquoi, dans de nombreuses salles de classe, certaines compétences linguistiques essentielles à l'apprentissage d'une langue étrangère sont laissées de côté.

Ce travail de recherche explore les perceptions de certains enseignants des collèges et lycées de la ville de Bucaramanga et de sa zone métropolitaine sur l'utilisation d'activités et de stratégies de compréhension orale dans leurs classes. En outre, les connaissances qu'ils ont sur ces activités et stratégies leur permettent de les appliquer correctement. Pour connaître ces aspects, des entretiens semi-structurés et des enquêtes ont été utilisés, afin d'obtenir des informations qualitatives et quantitatives. L'étude a révélé que la plupart des professeurs d'anglais interrogés ne connaissent pas les différentes stratégies de compréhension orale et utilisent un nombre limité d'activités, ce qui pourrait entraver le processus d'apprentissage de l'anglais par les étudiants et, par conséquent, avoir un impact sur leurs résultats scolaires.

* Degree Work

** Faculty of Human Sciences. School of Languages. Bachelor's degree in foreign languages with emphasis in English. Director: Edga Mireya Uribe Salamanca, PhD in language and culture didactics.

1. Introduction

Learning a language involves the development of different skills, either receptive, such as listening and reading, or productive such as writing and speaking. In this case, the study will be based on listening comprehension, which not only does comprise the value of hearing itself but also of going through cognitive processes that allow us to comprehend what other people say (Purdy, 1997). Moreover, listening is a very important skill that needs to be taught strategically as it can enhance the teaching of other abilities (Cheung, 2010; Yavuz et al., 2015). However, it is believed that this skill may not be given the attention required in public high school contexts which is causing negative consequences in the learners' whole language process. For this reason, it is of our interest to focus on English teachers' pedagogical practice in public secondary schools in Bucaramanga and its metropolitan area. This is with the purpose of identifying teachers' perceptions and knowledge of listening activities and strategies. To achieve that objective, and describe the research process, this study is presented as follows: first, a theoretical framework with studies relevant to the listening skill, its importance, and the activities and strategies that belong to it. Second, a methodological design section that clarifies the type of investigation conducted, the participants, the hypothesis to be tested, and the instruments, techniques, and procedures necessary for data collection. Third, the findings of each instrument and their respective analysis related to the theories of previous research. Finally, the conclusions of the study, as well as topics that could be useful for future works.

1.1 Problem contextualization

Education is an important contributor to the development of countries since it is one of the main factors in increasing employment and social mobility, thus reducing inequality and gaps between communities (Neira, 2000). For this reason, developed countries such as China, Singapore, Macau, Hong Kong, and Estonia boast the best education systems, which can be evidenced by the PISA (Programme for International Student Assessment) test (El Tiempo, 2019). In contrast, underdeveloped countries, such as Colombia, are below average in these tests but comparing the results obtained in 2018 with those of 2015, it can be evidenced that Colombia improved slightly (Isaza, 2020). However, the results show that Colombia has educational deficits preventing it from surpassing the average established in these tests that measure international education quality.

This situation is also reflected in Colombia through the ICFES test results (Instituto Colombiano para el Fomento de la Educación Superior), which measures the performance level of public and private school students. According to the 2021 report, Colombia presented the lowest results in the last seven years in the areas of mathematics, social sciences, and English (Chacón, 2022). Although there was slight progress in the last competency, it is still deficient since most public-school students do not reach a higher level than A1 (Campo, 2014).

This was as well evidenced in the analysis of the results presented in the National report from 2014-2 to 2017-2 of the 11-grade knowledge test, where it was found that 52% of students are in an A- level, 35% in A1 level and only the 11% reached levels B1 and B+ (Instituto Colombiano para el Fomento de la Educación Superior [ICFES], 2018). Following this line of thought, it is evident that the level descriptors for each grade are not in accordance with the

expectations regarding students learning of the language established by MEN (Ministry of National Education), as it states that students should have a B1 level when they finish high school (MEN, 2006).

According to López et al. (2011), one of the factors that have more influence on the low results of the ICFES test in the English area is that public institutions focus on the grammatical aspect, vocabulary, and reading ability when preparing 11th-grade students for the standardized test. This according to Giraldo et al. (2016) implies that most of the class activities are based on text translations and vocabulary lookups in the dictionary, therefore overlooking the practice of listening, speaking, and writing. This lack of integration and practice of language abilities causes students to present difficulties in their learning process since productive skills (writing and speaking) cannot be developed effectively if students do not develop receptive ones first (listening and reading) (Nan, 2018). For Gilakjani & Ahmadi (2011), listening is the least practiced competence in English classrooms, since reading is most of the time used to prepare students for the ICFES. However, it is necessary to implement listening activities and strategies in order for students to develop and fully integrate linguistic skills and therefore, improve their English level.

According to a study by Caicedo (2015), some teachers in Colombian public schools need to implement listening activities to develop this skill. Instead, they assume that students practice listening implicitly as they build their speaking ability. Besides, some studies (Lim, 2013, Linang, 2005, as cited in Ismail & Aziz, 2020) state that many teachers do not prioritize teaching listening strategies, and some others do not even know about them, neglecting a big part of listening comprehension and consequently language proficiency.

Based on the premise of a negative background regarding the teaching and practice of English listening skills, this research aims to study the activities and strategies used in EFL classrooms in order to investigate teachers' pedagogical practices and thus make significant contributions to the development of this subject. However, the sample of the study population was limited, since it involved the voluntary participation of English teachers from public high schools in Bucaramanga and its metropolitan area, who in some cases refused to participate due to the sensitivity of the subject related to their didactic practices.

1.2 Research question

This research explores and observes the different teaching practices used by English teachers in EFL classrooms to identify if there is an implementation of strategies that foster listening activities in their classes. This study aims to answer the question: What are some high school teachers' perceptions and knowledge towards using listening activities and strategies in public schools in Bucaramanga and its metropolitan area?

1.3 Justification

Gilakjani and Sabouri (2016) state that listening is one of the most important language skills, as it is the primary input in the process of learning English. For Mendelsohn (1994) "Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%" (as cited in Gilakjani and Ahmadi, 2011, p. 977). Following this, it is crucial that students master it in order to develop other abilities effectively. However, most English teachers do not give the proper importance to the teaching of listening skills, failing to implement activities and strategies to develop it, focusing mainly on the practice of the grammatical structures of the language, affecting in a negative way students' learning

process. This is also affirmed by several studies such as Tran and Duong (2020), Nowrouzi et al. (2015), Yılmaz and Yavuz (2015), and Rubin et al. (1982) which highlights the negligence of the teaching and practice of this skill and how it is assessed.

This issue is closely related to the way in which English teaching is carried out in Colombia since the main educational objective in high school is that students reach high marks in the ICFES tests and not the integral development of the competencies that are evaluated (Popham, 2001, as cited in Martinez, 2010). As a result, learners experience a lack of teaching in phonological and auditory input, which was previously mentioned as essential for the English learning process.

As mentioned before, this research is carried out with the aim of improving the pedagogical practices of English teachers, making them aware of the need to implement strategies and activities to develop listening skills, thus strengthening students' linguistic competencies, and improving their educational quality. In the same way, this study expects to provide reliable and accurate data that will allow secondary school teachers in public schools to know the weaknesses and strengths regarding the use of listening activities and strategies in public high school classrooms.

2 Objectives

2.1 General Objective

Identify teachers' perceptions and knowledge of listening activities and strategies in four public schools of Bucaramanga and its metropolitan area.

2.2 Specific Objectives

Determine teachers' perceptions about the importance of implementing listening strategies and activities in public school classrooms.

Establish the types of strategies and listening activities that teachers use in public high schools in Bucaramanga and its metropolitan area.

Contrast the relationship between teachers' perceptions and the use of activities and strategies of listening.

3. Theoretical framework

This section discusses the related research to this study such as the relevance of teaching listening comprehension, as well as listening strategies and activities. It also includes the theoretical bases and legal framework of education in an international and national context.

3.1 Related research

3.1.1 Relevance of teaching Listening comprehension

Teaching and promoting listening comprehension in EFL classrooms is essential for students to reach a high level of foreign language proficiency. Therefore, this skill should be one of the first to be acquired in learning a new language since through receptive skills, the language can be comprehended and then produced (Bozorgian, 2012; Renukadevi, 2014). Furthermore, it is the main input that allows learners to acquire a language naturally, thereby developing other language skills and facilitating the language learning process (Cheung, 2010; Feyten, 1991; Gilakjani & Sabouri, 2016).

3.1.2 Listening strategies

A teaching strategy is a flexible tool and procedure which aims to achieve a significant learning outcome and facilitate pedagogical support (Díaz & Hernández, 2002). Therefore, strategies play a remarkable role in listening skill development since they can potentialize positive results of activities proposed by teachers (Serri et al., 2012; Siegel, 2014). Several authors such as Bidabadi and Yamat (2011), Djiwandono (2006), Lynch and Mendelsohn (2010), and Yulisa (2018) support this idea and agree that there exist three main categories of listening comprehension strategies: metacognitive, cognitive, and socio-affective strategy. These strategies may be unfamiliar to some teachers who base listening instruction on the "listen, answer, check pattern"

demonstrating a lack of knowledge in pedagogical approaches to listening comprehension and teaching it in EFL classrooms (Siegel, 2014, p. 23). These different teaching strategies for listening will be addressed in this study.

3.1.3 Listening activities

There is a variety of listening sources to be used in a lesson plan: teacher and student talk, native guests, audio from books, television, radio and songs, videos, and other material from the internet such as podcasts (Wilson, 2008). For example, “for young learners, video, with its combination of color, action, engaging characters, and story lines, is particularly appropriate” (Wilson, 2008, p. 49). This type of resource would be called didactic as they are the immediate means learners receive the listening input containing a language's phonological and syntactic elements. This is different from logistical resources, which are the equipment that facilitates the reproduction of pedagogical ones as electronic devices (video beams, computers, speakers, internet, etc) (Alarcón, 2018).

