A Conjoint Analysis of the Listening Activity Preferences of a Select Group of Grade 7 and 8 Students from Philippine Provincial Schools

Kristine Cielo F. Braganza[a], Allan B. De Guzman [a,b,c], Reinalene M. Gonzaga[a,b], Eldon King L. Llamasares[a,b]

[a]College of Education, [b]The Graduate School, [c]Research Center for Cultural Educational and Social Issue,

University of Santo Tomas, España, Manila, Philippines 1015

Email addresses:
Kristine Cielo F. Braganza (
Allan B. De Guzman (doc_allan@yahoo.com)
***Reinalene M. Gonzaga (rein_gonz26@yahoo.com.ph) (+63905 299 0077/ +632 516 4679)**
Eldon King L. Llamasares (eldonllamasares48@gmail.com)

*Corresponding Author
A Conjoint Analysis of the Listening Activity Preferences of a Select Group of Grade 7 and Grade 8 Students from Philippine Provincial Schools
Kristine Cielo F. Braganza[1], Allan B. De Guzman [1,2,3], Reinalene M. Gonzaga[1], Eldon King L. Llamasares[1]

[1]The Graduate School, [2]Research Center for Cultural Educational and Social Issue, [3]College of Nursing

University of Santo Tomas, España, Manila, Philippines 1015

ABSTRACT

Among the five macro skills in language learning, listening has been neglected the most. Studies have been conducted worldwide on students' listening ability, however, only a few have focused on activity preferences. The purpose of this study was to explicate the listening activity preferences of a select group grade 7 and 8 students (n=520) from provincial schools in the Philippines. A conjoint analysis, which is the most appropriate design in assessing the students' preferences, was used. From the seven attributes of listening activity, nature of words used (22.33%) is the most important contributory factor, followed by difficulty level of vocabulary (21.67%), and duration (12.43%).On the whole, this study shows that grade 7 and grade 8 students mostly preferred English with Filipino words in a listening activity, common words in terms of the difficulty level of vocabulary, short listening activity, part by part in relationship with volume, audio-visual when it comes to the format of their listening activity, actual delivery of the speaker, and lastly factual assessment focus. Thus, future research is needed to explore other attributes contributing to the listening activity preferences of students.

Keywords: Conjoint Analysis, Philippines, listening, k-12, listening activity, preferences

INTRODUCTION

Listening has been identified as the most frequently used language skill inside the classroom (Huang, 2005; Thanajaro, 2000). According to Gilakjani and Ahmadi (2011), listening takes up 40-50% of communication while speaking, reading, and writing altogether takes 50-60%. Gilbert (2005) found that students, like those in the K-12 program, spend between sixty (60) to ninety (90) percent of their school time in listening to their teachers and/or classmates. Listening is a critical means of acquiring a second language or L2 (Rost, 2001). Undoubtedly, listening skill serves as the driving force to initiate first, second, and foreign language learning and later the medium of communication to keep and sustain the continuous language learning process (Bozorgian, 2012).

Despite the very important role that listening plays in second and foreign language learning, it appears to be the most neglected among the language skills. Second and foreign language learners have serious problems in understanding spoken English language because universities pay more attention to English grammar, reading and vocabulary. Listening and speaking do not appear to be of importance in most of the textbooks and curricula, and teachers give only little attention to these skills while designing their lessons, believing that it will naturally develop in the course of language learning (Hamouda, 2013). Also, Quijano (2012) stated that in the current Philippine education curriculum (K-12) listening and speaking are simultaneously being developed for both Filipino and English. As mentioned in the K-12 toolkit of the Department of Education (2012), integrated language arts education in the high school level have greater emphasis on reading comprehension of various texts, writing and composition, study and thinking strategies which are all in support of critical and creative thinking development while listening is not much focused.

It should be noted however that limited studies were conducted to analyze how students would like their listening activities to be done (Selamat & Sidhu, 2013). Hence, this exploratory study purports to explicate the preferences of a select group of Grade 7 and 8 Filipino students in Philippine provinces relative to listening activities. This study would benefit the teachers in a way that they will have a clear idea of their students' preferences so as they could facilitate and give activities that will interest them. Language acquisition of students would be enhanced if the activities presented to them are based on their own preferences. Also, the study could instigate interest of other researchers to investigate listening skills within the classroom setting.

THEORETICAL FRAMEWORK

The first theoretical anchorage of this paper resides in the Rational Choice Theory which finds its beginning from George Homans' Exchange Theory (Scott, 2002). Later on, Blau (1964), Coleman (1973), and Cook (1977) became interested and expanded Homans' framework and elaborated

mathematical models of rational action. Rational Choice, according to Green (2002, p 2.), "is an approach used by social scientists to understand human behavior." In the field of language education, teaching methods become more responsive if based on students' preferences. Through RCT, the teachers would be able to identify the delivery modes of listening activities more effectively without sacrificing students' needs, concerns, and interest.

