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Theme:

Difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez Institute, District 1 in Managua, during II semester of 2016.

GRADUATION SEMINAR

**Research submitted in partial fulfillment of the requirements for B.A Degree
in Teaching English as a foreign language.**

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CARTA AVAL

El suscrito tutor de Seminario de Graduación para optar al Título de Licenciado en Educación con mención en inglés, habiendo sido designado por las autoridades del departamento de inglés de la UNAN – Managua, por este medio extiende:

CARTA AVAL

Al bachiller: **Yeriel De Jesús Aguirre Sanchez**, dado que el informe final de investigación titulado “**Difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez Institute, District 1 in Managua, during II semester of 2016**”, cumple con los requisitos científicos, técnicos y metodológicos requeridos, para ser presentado y defendido ante un tribunal examinador.

En calidad de maestro tutor, extendiendo la presente carta aval, a los doce días del mes de diciembre del año dos mil dieciséis.

Atentamente,

Gisselle Larios Bermúdez

Docente tutor.

Cc. Archivo.

DEDICATORY

Firstly, this research is dedicated to my mother who is always supporting me and my tutor Gisselle Larios who supported me during this process; consequently, this work is devoted to Nicaragua Resources Network (NRN) and especially to the Hoffman family who are people very important in my life and they are always supporting me. Finally I consecrate this work to all learners and teachers because I know that this research is going to be useful for the development of the English language. They have also been the inspiration to fulfill this work; most of the knowledge that I have gotten in the English major are of my classmates and teachers of the English department at UNAN-MANAGUA, this work is for you.

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ABSTRACT

The present abstract reaches the research carried out in Rigoberto Lopez Perez Institute, in the municipality of Managua, from August to December 2016. The interest for searching about that area emerging through the visits to the institute and interactions with the students, teacher and the principal who allowed me to identify difficulties in the teaching process of the listening skill in 9th, grade students.

An analysis was made in order to go beyond the difficult and the result was the following: Methods for teaching listening used in the classroom are not enough because they use only the audio segment and it gets bored students. Strategies used for developing listening are good and interesting however they are few and also it has become in a routine that students tend to consider a monotonous class; students would like to do other activities of the video segment method like watching a movie, documental, and so on. Didactic resources used in the classroom are not interesting for students, they expressed that the use of different technological devices get their attention and they could develop their listening skill, which will help to improve it for the acquisition of the language.

At the end of this research, recommendations are given in order to give solutions to that problem. Those were determined according to each objective stablished at the beginning of the research; one of the most important recommendation to take advantage of each didactic resource available in the institute and use the way of students´ learning tend to feel more comfortable.

Key words:

Audio segment: Method for teaching the listening skill. (Read in theoretical framework)

Video segment: Method for teaching the listening skill. (Read in theoretical framework)

Monotonous: repetitive facts, conditions or process.

Diagnosis: analysis of the cause of a condition, situation or problem.

INDEX

ABSTRACT	
I. INTRODUCTION	1
1.1 Background.....	2
1.2 Problem Statement	3
II. -HYPOTHESIS	4
III. Justification	5
IV- OBJECTIVES.....	6
General Objective:	6
Specific objectives:	6
V. THEORETICAL FRAMEWORK.....	7
5.1 LISTENING SKILL	7
5.1.1 Different kinds of listening	7
5.1.2 Importance of the Listening skill	8
5.1.3 Why is so difficult to listen?	9
5.2 Methods for listening.....	9
5.2.1 Interpersonal activities	10
5.2.2 Group activities	10
5.2.3 Audio segments	11
5.2.4 Video segments	12
5.2.5 Instructive advice	12
5.2.6 Principle 1: Encourage students to listen as often and as much as possible.	13
5.2.7 Principle 2: Help students prepare to listen.	13
5.2.8 Principle 3: Once May not be enough.	14
5.2.9 Principle 4: Encourage students to respond to the content of a listening, not just to the language.....	14
5.2.10 Principle 5: Different listening stages demand different listening tasks.....	14
5.2.11 Principle 6: Good teachers exploit listening texts to the full.	15
5.3 Strategies For Listening	15
5.3.1 Top-down Processing:	16
5.3.2 Bottom-up Processing:.....	16

