



The listening comprehension skill as language enhancer in intermediate level in Colombia

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Abstract

This mixed methods research was carried out in a higher education institution in Colombia. The study basically aimed to know whether regular listening in a second language could have an effect in the acquisition of other language skills such as grammar, vocabulary, speaking and pronunciation. The subjects of the study were 3 English teachers and 20 students from the institution. 10 of the students claimed to listen to English sources on a regular basis while the rest denied being skilled listeners. As the method applied was mixed, interviews to 3 teachers and 3 out of the 20 students, and a test to the 20 students were used to provide both qualitative and quantitative information. The kind of qualitative study was phenomenological, as it was used to identify teachers' and students' perceptions on how listening influences the acquisition of other skills; and to analyze classroom situations in which skilled listeners may show outstanding performance. The type quantitative study was cross-sectional ex-post-facto and helped to evaluate to what extend students who regularly listen to the target language were able to achieve better results in other language tasks. Both in the qualitative and the quantitative parts of the study, teachers and students expressed and demonstrated that actually listening to a second language on a regular basis has an effect on the acquisition of other language skills. All teachers and students agreed that listening was a fundamental aspect when learning a second language. Teachers emphasized interaction skills as the biggest strength skilled listeners had, while students stated that besides communication, from their experience in the classroom, they had noticed listening could foster other language aspects such as vocabulary and grammar. The quantitative study corroborated the information obtained in the qualitative one. Skilled listeners' results were considerably better than those obtained by non-skilled ones. Skilled listeners

outperformed non-skilled ones at both listening and grammar, and even required less time to solve the test.

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Chapter 1. Review of Related Literature

Multiple learning strategies have been evaluated for ages trying to find the best way to learn a second language. It has often been evident for second language teachers and instructors that students who frequently listen to the target language are more likely to transfer the learning acquired to real situations (Córdoba, Coto and Ramírez, 2005). Exploring the relationship between frequent listening and the ease to acquire a second language is the focus of this study.

The first part of this chapter focuses on an examination of literature related to the progress of teaching methods during the course of history. Bilingualism in Colombia is also explored in this first part by studying concepts such as the repercussions of bilingual education in the country. The first part of this revision of literature ends with a set of authors' conceptions regarding teenage and adult language learning processes.

Learning strategies for second language acquisition are explored in the second part of this revision of literature in order to analyze how useful teachers' and students' methods have been. In this section the revision also focuses on learning and teaching strategies in the acquisition of the four skills, to finalize with an overview of listening as a learning strategy in the acquisition of a second language.

This theoretical framework also includes the scientific point of view. By specifying the neuroscience foundations of hearing and brain connections and the cognitive processes involved in listening comprehension exercises, this section intends to guide the reader through the physical and morphological theories that relate hearing processes with cognitive and, thus, learning procedures.

In order to offer accurate evidence, an examination of previous empirical research is carried out as part of the related literature. Several cases regarding connections between listening and cognitive processes, listening strategies, and the effect of listening ability in other cognitive processes are presented. Through the analysis of previous information, the purpose of this study takes relevance, as there is important evidence of the crucial role listening plays in the cognitive processes of second language learning.

Finally, as a culminating point of this theoretical support, the specific influence of listening processes in other language abilities is evaluated. Thanks to the information provided by experimental studies, which assessed the relations between listening activity and metacognition and conceptualization processes; and the effects of listening in vocabulary, grammar acquisition, speaking and pronunciation; a starting point is set with the view of carrying out a complete analysis of the implications of listening.

1.1. Historical overview of language teaching

The concern about learning a second language is not new; language-teaching methods have existed for centuries, and evolved throughout time. As Richards and Rodgers (2014) state, bilingualism or multilingualism is not an exception but a rule, both from a contemporary and a historical perspective.

Brown (2001) provides the following background of how teaching methods in second language acquisition have evolved throughout history. In the Western world in the 17th and 18th centuries, the Classical Method, based on grammatical translation and memorization of vocabulary, was used to teach Latin and Greek. The last two decades of the 19th century marked the beginning of a new era in language teaching when Gouin created the Series Method which taught languages in a more natural way: directly (without translation) and conceptually (without grammar rules and explanation).

Gouin's method led to the development of Berlitz's direct method, so popular in the last years of the 19th century and the beginning of the 20th century, which proposed to learn a second language in a similar way as we do with the first language. In the first half of the 19th century, the audio-lingual method advocated for courses that focused on aural/oral skills, stressing pronunciation, pattern drills and conversation practice rather than grammar or translation. The designer methods of the 70s, which appeared as a consequence of Chomsky's linguistic revolution, helped turn the conception of second language learning into a discipline on its own, and proposed to take advantage of the psychological factors in second language learning. The characteristics of current language teaching will be discussed in the next paragraph.

1.1.1. Current issues regarding language teaching. The current methods applied by teachers and institutions around the world are the result of previous historical trial

and error methods, and of the demands language learning suggests nowadays. Nunan (1991) explains how it has been understood that probably there has never been and there will never be a standardized method.

Nowadays, teachers are called to understand that methods need to be as flexible as languages are, and the rapid changes this century is facing, demand for teaching methods to center on the learner and their particular needs, cognitive processes and strategies. As an example, the following paragraph discusses bilingualism in the specific context of Colombia.

1.1.2. Bilingualism and English teaching in Colombia. In Colombia, as de Mejía (2006) states, the term *bilingüismo* is mostly linked to Spanish/English bilingualism as a consequence of the globalization process that, Rivera, Jerez and Lorduz (2012) say, may incentive knowledge of a second language. This is due to the labor market demand for English and the opportunities Colombians may have to participate in intercultural communication. As a result, English has become a concern for young professionals in the country.

For many years, the Colombian government has tried to design bilingualism projects in the country. According to Usma (2009) such policies include the English Syllabus in 1982, the Colombian Framework for English (COFE) project in 1991, the General Law of Education in 1994, and the Curricular Guidelines for Foreign Languages in 1999. Nevertheless, most of these policies have focused on the classroom as the main site to promote the learning of foreign languages and only few schools have succeeded on achieving that goal. As De Mejía (2002) states, bilingual education in Colombia is today mainly linked to private bilingual schools affordable to middle- and upper-middle-classes.

The most recent policy regarding bilingualism in Colombia is called *Programa Nacional de Bilingüismo* (National Bilingual Program) 2004 – 2019, introduced by the Colombian government in 2004. The central goal of the PNB is to develop Colombians' language proficiency in English (Ministerio de Educación Nacional, 2005a).

It is argued by the government that if the population becomes proficient in English, Colombia will become part of universal communication processes, a global economy,

and a multicultural world (Ministerio de Educación Nacional, 2005b). 11 years have passed, and even though the plans of the government seem to have a good purpose, the project is just taking shape and it still demands cooperation from and training for the members of the educational system. The topic to be discussed in the next paragraph is how teenagers and adults can achieve such goal.

1.1.3. Teaching a second language to teenagers and adults. Teaching teenagers and adults a second language may have certain differences from teaching children, as motivational factors, personality and cognitive differences may play an important role. Teenagers, as Brown (2001) highlights, are a challenge for teachers since they are in a conflict between being children and becoming adults. This author suggests a set of considerations to be taken in mind when teaching them:

- Around the age of twelve, the sophisticated intellectual processing can facilitate language acquisition in a learner-centered classroom.
- Motivation is a corner stone since, even though attention spans are growing, interest can be lost easily.
- Aspects regarding ego, self-image, and self-esteem are decisive for teenagers.

It can be said then that addressing teenagers in a classroom atmosphere requires teachers to understand and take advantage of the changes they are facing in their thinking process. It is also important to reinforce motivation as a clue to promote learning.

When teaching adults, unlike teaching teenagers, teachers need to consider maturity and cognitive development as important features. Rogers and Horrocks (2010) claim that adults are usually voluntary learners that have come with an intention to achieve a learning goal. Brown (2001) also clarifies that adults have superior cognitive abilities that can provide them success in certain academic activities. These facts are potentially exploitable in the learning process as teachers do not actually need to motivate but to keep motivation, which also demands good class preparation and vision.

Brown (2001) also mentions that adults usually have higher self-confidence than children, which demands less stress on discipline. They are also more likely to handle

abstract rules, and their attention span is longer. This statement can definitely affect positively the second language learning process, since teachers can demand critical thinking, analysis, transference of knowledge into real situations and establish a constructive dialogue in the classroom. Learning strategies to acquire a second language will be examined in the next section.

1.2. Learning strategies for second language acquisition

Oxford (1990) defines learning strategies as explicit strategies the learner takes in order to make learning easier, faster, more effective and more transferrable to new situations. O'Malley (1990, pg. 1) expresses them in terms of "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Subsequently, learning strategies are tricks students make use of to achieve better conditions and results in their learning processes.

Previous research suggests that different variables such as proficiency level, age, gender and motivation need to be considered when addressing students' learning strategies. In terms of gender, Rivera and Plonsky (2007) assert that there are certain differences in the number and kind of strategies men and women use. Certainly matters of interests and attention spans may define the kind of strategies each gender applies. However, when examining the relationship between learning strategies and language proficiency level, the authors state that more proficient language learners use a wider diversity and number of learning strategies. This can explain why students who show high interest and address the learning process from different perspectives are more likely to retain information and transfer knowledge.

Jang and Jiménez (2001), on their part, point out the importance of considering social, ethnic and cultural aspects when evaluating learning strategies. Additionally, Rivera and Plonsky (2007), underline that students' beliefs are much linked to their language behaviors as well. It is consequently certain that the strategies students apply also depend on a variety of social facts that need to be considered in order to satisfy the students' needs and help them find the best means to improve their learning.

Learning strategies in second language acquisition are also very linked to the development of the four skills, issue that will be emphasized in the next paragraph.

1.2.1. Learning and teaching strategies in the acquisition of the four skills. The acquisition of the four skills involves the whole learning target in language teaching. In a language learning process each of the four skills are necessary in order to lead students into a real environment of the second language where people interact, write and read. Regarding specific strategies for the instruction of each skill, Brown (2001) provides the following instructive suggestions for teachers:

Listening:

- Observing the listeners' response allows teachers to verify comprehension.
- Encouraging the development of listening strategies such as looking for key words, nonverbal cues to meaning, purpose, etc., provide learners with tools that extend beyond the classroom.