Another theoretical basis of this paper is the Cognitive Load Theory. This theory dawns in 1980's and caught the interest of other researchers during the 1990's (Paaz, Renkl, & Sweller,2003). Cognitive Load Theory focuses on the learning of complex cognitive tasks (Paaz, Renki, & Sweller, 2004). This is when the students encounter a surge of factors before they can even start to learn. The theory implies that learning occurs best in situations that are parallel to human ***cognitive architecture*** (Paaz, Renki, & Sweller, 2004). This is defined by Langley (2006), as the representation and organization of structures that are imprinted on human memories. Students inside the classroom meet several factors that affect their cognitive processes. "Intrinsic, extraneous, and germane cognitive loads are additive in that, together, the total load cannot exceed the working memory resources available if learning is to occur (Paas, Sweller, & Renki, 2003 p. 2). In the field of language education, language acquisition is a cognitive process that occurs in an individual, following the theory of CLT, the teachers should not exceed the three types of load as mentioned above. Listening is imperative to language acquisition and plays a vital role in the cognitive process, thus, guided by CLT and RCT the teacher will know the preferences of students in relation with listening activities without exceeding the load mentioned in the Cognitive Load Theory. With the aforementioned theories fulfilled, language learning by listening may greatly increase.

REVIEW OF RELATED LITERATURE
Difficulty Level of Vocabulary (Common words, Poetic words, or Field-specific words)
Second language learners' listening comprehension has been attributed to the difficulty of the vocabulary of the listening text. As stated by Ranjbar (2012), knowing words is the way to better understanding as well as being understood. However, compared to listening, fewer studies have been conducted about the relationship between one's vocabulary knowledge and the skill of listening. According to Laufer (1997), comprehension will most likely not to occur, either in one's native language or foreign language, without understanding the key words.

Texts with large amounts of new and difficult vocabulary give heavier cognitive load and are usually more difficult to understand (Cohen, 2008). Hence, in this study, three levels of difficulty has been taken into consideration. The first one is the 'common' words which refer to the language that individuals use mostly in day-to-day conversations. Poetic words, refer to the vocabulary used in texts that uses words to visualize or make individuals imagine which is common in literature in general. Specialized vocabulary are words that are mainly used in a particular field (i.e., fields of medicine, law).

H1: Grade 7 and 8 students would prefer listening activities with common words.

Nature of Words Used (Pure English words, English with Ii words, English with Filipino words)
Listening is a very active process wherein the comprehension of the students may rely on the language used in a particular text. Therefore, the listeners should be able to deal with various tasks while listening to be able to activate their schema which includes their knowledge of the languages (Tavil 2010). There is a paucity of literature in terms of the language used on a listening text specifically in the Philippine context.

According to a study conducted by Tavil (2010), learners have a ready access to language that is being used in meaningful context and aids them to incorporate needed patterns and syntax from foreign model into their own changing and evolving linguistic system if they use the first language. He also added that all listening tasks should aim to facilitate communicative fluency in first and second language learning, involving listening and speaking. The use of L1 guides can increase

students' knowledge of the target language which is supported by Ghasemboland and Nafissi (2012) who mentioned that the use of L1 guides can improve language learning. Guides may also help the students' acquisition process by providing the learners with the key to massive quantities of authentic and comprehensible language input (Vanderplank 1988, as cited by Ghasemboland & Nafissi 2012, p.111).

From the aforementioned, researchers suggest that listening comprehension would be improved if students are provided with guides from their mother tongue. Also, as Poplack (1980) suggests, that bilingual acquisition may expand with the use of other languages aside from the target language.

H2: Grade 7 and 8 students prefer listening activities in English with Filipino words.

Volume (Part by Part or One big Chunk)

It is believed that the human mind is only capable of accepting things in a subtle manner, hence teachers carry the burden to decide on what method is best to maximize learning without straining the minds of the student, the teachers should decide on whether they are to give their lessons rapidly (one big chunk), or piece by piece (part by part).

According to Caine and Caine (1991), chunked information (part by part) can be easily retained by the human brain because chunked information is formed around categories and ideas that increase the meaningfulness of every information. Meskill (1996), for his part, stated that if a text has been chunked properly, an individual will be able to process the information more. Another study found that pauses or short rest aids the listening comprehension of students who show proficiency in the language. However, the technique is not potent to students who show mastery or command of the language (Blau, 1990).

Based on the studies mentioned, the researchers suggest that the students will more likely prefer their lessons to be "chunked" properly and believe that it will result to better comprehension of the lesson.

H3: Students in the k-12 program would prefer activities divided part by part.

Assessment Focus (Factual or Inferential)

In every listening activity, the teacher provides an assessment test to measure the understanding of the learners thus inferential and factual strategies are often used. On one hand, factual assessment tests the basic level of comprehension. It focuses mainly on ideas and information that are explicitly stated in a text. However, there are few studies that justify how learners acquire vocabulary from listening (Cai and Lee, 2012). On the other hand, inferential assessment tests require the reader or the listener to go beyond the content and to use his/her schema and experiences (Musa, 2007). Additionally, when lexical inferencing is used learners tend to do "informed guesses" of word meaning in every cue which are available (Haastrup, 1991, p. 40 as cited by Cai and Lee, 2012).

Some researchers such as Brown (2006) claim that listening in a different language is a difficult task but we can do it easier by referring to our prior knowledge or schema and according to Fraser (1999), he found out that inferencing was the principal strategy that students used to comprehend with unfamiliar words.

H4: Grade 7 and 8 would prefer factual over inferential assessment.

Listening Format (Audio-visual or Audio only)

The format of presentation of different listening texts influences English listening performance and comprehension of students (Xu (2010); Tsang, Cheng & Cheng (2011). Auditory input is a main stimulus for listening. However, many researchers would add text messages and images as visual input to enhance students' listening comprehension and participation in their studies (Tsang, Cheng & Cheng, 2011). The use of multimedia in listening aims to ultimately assist L2 learners in understanding the second language.

