

The perception of high school students about vocabulary learning through listening comprehension skills

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Abstract

This study investigates the relationship between listening comprehension skills and students' perception of vocabulary learning among middle school students in the Araucanía Region. The quantitative analysis involves 203 students who completed two questionnaires: the Academic Listening Self-rating Questionnaire (ALSA) to assess their self-appraisal of academic English listening skills, and the Vocabulary Learning Questionnaire (VLQ) to measure their perception of vocabulary acquisition. Additionally, qualitative insights were obtained from 6 voluntary testimonies provided by experienced English teachers. Quantitative data underwent correlation analyses to explore relationships between variables, focusing on vocabulary learning perception and listening comprehension, showing that the students' perception of vocabulary learning and listening skills is mostly positive. The qualitative data from teacher interviews revealed consensus on challenges related to teaching vocabulary through listening activities, including school infrastructure limitations and student engagement issues.

Introduction

The complex interplay between students' listening comprehension abilities and their views on vocabulary acquisition is a critical aspect of language learning. As highlighted by Popovici and Mironov (2014), the effectiveness of different learning approaches depends on students recognizing specific developments. Identifying students' strengths and weaknesses in listening activities informs teaching practices and improves performance. In this context, understanding how learners acquire vocabulary becomes essential for successful foreign language learning. Tools like questionnaires can diagnose learning challenges, as demonstrated by Yongqi Gu (2018). Therefore, investigating from the student's point of view is essential for informed decision-making.

Aware of their individual cognitive strengths and weaknesses, learners can use strategies tailored to their needs (Deniz Elcin & Şahinkarakaş, 2021). While some educators establish strong connections with students, gaining a comprehensive understanding of students' abilities remains challenging, often leading to superficial learning processes (Trigwell et al., 1999). Against this backdrop, identifying vocabulary acquisition patterns opens the door to strategic interventions rooted in metacognition, enhancing comprehension and boosting listening development (Goh, 2010). Awareness of diverse methodologies is crucial for learners' success.

While the Vocabulary Levels Test is a common metric for measuring vocabulary acquisition (Sanhueza et al., 2018), there is a shortage of questionnaires designed for different learner groups. Research tends to focus on advanced learners, neglecting elementary and foundational language acquisition. Collecting self-reported data, though essential, presents challenges, necessitating a focus on participants' perspectives and learning approaches (Pavia et al., 2019). Hence, despite contradictions, adapting research methodologies to fit students' realities is vital.

This study examines the relationship between listening comprehension and students' perception of vocabulary learning, concentrating on elementary and middle school students in the Araucanía Region. The goal is to analyze the correlation between listening comprehension skills and students' perspectives on vocabulary learning. Additionally, the study explores gender differences in perceptions of English listening skills and vocabulary acquisition. The research employs a combined qualitative and quantitative methodology, involving teacher interviews and student questionnaires, to comprehensively grasp the study's subject matter. Understanding students' perceptions of vocabulary learning is essential for making informed decisions, with specific questionnaires offering valuable insights into their learning experiences (McGuirk & O'Neill, 2016).

In contexts where oral language input is limited, educators play a pivotal role in shaping language learning, especially in vocabulary acquisition. By understanding these processes, educators can design effective teaching strategies, creating comprehensive learning spaces that cater to student well-being.

Methodology

Design

A mixed study was carried out which combines both qualitative and quantitative research. In the quantitative domain, a correlational study that is considered as non-experimental (Salkind, 1999) was used to collect information about the perceptions or attributes of students of High School, specifically 1st to 4th graders, due to its focus on the relationship between listening comprehension skills and the perception about vocabulary learning by students variables. Additionally, qualitative basic research (Merriam, 2009) was conducted to clarify teachers' emic perception of the phenomenon. The use of qualitative and quantitative techniques allows a broader understanding of the phenomenon studied. According to Creswell and Plano (2011), the mixed design used in this research is called convergent parallel, or convergent design. In the convergent design, the researcher uses qualitative and quantitative techniques during the same phase of the research process, giving equal priority to the methods but maintaining the independence of each line and then combining them in the final interpretation of the study.

Sample

In the quantitative section, we worked with 1st to 4th year grade students from one school, located in the commune of Curacautín, in the La Araucanía Region, Chile. These students were chosen due to their age which fluctuates between 16 and 18 years, and members of a municipal school. A non-probabilistic convenience sampling was used, facilitated by direct access to the participants. Quantitatively, the participants in the study were 203 high school students from an educational establishment in the Araucanía region. Of the total number of respondents, 105 (50.5%) were male and 103 (49.5%) were female. It is worth mentioning that the type of sampling used was a non-probabilistic convenience sample, carried out by directly accessing the participants.

