

***EXPLORING FACTORS AFFECTING LISTENING SKILLS AND THEIR  
IMPLICATIONS FOR THE DEVELOPMENT OF THE COMMUNICATIVE  
COMPETENCE: A CASE STUDY***

**Mayra Alejandra Camacho Ardila**

**mayita61195@hotmail.com**

***Abstract***

This case study attempted to explore factors that affect listening skills and their implications in the development of communicative competence at a public university in Colombia. The participants were three English intermediate-level students from the Foreign Language program of the University of Pamplona. Data were gathered through non participant observations and semi-structured interviews, then analyzed using Hatch's (2002) interpretive model and MAXQDA11. Findings revealed that factors affecting EFL participants' listening skills are: motivation, paralinguistic features (such as the accent, noise, rate of delivery, pronunciation, and intonation), known vocabulary, concentration, teacher's methodology, use of materials and learner's background. Additionally, it was found that these factors are directly or indirectly implied in the development of communicative competence.

54



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Key words: Listening skills, factors, communicative competence.

### ***Resumen***

Este estudio de caso cualitativo pretendió explorar los factores que afectan la habilidad de escucha y sus implicaciones en el desarrollo de la competencia comunicativa en una universidad pública en Colombia. Los participantes de este estudio fueron 3 estudiantes pertenecientes al nivel intermedio del programa de Lenguas Extranjeras de Pamplona. Los datos fueron obtenidos a través de observaciones no participantes y entrevistas semi-estructuradas; luego analizadas usando el modelo interpretativo de Hatch (2002) y el MAXQDA11. Los resultados revelaron que los factores que afectan la habilidad de escucha son: motivación del estudiante, rasgos paralingüísticos (como el acento, ruido, velocidad del discurso, pronunciación y entonación), falta de vocabulario, falta de concentración, metodología del profesor, uso de material y conocimientos previos del estudiante. Adicionalmente, se encontró que estos factores están directa o indirectamente implicados en el desarrollo de la competencia comunicativa.

Palabras clave: habilidades de escucha, factores, competencia comunicativa.



## *Introduction*

People communicate using different language skills. In language teaching, the four main skills are classified in two types: receptive (reading and listening skills) where language is acquired and meaning is extracted, and productive (writing and speaking skills) where language is produced. Furthermore, when learning a foreign language, people usually want to be engaged in real communication with those who speak the target language; thus, they have the need to understand what others say and to be understood. According to Steinberg (2007), listening skills can be defined as “the ability of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it”. However, listening is more complex than merely hearing. “This process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them” (Steinberg, 2007). Thus, it is possible to affirm that listening is a complex ability that needs to be developed from different aspects to have a successful performance in the practice of EFL, which implies a learner’s engagement into this process.

On the other hand, the listening skill has a vital role in developing foreign language competence. Nunan (1998) believed that listening is the basic skill in language learning. Without the listening skill, learners will never learn to communicate effectively. In fact, over 50% of the time that students spend functioning in a foreign language should



be devoted to listening (Nunan, 1998). That is the reason why several authors have studied the development of listening skills in EFL students. Some of them have focused their attention on learning strategies and listening skills (Barani 2011, Castro 2009, Gáfaró 2012, Muge 2010, Reina 2010). Some others have centered their studies on inquiring the factors affecting listening skills (Díaz 2012, Graham, and Vanderplank 2007, Kutlu<sup>a</sup>& Aslanolub 2009, Seferolu and Uzakgöre 2004, Soureshjani 2011). Although there is extensive research into the factors affecting listening skills, little is known about how these factors actually affect listening skills and the communicative competence in EFL learners.

Consequently, the purpose of this case study was to identify the factors that affect intermediate foreign languages students' listening skills and their implications in the development of their communicative competence. Studying the factors that can interfere with listening skills is not sufficient. EFL teachers and learners need to have a deeper understanding of these factors, how they can affect performance in listening skills, which difficulties these factors can originate from and how these factors can impact on their communicative competence.