5.3.3 Cognitive strategy	17
5.3.4 Metacognitive strategy	17
5.3.5 Socio-affective strategy.....	21
5.4. Didactic Resources	21
5.4.1 Functions that perform the didactic resources	22
5.4.2 The importance of the didactic resources.....	23
5.4.3 The classroom	23
5.4.4 Importance of the classroom.....	24
5.4.5 Five Principles for Creating a Listening Classroom	24
VI- VARIABLES SYSTEM.....	26
VII- RESEARCH METHODOLOGY	30
7. 1 Type of Research:.....	30
7.2 Population and Sample:	30
7.3 Instruments Data Collection	30
7. 4 - Data Processing:	31
VIII- ANALYSIS AND INTERPRETATION OF THE RESULTS	32
IX-CONCLUSION	48
X-RECOMMENDATIONS	49
XI- REFERENCES.....	51
XII- ANNEXES	53

I. INTRODUCTION

Listening is the most important skill for learning a language, all students want to be able to understand what people are saying in English, but sometimes it is impossible for them. One of the main sources of listening for students is the voice of their teacher, however it is important for students to be exposed to more than just that one voice, because there are significant regional variations in the way people speak a country. Using different methods, strategies and didactic resource is the best way for getting a good development of the listening skill in the classroom.

There is an educational program for teaching listening already established by the Ministry of Education of Nicaragua (MINED). It is used as the base of the Educational system of secondary Education and there is a program established how teachers should teach each skill of English. In this research will be analyzed how teacher is developing the teaching process of the listening skill, however there are strategies and methods that teacher can adapt for teaching listening according to the students' needs; also using different didactic resource provided by the Government of Nicaragua with the purpose of getting the students' motivation in the listening class.

In order to know how teacher and students practice the listening in their classroom some patterns are going to be used for example the checklist and interview which tell us how teachers see and practice this skill with their students. In the same way, some instruments like surveys will be used on students in order to know how much the teacher's strategies and methods help them to improve the learning of listening, and also how he varies the use of different didactic materials.

Recommendations for improvement of teaching listening will be the goal of this important research.

1.1 Background

Many researches have been conducted through specific areas of the listening skill like: Strategies for learning the listening skill and types of learning for the developing of the listening skill; those researches were conducted by students of the UNAN-MANAGUA from the English department and they provided important recommendations to the institute. (Navarro, 2013) Provided important recommendations about the development of the listening skill that is the main step for students start to speak English. There is any research before conducted through looking for difficulties in the teaching process of the listening skill in the institute Rigoberto Lopez Perez; probably, this problem is being ignored because many people consider that the learning of the listening skill is not important like speaking and writing because it can be developed without teachers´ guiding, but it is completely wrong. The listening skill should be the priority in the teaching process, especially in secondary education; for that reason this research has to be successfully fulfilled.

1.2 Problem Statement

The problem comes up through the visits to the Rigoberto Lopez Perez Institute in the second semester of the year 2016; where the 9th grade was chosen making some observations about teaching and learning process.

This is the intermediate grade of the secondary education and students should have an intermediate level in the English language. Those observations showed that students have a big problem in the listening skill because they understand about the 10 percent of the teacher's speech but they present a good performance in their writing skill, so evidently there are difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez institute.

The problems aforementioned are the main reasons in which is focused this research study and thus to offer alternative solutions to this problem that affects the quality of education and the school itself. That is why it is asked the following question:

What are the Difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez Institute, District 1 in Managua, during II semester of 2016?