Regarding the qualitative area, the study was carried out with six English teachers who had at least two years of teaching experience in the educational system, who work or have worked in the education of high school students, and who either teach or have taught high school students in the southern regions of Chile.

In the qualitative area, 6 transcripts of voluntary testimonies given by teachers of English as a foreign language were analyzed. Of these, three corresponded to women and three to men. The sample included professionals with more than two years of work experience, who teach or have taught high school students in the Araucanía region. These testimonies were collected in interview format, through the "Meet" platform. The analysis of the testimonies was based on the selection of those responses that showed greater coherence for the purposes of this thesis.

Instruments

As this is a mixed methods research, different instruments were used. A general sociodemographic questionnaire was used to collect data associated with each participant's profile (gender, school level, ethnicity). Moreover, other two quantitative questionnaires were used to measure the listening comprehension skills and the perception about vocabulary learning by students. The Academic Listening Self-rating Questionnaire (ALSA) which was created in 2012 by Aryadoust and Goh (2012). The instrument seeks to measure the self-appraisal of academic English listening skills with multiple items with a four-category scale consisting of poor (1), satisfactory (2), good (3), and excellent (4) that are classified into 6 factors: Linguistic components and prosody (LCP), Cognitive processing skills (CPSs), Memory and concentration (MC), Note taking (NT), Relating input to other materials (RIOM) and Lecture structure (LS).

Vocabulary Learning Questionnaire (VLQ) was used to measure the perception about vocabulary learning by students. It was created in 1996 by Gu and Johnson (1996). The instrument contains 62 items and uses a 7-point Likert scale measurement scale that varies from 1 (Strongly disagree) to 7 (Strongly agree). It has 8 factors: Beliefs about vocabulary learning, Metacognitive strategies, Inferencing, Using dictionary, Taking notes, Rehearsal, Encoding and Activation.

Qualitatively, a semi-structured interview was conducted based on the following research questions related to teachers' perceptions about the topic: What elements are considered in teaching listening skills in English?; Which elements must be considered to guarantee the acquisition of vocabulary?; Which factors could facilitate the use of auditive strategies in vocabulary acquisition?; What factors may interfere with good listening comprehension in English? This instrument was reviewed and established adjustment recommendations in terms of content validity.

Procedure

The participants were voluntarily recruited at their schools through prior communication with the school's authorities. All of them were invited and informed about the background and aim of the study. The questionnaires were applied at the schools' facilities during English class time. The survey application time was approximately 30 minutes. In the case of the interviews, these were carried out in the context of meetings through online platforms. The development of the interviews was supported by the interview guiding instrument that served as a basic instrument for the formulation of questions, which considered emerging questions related to the information provided by each interviewee. Conversely, teachers' interviews were recorded on digital devices.

Analysis

Quantitative data analysis was carried out using SPSS version 26 and it included the following procedures: first, the data was explored, verifying its correct entry. Second, the demographic data (nationality, sex, age, and ethnicity) was subjected to frequency analysis. Third, items belonging to the Vocabulary Learning Questionnaire (VLQ), written inversely, were reverted to a different variable. Fourth, each scale and subscale were subjected to Cronbach's alpha reliability test to check internal consistency (Cronbach, 1951). Fifth, for each factor on the scales, variables were created based on the average obtained from the items. Sixth, normality tests, independent-sample t test and Pearson test for correlations were performed with the created variables. For the qualitative analysis, data was processed using ATLAS.ti software by implementing a content analysis method which was originally proposed by Mayring, who is described in (Cáceres, 2003). This analysis seeks to identify narrative pieces of texts that support the analysis of qualitative data through the creation of categories of analysis developed according to the research questions asked in this study.

Results

Quantitative results

Reliability

Prior to the descriptive analyses, the internal consistency of each scale and subscale was tested using Cronbach's Alpha reliability test. For the The Academic Listening Self-Rating Questionnaire (ALSA) survey-oriented tool that helps language learners evaluate their own academic listening skills, an alpha value (0.863) was obtained, which indicates an excellent internal consistency of the instrument as a whole.

This survey, (ALSA), is subdivided into four broad categories: Linguistic Component and Prosody (LC) acquiring an alpha value (0.870) implying that its correlation is good, Cognitive Processing Skills (CPS) with a Cronbach's alpha coefficient of 0.871, Memory and Concentration (MAC) achieving an alpha value of 0.874 and Relating Input to other Materials (RI) with a Cronbach's alpha coefficient of 0.870 achieving great results in general.

