



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN - MANAGUA

**FACULTAD REGIONAL MULTIDISCIPLINARIA – FAREM MATAGALPA  
DEPARTMENT OF EDUCATION AND HUMANITIES**

**PROGRAMA UNIVERSIDAD EN EL CAMPO – UNICAM - LA DALIA**

**GRADUATION SEMINAR**

Submitted to the National Autonomous University of Nicaragua, Managua as a requirement to obtain the Bachelor's Degree in Teaching English as a Foreign Language. (TEFL)

**THEME:**

Didactics strategies applied in the Learning Process of primary and secondary school students, La Dalia-Matagalpa, II semester 2022

**SUB THEME:**

Factors that affect the listening skill development of second grade English students, at San Francisco Peñas Blancas school, La Dalia- Matagalpa during the second semester 2022.

**AUTHORS:**

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**TUTOR:**

MSc. David de Jesús Vallejos Rodríguez

December 2022





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## **DEDICATION**

This goal is dedicated to God, because he allowed us to conclude this research paper with success. To our families that always have been our support, and to the professors who guided us step by step.

## **ACKNOWLEDGMENT**

Grateful to God, for the life and wisdom.

To our family, for their moral and spiritual support.

To our professors, for sharing their knowledge and teaching with patience and love.

To ourselves, for persevering despite the obstacles.

## ENDORSEMENT LETTER



### UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

#### FAREM-MATAGALPA

2022: “Vamos por mas victorias educativas”

#### Diciembre 2022

El presente Seminario de Graduación, desarrollado por las estudiantes de la Universidad en el Campo, UNICAM La Dalia, como primeros graduados en Inglés de esta modalidad tan especial, bachilleres Anielka Buschting Salgado carnet #18724218 and Yakin Raquel López Urbina, #18723790; remitido como requisito para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema **Didactic strategies applied in the learning process of primary/secondary school Students, La Dalia – Matagalpa, II semester 2022**; bajo el subtema **“Factors that affect listening skill development of second grade students, at San Francisco Peñas Blancas School, La Dalia – Matagalpa, during the second semester 2022”**; cumple con los requisitos del proceso de investigación metodológica de la Universidad Nacional Autónoma de Nicaragua - UNAN Managua - FAREM Matagalpa, con la relación adecuada entre objetivos, variables, fundamentos teóricos, diseño metodológico, resultados y conclusiones.

El proceso de análisis y discusión de resultados se llevó a cabo tomando en cuenta las variables de estudio, instrumentos de recolección de información, objetivos y referencias bibliográficas confiables.

La presente investigación es el resultado del esfuerzo, la dedicación y el conocimiento adquirido y puesto en práctica por las estudiantes, el cual cumple con todos los requisitos académicos e investigativos. Por lo tanto, se considera completa y lista para su defensa

**MSc. David de Jesús Vallejos Rodríguez**



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**ABSTRACT**

The Listening skill is a fundamental part for communication. During the process of learning another language there are difficulties that affect learners. Learning English is not an exception. The learner has the challenge to dominate the four skills that are necessary to communicate in this language; the spelling and pronunciation are very different which is a factor that affects students because they need to understand in order to be able to answer correctly. In the types of listening, each one has its importance, but the most important are: active, selective, appreciative, discerning analytical and synthesis. There are some characteristics for listening in English that make possible a coherent communication with proper intonation and fluency to obtain a good interpretation. Furthermore, some factors such as linking sound, speaker speed, and lack of concentration that interfere in comprehension. In this research it is explained the different factor that can involve the process of listening in the English learner. Besides that, the teacher can use variety of techniques and strategies to help students understand or learn easier. For instance, there are apps, games, music and other interactive tools that allow a funny and better English learning. In this way, they can solve the listening problems that affect the students. Teachers can use the different didactic resources to make an interesting place for the learners by creating a relaxing atmosphere and provide confidence and support to their students. Through this research, the difficulties were that affect the learning process in the English class in the primary school were mentioned.

## I. INTRODUCTION

This research is entitled *Factors that affect the listening skill developed with second grade English students, at san Francisco Peñas Blancas school, la Dalia Matagalpa during the second semester 2022* and it was carried out as part of the evaluation of the subject applied research whose objective was to analyze identify and write these difficulties.

The different factors that arise in the teaching - learning process related to the English language were analyzed, in the ability of listening; emphasizing that it is a fundamental part of teaching, since it is through listening that the ideas to speech are formulated.

For this purpose, the different characteristics that listening entails were also identified. Among them, the way in which the receiver needs to speak the same language as the sender to carry out a communication Also adding the difficulties that arise in listening skills, such as linking sound, accent and the way the English language influences the Spanish speaker in recent years .

According to this, the description of the English language as a second language is added, where it is defined as an indispensable requirement in the professional for business employment. Likewise, the importance who has to learn English in different countries, mainly in Nicaragua, for this reason he proposes some techniques to improve listening skills.