This study was an attempt to further understand factors affecting listening skills and their implications in communicative competences. The research questions driving this project were:

- What are the factors that affect listening skills among intermediate- level participants?
- What are the potential difficulties participants face when those factors are present?
- How do these factors affect the development of the communicative competence among intermediate-level EFL learners?

To answer these questions, a qualitative case study design was adopted. The data were collected through non-participant classroom observations, field notes and semi-structured interviews.

The remainder of the article is structured as follows; literature review, methodology, findings and implications.



## *Literature Review*

Using a qualitative approach to explore factors affecting EFL learners' listening skills helps to better understand the difficulties they can generate in learners' performance and the impact those factors can have on the development of communicative competences. Therefore, this literature review was focused on two key elements. First, I provided definitions of listening comprehension and communicative competence. Second, I presented a review of relevant studies on listening skills and teaching strategies.

### *Listening comprehension*

Listening comprehension is the ability of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it. "Listening is more complex than merely hearing. This process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them." (Steinberg, 2007)

### *Communicative competence*

Communicative competence is the ability to use language to convey and interpret meaning. Canale and Swain (1980) divided communicative competence into four separate components: *grammatical competence* (which relates to the learner's knowledge of the vocabulary, phonology and rules of the language), *discourse competence* (which relates

59



to the learner's ability to connect utterances into a meaningful whole), *sociolinguistic competence* (which relates to the learner's ability to use language appropriately) and *strategic competence* (which relates to a learner's ability to employ strategies to compensate for imperfect knowledge).

Moreover, the communicative competence includes the management of non-verbal elements, also known as paralinguistic features; further explained by Halliday (1985) who stated, "All speech is accompanied by additional features, which may include:

- vocal features such as pitch, loudness, voice quality (e.g. whispering, groaning), pace and rhythm;
- gestures (including pointing to elements of the physical environment), eye contact and what has become known as 'body language';
- 'non-linguistic' sounds such as sighing, 'tutting', exclamations like 'Oh!' and 'Ah!', and even screams".

Several studies have identified some factors affecting listening skills among EFL learners. For example Díaz (2012), carried out a research investigation in order to identify the factors that interfere with EFL learners' listening comprehension at a public university. Data was gathered through non participant observations and semi-structured interviews. Findings revealed that factors interfering with EFL learners' listening

comprehension are: speaker's accent and rate of delivery; student's limited vocabulary, concentration, discussion of unknown topics and noise.

Kutlu and Aslanolub (2009), conducted research on the factors affecting listening skills by using a listening comprehension test for 265 fifth grade students from 4 private schools in Ankara. They found that “number of juvenile books at home”, “number of books at home”, “time spent reading books”, “time spent reading newspaper” and “time spent listening to radio” have significant effect on fifth grade students' success in their listening performance .

Soureshjani (2011) inquired into the influence of cultural background on The receptive skills: reading and listening, of Iranian EFL language learners. To accomplish this objective, two classes of Iranian upper-intermediate learners of English in one of the language institutes in Shahrekord (Iran) participated in the study. One of the classes was designated the experimental group and the other the control group. After administering pre- and post-test reading comprehension tests and also a pre- and post-test listening comprehension tests (the tests containing cultural elements), the study's findings revealed that having cultural background knowledge about the content of a written or spoken text has a significant effect on reading and listening comprehension.



Additionally, there is extensive evidence that working on listening skills adequately can help to develop listening skills in the learning process of a foreign language. For instance, Castro (2009) determined through the implementation of activities based on music videos and questionnaires in a classroom of a pre-intermediate English course in a TEFL program of a Colombian university, that the level of comprehension of the listening material varies from one student to the other even if they belong to the same learning group, due to the fact that each learner uses different learning strategies such as skimming, scanning, and prediction in order to understand the song lyrics.