As for the Vocabulary Learning Questionnaire (VLQ) equivalent to a Cronbach's alpha coefficient of 0.869, also the alpha value was obtained for the 6 categories: Beliefs About Vocabulary Learning (0.868), Metacognitive Strategies (0.874), Using Dictionary (0.856), Rehearsal (0.857), Encoding (0.850) and Activation (0.861). Since all values are higher than (0.70), they indicate that each subscale has good levels of internal consistency.

Descriptive Analysis

Regarding the specific objective of identifying how students perceive their vocabulary learning in English, the results are described in Table 3.1 It can be observed that the different factors of the "The Academic Listening Self-Rating Questionnaire" (ALSA) instrument, were measured in the whole sample, considering response ranges from "1" to "4", being "1": "Strongly Disagree" and "4": "Strongly Agree". For the Linguistic Component and Prosody factor, students show an average of ($M=2.79$ $SE=0.55$) inferring that students have a slight tendency to agree in achieving understanding of a variety of information in listening activities, in the following factor Cognitive Processing Skills showed an average of ($M=2.55$ $SD=0.59$) inferring that have a slight tendency to agree in achieving understanding of general information in listening activities. Factor Memory and Concentration exhibits ($M=2.55$ $SD=0.71$) inferring that they have a slight tendency to agree that they can concentrate on listening activities and remember certain concepts. Lastly, factor Relating Input to Other Materials shows an average of ($M=2.51$ $SD=0.76$) inferring that they have a slight tendency to agree with related information in listening activities.

Table 3.1

Measurement of study factors corresponding to the Listening Comprehension variable

Factors	<i>N</i>	<i>M</i>	<i>SD</i>
LCP	203	2.79	0.55
CPS	203	2.55	0.59
MC	203	2.55	0.71
RIOM	203	2.51	0.76

Notes: LCP= Linguistic Component and Prosody; CPS= Cognitive Processing Skills; MC= Memory and Concentration; RIOM= Relating Input to Other Materials.

Regarding the specific objective of identifying how students perceive their vocabulary learning in English, the results are described in Table 3.2. It can be observed that the different factors of the "Vocabulary Learning Questionnaire" (VLQ) instrument, were measured in the whole sample, considering response ranges from "1" to "7", being "1": "Strongly Disagree" and "7": "Strongly Agree". For the Beliefs about Vocabulary Learning factor, students show an average of ($M=4.74$ $SD=1.11$) inferring that students more than half of the students agree that there are several methods to acquire vocabulary successfully, in the following factor Metacognitive Strategies showed an average of ($M=4.22$ $SD=0.94$) inferring that students more than half of students are aware of the vocabulary they learn. The Using Dictionary factor shows an average of ($M=4.88$ $SD=1.37$) inferring that more than half of students use dictionaries for better vocabulary comprehension meanwhile on the Rehearsal factor it shows ($M=4.05$ $SD=1.27$) inferring that students a large number of the students review newly acquired words. Encoding factor students shows an average of ($M=4.21$ $SD=1.21$) which means that students many the students work on the acquired words for better retention and lastly the Activation factor shows results of ($M=4.37$ $SD=1.55$) inferring that students try to use the newly learned words in different situations. We can also conclude that in both instruments implemented, there is a wide dispersion of data.

Table 3.2

Measurement of study factors corresponding to the variable self-perception of vocabulary learning

Factors	N	M	SD
BAVL	203	4.74	1.11
MS	203	4.22	0.94
UD	203	4.88	1.37
RH	203	4.05	1.27
ENC	203	4.21	1.21
ACT	203	4.37	1.55

Notes: BAVL= Beliefs About Vocabulary Learning; MS= Metacognitive Strategies; UD= Using Dictionary; RH= Rehearsal; ENC= Encoding; ACT= Activation.

Group differences

Prior to the analysis of differences between independent groups, the assumptions of normality and homoscedasticity were checked for each of the variables. For this purpose, the values of asymmetry and kurtosis were analyzed, which, when presenting values between -2 and +2, showed normal distributions (George & Mallery, 2010).

Table 4

Comparison of independent samples according to sex and factors of the variables studied

Factors	Female		Male		Levene Test		T Student Test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	<i>gl</i>	<i>p</i>	<i>t</i>
LCP	2.86	0.56	2.71	0.53	1.29	0.26	201	1.97	0.50
CPS	2.57	0.60	2.53	0.59	0.58	0.81	201	0.50	0.61
MC	2.45	0.69	2.63	0.71	0.02	0.88	201	-1.83	0.68
RIOM	2.49	0.80	2.53	0.72	1.73	0.19	201	-0.4	0.69
BAVL	4.83	1.06	4.66	1.15	0.72	0.40	201	1.1	0.27
MS	4.3	0.84	4.14	1.02	1.87	0.17	201	1.21	0.23
UD	5.08	1.25	4.69	1.45	2.65	0.11	201	2.08	0.39
RH	4.17	1.25	3.93	1.30	0.15	0.69	201	1.33	0.19
ENC	4.36	1.18	4.1	1.23	0.05	0.81	201	1.72	0.87
ACT	4.52	1.48	4.23	1.61	1.15	0.28	201	1.74	0.17

