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TÍTULO

Factores que Influyen en el Desarrollo de la Habilidad de Escuchar el Idioma
Inglés.

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TUTOR CERTIFICATION

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CERTIFICATION

The present degree work called: " Factores que Influyen en el Desarrollo de la Habilidad de Escuchar el Idioma Inglés" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of its author: Génesis Lisseth Mendoza Muñoz, being her sole responsibility.

Chone, January 2025



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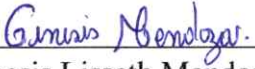
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EXTRANJEROS

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de Trabajo de Integración – Artículo Científico sobre el tema “Factores que Influyen en el Desarrollo de la Habilidad de Escuchar el Idioma Inglés” del año lectivo 2024 - 2025, elaborado por la estudiante Génesis Lisseth Mendoza Muñoz.



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Secretaria

Chone, January 2025

Dedication

First of all, I dedicate this research work with gratitude to God for giving me wisdom, being my inspiration and for being the one who has guided me in my academic training. I also thank my daughter for being my earthly support and encouraging me to fight for my dreams and reach the goal. In the same way, I thank my mother and my sister because they were also fundamental pillars in this journey. Without their support and love, it would not have been possible to fulfill this dream.

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Factors Influencing the Development of Listening Skills in English Language Teaching

ABSTRACT

This present research paper analyzes the factors that influence the development of listening skill in English language teaching, focusing on a sample of 36 students at the B1 intermediate level of a public institution of higher education in the city of Chone. The development of the document was possible through a descriptive approach that is focused on scientific tasks, textual bibliographic citations and the method of sampling for convenience. For data collection and analysis, three interviews with English teachers in higher education and five observation sheets for English classes were collected. The results indicate that the factors that negatively influence the development of listening skill in the teaching of a second language are existing and that despite that the teacher applies strategies and uses resources for the practice and adequate development of this skill, the self-preparation of students is essential. Therefore, the findings highlighted both external and internal agents, such as: linguistic, academic and emotional, that affect the learning of second language students. The development of this study favors research and the educational area, providing key information on what are the influential factors in the development of listening skill for the learning of another language in curricular planning.

Keywords: factors; external factors; internal factors; listening skill; English language teaching.

Factores que Influyen en el Desarrollo de la Habilidad de Escuchar en la Enseñanza del Idioma Inglés

RESUMEN

El presente trabajo de investigación analiza los factores que influyen en el desarrollo de la habilidad de escuchar en la enseñanza del idioma inglés, enfocándose en una muestra de 36 estudiantes en el nivel intermedio B1 de una institución pública de educación superior de la ciudad de Chone. El desarrollo de documento fue posible a través de un enfoque descriptivo que está enfocado en tareas científicas, citas bibliográficas textuales y el método de muestreo por conveniencia. Para la recolección y análisis de datos se recopilaron tres entrevistas a docentes de inglés de educación superior y cinco fichas de observación para las clases de inglés. Los resultados indican que los factores que influyen negativamente en el desarrollo de la habilidad auditiva en la enseñanza de un segundo idioma son existentes y que a pesar de que el docente aplique estrategias y use recursos para la práctica y desarrollo adecuado de esta habilidad, es fundamental la autopreparación de los estudiantes. Por consiguiente, los hallazgos destacaron agentes tanto externos e internos, como lingüísticos, académicos y emocionales que inciden en el aprendizaje de los estudiantes de un segundo idioma. El desarrollo de este estudio favorece a la investigación y al área educativa, proporcionando información clave sobre cuáles son los factores influyentes en el desarrollo de la habilidad auditiva para el aprendizaje de otro idioma en las planificaciones curriculares.

Palabras clave: *factores; factores externos; factores internos; habilidad auditiva; enseñanza del idioma inglés.*

INTRODUCTION

Listening skill is essential in human interaction as they allow effective communication to be established and it is also a fundamental linguistic skill in learning English. Developing this skill allows the learner of a second language to acquire vocabulary, grammar and enhance confidence and fluency in the oral production of the language. Listening skill is relevant in learning a foreign language because it forms the basis for the development of other language skills such as writing, speaking, and reading.

