

UNIVERSIDAD NACIONAL DE NICARAGUA
FACULTADA REGIONAL MULTIDISCIPLINARIA FAREM-MATAGALPA



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN - MANAGUA

DEPARTAMENTO DE EDUCACION Y HUMANIDADES

GRADUATION SEMINAR

**Submitted to the National Autonomous University of Nicaragua as a
requirement for Bachelors' Degree in English teaching**

General topic:

Instructional Approaches for TEFL Success in Matagalpa's Primary and Secondary
Education, II Semester 2023

Specific topic:

Implementing self- study techniques to develop listening skills in the English-
learning process of students in 5th grade at Thomas Edison American School, Matagalpa, II
semester 2023

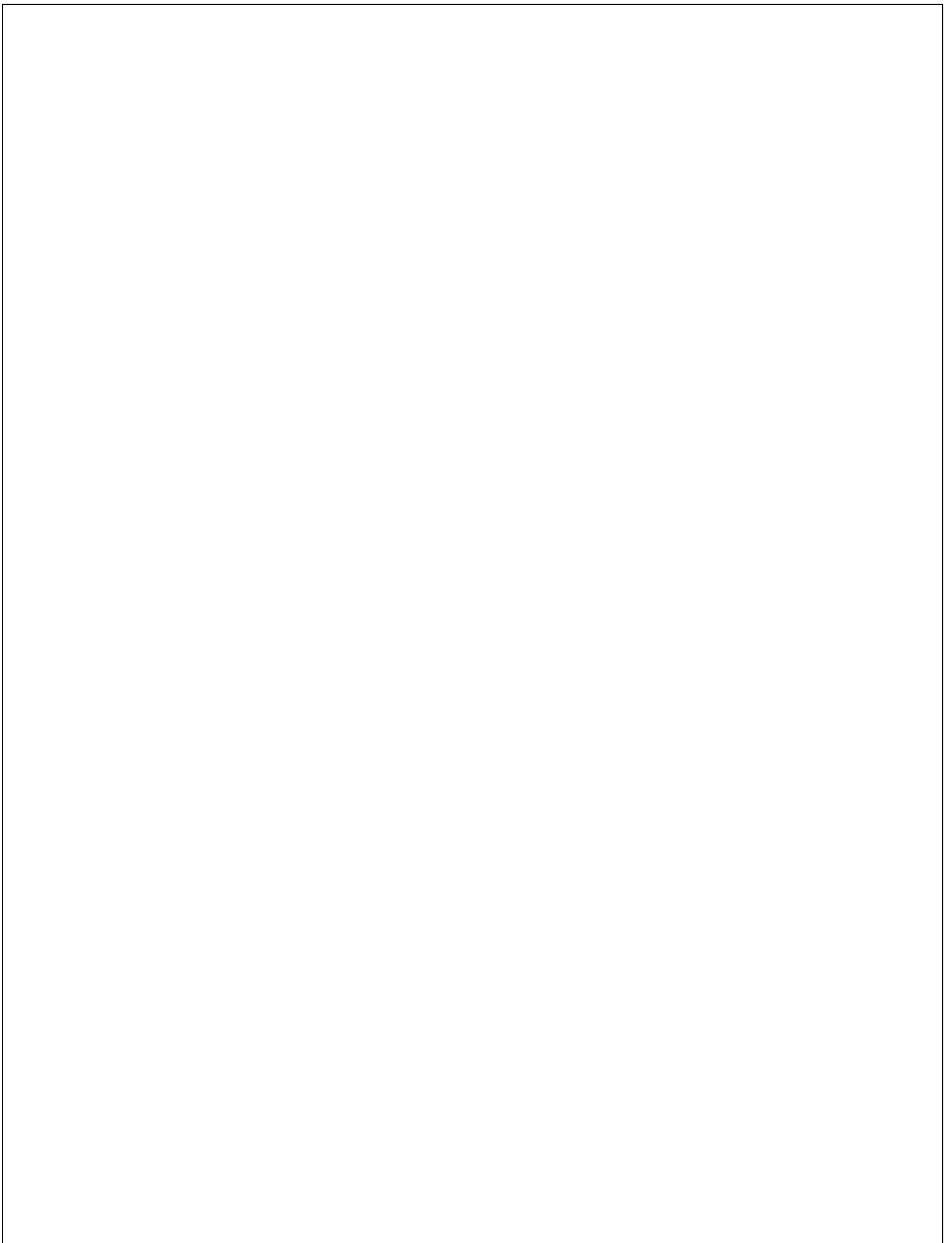
Authors:

- Hellen Tatiana Averruz Briones
- Katherine Gabriela Vega Torrez

Tutor:

MSC. Cesar Enrique López Soza

Matagalpa Nicaragua, December 2023



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ENDORSEMENT LETTER



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“2023: Seguiremos Avanzando en Victorias Educativas”

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres **Hellen Tatiana Averruz Briones**, carnet número **18022858**, y **Katherine Gabriela Vega Torrez**, carnet número **19608575**, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **Implementing self-study techniques to develop listening skills in the English-learning process of students in 5th grade at Thomas Edison American School, Matagalpa, II semester 2023**, responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

A handwritten signature in blue ink, appearing to read 'CESAR ENRIQUE LOPEZ SOZA', is written over a horizontal line.

MSc. César Enrique López Soza
Tutor de Seminario
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ABSTRACT

The implementation of self-study techniques to develop listening skills in the English language becomes essential, as it provides a wide range of resources that make the process effective and accessible. The research question addressed was: What self-study techniques do students implement in the process of learning the English language? The main objective is to analyze the effectiveness of implementing self-study techniques in developing the listening skills of students in the English language, with the purpose of strengthening auditory comprehension in this particular group. The research gains relevance by providing a detailed description and thorough explanation of how these self-study strategies contribute to the development of auditory skills when applied didactically in the educational environment. Regarding the adopted methodology, it follows a qualitative approach, involving a representative sample of 5th-grade students. These students participated in surveys, and an interview with the teacher was also conducted. These instruments, supported by a solid theoretical framework, played a crucial role in achieving the proposed objective. The findings obtained allowed concluding that the self-study strategies implemented by the teacher are effective, and only 20% of the students do not implement them outside of class. Despite the clear efficiency of these techniques, many teachers continue to apply conventional methods that slow down the learning process of this language without any progress.