Notes: LCP= Linguistic Component and Prosody; CPS= Cognitive Processing Skills; MC= Memory and Concentration; RIOM= Relating Input to Other Materials; BAVL= Beliefs About Vocabulary Learning; MS= Metacognitive Strategies; UD= Using Dictionary; RH= Rehearsal; ENC= Encoding; ACT= Activation.

Correlations

Pearson correlation coefficients were used because the variables were normally distributed. The factor "Linguistic Component and Prosody" presents the strongest correlation between instrument 1 and instrument 2 with "Activation" $r(203) = 0.48, p = 0.000$. This value explains 23% of the variance. The Linguistic Component and Prosody factor and the Activation factor are weakly related in this sample of students. On the other hand, the highest correlations between factors of the instrument "Listening Comprehension" correspond to "Linguistic Component and Prosody" and "Cognitive Processing Skills" exhibiting a significant correlation, $r(203) = 0.81, p = 0.000$. This value explains 65.6% of the variance. The Linguistic Component and Prosody factor and the Cognitive Processing Skills factor are well related in this sample of students.

Qualitative results

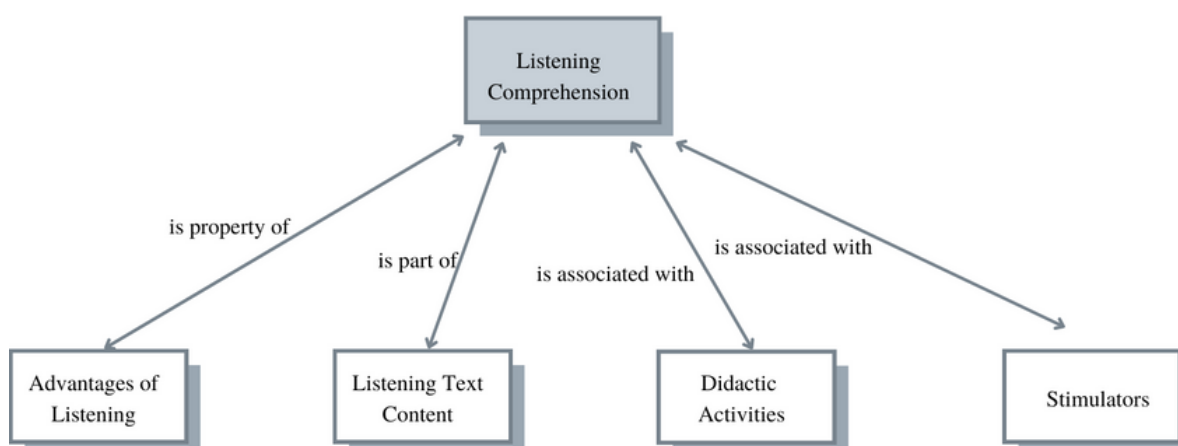
The qualitative analysis of this research was based on interview questions oriented to know the teachers' perceptions about the four sub-themes: I) Listening comprehension in English, II) Vocabulary acquisition in English, III) Facilitators in listening comprehension and vocabulary acquisition in English, and IV) Obstacles to listening comprehension and vocabulary acquisition in English. In the following, each sub-theme will be discussed in detail with its specific research question and categories elaborated.

Subtopic 1 *Listening Comprehension*

In relation to the research question: What elements are taken into account in the teaching of listening comprehension in English? the following categories were identified: i) Contents of texts listened to ii) Advantages of listening iii) Didactic activities iv) Stimulators.

Figure 1

Categories in Listening Comprehension



Listening Texts Content

When we talk about Listening Texts Content, the aim is to highlight the content used by teachers when practicing or evaluating Listening Comprehension. Through the interviews conducted, the teachers stated that the best way to work on listening activities was through the selection of audios that appeal to the students' interests since otherwise it is not possible to work effectively since the level of attention generates complications for most of the activities. The following observations can be made in this regard:

“I would say the ones they enjoy the most are two. First, music. Music is always engaging and is a good catalyst for learning, it generates a good atmosphere. It has a lot of positive factors surrounding receptivity and exchange of opinion. The students themselves can express how they feel about their emotions. So I think that's one. The music and all the positive things that come with it. And the other one that also entertains the students a lot are those situations or dialogue or conversation and so on where there is some everyday conflict.” (Teacher 4).