This research has a phenomenological paradigm because it is based on the observation of students´ listening skills, in which the English teacher performs with second grade students. The research approach is qualitative because the factor that influence the ability of listening is described and explained in detail, how this affects the learning English based in the observation at the class of second grade. The instruments used were interview and observation guide. The sample is non-probabilistic intentional. Its design is non-experimental; transversal due to the information is gathered in one only moment and no quantitative data is required.

## **II. JUSTIFICATION**

This research entitled as factors that affect in listening in English subject in second grade students, with the aim of explaining identity and describe the types of problems that students may have with the ability of listening in English

Listening is a problematic incident in the English learning Therefore, that great importance to address this issue because this ability is a main requirement understand a message and so to be able to answers in other words, it is necessary to understand in order to reply, which is the basis for communication. Some strategies are focused on helping developing this skill in the teaching process, in order to obtain better results on students learning.

When having a conversation, it is usual to see in some students how they do not answer appropriately a question because of lack of word recognition, which is not understanding what the speaker is taking about. This research will allow teachers identify the problems that may arise and find motivational strategies that can improve listening and academic performance it will be useful for English students because it will provide the opportunity to expand knowledge regarding the referred topic.

Besides that, to the Ministry of Education to improve the suggested teaching techniques and strengthen possible weaknesses that arise in the process. To the research team, because to acquire new knowledge that will help them in their well as the ability to investigate Besides that, to the university Because it will enrich its bibliographic repository with the research carried out in this municipality of La Dalia and then be available to future interested researchers.

### **III. OBJECTIVES**

#### **General objective**

To analyze factors that affect the listening skill development of second grade English students, at San Francisco Peñas Blancas School, La Dalia- Matagalpa during the second semester 2022.

#### **Specific objectives:**

- To identify listening skill characteristics in English language.
- To explain the importance of listening skill development in English as a second language.
- To propose some learning techniques that allow children improve listening skills on second grade English students, at San Francisco Peñas Blancas School, La Dalia- Matagalpa during the second semester 2022.

## **IV. DEVELOPMENT**

### **4.1. Background**

In 2005, an investigation was carried out at a university in Costa Rica, by Cubillo, entitled Teaching English in Costa Rica and listening skills in the classroom, from a historical perspective with the intention that students commit crime at their level in the English language through various activities. In this research, the effectiveness of the different strategies in English listening was giving a positive result.

In 2016, Saavedra, L carried out an investigation about using the social network “Facebook” as a mediating didactic tool to promote the development of basic English skills. This research was carried out in the city of Managua - Nicaragua, with the purpose of demonstrating how the use of the social network Facebook as a didactic tool favors the development of English language skills. Furthermore, In 2017, in the department of Matagalpa an investigation was carried out with the topic of analysis of the learning process in the English subject in first grade at the school San Luis Gonzaga – Matagalpa, the purpose of this research was to analyze the teaching process - Urbina and Perez carried out learning also proposing alternative of solutions to difficulties.

### **4.2. Listening skills**

"Listening is the ability to focus completely on a speaker understand their message comprehend the information and respond thoughtfully” indeed (2021). The listening skill allows the development of other communication skills between sender and receiver, where the senses are coordinated to analyze and give a coherent response according to the subject in question. Thus, listening is a fundamental piece for a dialogue because it allows understanding what is spoken. For example, when a person starts from a young age to hear

the first words of their parents, it is necessary to listen repeatedly and then pronounce those words in a similar way.

In the interview applied to the teacher, it was asked What she understood about listening skill. She answered that it is the most important skills to achieve the communication. It is important indeed, this could be seen during the observation to the class when the teacher asked questions in English and some students could understand and some others looked confused because they did not know what to answer due to they did not know what the question was. Therefore, it is considered that listening skill in communication is necessary.

#### **4.2.1. Types of listening**

There many types of listening, each one has a different purpose, but in the process teaching-learning the most important are: active, appreciative, selective, discerning, analytical and synthesis.

##### ***4.2.1.1 Active***

“The active listening allows expressing the thoughts, feelings and opinions clearly and effectively. It is part of the communication process indeed; the good communication and understanding are made possible by active listening “Adelaide (2014)

##### ***4.2.1.2 Appreciative***

Janse (2018) expresses that appreciative listening is a way of listening in which someone actively goes in search of certain auditory information that this person personally appreciates or likes, someone may also practice appreciative listening if it contributes to achieving a goal or meeting a need. The appreciative listening allows to obtain some desired information, which should be active in all moment, but it can be pleasant or listen about hobbies or about likes so that appreciative listening is used in the school context where some activities such as listening and complete, listening and touch which require special attention. At the same time, appreciative listening can be used for example to watch a movie, listening to music etc.