Key words: self- study techniques, listening skills. English language, effectiveness

I. Introduction.

Wouldn't it be amazing to enhance your listening skills with self-study guides tailored to your level? Imagine the excitement of discovering that you can learn English from the comfort of your home, not through expensive online classes or native speakers, but at your own pace and style. While it may sound promising, this reality is achievable through careful resource selection, a conducive environment, and proper time management.

In this scenario, the relevance of self-study guides becomes evident, especially when using the internet to explore platforms and educational games that foster self-directed learning, thus refining listening skills based on each student's linguistic level.

Self-study guides provide resources that not only enhance auditory skills in English but also captivate and entertain students. Unlike traditional approaches, these guides incorporate a variety of contexts that replicate real-life situations, enhancing language comprehension and processing abilities in diverse scenarios.

The main concern focuses on examining the self-learning methodologies used in the educational environment and how educators implement them to optimize English learning for students. The purpose is to develop and apply effective self-study strategies that strengthen auditory skills in the learning process.

Previous national and international research reveals a significant concern about the lack of satisfactory results in language teaching in schools, mainly due to the absence of the habit of self-learning among students. No local background was found, making the current research relevant for future investigations.

In Santo Domingo, Republica Dominicana (Reyes, 2019) investigated self-learning techniques to improve English learning in high school students. She identified discrepancies due to the lack of dynamism in classrooms and limited interest in self-learning in society. She emphasized the importance of skills such as searching, analyzing, and communicating information, advocating for non-traditional approaches in English teaching.

In Jinotega, Nicaragua (Benavides, Alvarez, & Herrera, 2021) investigated self-study techniques in second-year B English students at UNAN León CUR. They found unsatisfactory results due to the lack of methodological treatment by teachers and students' lack of knowledge in the application of these techniques. They suggested the need to incorporate these techniques into the English learning process to foster autonomy.

The present research focused on involving students in self-directed exploration of English through self-study guides in the developing of listening skills. Since English is often considered just another subject, with limited time allocated in the school curriculum, the feasibility of its learning is compromised. The study highlighted the benefits and advantages of educational platforms, seeking to provide a clearer perspective to teachers on what could truly capture interest and benefit students. The ultimate goal was to emphasize the essential importance of self-study guides in the educational context to perfect the auditory skills.

The aim of this research is to analyze the effectiveness of implementing self-study techniques in developing listening skills among 5th-grade students at Thomas Edison American School, Matagalpa, during the second semester of 2023. Similarly, the specific objectives of this research focused on interpret the level of effectiveness of teaching strategies in the development of self-study techniques to improve listening skills, to describe strategies applied by students in the enhancement of listening skills and to design a self-study plan that adapts to the individual needs of students for the improvement of listening skills.

This study was conducted using the qualitative and quantitative method. The research focused on the descriptive framework of the study, and the study type is cross-sectional, as it took place in a short period to complete the study in the second half of 2023. A review of the material used in the self-study guides was implemented as a method to strengthen them with authentic auditory material and proper planning to make learning effective.

Fifth-grade students at Thomas Edison American School, Matagalpa, were taken as the population and sample, with a total of 10, to whom a survey was applied to obtain quantitative data on self-study techniques. Additionally, an interview was conducted with the teacher to gather data on the research variables.

II. Justification

Currently, English has become the global language, essential in many professional fields and crucial in higher education. One of the most important skills in this language is listening ability; understanding is a prerequisite for effective expression. Therefore, it is important that educators in the field of education are committed to the educational and personal development of each student, implementing self-study techniques that promote autonomy in the process of learning this language.

For this reason, an analysis of the implementation of self-study techniques to develop listening skills in the English learning process of 5th-grade students at Thomas Edison American school during the second semester of 2023 is necessary.

Self-study techniques play a significant role in English development by providing students with structure and resources for independent learning, allowing them to learn at their own pace and adjust their study schedule based on their needs and availability. Consequently, the need for these tools is essential in the field of education and understanding listening skills for language acquisition. This not only benefits individuals but also has a national impact, considering that the education system in Nicaragua is not highly advanced and needs to integrate new effective methods and techniques.

The aforementioned needs emphasize the underlying purpose of conducting this research, as educators must maintain constant adaptability, broad insight, and a dynamic attitude in their pedagogical practice. This entails a willingness to embrace the changes in the current environment and employ innovative educational techniques and strategies that address English language learning. This approach aims to enhance listening comprehension by promoting self-learning skills and leveraging the full range of resources it entails, in order to provide students with a diverse range of approaches to acquire and understand the English language comprehensively.

At the same time, the individuals involved have their own commitments, such as utilizing self-study techniques to enhance their listening comprehension, strengthen study

habits, and learn new methods of learning that enable better performance in English language acquisition.

It is worth noting that motivated and active teachers lead to motivated and active students. When teachers understand their students' needs and plan new learning techniques, they generate a positive impact, and as a result, students develop language skills of high quality without the need to be in an environment where the language is dominant. In other words, in the medium term, students will see improvements in their grades and solid language knowledge that will serve them well in their professional endeavors.

Additionally, the findings of this study will enable the improvement of auditory competencies in the English language, capitalizing on self-directed learning strategies that contribute to the efficiency of language acquisition. This will provide comprehensive and essential education for the entire Nicaraguan society.

III. OBJECTIVES

Aim:

Analyze the effectiveness of implementing self- study techniques in developing listening skills among 5th grade students at Thomas Edison American School, Matagalpa during the II semester of 2023.

Objectives:

1. To interpret the level of effectiveness of teaching strategies development of self- study techniques to improve listening skills
2. To describe strategies applied by students in the enhancement of listening skills
3. To design a self- study plan that adapts to the individual needs of students for the improvement of listening skills

IV.THEORETICAL FRAMEWORK

“The theoretical framework plays a fundamental role in research by providing the necessary context and a solid conceptual foundation to deeply understand the problem or issue under study. Within this theoretical framework, an in-depth analysis of the core variables constituting the research is conducted, facilitating a more thorough and precise examination of the topic.”