Advantages of Listening

Advantages of Listening are understood as the teachers' perception of the attributes of the listening skill that could be seen as advantageous in relation to writing, speaking, and reading skills. Through the interviews conducted, the teachers stated that among the advantages of the listening activities was the support given to students to improve pronunciation and sound identification aspects, along with this, teachers also highlighted the advantages of working with these activities and some contents that work for a good comprehension by students.

“I think that one of the advantages is that it is related to the more real use of the language, as if the children have the opportunity to get used to the sounds of the language, to be able to identify, I don't know, words or to be able to identify the tone of the people or how certain ideas are communicated, so that they can listen better and speak in the same way, so it kind of gives them tools to communicate in a better way, like they hear how to pronounce certain words or they hear certain expressions that they integrate to their vocabulary” (Teacher 6).

Didactic Activities

Didactic Activities are considered all the implementations carried out by teachers for the effective application of listening. All the teachers surveyed agree that there is difficulty in choosing didactic activities for students. They emphasize that factors such as students' interest and motivation must be taken into account in order to connect the content and create meaningful learning.

“The problem is finding a topic that interests teenagers. But once you've found a subject that they like, you should do everything you can to take advantage of it.” (Teacher 3).

Stimulators

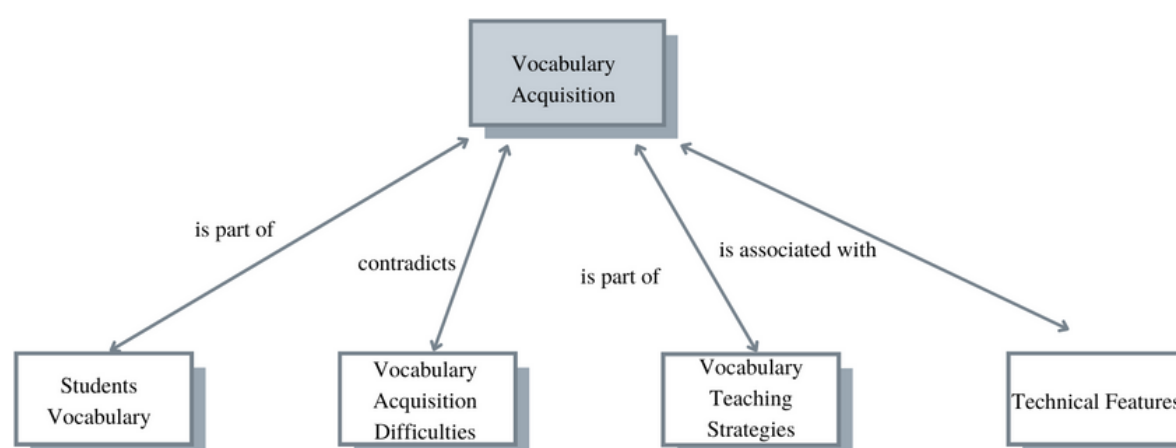
Stimulators are those elements that teachers implement during their classes in order to encourage students to continue learning and participating in the activities. There is agreement among the teachers interviewed on the different stimulators that motivate students to pay attention during the listening activities, among them audiovisual resources such as songs, movies, and videos to teach grammatical content and identify specific information.

“Age, I think that age motivates me to look for different things, to put in memes and things like that. If I make the comparison between elementary and middle school, in middle school you can have a different type of humor with the students, while in elementary school I pay a lot of attention to their age to see what they are laughing at, so that it generates a more positive than negative position.” (Teacher 1).

Subtopic 2 Vocabulary Acquisition

In relation to the research question: What elements must be taken into account to ensure vocabulary acquisition? the following categories were identified: i) Vocabulary of students ii) Difficulty of vocabulary acquisition iii) Strategies for teaching vocabulary iv) Technical Features

Figure 2



Students Vocabulary

When we talk about Students' Vocabulary, the aim is to highlight how teachers perceive the vocabulary level of their students. Through the interviews conducted, the teachers stated that there is a lack of vocabulary on the part of the students, even in Spanish. Therefore this impacts negatively on their learning and motivation towards the language.

“I think it would help a lot if they had more vocabulary, because in the end they only rely on cognates, but it still helps them. Because from an audio that they are able to recognize 15 to 10 words, they put the 15 together and they are able to get a context. So it is a very meticulous work, but that is partly up to them.” (Teacher 1).

Vocabulary Acquisition Difficulties

Vocabulary Acquisition Difficulties are understood as all those circumstances that affect the process of acquiring new vocabulary. Through the interviews conducted, the evident lack of vocabulary at the general level of the students also negatively affects their ability to incorporate new content, which in the words of some teachers, is not easy to approach since it does not exist in their native language.