#### ***4.2.1.3 selective***

“selective listening is when you focus your attention on some specific information. It involves consciously or unconsciously choosing to listen to what is relevant to you and ignore what is not.” It is a skill that anyone can develop and improve” Brennan (2021)

In the case of teaching-learning process, the different types of listening follow the task in this case selective listening is used to choose the information that listen or do emphasis in the principal ideas of the topic and ignore the rest of information that is less important. This type of listening is used to make summaries because it helps to select the information, take the most important ideas to rewrite about what the listener understands the defined topic or activities like multiple choice.

#### ***4.2.1.4 Discerning***

Follow think training (TT,2017) The Discerning listening approach is best to use when you want to complete an accurate information. This style is all about capturing the details and making sure that you do not make mistakes. It is an ideal listening style when you need to learn a new procedure or technical skill. It is said that when you want to use discerning listening you take notes and try to eliminate distractions repeat and back frequently to be sure and understand what is heard. Likewise discerning listening is a form of have recognize more details about a dialogue or specific theme which can be use at the moment to teach and activities of pronunciation for teach new vocabulary or grammatical ruler.

#### ***4.2.1.5 Analytical***

Optimistic mind (OM, 2022) mentions that analytical listening is the one through with the order and meaning of the information are heard in order to understand relationship between ideas that reflecting on the message. The analytical listening is the skill where it is analyzed the language making easier to distinguish and understand the phrases of the information. Furthermore, analytical listening could be when you speak with a student about the one specific topic and why considers important for to have a clear idea and evaluate the process.

#### **4.2.1.6. Synthesis**

Synthesis is the frequently and systematic use of inflected form as characteristic device of language.” Merriam (2022) As the author said, it is the action exempts from adjusting what is heard with what is spoken in certain way, related and analyze the captured message so that the communication is coherent. When the teacher was interviewer about what kind of listening skill is practiced in English class, she said that she uses different types like active, selective, analytical, discerning, analytical. Which was confirmed through the observation guide when the teacher uses different activities to foment the listening as listen and identify.

#### **4.2.2 Characteristics**

Prezi (2021) Listening plays a controlling role in communication since hearing thought and understanding develops the ability to speak, that is listening gives rise to language. According to the above-mentioned, listening has its characteristics, which contains its importance and form, claims that the characteristics of listening are the following:

- Composed of verbal language which aims to communicate no matter the context in which it is done.
- You need a receiver transmitter a code a meaningful context so that what is expressed is understood
- Transmit broadcast and refer a language through sound, knowledge can be generated at the tone that is heard, the importance of the subject is defined or classified
- Used by all hearing - impaired people
- It allows communication as a message channel.

In other words, for a receiver to process the information, it is necessary that he be able to understand the sender and thus formulate a message and according to the tone, deduce the importance.

- Immediately and evidently perform communication based on auditory knowledge with which the types of sounds are differentiated



#### ***4.2.2.1. Verbal language***

According to Doyle (2020) verbal communication encompasses both how you deliver messages and how you receive them. communication is a soft skill, and it is one that is important to every employer about, there five types of verbal language.

- Verbal communication in the workplace.
- Verbal communication for supervisors.
- Verbal communication for team members.
- Verbal communication with clients.
- Verbal communication for presenters.

When someone is speaking it is necessary to express the ideas in clear and precise way that allow a good communication and the messages being received correctly. Depending of the types of communication and the context or audience. The verbal communication is according to the context and the message, because it is different the way people express in educative context at the school, the way that teachers speak with students, with the way to speak in a business context or presenters, every situation changes the type of verbal communicative. In the interview, the teacher expressed that students understand when she asked in English and they can answer basic questions using short phrases.

Based on the observation the students follow the teacher's instruction.

#### ***4.2.2.2 The coherence***

“The coherence is the textual property by which statements form a text with logical meaning that is they are connected in the same topic”.Biocca (2014) To understand a text or message it is necessary to be well formulated with the same sequence of the topic in question because if it lose the sequence it does not transmit de message and the communication can become incomprehensible. That is why to achieve an effective communication it necessary that the phrases or sentences are clearly written or pronounced. In regard to the observation the class was explained according to topic, unit and other characteristic embodied in the lesson plan.

#### ***4.2.2.3 Listening on speak reading and writing***

Manaj (2015) expresses that for the teaching of English to be successful, the four skills reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that help the students to meet the standards you set for them and develop communicative competence gradually. Listening and speaking these two skills are highly interrelated and work simultaneously in real life situation. It is clear that when you are learning a new language it has to consider the different ability to become a better learner, but speaking and listening are the basic one because they allow people to communicate with others and through these try to improve the others two abilities reading and writing. That is why the speaking and listening should be the principal skills because through that achieve the communication, when the people are learning others language though they cannot write correctly still have the possibility to communicate in oral way.

In the interview applied to the teacher it was mentioned that the strategies work better with her students in the listening skills with Group work and Oral activities. She also applies different strategies to help students to develop listening skill in the different way like written and reading, for that reason she uses drawings, audio, listening and complete worksheets, picture, match with the line among others. Consequently, in the observation it was appreciated that the teacher developed different techniques to teach English and foment all the abilities.