Although there is a great variety of activities, this study follows the next categorization of purpose-based activities proposed by Ur (1984, as cited in Yavuz et al., 2015): first, non-response activities, for example, students listen to resources such as teachers, native people, stories, films, and TV programs to pay attention to pronunciation; they can also use diagrams and mind maps or choose and order images. Second, short-answer activities, for instance, true/false exercises. Third, in long-answer activities, for example, the teacher assesses students' comprehension through predictions, summaries, and filling gaps. Finally, listening as a basis for study and discussion, for instance, in problem-solving exercises, where students listen to a problem and have a group discussion. Another activity is a jigsaw, engaging students first in individual exercises and then in a group to share their answers and come to a conclusion. One more activity is complementary

texts, whereby students complete the information from what they listen to. A final activity is interpretive listening, involving students interpreting or interjecting information about specific features. These activities should be applicable based on the level of proficiency learners have (Yavuz et al., 2015), and gradually implemented to them (Cheung, 2010).

3.2 Theoretical bases

To assess language proficiency the Council of Europe (2020) in its CEFR intervention takes as a basis the action-oriented approach to design a common descriptive scheme that places students as social and active agents. It proposes an educational format different from the traditional one, suggesting four forms of communication presented in language activities and strategies. These are production and reception, divided into spoken and written which are the conventional abilities, plus interaction and mediation that express the communicative language activities and emphasize the function of the social feature in the language. In addition, this scheme integrates communicative language competence which involves linguistic, sociolinguistic, and pragmatic aspects in the construction of meaning. Also, it considers the necessary components that significantly impact the development of the language learning process. Therefore, productive and receptive skills should be considered as transversal factors that can be applied in a meaningful communicative environment, in which listening skill plays an important role in the interaction and exchange of information.

Taking into account the above-mentioned, students should be able to express themselves in real-life situations and carry out activities in different social settings. This approach is in line with students' needs, interests, and social context which allows the design of a curriculum with proper teaching and assessment (Council of Europe, 2020).

Following the action-oriented approach, this research is focused on developing the listening skill by employing meaningful activities and strategies. Regarding listening strategies, this study used and emphasized four major ones. First, the metacognitive strategy, implies learners being aware of their learning process by planning, monitoring, and evaluating the information presented in the listening activity. In doing so, learners implement thinking processes in which they must connect new information to previous knowledge, choose mindful thinking strategies, organize, analyze, and assess (Namaziandost et al., 2018; Rubin et al., 1982). The second is the cognitive strategy, which facilitates the understanding of input and gaining knowledge. This strategy involves some techniques, such as elicitation, deduction, and translation that enable students to grasp and synthesize information (Azmi et al., 2014). According to Abdalhamid (2012), Conrad (1989), and Nunan (2001), there are two types of this strategy. One of them is bottom-up, which involves translating each word, pacing the speech, restating the text orally, and stressing the features of the text's pronunciation. The other one is top-down and involves using general knowledge to predict, guess, and explain the answers from listening activities. The third strategy is the socio-affective, through which students learn to manage their anxiety, and to have greater control and confidence in listening activities, allowing them to concentrate and achieve a high performance (Habte-Gabr, 2006; Aneiro, 1990). This strategy includes some cooperative techniques to encourage mutual help, interaction, and active participation of all students in listening activities.

In order to follow Ur's proposal (1984, as cited in Yavuz et al., 2015), the application of purpose-based activities provides significant benefits that help students develop listening comprehension skills. First, through the non-response activities, students perform an active cognitive process while listening to the input to which they are exposed since they are required to

commit the information to short-term memory while working to comprehend the information (Rubin, 1995, as cited in Cheung, 2010). Second, short-response activities, especially assist learners who are at the elementary level or who do not have sufficient knowledge of the language, to make connections between receptive and productive skills, listening to questions and responding to them (Ur, 1984, as cited in Yavuz et al., 2015). The third one, long-response activities, help learners connect the general ideas of the discourse from a stream of utterances, which requires students to construct meaning using contextual information and existing knowledge (O'Malley et al., 1989). Finally, listening activities as a basis for study and discussion helps not only to put into practice listening comprehension but also productive skills, since from what students listen to, they must produce a result that involves the development of their knowledge, problem-solving abilities, and critical thinking (Cheung, 2010).

3.3 Legal Framework

Considering the subject of our research, we should mention some key references that are essential to understand the basis and context of English teaching and learning from international and national points of view. Regarding international references, the CEFR promotes intercultural and plurilingual education through alternatives in curriculum design. In the Colombian context, the Ley General de Educación contains a series of norms to be followed in public and private educational fields, indicating that teaching foreign languages is mandatory and essential (Ley 115, 1994). Also, Ley 1651 de 2013, or the 'Bilingualism Law' provides guidelines to all state entities regarding foreign language teaching (Ley 1651, 2013).

Based on CEFR, MEN designed the suggested curriculum focusing on developing communicative competence for students to understand different social behaviors and respond to them properly (MEN, 2016). It takes as a reference the basic knowledge and abilities that are

identified in the Basic Learning Rights (BLR) which is aligned with the curricular guidelines to accomplish the Basic Standards of Competence (BSC) proposed for each grade. This educational referent aims to help Institutions to create their curriculum based on the student's needs and their social context (Medina et al., 2016). Each school develops this according to its strategies, methodologies, and approaches which are established in its Institutional Educational Project (IEP).

4. Methodological design

4.1 Type of research

This study applies a mixed method, integrating both qualitative and quantitative data to obtain reliable results and provide a better understanding of the problem under investigation (Cohen et al., 2007). Besides, “mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods” (Poth & Munce, 2020 as cited in Dawadi, et al., 2021, p. 27). Therefore, through this method, it is possible to conduct a comprehensive analysis of teachers' perceptions and knowledge about listening activities and strategies used in EFL classrooms.

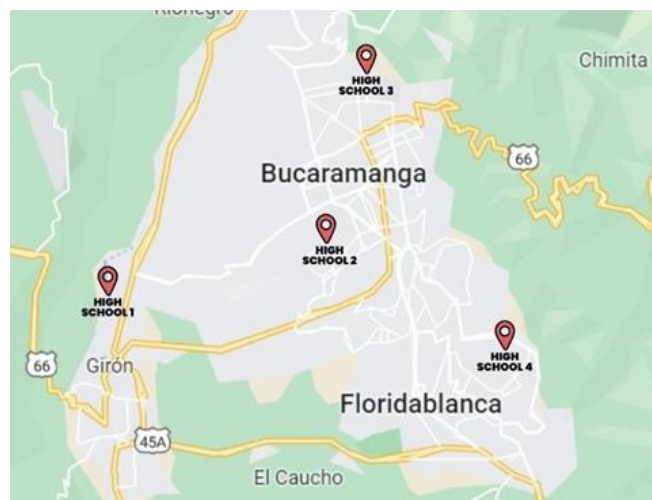
4.2 Participants and Sampling

The participants were seven English teachers (4 females and 3 males) with teaching experience in four different public high schools in Bucaramanga and its Metropolitan area. They were chosen through casual or incidental sampling, which is “applied to those samples which are taken because they are most available” (Guilford & Fruchter, 1973, as cited in Calmorin &

Calmorin, 2007, p.104). This method also allowed us to select individuals from the population directly, intentionally, and easily (Ñauñay, 2010). Besides, they were selected for their similar traits such as experience in teaching environments and geographical place, allowing us to carry out small-scale sampling that does not attempt to generalize its conclusions outside the sample under consideration (Cohen et al., 2018), in which analyzing their teaching experiences, opinions, perceptions, and knowledge in a real-life classroom setting was possible.

Figure 1

Map of schools



4.3 Hypothesis, variables, and Indicators

Taking into consideration the research question, it was formulated the following hypothesis: There is a relationship between teachers' knowledge and perceptions regarding the use of listening skill activities and strategies in the English language teaching process. In this way, the dependent variable would be the use of listening skill activities and strategies, and the teachers' knowledge and perceptions would be the independent one. With this being said, this research aims to find if there is an existing relationship between these variables.

4.4 Data collection instruments

For this study, two different types of data collection instruments were used: Interviews, and surveys. They were divided into 3 categories: the relevance of teaching listening comprehension, listening strategies and activities, and listening comprehension as a transversal factor in English learning.

4.4.1 Interviews

For a thorough understanding of the teachers' experiences in the real-life classroom, semi-structured interviews were designed and applied since they are “ an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings” (Easwaramoorthy & Zarinpoush, 2006, para. 2). Moreover, this kind of interview “ allow considerable flexibility in how they are administered ” (Taylor, 2017, p. 302). As can be seen, this research instrument is reliable and flexible. For that reason, it was chosen and designed with 11 questions which were divided into three categories that aim to answer the specific objectives.

4.4.2 Survey

A survey “uses the methods, materials, and setting of the study of the real-life situation which is under investigation to ensure ecological validity” (Mathiyazhagan & Nandan 2010, p. 44). It also allows us to obtain and process data quickly and efficiently (Casas et al., 2003). Besides, it lets us quantify participants' answers, which shows how the listening skill is applied and taught. In this case, the surveys were applied using Google Forms and consisted of eight questions ranging from dichotomous to multiple choice questions of a single answer, free choice, and rating scales response mode (Cohen et al., 2018).

4.5 Analysis techniques and procedures.

As this research study is based on a mixed method, transcriptions and memos were used as qualitative analysis techniques in order to code and categorize the data collected through the semi-structured interview. Likewise, the researchers conducted a quantitative analysis based on the graphs obtained through the questionnaire in google forms. Finally, a comparative chart was used based on the categories created from the data collected in the interview and the survey to analyze the results and reach a conclusion.

4.5.1 Qualitative

To analyze the data, the recorded interviews were transcribed according to the language chosen by the participants to answer the interview. Therefore, these transcriptions were made some in English and others in Spanish. These were done manually to not alter the spoken discourse of the participants and to identify each aspect mentioned by them. Hence, this was conducted taking into account that the transcriptions involve ethical considerations and implications that may compromise the participants. (Braun & Clarke, 2013, as cited in Hennessy et., al 2022).