Active listening, which involves understanding and interpreting the speaker, is a complex learning process that requires not only cognitive skills, but also emotional and linguistic skills. According to the criteria of various authors, listening goes beyond simply hearing because it involves attention and interpretation. However, in the development of listening skill there are multiple internal and external factors such as: linguistic difficulties, academic difficulties and emotional difficulties that limit the learning of a foreign language. The objective of this research work is to analyze what are the factors that students face in the learning of the English language and what strategies can be applied for the effective development of listening skill either in class with the teacher or autonomously.

This research was carried out in a public institution of higher education with a teaching-learning process specifically in English and although its specialty is in the learning of a second language, the performance of the students has not been as expected. However, the presence of these agents does not significantly limit language learning. Nevertheless, the presence of these agents does not significantly limit language learning. For what the development of the article could be executed, it was necessary to review different articles and books related to the topic to support the research.

LITERATURE REVIEW

Background

The listening skill is the way human beings interact. An essential requirement needed to be effective communication, it is active listening which must be practiced, which involves paying attention to the speaker and understanding the message, whether in personal or professional relationships so that the relationship can be improved, generate greater trust, and contribute to general understanding.

According to Real Academia Española (2010) mentions that the listening skill represents being attentive to what is heard; listen, consider a notice or recommendation. Listening is the ability to understand, attend to, and analyze verbal information and actions. On the other hand, Ortiz (2007) defines listening as perception more than interpretation. As such, the ability to listen is related to hearing and the psychophysiological processes that give humans the ability to listen (from the Latin Audire: to perceive sounds with the ears). However, Páez (1985) mentions that listening implies "auditory attention" to a certain process, while hearing refers to "responding to sound stimuli" which means that hearing belongs to a physiological order and perceives the vibrations of sounds, while listening allows the interpretation of sound. That is, both phenomena are different: for example, "hear" is derived from "listen," but "hear" does not involve "listen".

The listening skill

The listening skill, also known as the multidisciplinary field of study, is studied through psychology, linguistics, and communication. In this regard, Bodie et. Al (2008) mentions that formative research created the action of listening as a way of processing that is related to the oral information that was presented and the retention of it, so it is considered a way to measure comprehension in a linear act that involves communication

between sender and receiver. In short, listening is one of the four language skills that implies the active participation of the human being and is the psychological process of receiving information, paying attention to the construction of its meaning, and responding to the message. Similarly, Devito (1995) defines listening as the appropriate method of perception, comprehension, recognition, evaluation, and reaction in communication. Listening to the speaker is not enough, so a person needs to understand the message they are conveying and be a good listener.

Several researchers define listening as the ability to understand the speaking of a native language of a person naturally (Chastain, 1971) and that involves the ability to distinguish sounds, understand the grammar of sounds, choose relevant information, remember it, and in turn, relate it to the process that links sound to meaning, process that is difficult at the beginning, but the same that improves as time goes. (Morley, 2001).

Indeed, listening skills and listening comprehension are closely related. The competence to listen refers to the ability to perceive sounds accurately and completely, and listening comprehension involves the capacity to understand and extract the meaning of the message conveyed through sound. According to this definition, Buck (2001) defines listening comprehension as the active construction of meaning through the application of knowledge to the sound being received. Therefore, in this process, listeners use their knowledge of language, their ability to make inferences, and their ability to recognize auditory patterns to build a coherent understanding of the speech they hear.

Listening Skill in Education

Writing, reading, speaking, and listening skills are strengthened in learning a language (Listiyarningsih, 2017). In the teaching-learning process, the listening skill was first included in the late 1970s through the Total Physical Response approach (Asher, 1977), an approach that places importance on student understanding. For learning the

English language, it is important that the listening skill be mastered effectively because it functions as a kind of input for information that becomes the basis of speaking and writing in communication.