#### ***4.2.2.4 Intonation and fluency***

“Intonation is a feature or pronunciation that are connected at speech and accent”. Numien (2016) This mean that intonation is the way, tone or musicality that is used to express in a particular situation, for example expressions like gratitude or emotions. Intonation can be the quality of a sound or the pronunciation that the speaker uses to express in sarcasm, fear, surprise, confusion situations with this speak English is dynamic and interesting to listening.

#### ***Difficulties***

“Listening to it is not an easy task. It is one of the stars in which students have the most problems”. Norton (2018) The difficulties in learning English as a foreign language are

present in the learning of this among the problems include the following the accent speech on Linking sound are the main difficulties that influence listening skills in terms of the English language learning process.

Kedoro (2019) accent mentions that the accent is the part of the dialect directly related to the local pronunciation. That is to say that the receiver gets used to the accent or the voice and way of speaking of those who teach mainly that of relatives and people in the environment in the same way when learning another language as a foreign language, the student usually listen to the teacher the form and accent with whom expresses himself and notices the difference when talking to another person. So even though the people speak the same language, each person has their way of speaking Whether correct or incorrect, it cannot refer to one accent being better than another or not since each person learns according to the way he grows up listening.

The accent is the variety of wildcards that each family town changes or combines to s language pat as other languages have their own elements, among the best known in America are American and British English.

#### ***4.2.2.5 Interpretation***

“The interpretation is the verbal assign at from of translation or understand”.Soran (2018) It is stated that interpretation is a form to understand a message according to dialogue performed between two or more persons to obtain a good interpretation is necessary that the sender of a clear idea so that the receiver can understand. That is why interpretation is defined as the action of arguing of form clear the message and make it possible the communication because there are not dialogue without interpretation. When the teacher was interviewer about what element of listening are easier for students, she said that vocabulary, comprehension, retaining, because for the children can be easier memorized and speak than write. This was confirmed with the observation guide, because the children can recognize objects through listening and say the name without problem, but in change un activities of writing they have difficulties.

## **4.2.3 Factors**

### ***4.2.3.1 Linking sounds***

“Speech or linking sound, it is the tendency to join words in such a way that the sound of a sentence changes because sometimes the word is joined together”. speak point (SP,2016)

It does not mean that the words change their meaning in writing, but rather than it is heard differently when unifying it and this is the biggest listening problem as far as the student is concerned because when hearing he does not know what he has read or the way with which he is used. In itself, it is not that he does not know the vocabulary, it is that his hearing and mind have not gotten used to assimilating the message or the speed with which a native speaker is expressed. So, when listening to it without Kiss Sound, the mind is deceived into believing that it does not know the vocabulary, however, if the student reads the phrase and if he can understand for example the red dress (redress) , hot tomato (hotomato) , quiet town ( quetown ) It should be mentioned that in sounds like this weaknesses are created when listening so it is important to try to read to adapt at sounds.

In the interview the teacher to commented that the linking sounds are a factor for all students of language because is not the same t say each word that to use linking sounds due to the pronunciation change.

### ***4.2.3.2 Lack of concentration***

“The reason causing the students losing their focus is when the text is too long” to mention byAsriati (2017) To motivate the students to learning it is necessary to start with short activities to avoid that learners lose their interest and find memorization easier. According to what the teachers expressed, she uses activities with interaction and activities of writing.

Regarding to the difficulties the students have in listening, the teacher said that sometimes the audio can be confused, lack of concentration in the students, sometimes when she makes activities like dictation the students use to write the words as they are pronounced.

#### ***4.2.3.3 English learner for Spanish speakers***

Semacon (2020) that English is one of the most widely spoken languages in the world and considered excellence in the universal language, so speaking English will give you a lot of opportunity and will make you grow your personal and professional level. Globalization, the church language expanded all over the world, millions of people have joined the learning of language, some are still facing economic difficulties, mainly in Nicaragua, to say that it is an issue, it is that English opens many doors and Employment opportunities, however, to be able to reach an advanced level of English requires a lot of effort and above all interest, which after a few months many students lose it and decide not to continue.

In order to verify that they are capable of teaching primary and secondary school children the English language. Nussbaum (2001), defines” the perspective of knowledge of the foreign language as an indispensable requirement in different professions and academics in the world of general and international communication”. The English language is defined to open up new opportunities and aspire to new goals since it is a very useful and necessary tool for the business world. Therefore, the English language has already become a second language due to its global growth globally it has expanded to all the countries of the world in our country in Nicaragua it has been adopted as a second language.