After transcribing the interviews, the data collected was codified and categorized through memos which “can help to clarify thinking on a research topic, provide a mechanism for the articulation of assumptions and subjective perspectives about the area of research, and facilitate the development of the study design” (Birks et al., 2008, p. 69). Using these memos as analysis techniques, the information was classified into three main categories for analysis: the relevance of teaching listening comprehension, listening strategies and activities, and listening comprehension as a transversal factor in English learning. During this classification, only the relevant elements for the study were taken, comparing and relating them with the theoretical framework of this study.

4.5.2 Quantitative

An online survey was also used through google forms in order to perform a quantitative analysis. This technique was very useful as it allowed the researchers to obtain and process data quickly and efficiently (Casas et., al, 2003). Through this, graphs were generated which facilitated the information synthesis, and based on these, the results obtained were described and analyzed, reaching a conclusion for each category. It is worth mentioning that of the 7 teachers interviewed, 2 people did not answer the survey.

As mentioned above, after analyzing the information through the memos and the survey, a conclusion was reached for each category. These conclusions were analyzed using a comparative chart in order to contrast the qualitative and quantitative data. This comparative chart made it easier for the researchers to organize and analyze information since it is a graphical representation used to show data so that differences between results can be identified and compared (Educación a distancia, 2017).

4.6 Activities and timetables

Table 1

Timetable and activities

Weeks	Dates	Activities
Week 1	February 27th - March 3rd	Application of consent form
Week 2	March 6th - 10th	Application of interviews
Week 3	March 13th - 17th	Application of questionnaires
Week 4	March 20th - 24th	Transcription of interviews applied

Week 5 & 6	March 27th - 31st	Data analysis using comparative charts and memos
Week 6	April 3rd - 14th	First draft
Week 7	April 17th - 21st	Professor feedback
Week 8	April 24th - 28th	Possible corrections
Week 9	May 1st - 5th	Findings
Week 10	May 8th - 12th	Conclusions
Week 11 & 12	May 15th - 26th	Second draft
Week 13	May 29th - June 2nd	Professor feedback
Week 14	June 5th - 8th	Final paper

5. Research Findings

For the analysis of the data obtained in this research, memos, a comparative chart and graphs from the Google Forms survey, explained above, were used. These tools allowed us to visualize the participants' responses in a more organized and simple way and to relate the categories of the interview and the survey to the specific objectives of the study. Finally, it is necessary to clarify that some interviews were conducted in Spanish since the teachers expressed feeling more comfortable giving answers in their mother tongue.

5.1 Importance of implementing listening strategies and activities.

According to the category of the relevance of teaching listening comprehension that is present in the interview and the survey, three questions were developed. The first one offers a

perspective on how the participants see language skills and invites them to analyze whether the process of learning a foreign language can be developed in a natural way. The second question asks the teachers directly about their opinion on passive learning, and the last one aims to find out which language skill the participants give the most relevance.

The first question was if they consider any language skills as the main input that allows learners to acquire a language naturally. Several teachers expressed skepticism regarding the notion that an individual skill can be considered the primary input. However, within the context of this question, three notable responses emerged. The first participant said, “I think all the language skills, all the language skills they can learn naturally. Usually, I like to work with communicative Language Teaching, right? For example, I like to create situations”. The participant’s answer is aligned with the “Communicative Language Teaching approach” (CLT). Richards and Rodgers (2014) provide a definition of this term in their book *Approaches and Methods in Language Teaching*. They consider that CLT emphasizes the use of language for communication, with the aim of enhancing language proficiency rather than mere knowledge about language. This is achieved by integrating the four language skills and utilizing authentic materials and activities that actively involve learners in meaningful communication within the classroom. This definition aligns with the participant's response, which preferred employing situations that learners can identify with or that are similar to their context, as the main input. Also, it is mentioned that all language skills can be learned in a natural way as there is not one that is more relevant than the others.

It is useful to mention that this response gives a wider range in terms of the input that teachers put into practice in their classes. As this participant points out, it is not focused on the skills and the objective of developing them individually but positions learners in a situation in

which they have to use all of their available tools in order to advance. However, it is important to analyze how much these realistic situations focus on language skills and their individual development.

The second response to highlight is: “Definitivamente el listening, si si, es el como el primer acercamiento, ¿sí? El escuchar y a partir de eso pues modelar, aprender vocabulario, estructura, todo lo demás y yo pienso que parte de allí, parte de esa habilidad de escucha.” This teacher answers directly that listening is considered a crucial skill since it is the first approach that the learner can have to the language. This response indicates that for teachers, this ability is considered an aspect that is naturally present in their English lessons, bearing in mind that the classroom is the only environment in which students will be in contact with it. In addition, it shows the teacher's knowledge of the close relationship between listening and other skills, and how it promotes foreign language acquisition (Cheung, 2010; Feyten, 1991; Gilakjani & Sabouri, 2016).

Finally, the fourth participant answered: “pienso que es el listening, de las habilidades que más se puede enseñar porque para nadie es un secreto que los chicos odian leer entonces por ese lado uno puede encaminarlos a que les guste aprender un idioma extranjero”. This teacher mentioned that the skill considered as the main input for a natural learning of a language is listening. Although, in this answer, it is evident that this ability is not being mentioned for the impact that it has on the educational process and its development, but as an alternative to another skill, since as the teacher mentions, listening can be less boring and demotivating for the students.

The second question explores participants' perceptions about which skill can be learned in a passive way. Here, some teachers disagree with this way of learning since according to them, it is impossible to learn something if it is not constantly practiced. However, two teachers mentioned: “Quizá bueno el listening pero que sea un comprehensible input en que pudieran simplemente

escuchar.” and “Pasivamente, de pronto, por ejemplo, la parte de escucha cuando ellos están viendo televisión, que no es de pronto, si quieren colocar un programa en inglés, ver con subtítulos en inglés”. According to them, writing and listening could be learned passively since there are situations, such as watching television with subtitles, in which vocabulary or grammatical structures are being practiced without the student having to develop exercises. This idea mentioned by the first participant is related to the “comprehensible input” defined by Krashen (1982) as "the term used to describe language input that is understood by learners despite containing elements that are slightly beyond their current level of linguistic competence" (p. 39). This process of understanding can allow students to acquire a language through exposure to meaningful and understandable input in which they are building their own mental structures. Also, this exercise can be easier for students as they watch something that they like and are interested in.

In addition, a teacher mentioned that during classroom reading activities and when students watch videos, they often pick up the meaning of the text even if they are unfamiliar with certain vocabulary and its specific definitions. This interesting phenomenon can be explained with the "linguistic transfer theory". According to Gass and Selinker (1992), language transfer occurs when learners use their existing knowledge of one language to acquire another, based on the similarities shared by the two languages. In this context, the application of this theory helps to clarify how learners draw on familiar linguistic elements to make sense of new input. For this question, the overall response to the term passive learning is negative and seen by the participants as fruitless, since to learn, certain processes must be carried out to create cognitive schemas.

From the data collected in the third question that is if they consider any language skill more important than others to reach a high level of English proficiency, it is possible to identify that in general, teachers don't consider any skill more important than others. According to the second

participant: “depende del objetivo, ¿no? Por ejemplo si el objetivo de aprendizaje de una persona es académico pues entonces va a requerir más de reading, writing pero todas son fundamentales”, this teacher mentioned that the objective that the learner has is more important, and helps to decide on which skill they should focus on. The third participant answered that all skills have the same level of importance, and the fundamental aspect is to be able to guide the students, so all skills are developed effectively. Finally, for the fifth teacher interviewed, the ideal way of teaching language skills is not to give more relevance to one or another, but to integrate them which make learners enhance their overall language proficiency, as each skill complements and reinforces the others.

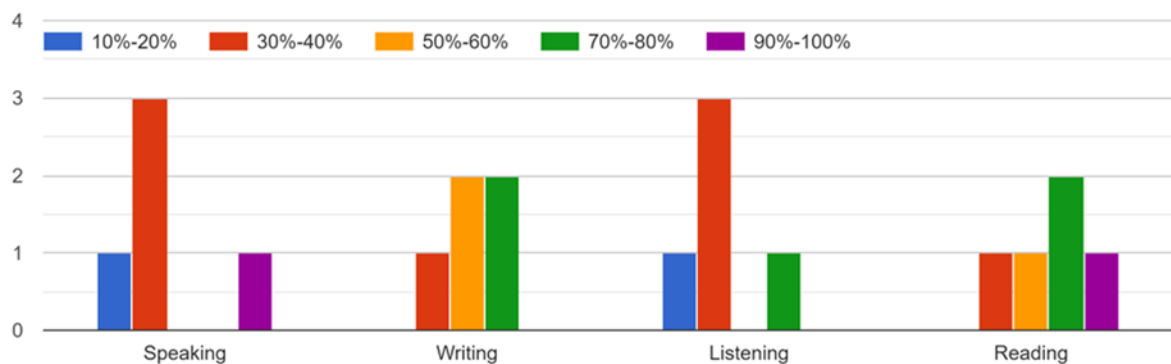
These different responses provide a wide perspective of what teachers pay attention to build their classes, as well as to reach objectives according to students' language learning process.

For the answers to the survey, the following analysis was done:

Figure 2

Putting into practice language skills in class.

What percentage of your daily lessons are based on putting into practice language skills in class?



In order to have a better understanding of the results in a quantitative way and to obtain exact percentages, each of the ranges chosen by the participants was added up and divided by the number of teachers who took the survey, i.e., five.

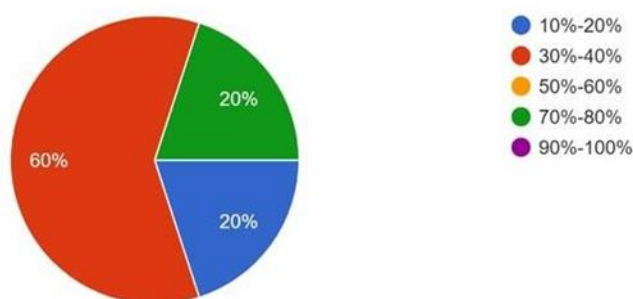
Figure 2 shows how often language skills are practiced during English classes. It indicates that the most practiced skill is reading (62% to 72%), followed by writing (54% to 64%), speaking (38% to 48%), and listening (34% to 44%). The last language skill mentioned is the least used in the classes taught by the teachers participating in this research. In addition to this, the figure shows that the participants' responses related to reading and writing skills share similar percentages, as well as listening and speaking but their use is not as constant as the previous ones.