Reina (2010) examined the listening performance of students in a second level EFL course at the University Foundation Juan de Castellanos in Tunja (Colombia). The author researched this topic through the development of six workshops based on English songs. Findings of this study indicate that this type of material can foster listening skills and engage students in discussion about cultural and social issues. Otherwise, results show that practicing listening with songs can become a good way to train students in the development of higher levels of comprehension.

Müge's (2010), after administering various pre and post-tests to 180 students from the preparatory school of Hacettepe University (Turkey), found that teaching listening and speaking skills in integration improves oral communicative competences of the

students. At the end of the study, the group practicing the skills in integration was found to be more successful than the group practicing the skills separately.

All those studies were chosen because they are focused on improving listening skill through different strategies or tools, just as I attempted to do with the present study. The authors previously mentioned have taken different approaches to understand the learning process of a foreign language and help solving some difficulties which the students may have in this field. Thus, I selected these studies to support this research investigation because I was interested in inquiring the factors affecting listening skills and how they can have some implications in other skills or other abilities, such as communicative competence.



## *Methodology*

This research investigation adopted a qualitative case study design. Yin (1993) suggests that a case study refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context and addresses a situation in which the boundaries between phenomenon and context are not clearly evident, (p.59). Accordingly, this study attempted to identify the factors that affect the listening skills of intermediate-level foreign languages students and their implications in the development of communicative competence.

## *Participants*

The present study was carried out at the University of Pamplona with a class of advanced-level students enrolled in the Foreign Language program. Participants were expected to reach a degree of proficiency equivalent to a B1 level within the Common European Framework of Reference for Language. Participants were selected using purposeful sampling. This type of sampling enabled me to choose the participants whilst taking into account some criteria such as their behavior during the listening activities in their English classes, i.e. learners who expressed some difficulties with listening skills



(piloting interview). I selected learners who had experienced those difficulties because they could provide me with significant information about the phenomenon under study.

### *Data Collection Procedures*

Data was gathered through non participant classroom observations, interviews and field notes. These instruments are convenient in qualitative research whose objective is the data collection from specific scenarios.

### *Non-participant observation*

According to (Creswell 2005), a non-participant observer is someone “who visits a site and records notes without becoming involved in the activities of the participants” (p.212). In this study the data was collected firstly through observations, which allowed the abstraction of real data from real situations. Interviews and classroom observations were video-taped and transcribed in order to keep the relevant information about the studied phenomenon. For the classroom observations I adopted a non-participant role in order to be unbiased when conducting the research. Besides, the group observed was chosen taking into account

characteristics such as their level of proficiency according to the CEFR (intermediate-B1) and the disposition of the teacher in charge of the class.

These classroom observations were conducted in the Foreign Languages laboratory RL-202 at the University's main campus. This laboratory was equipped with all the equipment required for working on listening activities, (computers, speakers, internet, projector and smart board). These helped students to better work and develop their skills related to the use of the English language. Students usually place themselves in lines according to the laboratory's seating arrangement.

The classroom observations had different durations. Sometimes they lasted two hours, sometimes one hour, depending on the type of activities developed by the teacher during the classes. During the process, an observational protocol was used. This observational protocol described the date and time, classroom observation number, class, teacher, observer, place, descriptions and reflections about the phenomenon observed (See Appendix 1). Besides, in order to gather specific information of the phenomenon under observation I prepared an explicit objective for each classroom observation. The objectives



of each one of the classroom observation were fully accomplished and they were helpful when analyzing the information of the study.

Data were also gathered through two semi-structured interviews. (See Appendix 2 and 3). The data collection process was also complemented through “a structured but flexible process” (Turner, 2010.) This instrument was useful in gathering participants’ voices, opinions, thoughts and answers. Participants were interviewed twice on both November 9th and November 30th. I interviewed participants in a quiet and peaceful environment in order to make them feel more comfortable to answer the questions.

#### *Data Analysis.*

To analyze the data I selected the interpretive analysis model suggested by Hatch (2002).