Speaking

- Using accurate language-meaningful activities
- Using authentic language in meaningful contexts.
- Providing appropriate feedback and correction.
- Integrating listening and speaking skills as an approach to interaction.
- Giving students the chance to initiate oral communication.
- Encouraging the development of speaking strategies

Reading

- Balancing authenticity and readability of texts.
- Encouraging the development of strategies such as identifying the purpose, skimming and scanning, analysis of vocabulary, etc.
- Including both bottom-up and top-down techniques.
- Following the SQ3R (survey, question, read, recite, review) technique.
- Establishing pre-reading, during-reading, and after-reading phases.
- Evaluating techniques through students' comprehension.

Writing

- Incorporating practices such as focusing on a main idea, gauging the audience, planning, letting first ideas flow previously, following the planning, asking for feedback, and revising again and again.
- Balancing process and product.
- Taking into account cultural and literary backgrounds.
- Connecting reading and writing.
- Practicing prewriting, drafting, and revising stages.

The techniques Brown (2001) suggests are accurate and useful; however, in a real language situation, integration of skills means the real context. The Integrated Skills Approach (ISA) is based on the idea that on an everyday experience, language skills occur together, in specific communication contexts (Peregoy & Boyle, 2001). Su (2007) presents a study examining students' satisfaction with the ISA used in Taiwan EFL college classes. And the results showed that ISA allowed students to interact with texts and each other in an all-in-one integration of the four language skills. The next paragraph focuses on the development of the listening skill as a second language learning strategy.

1.2.2. Listening as a strategy. Brown (2001) claims that it is through reception that we internalize linguistic information without which we could not produce language. This evidence is confirmed by the fact that according to research, when regarding actual communication, 22% of the time is used for reading and writing, 23% for speaking, and 55% for listening (Codina, 2004). Which leads to analyze how by listening people can discover meanings, structures, purposes and feelings. Among other benefits of good listening, Codina mentions it allows the listener to appreciate the speaker's interests, knowledge, perceptions, and thus grow the listener's culture and interests; that is why people who listen consciously and carefully, learn in an indirect way.

According to Vandergriff (2004), the fact of being probably the least explicit of the four language skills makes listening the most difficult skill to learn. Teachers are called to integrate listening in their lessons and provide students with listening strategies in order to allow them to appreciate the target language in a real communicative

situation and learn from the experience. Neuroscience foundations of hearing and brain are presented in the next section.

1.3. Hearing and Brain: Neuroscience Foundations

Understanding why listening favors the acquisition of other learning skills is not an easy task. This fact has made research on other language skills more usual and common. This section aims to find the scientific basis to fundament the hypothesis of listening as a second language acquisition strategy. Both physical and cognitive issues are evaluated in this segment through the previous research and theories of experts and scholars.

1.3.1. Physical brain-ear connections. Understanding the physical connections existing between our sense of hearing and the brain from a neuroscience view is not easy for those who are not involved in the field of neurology; however the study of this connection may lead to some understanding of how input in a second language acquisition produces a series of brain connections that lead to succession of cognitive processes involved in language acquisition.

Although Appler and Goodrich (2011) offer the following summary of how input is managed by the human nervous system: The human sense of hearing is connected through a precisely organized system of circuits that make it possible to sense, perceive and respond to complex sounds. The cochlea of the inner ear is where the auditory process begins; sensory hair cells are in charge of detecting sounds that are subsequently transmitted to the central nervous system by spiral ganglion neurons, which authentically maintain the frequency, intensity, and timing of each stimulus. Cognitive implications of the listening process are explained in the next paragraph.

1.3.2. Cognitive processes in listening comprehension. Studying the cognitive processes involved in second language acquisition has been subject of research for decades. Thanks to the understanding of such processes, instruction in different language skills has evolved trying to prompt the most accurate mechanisms to ease the learning practice. Vandergriff (2004) shows how listening instruction has changed, beginning with the listen to repeat approach in the audio-lingual system, to continue with the “question-answer” comprehension approach, and how teachers currently use the real-life

listening in real time, with communicative tasks and interactions with native speakers. All this evolution is the result of how methods have evolved based on the understanding of human cognitive processes and the importance of language input.

Listening comprehension is often seen as one of the most problematic language skills. To illustrate this difficulty, Vandergriff (2004) explains that while native listeners process information automatically without focusing on individual words, L2 learners, who have limited language knowledge, are only able to automatically process very little of what they can hear. Even so, as expressed before, listening as language input is more effective than other methods and thus, despite the difficulty, it needs to be practiced on a regular basis for learners to get familiar with it.

Sánchez (2000) and Brown (2001) also make reference of a series of cognitive processes a hearer needs to carry out in order to achieve listening comprehension.

Brown (2001) suggests 8 steps:

- Processing raw speech and hold an image in short-term memory.
- Determining the type of speech, and “coloring” the interpretation of the message.
- Inferring the objectives of the speaker and thus, the function of the message.
- Recalling background information to perform cognitive associations.
- Assigning a literal meaning to the semantic interpretations of the surface strings perceived.
- Assigning an intended meaning to that information.
- Determining whether the information should be retained in short-term or long-term memory
- Creating a personal perception of the message.

Such processing certainly demands a lot of effort that explains the difficulty of the listening skill.

According to Sanchez (2000), the first tasks, which consist of extracting meaning units from an ensemble of sounds, are essential in the second language teaching-learning process, but demands good practice of teaching and learning strategies that help students make the most of input perception processes. This suggests teachers to reduce the worry about linguistic form and promote meaning, and addressing language learning towards

the development of cognitive and perception mechanisms. The previous research for and against listening as an enhancer of other language skills will be presented in the next section.

1.4. Previous research

The communicative approaches most teachers use nowadays, suggest that Listening and Speaking interaction is the core of any language process. Nevertheless, a lot of importance has been given to spoken language while listening skills have not been studied and developed deeply. As Vandergriff (2007) suggests, listening continues to be the least explored of the four language skills. Some research for listening as a facilitator of second language acquisition, as well as for the development of other language skills is addressed in the paragraphs below.

1.4.1. Research for listening as facilitator of second language acquisition. In agreement with the purpose of this study, Vandergriff (2007) defines the importance of research in L2 listening, by expressing that further understanding of this process will inform pedagogy whether skilled listeners can improve their comprehension, and thus foster the overall success in L2 learning.

Investigations regarding the differences between listeners with more and less language skills illustrate how listeners control metacognitive processes in a listening-to-second-language process. Vandergriff (2003) in his research *Orchestrating Strategy Use: Toward a Model of the Skilled Second Language Listener*, evaluated the differences in strategy used by more and less skilled listeners. Gogh (2002), on his side, in his research *Exploring listening comprehension tactics and their interaction patterns* also examined a group of Chinese ESL learners' listening strategies.

Both authors found out in their mixed methods studies that skilled listeners reported using more metacognitive strategies, comprehension monitoring and questioning elaboration, which help them transfer ideas to different contexts. These facts may mean a significant argument for this study, as experiments like this could help to explain why skilled listeners show outstanding performance in other language skills.

In terms of implications of listening skills in second language acquisition, Farrell and Mallard (2006) in their qualitative classroom-based investigation: *The use of*

reception strategies by learners of French as a foreign language provide an example of how students at three different proficiency levels were able to clarify meaning in a bidirectional listening and continue the interaction without specific strategy training. This study demonstrates listening input provides students with high language awareness and conceptualization development that may lead to faster development of interaction processes compared with students who receive a different kind of input.

Arteaga, Herschensohn and Gess (2003) also report the study *Focusing on Phonology to Teach Morphological Form in French* with beginning level French students, trained to use phonological information in processing morphological information. Results show that those students performed better on an auditory discrimination task than a group receiving traditional orthographic training. Which explains why listening could be not only more motivating, but also more effective as instruction to address the structures of a second language. The following paragraph will discuss some research giving importance to other skills in the second language acquisition process.

1.4.2. Research for other language acquisition methods. As seen in the historical overview presented in this chapter, language learning and teaching processes have evolved as a result of the different needs and research of each epoch. The evolution of learning methods has suggested teachers to focus on different skills and thus, several studies have aimed to evidence the importance of specific instruction methods in the acquisition of a second language.

Regarding grammar and form, in spite of generating controversy in the language field, numerous studies have tried to show that form-focused instruction is more beneficial than other types of teaching. In the study *Effects of Form-Focused Instruction on the Learning of Relative Clauses*, Abdolmanafi (2012) aimed to explore on a quantitative way, the effects of different kinds of methods on the learning of relative clauses by Persian learners. He found out that form instruction in this context might be the most beneficial way for helping L2 learners to move on to advanced levels of proficiency. The methodology consisted on testing students' performance after instruction. As said previously, teachers and methods develop and evolve according to

the specific needs of each context, and certainly, grammar may be the most effective way to approach languages in this specific context.

Schulz (2001), in *Cultural Differences in Student and Teacher Perceptions Concerning the Role of Grammar Instruction and Corrective Feedback: USA - Colombia* also presents a study in which, by means of a questionnaire, he asked students and teachers about the importance they give to grammar instruction and error correction. Results showed that students strongly believed that grammar had a positive role in foreign language learning; however, both teachers and students accept that besides grammar instructions, it was necessary to use real-life communication in the classroom. Grammar instruction, as other language components is necessary in any language teaching approach; however, as teachers and students recognize in this study, the fact of teaching grammar does not mean to neglect other components of language teaching.

On the other hand, other studies have stood for the development of reading strategies, as the most suitable way to improve language grammar and vocabulary. In terms of vocabulary, for example, Pulido (2009) in *How involved are American L2 learners of Spanish in lexical input processing tasks during reading?* examined how learners' reading proficiency and background knowledge affected their L2 lexical input processing and retention. He used a questionnaire on self-reported strategy. Results revealed that greater general reading skills and familiarity with a passage topic led to more successful lexical inference. Certainly, reading is a valid way of language input that enhances retention and transference, the task teachers have is to make it motivating and attractive enough for students.

Regarding grammar, Rodrigo, Krashen and Gribbons (2004) in their case study: *The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level*, by means of applying different tests, meant to examine the impact of reading discussion in grammar acquisition. Results showed that reading-discussion contributes to great gains on grammar acquisition. Without doubt, reading seen as a means to promote interaction and discussion definitely affects the learning process in a positive way and may be used to burst other language components.

Focus on writing has also been seen as a teaching method to improve lexical and grammatical skills. Chandler (2003) in his study *The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing*, tracked students' writing over one semester and found that error correction reduced grammatical and lexical errors in subsequent writing. Undeniably, writing is another important component in language teaching that fosters the acquisition of many abilities. Correctly managed, it may help students acquire vocabulary, grammar, among other language gear.

It is undeniable that teachers usually choose to focus on a specific skill more than on others based on their beliefs of language teaching methodologies and on the theoretical basis provided by previous research. The purpose of this study is to provide evidence of how listening activities can prompt the acquisition of other language skills, which does not mean that other methodologies cannot be suitable and useful for language learning acquisition. The reasons why listening may enhance other language abilities are presented in the subsequent section.