Figure 2 provides an answer to the concern about the actual percentage in which the participating teachers implement the listening skill in class. As mentioned earlier, reading and writing are practiced more extensively in classrooms, as these two skills are related to the grammatical focus that public schools apply for standardized test preparation. Consequently, skills with fewer practice opportunities, in this case, listening, have less development and limit students in the language input they receive. A similar case is seen in the works presented by Tran and Duong (2020), Nowrouzi et al. (2015), Yılmaz and Yavuz (2015), and Rubin et al. (1982), where it is shown that the problems learners face in their listening comprehension are related to the poor listening skill instruction they receive in their classrooms. This suggests that listening ability has not been given the importance it needs in the learning process, as is the case in Colombia, where the English curriculum focuses on exam preparation and prioritizing grammar over communicative competence. Therefore, in classrooms, it is not considered necessary to practice an aspect that will not be assessed.

Figure 3

Improving students' listening comprehension.

What percentage of your daily lessons are based on improving students' listening comprehension?
5 respuestas



In Figure 3, it can be observed that 3 of the five teachers who participated stated that 30 to 40% of their classes are based on improving students' listening comprehension. Also, one of them said that 10 to 20% of their class time is devoted to this skill, and the remaining person interviewed bases 70 to 80% of their lesson to practice this listening ability. Therefore, it was concluded that most of the participants spend between 30% and 40% of their classes on developing their students' listening skills. Additionally, the values of 10% and 20%, and 70% and 80%, have the same percentage of usage. Moreover, it is important to mention that none of the teachers answer that 90 to 100% of their classes are used to enhance listening comprehension.

This lack of practice in developing listening comprehension can have a negative impact on the integration of all language skills, affecting students' proficiency and performance in assessments, as well as the effective acquisition of a second language (Bozorgian, 2012; Renukadevi, 2014). Furthermore, it can lead students to problems such as difficulty in understanding a conversation due to limited vocabulary, unfamiliarity with accents, or the inability to comprehend a speaker in everyday situations. For that reason, it is important for teachers to provide enough practice and instruction in listening, as this ability plays a crucial role in a well-

developed learning process. These responses highlight the need for teachers to actively focus on practicing and developing listening skills and providing appropriate guidance to help learners overcome problems and difficulties that may arise during the process of learning a second language.

5.2 Listening strategies and activities used in the classroom

To answer the second specific objective regarding strategies and listening activities teachers use in their classrooms, five main questions were asked to establish the types, stages to follow when implementing them, and the purpose behind their use in the English class.

5.2.1 Listening Strategies

To find out the tools high school teachers employ to facilitate and develop students' listening skills, they were asked which listening strategies they implement in their classes. The most mentioned strategy was making sure that students had a clear understanding of the topic taught, that is why teachers would give clear instructions before the activities or repeat the audio up to three times for students. In words of one teacher, “También, por ejemplo, utilizar fotos o figuras que hablen del audio y entonces ellos empiecen a hablar de qué va a tratar el audio” besides the use of pictures to prompt speaking, they also helped to introduce the vocabulary of the lesson. Teaching aids such as pictures are considered effective in developing listening comprehension since it serves as a listening guide and provides a general context for the activities while keeping students interested and motivated (Dwinalida et al., 2014). Another tool mentioned by a participant was the use of L1 (Spanish) when necessary: “durante la clase pues todo el tiempo yo trato de hablarles no tanto todo en inglés porque yo noto a veces que tengo niños supremamente quedados” this with the intention of avoiding confusion and be able to move on with the lesson. Likewise, using L1 can be reassuring for learners given that it allows them to explore their language

competence by creating opportunities to use English, however, depending on the teaching context, educators should carefully consider how much they use L1 as its overuse can create a dependency on it (Kerr, 2019).

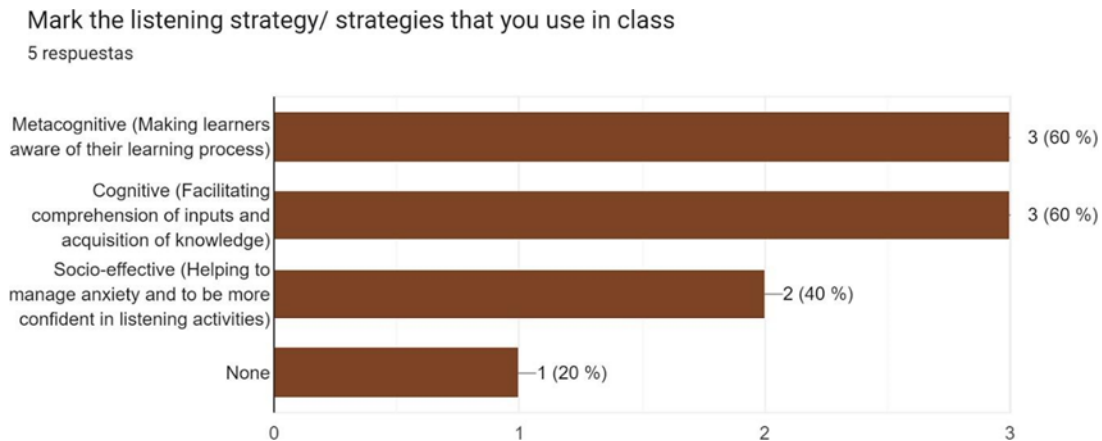
In a more specific sense, teachers were asked if they knew about metacognitive, cognitive, and socio-affective listening strategies to which most of the people interviewed said they had heard about them but did not focus on integrating these during the class. For example, a teacher states “I have read about it, but I don’t see it. When I prepare it, I don’t focus on that” as well as another one who said, “I know but I don’t implement them, I do not use them”. It was also noticeable that the participants did not have a clear understanding of what the strategies were since they asked for clarification or examples during the interview.

Regardless of the above-mentioned, two teachers unknowingly mention using the metacognitive strategy since they try to make students aware of their development, for one of them, “hacerle ver que hay progreso, poquito a poco, eso es importante”. The cognitive strategy can as well be evidenced when they make students repeat, summarize, or tell with their own words what they understood. Finally, the socio-affective strategy, which is the least used by teachers, can be noticed when using audio related to students’ preferences. For example, a participant mentions “es importante cuando se enseña el inglés, recurrir a su experiencia, recurrir a su cotidianidad”. In some instances, they also take into account that the difficulty of the audio for the listening activities is the same as the English level of students “el nivel de audio escogerlo que sea fácil, no tan complicado y a medida que vaya avanzando escoger audios que se incremente un poco”.

The previous interview answers can be correlated with the ones of the survey in which as shown in Figure 4, most of the teachers consider that the most used strategies are the cognitive and metacognitive (60%) and the least used is the socio-affective strategy with 40% of usage.

Figure 4

Listening strategies used in class.



5.2.2 Listening activities

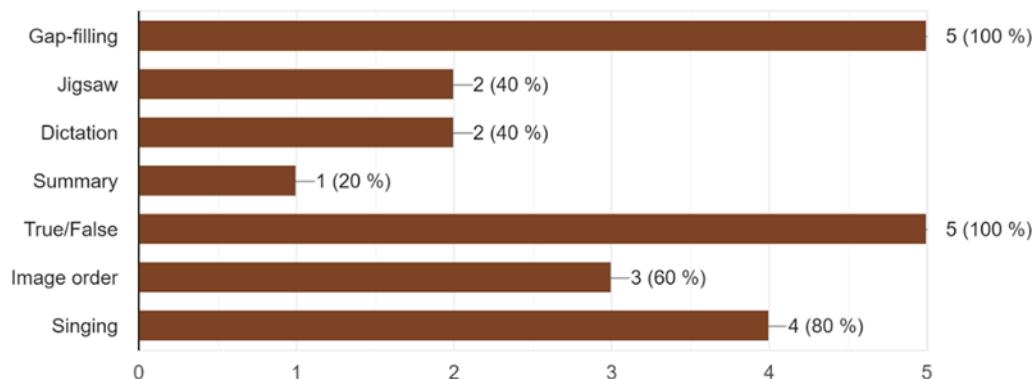
When asked about the listening activities they implement in class, several teachers mention the audio from the *Way to Go* book mandated by the Ministry of Education as a listening source. Other teachers rely on student and teacher talk when a reading does not have a recording, as one of them mentions “Si es una lectura que ellos no tienen, no está grabada, yo la leo o lo otro que hago, trato de poner a leer a los niños que tienen un buen nivel de inglés”. For another participant, recordings from native speakers are a good option before readings “If I have a reading, I love to have a listening version of the reading and I tried to get it from a native speaker as an introduction of the reading”. The above-mentioned listening resources are in line with the ones proposed by Ur (1984) as well as the activities used in their classes such as fill-in-the-gap exercises (mainly with songs), ordering words or sentences, choosing the correct answer, summarizing, or giving main ideas, and engaging in discussions.

Figure 5

Activities to practice in the classroom.

Which activities do you use to practice listening in the classroom?

5 respuestas



In the survey, the teachers were equally asked which activities they resort to practice listening in the classroom to which as shown in Figure 5, the most used listening activities are gap-filling and true/ false exercises (100%), followed by singing in class (80%), ordering images (60%), jigsaw and dictation (40%) and being summarizing the least used activity (20%). The aforesaid does not correlate with the interviews responses since in them, only two teachers mentioned using singing in class that although it aids in the teaching of vocabulary it should be accompanied by learning sources (Luo, 2019); likewise, before the survey, none of the teachers addressed the use of jigsaw activities that according to Alamri (2018) should be a common practice in an EFL classroom since it enhances communicative skills and promotes participation and interaction between students.

It is important to mention that two of the teachers interviewed do not focus on developing listening activities in their classes and only play videos for their students: “Listening listening only no, I play them videos. So, for them they see, and they listen of course”. Even though videos are a visual support for comprehension that motivates students and provides them with authentic

language, it is necessary that teachers guide the learners during the viewing so that they can comprehend the input received otherwise its purpose will be to entertain rather than educate (Ardiansyah, 2018).