4.1. Self-study techniques.

4.1.1. Definition

Self-learning, derived from the Greek “autós” meaning “by oneself,” is a learning process that occurs without direct, covert, indirect, or intentional teacher assistance and results in relatively stable behavior. Literally, it means “self-instruction.” Without delving into the connotations associated with the term, it’s worth noting that if teaching involves the teacher “showing,” instruction also implies an “intentional effort” for the student to “comprehend” what is being shown. This emphasizes concern for content, the individual, and the method of presentation. (Universidad Santiago de Cali, 2022)

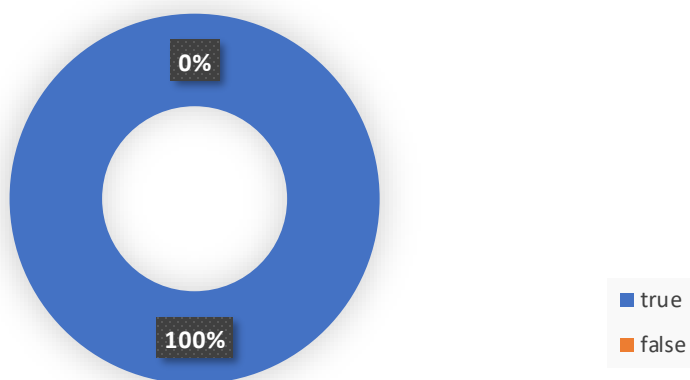
Self-study techniques refer to a learning process in which an individual acquires knowledge without relying directly on an instructor, whether it is evident or intentional, resulting in the development of a relatively stable set of knowledge and skills over time. In essence, autodidacticism is about self-directed learning, without the need for direct guidance. However, it is essential to highlight that even when an instructor provides information, the instructional process involves a deliberate effort on the part of the student to comprehend what is being presented. This underscores the importance of active student involvement in their own learning process.

Ultimately, autodidacticism emphasizes three fundamental aspects: the content being learned, the individual who is learning, and the way information is presented. These elements

intertwine in a learning process characterized by autonomy and the personal commitment of the individual in their quest for knowledge.

Therefore, self-study techniques are techniques designed to foster students' independence and self-regulated learning. These techniques include organizing study materials, time management, effective note-taking, using educational resources, self-reflection, and self-regulation of learning. In summary, they are tools that empower students to take responsibility for their own learning, enabling them to acquire knowledge and skills effectively throughout their lives, which is essential in today's ever-changing society.

figure 1. concept of self- study techniques



Source: own authorship (Averruz and vega, 2023) from a survey to students

The figure number 1 shows that at the time of being surveyed. A hundred percent Students of 5th grade at Thomas Edison American School indicate to know what self- study techniques means, reflected in the figure 1.

When the teacher was asked about the definition of self- study techniques she said that is a time that students find to practice and improve what is necessary improve.

4.1.2. Methods and strategies

According to (Silva, 2022), “A method is a process, a procedure, or a way something is done or implemented. On the other hand, a strategy is a goal, a set of actions, or plans designed to achieve a specific aim”.

A method is a process, a serie of steps, or the manner in which something is excused. In contrast, a strategy encompasses a desired objective, a collection of actions, or a structured approach designed to attain a particular goal.

In relation to self-study strategies, it can be understand it as follows: Methods refer to the specific techniques a student uses to learn and acquire knowledge, such as how they study vocabulary or practice pronunciation. Strategies, on the other hand, are the overall plans or approaches a student chooses to reach their learning objectives, like setting goals for improving listening comprehension or designing an effective study plan. So, in the context of self-study strategies, methods are the specific tools and techniques used for studying, while strategies are the overarching plans and goals that guide the learning process as a whole. Both are crucial for success in self-learning and improving language skills.

Therefore, Self-study techniques for the development of listening skills in English involve a variety of effective strategies and methods. These include active listening, exposure to authentic English material, a focus on pronunciation, the use of transcriptions and subtitles, regular practice, interaction with native or proficient speakers, utilizing online resources, self-assessment, setting clear goals, and managing anxiety. Combining these tools in a personalized self-study plan is essential for continuously improving listening comprehension skills in English.

4.1.3. Importance to use self-study techniques to improve listening skills

According to (Robles & castro, 2022)

constant training in self-learning strategies develops the ability to set goals, monitor and evaluate learning (metacognitive strategies), assist in learning new structures (cognitive strategies), manage anxiety (affective strategies), and seek interaction in English (social strategies); all of this to help improve students' language skills in English learning.

Constant training in self-learning strategies involves the continuous practice of techniques that empower students to learn independently. This encompasses setting clear learning objectives, self-assessment of progress, and acquiring the skills to manage anxiety effectively. Moreover, it entails actively seeking opportunities for English-language interaction to apply acquired knowledge. These strategies, categorized as metacognitive, cognitive, affective, and social, are intentionally crafted to enhance students' language proficiency during their English learning journey and foster self-reliance in the learning process.

The implementation of self-study techniques for the development of listening skills in English is essential to help students on their path to language fluency. By adopting these strategies, students become active agents in their own learning, fostering independence and confidence. These techniques not only allow them to learn at their own pace but also expose them to real-life language use, enhancing their ability to understand and communicate in English. Managing anxiety associated with listening comprehension is another crucial aspect of these strategies, as it helps students overcome emotional barriers and improve their listening skills. Ultimately, the implementation of self-study techniques plays a pivotal role in shaping more competent and confident students in their mastery of the English language.

4.1.4. Study environment

(Hendrix, 2019) emphasized that:

“Your study space plays a vital role in how effectively you learn and absorb new information. Comfort, noise, lighting, and colour can all affect your learning ability”.

The study environment has a vital impact on the capacity to learn and remember information. Aspects such as comfort, noise level, lighting, and color choices directly affect one's ability to concentrate. A comfortable, well-balanced space in terms of noise, well-lit, and with appropriate colors enhances the effectiveness of studying.