A study conducted by Rahmatian and Armiun (2011), which compared the effects of audio and video documents on listeners, showed that video documents contribute to better understanding of a listening text to some extent. However, audio documents helped the students who participated in their research to concentrate on audio elements. Another study by Jones (2003) presented that students performed best when presented with both visual and verbal texts and moderately well when they only have access to either visual or verbal. A study conducted by Mesri (2011) displayed that the performance of learners who were able to see videos was significantly higher than those who only saw pictures and hear recorded audio materials. According to him, using videos make the task of learning a more meaningful and exciting one.

H5: Students would prefer listening activities presented with both audio and visual materials.

Mode of Delivery (Pre-recorded or Actual)

Mode of delivery is synonymous to the vehicle of presentation or aural input channel (Makki, 2011). Actual delivered texts together with pre-recorded materials are used in teaching and learning environments. These presentation modes however differ in terms of contextualization, discourse structure and propositional density and hence affect the performance of the learners while listening (Mohamadi, 2013).

In a study by Jones (2008), it was mentioned that well designed listening tools can influence students' listening comprehension specially when the materials are designed to tap into students prior knowledge. Greaney (2012) said that the use of audio recorded listening texts may have limited benefit. However, Verdugo and Belmonte (2007), for their part, argues that the practice of digital or recorded audio promoted concentration and focused children's attention on the oral input received. This was supported by Steed and Lutzker (1999) who found that recorded audio also appear to facilitate learning.

Makki (2011) found that the mode of delivery does not affect students' performance significantly may it either be live or pre-recorded. Clearly, the aid of pre-recorded materials could benefit the students more but no technology can replicate learnings derived from human interactions.

H6: Respondents would prefer listening to pre-recorded audio materials.

Duration (Long Activity or Short Activity)

Duration, in this study, is defined as length of time spent in a listening activity. In the K-12 program of the Philippines, The English subject is taught to secondary education students for an hour in every school day (K-12 Toolkit, 2010). Thus, it is important to maximize the lesson time by using the most effective strategies in teaching listening skills (Weinrauch & Swanda. 1975).

In a study by Todd and Mishra (2013) it was mentioned that teachers must consider how long the students can attentively listen and that teachers must know to what extent the students could devote their attention in an aurally presented text. According to Tang (2013), attention is the way the only way to memory. Further, intellectual capacity for the second language is smaller than that of the first language (Glicksberg 1963, as cited by Ohata 2006). Therefore, short activities may mean less tension for the students.

H7: Grade 7 and 8 students would prefer short listening activities.

METHODS

Research Design

Conjoint analysis or CA is a research tool used to model a consumer's or user's decision making process and used to estimate the impact of individual characteristics (attributes) and their levels on the overall utility of a certain product or service (Annunziata & Vecchio, 2013). The main aim of conjoint analysis is to quantify each attribute and the different attribute levels to assist in the development of better services (Willard, 2009). Conjoint analysis is inherently an interdisciplinary field as it is used in mathematical psychology (Lett, 2008; Greenhalg & Neslin, 1981), marketing, and education. The direction of a conjoint research may be dictated by specific research objectives but there are several steps that are common to all engagements in conjoint analysis. These steps

include: (1) definition of attributes, (2) establishment of attribute levels, (3) choice of conjoint methodology, (4) design of experiment, (5) data collection, (6) data analysis, and (7) development (Willard, 2009).

Conjoint analysis was used in this paper to explicate the listening activity preferences of a select group of Grade 7 and 8 students enrolled in the K-12 program of the Philippine government. A full-profile method and an orthogonal array were used to gather the data needed. There were 7 attributes at 16 different levels for a total of 288 combinations. Through the orthogonal array, the number of choice sets was reduced to a manageable number. Twenty (20) profiles were selected by the SPSS (version 18) software from which the other possible combinations were omitted to avoid redundancy. Sixteen (16) of the profiles were used in the course of data gathering while the other four remained as hold-outs.

Study Site and Subjects

Schools from the Philippine provinces of Palawan and Pangasinan were chosen as loci for the study. The schools that participated in this study are currently implementing the K-12 program of the Philippine government which started last school year 2012-2013. School A is a Catholic school run by the Dominican Sisters of St. Catherine of Siena. The school caters to boys and girls from pre-school to college. School B is a non-sectarian private institution. School C is a government-run institution and caters to more than a thousand boys and girls in the secondary level. It offers three different programs such as the regular high school, special performing arts high school, and the special science high school where some of our respondents are from. Students from this school are immersed in experimental research writing from their first to fourth year as preparation for college.

Data was gathered from 520 purposively selected participants of which 290 come from private institutions and 230 from government schools. The recruitment of participants in the study was guided by the following: (1) belongs to Grade 7 and Grade 8 levels and (2) is under the Philippine K-12 program.

Instrumentation

To congregate data and information required in the study, a researcher-made instrument was developed. Attributes and levels included in this conjoint design were chosen based on a review of literature on listening activity preferences. Table 1 shows the attributes used in our conjoint analysis. In the administration of listening activities, various choice bundles were described in terms of seven (7) attributes. These attributes were defined on the supposition that they may affect the students' preference in the execution of listening activities. Each attribute is described in terms of two levels except for the difficulty level of vocabulary words and the nature of words used which were described at three levels in this study. Some of the words, like *extrapolation and segmentation* that came from literatures may not be familiar to the respondents so a decision to change those words to laymen's terms was made. . Figure 1 shows an example of our experimental vignette. These are printed in monochrome, on a ½ letter sized bond paper.