In the case of the three stages for the activities (Pre-listening, while listening, and post-listening) only 4 out of 7 participants mentioned implementing them in class but it was not a regular occurrence as it was pointed out that “Not always but sometimes I do it” or that “De pronto no desde manera tan sistemática”. However, the survey revealed that all the teachers consider it important to use the 3 stages of listening. According to Wilson (2008), the listening stages are an orderly sequence that helps students not only to activate schemata and monitor the task at hand but also to receive the necessary feedback on their achievement level of it. Teachers’ answers show that despite knowing how significant the listening stages can be in the development of skills, following them during the activities is not a prime concern in their classes.

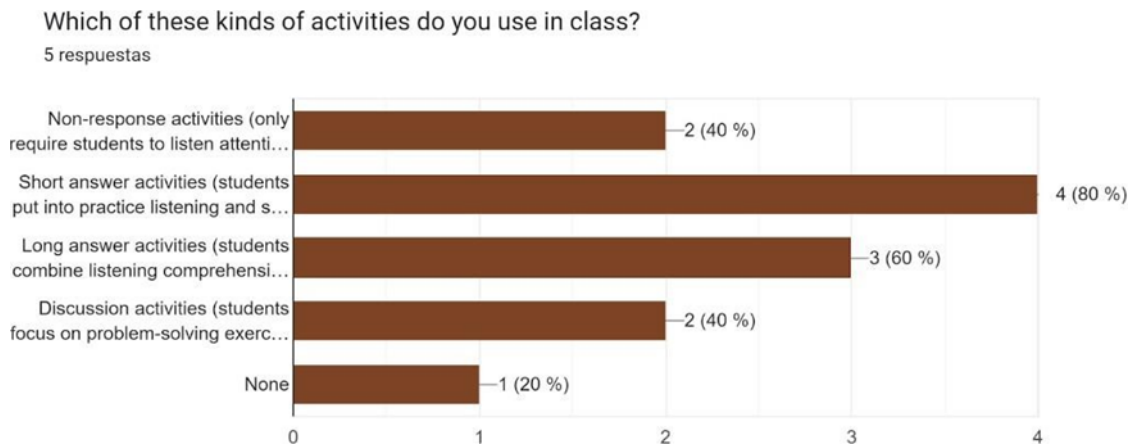
Another important question was if they had any knowledge about the four kinds of listening activities (non-response, short-answer, and long-answer activities, listening as a basis for study and discussions). Here, it was evident that most of the teachers tend to use non-response and short-response activities in their classes as one of them stated “Yo creo que sí, en todos los ejercicios que se plantean están, actividades de respuesta corta, de respuesta larga. Las de no respuesta no las he hecho, o de pronto las hago y no lo sé”.

In the case of long-response activities and listening as a basis for study and discussion, most of the teachers tend to face problems with their development due to the English level of students, they say that “Si, lo intento, lo intento pero realmente no, se dificulta mucho por el nivel de conocimiento de los estudiantes”. For other participants, this makes it almost impossible to use those activities in class: “I tried but there is a big barrier which is the level of English of the students

[.] sometimes they don't have the skills to respond to that kind of activity, like debate". Another teacher stated that activities such as discussions are used at the end of the educational term "De discusión sí, ya cuando estén un poquito más avanzaditos se hacen debates, hablar sobre un tema que se escuchó, pero tengo que esperar un poquito porque los primeros periodos no los hago". Based on the above, it can be inferred that during the school year, the teacher can help the learners acquire the vocabulary necessary to partake in simple discussions or debates.

Figure 6

Listening activities used in class.



On the contrary, as seen in Figure 6, the survey indicated that although short-answer activities are the most used in class (80%), long-answer activities that teachers affirmed to be challenging due to the speaking skills of students, do not fall behind with 60% of use in classes, followed by non-response activities and discussions (40%).

All the teachers interviewed consider that listening activities and strategies help students acquire or improve their communication skills to have more life opportunities ultimately. Same as Diaz and Hernandez (2002) indicated, they view teaching strategies as an instrument that can bring

good learning outcomes. The participants also mention the importance of choosing meaningful activities to motivate students to continue learning, “as teachers we have to motivate students and one way is to say why it is important to learn something, and when are they going to use it”. Other teachers also remark on the benefits of listening activities and how they help students acquire vocabulary, know the pronunciation, and get used to different accents.

4.3. Relationship between teachers’ perceptions and use of activities and strategies

Based on one of the specific objectives, the third category aims to collect data to contrast the relationship between teachers’ perceptions and the use of activities and strategies of listening, taking into account the English teaching transversality proposed by the CEFR.

As has been said before, researchers employ interviews and surveys to conduct this study. Regarding the interviews, this category was established with three questions, the first one was related to how teachers think students can learn English in a meaningful way. To this, one of the participants answered “ I think we have to be very creative, and we have to study the students, their interests and design the classes according to their interests”. Likewise, another one states “... para aprender de manera significativa se requiere principalmente es un motivo personal para aprender”. As can be seen, these two teachers highlight that learners' motivation and interests are important to involve them in their learning process. Similarly, others agreed with this answer pattern, adding that students will also experience meaningful learning when language skills are integrated into school and their social context through projects. Although the participant did not mention any theory, this can be associated with the “Project Based Learning Theory” (PBL) which according to Kumaravadivelu (2001) “ ... offers many opportunities to promote language use and acquisition in real-life contexts because the basic premise of PBL is that learning begins with a

problem presented in the same context as it will be encountered in real life” (as cited in Ngadiso et al., 2021, p.115). As can be evidenced, this theory is in line with the action-oriented approach proposed by the CEFR (Council of Europe, 2020). This is because these projects engage students in real-life situations, motivating them to develop not only language skills but also others, such as “creativity, communication, critical thinking, and collaboration” which are considered some of the 21st-century skills (Erdem et al., 2019, p.7).

The second question aimed to find out how teachers practice listening comprehension in the classroom. To this, most of them answered that they played songs as listening activities and then the students had to memorize or complete the song lyrics on worksheets. In this case, one answer, in particular, was: “In my classroom, I have different kinds of activities. For example, songs. Sometimes we have to fill in the gaps, complete some songs, right?”. However, one of the participants mentioned not employing songs as a listening activity since most of them use informal English. Another type of exercise stated was the teacher as a listening model. For instance, one of them said “Pues lo primero, yo soy el modelo, ¿no? Entonces a través del ejercicio que ellos tienen que hacer de comprender lo que yo le digo en inglés esa es una estrategia”. Furthermore, a common answer was to practice listening through exercises from the English textbooks provided by the Ministry of Education. Although most of the participants claimed to employ listening activities, there was one who stated to not do any of them in the classroom. In the same way, another teacher commented “Les coloco los audios y les pongo a que cierren los ojos, es una forma de que ellos estén quietos”. From the above excerpt, it is clear that listening comprehension activities are not practiced either, as the teacher merely gives them a didactic resource without putting the skill into practice. Dey (2014, as cited in Ulum, 2015) also highlights this idea, stating that learners can acquire a language through authentic input from different materials, such as videos or songs.

However, according to this author, it is necessary to use those resources to develop language skills and thus facilitate students' language learning process.

In addition to the above, it was also mentioned that public schools do not have the necessary logistical resources to practice listening skills. For instance, one of the participants said “en los colegios públicos, tenemos muy pocos recursos. En este colegio no contamos con mayores recursos, pero eso no es un obstáculo cuando uno quiere enseñar realmente esa habilidad de escucha.”

The last question in this category focuses on whether language skills were taught by integrating them into meaningful situations or by teaching them individually. In this section, most of the participants answered that they teach language skills by integrating them, and only one answered by isolation. These responses gave importance to skill development by integration that enables students to prepare for real-life situations. Tajzad and Namaghi (2014, cited in Pardede, 2019, p.148) also state that “although segregated skills teaching may help students develop their knowledge of the language, but it does not enable them to use the knowledge in actual communication”. As mentioned above, this statement is aligned with the participants' opinions. However, when asked why they taught skills by integration, most of them did not give a clear reason for their methodology. In this case, one teacher answered “Integrating about the grammar, for example, right? Sometimes I try to do it, sometimes is hard but I try to do it”. In this question, only one person gave two clear reasons. The first reason was teaching skills in isolation in order to “para que ellos se vayan desarrollando más en las habilidades”, and the second one was teaching linguistic skills by integrating them with the purpose of “saber si ellos aprendieron o qué les hace falta pues las trato de unir en ejercicios y actividades.” Moreover, one of participants answer “Integrandolas [.] trabajo con proyecto, y he notado pues que los mejores resultados se

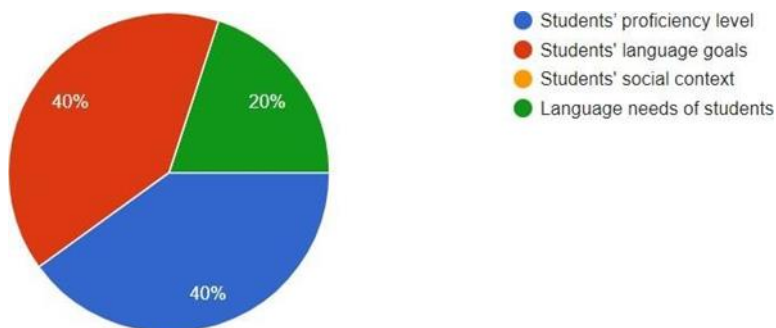
obtienen cuando uno hace ver al niño que el inglés es una materia que se puede aprender basados en su experiencia y también en su cotidianidad.” As can be seen, this person teaches language skills by integration through projects that involve students in social contexts that can be meaningful to them.

This category was also taken into account in the survey design, through which two questions were established. The first one related to the teachers' perspectives on teaching English: “How do you think English should be taught?” In this question, there were four possible answers from which 100% of the teachers chose “Teaching English based on students' needs, interests, and meaningful situations”.

The second question of survey was focused on the teachers' teaching methodology: “Which aspect do you take into account when selecting activities in class?”. As can be seen in Figure 7, four possible answers were established, 40% answered “Students' language goals”, another 40% “Students' proficiency level”, 20% “Language students' needs”, and none chose “Students' social context”.

Figure 7

Percentages of teachers' methodologies.