II. -HYPOTHESIS

Probably, there are many difficulties in the teaching process of the listening skill such as the inefficient usage of the following methods Interpersonal activities, Group activities, Instructive advice, Video segment and Audio segments; Strategies of Top-down Processing and Bottom-up Processing and didactic resource that are available in the institute like the tape, computer, tablets and Data show. The bad usage of those methods, strategies and resources are affecting the acquisition of the language in 9th grade students of The Rigoberto Lopez Perez Institute.

III. Justification

The listening skill plays an important role in the learning process of any language. In our country, English is the foreign language that has more priority in schools, but unfortunately this skill is left behind or little used; the learning of this skill is being affected by factors like: the use of methods and strategies and didactic resource because a good methodology which is well designed with matching methods, strategies and didactic resource students will get an excellent development of listening. The importance of this research is to know why this skill is not taught properly in high schools. To do this; we are going to analyze the factors mentioned before, that does not allow a good development of the listening skill in 9th, grade of the Rigoberto Lopez Perez School, District 1, in Managua. That is why this research should be carried out; in order, to find answers to this problem.

This problem is causing some critical Implications as the bad acquisition of the English language because if students have a bad development of the listening skill, also they will have problem in pronunciation. As a result, they are going to have a bad performance for communication and the goal of the Ministry of Education that students would have a regular level of English in 9th; grade will be a total failure. To sum up, the benefit of this research is to find new or other methods and strategies that teachers can use for teaching listening, also to take the best advantages of the didactic materials to get motivation in students during the English class; In addition, results of this important research will inform about the importance of the well growth in the listening skill. All people involved in the English language education should take into account the recommendations of this hard research given at the end of this paper and it will help to improve the learning process of listening.

IV- OBJECTIVES

General Objective:

To analyze the difficulties that affect the development of the listening skill in 9th grade students of The Rigoberto Lopez Perez institute, District 1 in Managua, during II semester in 2016.

Specific objectives:

- To clasify the methods used for developing the listening teaching process.
- To identify the strategies for an effective development of the listening skill.
- To describe the didactic resources used for teaching the listening skill.
- To propose strategies to improve the difficulties in developing the listening skill.

V. THEORETICAL FRAMEWORK

5.1 LISTENING SKILL

The Listening Skill is a very complex process, which must be developed successfully to get a good conversation and understanding in the discussed topic, (Merriam-Webster Dictionary, 2016) defines that “the listening ability consists on paying attention to someone or something in order to what is being said, sung, played, etc. and understand that it is serious, important or true.

The listening skill is essential in the workplace, family and the community in general. The professional majors based on communications, sales and fundraisers, among others are associated with the listening skill. To listen, however, is more than being able to hear and understand what the person is saying. The listening skill implies a process asking clarifications, showing empathy and given proper answers.

5.1.1 Different kinds of listening

A distinction can be drawn between **intensive** and **extensive** listening. As with reading, the latter refers to listening which the students often do away from the classroom, for pleasure or some other reason. The audio material that they consume in this way - often CDs in their cars, on MP3 players, DVDs, videos or the Internet - should consist of texts that they can enjoy listening to a text, lyrics because they more or less understand them without the intervention of a teacher or course materials to help them. It is true that there is not present a body of material developed for extensive listening as there is for extensive reading, but this looks set to change in the foreseeable future. Many simplified readers come with accompanying CDs on which the books are read or dramatized. Students can also use tapes and CDs to listen to their course book dialogues again after they have studied them in class.

There are a growing number of podcast sites from where students can download free materials. And another way of getting students involved in a form of extensive listening is to encourage them to go to English language films with subtitles; as they hear the English dialogue, the subtitles help them understand.

Intensive listening is different from extensive listening where students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest, (Harmer, 2010).

5.1.2 Importance of the Listening skill

The listening skill is important so that the student can acquire the emitter knowledge, the listening skill is the first step to learn a language, and this is proved from a baby, this one starts from the listening and then begins to develop the speaking. A person with a non-well developed listening skill will not be able to develop himself/herself cognitively well. This is the first learning step by which each person should begin to develop successfully this skill, (Barker, 2014)establishes that “the most important ability for the human being is the listening skill, since a person cannot live without communication with another person, to get a good communication it is important the listening comprehension”.