Krashen (1994) defines listening as the activity with the greatest complexity today, but it is fundamental in the acquisition of the language, for this reason, if students do not practice the listening skill in their learning process, they may not have an adequate performance in the other language skills to be learned. However, this skill is being underestimated by students prioritizing output processing skills; speaking and writing, based on the theory that the aforementioned skills allow the productive mastery of the learning of a second language (Nunan, 1998). As a consequence, developing the listening skill in the process of teaching a second language is no longer important whereas the difficulties that students present in listening is due to their ability and the teaching model of the teacher.

Indeed, effectively developing this skill in the classroom favors active listening in oral communications, allowing students to improve pronunciation, accentuation, rhythm, and intonation of the language and in turn guarantees the acquisition of variety in vocabulary and grammar. That is why, based on the contribution of Richards (2008), the teacher must guide his or her process of teaching the skill of listening by considering the function of listening both as a facilitator of the comprehension of oral communication and as a mediator in the acquisition of a second language. To improve this problem, it is recommended that the teacher develop interactive listening teaching strategies considering learning styles in the creation of lessons, and presentation of didactic and academic materials to provoke effective listening (Beall et. al, 2008). The application of strategies in the teaching of a second language is important since it allows students to overcome academic problems and in turn improve their ability to listen.

Difficulties in the development of listening

Generally, the problems that arise in the development of listening ability refer to the challenges faced by the human being to improve their ability to hear and understand a message transmitted orally; therefore, to understand the difficulties that are generated in auditory teaching, it is important to identify which are the factors that students face in the practice of listening (Walker, 2014).

According to research by Latupono and Nikijuluw (2022), there are internal and external factors that influence the development of the listening skill of a foreign language. In addition, Latupono and Nikijuluw mentions that internal factors refer to problems that arise from within students which involve linguistic and emotional difficulties, and external factors are those that encompass academic difficulties. For this reason, both factors affect the ability to process and interpret auditory information effectively.

Linguistic difficulties in English listening

Linguistic difficulties in listening of English are the obstacles that learners face when trying to understand spoken English. These difficulties are caused by various reasons that interfere with the listening comprehension process internally and externally (Goh, 2000), which are related to both the characteristics of the language and cognitive and contextual factors. Various language difficulties usually arise, especially for non-native speakers. One of the most common difficulties is the use of signs or words that the speaker makes when moving from one side to the other, which may be unfamiliar to the listener (Underwood, 1989). Chen (2013) also studies several problems such as vocabulary and unfamiliar phrases, speech speed, speaker accent, and linking of the sound between words, thus affecting speech comprehension and meaningful learning of a second language.

Similarly, according to the section of Pratiwi and Andriyanti (2019), the speech skills mastered by the native speaker impact second language learners due to the speed at which information is transmitted, which can be too fast for listeners, making it difficult to identify individual words and phrases; As a result of this factor, listeners choose to prefer non-native speakers as knowledge providers. In addition, Pratiwi and Andriyanti mention another factor that influences listening linguistic comprehension of the production of the speaker, which includes a variety of accents and dialects around the world; such as pronunciation, accent, variation, and the voice of the speaker, making it difficult for the listener to understand the information.

As studies that support linguistic difficulties in learning the English language, Assaf (2015) shows us in a study established that 189 students of English as a foreign language, from the Arab American University in Palestine, face several listening comprehension problems such as insufficient information about the language, not enjoying the content, noise, and the speed of transmission of information. Similarly, based on another study conducted by Mahmoud and Ahmed (2020) with 30 university students also of English, it shows that students encounter hearing difficulties in the comprehension of informal words and idiomatic expressions with complicated grammatical structures. Therefore, the presence of these linguistic factors in the learning of the English language as a second language is difficult for its comprehension and acquisition.