In summary, the study environment plays an essential role in the development of listening skills in English. For example, a student who creates a study space at home, carefully designed to be quiet and well-lit. In this conducive environment, the student immerses themselves in authentic conversations in English through audiobooks, podcasts, series, etc. Comfort and the absence of distractions promote complete focus on auditory content. Additionally, by choosing authentic resources such as real interviews and dialogues and engaging in online conversations with native speakers, the student is exposed to a wide variety of accents and genuine communication situations. This practical approach significantly impacts the effective improvement of listening comprehension.

4.1.4.1. Suitable and distraction free study environment

“The study environment needs to harness the power of habits. We want students to focus on the concepts they are learning, but we don't want the environment to suggest other actions that interfere with studying”. (Art Markman , 2012)

The study environment should incorporate the positive influence of habits. The goal is for students to focus on the concepts they are learning, without the environment leading them towards activities that might distract them from their studies.

It's Worth nothing that a suitable and distraction-free study environment is the most importance for students to effectively apply self-study techniques in developing their English listening skills. In this environment, students can immerse themselves in auditory content without interruptions, which is essential for optimal concentration. By

eliminating distractions such as external noises or clutter, a conducive space is created for the application of self-study techniques like active listening and note-taking. Additionally, a quiet and well-lit environment enhances comfort and reduces fatigue, enabling more effective study sessions. Ultimately, a suitable environment promotes immersion and consistent practice, leading to improved development of English listening skills.

4.1.5. Schedule planification to enhance listening skills

A schedule is a plan that lists down your activities to help you prioritize your time and achieve your goals. When done correctly, scheduling helps you make the most of your available resources. (Covey, 2023)

A schedule is fundamentally a plan that details tasks, contributing to the efficient allocation of time and the achievement of goals. When executed accurately, scheduling empowers individuals to maximize their available resources.

Scheduling plays a vital role in improving listening skills. Creating a well-structured timetable for dedicated listening practice is essential to develop this skill. One effective approach is to set aside designated periods during the day for focused listening to conversations, podcasts, or foreign language content. This may involve allocating a specific time each evening to engage in a conversation with a native speaker through language exchange platforms. Such structured planning helps eliminate distractions and leads to a more rapid and effective enhancement of listening comprehension.

4.1.5.1. Creation of a regular study schedule.

“A study schedule will help you create an effective study plan, improve your time management skills, and ultimately, make you a better student”. (Jim, 2022)

The establishment of a study schedule contributes to the development of an effective study plan, enhances time management skills, and ultimately results in becoming a more competent student.

That's to say that the creation of a regular study schedule is essential for students to develop their listening skills in English through self-study techniques. To establish such a schedule, the student should begin by identifying moments in the day when they can dedicate time exclusively to listening practice. They can break their study time into shorter but frequent sessions, which may aid in retention and gradual adaptation to the language. The student should incorporate activities such as listening to podcasts, watching English-language TV shows or movies, and engaging in listening exercises. Maintaining consistency in their schedule and adjusting it according to their daily availability is crucial. With a regular study schedule, the student can systematically progress toward improving their English listening skills

4.2. Importance of use self-study techniques to improve listening skills

(Lopez, 2022) mentions that “Learners who engage in self-study have the opportunity to enhance their learning experience and improve their studying skills”.

In other words, Self-study techniques are tools that help students learning in a more effective way. those tools are of great importance since they allow the learner to take advantage of the materials provided by teachers after classes, which means that it is students option to put them into practice.

The reason of the importance of self-study of listening is that is one of the most importance skills in the language, (speechify, 2021) explains that “listening plays a key role in developing language comprehension. Babies listen to words spoken by their parents before mimicking sounds and speaking their first words. Listening is, therefore, one of the major skills required to develop a complete understanding of the English language”.

According to what the author says, the best way to improve when learning a new language is through listening and hearing. There are many techniques to enhance this

practice, such as listening to music, podcasts, etc. The important thing is to be consistent. As a student, the duty is to make use of the resources provided by the teacher outside the classroom.

4.2.1. Resource selection of self-study techniques to developed listening skills

In the words of (vare, 2023) “English listening can be very difficult, especially with speakers who have a strong accent but you have actually done it before, you learned how to listen and understand and speak a language when you were a baby, why should it be any different now?”

Related to the author’s perspective on improving listening skills, it is not difficult if one finds the way to activate those skills. This was accomplished in infancy by hearing sounds, and it can be done with a second language using various techniques.

As previously mentioned, there are various formats for studying. The learner should look for the one that works best. For instance, in classes, the teacher provides methods that can be used for self-study. However, alternative methods can be sought if the ones provided by the teacher are not helpful. Taking into consideration one’s available time and resources at home, the best self-study method for improving listening skills can be designed

4.2.1.1. podcast

(skye, 2022) “Podcasts are one of the most popular audio genres of the 21st century. There are millions of podcasts online today, with the highest percentage of listeners in the U.S. and the fastest growth in Latin America and China. With so many available, podcasts are a great way to improve your English listening skills”.

Podcasts are a great option for studying, as they are common and easy to find online. Additionally, there are advantages to listening to podcasts. Firstly, one can choose the one that is best suited to their English level.

Secondly, there is a variety of topics of interest. If the individual enjoys sports, they can listen to podcasts about it to improve their skills.

Finally, through podcasts, there is the opportunity to hear real Native English speakers, which can help in comprehending the different types of accents that exist among American English speakers.

4.2.1.2. listening to music

“Listening to music in English will definitely enhance your language comprehension. English music improves your listening skills and increases your vocabulary. Music even helps your pronunciation. As you listen to the lyrics, you will be exposed to new English words”. (Burke, 2019)

Music is a practical way to study and learn new words and accents. Additionally, one can work on their speaking skills by repeating and imitating the accents while listening. It is also an activity that students can engage in from any location.