“It is complicated because one could talk about the student's level of English, their cultural background with the English language, that they might enjoy it, and also from the phonetic point of view, there may be students who have more or less phonetic sensitivity than others and can distinguish sounds more easily and others more difficult.” (Teacher 4).

Strategies for Teaching Vocabulary

Strategies for Teaching Vocabulary are understood as all the pedagogical strategies for teaching vocabulary. Through the interviews conducted, teachers emphasize the importance of adapting the contents to be worked on to the students' context in order to establish a more direct connection and make their learning meaningful. They also mention the importance of scaffolding during the learning process and the repetition of instructions to guide them to the expected response.

“I think that it should be contextualized, not simply giving words to the air but words that respond to a topic to be treated, for example, I don't know if we are, let's say working on a unit of I don't know about description of people or fashion, then vocabulary that is about clothes so that we can use it during the day to be able to have discussions during the class to be able to comment and make the guides so that they can use it.” (Teacher 6).

Technical Features

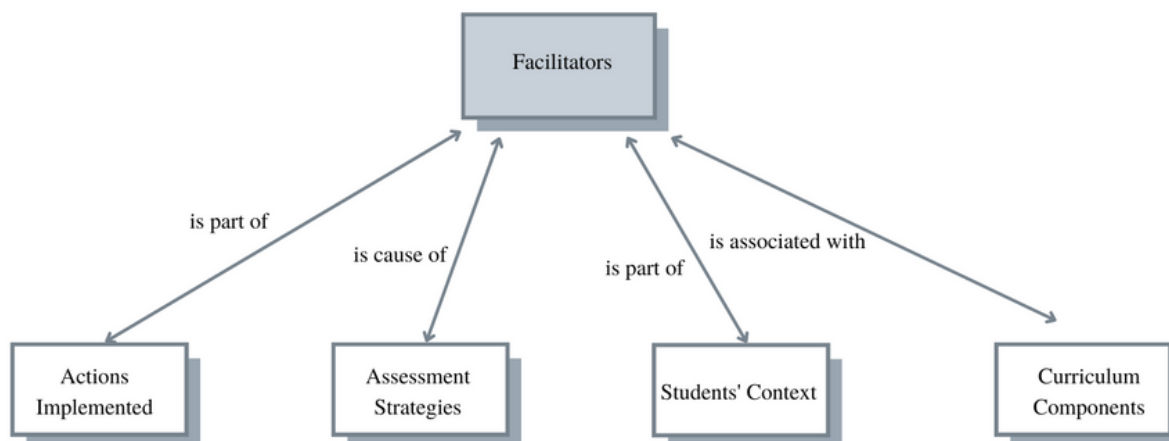
Technical Features are those elements that intervene in the English Foreign Language Teaching process that are not related to teacher or student performance, considering technology, materials, or the classroom itself. Through the interviews conducted, the teachers highlight the lack of an optimal infrastructure and adequate technology to approach Listening in a comfortable way. They give importance to the poor availability of materials to the teacher, as well as to the student's own distractions due to the environment during the reproduction of the audio files.

“Well, as I was saying, there were schools where the classrooms were very echoey, they were not adequate or the room was right next to the playing field. The students, the physical education students outside while you were doing an audio made things more complex. Not only are they not going to listen, but it also generates distraction.” (Teacher 4).

Subtopic 3 *Facilitators*

In relation to the research question: What factors might facilitate the use of auditory strategies in vocabulary acquisition? the following categories were identified: i) Actions implemented ii) Assessment strategies iii) Students' context iv) Curriculum components.

Figure 3



Actions Implemented

Actions Implemented are all those pedagogical decisions made by teachers when applying listening or teaching vocabulary. Among the actions implemented in the classroom, teachers emphasize the attention to students and their interests at the moment of choosing the material, creating adequate environments for learning, and dividing the activities in order to prepare the students for different situations.

“Perhaps what I have not mentioned as preparing the student for listening, i.e. as your question points out to most students, I can contribute with the fact that listening as any skill to develop requires certain steps and requires certain structuring in order to get the most out of that skill.” (Teacher 4).

Assessment Strategies

Assessment strategies are understood as all the evaluation methods used by teachers when assessing listening. Among the teachers interviewed, they agreed on the evaluation process as a whole, starting from general monitoring to the more specific assessment. Variables mainly related to the educational establishments and the student's level of English stand out when requiring certain types of activities to be evaluated.

“Well, one strategy can be group understanding or, for example, the reconstruction of the event through the story. That is, what do you remember, what does this person remember, how can you contribute to what she said? Remember some details of what is mentioned here or what she mentioned. The fact of maybe in that strategy of trying to reconstruct the puzzle in its pieces and each one contributing the missing piece.” (Teacher 4).