Academic difficulties in English listening

Academic difficulties go hand in hand with language difficulties because they involve factors such as the listener, the speaker, the content of the material and also the visual support (Duzer, 2003, as cited in Pratiwi & Andriyanti, 2019). Unlike linguistic difficulties, academic problems that arise in listening to English are specific challenges that students may face when trying to understand English in an educational context. That

is why, in order for the student to understand what a native or English speaker is saying, they must mentally process complex activities to receive the message (Latupono & Nikijuluw, 2022); Otherwise, these difficulties can affect your academic performance and your ability to keep up with the process of teaching a foreign language. Even Cubalit (2016), states that 93% of listening comprehension problems occur when the native speaker speaks at normal speed. Apart from the linguistic difficulties that negatively influence the learning of a second language, Kaharuddin and Nanning (2014) show in their research study, academic difficulties in listening comprehension in university students of a foreign language such as: information processing, content of the language of speakers, proficiency of the English students, habit, distraction and misinterpretation of the language, resulting in the aforementioned factors a complex learning of a second language. As a result of this, the performance of the hearing of students is hindered by the hearing material that is used in language teaching and the environment (Hamouda, 2013),_indicating that these academic factors can be controlled by the teacher and the practice of the students.

Brown (2001) mentions eight factors that affect the listening comprehension of the listener; which are: the grouping of words, which is the way in which the student compares a word with its meaning; redundancy that is based on repetition as a practice; word reduction; performance variables, pauses, grammatical forms and dialectal differences; colloquial language or informal slang; the speed of delivery of information; accent, rhythm and intonation, and interaction; thus, influential factors in the teaching-learning process of a foreign language.

To support the research, a study reports that the speed of delivery of information in a second language establishes the difficulty in identifying and understanding the input (Graham, 2006), this being the biggest problem in identifying words unknown to students.

Based on this, Anandapong (2011) affirms the complex understanding of the speaker by the listeners. Another incompetence in the development of listening skills is the pronunciation of the language to be learned, which is why Rajab and Nimehchisalem (2016) show that foreign language learners have found it difficult to interpret the meaning of mispronounced vocabulary.

Emotional difficulties in English listening

Emotional difficulties in listening to English encompass a series of obstacles that students of a second language may face due to emotional factors; therefore, the factors that are associated with speech rhythm, lexical characteristics, pronunciation, and other factors are the main sources of stress (Kurita, 2012).

There are usually several emotional difficulties that affect the acquisition of a second language. However, Rodríguez (2017) considers the following to be of greater relevance; motivation, anxiety and self-esteem. As a result of these factors, students negatively affect their ability to concentrate, process, and understand the language they are learning and in turn hinders effective communication and learning of the language.

These types of factors are specifically related to the psychological and emotional state of the student; Therefore, a lack of motivation in the content that the learner hears can reduce attention and understanding of the context of the language. Based on this definition, Mendler (2007) mentions from a psychological perspective, that the disinterest shown by students is in order to disguise the concern that they will be considered foolish.

On the other hand, anxiety is another negative emotion that influences the development of listening skills in learning English, being the most studied in the acquisition of a second language (Dewaele & MacIntyre, 2016). This type of difficulty is defined by developing negative feelings such as apprehension, worry, and fear that end up interfering with language learning, limiting language achievement (Horwitz, 2010), in

this way, students who have anxiety difficulties tend to delay their learning process by obtaining low levels of achievement and knowledge of the language. Normally, anxiety helps the human being to alert to any risk that may arise; however, when its presence is constant in the educational environment, it can block any action of the person as well as in their learning (Sánchez, 2013).

As for self-esteem, which refers to the perception and valuation that a person has about themselves, it can influence many areas of your life in a positive or negative way. In the educational field, Montes de Oca (2005) defines self-esteem as the judgment that students establish about themselves; which links attitudes, feelings and above all the ability to learn. As a result, students who have low self-esteem show passive behaviors such as little enthusiasm for cooperative work in class and little creativity.

Strategies in the teaching of listening

Currently, in the process of teaching a second language there are several problems in the development of listening skills of the students, such as; the constant use of textbooks, the lack of interaction between teachers and their students, among others, due to the lack of listening training; so that classes are full of lectures by teachers and group discussions are absent (Jack, 2013). This is why; that in order to overcome the difficulties that influence the development of listening skills in the learning of English, it is necessary to apply listening strategies. Hidayat (2013) states that by applying reading, writing, and oral expression activities in the classroom, it can contribute to the acquisition of learning skills for students to achieve success.