In the interview teacher said that sometimes the students mix the target language with mother tongue for example when the teacher asked in English, they can understand but the answer they give in Spanish. In the observation. it was observed that some students mixed both languages

#### **4.2.4 Strategies of learning**

##### ***4.2.4.1. Definition***

According to Groupvghan (GV,2021) It can learned by listening to English but it requires a lot of patience on the part of the student, especially at the beginning. If you start listening to a language for the first time that you had not heard before, you will not be able to understand absolutely anything and once that barrier is passed, there are an infinity of accents and

records, which is difficult enough that still, come to be understood by a native. The listening process should start in a subtle way without going so fast, because while learning a foreign language we will have some difficulties to assimilate this without forgetting the different accents of the language.

When the teacher was interviewed, it was told that sometimes the students do not understand some phrases which is possible that the form of pronunciation of words tends to confuse for them although he has good pronunciation. Likewise in the observation it was confirmed that if children do not understand some words, they ask questions.

#### **4.2. 5. Importance**

Wilshire (2021) to mention that listening skill is vital part of communication, if you have good communication skill, you can start to improve relationship in the work place as well as in the society. To master the listening skill is essential in the process of communication because when the person receives the information, he / she can interpret and know and thus answer according to the conversation. Soken h (2021) expresses the ability of listening Communicating well consists of two parts: expressing yourself and listening to others. Many people forget the second part. Lots of people are good at talking, but when it's time to hear the thoughts and feelings of someone else, they fall short. Listening can be very challenging

#### **4.2.6 Learning Strategies that allow children improve listening skills**

“Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation” this is how NCLRC (2003) explains. One of the most effective techniques to improve listening are practical practice and more practical use audio visual material according to the level of English Listen to short for avoid the boring listen different accents pay attention to the pronunciation and try to interact with others.

On the other hand, there are many methods to improve skills, Students must read and write sentences after having exercised them in this way, the student manages to memorize the

writing and pronunciation more and in such a way he adapts to the new language. There are other method based on students learning in English similar to the mother tongue through pantomimes, repetitions, exchanges of questions and answers as well as games and songs. Such a way that the vocabulary that is taught is related to the daily activities based on the context and the real life of the students so that a clearer and more precise learning is allowed.

Certainly, eliminating the mother tongue and trying to give the basic commands in the English language in this way, the student will see more related to the language taking into account and relating actions with words. Then, if the teacher says Close in the book, do the action different commands How to close the door open the door sit up stand up raise your hand while giving the order does the action which allows the child to relate what he hears with what is done.

Music is known as a very useful element offering you, when it comes to a foreign language, as many scientists affirm that listening to songs involves the same brain area, what is used to learn a language. However, some people do not like music in English so it is fast and the pronunciation is difficult Include they tend to get confused, listening to music in English depends on the interest of each person and the level to which the learner is adapted. It also has to do with the type of interest of each person, for example, if it is with young children, nursery rhymes will be very helpful to improve listening, in addition to maintaining motivation.

Teacher expresses that the audiovisual medias help to listening comprehend to students easier. That was confirmed through the observation, because when the teacher explained and use the flash card or video, they can understand faster.

#### ***4.2.6.1 videos***

According Yubero (2010) explained that videos and movies television sense stories in English are useful to improve listening in addition, they are motivating elements in the classroom as it allows to capture the child's attention and facilitate listening comprehension thanks to the visualization of context.

On the other hand, Garcia (1990) expresses that with the use of an audiovisual language he can accustom the student to give personal answers. analyze what he sees and what he hears, what he reads and ask himself a question and the answer therefore is undoubtedly that you are tools have become more and more useful in the classroom that makes the individual pay more attention and is more motivated so this improves listening.

Also Young (2021) explains that although watching videos would be considered a passive activity, videos are often full of content that can then be turned active. Basically, they provoke a reaction from students and can inspire students to speak their mind about the topics or themes presented in the video, and they help plant the seed for great classroom discussion. Watching videos helps your students train their listening comprehension, and then in turn also encourages them to share their opinion about the topic, speak about their own experiences, and relate to the topic personally. These are skills that are important to develop for any language learn.

Also, the video has to be used according to the level of the students because it helps to students to have a easy comprehension because they do relation between what are listening and what are looking. Currently internet provides a lot channel with educational videos in different topic the which can use for the teacher as support material.

#### ***4.2.6.2 music***

The music is a motivate elements in the process teaching learning, there are a lot of music that can use in primary school for topic like family members, the music is called family finger, in this music teacher use their fingers for represent every family member as dad, mom, sister, brother and me. It was suggested song like this because they are funny and there are much every one adequate in specific topic, the music has some advantages because unlike other resources this can be used with just one music player. “It is very important both at home that the children in the infant in primary school stages to listen the song in English along with learning the mother tongue, also get used to heaving another language which allow them to learn it sooner and better’ Matilde (2022)

Elepé (2018) comments that there are various reasons why people However, at present a new reason has been added that motivates intimacy to listen to music, as it has been shown that it



is an indispensable tool to remember and process and improve listening. In the interview, the teacher said is important to develop listening skill in the English class for develop the interaction in the target language and the students put in practice their knowledge acquired. To observe the class, it was explained almost just in English and teacher uses the gestures and flash card for do that student catch the idea.