Based on the results gathered through the interview and the survey, three conclusions can be drawn. First, the participants consider that English should be learned meaningfully considering students' interests, needs, and social context which is in accordance with the CEFR (Council of Europe, 2020). Second, some of them in the interview stated that they use listening activities based on songs and other activities proposed by the Ministry of Education. However, it can be seen that some teachers tend to confuse listening activities with books and songs, which according to Alarcón (2018) are logistical resources used to carry out listening activities. In addition, there are some of them who do not use listening activities in English classes which could hinder the process of learning English, since according to Cheung (2010), Feyten, (1991), and Gilakjani & Sabouri (2016) listening skill facilitates and allows students to learn English in a natural way. Finally, most of the participants claim to teach language skills by integration. Nevertheless, the reasons they do so are unclear or not mentioned.

Likewise, in Figure 7 the teachers' perspectives contradict each other to some extent, as only 20% of them indicated that they consider students' needs, and none of them pointed out the students' social context when selecting activities for their class. Therefore, this leads us to conclude that although teachers consider it important for students to learn English meaningfully, taking into account their interests and needs, they do not address most of the fundamental aspects for this to occur in their pedagogical practice. This makes us deduce that most of the participants' perceptions and knowledge are not related. Moreover, it is important to highlight that some of them mentioned that there are not too many logistical resources in public schools to carry out listening activities effectively, and for that reason, they feel limited in their English classes.

6. Conclusions

The present research is focused on identifying high school teachers' perceptions and knowledge of listening activities and strategies in the foreign language teaching process in Bucaramanga and its metropolitan area. The results obtained from interviews and surveys revealed, as a general conclusion, that even though teachers consider it important to enhance the listening skill through activities and strategies in the classroom, it was evident that this ability was not given the same time for development as the other linguistic skills. Therefore, most of the teachers' perceptions are not in accordance with their pedagogical practice.

In addition, the analysis of the results led to four specific conclusions:

First, most of the participants agreed that English should be learned in a transversal manner, integrating language skills, practicing them, and considering students' interests, needs, and social context which is in accordance with what the CEFR establishes (Council of Europe, 2020). But although they consider listening skills as a cross-cutting factor in learning English, and according to their perspectives, plus what they expose in their pedagogical practice, it can be inferred that they do not teach listening as a transversal factor in their classes.

Second, teachers think that no language skill should be seen as more relevant than others and that for effective learning to take place, they should be integrated. For that, the English level of students as well as their objectives should be taken into account to create the classes. They also emphasize the role of the teacher as the person who should guide learners in their academic process and ensure the maximum achievement for each skill. But for them, the classroom environment, and placing the students in a real context have more relevance and importance.

Third, as for the purpose-based activities proposed by Ur (1984) necessary to develop listening skills, some teachers mentioned using them, while others get confused with logistical resources. What is more, in other cases, they were applied only to keep students from misbehaving instead of developing their listening skills. Nevertheless, the most implemented activities in their classes tend to be non and short-response whereas long-response and listening as a basis for study and discussion were difficult to put into practice due to the English level of students. The participants also stated using different listening sources such as teachers and student talk, audio from native speakers or books, songs, and videos as well as diverse logistical resources. Moreover, it is important to note that most of them know about the three stages of listening activities, but they are not always used in classes.

Finally, most of the participants did not have a clear understanding of the metacognitive, cognitive, and socio-affective strategies, and only a few were aware of using them in class. This not only supports what Lim (2013) and Linang (2005) state regarding teachers not being familiar with listening strategies which can affect students' language acquisition but also confirms what Siegel (2014) declares about how teachers base their practice of the skill on listening and answering leaving behind pedagogical approaches in the classroom.

7. Further research

Considering the responses of the participants in the interviews, a topic that was mentioned on several occasions, and which is important to highlight and address in future research, is the lack of logistical resources that exist in public school classrooms. This aspect plays an important role in the planning and development of the classes, as the materials that teachers can use with students are limited. It also has an impact on the quality of education provided to students. For this reason, it would be relevant to have real and detailed information about the resources available in the classrooms, and more specifically, the ones assigned and employed in the teaching of English in Bucaramanga and its surroundings.

Another relevant topic to investigate arises from the limited amount of practice of listening skills mentioned in this study, which is the assessment of this ability. Having a restricted sample of participants, it could be observed that there are very few methods and procedures used to teach this skill, which leads us to infer that there could be less planning as to how to evaluate it. Therefore, it would be important to know the evaluation approaches or methods that teachers use when testing students.

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Apéndices

Annex A. Documento de consentimiento informado

DOCUMENTO DE CONSENTIMIENTO INFORMADO

Percepciones y conocimientos de los profesores de inglés con respecto a las actividades y estrategias aplicadas en las aulas de Inglés como lengua extranjera en colegios públicos.

I. INFORMACIÓN

Ha sido invitado(a) a participar en la investigación “Percepciones y conocimientos de los profesores respecto al uso de actividades y estrategias de escucha en colegios públicos: el caso de Bucaramanga y su área metropolitana”. Sus objetivos son (1) Determinar las percepciones de los profesores sobre la importancia de la implementación de actividades y estrategias de escucha en aulas de clase de colegios públicos. (2) Establecer los tipos de estrategia y actividades de escucha que los profesores utilizan en aulas de clase en dos colegios públicos en Bucaramanga (3) Contrastar la relación entre las percepciones de los profesores y el uso de las actividades y estrategias de escucha. Usted ha sido invitado (a) porque cumple con las características de la muestra que requerimos para llevar a cabo nuestra investigación, tales como su profesión, lugar de trabajo y experiencia.

La tutora responsable de este estudio es la doctora en didáctica de las lenguas y culturas Edga Mireya Uribe Salamanca de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Su participación consistirá en responder una encuesta de 8 preguntas y una entrevista semiestructurada de 16 preguntas. Esto abarcará varias preguntas sobre su experiencia de enseñanza con respecto a las actividades y estrategias de escucha.

La encuesta se llevará a cabo a través del formato de Google forms y la entrevista será realizada de manera presencial. Para facilitar el análisis de los datos, la entrevista será grabada. En cualquier caso, usted podrá interrumpir la grabación en cualquier momento, y retomarla cuando quiera.

Riesgos: Esta investigación no supone ningún tipo de riesgo.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para indicar el uso potencial de la información en términos de beneficio social científico o académico.

Voluntariedad: Declara que conoce esta investigación y ha autorizado su participación. Además, tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión particular, ya que se hará de manera anónima. Además la información obtenida sólo será usada con fines académicos.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Para ello, le enviaremos un correo electrónico, por medio del cual podrá tener acceso a la información.

Annex B. Interview

- Listening comprehension as a transversal factor in English learning.
 - How do you think students can learn English in a meaningful way? How do you practice listening skills in the classroom?
 - Do you teach language skills by integrating them into meaningful situations or teaching them by isolation? Why?
- Relevance of teaching listening comprehension.
 - Do you consider any language skill as the main input that allows learners to acquire a language naturally? Which and why?
 - Do you consider there is any language skill that could be learned in a passive way? Yes / No. Which and why?
 - Do you consider any language skill more important than others to reach a high level of English proficiency?
- Listening strategies and activities.
 - Which listening activities do you implement in class?
 - What is the purpose of using them in class?
 - Do you implement the 3 stages in the activities?
 - Which listening strategies do you implement in class?
 - What is the purpose of using them in class?
 - Do you know about metacognitive, cognitive, and socio-affective listening strategies?
 - Do you implement any of those strategies in class?

- Do you have any knowledge about the four kinds of listening activities (Non-response activities, short-answer activities, long-answer activities and listening as a basis for study and discussion activities)
 - Do you implement any of those activities in class?
- Do you think listening strategies and activities are useful in the process of learning English? Why?

Annex C. Survey

- Listening comprehension as a transversal factor in English learning
 - How do you think English should be taught?
 - Teaching English through real-life situations
 - Teaching English focusing on grammar worksheets.
 - Teaching English by putting into practice grammar, vocabulary, and translation.
 - Teaching English based on students' needs, interests and through meaningful situations.
 - Of the following which do you take into account when selecting activities in class:
 - Students' proficiency level
 - Students' language goals
 - Students' social context
 - Language needs of students
- Relevance of teaching listening comprehension
 - Indicate in which measure you put into practice language skills in class.

- Listening 10% - 20%, 30% - 40%, 50% - 60%, 70% -80%, 90% - 100%.
 - Reading 10% - 20%, 30% - 40%, 50% - 60%, 70% -80%, 90% - 100%.
 - Writing 10% - 20%, 30% - 40%, 50% - 60%, 70%-80%, 90% - 100%.
 - Speaking 10% - 20%, 30% - 40%, 50% - 60%, 70% -80%, 90% - 100%.
- What percentage of your daily lessons are based on improving students' listening comprehension?
 - 10%-20%
 - 30%-40%
 - 50%-60%
 - 70%-80%
 - 90%-100%
- Listening strategies and activities
- Mark the listening strategy/ strategies that you use in class.
 - Metacognitive (Making learners aware of their learning process)
 - Cognitive (Facilitating comprehension of inputs and acquisition of knowledge)
 - Socio-effective (Helping to manage anxiety and to be more confident in listening activities)
 - None
 - Other: _____
 - Which of these kinds of activities do you use in class?
 - Non-response activities (only require students to listen attentively)

- Short answer activities (students put into practice listening and speaking skills)
 - Long answer activities (students combine listening comprehension with speaking as well as showing a deep understanding of the overall meaning of the utterances)
 - Discussion activities (students focus on problem-solving exercises)
 - None
 - Other: _____
- Do you use any of these activities to practice listening in the classroom?
- Gap-filling
 - Jigsaw
 - Dictation
 - Summary
 - True/False
 - Image order
 - Singing
 - Other: _____
- Do you think that it is important to use the 3 stages in the listening activities (Pre-listening, while listening, and post-listening)?
- Yes
 - No

Annex D. Memo 1**MEMO 1****DATE:** 15/03/2023**CATEGORY:** Listening comprehension as a transversal factor in English learning**CODE:** Teachers' perspectives about the role of listening comprehension in learning English in EFL classrooms**SUBCODES OR SUBCATEGORIES:**

1. How do you think students can learn English in a meaningful way?
 - a. Student's interests, intrinsic motivation, personal motivation
 - b. Recreate real-life situations, specific needs, needs, real-life situations related to their social context.
 - c. De manera significativa, enseñando las 4 habilidades
 - d. Students should practice English constantly.
2. How do you practice listening skills in the classroom?
 - a. Songs, listen to a song and filling the gaps.
 - b. Teacher as a model: Ss listen to the teacher.
 - c. Practicing listening from audios books.
 - d. Students listen to the audio and close their eyes.
 - e. The teacher doesn't put into practice the listening skill in the classroom.
 - f. En los colegios públicos, tenemos muy pocos recursos (dato interesante).
3. Do you teach language skills by integrating them into meaningful situations or teaching them by isolation? Why?