1.5. Listening activity as an enhancer of other language abilities

English teachers often find that students who have high proficiency in listening skills are usually more prone and motivated to acquire the target language. On the view of Vandergrift (2007) attention to form in L2 has become an important focus of research due to the significance of listening in language learning. The effects of listening in the development of grammar, vocabulary, speaking and pronunciation are evaluated in the paragraphs below.

1.5.1. Listening to improve grammar and vocabulary. Most of the research on vocabulary acquisition has focused on reading as the most effective means for building lexical skills. However, evidence demonstrates that listening may also be a good source of new vocabulary since it provides students with real contexts where words and expressions are used, and thus students, through cognitive and metacognitive processes, can achieve vocabulary by means of inference.

Studies by Elley (1989) and Brett, Rothlein, and Hurley (1996) suggest that learners are able, via listening, to gain target vocabulary with minimal repetition even when teachers did not stop to explain the meanings of words. Indeed, vocabulary could

be one of the biggest gains when students listen input since, as it is appreciated in an the actual context, with the actual pronunciation and diction, students retain words with all its components included.

In terms of grammar acquisition, it is certain that the effect of some listening activities such as music repetition contributes to turn grammar into a more natural achievement. DeJong (2005) studied the effect of receptive training in adjective agreement on the processing speed of meaningful sentences. The listening groups were able to process the sentences with the target structure more quickly. It is definitely necessary to continue studying this effect of listening activity since it could make grammar acquisition a more motivating and natural task. The implications of listening exercises in the improvement of speaking and pronunciation are the next topic to be discussed.

1.5.2. Listening to improve speaking and pronunciation. In a communicative approach, listening and speaking skills are directly linked. As Murphy (1991) says, attention to one area of oral communication ought to be complemented by attention to others as systematically as is possible. According to this argument, it is intrinsically understandable that listening activities can foster speaking ones and vice versa. It is impossible to think of listening comprehension without spoken interaction, and of speaking without an interlocutor who is willing to listen.

Listening to the original sounds and phonemes of the target language, and specially repeating after the speaker as we do when singing, definitely prompts pronunciation improvements. As examples of this theory, Underbakke (1993) showed by means of a study that listening definitely contributed to improve both pronunciation and perception, in this case of /r/ and /l/ among 39 Japanese university students of English.

Additionally, Trofimovich, Lightbrown, Halter, and Song, (2009) also examined the extent to which sustained, long-term comprehension practice in both listening and reading in the virtual absence of any speaking could help develop learners' second language (L2) pronunciation. Differences were evidenced mainly, in the listener ratings of fluency and comprehensibility that favored learners in the regular program. What is more, nowadays thanks to the technological achievements of this era, resources such as

podcasts are available. Through repetition, students are able to improve their pronunciation (Sze, 2007).

1.6. English instruction through time

In Chapter one it has been evidenced how the evolution of language-teaching paradigms through time has led to the understanding that probably there has never been and there will never be a standardized method (Brown, 2000; Nunan, 1991).

Different studies have analyzed the influence of listening in the acquisition of other language skills such as metacognition (Gogh, 2002; Vandergriff, 2003), conceptualization processes (Farrell and Mallard, 2006), and morphological information processing (Arteaga, Herschensohn and Gess, 2003). In contrast, several authors have also stood up in their studies for the importance of other forms of language instruction such as form-focus (Abdolmanafi, 2012 and Schulz, 2001), reading (Pulido, 2009 and Rodrigo, Krashen and Gribbons, 2004), or writing (Chandler, 2003).

Arguments for listening activity as an enhancer of other language abilities have been provided by different authors. They have stated that listening to the target language on a regular basis can improve the learners' vocabulary (Krashen, 1989 and Elley, 1989); grammar acquisition (DeJong, 2005 and Vandergriff, 2007), speaking and pronunciation (Underbakke, 1993 and Sze, 2007). As the purpose of this study is to determine whether students who regularly listen to the target language can develop other skills more easily than less skilled listeners, Chapter 2 provides a background of this topic in different context to subsequently state the problem, hypothesis and specific objectives of this study.

Chapter 2: Problem statement

This chapter provides a background showing the place of the study issue in the world and Colombian context, in the field of education, and in the institutional context. The problem to be explored and the methodology are then established, along with the objectives that guide the research. Justification, limitations and delimitations also make part of the problem statement. As first issue, a background of the topic will be explored in the following paragraph.

2.1. Background

Second language teachers and instructors often evidence that students who frequently listen to the target language are more likely to transfer the learning acquired to real situations or to other contexts (Córdoba, Coto and Ramírez, 2005); however, it is through educational research that this statement can be explored and verified.

In Colombia, educational research has grown as a way to intervene and transform education (Acosta 2006). Vergara, Hernández and Cárdenas (2009) claim that Colombian teachers should do educational research in order to develop: a positive and decisive attitude towards making research, a capacity to reflect on and evaluate their own academic processes, and tools to improve their role as agents of social change. Literature does not suggest evidence of previous similar research in the country. The problem that led to conduct this study will be stated in the following section.

2.2. Problem statement

Listening has often been seen by teachers and institutions as a complementary practice in L2 acquisition; however, in recent years, different authors have been trying to show how important this component is in the second language learning process. The question that guided this research was: Does regular listening in a second language have an effect in the acquisition of other language skills such as grammar, vocabulary, speaking and pronunciation in higher education students of an institution in Colombia?

Subordinated questions include:

- What are teachers' and students' perceptions on how listening influences the acquisition of other skills?

- To what extent are students who regularly listen to the target language able to achieve better results in other language tasks?
- In which classroom situations may skilled listeners show outstanding performance compared to less skilled listeners?

The study had a mixed method. The phenomenological qualitative method was applied in order to collect students' and teachers' views on how regular listening may prompt other language skills. The cross-sectional ex-post-facto quantitative method evaluated to what extent skilled listeners can achieve higher scores in other skills. The context was a private higher education institution located in Zipaquirá, Cundinamarca Colombia.

2.2.1. Hypothesis

- Both teachers and students will indicate that students who listen to the target language in a regular basis show higher proficiency and ease to acquire other language skills.
- Students who regularly listen to the target language will be able to achieve better results in other language tasks related to other skills.
- Skilled listeners will show outstanding performance in classroom situations that do not involve listening, but other language skills, compared to less skilled listeners.

The objectives of this study will be analyzed in the subsequent section.

2.3. Objectives

This study aims to determine whether students who regularly listen to the target language can develop other skills more easily than less skilled listeners in a higher education institution in Colombia.

Specific Objectives:

- To identify teachers' and students' perceptions on how listening influences the acquisition of other skills.
- To explain to what extent students who regularly listen to the target language are able to achieve better results in other language tasks.

- To analyze classroom situations in which skilled listeners may show outstanding performance.

Justifications to carry out this study will be expressed in the succeeding section.

2.4. Justification

Educational research is an evolving tendency that as Forero (2010) expresses, urges teachers to acquire skills to analyze classroom situations as a starting point to improve the teaching practice. The importance of this research lies on trying to contribute to the existing literature regarding the study of listening processes and their implications on language acquisition.

In order to ensure valid and reliable findings, Cortés (1997) suggests considering factors related to the researcher, the data collection and analysis of information. By providing evidence of how skilled listeners are able to achieve easier understanding of the target language, and of the perceptions teachers have from their experience, this research will contribute to enrich the knowledge we have in terms of strategies and means to learn a second language.

The findings of this study could also provide L2 teachers and learners with evidence to implement listening as a learning strategy, able to contribute to an easier and more motivating language learning process. Listening provides a lot of chances of input that could change the perspective teachers and learners have regarding input. Through this study, they are called to see listening activities as a more useful, effective and natural way to acquire language skills. Limitations and delimitations to this study are the topic of the following section.

2.5. Limitations and delimitations

As in every study, limitations and delimitations need to be evaluated in order to consider the specific characteristics of the context where the research will be carried out, and the possible restrictions that might be faced during the process.

2.5.1. Limitations. Limitations to this project may have been given by restrictions in the development of the study inside the institution. This kind of examination required authorization that was limited to the research incubators of the university. Students may

have also shown a negative attitude to collaborate in the study as it required them to participate in extra activities; nevertheless, instructions about the importance and the benefits of this educational research were clear and convincing enough to have them participate in a voluntary and helpful way.

2.5.2. Delimitations. This study took place at Corporación Universitaria Minuto de Dios, in Zipaquirá, Cundinamarca, Colombia in the first semester of 2015, and it was focused in the Language Department of the institution. The method applied was mixed, as interviews and exams provided both qualitative and quantitative information. The participants were 3 English teachers, and 20 students from different careers coursing the intermediate English level, the age range was 17 to 29 years old. The researcher was in charge of collecting data provided by the exam and the interviews. Definitions of concepts and abbreviations that were frequently used in this report will be found in the following section.

2.6. Definition of concepts and abbreviations.

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

Learning Strategies: Explicit strategies the learner takes in order to make learning easier. (Oxford, 1990)

Metacognitive Strategies: Strategies that allow learners to coordinate their learning process by controlling their own cognition. (Yu, 2013)

Validity (research): Extend to which meaningful and appropriate inferences or decisions are made as a result of a research (Oluwatayo, 2012).

Chapter 3. The Method

As stated in Chapter 2, this study demanded the use of mixed methods research, which Creswell and Plano (2011) define as a methodology that considers the integration of qualitative and quantitative methods as means of achieving better understanding of the research problem. The kind of qualitative study was phenomenological while the quantitative study was carried out under the cross-sectional ex-post-facto method.

The aim of this study is to evaluate how regular listening in a second language could prompt the acquisition of other language skills in higher education students of an institution in Colombia. The use of mixed methods is appropriate for this kind of study, since according to Johnson and Turner (2003), it allows the researchers to collect both qualitative and quantitative information, so that the consequential combination results in complementary strengths and non-overlapping weaknesses.

Teachers and students' experiences are an important component of this study. According to Hitchcock and Hughes (1995), since teaching and learning are social activities, teachers are able to develop an understanding of the learning process of child development and adult learning. Additionally students, who are in constant interaction with each other, are also a good source of information. Therefore, a phenomenological study, which focuses on the subjective experience of the individual and on describing his experiences regarding a concept (Valenzuela and Flores, 2013), was used to collect teachers' and students' views on how regular listening may prompt other language skills.