In addition, teacher said that in the communication when a person's listening skills is not well development that they should include listening activities to develop that skill, which be attractive, motivate and adequate with the students like. Some students have troubles in listening exercises to identify, due they do not integrate in the before activities. It is important to mention that to improve listening skill in children, there must be stimulation of the sense of hearing through videos, music, games and application and karaoke, the which can be adequate follow the group and environment, the idea is catch the students attention for they can learn of funny way. In the interview, the teacher said is important to develop listening skill in the English class for develop the interaction in the target language and the students put in practice their knowledge acquired. To observe the class, it was explained almost just in English and teacher uses the gestures and flash card for do that student catch the idea.

It is important to mention that to improve listening skill in children, there must be stimulation of the sense of hearing through videos, music, games and applicationand karaoke, the which can be adequate follow the group and environment, the idea is catch the students attention for they can learn of funny way.

#### ***4.2.6.3 Games***

Advertorial (2022) say “gaming is helpful to learn a language by improving your listening skill, are an easy way to master anew language” Playing games are another form of to improve listening skill in fun way in the classroom, the play game traditional, like simon say, traffic light are good listening game that the students every day can enjoy and help to develop the ability.

#### **4.2.6.4 Apps**

Garcia (2016) the universe at apps has also brought about a revolution, a new way of approaching early childhood education, allowing the child to provide a good dose of fun and learning.

##### **a. *English for kid***

Also there are many applications with which children can learn English among many mentioned (English for kid) without invalidating the important of the other. This application offers: alphabet, basic vocabulary easy and advance, where children can have fun and learn different types of vocabulary, it app has activities for develop the four abilities, but in specific for listening have activities like listen and identify and listen and write.

##### **b. *Elsa speak***

ELSA is a teacher created by artificial intelligence that will help you achieve perfect English pronunciation and practice common English words and phrases. It has a speech recognizer and pronunciation analysis, which will not only inform you if your pronunciation is correct or not, but will also indicate in which specific areas you have problems, and offer you content to practice them and help you improve. Likewise, the students can use the free version and with only twenty minutes every day the students can learn and better the pronunciation and the level of exercises increase.

##### **c. *Poro***

Application for self-learners who want to communicate in English easily and effectively. With 750 daily conversations, a list of lessons with various topics such as greetings, personal introduction, shopping, business conversations, family dialogues, etc. It is suitable for all students from beginner to intermediate and advanced level for English conversation practice.

While listening to a native speaker's conversation, try repeating the entire sentence with similar intonation and phonetics as the native speaker. With the PORO app, you can not only learn the accent, pronunciation, intonation of native speakers, and improve listening skills, but you can also learn useful vocabulary and phrases to communicate in everyday conversations.

*d. karaoke*

Recine (2016) expresses that it is a better of understand the word stress and intonation of language a language-music in fact mastering intonation is one of us to TOEFL listening tips.

Follow this karaoke is quite good for practices learning because the intonation is according the music, this allow can memorize easier the correct pronunciation, identify some linking sounds, but the most important is that can practice the pronunciation with their favorites song.

## **V. CONCLUSIONS**

The main characteristics of listening skill are that it is focused on verbal language, the main goal is to receive and understand a message, a transmitter, code and receiver are needed; and sound is the channel, so just people who can hear depend on it.

Listening importance lies on allowing communication. It focuses on what the speaker says, and the understanding of the message by the receiver.

The learning techniques propose to improve the listening skill are videos, music, games, karaoke and app as English for kid, Elsa speak and Poro. These tools allow teaching listening in a more active and attractive way for children.

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## VII. APPENDIXES

### Appendix 1. Descriptors Matrix

| Variable         | Category   | Subcategories or descriptors  |
|------------------|--|---|
| Listening skills | <b>1.1 Concept</b><br><b>1.2 types of listening</b><br><b>1.3 characteristic</b><br><br><b>1.3.1 verbal language</b> | <b>Writing</b><br><br><b>Reading</b><br><br><b>Speaking</b><br><br><b>Grammatical</b> |



|  |  |   |
|--|--|---|
|  | <p><b>1.3.2 coherence</b></p> <p><b>1.3.3 listening on speaking, reading and writing.</b></p> <p><b>1.3.4 Intonation y fluence</b></p> <p><b>1.3.5 interpretation</b></p> <p><b>2 factor</b></p> <p><b>2.1 linking sound</b></p> <p><b>2.2 lack of concentration</b></p> <p><b>2.3English learner for Spanish speaker</b></p> <p><b>3Strategies of learning</b></p> <p><b>4.importance</b></p> <p><b>4.1 for communication</b></p> | <p><b>Song</b></p> <p><b>Audio</b></p> <p><b>Teaching strategies</b></p> <p><b>Self study</b></p> |
|--|--|---|