Students' Context

Students' Context are all those characteristics that teachers identify about their students' situation. Discussing the context of the students, all the teachers interviewed agree that it is of vital importance to know the context of their students and how this affects their academic performance and their level of interest in the subject, either positively or negatively. It is specified that not all students live the same realities, and this makes it difficult in most cases to work with them optimally.

"Their personal contexts, especially when you see family vocabulary for example. When you see, when you see the conditionals it's the same, you realize what things they really want and I always like that unit." (Teacher 3).

Curriculum Components

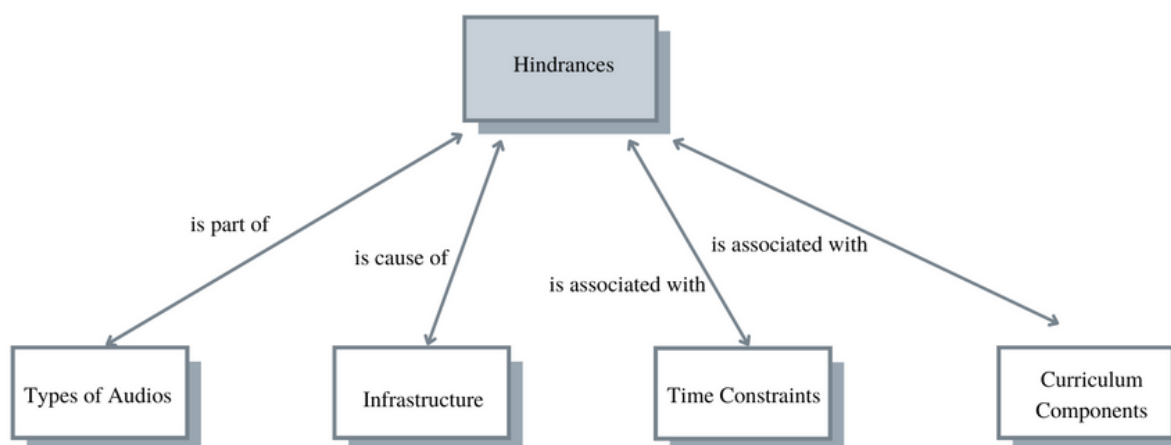
Curriculum Components are understood as those materials or factors pertaining to the national curriculum that positively affect education. In this section, most of the teachers interviewed stated that they were not happy with the contents proposed by the Ministry of Education. However, there are teachers who have had to use them for one reason or another.

"Generally I don't like to use the ones from the textbooks, because I have always had access only to the Ministerio textbooks and since a few years ago the Ministerio achievements are not so good anymore." (Teacher 3).

Subtopic 4 Hindrances

In relation to the research question: What factors can interfere with good listening comprehension in English? the following categories were identified: i) Types of audios ii) Infrastructure iii) Time constraints iv) Curriculum components.

Figure 4



Types of audios

Types of audios are understood as all those listening texts of different nature and formats applied by the teachers. Through the interviews conducted, the teachers agree that the contents addressed in the curriculum are neither appropriate nor adapted to the context of the students. In their words, the books demand advanced proficiency and ignore the diversity of students across the country.

“Mainly that they are not connected to the learner's context. But I might also add that the type of audios that generates the most challenge are the audios that are very long.” (Teacher 4).

Infrastructure

Infrastructure is understood as any factor in the layout of classrooms that hinders the application of listening. Related to infrastructure, a teacher emphasizes the low quality of the classroom equipment and infrastructure, highlighting how this affects the students and even the classes of other teachers due to the thinness of the walls or the poor organization of the rooms.

“The walls, I don't know, were never made as acoustic, so you have to turn the volume up very loud, first of all, because there are a lot of kids inside the room. Secondly, they are not very acoustic. So, you have to turn the volume up very loud. Of course, your kids listen, but also the kids in the next room listen and end up interrupting the class of the colleague.” (Teacher 3).

Time constraints

Time constraints are all those difficulties that teachers face due to the schedule in which they decide to apply listening activities. In relation to the scheduling problems, all teachers agreed that the post-lunch periods are the most problematic to apply to any type of Listening activity because the attitude of the students changes drastically, and they lose interest in any type of activity that is not light or interactive.

“...the afternoon schedule in general is a schedule that generates greater difficulty because of something very obvious and very human. That is, you have the tiredness of the day. Besides, you are on the verge of finishing the day, so you want to go out.” (Teacher 4).