With reference to the first attribute, "Difficulty Level of Vocabulary", previous researches (Mohamadi, 2013 & Gilakjani and Ahmadi, 2011) suggested that knowledge of the words used in a text is essential for comprehension of the entire listening text as Laufer (1997) says, "No text comprehension is possible, either in one's native or in a foreign language without understanding the text's vocabulary." The decision of selecting "Nature of Words Used" was taken since consistency in words used in a text can affect the comprehension level of students. connected with previous studies (Caine and Caine, 1991), "Volume" was chosen as an attribute for the reason that retention and understanding can be determined by the amount of information delivered to the students. "Assessment Focus" is an attribute because it determines how the students apply what they have learned from a listening activity. As literature suggests, "Listening Format" was picked as an attribute since the learning styles of every student determines their performance and comprehension (Rahmatian, 2011). "Mode of Delivery" is an attribute for the reason that

presentation modes determine the performance of the students while listening (Mohamadi, 2013). "Duration" was chosen because the attention span of the students determines their capacity to listen in a given period of time.

No.	Difficulty Level of Vocabulary	Nature of Words Used	Volume	Assessment Focus	Listening Format	Mode of Delivery	Duration
5							
	Specialized/Field-specific words	English with Foreign words	Part by part	Factual	Audio only	Pre-recorded	Long activity

Figure 1 Sample Experimental Vignette

Table 1

Attribute used	Levels of each attribute
Difficulty Level of Vocabulary	Common Words
	Poetic/High-sounding Words
	Specialized/Field-specific Words
Nature of Words Used	Pure English Words
	English with Foreign Words
	English with Filipino Words
Volume	Part by Part
	One big chunk
Assessment Focus	Factual
	Inferential
Listening Format	Audio – Visual
	Audio Only
Mode of Delivery	Pre-recorded
	Actual
Duration	Long Activity
	Short Activity

Data Collection procedure and Ethical Consideration

Upon the approval of the respective principals and/or school directors, the data gathering commenced in both provinces. Five hundred twenty (520) students from the provinces of Pangasinan and Palawan were identified as respondents for this study.

Data were first gathered from Pangasinan. A *robofoto* which is prepared to get the respondents' demographic profile was given to each student. Thereafter, the nature of the study, the meaning of each attribute and level were discussed. The levels were explained by giving examples that may apply in real life situations which facilitated better understanding of the respondents. The respondents were presented 16 plan cards by which every card is orthogonal, meaning that no card is repeating or overlapping. Collection of data from Palawan started a day later than the other province where the same process was applied.

The respondents were asked to group the cards into three based on their preferred combination of attributes in the plan cards, namely: (1) *I like it very much,* (2) *I like it* and (3) *I don't like it.* After sorting, students were asked to rank the cards in each group from 1-16 according to their preferences.

Data Analysis

The conjoint analysis was performed using the SPSS for Windows software while the demographic data of the participants were assessed using descriptive analysis. Conjoint analysis converted each respondent's rankings into individual utilities from which the total utility of each preference and percentage contribution of each attribute was computed. Actual rankings were correlated with the levels of each attribute to derive the part-worth utilities that the respondents applied in the ranking. This, according to Vecchio (2013), is the most extensively used method and permits to establish the relative importance of the attributes and their levels. The data found on the respondent's profile were also analyzed by coming up with the frequency of the answers for each item through conjoint analysis.

RESULTS

Table 2

Demographic profile of respondents (n=520)

Profile	N	%
Age		
12	78	15%
13	278	53.5%
14	152	29.2%
15	9	1.7%
16	2	0.4%
17	1	0.2%
Gender		
Female	232	44.6%
Male	288	55.4%
Place of residence		
Urban	405	77.9%
Rural	115	22.1%
Elem. School graduated from		
Government	165	31.7%
Private	355	68.3%
High School Enrolled in		
Government	230	44.2%
Private	290	55.8%
Schedule of English Classes		
Morning	184	35.4%
Afternoon	336	64.6%
Listening appliances at home*		
Television	486	93.5%
Radio	381	73.3%
MP3 Players	316	60.8%
Computer/Laptop	475	91.3%
Mobile phone	481	92.5%
Others	89	17.1%
Hearing Difficulty		
Yes	72	13.8%
No	448	86.2%
Activity most interested in		
Music	345	66.3%
News (listening and/or watching)	128	24.6%
Speeches	32	6.2%
Others (please specify):	15	2.9%
Devices used in listening*		
Earphones	357	68.7%
Speakers	188	36.2%

* Multiple responses

As shown (Table 2), 288 or (55.4%) are males, and 13 years of age (53.5%), and are living in urban areas (77.9%). Most of them finished elementary from private schools (68.3%), and are currently enrolled in private high schools (55.8%) and have their English classes in the afternoon (64.6%). Majority of the respondents reported that they do not have hearing difficulties (86.2%), are interested in music (66.3%), and have televisions in their homes (93.46%). More than half of them also use earphones (68.7%) while listening.