An effective way to train listening skills is by acquiring the habit of listening to audiobooks, podcasts, news, songs, videos, and movies in the foreign language (Feruza and Matluba, 2021), in this way the student will be able to pay attention to oral speeches by actively listening to the content that is being reported.

Feruza and Matluba also mention that since listening comprehension is limited, even applying the aforementioned habits, it is possible that the student feels frustration; In relation to that, the individual can take actions such as: accepting that they will not understand everything at first, staying relaxed as long as it takes them to develop listening comprehension, avoiding translating into their native language because it will create a barrier between the listener and the speaker by focusing on the translation of the message and diverting the attention of the speaker, always prioritize the essentials of the speech being reported and not focus on certain details until you have understood the main idea of the speech. These actions were proposed in order for the learner of a second language to train and develop the listening skill autonomously so that it contributes significantly to their learning.

METHODOLOGY

This research used a descriptive method with qualitative and quantitative approaches with data collection techniques using an observation sheet of 36 higher education students from a public educational institution, who are studying the B1 level in English. On the other hand, an interview was obtained with three professionals in the area of English who work at Higher Education, the interviewees are English professors with more than 10 years of experience working in higher education with their master degree in English Language teaching. The study was performed in this way to analyse the factors influencing the development of listening skills in English language teaching.

The observation sheets were applied during 4 weeks, observing 5 different classes during afternoon sessions, in periods of 40 minutes. It is important to mention that normal periods of classes are of 60 minutes, but due to the electrical crisis the Ecuador is facing with, however because of the emergency, the authorities reduce the class time to continue with the development of the classes. It was necessary to request the permission of the authorities of the Institution and it was necessary to schedule meetings to apply the instruments, where both instruments were validated by five different experts who gave their points of view to improve the approach not only of the observation sheet but also of the interview, the study was performed in a Public University, the data collection was collected in five weeks to 36 students of the third level of English majoring.

Context of the research: The study was carried out in the Chone canton of the province of Manabi, with a total of 253 students and three teachers, all in the area of English. However, the researcher focused her study on the higher education level, where students at the B1 level have seven hours of English classes per week. The researcher selected this method because it seeks to show that in the professional training of the

English language there are various problems that do not allow students to achieve significant learning of the language.

The method used is convenience sampling. It is a non-probabilistic sampling method in which the units are selected for inclusion in the sample because they are the easiest to access for the researcher. This is due to geographic proximity, availability at a given time, or willingness to participate in the research. In the case of the researchers, it was much more convenient to carry out the research based on their easy access not only to the university classrooms but also to the professors who participate as interviews and observation members.

RESULTS OF INTERVIEWS TO THE ENGLISH TEACHERS

From the interviewed population involving three English teachers in higher education, the following main ideas could be identified:

Question 1: Teachers use strategies such as: dictation exercises, exposure to dialogues by native speakers, the construction of words and ideas according to the educational level of each student regarding the auditory text, among other activities that are developed through listening.

Question 2: To address the diversity of accents and varieties of the language in the development of listening, the teacher informs the students, prior to the development of listening, about accents and implements a series of strategies, activities and techniques such as, for example, videos and fragments of natural conversations.

Question 3: The strategies used by teachers to teach students to take notes or develop activities during the development of listening is to write down and organize the ideas, words or phrases of the content through of a graphic organizer or dictation type.

Question 4: The teacher encourages the understanding of vocabulary and academic terms by identifying new words and if the student is not familiar with a vocabulary, he introduces them to the vocabulary through activities such as the use of flashcards with words that help them recognize, understand and use ideas related to the text.

Question 5: In order for students to identify the grammatical elements in the development of listening, the teacher establishes previous listening practice activities focused on verbs and verb tenses and to identify the variations and contractions that take place in an auditory text.

Question 6: The listening ability with linguistic and academic factors of the students is evaluated by the teacher through summative evaluations that value what has been learned

and formative evaluations that correct errors and allow to know if the topic was understood.