On the other hand, the study applied the cross-sectional ex-post-facto method. This kind of quantitative research mainly studies information at a single moment and formulates explanations or causes of a situation where none variable has been manipulated (Valenzuela and Flores, 2013). The method was selected wishing to evaluate the extent to which skilled listeners could achieve higher scores in other skills, and in which specific situations they could show outstanding performance.

Mixed methods research is the most adequate way to evaluate the variables stated in this study. Adding qualitative interviews to experiments as a way to tap into participants' perspectives and meanings will help avoid some potential problems with the experimental method. If findings are corroborated across different approaches then

greater confidence can be held in the singular conclusion. (Johnson and Onwuegbuzie, 2004). Criteria for the selection of participants will be described below.

3.1. Participants

This study took place at a private higher education institution in Zipaquirá, Cundinamarca, Colombia. The research was focused in the Language Department of the institution that currently has 6 English teachers and about 780 students. The English language is taught along 3 levels, each lasting one semester, based on the Common European Framework. Authorization of the university was requested (see Appendix A) in order to fulfill the ethic requirements of the research. Participants also signed an authorization (see Appendix B), in which the researcher ensures confidentiality and a correct use of the information they provide.

The selection of participants was carried out based on the purposive sampling techniques, which involve selecting certain units or cases “based on a specific purpose rather than randomly” (Tashakkori and Teddlie, 2003, p. 713). As the research involved collecting information from both teachers and students, a sample of 3 teachers and 20 students was used in order to obtain impartial and reliable results.

The 3 English teachers were constantly involved in the development of English language skills. They also had enough experience to express openly their views regarding the listening practice since they had worked for the university for 1 to 6 years. What is more, at the moment of the study, all of the 3 teachers were leading every English level provided by the university.

The 20 students who participated in the study were university students ranging from 16 to 25 years of age, belonging to different programs of the university. All of them were enrolled in the intermediate level offered by the institution. 10 of them claimed to be regular listeners of different sources in the English Language such as music, movies and videos. The remaining 10 students denied listening to English speakers on a regular basis. This sample was selected in order to collect reliable qualitative and quantitative information that contributed to the objectives of this study. The instruments applied in this research will be described in the following section.

3.2. Instruments

As expressed above, since the selected method requires the analysis of both, qualitative and quantitative information, the instruments chosen for this study were an interview and a test.

3.2.1. Interview. Valenzuela and Flores (2013) define this instrument as a means for the researcher to request information from a participant in order to obtain data. Johnson and Turner (2003) say one of its main advantages is that the interviewer can probe the interviewee for clarity or for more detailed information when needed. For the purpose of this study, the interview was applied to the 3 teachers and 3 of the students who participated in the study.

The kind of interview was the semi-structured one (Valenzuela and Flores, 2013). In this kind of interview, even though there is a stated list of topics and questions to be addressed, the interviewer can be flexible in terms of order, and the interviewee is able to speak thoroughly about the requested topics. The interview in this study (see Appendices C and D) mainly includes questions regarding the perceptions teachers and students have about how the development of listening skills can ease the acquisition of other language skills.

3.2.2. Test. As expressed by Johnson and Turner (2003), tests are commonly used in quantitative research to measure performance of research participants. For the purposes of this study, a test for specific skills or aptitude skills (Valenzuela and Flores, 2013) was applied in order to measure to what extent students who regularly listen to the target language are able to achieve better results in other language tasks and analyze specific classroom situations in which skilled listeners may show outstanding performance.

The test applied in this study (see Appendix E) consisted on a set of questions evaluating different language skills of the participants. Listening skill was the first one to be tested, followed by a second phase where students' grammar aptitudes were evaluated. Procedures of data collection are presented above.

3.3. Procedures

This study took place at a higher education institution in Zipaquirá, Cundinamarca, Colombia in the second semester of 2015, and it was focused in the Language Department of the institution. The method applied was mixed, as interviews and test provided both qualitative and quantitative information.

The research was carried out based on the exploratory sequential mixed methods approach in which the researcher first begins with a qualitative research phase and explores the views of participants. The data is then analyzed, and the information used to build into a second quantitative phase (Creswell, 1994, Valenzuela and Flores, 2013). Consequently, the procedure of data collection was carried out in March 2015 as follows:

1. Interview and test were designed according to the objectives of the study.
2. Permission from the institution to carry out the study was requested.
3. 3 teachers and 3 out of the 20 students who accepted to participate in the study answered some questions expressing their views on the effect of regular listening activity in the ease to acquire other language skills.
4. Information collected on step 3 was used to redesign the test students would solve.
5. The students solved a test in which different language skills were evaluated.

The strategy to analyze the collected data will be as follows.

3.4 Strategy of analysis of the collected data

As Owuegbuzie and Teddlie (2003) state, the ability to get more out of the data provides the opportunity to generate more meaning, thereby enhancing the quality of data interpretation. These authors provide a seven-stage model for the mixed methods data analysis. For the purposes of this study, the model was applied in the following way:

1. The qualitative data obtained in the interviews was analyzed via exploratory analysis, while the quantitative data obtained in the tests was reduced to statistics and numbers.
2. Qualitative data was described graphically in a chart, while quantitative data was presented in a graph.

3. Quantitative data was transformed into narrative data that could be analyzed qualitatively.
4. Quantitative data was correlated with qualitized (i.e., qualitized; Tashakkori and Teddlie, 1998) data.
5. Both quantitative and qualitative data were combined to create new or consolidate previous variables.
6. Data obtained with both qualitative and quantitative methods were compared.
7. Qualitative and quantitative data were finally integrated into either a coherent whole or two separate sets of coherent wholes.

Chapter 3 basically presents a detailed description of how mixed methods research was used in this study. This method not only provides a better understanding of the research problem (Creswell and Plano, 2011) but also allows the researcher to corroborate findings across different approaches, which leads to greater confidence in the singular conclusion (Johnson and Onwuegbuzie, 2004). Participants, who were selected according to the purposes of the study, were 3 teachers and 20 students belonging to the research institution. The instruments were an interview for collecting qualitative data and a test that provided quantitative information. Procedures were selected based on the exploratory sequential mixed methods approach. And, the strategy of data analysis follows the seven-stage model provided by (Owuegbuzie and Teddlie, 2003).

Chapter 4. Results

Before beginning the report of the most significant results of this study, it is important to go back for a while and remember the question and objectives that gave it a meaning. The question that the study tried to answer was: Does regular listening in a second language have an effect in the acquisition of other language skills in higher education students of an institution in Colombia?

Thus, this study aimed to determine whether students who regularly listen to the target language can develop other skills more easily than less skilled listeners. The specific objectives were as follows:

- To identify teachers' and students' perceptions on how listening influences the acquisition of other skills.
- To evaluate to what extent students who regularly listen to the target language are able to achieve better results in other language tasks.
- To analyze classroom situations in which skilled listeners may show outstanding performance.

The study had a mixed method. The qualitative method was applied in order to collect 3 students' and 3 teachers' views on how regular listening may prompt other language skills. The quantitative method was used to evaluate to what extent skilled listeners could achieve higher scores in other skills. Results and analysis of both qualitative and quantitative studies, along with its relation with the literature presented in the first chapter, are presented in chapter 4.

4.1. Qualitative study results and analysis

As Valenzuela and Flores (2013) suggest, after having transcribed the qualitative data collected by interviewing 3 teachers and 3 students of the institution, data was read and triangulated in order to obtain a general sense of the information (see Appendices F and G). After that, the information provided by teachers and students was contrasted, and the most outstanding information was organized into categories in order to respond to the objectives of the study as follows:

Table 1

Categories and subcategories of the qualitative study (data was collected by the author)

Objectives of the study	Categories	Subcategories
To identify teachers' and students' perceptions on how listening influences the acquisition of other skills.	Teachers' and students' experience	Teachers' and students' experience in the university
		Experience as English teachers and learners
	Importance of listening.	Students' biggest weakness
		Like learning the native language
		General advantages
	Listening in the teachers' lessons	Resources provided by the university
Why to use listening activities		
To evaluate to what extend students who regularly listen to the target language are able to achieve better results in other language tasks.	Skilled listeners' proficiency	
To analyze classroom situations in which skilled listeners may show outstanding performance.	Specific situations of outperformance	

The categories included in the chapter above, will be explained in the subsequent section, by correlating the qualitative information obtained through the different instruments, and contrasting it with the literature presented in chapter 1.

4.1.1. Category 1: Teachers' and Students' experience. This category was established in order to achieve a coherent analysis of the first question asked to the participants, regarding their familiarity with the field of the second language teaching and learning process. It explains the experience teachers and students who participated in the study have, and how important this aspect is for the reliability of the research.

Subcategory 1: Teachers' and students' experience in the university. Teacher 1 had been working for the university for only one month while teachers 2 and 3 had been there for three years. Teacher one said: *"I've been working for the university for only 1 month."* however, his answer to the next question provided him with the required knowledge to participate in the study. Teachers 2 and 3 said: *"I have been here for 3 years,"* fact that demonstrated enough experience to describe the English teaching-learning process at the university. All of them were in charge of at least one group per English level offered by the university at the moment of the study, which ensured

broader understanding of the English curriculum, processes and methodologies applied in the institution.

Student 1 was enrolled in the third English level provided by the university, while students 2 and 3 belonged to the first level. Even though the university offers students the possibility to validate their English level by means of a placement test, very few students choose such option since they need to pay for the level to do the exam; most of them prefer to begin from the first English level.

Subcategory 2: Experience as English teachers and learners: All of the teachers had been teaching English for more than 3 years in different institutions. Teachers 1 and 3: *“I’ve worked as an English teacher for about 3 years.”* Teacher 2: *“As a teacher I have worked in different institutions for 7 years.”* The experience of teachers was very meaningful for this study, since it offered reliability to their answers and perceptions.

All of the students claimed to have been studying English before beginning the university. Students 3 said: *“two months in the university but I have been studying English for more than 4 years outside”* This is understandable since, as Rivera, Jerez and Lorduy (2012) say, globalization may incentive knowledge of a second language, due to the labor market demand for English in Colombia and the opportunities Colombians may have to participate in intercultural communication. In this case, the students’ experience as second language students ensures their pleasure and good will for learning English, which can help the study by means of providing objective and certain information.

4.1.2. Category 2: Importance of listening. Regarding another question that asked the teachers’ and students’ perceptions about the importance of listening practice in the second language acquisition process, they all said listening is *“fundamental”* or *“vital”*. The fact that all the participants recognize listening as an important component of an English lesson, ensures that all of them have already analyzed its impact in the second language learning process and the probable advantages and difficulties it generates in students. As Brown (2000) states, methods and trends are not characteristics of teaching nowadays; teachers are urged to design particular techniques for teaching according to the particular context where learning is involved.