Curriculum Components

Curriculum Components are understood as those materials or factors pertaining to the national curriculum that affect education. The general opinion of teachers regarding the Curriculum Components is that it is poorly thought out. It does not consider the context of the students, criticizing that the standardization of the contents, although it provides the same opportunities for all, is completely focused on big cities like Santiago or on students whose goal is to go to university. Thus, completely ignoring students from other regions of

the country who have different goals and that sometimes can be minimized or frowned upon due to the standards that the Curriculum proposes in each lesson.

"It doesn't make it any easier. No, because the books are not made for.... They are made for schools in Santiago, for schools and children who live in the cities and whose goal is to go to university. " (Teacher 3).

Discussion

The purpose of this research was to analyze the relationship between listening comprehension skills and the perception of vocabulary learning by students from middle school in the Araucanía Region. Within the specific objectives we consider identifying how students perceive their vocabulary learning in English and to identify how students perceive their listening skills in English. In addition, the aim is to compare gender differences in their perceptions of listening skills and vocabulary learning in English in the courses surveyed first and four year. Finally, to determine the correlation level between listening comprehension and vocabulary acquisition in English language learners.

We found similarities in our research results with the work done by Asyiah (2017) within which it is concluded that students have a mostly positive perception towards vocabulary learning, highlighting that this should be guided by the teacher in order to be meaningful and that it can improve cognitive skills related to remembering, understanding and applying vocabulary within their day-to-day life. Despite the use of another instrument "Chi-Square (X^2) non-parametric test" different from ours, we believe that Dewi nur Asyiah's research lacks a reliable sample quality due to its size, which was a total of 30 students and only one teacher as participants.

For the variable of listening there is no research similar to ours, as the vocabulary variable mentioned above, there are other studies but with different purposes and taking into account different communicative skills. For example, research such as that carried out by Flowerdew and Miller (1992), in which they focus on readings at the university level measuring the strengths and weaknesses of the students. However, the listening skill is left aside because other resources are used to accompany the understanding of the texts, although those results are similar to the ones in this study, stating that it is necessary to use different tactics and resources to achieve a good understanding of both general and specific ideas in different listening activities, showing that students performance is weak in terms of understanding texts that require a high level of comprehension.

Among the main contributions provided by this study, the student's opinion stands out, which many times may not be taken into account when planning vocabulary learning activities as well as listening. The adaptations made to the instruments proved to be

effective for the Chilean reality in secondary school students. Other investigations come from different continents; therefore, our research can significantly help teachers in our country to gain knowledge about the different ways in which students achieve vocabulary comprehension through listening activities. The importance of vocabulary is paramount for the management of all communicative skills; without it, it is impossible to understand the language or to express oneself in it. Although we only focus on the listening skill, we think that it is the main skill to use in the classroom, due to the large amount of auditory stimulus from English' speaking countries, such as music, movies, reels, and others available on the web. For these reasons our results are important both for the academic research field as well as for the schools, providing teachers with information obtained in a real context in the south of our country.

Likewise, among the limitations of our research, we highlight the instruments used for the quantitative area of our research. These were designed to be implemented in university-level students, which could have hindered the veracity of the data collected, in spite of this, we believe that the adaptations made were adequate to be used in high school students, transforming the instrument into a more friendly questionnaire for our Chilean educational reality, obtaining good levels of reliability.

A second limitation is the narrow scope of the quantitative sample, which was only carried out in a single school, and therefore all the participants could not be compared with others from different establishments, which limits the point of view of the research. However, the school in which the sample was taken meets all the requirements of a variety of students within the area of the Araucanía region, since it is one of the largest schools in its area, including students from all social classes and from a wide variety of realities, so it can be said that statistically, it would meet most of the educational realities in the south of our country.

In our opinion, based on the results of the quantitative and qualitative analysis, we suggest conducting more research related to our topic using a larger sample, being able to compare results between different types of educational establishments, and thus be able to better demonstrate the students' perception of these variables.

Conclusion

The results of this research in the quantitative area showed that the students' perception of vocabulary learning and listening skills is mostly positive, achieving good results in the questionnaires taken. However, it was shown that among the lowest results was the ability to review, making it clear that there is not enough vocabulary review exercise on the part of the student after the word has been worked on.

Specifically, in listening comprehension, more than half of the students were able to understand a large amount of information in the texts they listened to, and it was also shown that the best results are shown when these types of listening activities are carried out with topics of interest to them and with a large amount of visual help as well as guidance provided by the teachers.

Within the quantitative area, all the teachers surveyed generally agreed with their answers, making it clear that among the greatest difficulties in teaching vocabulary through listening activities are the infrastructure of the schools themselves, together with the hour in which the activities were made (the most complicated being after lunchtime) and mostly the interests of the students, which leads to extra work when choosing material with which to work optimally.

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