Table 3
Listening Activity Preferences of a select group of Grade 7 and 8 students

Attribute	Level	Utility Estimate	SE	Importance Value
Difficulty Level of Vocabulary	Common words	.648	.141	21.667
	Poetic/High-sounding words	-.012	.166	
	Specialized/Field-specific words	-.636	.166	
Nature of Words Used	Pure English words	-.204	.141	22.331
	English w/ Foreign words	-.406	.166	
	English w/ Filipino words	.611	.166	
Volume	Part by part	.438	.106	11.600
	One big chunk	-.438	.106	
Assessment Focus	Factual	.136	.106	9.674
	Inferential	-.136	.106	
Listening Format	Audio-Visual	.479	.106	11.517
	Audio only	-.479	.106	
Mode of Delivery	Pre-recorded	-.251	.106	10.787
	Actual	.251	.106	
Duration	Long activity	-.536	.106	12.425
	Short activity	.536	.106	

Goodness of fit:
Pearson's R = .974, p<.05
Kendall's Tau = .767, p<.05
Kendall's Tau for holdouts = .000, p<.05

Table 3 presents the activity preferences of a select group of Grade 7 and 8 students. The result of this study exhibited that the conjoint model performed was moderately fit, Pearson R=. 974, p<.05, Kendall's Tau was .767, p<.05 and for the holdouts, .000,p<.05. From the given set of attributes, nature of words used (22.33%) is the most important, followed by difficulty level of vocabulary (21.67%), and duration (12.43%).

In regard to the part-worth of nature of words used in a listening activity, the more the English with Filipino words used, the better is the comprehension of the students. As for the difficulty level of difficulty, the more common words are used, the higher is the adherence to listening activity. In regard to duration, short activity was preferred over long activity.

Table 4
Relationship between Grade 7 and 8 students' listening activity preferences and their demographic profile

Attribute	Levels	Age	Gender	Residence	Elementary School	High School	English Class Time
Difficulty Level of Vocabulary	Common words	.027	-.002	.060	-.03	.035	.012
	Poetic/High-sounding words	.055	.063	.026	.027	.019	.003
	Specialized/Field-specific words	-.078	-.059	-.080	.001	-.050	-.014
Nature of Words Used	Pure English words	-.076	-.095	-.039	-.009	.034	.027
	English w/ Foreign words	.045	.039	.029	-.049	-.022	.002
	English w/ Filipino words	.019	.039	.004	.051	-.006	-.023
Volume	Part by part	-.031	-.009	-.010	-.050	.019	-.009
	One big chunk	.031	.009	.010	.050	-.019	.009
Assessment Focus	Factual	-.032	.001	-.088*	-.029	.018	-.116*
	Inferential	.032	-.001	.088*	.029	-.018	.116**
Listening Format	Audio-Visual	-.024	-.036	.001	.028	.027	-.093*
	Audio only	.024	.036	-.001	-.028	-.027	.093*
Mode of Delivery	Pre-recorded	.028	-.062	-.069	.091*	-.122**	.108*
	Actual	-.028	.062	.069	-.091*	.122**	-.108*
Duration	Long activity	.021	.014	-.054	.060	.062	-.028
	Short activity	-.021	-.014	.054	-.060	-.062	.028

** Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed)

The significant relationships that exist between respondents' demographic profile and levels are presented in Table 4. It is indicated that the English class time shows weak positive correlation with the preference of inferential assessment ($r = .116$, $p<.01$), audio-only listening format ($r = .093$, $p<.05$), and pre-recorded listening texts ($r = .108$, $p<.05$) while it poses weak negative correlation with factual assessment ($r = -.116$, $p<.05$), audio visual formats ($r = -.093$, $p<.05$), and actual mode of delivery ($r = -.108$, $p<.05$). Additionally, mode of delivery is somehow dependent on the respondents' elementary school ($r = .091$, $p<.05$) and their current school ($r = .122$, $p<.01$). Further, respondents' age, gender, and residence showed little to no correlation to the attributes presented.

Table 5
Listening Activity Preferences of Students when grouped according to Year Level

Attribute	Levels	Utility		Importance		t – value	p - value
		Grade 7 (n = 260)	Grade 8 (n = 260)	Grade 7 (n = 260)	Grade 8 (n = 260)		
Difficulty Level of Vocabulary	Common words	.604	.695			-.586	.558
	Poetic/High-sounding words	-.179	.154	17.284	25.557	-2.133*	.033
	Specialized/Field-specific words	-.426	-.848			2.601*	.010
Nature of Words Used	Pure English words	-.081	-.331			1.745	.082
	English w/ Foreign words	-.510	-.306	18.469	16.019	-1.265	.207
	English w/ Filipino words	.591	.637			-.217	.828
Volume	Part by part	.409	.465	13.727	15.414	-.548	.584
	One big chunk	-.409	-.465			.548	.584
Assessment Focus	Factual	.205	.064	6.872	2.118	1.472	.142
	Inferential	-.205	-.064			-1.472	.142
Listening Format	Audio-Visual	.445	.516	14.921	17.086	-.665	.506
	Audio only	-.445	-.516			.665	.506
Mode of Delivery	Pre-recorded	-.232	-.268	7.791	8.869	.354	.724
	Actual	.232	.268			-.354	.724
Duration	Long activity	-.624	-.451	20.937	14.936	-1.561	.119
	Short activity	.624	.451			1.561	.119

Note: t-value with asterisk(*) means significant at .05 level

Goodness of fit for Grade 7:
Pearson's R = .961, p<.05
Kendall's Tau = .767, p<.05
Kendall's Tau for holdouts = .000, p<.05

Goodness of fit for Grade 8:
Pearson's R = .975, p<.050
Kendall's Tau = .767, p<.05
Kendall's Tau for holdouts = .000, p<.05

Table 5 presents the significant differences in the activity preferences of students when grouped according to year level. Significant differences were noted only in the difficulty level of vocabulary (Common words t-value=-.586,p-value<.0.05, Poetic/High-sounding words t-value=-2.133,p-value=<0.05, Specialized/Field-specific words t-value=2.601, p-value=<0.05). Between the two groups, grade 8 preferred difficulty level of vocabulary more than the grade 7 students.