This interpretive analysis includes eight steps:

1. Reading the data to gain a sense of the whole.
2. Reviewing impressions previously recorded in research and its protocols.



3. Reading the data, identifying impressions, and recording those impressions in memos.
4. Studying memos for salient information.
5. Re-reading data, coding places where interpretations were supported or challenged.
6. Writing a draft summary. The voices of the teachers became a key element in writing the first draft.
7. Reviewing interpretations with the participants.
8. Writing a revised summary and identifying excerpts that supported interpretations.

Besides, using MAXQDA software was very helpful in order to organize and analyze the information previously gathered. The data were coded and reduced to two themes (factors and difficulties affecting listening skill). (See Appendix 4)

### **Ethical Considerations**

Before starting the data collection process I gained approval from the Foreign Language Department at the University of Pamplona. This permission explained that there was no risk



to human participants. Furthermore, I previously contacted the teacher in charge of the group in order to obtain their permission and they authorized his participation through a letter of consent. Also, I contacted participants in the University directly inviting them to participate. After students agreed to participate, they signed a letter of consent that explained the specific conditions and requirements of the study. In this study, pseudonyms were used in order to maintain the anonymity of the participants and to protect their privacy.

### **Limitations of the study**

The limitations of this study are inherent in qualitative research. As I conducted non-participant observations, the researcher's presence might have influenced the participants' behavior. According to Patton, (1990), "the observer may affect the situation being observed in unknown ways" (p.306).

This study focused on identifying the factors affecting listening skills, therefore, the implications they have in the development of the communicative competence. However, it was complex to observe factors that affect listening skills because some of them are not external, since each student knows their own difficulties and it might be complicated for the researcher to identify them. However, I attempted to identify those factors through the





interviews because the students' answers provided useful information about the phenomenon.

The time was another limitation, because it was difficult to fix a schedule with the participants for the interviews. Consequently, I was not able to interview participants a third time as I had planned at the beginning of the data collection process.



## *Findings*

This data analysis was carried out in the light of the three research questions that asked about the factors affecting listening skills, the potential difficulties students faced when those factors were present, and the impact of those factors on their communicative competence.

After analyzing the data gathered through field notes, observations and interviews, I identified seven factors that affect advanced-level EFL learners' listening comprehension. They are as follows: learner's motivation, paralinguistic features, lack of vocabulary, lack of concentration, teacher's methodology, the use of material and the learner's background

### *Factors affecting listening skills*

1. The degree of motivation seemed to have an effect on participants' listening comprehension. Based on participants' voices I can say that learner's motivation was related to external factors such as teachers and classmates' behavior, and internal factors such as frustration and anxiety. During the first interview, when the participants were asked about the difficulties they had faced while working on listening activities, Hermione answered:

“...uno se pone a pensar, en un parcial o en un// una/ un ejercicio de escucha, que digamos que uno a veces juemadre es importante, o sea y que uno no entienda, y uno queda como que ¡aah! En ese momento como que uno se frustra y como que no esto no es lo mío, no sé qué...”

Frustration and anxiety appeared as internal factors negatively affecting the participants while doing a listening exercise, given that if they could not understand some words or expressions in a listening test they felt stressed and afraid of failing the exam. This situation also caused them to feel disoriented and as if they were studying in the wrong program.

On the other hand, teachers and classmates' behavior emerged as external factors that influence the degree of motivation towards the listening skills among the participants. As one participant stated: “a veces es desmotivante algunos profesores o algunas situaciones que se presentan, pero igual nada, o sea, a uno le gustan las cosas uno tiene que darla toda y luchar por lo que uno quiere...” Later on, when being asked about the specific situations that demotivated her towards the study of a foreign language, she said:

“...Yo soy una persona que me frustro mucho cuando no puedo hacer las cosas a la primera vez, entonces en este caso, es como algo más personal a veces que algo externo.