Concerning students' perceptions, it was very meaningful for the study to know how aware students are about the strengths listening activities provide them, and how teachers should use them to strengthen different skills and ease the second language learning process.

Subcategory 1: Students' biggest weakness. Teachers 1 and 2 said that even though listening is important, it is one of the greatest weaknesses of non-native learners. Teacher 1: *"I feel it is one of the greatest weaknesses of non-native learners"*. Teacher 2: *"It is undeniable that listening and speaking are the hardest skills when someone is learning a foreign language."* Such affirmations could mean that teachers and institutions need to devote more time to listening exercises that help students familiarize with English sounds, pronunciation and intonation.

According to Vandergriff (2004), the fact of being probably the least explicit of the four language skills makes listening the most difficult skill to learn. This author also explains the difficulty by saying that while native listeners process information automatically without focusing on individual words, L2 learners, who have limited language knowledge, are only able to automatically process very little of what they can hear.

Subcategory 2: Like learning the native language. To answer the same question, teacher 3 compared it with the process of learning the native language by saying that *"It's like the way we learned Spanish; listening every day to our parents and other family members to create patterns and then play, so is English."* In agreement with this, Sanchez (2000) suggests teachers to reduce the worry about linguistic form and promote meaning, and addressing language learning towards the development of cognitive and perception mechanisms.

Student 1 said: *"listening allows us to improve our own pronunciation, consolidate the acquired knowledge and put it into practice in a real context"*. Student 2 added: *"listening helps us, as non-native students, to achieve better pronunciation by reproducing native speakers' sounds and intonation."* Brown (2001) corroborates this information by claiming that it is through reception that we internalize linguistic information without which we could not produce language.

Subcategory 3: General Advantages. All the students answered listening is very important since it helps them: learn to differentiate sounds and words, improve their speaking and pronunciation and have a closer relationship with vocabulary. Student 2 said: *“I think that to learn another language it is necessary to perceive the natural diction and vocabulary. It is more important than the theory or the grammatical instruction.”*

This fact, that has been previously explored by several English teaching methods, as the “natural” way to learn a second language, is confirmed in a certain way by students who said that that through listening they learn to differentiate sounds, improve their speaking, pronunciation and vocabulary. They said when they listen they feel the need to reproduce native speakers’ sound and intonation. Such asseveration can also find its argument in the quote by Brown presented in the previous subcategory.

4.1.3. Category 3: Listening in the teachers’ lessons. One of the questions in the interview aimed to know whether listening was an important component of the teachers’ lessons at the university. This category was created due to the large amount of information teachers provided regarding this research question. While teachers actually showed their dissatisfaction with the amount of time and resources provided by the university, students insisted on the idea that listening activities definitely provide them with the necessary input to learn a second language in a more natural, flexible and effective way.

Subcategory 1: Resources provided by the university. Teachers 1 and 2 expressed that although they liked listening activities, it was very hard to develop them at the university due to the lack of time and resources. Teacher 1: *“I do not have enough resources.”* Teacher 2: *“I try to work it a lot, but sometimes it is very difficult due to the time.”*

The answers denote a certain non-conformism with the amount of time and resources the university allocates to the listening practice in the university, which demonstrates that institutions and the infrastructure provided are a crucial aspect when dealing with a second language learning process. As De Mejía (2002) states, bilingual education in Colombia is today mainly linked to private bilingual schools affordable to

middle- and upper-middle-classes. The institution where the study was carried out is a branch of the university located in a small city, and is in a growing process in which resources and material are sometimes not enough according to the interviewees.

Subcategory 2: Why to use listening activities. Teacher 3 claimed she usually applied the listening practice since *“even when as teachers, we do our best, there's nothing like the pronunciation of a Native speaker.”* This answer was very meaningful as she expresses the students' need for receiving real-life input in their English lessons since, in an actual communication context in an English-speaking country, they will have to face natural speed, diction and intonation that non-native teachers not always have.

4.1.4. Category 4: Skilled listeners' proficiency. The third question asked teachers and students if, based on their experience in the classroom, they had ever noticed that students who frequently listen to English (music, movies, videos, conversations) demonstrated ease to acquire other language skills. They all answered positively. Teacher 1 said, *“of course, frequent contact with roughly tuned input of English, regardless the source definitely boosts students' skills.”*

This demonstrates that in a classroom context, the proficiency of skilled listeners is evident, especially in cases where communication activities are carried out since, as all teachers agreed, students acquire more strength in listening and speaking and further knowledge of pronunciation and intonation. Authors such as Sze (2007) say through repetition, students are able to improve their pronunciation; fact that Underbakke (1993) showed by means of a study which results showed that listening definitely contributed to improve both pronunciation and perception, in this case of /r/ and /l/ among 39 Japanese university students of English.

Student 2 explained: *“since their ear is trained in the language, at the moment of learning how to speak or write, they relate words with what they have heard and don't make the mistake of pronouncing words as they appear on the paper.”* Codina (2004) justifies it by saying that among other benefits of good listening, it allows the listener to appreciate the speaker's interests, feelings, knowledge, perceptions, and thus grow the

listener's own culture and interests; that is why people who listen consciously and carefully, learn in an indirect way.

4.1.5. Category 5: Specific situations of outperformance. When asked about the specific situations in which skilled listeners performed better than less skilled ones, all the teachers underlined communication and conversation activities. Teacher 2 said: *“Many of my students who usually listen to English Music or like TV shows in English have more strengths in listening and speaking, since they acquire further knowledge of pronunciation and intonation”.*

Students, on their side, underlined skilled listeners outperformed less skilled ones: understanding vocabulary, creating sentences and coherent texts, pronouncing, reading aloud, understanding general meanings in conversations, and differentiating diction in both the native and the second language. Student 1 said: *“Usually, people who often listen to music or watch movies in English demonstrate greater ease to learn and understand the vocabulary; it is easier for them to create sentences and coherent texts as well. Additionally, they demonstrate better pronunciation compared to other people who don't use those resources.”*

Unlike teachers, students have evidenced skilled listeners' proficiency, not only in communication activities, but also at understanding vocabulary, creating sentences and coherent texts. Izumi (2003) clarifies that the resourceful nature of the comprehension process allows L2 listeners to understand yet-to-be acquired structures. Additionally, studies by Elley (1989) and Brett, Rothlein, and Hurley (1996) also suggest that learners are able, via listening, to gain target vocabulary with minimal repetition even when teachers do not stop to explain the meanings of words.

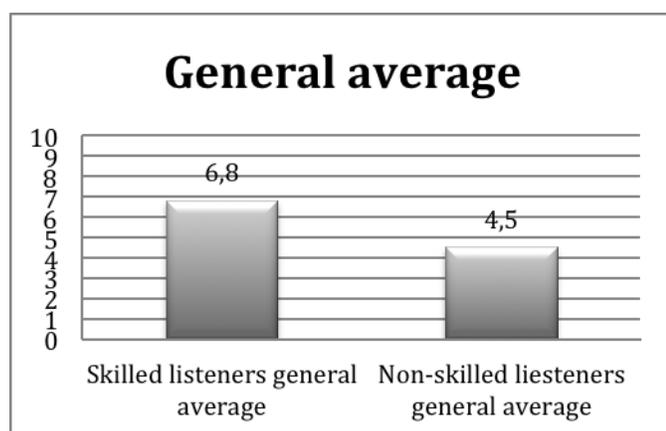
4.1.6. Validation of results. Both teachers and students were interviewed on a face-to-face conversation asking about their perceptions regarding the study topic. After having collected the information, data was then transcribed, triangulated (See appendix F) and, as Agar (1980) suggests, read several times in order to identify lines of coincidence among the answers. After having codified the information provided by the participants (Valenzuela and Flores, 2013), categories were established and information obtained from both teachers' and students' interviews was integrated in order to provide

a whole sense of the information and show results in an incorporated way that allowed to redesign the quantitative part of the study. Results and analysis of the quantitative study are showed in the subsequent section.

4.2. Quantitative study results and analysis

In order to provide further reliability to this study, 10 students who claimed to listen to English sources on a regular basis, as well as 10 students who expressed the opposite idea, solved a test in which listening and grammar skills were evaluated in a 10-point test. The first 5 points evaluated listening skills while the other five points evaluated grammar skills. The purpose was to evaluate to what extend skilled listeners could outperform less skilled ones at solving the same test with the same resources provided. Although at the beginning it was thought that the test would not show significant differences between the performance of skilled listeners and non- skilled ones. Apparently, the test results show the opposite idea.

4.2.1. General Results. The general average in the test was 6/10 correct points, out of which skilled listeners obtained an average of 6,8/10 (68% correct answers) while less skilled listeners scored 4,5/10 (45% correct answers) (See Graph 1).



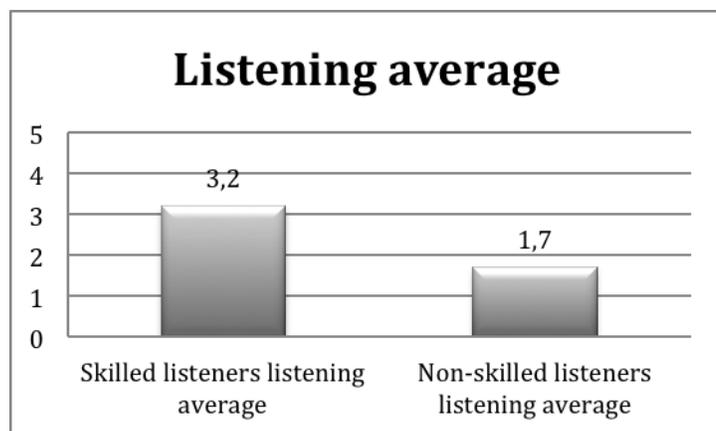
Graph 1. General average of the test (skilled vs. non-skilled listeners).

These results show a significant difference in the overall results of the test. Skilled listeners definitely outperformed less skilled ones doing 23% better at solving the test. Vandergriff (2007) defines the importance of research in listening to the second language, by expressing that further understanding of this process will inform pedagogy

whether skilled listeners can improve their comprehension, and thus foster the overall success in L2 learning.

The next step is to analyze results separately, identifying how different the results were in terms of listening and grammar aside.

4.2.2. Listening results. In terms of listening, it was expected that skilled listeners performed better in this skill since both teachers and students coincided at saying that skilled listeners developed meaningful strengths for listening and speaking in the second language. Results show a general average of 2,5/5 points. Skilled listeners show an average of 3,2/5 points while less skilled ones scored 1,7/5 points. (See graph 2).