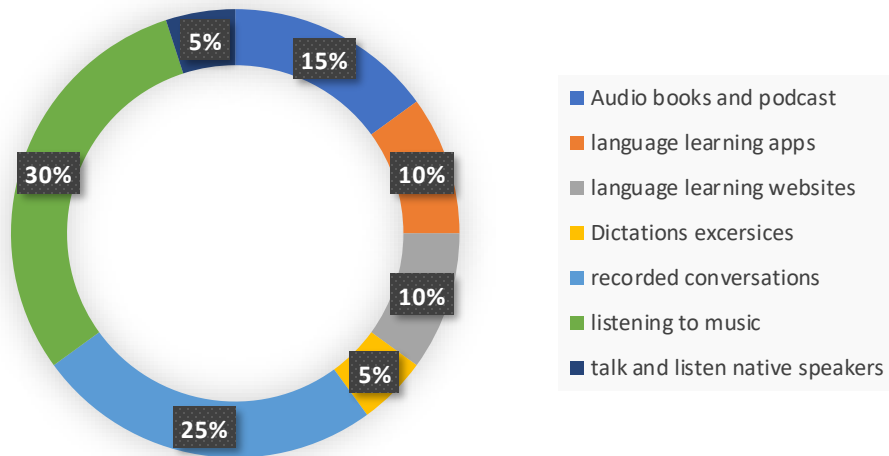
4.2.1.3. YouTube channels

(Ardina, 2020) “When I was studying English in junior and senior high school, listening sessions in English class were like watching a horror movie. As if I’ve just listened to people speaking with gargling. At that time, perhaps media for listening exercises was not as many as it is now. Students usually learned by listening to English songs. At that time, the condition was a lack of YouTube channels or podcasts. In contrast, today, media for English learning especially listening is flourishing, from podcasts on Spotify, YouTube, films, etc.

Nowadays there are infinity channels on YouTube for study and practice listening skills and any other ability that people want to improve. As the author explain today is easier to improve in last years it was not many options so currently students have great advantages and opportunities.

YouTube is an open platform where students can find channels of their own interest, for example for enhance listening skills there are podcast, music videos, stories and etc.

Figure 10. tools for making better listening skills



Source: own authorship (Averruz and vega, 2023) from a survey to students

The figure number 10 manifest that most of students of 5th grade At Thomas Edison American School, Mtagalpa have electronic devices, a 30% indicated they use to listening to music for practice listening. A 25% likes to recorded conversation, a 15% loves to listen podcast and audiobooks, a 10% preffer to use websites for practice and the other 5% recommend to talk cwith native speakers and do dictation excercises.

On the other side,the teacher interviewed expressed that the tools that have worked the mosth with her students listening are platforms of learning, like Ello and Bc that are websites for self- study listening according to students level.

4.2.2. practice and application of self- study techniques to improve listening skills

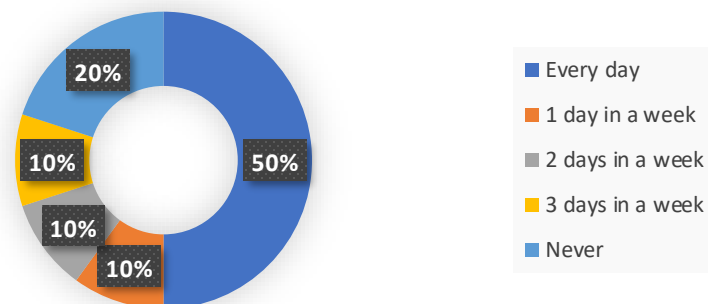
(vare, 2023) “There’s only one reason people fail: **they don’t listen to enough English.**

Small actions during the day can help one a lot to become better in listening; one can only fail if don’t practice enough. For example, dedicating 15 minutes per day is a useful way to do it.

As a learner, one decides when is the best time for practice, so they can create their own schedule. The important thing is to be motivated.

See the figure number 6

figure 6. How often do you practice your English listening skills?



Source: own authorship (Averruz and vega, 2023) from a survey to students

The figure number 6 revealed that a 50% of students of 5th grade at Thomas Edison practice their listening skills every day a 30% of them practice 1 day, 2 days, and 3 days in a week while a 20% never practice.

The interviewed teacher said that it is necessary the active practice of listening because that is means the mind is working and obviously it is helpful to improve, she

recommends to practice listening at least 10 minutes every day. She also comments how students can apply listening in Daily life (Question 7 from interview). It is easy they can apply their listening skills involving other skills, for example talking or chat with a friend, watching tv and repeating phrases. There are many ways and stages in what students can apply listening

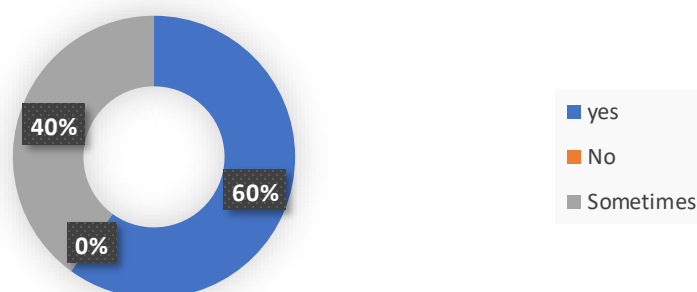
4.2.3. Feedback and support of teachers

“Teachers need to focus on techniques that enhance the listening skills of their students”. (Poddar, 2019)

Teachers are a guidance for their students and good teachers are open to help them in what they need, learners like to be hearing and they like to feel that their ideas are important so in that way is essential to give them constant feedbacks also it is necessary teachers encourage their students to put in practice the recommendations that are bring it by them.

See the figure number 9.

figure 9. Do you accept in a good way the recommendations from your teacher for improving your listening skills?



Source: own authorship (Averruz and vega, 2023) from a survey to students

The figure number 9 exposed that a 60% of students accept in a good way recommendation and suggestions from their teacher in order to get better their listening skills and a 40% sometimes put in practice what the professor indicates them.

The teacher interviewed explained that she is always measuring the learning of her students, in the practice of listening what she does inside the classroom is to divide the group. The group number 1 are those students who has an intermediate level of English and the group number 2 are those that have a basic level. Doing that means not to imply that some students are better than other, it is simply with the objective for students to continue advancing and learning according to their ability.