Pero a veces también pueden influir cosas como los profesores o determinadas clases o la forma como se dictan las clases también influyen mucho en eso.”

It can be inferred that participants the participants’ degree of motivation was directly proportional to the degree of comprehension they reached during a listening activity. If they were motivated enough towards the listening exercises, they would have a better performance.

2. Paralinguistic features such as the accent, noise, rate of delivery, pronunciation, and intonation caused participants difficulties while doing listening exercises. These difficulties increased since participants did not have much exposure to the different English accents. They expressed their concerns of having worked with the same type of audio material (textbook listening exercises.)

Participants expressed having experienced problems while doing listening exercises as part of a class activity, such as filling gaps and completing sentences in a podcast, video or song. According to them, discriminating the noise and the background sounds present in some listening exercises did not allow them to identify the key information to answer some of the questions. They also stated that the noise distracted them to the point of losing their interest in the exercise.

Moreover, based on the classroom observations I carried out, the rate of delivery seemed to affect participants' listening comprehension because they were not able to control how quick the speaker delivered a particular message. As opposed to with the noise, the speed at which the speakers spoke made them focus more on the listening exercise, and concentrate on trying to understand the meaning of the listening activities.

3. The lack of vocabulary hindered participants' listening skills. All the participants agreed that they were not able to understand some listening exercises because they did not know some key words, as expressed by Participant 3:

“...Porque pues si/ la actividad no sé...posee también palabras muy desconocidas pues uno tiende también como a //como que... está como muy difícil, si. Pero pues también si uno encuentra un vocabulario familiar, uno dice eso está fácil, lo puedo contestar de buena manera y//si.”

Besides, when participants found unknown words in a listening exercise, they stopped listening to think about the meaning of the word, missing the following part of the activity. Accordingly, it is important to say that participants needed to know the vocabulary used in an audio material in order to have a better comprehension of it. A learner who is familiar with the vocabulary used in a listening exercise will have a better performance and

consequently better results in the activity than one whose knowledge of the vocabulary is limited.

4. Lack of concentration affected participants' listening performance significantly. The smallest distraction seemed to alter listening comprehension. Most likely when the students were not concentrating fully on what they were listening to, their performance in the listening activities was not outstanding. During the first and the second classroom observations, I realized that some students were not paying attention to the teacher's instructions on how to develop listening exercises. For example, one of them was looking for a sharpener in his bag and the other one whispering to another classmate. During the activity, they seemed to be lost and they kept looking at their peers. When the activity was finished and the teacher checked the students' answers, these two students were disappointed with their results. I saw in their faces the frustration of having failed that listening quiz.

One of the participants explained how the loss of concentration may be devastating to their learning purposes:

“... es como mirar desde qué punto de vista de que uno tiene que concentrarse, muchas veces uno como que está pensando: ¡uy no qué estará pensando el de al



lado!, ¿será que el de al lado si la agarró y yo no? ¿Será que este si lo hizo y yo no? Entonces uno como que le pone más cuidado a las cosas que lo rodean a uno”.

Based on the students’ attitudes in class, and what they expressed, I have to point out that listening comprehension is one of the skills that required concentration because it is a complex process, in which learners build a mental representation of the words and expressions they are listening to.

5. Teacher’s methodology and the variety of tasks worked in class seemed to strongly affect participants’ attitude and performance while doing listening activities.

Throughout the classroom observations, I realized the way in which the teacher developed the class was crucial to motivate learners towards the listening activities. For example, the teacher always arrived at the classroom with an enthusiastic attitude and he was very caring to the students’ comments and attitudes during the activities. He was always encouraging the students by saying “you can do it”, “you are the best”, “what you said is really amazing”, and I observed that the teacher’s remarks improved the student’s confidence, and allowed them to ask any question or to make any comment without fear. Furthermore, the teacher was creative. For example, he used a variety of materials and strategies. It helped learners to gain a better understanding and to enjoy the activities they were engaged in. Similarly, participants seemed to be more enthusiastic towards the English class given the

76



strong influence the teacher had on his students. In other words, the teacher's attitude towards the class, the use of different material (books, podcasts, online exercises, videos, songs) adapted to students' level and the high level of confidence he instilled in the learners created an appropriate learning environment.