To be able to speak fluently English is necessary to practice listening. But it seems that some students do not perceive this connection and the teachers also fail in making students know it. When they have to do an exam they read rules learn vocabulary by heart and do exercises with the goal to pass the exam, but what is the main objective? Is it not to communicate in a natural way with fluent English? To pass an exam show our comprehension of the structures but that is not the final

objective. It is a way to evaluate the progress but they have to remember that this is not the end.

5.1.3 Why is so difficult to listen?

It was mentioned before that to listen was to use the ear, to understand was not just to hear, for a person who is learning a language is difficult to understand mainly for the fluency that the other person has while speaking, (Lynch, 1994)states “the main problem to understand a language is the native accent of the person who holds the conversation”.

The difficulties of the listening skill begin when the students and teachers do not give the importance it has. People pay for courses to learn English and these ones expect to learn structures, words, etc. they do not pay to spend time listening conversations in English, therefore they consider that they are wasting their time with that; when it is the main skill that students must develop for the well acquisition of the language.

5.2 Methods for listening.

The teaching methods are important because they highlight the teacher’s activities, it means they show what the teacher is going to do, since they are oriented so that students reach an optimal level. “the method allows to order the educative process, giving a sequence of the didactic activities to develop the teaching-learning process” (Amparo, 2011).

It means that at the moment that the teacher employs or performs certain method, he/she must be conscious to know what that method is; the requirements, the strategies and the moments of the uses so that the procedures are more profesional. The method makes that when we act and relate with our students, we do it with more trust, convinced of what we are doing, without making effort and taking advantage of the resources(Amparo, 2011).

The methods used by teachers to teach listening should be methods that are totally actives and interactives,and they should not be neither passives nor repetitives.

This is because the students get bored easily and apart from that they have to listen only and they have to imagine the situation that is taken place in the conversation that they are listening to. The more modern and effective methods to teach listening skills, include all from interactive exercises to multimedia resources.

These techniques are learned better with simple and attractive activities that are more focused on the learning process rather than in the final product (Switzer, 2014). It means that if the teacher develops his/her work with a large or small group should exist this energy so that the results are always the same and that it does not change in answer to the amount of students.

(Switzer, 2016) suggests us the more common methods to develop the different activities we have planned to do, always bound to let students utilize their potential and develop their listening skill:

5.2.1 Interpersonal activities

One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, the student should develop individual activities because they are one of the most effective ways, since it is quite common that they develop techniques that allow them to overcome the obstacles that are coming out, among these activities we find interviews and story tellings. In the same way the group can be divided in small groups, however each student work individually, and they interview one another and the other groups should be prepared for the questions and answers of each one, Even a storytelling activity, such as one that answers the question "What was your favorite movie from last year?" can give students the opportunity to ask one and practicing the use of the active listening.

5.2.2 Group activities

Larger group activities also serve as a helpful method for teaching listening skills to students. The group activities the same as individual activities are also important to develop the students' skills. The difference from the latter activity is because the groups have a larger number of students, and each one in spite of having different

activities with regard to his/her partner they can help each other and suggest him/her how to develop the activities. When finishing the activities each student can give the conclusions individually. Similarly, the activities can conclude generally in which one group expresses their ideas and then analyze other groups conclusions.

You can begin with a simple group activity. For the first part, divide students into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members. Encourage students to ask clarifying questions during the activity, and you may allow them to take notes if helpful. However, as time passes and their skills grow, you should limit students to only writing notes after the completion of the first part of the group activity. For the second part, have the students sit in a large circle, and then have each individual student share the name and the hobby or interest of the group members that she or he met. This second part of the group activity can also lend itself to additional listening exercises. For example, you may ask students to name a number of the hobbies and interests identified during the sharing session.