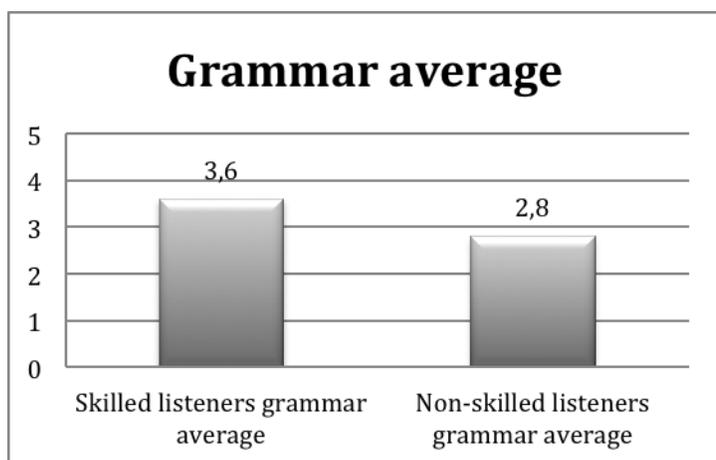
Graph 2. Comparison of the listening average (skilled vs. non-skilled listeners)

The average of skilled listeners in the listening section of the test demonstrates 64% of good choices, while non-skilled ones only answered correctly to 34% of the listening questions. The difference was of 30%. Skilled listeners definitely showed a better understanding in the listening test than less skilled ones.

4.2.3. Grammar results. Regarding grammar, the test aimed to show to what extent skilled listeners could show outstanding performance at non-communicative skills since, while teachers expressed skilled listeners were better than non-skilled ones specially at communication activities, students went further at saying that skilled listeners were also better at creating sentences and coherent texts.

The general average in the grammar test was 3,2/5 points. Skilled listeners obtained an average of 3,6/5 points (72% correct answers), while non-skilled ones obtained 2,8/5 points (56% correct answers). The difference of 16% was not as wide as

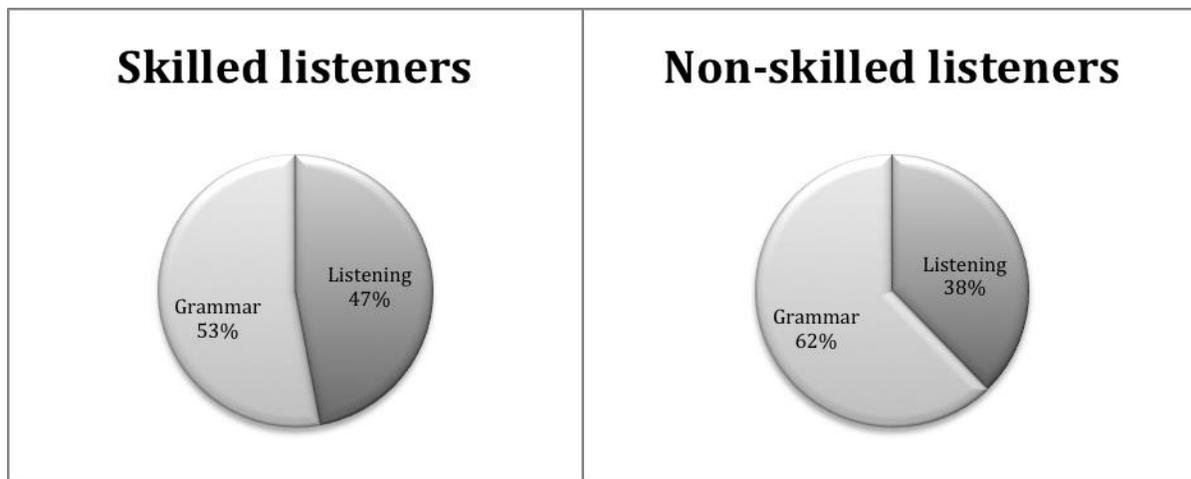
the 30% difference obtained for listening; however it definitely shows a better performance by skilled listeners (see graph 3). Previous studies such as the one carried out by DeJong (2005), who studied the effect of receptive training in adjective agreement on the processing speed of meaningful sentences, found that the listening groups were able to process the sentences with the target structure more quickly.



Graph 3. Comparison of the grammar average (skilled vs. non-skilled listeners).

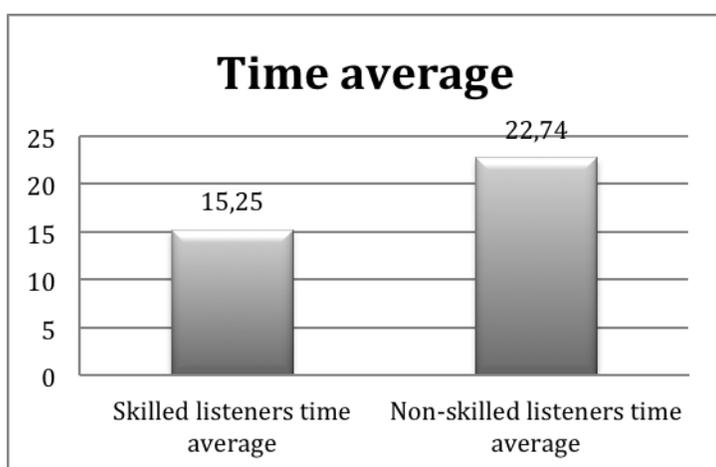
4.2.4. Contrast between listening and grammar. If results in listening and grammar are compared, most of the students performed better at grammar than at listening. Out of a general average of 6,8, skilled listeners obtained, 3,2 points (47%) for listening and 3,6 points (53%) for grammar. On the other hand, out of a general average of 4,5/10 points, non-skilled listeners obtained an average of 1,7 (38%) points for listening and 2,8 (62%) for grammar (See graph 4).

This could be due to the fact that, as teachers said, it is evident at the institution that listening is one of the biggest difficulties that students have in the English learning process. What is more, they expressed that the university does not provide enough time or resources to carry out the listening practice in the classroom.



Graph 4. Contrast between listening and grammar results (skilled vs. non-skilled listeners).

4.2.5. Time spent: The differences in performance are evidenced even in the amount of time invested by ones and others at completing the test. Taking into account that the general average was 19 minutes. Skilled listeners spent an average of 15,25 minutes at solving the test, while non-skilled ones spent around 23,14 minutes. The difference was of about 7,9 minutes (See graph 5). Probably this information could lead to think that it was easier for skilled listeners to solve the test. The relation between the results of the study and the question and objectives of the research are presented in the conclusion.



Graph 5. Time average spent in the test (skilled vs. non-skilled listeners).

4.2.6. Validation of results. The exam was made on the Moodle platform and, since results were showed on an Excel graphic (see Appendix H), it was possible to analyze the different factors presented previously in a graphic and statistical way. Descriptive parameters such as measures of central tendency (Valenzuela and Flores, 2013) were used to calculate averages that permitted to contrast the information obtained from skilled and non-skilled listeners. Percentages were calculated and illustrated by means of different graphs, in order to establish the correlation existing among the variables.

Afterwards, as Valenzuela and Flores (2013) suggest, information was analyzed in an objective and neutral way, without interpretations or references to the literature, but clarifying to what extent, the hypothesis of the study were true.

4.3. Results of the mixed methods research

Both in the qualitative interview and in the quantitative test, teachers and students expressed and demonstrated that actually listening to a second language on a regular basis has an effect on the acquisition of other language skills. After having analyzed the results of both qualitative and quantitative information, it can be concluded that there is a lot of consistency among the information obtained. Additionally, when both teachers and students expressed their views regarding the importance of the listening practice in the English learning process, they all agreed that listening was a fundamental aspect when learning a second language.

The quantitative study corroborated the information obtained in the qualitative one. Skilled listeners' results were considerably better than those of non-skilled ones. Skilled listeners outperformed non-skilled ones at both listening and grammar, and even required less time to solve the test.

Both in the qualitative and quantitative studies teachers and students highlighted communication as the most benefited skill when students listen to the target language on a regular basis. Nonetheless, in the interviews, students went further by saying that besides communication, listening could foster other language aspects such as vocabulary and structures. The quantitative study showed differentiated results between skilled listeners and non-skilled ones in both listening and grammar.

Chapter 5. Conclusions

5.1. Answer to the research question and objectives

The question that guided this research was: Does regular listening in a second language have an effect in the acquisition of other language skills in college students of an institution in Colombia? The mixed methods research led to the corroboration of the advantages skilled listeners have. Both in the qualitative research and in the quantitative test, teachers and students said and confirmed that constant listening activity in a second language definitely has an effect on the gaining of further language proficiencies.

After having evaluated the products obtained in the study, it can be concluded that the information found in both this mixed method research is very consistent. The first objective of the study aimed to identify teachers' and students' perceptions on how listening influences the acquisition of other skills. In the qualitative research, both teachers and students agreed with Brown (2001) at saying that it is through reception that people internalize linguistic information more easily; and claimed that listening certainly influences the ease some students have at acquiring other language skills such as pronunciation and vocabulary.

Different authors have stated that listening to the target language on a regular basis can improve learners' vocabulary (Krashen, 1989 and Elley, 1989), grammar acquisition (DeJong, 2005 and Vandergriff, 2007), speaking and pronunciation (Underbakke, 1993 and Sze, 2007). The quantitative part of this study served to validate the information obtained in the qualitative one, and contributed to the second objective: to evaluate to what extent students who regularly listen to the target language are able to achieve better results in other language tasks. The results obtained by skilled listeners in this study were significantly better than the ones achieved by non-skilled ones at both listening and grammar skills. Skilled listeners even solved the test in shorter time.

Regarding the third objective: to analyze classroom situations in which skilled listeners may show outstanding performance; in the qualitative study teachers and students emphasized interaction skills as the biggest strength skilled listeners had. Nevertheless, in the dialogue, students stated that besides communication, from their

experience in the classroom, they had noticed listening could foster other language aspects such as vocabulary and grammar. The quantitative study also evidenced big differences in the results skilled listeners and non-skilled ones obtained in both listening and grammar.

5.2. Current and potential benefits of the study

From the findings obtained in this study, it can be said that further research on the topic is necessary. As Vandergriff (2007) suggests, listening continues to be the least explored of all the four language skills. Information regarding the research topic is still very limited and thus, collecting enough information to complete the review of related literature was a very demanding task. Even though the topic seems to be very relevant, not many studies have been made; which opens a big study field for future researchers.

As expressed above, it was also interesting to notice, thanks to the qualitative study, how although both teachers and students are aware of the advantages of frequent listening activity, institutions and education professionals do not seem to give listening the importance it deserves; due to, as teachers expressed, lack of time and resources. According to Vandergriff (2004), teachers are called to integrate listening in their lessons in order to allow students to appreciate the target language in a real communicative situation. Studies like this may be an important tool for teachers, students and institutions to change their minds about the importance of listening. Other researchers may continue going deeper at finding effects and advantages of good listening practice inside and outside the classrooms.