Question 7: Teachers use different types of resources such as technological; that involve audios, songs, podcasts with English subtitles and didactic resources such as dialogues and real-life scenarios.

Question 8: The resources that the teacher applies in the development of the listening ability of English learners are adapted to the needs and level of the learner because it allows them to understand the content more, but the teaching must be reinforced with constancy and the resources or strategies that the teacher uses for his class will depend on the text and objective of the class so that the student can develop his or her own listening ability.

Question 9: Teachers address each student's individual listening comprehension and information transfer capacity through a personalized and adaptive approach, allowing the student to progress at their own pace and encourage self-learning in them.

Question 10: Teachers identify the negative emotions that arise in students when developing listening skills through body posture, behavior, mood, and performance in class.

Question 11: Several teachers manage negative emotions by creating a pleasant and supportive environment for the student. In addition, they apply strategies such as normalizing emotions and making them feel comfortable in class. If in the development of listening, the student is overwhelmed by not understanding the content, the teacher reinforces the activity.

Question 12: When students make mistakes in the development of listening, teachers manage negative emotions through dialogue. That is, the teachers socialize the study

methodology at the beginning of the period, offer them constructive feedback and recognize the effort of each of them.

Question 13: Teachers encourage positive emotions in their students by example; The teacher shows motivation to his students, establishes an environment of support and respect and stimulates them by recognizing their learning achievement.

Question 14: First, teachers identify the knowledge and learning needs of their students in order to apply strategies that stop academic overload in activities such as: avoiding addressing all the content of the class, establishing content of shorter duration and in turn, allowing them space for cooperative support between students, in such a way that they will feel that they are working and progressing in the class.

Question 15: Teachers apply activities that do not involve listening. They assess students' emotional progress through questions or conversations in class or reflection activities.

RESULTS FROM OBSERVATION

Table 1: The percentage of linguistic difficulties observed in the development of listening.

Linguistic Difficulties	Yes %	No %	Total %
The type of audio taught in listening is suitable for students.	100		100
The specific information presented in the listening is difficult for students to keep up with.	100		100
In the development of listening, idiomatic expressions that are difficult for students to understand are identified.	100		100
Students encounter unfamiliar vocabulary that limits listening development.	100		100
The listening contains complex grammatical structures that impede listening comprehension.	100		100
The pronunciation of speaker in listening is clear and easy to understand.	40	60	100
The speed of the listening is appropriate for the level of the students.	100		100

Source: Institution of Higher Education of the city of Chone

Elaborated by: Mendoza Muñoz Genesis Lisseth

Table 1 evidences that the type of audio that is established in class for the development of listening is 100% appropriate for the level of English being studied. However, due to the English learning needs that students have maintained in their academic training, they have difficulties in understanding auditory information. As for the information presented by the audio, it shows in its entirety (100%) that it is difficult for students to keep up with the rhythm of listening due to the appearance of content unknown to them.

The classes observed show that 40% of the times that listening was developed, idiomatic expressions unknown to the students were identified, preventing them from immediately understanding the information. In addition, 100% of the classes observed affirm that students always find new vocabulary in the development of listening, which are unknown to them and can hinder their learning. This is why listening involves dealing with vocabulary and grammatical structures of the language, so it is important that listeners learn to understand the altered and reduced forms of the language (Feruza & Matluba, 2021).

In 100% of the classes observed, listening presented grammatical structures that impede students' listening comprehension. On the other hand, only 40% of the observation established that the pronunciation of the speakers in listening is clear and easy to understand, that is, due to several factors that occur in it, such as; the contractions of sentences in dialogues. Based on this, according to Listiyaningsih (2017), students who acquire good pronunciation are more likely to understand the language even if they make mistakes in other skills.

Finally, 100% of the observation in class shows that the speed of the audios is adequate for the students due to their level of study, but for to the lack of listening practice, it greatly influences the development of listening skills.

Table 2: The percentage of academic difficulties observed in the development of listening.