The way the teacher used instructional materials during the classes seemed to have important implications in the development of listening skills among the participants. Some of them said to be bored of having listening activities in which they always used the same audio material (mainly the listening exercises of English New File book). Some of them complained about the boredom of using limited material in the classroom, as they have experienced with some other teachers in previous semesters. As Participant 1 stated:

“... porque igual los libros son como muy cansones. La parte de los libros y esta cosa de estar viendo gramática cada rato y todo eso es como muy monótono. Y porque los libros siempre trabajan el mismo ritmo de actividades, las mismas cosas, la misma forma de hacerlo, entonces como que cansa.”

At this stage, all of the participants agreed that their teacher always varied not only the class activities, but also the materials used to reinforce their listening comprehension. As Participant 3 stated:

77



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”...Pero eso es lo chévere del profesor, que el profesor trata como de seguir con el hilo de los temas, pero no solamente con el libro sino también nos varia las actividades, de modo que nosotros si no entendimos algo con el libro, lo entendamos de alguna otra manera”.

The use of varied resources gave the participants the opportunity to work comfortably and to develop their skills more effectively.

7. The learners’ background is an outstanding agent in listening comprehension. As Soureshjani (2011) affirmed, “having background knowledge is a key feature to the successful understanding of any kind of reading and listening materials, so language learners willing to improve their reading and listening comprehension should have greater exposure to reading and listening materials”. Participant 2 stated:

“...porque uno viene con un inglés, o sea, y un francés nulo prácticamente y un inglés de colegio donde a usted solamente le enseñan a decir “good morning” y le enseñan algunas palabras y a veces hasta mal enseñadas, o sea, pura gramática estructural...”.



At this level I have to point out that in most of the classes I observed, I realized that one of the students always participated actively. She performed exceptionally well during the different activities that the teacher proposed. One day I was talking to the teacher and he told me that this student graduated from a renowned high school where learners receive an intensive training in FL communicative skills. I can infer this participant's prior degree of exposure to the language might have facilitated their listening comprehension. Her background knowledge on several topics provided her with a natural way of learning allowing her to communicate properly in the target language.

### ***Conclusions***

Conducting this study enabled me to understand that there are seven factors that affect EFL learners' listening skills: learner's motivation, paralinguistic features, vocabulary, concentration, teacher's methodology, the use of material and the learner's background. Furthermore, I realized how some of those factors affected not only learners' listening skills but also their communicative competence, specifically the paralinguistic features, resulting in an important component of the non-verbal competence, which belongs to communicative competence.



As undergraduate researcher, I reflected upon the process itself. Although I started this study based on my own experience as an EFL language student, I maintained neutrality during the process of data collection and data analysis. Furthermore, I had the opportunity to reflect on the way EFL teachers and learners master listening strategies and materials inside the classroom.

Finally, this experience helped me to recognize the importance of research in the educational field because throughout it, teachers and learners can understand the phenomena that occur inside the classroom.

**Implications for Further Research.** Considering the findings of my research project some recommendations could be taken into account:

1. Regarding the research data collection, it should be helpful to implement the use of other instruments and sources (i.e. the teachers in charge of the group)

Researchers should spend more time collecting and analyzing data.



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## Appendix 1

### Observational Protocol

Observer: \_\_\_\_\_ Observed Event: \_\_\_\_\_

Place: \_\_\_\_\_ Level: \_\_\_\_\_

Class Time: \_\_\_\_\_ Observation Time: \_\_\_\_\_

86



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Pamplona, Colombia.