V. Analysis and interpretation of results

Based on objective 1, to interpret the level of effectiveness of teaching strategies in the development of self- study techniques to improve listening skills for 5th grade students at Thomas Edison American School in Matagalpa, IIs. 2023. To give an answer to this objective, **question number 5** from the interview was reviewed. “What kind of resources do you provide your students for self. Study listening?”. The teachers answered to this question, she uses to use platforms like Eillo (English listening lesson library online), this website has free different listening lessons for teachers and students and BC (British council) is a website to practice listening. There are self-study lessons organized by English levels. The results obtained show related to the survey that a majority of students of 5th grade at Thomas Edison American School in Matagalpa use different tools for practice listening (data reflected in the survey) and **the question number 9** from the survey. Do you accept in a good way the recommendations from your teacher to self- study and improve your listening skills? To interpret the level of effectiveness of teaching strategies this question was answered, the 60% of students always accept the teacher’s recommendations and they applied the recommendation and strategies for self- study listening that are provide by the professor.

This data is consistent with the theory of (Poddar, 2019) “Teachers need to focus on techniques that enhance the listening skills of their students”. (Poddar, 2019). Teacher’s teachings are invaluable techniques for students and it is when they put these tools into practice that the level of effectiveness of each one can be measured and those results are reflected in the practice inside and outside the classroom when students decide to study on their own with the goal of improving their skills. To enhance listening skills learners at 6th grade at Thomas Edison American School, Matagalpa applied different strategies that will be described in the objective number 2.

As stated in objective number 2 “To describe strategies applied by students in the enhancement of listening skills the question number 2. “How often do you practice your listening skills?” and the question number 10. Tools you use for making better your listening skills were analyzed. To respond to these questions, students gave the following answers. The 50% of students indicated practice every day their listening skills, the 20% never practice and the other 30% practice 1 day, 2 day and 3 days in a week. the tools they use tools for practice listening as listening songs, podcast, audiobooks and websites for practice as a recommendation from their teacher.

These data are related to the theory of (vare, 2023) “There’s only one reason people fail: they don’t listen to enough English. There may be many tools to improve listening skills but if learners do not practice enough, they will not see an increase in the improvement of this skills.

Respect to the **objective number 3**. To design a self- study plan that adapts to the individual needs of students for the improvement of listening skills. The plan is the next:

Self-Study Guide for Developing English Listening Skills for 5th Grade Elementary Students.

Weekly Objective (Week 1): Understand simple instructions and everyday conversations.

- 1. Activity: Listen to an English story that includes simple instructions and answer basic questions about the plot.**

- What is the main theme of the story?
- Who are the main characters?
- How does the story conclude?

2. Daily Schedule

Goal: 25 minutes of daily listening practice.

Activity: Listen to an English song (5 minutes).

Watch a short educational video (audiobook or basic conversations for beginners) without subtitles twice, then watch it again with subtitles and write down new vocabulary for unfamiliar words (10 minutes).

Engage in a listening game on an interactive app (ABCmouse, PBSkids, Duolingo for kids, etc.) (10 minutes).

3. Visualauditory Tools:

Goal: Combine visual and auditory stimuli.

Activity: Use illustrated English books while listening to the narration to associate words with images.

4. Variety of Accents:

Goal: Familiarize yourself with different accents of native speakers.

Activity: Listen to stories or songs in English from various regions around the world through online educational platforms and provide a brief summary of what you heard.

5. Note-Taking:

Goal: Identify keywords in simple contexts.

Activity: Listen to a basic conversation and draw or write down some keywords that you remember.

6. Repetition:

Goal: Improve vocabulary retention.

Activity: Repeat after characters in English children's programs to reinforce pronunciation and comprehension.

7. Simple Conversational Practice:

Goal: Participate in brief dialogues.

Activity: Engage in simple dialogues in the classroom with classmates or the teacher in English, discussing topics related to each week's lesson, such as greeting or asking names.

8. Vocabulary Reinforcement:

Goal: Expand vocabulary on familiar topics.

Activity: After watching an educational video, choose three new words in English and use them in simple sentences.

9. Biweekly Evaluation:

Goal: The teacher evaluates progress in a fun way.

Activity: Through a question-and-answer game, the teacher assesses the student's learning process over the past two weeks.

5.1. Conclusion

This research work analyzed the effectiveness of implementing self- study techniques in developing listening skills in the English- learning process of students of 5th grade at Thomas Edison American School, Matagalpa.

After having interpret all the information that was collected through surveys applied to students and the teacher's interview, that provide us information about the self- study techniques for enhance listening skills in the English learning process of students we conclude that:

1. The strategies applied by the teacher in the classroom for making better their students listening skills are effective, data that was reflected in the instruments, showing that the 80% of students have an excellent level of listening.
2. The implementation of self- study techniques is part of the strategies applied by the teacher to their students in order to improve listening skills
3. The students that self- study listening have a higher level of understanding in this skill than those who does not practice it, according to the data that was collected the 20% of students surveyed never practice this ability outside the classroom therefore they have a low level of English and their listening skills have not been developed effectively.

5.2. Recommendations.

In this study, the author is pleased to provide essential recommendations that, if considered and implemented, could catalyze significant improvements in the addressed domain.

1. For the teacher:

Actively promote the habit of self-learning, especially focusing on English, a language of great significance. It is emphasized that the listening skill, essential in this language, requires dedication not only in the classroom but also at home. Additionally, provide self-study guides that include effective audio material, recognizing that learning extends beyond classroom time and requires continuous and autonomous participation from students.

2. For the students:

Explore the development of listening skills through self-study guides. Although it may seem monotonous at first, these guides offer dynamic auditory content and employ highly efficient platforms that contribute significantly to this purpose. Taking advantage of these resources not only makes the process more engaging but also maximizes the benefits of self-learning in strengthening listening skills in English.

3. For the next researchers:

Future researchers could consider this study as a reference to support further investigations, with the expectation of achieving improvements and exploring new perspectives, as long as it is feasible.

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APPENDIX

Appendix 1. operationalization of variables

Implementing self-study techniques to develop listening skills in the English learning process of students in 5^h Grade at Thomas Edison American School, Matagalpa, II semester, 2023.