Academic Difficulties	Si %	No %	Total %
The material used is appropriate for the age and educational level of the students.	100		100
The audio quality is clear in the development of the listening.	100		100
The classroom is adequate for the teaching of listening; for example, its lighting, space and infrastructure.	100		100
Visual aids are provided in the development of listening, such as videos with subtitles, transcription, among others, to support listening comprehension.		100	100
There are external noises that affect the teaching of listening, such as vehicular noises, sirens, dialogues of people, among others, which affect listening comprehension.		100	100

Source: Institution of Higher Education of the city of Chone

Elaborated by: Mendoza Muñoz Genesis Liseth

In accordance with table 2, 100% of the observation shows that the material used in the listening class is appropriate for the age and level of the students. In the same way, the audio quality established for the topic was 100% clear in the development of the listening. In addition, 100% of the classes observed also demonstrate that the classroom is suitable for the development of listening activities due to it has good lighting and space.

On the other hand, thanks to the observations raised, it was possible to show that 100% of the classes were not provided with visual aids in the development of listening such as; subtitled videos, transcription, among others that support listening comprehension, having as its only support the academic book. Therefore; the absence of visual aids with subtitles or transcriptions can put limits on student learning by integrating information only through audio (Paivio, 1990).

Finally, 100% of the time in the Listening Development was kept free of external noises that limited auditory activity such as: vehicular noises, sirens, dialogues of people, among others.

Table 3: The percentage of emotional difficulties observed in the development of listening.

Emotional Difficulties	Si %	No %	Total %
The teacher establishes appropriate instructions prior to the development of the listening.	100		100
Students show signs of anxiety when practicing listening.	100		100
Learners become frustrated or discouraged if they do not understand the listening.	100		100
The trainees show disinterest and make noise during class, interfering with the development of the listening.	40	60	100
The presence of physical distracters such as school objects impacts student participation and performance.	20	80	100
Students are easily distracted while practicing listening.	40	60	100
The educator motivates the students to develop listening.	60	40	100
Students show interest in the development of listening.	100		100
Students show confidence in listening comprehension during the listening development.	80	20	100

Source: Institution of Higher Education of the city of Chone
Elaborated by: Mendoza Muñoz Genesis Lisseth

Table 3 shows that 100% of the time in the development of listening, the teacher established adequate instructions prior to the development of the listening activity such as: the topic, the type of activity to be carried out, among others. Thus, preparing students with information about the topic to be taught before class can reduce anxiety and improve the effectiveness of learning (Ur, 1984).

In addition, the observation also showed that 100% of the classes observed students showed signs of anxiety when practicing listening. Another 100% in the

observation cards show that students do get frustrated and discouraged if they do not understand an auditory text in the practice of listening; in relation to this, the affective filter hypothesis is introduced where negative emotions can block language acquisition (Krashen, 1982).

40% of the time in class, students showed disinterest in the subject and noisily interfered with the development of listening, while 60% were interested in learning English. The observation sheet showed that 20% of physical distractions such as school supplies affect student participation and academic performance. Table 3 also shows that 40% of the time the students were distracted during the development of listening, while 60% remained attentive and motivated to any news. Therefore; according to Flowerdew and Miller (2005), both internal "disinterest" and external "physical distracting" factors can affect students' ability to understand listening activities.

Another important point is that in 60% of the classes observed, the teacher motivated the students in the development of listening. As for 100% of the classes observed, students expressed interest in listening practice and finally, only 80% of the time observed students showed confidence during listening comprehension in the development of listening.

DISCUSSION

Based on the analysis of the instruments applied, it can be highlighted that developing listening ability in English language learning is a fundamental process that requires adapting to the needs and level of students. In the teaching-learning process of a second language is necessary to constantly practice listening activities that help the student to significantly develop their listening skills, however, the lack of listening practices in the academic stage has been an influential factor in the learning of English.