DISCUSSION

This study purported to explicate the listening activity preferences of a select group of Grade 7 and 8 students in the Philippines. Results of conjoint analysis revealed that among the attributes presented on the experimental vignettes, students expressed more preference on listening activities with the nature of words of English with Filipino. This is in line with what Dupuy averred in 1999 that in the early years of second language acquisition, the aural comprehensible input plays a critical role. This result also finds concurrence with a study by Poplack (2000) where the use of L2 and L1 simultaneously in a listening text produces 'true' bilinguals. Considering that the respondents in this study are more familiar with their mother tongue and have been using it for a longer time than the L2, they would likely comprehend better if both of their L1 and L2 are present in the listening activities inside the classroom. Learning a language through listening to texts with students' L1 decreases anxiety. Beginning with what the learner knows, helps them connect the new ideas, vocabulary skills to what they already know and do, and make it easy to remember (Malone, 2011). Teachers therefore should look for and give listening activities that make productive and intelligent use of some Filipino words so that students could understand them more.

Moreover, the students in this study preferred listening texts that use more familiar words. Similarly, Mehrpour and Rahimi (2010) found in this study that vocabulary affects the comprehensibility of listening texts. However, Staehr (2009) averred that the effects of vocabulary size in listening are incomparable to reading which is more dependent on vocabulary. Student respondents preferred common words probably because it will be easier for them to understand the meaning of the entire listening text. Teachers should often use common or familiar words in facilitating listening activities. Also, if there are high sounding words and/or field specific words present on a listening text, teachers should provide meanings for students' comprehension.

Results of this study also indicate that students preferred short listening activities. According to Brown (2006), listening is a complex activity and that humans are limited processors of information. Chen (2005) mentioned that a possible implication is that the perceptual attention or processing capacity of students can become overloaded with language processing. Besides attention, students' alertness and interest to a particular listening activity may also be affected. Teachers therefore, have to be cautious about the retention capacity of their students and their length of attentiveness. They are challenged to choose listening activities that are appropriate to the learners' level of cognition.

Among the seven hypotheses of this study, five (H1, H2, H3, H5, & H7) were supported. However, (H4 and H6) were not supported probably because students rely more on their schema or prior knowledge which is defined by Brown (2006) as the abstract and generalized mental representations of our experience that may enable us to understand new knowledge. Another reason is that they may find live audio materials to be more engaging and may increase their enthusiasm (Tang, 2012).

The correlation between the respondents' profile and the levels were also noted in this study. It was revealed that among the demographic profile, the students' schedule of English class has the most correlation with the levels. John Amos Comenius once said that classroom instruction should only be for four hours in a day to enhance receptivity and that the same amount of time should be allotted for individual learning (UNESCO, International Bureau of Education, 1993). Therefore, if the English class is scheduled on a time wherein students are more likely to be receptive rather than passive, they would be engaged better with the listening activities that will be facilitated by the teachers. English class time showed a relationship with the students' preference of assessment focus, listening format, and mode of delivery. This indicates that the intellectual ability of the students is somehow affected by the time when a particular listening activity is given. This is in congruence with what Vollmer, Potsch, and Randler (2013) averred that students perform better in school during the morning. Scheduling of classes does not follow a particular order in the Philippines. Schools are given the liberty to schedule their students' classes. School administrators, as well as teachers, should consider placing English classes in the morning for the students to engage better and learn more during listening activities.

Moreover, the elementary school where the students came and the high school where they are currently enrolled at showed correlation to the mode of delivery of listening activities. Wood, Kelley, Test, and Fowler said that there is a functional relationship with the live or actual instruction and pre-recorded instruction. Respondents who participated in their study understand actual delivered texts more than the audio-supported text. Hence, understanding would be easier for students if listening texts and activities are delivered orally and not through recording. Results of this paper indicate that there is a little correlation between the residence of the students and their preference of assessment focus. In a study by Wolr, Buckhalt, and Tomlin it was presented that the residence of students which was intended to show influence of the environment did not have a main effect or is not related to the listening abilities of the students. This indicates that students, may prefer either factual or inferential assessment disregarding their residence.

CONCLUSION

This paper determined the listening activity preferences of a select group of grade 7 and 8 students. On the whole, this study shows that grade 7 and grade 8 students mostly preferred

English with Filipino words in a listening text, Common words over poetic and field-specific words, short listening activity over long listening activity. This study also disclosed that nature of words used is the most essential factor among the respondents during listening activities. Further, the study demonstrated the relationship between English class time and most of the levels (factual, inferential, audio-visual, audio only, pre-recorded, and actual). Additionally, a significant difference was noted in the preferences of the respondents in terms of the difficulty level of words (poetic/ high-sounding words and specialized/field-specific words).

Considering the dearth of literature in listening activity preferences in the field of Education, this paper offers a number of implications to a number of sectors. First, findings of this paper can help language teachers craft activities that put premium to students' listening activity preferences. Specifically, in a listening activity, listening materials should contain more common words that are appropriate to the year level of the students and may comprise of some Filipino words for greater familiarity and increased clarity. Also, the teachers may allow translation to decipher the meanings of unfamiliar words. Additionally, listening activity should be short for the students to sustain attention and improve retention. The teachers should also integrate the use of intellectualization in listening activities, wherein the students will have the chance to compare and give feedback whether they have the same concept or understanding of the listening text. Moreover, all the listening activities should enhance the listening skills of students, such as inferencing, intensive and extensive listening, and decoding meaning from context clues. Through the findings of this paper, textbook writers are invited to make listening more evident in their materials. Thus, this paper recommends that textbooks should be accompanied with various listening input materials that incorporates audio-visual presentations and recorded stories or speeches.