**Appendix 2. Variables Operationalization**

| <b>Variables</b> | <b>Concept</b> | <b>Indicators</b> | <b>Questions</b> | <b>Scale</b> | <b>Instruments</b> | <b>To Whom</b> |
|------------------|----------------|-------------------|------------------|--------------|--------------------|----------------|
|------------------|----------------|-------------------|------------------|--------------|--------------------|----------------|

|                  |   |  |  |                    |              |             |       |
|------------------|---|--|--|--------------------|--------------|-------------|-------|
| Listening skills | Listening is the ability of understand a message through sense of hearing aspects to influence directly or indirectly all situation .<br>(Cita) | Concept                                | What is listening skill?   | Open               | interview    | Teacher     |       |
|                  |   | Characteristic verbal language         | Do you use strategies to develop listening skill in your students? | close<br>Yes<br>No | interview    | Teacher     |       |
|                  |   | coherence                              | The class is explained according the topic.                        | Close<br>Yes<br>No | observation  | the class   |       |
|                  |   | listening on speak reading and writing | Do Ss understand when teacher ask and answer question in English?  | Close<br>Yes<br>No | Interview    | Teacher     |       |
|                  |   | Intonation and fluency?                | Ss understand when teacher ask and answer question in English.     | Close<br>Yes<br>No | Observation  | Class       |       |
|                  |   | linking sound                          |  |                    |              |             |       |
|                  |   | lack of concentration                  |  |                    |              |             |       |
|                  |   | English learner for                    |  |                    | Close<br>Yes | Observation | Class |

|  |  |  |  |              |             |         |
|--|--|--|--|--------------|-------------|---------|
|  |  | Spanish speaker  | The teacher speaks clearly.  | No           |             |         |
|  |  | strategies for learning                                  | Students understand when teacher speak with linking sounds in English. | <b>Close</b> | Observation | teacher |
|  |  |  |  | Yes          |             |         |
|  |  |  | No   |              |             |         |
|  |  |  | <b>Close</b>   | Observation  | class       |         |
|  |  |  | Ss lose concentration easily.  | <b>Close</b> | Observation | Class   |
|  |  |  | The Ss mix the target language with mother tongue.                     | <b>Close</b> | Interview   | Teacher |
|  |  |  | Does the audio-visual material helps listening comprehension?          | Yes          |             |         |
|  |  |  |  | No           |             |         |
|  |  | The audio-visual material helps listening comprehension. | <b>Close</b>   | Observation  | Class       |         |
|  |  |  | Yes  |              |             |         |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | <p>Ss recognize objects through listening.</p> <p>What learning strategies do you use in the English class for development of listening skill?</p> | <p>No</p> <p><b>Close</b></p> <p>Task Based in listen</p> <p>Communicative Language teaching for interaction.</p> <p>Using audio-visual aids.</p> <p>Answer questions</p> <p>All of them</p> <p><b>Close</b></p> <p>Individual work</p> <p>Group work</p> <p>Oral activities</p> <p>Listening activities</p> | <p>Interview</p> <p>Interview</p> <p>Interview</p> | <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> |
|  |  |  | <p>What strategies work better with your students in the listening skill?</p> <p>What elements of listening are easier for students?</p>           | <p><b>Close</b></p> <p>Vocabulary</p> <p>Fluency</p> <p>Pronunciation</p> <p>Comprehension</p> <p>Retaining</p>  |  |  |

|  |  |                    |  |   |             |                  |
|--|--|--------------------|--|---|-------------|------------------|
|  |  | Types of listening | What kind of listening skill is practiced in English classes?                        | <b>Closed</b> <ul style="list-style-type: none"> <li>• Active</li> <li>• Appreciative</li> <li>• Selective</li> <li>• Discerning</li> <li>• Analytical</li> </ul> Synthesis | Interview   | Teacher          |
|  |  | Importance         | Why is important to develop listening skill in the English Class?                    | <b>Open</b>   | Interview   | Teacher          |
|  |  |                    | What happens in communication when a person's listening skill is not well developed? | <b>Open</b>   | Interview   | Teacher          |
|  |  | Difficulties       | Students have troubles in listening exercises to identify.                           | <b>Close</b><br>Yes<br>No   | Observation | Class            |
|  |  |                    | What do you do to improve your students`   | Open  | Interview   | Teacher<br>Class |

|  |  |  |   |                                   |             |  |
|--|--|--|---|-----------------------------------|-------------|--|
|  |  |  | listening skill?<br><br>The teacher applies different strategies to help students develop listening skills. | <b>Close</b><br><br>Yes<br><br>No | Observation |  |
|--|--|--|---|-----------------------------------|-------------|--|

### Appendix 3. Triple-Entry Box

**Research Theme:** factors that affect the listening skill develop of second grade English students, at san Francisco PeñasBlancas school, la Dalia- Matagalpa during the second semester 2022.

#### Subordinated questions:

- What are listening skill characteristics in English language?
- What is the importance of English as a second language for students?
- What are some learning techniques that allow children improve listening Skills?