Objective: \_\_\_\_\_

WHAT I OBSERVED	WHAT I THINK

**Appendix 2**

**First Interview Protocol**

<b>Date:</b> November 9 <sup>th</sup> , 2012	<b>Time:</b> 1 hour
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**Interviewer:** Mayra Alejandra Camacho    **Interviewee:**

**Objective:** To obtain preliminary information about participants' experiences related to listening activities.

In this interview I am going to have a first approach with the participants to obtain in depth information about the positive or negative experiences students have had when facing listening activities both in the classroom and at home. Furthermore, I am going to complement the gathered data through the observations in order to better understand the phenomenon of factors affecting listening skills.

With the purpose of making them feel more comfortable, I am going to address the interview in Spanish, given that it is their mother tongue and they can express better their feelings and their opinions in their own language.

Firstly, I'm going to engage the participant asking some general questions related to their feelings. The first question will be:

- ¿Cómo se siente estudiando Lenguas Extranjeras?

Secondly, to introduce the topic of listening skills, I am going to ask the participants about

the activities they prefer to do in their English classes. Thus, the second question will be:

- ¿Qué tipo de actividades disfruta más en sus clases de Inglés?

Using participants' answers to the previous question, I am going to connect the third question which will be more related to the students' experiences. The third question will be:

- ¿Cómo ha sido su proceso desde que inició su carrera en cuanto a las habilidades de escucha?

Then, I am going to ask the participants about their feelings when having a listening activity.

The fourth question will be:

- ¿Cómo se siente cuando realiza actividades de escucha?

Finally, I am going to ask participants about the possible difficulties they have when facing a listening activity. The fifth question will be:

- ¿Cree que tiene dificultades cuando enfrenta una actividad de escucha? ¿Cuáles son?

Lastly, I am going to ask participants about their strengths related to listening skills. The sixth question will be:

- ¿Qué se le facilita más cuando realiza una actividad de escucha?

### Appendix 3

#### Second Interview Protocol

**Date:** November 30<sup>th</sup>, 2012

**Time:** 1 hour

**Interviewer:** Mayra Alejandra Camacho    **Interviewee:**

**Objective:** To ask questions to the participants in order to understand the central phenomenon.

In this interview I am going to have deeper approach with the participants to obtain in depth information about the positive or negative experiences students have had when facing listening activities both in the classroom and at home. Furthermore, I am going to complement the gathered data through the observations in order to better understand the phenomenon of factors affecting listening skills.

With the purpose of making them feel more comfortable, I am going to address the interview in Spanish, given that it is their mother tongue and they can express better their feelings and

their opinions in their own language.

Firstly, I'm going to provide the participants with a short summary of their last interview's answers in order to put them in context and get them prepared for beginning this new interview.

- Hablando de esas dificultades que usted mencionaba en la entrevista anterior, que presenta cuando se enfrenta a una actividad de escucha: ¿Qué hace usted para superar este tipo de dificultades?

Secondly, to inquire about the elements that affect listening skills, I am going to ask the participants about the factors they consider affect in a positive or a negative way their listening comprehension:

- ¿Qué factores considera usted que influyen más al momento de escuchar, ya sea de manera positiva o negativa?

To investigate about the role of the teacher in their listening performance, I am going to ask the participants about the way in which teacher works the listening skills into the class. The third question will be:

- ¿Cómo trabaja su profesor las habilidades de escucha en clase?

Then, I am going to ask the participants about the type of material they work with when facing the listening activities. The fourth question will be:

- ¿Considera que el material trabajado en sus clases de inglés es apropiado a su nivel de la lengua?

Finally, I am going to ask participants about the listening activities they do at home in order to reinforce their performance in this ability. The fifth question will be:

- ¿Realiza usted actividades de escucha en casa para reforzar su desempeño?

Lastly, I am going to ask participants if they consider their performance in listening skill affects in some way the other communicative skills.. The sixth question will be:

- ¿Considera usted que su desempeño en escucha influye de alguna manera en las demás habilidades comunicativas como hablar, leer y escribir?