Further, this paper invites future researchers to pursue the same study measuring the same concept, but with the participation of grade 9 to 12 students in the K-12 curriculum, or conduct the same study in a different locus. Thus, it should be taken into account that there is also a need to test the overall applicability of the attributes and levels used in this study in different school settings such as montessories, gender-exclusive schools, and laboratory schools.

REFERENCES

Annunziata, A., & Vecchio, R. (2013). Consumer perception of functional foods: A conjoint analysis with probiotics. *Food Quality and Preference, 28*(1), 348–355.

Blau, E.K. (1990). The Effect of Syntax, Speed, and Pauses on Listening Comprehension. *TESOL Quarterly, 24*(4), 746-753.

Blau, P.M. (1964). *Exchange and Power in Social Life*. New York: John Wiley Press.

Bloomfield, A., Wayland, S., Blodgett, A., & Linck, J. (2010). Factors Related to Passage Length: Implications for Second Language Listening Comprehension. *Unpublished doctoral dissertation, University of Maryland*, 2317-2322.

Bonk, W. 2000. Second language lexical knowledge and listening comprehension. *International Journal of Listening, 14*(1), 14–31.

Bozorgian, H. (2012). The relationship between listening and other language skills in International English Language Testing System. *Theory and Practice in Language Studies, 2*(4), 657-663.

Brown, S. (2006). *Teaching Listening*. NY, United States of America: Cambridge University Press.

Cai, W., & Lee, B. (2012). Processing Unfamiliar Words: Strategies, Knowledge Sources, and the Relationship to Text and Word Comprehension. *The Canadian Journal of Applied Linguistics, 15*(1), 122-145.

Caine, R., & Caine, G. (1990). Understanding a Brain-based Aproach to Learning and Teaching. *Association for Supervision and Curriculum Development, 1*(1), 66-70.

Chang, A. (2007). The impact of vocabulary preparation on L2 listening comprehension, confidence and strategy use. *System, 35*(1), 534–550.

Chang, .C, Tseng, .K, & Tseng, J. (2011). Is single or dual channel with different English proficiencies better for English listening comprehension, cognitive load and attitude in ubiquitous learning environment? Computers & Education. 57(1). 2313–2321.

Cohen, F. (2008). *Challenges to Digital Forensic Evidence.* California: Fred Cohen & Associates.

Coleman, J. (1973). *The Mathematics of Collective Action.* London: Heinemann.

Cook, K.S. (1978). 'Power, Equity and Commitment in Exchange Networks'. *American Sociological Review, 43*(1), 721-739.

Dupuy, B.C. (1999). Narrow Listening: an alternative way to develop and enhance listening comprehension in students of French as a foreign language. *System,* 27(1), 351-361.

Fraser, C. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition, 21*(2), 225-241.

Ghasemboland, F., & Nafissi, Z. (2012). The Effects of Using English Captions on Iranian EFL Students' Listening Comprehension. *Procedia Social and Behavioral Sciences, 64*(1), 105 – 112.

Gilakjani, A.P., & Ahmadi, S.M. (2011). The Effect of Text Familiarity on Iranian EFL Learners' Listening Comprehension. *Journal of Language Teaching and Research, 2*(4), 783-789.

Gilbert, M. (2005). An Examination of Listening Effectiveness of Educators: Performance and Preference. *The Professional Educator, 27*(1), 1-16.

Glicksberg, D. H. (1963). A study of the span of immediate memory among adult students of English as a foreign language. *Unpublished doctoral dissertation, University of Michigan*, 1-18.

Green, S. (2002). *Rational Choice Theory: An Overview.* Waco, Texas: Baylor University Press.

Greenhalg, L., & Neslin, S. (1981). Conjoint Analysis of Negotiator Preferences. *Journal of Conflict Resolution, 25*(1), 301-327.

Haastrup, K. (1991). *Lexical inferencing procedures or talking about words.* Tubingen, Germany: Gunter Narr.

Hamouda, A. (2013). An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom. *International Journal of Academic Research in Progressive Education and Development, 2*(2), 113-155.

Hechter, M., & Kanazawa, S. (1997). Sociological Rational Choice Theory. *Annu. Rev. Sociol, 23*(1), 191-214.

Huang, J. (2005). Challenges of Academic Listening in English. *College Student Journal,* 39(3), 553-567.

Jones, L. (2003). Supporting Listening Comprehension and Vocabulary Acquisition with Multimedia Annotations: The Students' Voice. *CALICO Journal, 21*(1), 41-65.

Jones, L. (2008). Listening Comprehension Technology: Building the Bridge from Analog to Digital. *CALICO Journal, 25*(3), 400-419.

Kelly, P. (1991). Lexical ignorance: The main obstacle to listening comprehension with advanced foreign language learners. *International Review of Applied Linguistics in Language Teaching, 29*(2), 135-149.

Langley, P. (2006). *Intelligent behaviour in humans and machines.* California: Stanford University Press.

Laufer, B. (1997).The lexical plight in second language reading: Second Language Vocabulary Acquisition. *Second Language Vocabulary Acquisition, 1*(1), 20-34.

Liao, Y. (2009*). A Construct Validation Study Of The Gept Reading And Listening Sections: Re-Examining The Models Of L2 Reading And Listening Abilities And Their Relations To Lexico-Grammatical Knowledge.* New York: Columbia University Press.