- a. Integration of the four skills
- b. Teaching listening skills by isolation

Most of them didn't answer why they teach them by integration or isolation. Just two subjects said why: P3 said that teaches linguist skills in isolation in order to "para que ellos se vayan desarrollando más en las habilidades." and teaches linguistic skills by integrating them in order to "para saber si ellos aprendieron o qué les hace falta pues las trato de unir en ejercicios y actividades." P4: "de manera significativa, enseñando las 4 habilidades... Yo trabajo con proyecto, y he notado pues que los mejores resultados se obtienen cuando uno hace ver al niño que el inglés es una materia que se puede aprender basados en su experiencia y también en su cotidianidad."

RAW DATA:

How do you think students can learn English in a meaningful way?

P1: I think, as a teacher we have to create a space that is meaningful or something like calls the attention of the students, right? We are some kind of sellers, we sold ideas and something like that. In my case, I sell English. I'm an English teacher, right?

So, I think we have to be very creative, and we have to study the students, their interests and design the classes according to their interests, right? For example, I know that some, many students like Marvel so, I can make an activity about Marvel, not about my likes. Is about them and English is very easy to do it.

P2: Bueno considero que el aprendizaje del Inglés, de hecho, de cualquier área es exitoso inicialmente cuando hay una motivación intrínseca, es lo que he podido ver. Eh, el inglés como la matemática considero que son áreas de odios o amores y en mi experiencia veo que el estudiante que le gusta el inglés o sea que tiene esa motivación interna pues busca los mecanismos y se le

facilita mucho más el proceso. Eh, para aprender de manera significativa se requiere para mi principalmente es un motivo personal para aprender, una motivación personal y bueno para quienes no lo tienen dentro del aula de clase es recrear situaciones reales tratar de enlazar la enseñanza con necesidades específicas que ellos tengan en la comunidad con proyectos que para desarrollarlos requieran la utilización del idioma de esa manera puede ser significativo.

Interviewer: ¿Como involucrarlos en actividades que involucran a la comunidad?

Si de pronto con- Si, si, en mi caso lo he intentado y como la verdad no ha sido fácil identificar alguna necesidad de la comunidad específica para el aprendizaje del inglés lo que he hecho es como tratar de motivarlos a través de cosas que sé que a ellos como jóvenes les interesan. Entonces la música, las redes sociales eh ciertos tipos de personajes famosos que ellos siguen, que admiran y que hablan inglés, eso como apuntando a los intereses de ellos.

Interviewer: Entonces es como la motivación intrínseca que tengan los estudiantes y también basado en los intereses y de pronto también las necesidades de ellos. Exacto.

P3: En la experiencia que yo tengo en el colegio, una buena forma de aprender de forma o manera significativa es, de pronto, llevando el idioma a la cotidianidad de ellos. Enseñándoles cosas que tengan que ver con su entorno o incluyendo el inglés en su entorno diario, en el entorno del colegio, en el entorno de la comunidad donde ellos están, del vecindario. Para que pues, a medida que ellos adquiriendo la gramática, el vocabulario del inglés pues también lo vayan utilizando para expresar, por ejemplo, problemas de la comunidad o cosas que le gustan de ellos, de estar con sus compañeros y así entonces van utilizando el inglés y lo van adquiriendo de una manera significativa. Que ellos se den cuenta que es importante para algo, y también pues utilizarlo en cosas que van a servir para la vida como de pronto, entrar a un supermercado, cómo pedir algo en una tienda o como entrar en un restaurante, etc. Cosas significativas para ellos.

P4: La verdad es desarrollando todas las habilidades, no solamente desarrollar la parte escrita, se debe desarrollar también la parte de lectura, la parte oral, el listening, la lectura, el reading, el writing, porque inglés es un todo, no solamente podemos enseñar un solo aspecto. Entonces, de manera significativa, enseñando las 4 habilidades, pero también recurriendo a la experiencia que uno tiene, y además hablando de temas que a ellos les interesa. Yo trabajo con proyectos, y he notado que los mejores resultados se obtienen cuando uno hace ver al niño que el inglés es una materia que se puede aprender basados en su experiencia y también en su cotidianidad.

P5: I think, I consider that it is important to know what the students like, what they like to do, what they like to read, they like watching and taking into account the age, in order to select the material that we are going to use in the classroom. Things that they like are going to be very meaningful for them. I think the main problem at school is that teachers continue using a book, a student book. The teachers don't adapt the material to the necessities and likes of the students. We need to know the environment, where do they live, everything about the students. For that reason, I think that is very important to have a need analysis about the students at the beginning of the school. If we think about public schools or, in our case, public schools, is necessary to know our students.

P6: En estos momentos yo trabajo con sextos y séptimos y la verdad sí ha sido bastante difícil el manejo porque ellos no tienen como muy bien lo del escucha por la parte disciplinara porque ellos vienen de la escuela y en la escuela es como sin Dios y sin ley. Sin embargo, yo trabajo con ellos, les tengo un televisor porque creo que a ellos lo visual les ayuda mucho y muñequitos, y con mi computador he tratado de que por lo menos algo de la presentación personal, ellos han fluido un poco. Yo les coloco el televisor y trato de que todo sea visual porque son pequeños. Después apago el televisor y los pongo a escuchar y eso es más difícil.

P7: First of all, constantly because, for example, if they only want to learn by classes because of the practice in classes they would never learn, because is only some vocabulary, some grammar. So, depends of the time they practice, if they are in touch with the language, of course they want learn easily and faster. But if they are not constantly and they are not in touch with the language is harder and takes some more time.

How do you practice listening skills in the classroom?

P1: In my classroom, I have different kinds of activities. For example, songs. Sometimes we have to fill in the gaps, complete some songs, right? Rock songs, usually POP songs because students like pop also. At the beginning, I ask to the students what kind of music do you like? What are your favorite stars? What are your favorite hobbies? activities? I checked and sometimes I have for example the music, listen the song, I SEARCH FOR THE LYRICS, erase some words, write on the line and they complete songs for example. Or I have conversations, that kind of activities I think are very usual.

P2: Pues lo primero, yo soy el modelo, ¿no? Entonces a través del ejercicio que ellos tienen que hacer de comprender lo que yo le digo en inglés esa es una estrategia. La otra es con audios, manejo el material sugerido por el ministerio de educación esos libros de texto entonces pues realizamos diferentes actividades de discriminación auditiva y también la música. El tiempo quizá no nos permite hacer un poco más pero mínimo trabajamos como a fondo una canción al año, digamos en los espacios que a veces quedan, realizando la clase o para cambiar un poco la rutina estudiamos una canción, la aprendemos muy bien y pues se abre el espacio para que los que estén interesados o tengan el talento puedan en algún evento del colegio cantar esas canciones.

P3: Con ellos yo trato de llevarles audios que tengan que ver, bueno, con los temas que estamos viendo el colegio, por ejemplo, estamos viendo de pronto, hay un tema que ellos ahorita lo están viendo que es el de llamadas telefónicas. Cómo dejar un mensaje en una llamada telefónica entonces trato de encontrar audios que tengan el vocabulario que ellos están aprendiendo y otro vocabulario nuevo, y lo trato de colocar en la clase, repetirlo, primero que lo escuchen, que conozcan las palabras nuevas, luego sí practicarlos entonces siempre trato de encontrar audios que sean acordes al nivel de ellos y acorde al tema que estamos viendo en clase. Y mucha repetición, también es importante con ellos.

P4: En los colegios públicos, tenemos muy pocos recursos. En este colegio no contamos con mayores recursos, pero eso no es un obstáculo cuando uno quiere enseñar realmente esa habilidad de escucha. Lo que yo hago en mi salón, tengo un libro base, que es el libro Way to go, que es el libro que tiene el Ministerio para este grado y viene con sus ejercicios de listening, además de eso, yo trato de hacer otros ejercicios de listening que no propiamente sean del libro pero sí del proyecto que tengamos, por ejemplo, en este momento estamos desarrollando un proyecto ambiental entonces con el libro, con lo que más o menos ellos ven de biología, que son campañas de cuidar el medio ambiente pues es algo transversal que yo hago y además de eso, les enseño canciones, les traigo canciones que tengan que ver con el medio ambiente y hacemos los ejercicios del listening. Para mí, sí es muy importante la parte del listening, no se pueden desarticular las partes así yo tenga muy pocos recursos, pero con lo poco que tenemos utilizarlo.

P5: Something that I really like to do is to use audiobooks that I select depending on the students' level. Sometimes is a little bit difficult because, for example, in my case, I have ten grade students and they don't have the level they are supposed to have and I have to choose some material that probably is not for that age but I try to get, how can I say that..., attractive material for them, and have adaptations of the material. But they love listening, that is something that surprise me when I started working at the public school, that the students love listening exercises, that is not a problem, they are not afraid of listening, books or songs, or to have different kinds of listening exercises. They relax, they pay attention, and they find the listening exercises interesting.

P6: Les coloco los audios y les pongo a que cierren los ojos, es una forma de que ellos estén quietos. No van a cubrir, pero van a hacer lo que yo voy a hacer, mientras yo observo. Ellos no tienen hábitos, de la escuelita ellos no traen nada.

P7: Well, to be honest, actually not too much, not here in the school. But in others places that I work, I tend to do it. Here, because, I play some videos but listening as listening and question them not.