5.3. Limitations

It was thought that the students' attitude or restrictions by the institution would be the main limitations to the study. Nevertheless, there were two significant facts that limited the discovery of more conclusive results: the lack of a neutral interviewer in the qualitative study and the short time devoted to the quantitative study. Firstly, even though the participants were told their contribution would not be published without consent, the fact of being the participants' teacher and coworker made it more difficult for the interviewer to obtain accurate and impartial information. However, the answers

both teachers and students provided in the qualitative study were definitely fundamental for finding out the relevancy of the research question and for focusing the methodology to be used in the quantitative study as well.

Secondly, due to the short time devoted to the quantitative study, students could only be evaluated at grammar and listening, on a single internet-based test, which limited the reach of the study. For further understanding of how listening is able to foster other language skills, it would also be useful to go further at evaluate skilled listeners at each single language skill using different methodologies, since the use of one or another evaluation strategy could influence the results students obtain. In the specific case of this study, the fact of having made the test on an internet-based platform, using only two types of questions might have affected the students' performance and altered the exactitude of the study.

5.4. Future studies

In order to carry out a more thorough research on the effects of listening in the language learning process, it is also advisable for future research, to experiment with two study groups during a certain time, in which one of them use more listening resources than the other one, so that at the end of the study it can be evaluated to what extend students who often listen to the target language can acquire other language skills more easily. This kind of research will provide further understanding of the topic and the basis to continue emphasizing listening as a fundamental skill when learning a second language.

The experience obtained after having carried out this study leads to suggest new possible research questions to guide future studies: Could focus on listening make the second language learning process more motivating for both teachers and students? Can listening activity, actually influence other skills such as writing and vocabulary? Does a study group, which uses listening as the starting point, acquire all language skills in a faster and easier way? Which are the actual reasons why institutions and education professionals decide not to give enough importance to listening in the language learning process?

As said before, this study provided significant evidence of how listening can foster other language skills in second language learners. This could be a starting point for future language researchers to find listening as an interesting research topic and look for other strategies to discover new information about the effect of constant listening in the brain and in the way students organize information when learning a second language. It has been very rewarding to use previous research, along with the new information obtained through the mixed method research to open new possibilities for future studies.

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Appendices

Appendix A. Request form

Asunto: Solicitud
Zipaquirá, Febrero de 2014

Prof. Andrés Ordóñez Gómez
Coordinador Área de Idiomas
Centro Regional Zipaquirá
Universidad Minuto de Dios

Por medio de la presente, quiero solicitar su autorización para realizar un estudio de investigación relacionado con cómo el desarrollo de habilidades de escucha en una segunda lengua puede favorecer la adquisición de otras habilidades del idioma, en la Universidad Minuto de Dios, Centro Regional Zipaquirá.

Me presento ante usted como la Profesora Paula Liliana Cadena Castillo, alumna del programa de Maestría en Educación de la Universidad Virtual del Instituto Tecnológico y de Estudios Superiores de Monterrey. Este estudio está siendo realizado como parte fundamental de mi tesis de maestría denominada *The listening comprehension skill as language enhancer in intermediate level in Colombia*, en la cual cuento con la asesoría de la Dra. Martha Catalina del Ángel Castillo.

El proyecto que deseo llevar a cabo es el de indagar acerca de las opiniones que tienen los docentes y estudiantes de inglés sobre cómo el desarrollo de habilidades de escucha puede potenciar una más fácil adquisición de otras habilidades en el aprendizaje de una segunda lengua. De igual manera, se realizará un test a una muestra de 20 estudiantes, con el fin de obtener datos cuantitativos que corroboren dicha hipótesis.

Toda información proporcionada por cada sujeto de investigación será estrictamente confidencial. En el ambiente institucional usted será el único destinatario de los resultados de la evaluación. Es conveniente señalar también que bajo ningún motivo personas ajenas a este trabajo tendrán acceso a la información y no podrá ser reproducida o transmitida mediante ningún sistema o método electrónico o mecánico sin el consentimiento por escrito de los autores. Aunque es evidente, subrayo que mi asesora y su equipo docente serán otras de las personas que tendrán acceso a la información que recabe, para fines de asesoría, evaluación y aprobación de mi desempeño en la materia.

Le agradezco de antemano la atención prestada a la presente y sin más por el momento quedo a la espera de su respuesta.

Atentamente

Prof. Paula Liliana Cadena Castillo

Appendix B: Authorization of participants

Yo _____, alumno (a); profesor (a) [subrayar uno u otro] del curso de: _____ y de _____ años de edad, acepto de manera voluntaria que se me incluya como sujeto de estudio en el proyecto de investigación denominado: *The listening comprehension skill as language enhancer in intermediate level in Colombia*, luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de mi participación en el estudio, y en el entendido de que:

- Mi participación como alumno no repercutirá en mis actividades ni evaluaciones programadas en el curso, o en mi condición de profesor, no repercutirá en mis relaciones con mi institución de adscripción.
- No habrá ninguna sanción para mí en caso de no aceptar la invitación.
- Puedo retirarme del proyecto si lo considero conveniente a mis intereses, aun cuando el investigador responsable no lo solicite, informando mis razones para tal decisión en la Carta de Revocación respectiva si lo considero pertinente; pudiendo si así lo deseo, recuperar toda la información obtenida de mi participación.
- No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio.
- Se guardará estricta confidencialidad sobre los datos obtenidos producto de mi participación.
- Si en los resultados de mi participación como alumno o profesor se hiciera evidente algún problema relacionado con mi proceso de enseñanza – aprendizaje, se me brindará orientación al respecto.
- Puedo solicitar, en el transcurso del estudio información actualizada sobre el mismo, al investigador responsable.

Lugar y Fecha: _____

Nombre y firma del participante:

Appendix C. Qualitative interview for teachers.

As a researcher, I am glad you have accepted to participate in this conversation. The purpose of this interview is to explore your perceptions regarding to what extend, second language students who listen to the target language on a regular basis, are able to acquire other language skills in an easier and more natural way than less skilled listeners.

If you accept, I will proceed to ask you some simple questions and record the information you provide. Confidentiality is ensured taking into account that the collected data will be used exclusively for the academic purposes of this research.

- Sex (male/female)
- How old are you?

- How long have you been working for the university?

- How long have you worked as an English teacher?

- Which English level(s) do you teach?

- Is listening an important component of your lessons?

- What is your perception about the importance of listening practice in the second language acquisition process?

- Based on your experience in the classroom, have you ever noticed that students who frequently listen to English (music, movies, videos, conversations) demonstrate ease to acquire other language skills?

- In your view, in which specific situations are skilled listeners more proficient than less skilled listeners?

This interview is about to end. Do you want to add any complementary opinion or perception that hasn't been evaluated in the previous questions?

We have already conversed about your experience as a second language teacher and how you perceive the development of listening skills in the process of acquisition of a second language. You have provided very interesting perspectives and contributed to a large extent to the purposes of this study. Thank you very much for having participated of this educational research.

Appendix D. Qualitative interview for students.

As a researcher, I am glad you have accepted to participate in this conversation. The purpose of this interview is to explore your perceptions regarding to what extend, second language students who listen to the target language on a regular basis, are able to acquire other language skills in an easier and more natural way than less skilled listeners.

If you accept, I will proceed to ask you some simple questions and record the information you provide. Confidentiality is ensured taking into account that the collected data will be used exclusively for the academic purposes of this research.

- Sex (male/female)
- How old are you?

- How long have you been studying at the university?

- How long have you studied English?

- Which English level are you in?

- Is listening an important component of the English class at the university?

- What is your perception about the importance of listening practice in the second language acquisition process?

- Based on your experience in the classroom, do students who frequently listen to English (music, movies, videos, and conversations) demonstrate ease to acquire other language skills?

- In your view, in which specific situations are skilled listeners more proficient than less skilled listeners?

This interview is about to end. Do you want to add any complementary opinion or perception that hasn't been evaluated in the previous questions?

We have already conversed about your experience as a second language student and how you perceive the development of listening skills in the process of acquisition of a second language. You have provided very interesting perspectives and contributed to a large extent to the purposes of this study. Thank you very much for having participated of this educational research.

Appendix E. Test for quantitative data analysis

Thanks for accepting to participate in this study. Please complete the following test that will contribute to obtain some information for an educational research. The purpose of the study is to test to what extend skilled listeners can be more proficient than less skilled listeners in the acquisition of other language skills. The test consists of a set of listening, grammar and reading components in multiple choice and matching formats. It will take 20 minutes approximately.

Listening

Listen to the conversation and answer the questions.

<http://www.esl-lab.com/birthday/birthdayrd1.htm>

1. What is the boy's name?

- A. Matthew
- B. Michael
- C. Mitchell

2. How old is the boy turning in the conversation?

- A. seven
- B. eight
- C. nine

3. What does he want to do first?

- A. play outdoor games
- B. open presents
- C. eat cake and ice cream

4. Which statement is true about the game at the party?

- A. You have to catch a large ball without dropping it.
- B. You need to chase children around and touch them.
- C. You need to hide somewhere so no one can find you.

5. Who is coming to the party?

- A. aunts, grandparents, and cousins
- B. grandparents, cousins, and uncles
- C. friends, cousins, and grandparents

Grammar

Choose the correct answer to complete the sentences. Pay attention to the time expressions in bold.