Makki, M. (2011). Does the vehicle of presentation affect the listening comprehension of EFL learners? A case of Iranian learners. *Modern Journal of Language Teaching Methods. 1*(2), 4-17.

Malone, S. (2011). Factors to consider in developing, assessing and revising curriculum and teaching-learning materials for MTB MLE programs. *SIL, 1*(1), 1-5.

Mehrpour, S., Rahimi, M. (2010). The impact of general and specific vocabulary knowledge on reading and listening comprehension: A case of Iranian EFL learners. *System. 38*(1), 292-300.

Meskill, C. (2007). Producerly texts: Implications for language in education. *Journal of Language and Education, 21*(2), 95-106.

Mesri, F. (2011). Using Different Presentations Of Pictures And Video Cues And Iranian EFL Learners' Listening Comprehension. *Modern Journal of Language Teaching Methods. 1*(3), 132-142.

Mohamadi, Z. (2013). Determining the Difficulty Level of Listening Tasks. *Theory and Practice in Language Studies*, *3*(6), 987-994.

Musa, A. (2007). An Assessment Of Listening Comprehension Of Pupils Of The Secondary Schools. *Assessment Of Listening Comprehension, 3*(5), 1-13.

Netzer, O., Toubia, O., Bradlow, E., Dahan, E., Evgeniou T., Feinberg, F., Feit, E., Hui, S., Johnson, J., Liechty, J., Orlin, J., & Rao, V. (2008). Beyond conjoint analysis: Advances in preference measurement. *Market Lett, 19*(1), 337–354.

Ohata, K. (2006). Auditory Short-Term Memory in L2 Listening Comprehension Processes. *Journal of Language and Learning. 5*(1), 21-28.

Paas, F., Renkl, A. & Sweller, J. (2003) Cognitive load theory and instructional design: Recent developments. *Educational Psychologist, 38*(1) 1–4.

Paaz, F., Renki, A., & Sweller, J. (2004). Cognitive Load Theory: Instructional Implications of the Interaction between Information Structures and Cognitive Architecture. *Instructional Science, 32*(1), 1–8.

Pasupathi, M. (2013). Analyzing the Effect of Technology-Based Intervention in Language Laboratory to Improve Listening Skills of First Year Engineering Students. *PROFILE. 15*(1), 125-138.

Poplack, S. (1980). "Sometimes I'll start a sentence in Spanish y termino en español": toward a typology of code-switching. *Linguistics, 18*(7), 581-618.

Rahmatian, R., & Armiun, N. (2011). The Effectiveness of Audio and Video Documents in Developing Listening Comprehension Skill in a Foreign Language. *International Journal of English Linguistics. 1*(1), 115-125.

Ranjbar, M. (2012). The Relationship between Grammatical Knowledge and the Ability to Guess Word Meaning: The Case of Iranian EFL Learners with Upper Intermediate Level of Proficiency. *Theory and Practice in Language Studies*, 2(6), 1305-1315.

Rost, M. (1991). *Listening in Action: Activities for developing listening in language teaching.* New York: Prentice Hall.

SEAMEO INNOTECH. (2012). *K To 12 Toolkit: Resource Guide for Teacher Educators, School Administrators and Teachers.* Philippines.

Selamat, S., & Sidhu, G. (2013). Enhancing Listening Comprehension: The role of Metacognitive Strategy Instruction (MetSI). *Procedia - Social and Behavioral Sciences. 90*(1), 421 – 430.

Staehr, L.S. (2008). Vocabulary size and the skills of listening, reading and writing. *Language Learning Journal. 36*(2), 139–152.

Staehr, L.S. (2009). Vocabulary Knowledge And Advanced Listening Comprehension In English As A Foreign Language. *SSLA, 31*(1), 577– 607.

Tang, J. (2013). Input of Chunks and Its Effects on L2 Learners' Listening Competency. *Theory and Practice in Language Studies. 3*(7), 1264-1269.

Tang, Q. (2012). The Effectiveness of Dictation Method in College English Vocabulary Teaching. *Theory and Practice in Language Studies. 2*(7), 1472-1476.

Tavil, Z. (2010). Integrating listening and speaking skills to facilitate English language learners' communicative competence. *Procedia Social and Behavioral Sciences. 9*(1) 765–770.

Thanajaro, M. (2000). Using Authentic Materials To Develop Listening Comprehension In The English As A Second Language Classroom. *Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University,* 1-159.

UNESCO, International Bureau of Education (1993). Jan Amos Comenius. *Prospects, 23*(1), 173-176.

Verdugo, D., & Belmonte, I. (2007). Using Digital Stories To Improve Listening Comprehension With Spanish Young Learners Of English. *Language Learning & Technology. 11*(1), 87-101.

Vollmer, C., & Potsch, F., & Randler, C. (2013). Morningness is associated with better gradings and higher attention in class. *Learning and Individual Differences, 27*(1), 167–173.

Wagner, E. (2010). The Effect Of The Use Of Video Texts On Esl Listening Test-Taker Performance. *Language Testing Journal. 27*(4), 493–513.

Weinrauch, J.D., & Swanda, J. (1975). Examining the Significance of Listening: An Exploratory Study of Contemporary Management. *Journal of Business Communication. 13*(25), 25-32.

Willard, A. (2009). W5 on Conjoint Analysis. *W5 Research, Strategy, Planning, 1*(1), 4-14.

Xu, J. (2010). Using Multimedia Vocabulary Annotations in L2 Reading and Listening Activities. *CALICO Journal. 27*(2), 311-327.