Do you teach language skills by integrating them into meaningful situations or teaching them by isolation? Why?

P1: By integrating, yes.

Interviewer: Why?

Integrating about the grammar, for example, right? Sometimes I try to do it, sometimes is hard but I try to do it.

P2: Integradas, si, integradas. Digamos una lectura, comprensión de lectura entonces además de realizar la lectura como tal escuchamos el audio y simultáneamente luego se hacen preguntas entonces ahí estaríamos practicando la habilidad de speaking, si simultáneamente, definitivamente

-Integrándolas, integrándolas, sí.

P3: integrándolas, y yo creo que también las enseño aparte, ya con el momento por ejemplo de la práctica también trato de colocarlas de forma como unida, que ellos por ejemplo practiquen el Reading y el writing, o practiquen el speaking con el listening y de pronto dedico a clases, por ejemplo, hoy vamos a hacer solamente listening, o vamos a hacer solamente Reading, para que ellos se vayan desarrollando más en las habilidades. Yo creo que a veces sí las enseño sueltas, pero ya al final de pronto para saber si ellos aprendieron o qué les hace falta pues las trato de unir en ejercicios y actividades.

P4: La verdad es desarrollando todas las habilidades, no solamente desarrollar la parte escrita, se debe desarrollar también la parte de lectura, la parte oral, el listening, la lectura, el reading, el writing, porque inglés es un todo, no solamente podemos enseñar un solo aspecto. Entonces, de manera significativa, enseñando las 4 habilidades, pero también recurriendo a la experiencia que uno tiene, y además hablando de temas que a ellos les interesa. Yo trabajo con proyecto, y he notado pues que los mejores resultados se obtienen cuando uno hace ver al niño que el inglés es una materia que se puede aprender basados en su experiencia y también en su cotidianidad.

P5: Im gonna do an example, in the material proposed by the Ministry of Education, there is a book called English Please 2 that is for 10th graders, in one of the chapters there is a reading about bullying that is something that happens everywhere, in every country and in every school. There is not a listening for that reading, is a story about a boy that was attacked by his classmates. I used my nephew, because my nephew is american, and he recorded that reading as he was the boy of the story and I played that audio to the students and I design my own material for that reading and listening exercise, but I began with the listen, that is something that I like to do, not to follow exactly what the book proposes because any book has a complete thing. As teachers, we have to

design our material and to find material from the net. Internet provide us a lot of material that can be meaningful for the students, a realia, the news, what is happening in the city, in the world, and for example, there is something that students love that is FORCE, in our case, a lot of students love FULL. Why not to use that kind of material that is interesting for students.

Interviewer: So, you take the situations from the book and create your own material?

Yeah, but, for example, what was suggested by the MEN is related to some topics that are really important for everyone and especially for the young learners as citizens, as part of the society. You can find a lot of good material and a lot of suggestions.

P6: Con los pequeños yo hago, por ejemplo, en comprensión lectora les pongo el texto, hago la comprensión lectora, ellos tratan de hacer traducción, o sea, tratamos de comprender el texto, después los pongo a escribir, los paso al tablero, cuando ya tienen listo todo entonces lo último que hago solo es el escucha. Debo mezclar todo porque son textos pequeños, con los pequeños lo hago así.

P7: Depend of the context, for example, they are working present continuous or at the same time present simple. So, according to their daily routines, we are doing something right now, it is at the moment or right away. Not all of the skills because listening not so much.

FINDINGS SUMMARY:

To establish teachers' perspectives about the role of listening comprehension in learning English in EFL classrooms we employed an interview and a questionnaire to analyze their answers.

The first question of the interview was related to How teachers think students can learn English in a meaningful way. The first person states that “So I think we have to be very creative and we have to study the students, their interests and design the classes according to their interests”.

Likewise, the second person states “...para aprender de manera significativa se requiere principalmente es un motivo personal para aprender [...] bueno para quienes no lo tienen dentro del aula de clase es recrear situaciones reales [.] motivarlos a través de cosas que sé que a ellos como jóvenes les interesan”. As can be seen, these two participants highlight that students' motivation and interests are important to involve them in their learning process, and one of them stands out that real-life situations also are necessary to create a meaningful experience. The third subject agrees with subject 1 and 2 stating that “manera significativa es, de pronto, llevando el idioma a la cotidianidad de ellos. Enseñándoles cosas que tengan que ver con su entorno [...] en el entorno de la comunidad donde ellos están”. From the previous fragment, it can be deduced that the third subject also points out that meaningful learning occurs when students learn English through their interests and social context. Likewise, other participants also agreed with this answer pattern, adding that students will also experience meaningful learning when language skills are integrated into school and community projects.

The second question aimed to find out how teachers practice listening comprehension in the classroom. To this, most of the participants answered that they played songs as listening activities and then the students had to learn them or complete the song lyrics on worksheets. For example, one of the participants responded “In my classroom, I have different kinds of activities. For example, songs. Sometimes we have to fill in the gaps, complete some songs, right?”. However, one of the participants mentioned that he does not employ songs as a listening activity since most of them use informal English. Another type of activity considered by the participants was the teacher as a listening model. For example, one participant mentioned “Pues lo primero, yo soy el modelo, ¿no? Entonces a través del ejercicio que ellos tienen que hacer de comprender lo que yo le digo en inglés esa es una estrategia”. Also, a common answer was to practice listening

through listening exercises from the English textbooks provided by the Ministry of Education. Although most of the participants claimed to do listening activities, there was one participant who claimed to do almost no listening activities in the classroom. Similarly, another participant commented “: Les coloco los audios y les pongo a que cierren los ojos, es una forma de que ellos estén quietos” From the previous fragment it can be inferred that this participant does not practice any listening activity either. In addition to the above, some participants commented that public schools do not have the necessary logistical resources to practice listening skills. For example, one of the participants said “en los colegios públicos, tenemos muy pocos recursos. En este colegio no contamos con mayores recursos, pero eso no es un obstáculo cuando uno quiere enseñar realmente esa habilidad de escucha.”

The last question in this category focuses on whether teachers teach language skills by integrating them into meaningful situations or by teaching them individually. In response to this question, most of the participants answered that they taught language skills by integration and only one participant answered that they taught them individually. However, when asked why they taught them in a certain way, some of the participants did not give a clear reason for their methodology. For example, one of the participants answered: “Integrating about the grammar, for example, right? Sometimes I try to do it, sometimes is hard but I try to do it”. In this question only two participants gave their reasons. For example one of them answered that he/she teaches linguistic skills in isolation in order to “para que ellos se vayan desarrollando más en las habilidades.” and teaches linguistic skills by integrating them with the purpose of “saber si ellos aprendieron o qué les hace falta pues las trato de unir en ejercicios y actividades.”. Also, one of the participants answered “integrándolas [...] yo trabajo con proyecto, y he notado pues que los mejores resultados se obtienen cuando uno hace ver al niño que el inglés es una materia que se puede aprender basados

en su experiencia y también en su cotidianidad.” As can be seen, this last participant highlights teaching language skills by integrating them through projects that involve students in social contexts that can be meaningful to them.

Based on the above, three conclusions can be drawn. First, the participants consider that English should be learned meaningfully considering students' interests, needs, and social context. Second, the participants state that they use listening activities based on songs and other activities from the Ministry of Education. However, there are participants who do not use listening activities in English classes. In addition, it can be seen that some participants tend to confuse listening activities with the logistical resources needed to carry them out such as books and songs. Finally, most of the participants claim to teach language skills by integration. However, the reasons why they do so are not clear or are not mentioned, which leads us to question their perceptions about teaching the skills. Moreover, it is important to highlight that some participants mentioned that there are not too many logistical resources in public schools to carry out listening activities effectively and for that reason, they feel limited in their English classes.

ANALYSIS AND DISCUSSION

It can be deduced that most of the participants agreed that English should be learned in a transversal manner, integrating language skills, practicing them, and taking into account students' interests, needs, and social context which is in accordance with what the CEFR establishes (Council of Europe, 2020). However, according to the participants' methodology in their English classes, it can be evidenced that some of them do not put into practice listening activities, tend to confuse these activities with logistical resources, and most of them do not give a clear reason or

not mentioned why they integrate linguistic skills. This leads us to conclude that although they consider listening skills as a cross-cutting factor in learning English according to their perspectives regarding English learning, according to what they expose in their pedagogical practice they do not teach listening as a transversal factor in English learning.

Annex E. Comparative chart

Comparative chart		
Listening comprehension as a transversal factor in English learning		
Interview (Participants' perspectives)	Interview (Participants' knowledge)	Conclusions
1. Most of the participants consider that English should be learned meaningfully considering students' interests, needs, and social context.	1. There are participants who do not use listening activities in English classes.	It can be deduced that most of the participants agreed that English should be learned in a transversal manner, integrating language skills, practicing them, and taking into account students' interests, needs, and social context which is in accordance with the CEFR establishes (Council of Europe, 2020). However, according to the participants' answers in their English classes, it can be evidenced that some of them do not put into practice listening activities, tend to confuse these activities with logistical resources, and most of them do not give clear reason or not mentioned why they integrate linguistic skills. This leads us conclude that although they consider listening skills as a cross-cutting factor in learning English according to their perspectives regarding English learning, in accordance to what they expose in their pedagogical practice they do not teach listening as a transversal factor in English learning.
2. Most of the participants state that they use listening activities based on songs and other activities from the Ministry of Education.	2. Some participants tend to confuse listening activities with the logistical resources needed to carry them out such as books and songs.	
3. Most of the participants claim to teach language skills by integration.	3. The reasons why they do so are not clear or are not mentioned, which leads us to question their perceptions about teaching the skills.	

Survey (Participants' perspectives)	Survey (Participants' answers)	Conclusions
100% of the teachers consider that English should be taught taking into account students' needs, interests and through meaningful situations.	Only 20% of the participants indicated that they took into account students' needs and none of them considered the students' social context when selecting activities for the class.	In conclusion, it can be inferred that the teachers' perspectives do not partly agree with their teaching methodology since they state that English should be taught according to the students' interests and needs as well as involving them in meaningful situations; however, they do not consider some of these aspects established by the CEFR when selecting the activities for the class (Council of Europe, 2020).