1. My sister and I _____ (go) to the movies last week.
a) go b) went c) goes
- I usually _____ (study) in the mornings every day.
a) study b) studies c) studied
3. Danielle _____ (not/be) my friend, she is my brother's friend.
a) aren't b) isn't c) doesn't be
4. My friends and I _____ (study) at university next year.
a) are going to b) are studying c) will study
5. _____ (you/participate) in the Math contest the school organized last year?
a) do you participate b) you participated c) did you participate

Appendix F. Triangulation of the teachers' interviews

QUESTIONS	TEACHER 1	TEACHER 2	TEACHER 3
Sex	M	F	F
How old are you?	22 years old	28	32
How long have you been working for the university?	I've been working for the university for only 1 month.	I have been here for 3 years.	For 3 years
How long have you worked as an English teacher?	I've worked as an English teacher for about 3 years	As a teacher I have worked in different institutions for 7 years.	For 3years
Which English level(s) do you teach?	I currently teach levels 1 to 3	At the moment I have classes in the three levels that the university offers.	Levels 1, 2 and 3
Is listening an important component of your lessons?	Of course it is important, but I think your question refers to how much time and/or effort I devote to listening in my classes. And the answer is: I DON'T. I do not have enough resources.	I try to work it a lot, but sometimes it is very difficult due to the time. Then I use authentic recordings and it is important for me that when students do a speaking activity in class, they listen to each other.	Yes, It is. I like students to listen to the CDs and videos that the material brings, because in my opinion, it is important that they hear the Native English sounds. Even when as teachers, we do our best , there's nothing like the pronunciation of a Native speaker.
What is your perception about the importance of listening practice in the second language acquisition process?	As one of the four skills of language and one of the two perceptive skills, listening is fundamental. I also feel it is one of the greatest weaknesses of non-native learners.	It is undeniable that listening and speaking are the hardest skills when someone is learning a foreign language then, we as teachers, have to help our students in and out of the classroom with listening resources for them to practice and improve, it is a step by step process.	Personally, I think this is vital. It's like the way we learned Spanish; listening every day to our parents and other family members to create patterns and then play , so is English .
Based on your experience in the classroom, have you ever noticed that students who frequently listen to English (music, movies, videos, conversations) demonstrate ease to acquire other language skills?	Yes, frequent contact with roughly tuned input of English, regardless the source, boosts students' skills.	Of course. Many of my students who usually listen to English Music or like the TV shows in English have more strengths in listening and speaking, since they acquire some knowledge of pronunciation, intonation and other important aspects when you are trying to understand and express ideas in a foreign language.	Yes, it is obvious that those who listened or watched videos in English , got to greatly facilitate pronunciation.

<p>In your view, in which specific situations are skilled listeners more proficient than less skilled listeners?</p>	<p>When engaging meaningful communication, skilled listeners have better performances.</p>	<p>When they are trying to communicate, and that is the most important aspect of language, the communication. Then, in a class it is very notable: when you are explaining something using only the second language, English, when you ask them to do some specific activities and some of them don't understand or do a different thing. I think that skilled listeners can learn more and easier than those who are not.</p>	<p>I would say, when I use commands in class, they understand better. Also in phonetics exercises and when playing conversation activities.</p>
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Appendix G. Triangulation of students' interviews

QUESTIONS	STUDENT 1	STUDENT 2	STUDENT 3
Género	F	M	F
Edad	21 años	17 años	18 años
¿Cuánto tiempo lleva estudiando en la Universidad?	2 años	8 meses	8 meses
¿Cuánto tiempo lleva estudiando inglés?	1 año	2 meses en la Universidad, pero he estudiado por más de 4 años fuera de la misma.	1 año y 3 meses
¿En qué nivel de inglés se encuentra inscrito?	Inglés III	Inglés I	Inglés I
¿Las actividades de audio son un componente importante de las clases de inglés en la Universidad?	Sí, ya que éstas nos permiten aprender a diferenciar sonidos, palabras o pronunciaciones similares, así como interpretar lo que el otro quiere decir y de alguna manera “entrenar el oído”, pues en muchos casos existen palabras parecidas al pronunciarlas pero su significado es totalmente opuesto.	Claro, son una herramienta con la que se enriquece el habla y pronunciación en inglés.	Claro que sí, si el profesor desea que sus estudiantes tengan una buena pronunciación al hablar inglés, deben ayudar a sus estudiantes a crear este hábito para que así eduquen su oído y perfeccionen su habla generando una correcta pronunciación y que lleguen a tener un speaking perfecto y muy parecido al nativo.
¿Cuál es su percepción acerca de la importancia de la práctica del listening en el proceso de adquisición de una segunda lengua?	Considero que esta es una herramienta muy importante dentro del proceso de aprendizaje, ya que permite mejorar nuestra propia pronunciación, afianzar los conocimientos adquiridos y ponerlos en práctica dentro de un contexto real, ya que a veces el estudiante puede crear textos, comprenderlos, leerlos, pero al momento de llevar una conversación, si no ha tenido práctica, es difícil que logre entender y conectarse con el tema pues pueden existir varias palabras con pronunciación similar, otras por ejemplo, a la hora de una conversación rápida no se logran identificar, etc. Mientras que el ejercicio de listening permite una relación más estrecha con el vocabulario.	El ejercicio de listening, junto a la práctica constante de pronunciación y construcción de diálogos, conforman las bases del correcto aprendizaje de una lengua extranjera. Creo que para aprender otro idioma es necesario percibir la forma de dicción de su vocabulario, y es más importante que aprender el asunto teórico y gramatical del mismo.	La práctica de los listening en el proceso del aprendizaje de la segunda lengua nos ayudan a tener un mejor speaking, además de esto nos ayudan a comprender mucho más la manera en la cual las personas nativas pronuncian las palabras, para que nosotros como estudiantes no nativos llegemos a tener un speaking muy parecido al nativo.

<p>Con base en su experiencia en el salón de clase, ¿considera que los estudiantes que escuchan con frecuencia recursos en inglés como música, películas, videos, etc., demuestran facilidad para adquirir otras habilidades del idioma?</p>	<p>Si, realmente cuando se escucha con frecuencia el idioma, la pronunciación mejora y entender los términos se hace mucho más fácil ya que la persona de alguna manera ya está relacionada con la lengua.</p>	<p>Absolutamente, como ya lo dije en la respuesta anterior, considero que dichos recursos son de mayor utilidad frente a la gramática y la teoría cuando a conocer otra lengua se refiere.</p>	<p>Si porque gracias a que su oído se encuentra educado a esta lengua, al momento de aprender a hablar o a escribir relacionan las palabras con la manera en la cual la han escuchado pronunciar y no incurren en el error de pronunciar las palabras como las ven escritas en el papel .</p>
<p>Desde su punto de vista, en qué situaciones específicas las personas que escuchan con frecuencia recursos en inglés muestran mayor facilidad que aquellos que no escuchan nunca recursos en inglés?</p>	<p>Generalmente, las personas que escuchan frecuentemente música o ven películas en inglés, demuestran una mayor facilidad al momento de aprender y comprender el vocabulario, se les facilita la creación de frases y textos coherentes, así como también demuestran una mejor pronunciación frente a otras personas que no acostumbran a utilizar estos recursos.</p>	<p>Cuando con frecuencia se oye música en inglés, se ven películas en este idioma o se entabla una conversación con un nativo norteamericano o alguien que tenga una preparación en el uso de la lengua, se obtiene una mejor dicción y comprensión de esta. Así mismo, debido al dominio adquirido no se tartamudea ni se tienen errores de uso.</p>	<p>Al momento de realizar un Reading en la clase donde deben leer algún texto y comenten el error de pronunciar tal y como lo ven escrito en el texto, porque no saben cuál es la correcta pronunciación de las palabras.</p>

Appendix H. Test Results (Moodle)

	Name	State	Beginning time	Ending time	Time	Scoring/10	P.									
							1 /1	2 /1	3 /1	4 /1	5 /1	6 /1	7 /1	8 /1	9 /1	10 /1
Skilled listeners	A001	Finalizado	15 de marzo de 2015 20:56	15 de marzo de 2015 21:16	19 minutos 45 segundos	5	1	0	1	0	0	1	0	1	0	1
	A002	Finalizado	15 de marzo de 2015 22:05	15 de marzo de 2015 22:33	28 minutos 3 segundos	7	0	1	1	0	0	1	1	1	1	1
	A003	Finalizado	16 de marzo de 2015 09:41	16 de marzo de 2015 09:50	8 minutos 44 segundos	5	1	0	1	1	0	1	0	0	0	1
	A004	Finalizado	16 de marzo de 2015 15:11	16 de marzo de 2015 15:28	16 minutos 22 segundos	7	1	1	1	1	1	1	0	0	0	1
	A005	Finalizado	16 de marzo de 2015 17:34	16 de marzo de 2015 17:39	5 minutos 16 segundos	9	1	1	1	1	1	1	0	1	1	1
	A006	Finalizado	17 de marzo de 2015 13:20	17 de marzo de 2015 13:35	15 minutos 38 segundos	10	1	1	1	1	1	1	1	1	1	1
	A007	Finalizado	17 de marzo de 2015 16:58	17 de marzo de 2015 17:23	24 minutos 23 segundos	7	1	1	1	1	0	1	1	0	0	1
	A008	Finalizado	18 de marzo de 2015 11:31	18 de marzo de 2015 11:51	19 minutos 49 segundos	7	0	1	1	0	0	1	1	1	1	1
	A009	Finalizado	18 de marzo de 2015 22:37	18 de marzo de 2015 22:45	8 minutos 8 segundos	5	1	0	0	0	0	1	0	1	1	1
	A010	Finalizado	19 de marzo de 2015 18:25	19 de marzo de 2015 18:33	8 minutos 4 segundos	6	0	1	1	1	0	1	0	1	0	1
Non-skilled listeners	A011	Finalizado	15 de marzo de 2015 21:03	17 de marzo de 2015 01:06	1 día 4 horas	5	0	0	1	0	0	1	1	0	1	1
	A012	Finalizado	15 de marzo de 2015 21:29	15 de marzo de 2015 21:32	2 minutos 3 segundos	3	0	0	0	0	0	0	1	0	1	1
	A013	Finalizado	15 de marzo de 2015 21:38	15 de marzo de 2015 22:53	1 hora 15 minutos	7	1	1	1	0	0	1	1	1	0	1
	A014	Finalizado	16 de marzo de 2015 00:28	16 de marzo de 2015 00:30	1 minutos 37 segundos	5	0	0	0	1	0	1	1	1	0	1
	A015	Finalizado	16 de marzo de 2015 19:52	16 de marzo de 2015 20:17	25 minutos 4 segundos	7	1	1	1	1	0	1	0	1	0	1
	A016	Finalizado	16 de marzo de 2015 23:05	16 de marzo de 2015 23:23	17 minutos 11 segundos	6	1	1	1	0	0	0	1	1	0	1
	A017	Finalizado	17 de marzo de 2015 12:48	17 de marzo de 2015 13:07	18 minutos 27 segundos	4	1	0	0	0	0	0	1	1	0	1
	A018	Finalizado	17 de marzo de 2015 13:27	17 de marzo de 2015 13:36	8 minutos 17 segundos	1	1	0	0	0	0	0	0	0	0	0
	A019	Finalizado	17 de marzo de 2015 21:41	17 de marzo de 2015 21:48	6 minutos 39 segundos	1	0	1	0	0	0	0	0	0	0	0

	A020	Finalizado	19 de marzo de 2015 22:53	19 de marzo de 2015 23:07	14 minutos	6	1	1	0	0	0	1	0	1	1	1
	General Average					6	1	1	1	1	0	1	0	1	0	1