Variables	Dimensions	Indicators	Scale	Question	Technique	Conducted to
1. Self-study techniques	1.1. Definition	1.1.1. Methods and strategies	Open	In your own words define self-study techniques?	interview	Teacher
				Read the next statement about the definition of self-study techniques:	survey	Students

				<p>Self- study techniques are methods and strategies applied by learner where they decide learn on their own studying outside the classroom.</p> <p>a) True b) False</p>		
	1.2. Study environment	1.2.1. Suitable and distraction- free study environment	close	<p>Do you consider you have a proper free- distraction environment to study?</p> <p>Yes No</p>	Survey	Student

	1.3. Schedule planification to enhance listening skills	1.3.1. Creation of a regular study schedule	closed	Do you have a schedule study? A. Yes B. No	survey	student
			Closed	How many hours do you dedicate to study by your own? A. 1 hour B. 2 hours C. 3 or more	Survey	student
			Open	How do you encourage your students create study schedule to developed listening skills?	interview	Teacher
			close	Do you have an effective distribution of study time? A. Yes B. No	Survey	student

		1.3.2. Effective distribution of study time	Open Open	<p>What are your strategies to help your students effectively distribute their study time?</p> <p>Could you share some specific recommendations you have found useful in orders to help students to organize their study time?</p>	Interview Interview	Teacher Teacher
		2.1. Importance of use self-study techniques to improve listening skills	2.1. Valuable techniques applied by learners	Closed	<p>Do you think self-study is helpful for developed your listening skills?</p> <p>a) yes b) no</p>	Survey

3. Listening skills in the English learning process	2.2. Resource selection of self-study techniques to developed listening skills	2.2.1. Use of appropriate learning resources	Open	What kind of resources do you provide your students for self- study listening?	interview	Teacher
			Open	Mention tools that you use for make better your listening skills	Survey	Students
		2.2.2. Evaluation of quality and relevance of resources				
	2.3. Practice and application of self-study techniques to improve listening skills	2.3.1. Active practice of listening skills	Closed	How often do you practice listening? a. Every day b. 1 day in a week	Survey	Students

			Open	Do you consider necessary the active practice of listening? Why?	Interview	Teachers
		2.3.2. Application of knowledge in real life situations	Open	How would students apply listening skills in daily life?	Interview	Teachers
	2.4.Feedback and support of teachers	2.4.1. Teacher guidance when is needed	Closed	It is your teacher a good mentor for improve your listening skills? A. Yes B. No	Survey	Students

		2.4.2. Teacher s' Constructive observations on student's self- study methods and progress	closed	Do you accept in a good way the recommendatio ns of your teachers to improve your methods for study listening?	Survey	Students
			Open	A. Yes c. No d. Some times		Teacher
			Open	Are you critical on your student's self- study methods?	Intervie w	Teacher
			Open	It is important to measure the progress in improving your students listening skills?	intervie w	

Appendix 2. interview to the teacher

Interview to teacher



FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: Implementing self-study techniques to develop listening skills in the English learning process of students in 5th Grade at Nicaraguan Christian Academy, Matagalpa II semester, 2023

Interview guide for teacher (Questionnaire)

I. General information

Name of the school: Thomas Edison American School **Grade:** 5th grade

Teacher: _____

Date: _____

II. Introduction

We are students of the degree in English offered at UNAN-FAREM Matagalpa. We are conducting an investigation in order to collect information related to our research work entitled implementing self-study techniques to develop listening skills in the English learning process of students in 5th grade at Thomas Edison School, Matagalpa II semester, 2023_For which we will conduct this survey

III. Objectives

- To interpret the level of effectiveness of teaching strategies in the development of self-study techniques to improve listening skills
- To analyze strategies applied by students' enhancement of listening skills
- To propose the design of a self-study plan that adapts to the individual needs of students for the improvement of listening skills.

IV. Procedure

1. In your own words define, what self-study techniques are?
2. How do you encourage your students create a schedule to study and developed their listening skills?
3. What are your strategies to help your students effectively distribute their study time?
4. Could you share some useful specifics recommendations in order to help students to organize their study time?
5. What kind of resources do you provide your students for self-study listening?
6. Do you consider is it necessary the active practice of listening? Why?
7. How would students apply listening skills in Daily life?

8. Are you critical on your student's self-study methods?

9. In your opinion is it important to measure the progress in improving your students listening skills?

Appendix 3. survey to students

STUDENT SURVEY



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: implementing self-study techniques to develop listening skills in the English learning process of students in 5th Grade at Thomas Edison School, Matagalpa II semester, 2023

“Survey guide (Questionnaire) aimed at students

I. General information

Name of the school: Thomas Edison

Grade: 5TH

Teacher:

Date:

II. Introduction

We are students of the degree in English offered at UNAN-FAREM Matagalpa. We are conducting an investigation in order to collect information related to our research work entitled Implementing self-study techniques to develop listening skills in the English learning process of students in 5th Grade at Thomas Edison School, Matagalpa II semester, 2023 For which we will conduct this survey

III. Objectives

- To interpret the level of effectiveness of teaching strategies in the development of self-study techniques to improve listening skills
- To analyze strategies applied by students to enhancement of listening skills
- To design of a self-study plan that adapts to the individual needs of students for the improvement of listening skills.

Instructions

Circle the answer you consider best, give your opinion if you consider it is necessary.

Self- study techniques are methods and strategies applied by learners where they decide learn on their own study outside the classroom

- a) True
- b) False

1. Do you consider you have a proper free- distraction environment to study?

- a) Yes
- b) No

2. Do you have a schedule study?

- a) Yes
- b) No

3. How many hours you dedicate to study by your own?

- a) 1 hour
- b) 2 hours
- c) 3 or more

4. Do you have an effective distribution of study time?

- a) Yes
- b) No

5. Is self-study effective in enhancing your listening skills?

- a) Yes
- b) No

6. How often do you practice English?

- a) Every day
- b) 1 day in a week
- c) _____

7. It is your teacher a good mentor for improving your listening skills?

- a) Yes
- b) No

8. Do you accept in a good way the recommendations from your teacher for improving your listening skills?

- a) Yes
- b) No
- c) Sometimes

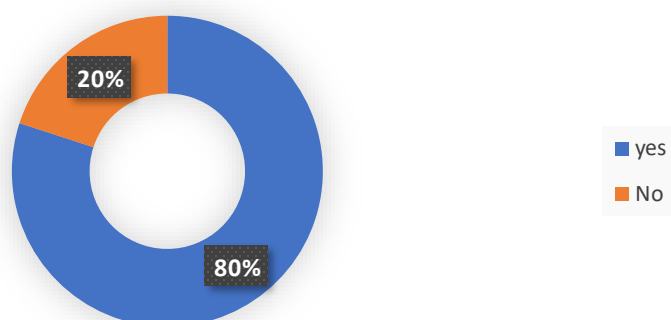
9. Choose the tools you use for making better your listening skills

1. Audiobooks and podcasts.
2. Language learning apps.
3. Online courses and tutorials.
4. Language exchange partners.
5. Dictation exercises.