**Objectives for data collection:**1Analyze factors that affect the listening skill development of second grade English students, at San Francisco PeñasBlancas school, La Dalia-Matagalpa during the second semester 2022.2Identify listening skill characteristics in English language.3 Explain the importance of English as a second language 4. Propose some learning techniques that allow children improve listening Skills.

| Categories or Indicators  | sources           |           |                      |
|---|-------------------|-----------|----------------------|
|   | Observation guide | interview | Analysis page number |
| <b>Listening skill</b>  | x                 | x         | 5 – 18               |
| What is listening skill?  | X                 | X         | 5                    |
| Does the use of strategies develop listening skill in students? | X                 | X         | 8                    |
| Is the classexplained according the topic?                      |                   | X         | 10                   |

|  |   |   |         |
|--|---|---|---------|
| Do Ss understand when teacher ask and answer question in English?                          | X | X | 10      |
| Does the teacher speak clearly?  |   | X | 16      |
| Do students understand when teacher speak with linking sounds in English?                  | X | X | 10      |
| Do students lose concentration easily?   |   | X | 14      |
| Do Ss mix the target language with mother tongue?  | X | X | 15 - 18 |
| Does the audio-visual material help listening comprehension?                               | X | X | 17      |
| Does audio-visual material help listening comprehension?                                   | X | X | 17      |
| Do students recognize objects through listening?   |   | X | 13      |
| What learning strategies are used in the English class for development of listening skill? | X | X | 11      |
| What strategies work better with students in the listening skill?                          | X | X | 11      |
| What elements of listening are easier for students?  | X | X | 13      |



## Appendix 4. Observation guide



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN-MANAGUA

### FACULTAD REGIONAL MULTIDISCIPLINARIA, MATAGALPA DEPARTMENT OF EDUCATION AND HUMANITIES UNIVERSIDAD EN EL CAMPO - UNICAM LA DALIA

#### I. General Data:

School: \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Observant name: \_\_\_\_\_

#### II. Objective:

Analyse factors that affect the listening skill development of second grade students, at san Francisco Peñasblancas school, laDalia\_Matagalpa during the second semester 2022.

#### I. Development

| Indicators  | Yes | No | Comment |
|---|-----|----|---------|
| 1. The class is explained according the topic.                            |     |    |         |
| 2. Ss understand when teacher ask and answer question in English.         |     |    |         |
| 3. The teacher speaks clearly.  |     |    |         |
| 4. Students understand when teacher speak with linking sounds in English. |     |    |         |

|   |  |  |  |
|---|--|--|--|
| 5. Ss lose concentration easily.  |  |  |  |
| 6. The Ss mix the target language with mother tongue.                                   |  |  |  |
| 7. The audio-visual material helps listening comprehension.                             |  |  |  |
| 8. Ss recognize objects through listening.  |  |  |  |
| 9. Students have troubles in listening exercises to identify.                           |  |  |  |
| 10. The teacher applies different strategies to help students develop listening skills. |  |  |  |

## Appendix 5. Interview to the Teacher



### FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA UNIVERSIDAD EN EL CAMPO UNICAM – LA DALIA

#### I. General Data:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

School: \_\_\_\_\_ Area: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Interviewed: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_

#### II. Introduction

Dear teacher, we are doing some research on factors that affect the listening skill development on second grade English students, as a requirement for graduating as Bachelors of Arts in English. For this, we need your valuable collaboration. Please answer the following interview. Thank you in advance.

#### III. Objective

Analyze factors that affect the listening skill development on second grade students, San Francisco Peñas Blancas School, La Dalia – Matagalpa, during the second semester 2022.

#### **IV. Development**

##### **Questionnaire**

- 1. What is listening skill?**
  
- 2. Do you use strategies for develop listening skill in your students?**
  
- 3. Do Ss understand when teacher ask and answer question in English?**
  
- 4. Does the audio-visual material helps listening comprehension?**
  
- 5. What kind of listening skill is practiced in English classes?**
  - a) Active
  - b) Appreciative
  - c) Selective
  - d) Discerning
  - e) Analytical
  - f) Synthesis
  
- 6. Why is important to develop listening skill in the English Class?**
  
- 7. What happens in communication when a person`s listening skill is not well developed?**

8. **What difficulties do the students have in listening?**
9. **What do you do to improve your students` listening skill?**

**What learning strategies do you use in the English class for development of listening skill?**

- a) Task Based in listen
- b) Communicative Language teaching for interaction.
- c) Using audio-visual add.
- d) Answer questions
- e) All of them

**5-What strategies work better with your students in the listening skill?**

- a) Individual work
- b) Group work
- c) Oral activities
- d) Listening activities

**10. What elements of listening are easier for students?**

- a) Vocabulary
- b) Fluency
- c) Pronunciation
- d) Comprehension
- e) Retaining

## Appendix 6. Pictures while collecting information