Encouraging the development of listening skill consistently in the teaching-learning process is considered a valuable strategy for achieving meaningful learning of a second language. Based on the theory of comprehensible input, Krashen (1985) assures that a second language is only learned when the speaker's message is understood, referring to information input activities such as listening. As for the instrument applied to teachers, they mention that to develop listening skills they use academic strategies such as activities that involve listening, informing them beforehand about the diversity of accents and varieties of the language. Teachers also mention that listening comprehension is fostered by identifying vocabulary and dialects. Another important point that teachers mention is the use of technological resources for the development of listening, considering that the use of these must be constant and adjusted to the level of each student to achieve significant learning of the language. In addition, allowing students to advance at their own pace and encouraging self-learning in them is a type of strategy that the teacher says he applies in the teaching of the language.

The development of listening skill is also related to the affective filter theory, where taking into account the personality of each student is important, because if the student provides negative emotions, it can produce blocks in their learning (Krashen, 1981). Based on this theory, teachers mention that they identify negative factors in

students in the listening practice through their body behavior, mood, and academic performance. Under the experience of teachers, they manage the emotional difficulties of their students by creating pleasant environments and encouraging dialogue. It is important to increase positive emotional factors in the teaching-learning process, especially of a second language. Regarding this, English teachers affirm that a key factor to promote positive emotions in their students is by example, if they show motivation to their students, they will feel confident with the teacher, thus transforming a class into a participatory environment.

Unlike the interview, the observation cards established for the development of the research show the reality of teaching English and the development of listening skills. The applied observation sheets show that the linguistic difficulties that arise in the teaching of a second language such as: the type of audio, the specific information of the content, the unknown vocabulary, the grammatical structure and the speed of production of the auditory texts are 100% appropriate for the age and level of the students. However, the observation of the need for learning and understanding in the development of the aforementioned factors is made due to the lack of ability and knowledge of the language that many students have maintained during their academic training. On the contrary, the existence of idiomatic expressions that can hinder the development of listening skills was present in 40% of the classes observed and in the same way the clarity of the speaker's pronunciation in the academic audio shares the same percentage.

On the other hand, the academic difficulties observed in the class show that the resources proposed for the practice and development of listening skills are 100% adequate, from the didactic material, the quality of the material, the infrastructure and external noises that make it difficult to practice listening. However, a strategy that would

be fundamental and significant is the use of audiovisual technological resources such as subtitled videos that contribute to the development of listening was not appreciated.

Regarding emotional factors, it was observed that the teacher always established prior and adequate instructions for the development of the listening activity and was motivated and enthusiastic to his students. However, 100% of the classes observed showed the presence of negative emotional factors in them and only 80% of the time observed showed confidence during listening comprehension in the development of listening, but despite that, they were always interested in the subject. Something interesting that was also observed is that, although there were physical distractions such as classroom objects and cell phones, 20% of the classes interfered being manipulated by the students. This allows us to deduce that they are not of great interest to students when practicing listening.

Generally, the three factors mentioned are evaluated by the teacher. However, these are evaluated with different strategies. To assess linguistic and academic factors, teachers use formative and summative assessments that involve listening activities. Unlike these two factors, emotional factors are evaluated through questions or dialogues, and even with reflective activities.

CONCLUSIONS

Listening skill is fundamental in the teaching-learning process of the English language because it allows the learner of a second language to obtain meaningful learning. Developing this skill is complex, but with the use of strategies, methods, activities and various technological resources that the teacher manages in class and the student applies autonomously, it can be effective.

Stimulating listening skills in the teaching of English will have as its purpose the productive acquisition of foreign language knowledge. However, it is not developed with constancy and good didactics, which results in low performance in the production of speaking and writing skills in second language learning.

Generally, there are several factors that influence the practice and development of listening skills when we learn a second language, but three of the most crucial in this process were selected, such as: language difficulties, academic difficulties and emotional difficulties. All the aforementioned factors generate inconveniences in the learning of another language in people with a mother tongue that is not English by producing linguistic interference and in turn, in the transfer of information.

It is important to dedicate time both academically and autonomously to the practice and development of listening skills and it is necessary to do it through the unlimited use of technological resources and hearing activities that will collaborate in the effective learning of a second language. In addition, being ready to learn a foreign language in an educational institution is not enough to learn it effectively, it is important to maintain constant self-learning to learn the language in a lasting way.

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