6. Language learning websites with listening exercises.
7. Recorded conversations with native speakers.
8. Music lyrics and song translation apps for language practice.

Appendix 4. graphics

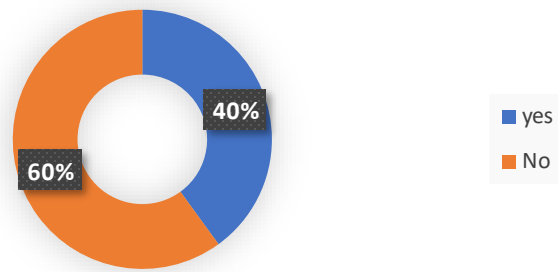
figure 2. Do you consider you have a proper free-distraction environment to study?



Source: own authorship (Averruz and vega, 2023) from a survey to students

When students study by their own outside the classroom. Find a good place at home to study can be a little difficult because there are elements that interfere with the learning process as noise, the other people living in the same house can be agents of distraction. However, at the time of be asked students of 5th grade at Thomas Edison American School, Matagalpa, the 80% answered that they have a Propper and free of distraction environment to study at home while the other 20% of students surveyed indicated that they do not have a free distraction environment to study at home.

figure 3. schedule study

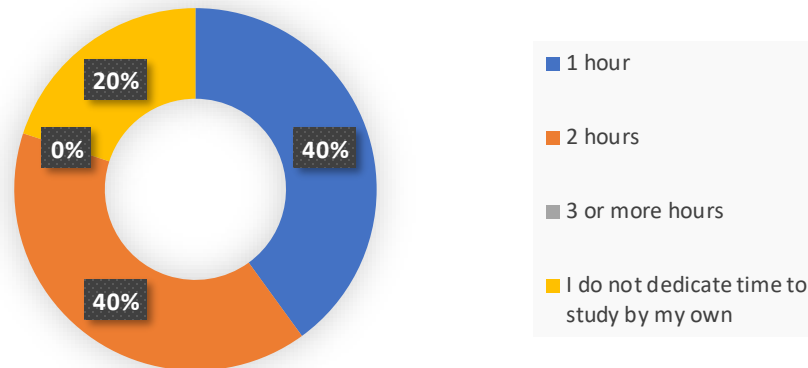


Source: own authorship (Averruz and vega, 2023) from a survey to students

The 60% of students indicated that they do not have a schedule study for practice their listening skills and other subjects what reflect a problem in their process of improving their abilities. The other 40% of students said they have an effective schedule study that is like a routine that they created with their parents help in order to keep them focuses on learning outside the classroom.

At the time of ask the teacher How she encourage their students to create a schedule study and developed their listening skills she explained that her recommendation are to study at least 10 minutes per day, also she in conscience that it is not possible for all of her students to have a schedule and self- study by their own outside the classroom because it is hard for those that do not have a good level and they still need to be guidance.

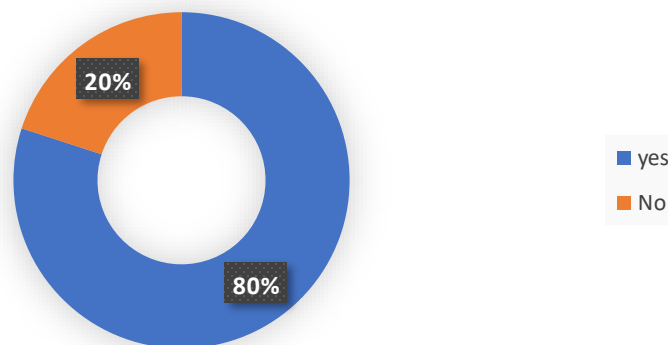
figure 4. Time dedicatefor study



Source: own authorship (Averruz and vega, 2023) from a survey to students

The 40% of students interviewed practice listening during 1 hour every day, another 40% expressed that they spent 2 hours practicing listening doing simple things like listening to music, using apps and watching movies. The 20% do not dedicate time to study outside the classroom

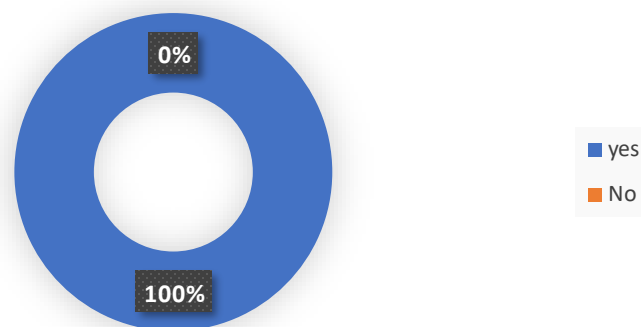
figure 5. Distribution of study time



Source: own authorship (Averruz and vega, 2023) from a survey to students

The 80% of students relataron they have an effective distribution of study listening time, in the other hand the 20% do not have a distribution for practice listening

figure 8. Teachers roll on the students improvement listening skills



Source: own authorship (Averruz and vega, 2023) from a survey to students

A 100 % of students at Thomas Edison American School, Matagalpa are agreed in that their teacher is a good mentor for them, they said that if they do not improve is because they do not practice enough.

The teacher provides them resources to study outside the classroom, such as websites and apps with tasks students complete on their study time outside the classroom. She considers is critical and it is always checking her students' progress.