5.2.3 Audio segments

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. They help students to leave out the idea of using the same recorders that the textbooks have. However, the teacher must be of much help to the student because it is possible that the audio segments are always relatives to topics that they may never have heard, and it is there where the teacher should prepare the student with short introductions to a topic.

The most important thing on this activity is that they listen to the kind of English that is spoken nowadays. On the other hand they are challenged to listen new topics, encouraging in this way the interactiveness and the conscience. You should model this interactive listening process in class with your students, and then

instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

5.2.4 Video segments

The video segments are another useful resources, these can be videoclips, news, movies, theater play, short sketches, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. It is important to remember that the kind of language used in the segment must be accessible to the student, it means it has to have a proper language for them to learn new words, phrases or expressions, taking into account that student can take advantage of the context of what he/she is watching, first watch the segment without any sound and discuss it together. (Harmer, 2010) Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes helpful to their skill level. After the completion of the video segment, you can have students to write a brief summary of the segment, or you can spend time to discuss as a group how the segment compares with the students' expectations.

5.2.5 Instructive advice

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask

clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small (Harmer, 2010).

Before measuring the students' knowledge in a listening session, the teacher should take into account that the student is not an experienced hearer. It means that he/she needs accessible instructions to be able to go through this new learning process. The teacher should avoid giving all the answers to the students, because they also need to have negative and positive experiences. In this way the student will enjoy the achievements obtained, no matter if they are big and many or short and little. The motivation plays a really important role in this case since the student can see him/herself disappointed due to his/her failures.

There are some important principles that teachers should take into account for teaching listening, it makes more successful the learning process. (Harmer, 2010) determines that the most important principles are the following:

5.2.6 Principle 1: Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening - and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (via the Internet, podcasts, CDs, tapes, etc.).

5.2.7 Principle 2: Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right

frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task and really want to listen.

5.2.8 Principle 3: Once May not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time - and we may well want them to have a chance to study some of the language features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it.

The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is (see Principle 5) so that subsequent listening are easier for them. For subsequent listening, we may stop the audio track at various points, or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

5.2.9 Principle 4: Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. Questions such as 'Do you agree with what they say?' and 'Did you find the listening interesting? Why?' are just as important as questions like 'What language did she use to invite him?' However, any listening material is also useful for studying language use and a range of pronunciation issues.

5.2.10 Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task(s) may need to be fairly straightforward and general. That way, the

students' general understanding and response can be successful - and the stress associated with listening can be reduced.

Later listening, however, may focus in on detailed information, language use or pronunciation, etc. It will be the teacher's job to help students to focus on what they are listening for.

5.2.11 Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text - and if they themselves have spent time choosing and preparing the listening sequence - then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audio script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

5.3 Strategies For Listening

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The fact that listening is a complex multistep procedure that involves different types of processing implies that both *top-down* and *bottom-up* skills should be practiced in the classroom. Although many teachers tend to favor such top-down activities as comprehension questions, predicting, and listing, listening practice should incorporate bottom-up exercises for pronunciation, grammar, and vocabulary that allow learners to pay close attention to language as well (listening?, 2016).

5.3.1 Top-down Processing: Are listeners based on: into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input. (Strategies for developing listening skill, 2016) Determines that Top-down Processing includes:

- a) Listen to identify the speaker or the topic.
- b) Find main ideas
- c) Make inferences
- d) Discriminate between emotional reactions
- e) Prediction and Guessing
- f) Listening for gist, main ideas, topic, and setting of the text
- g) Listening for specific information
- h) Sequencing the information

5.3.2 Bottom-up Processing:

Are listening texts based on: the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for lower level students who need to expand their language repertoire. (Strategies for developing listening skill, 2016) As they become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. To develop bottom-up processing, students could be asked to:

- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize linking words
- Differentiate between content and function words
- Find the stress syllable
- Recognize words in a speech

5.3.3 Cognitive strategy

(Copyright © International Journal on New Trends in Education and Their Implications, 2014) Determines that Cognitive strategy is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy.

The cognitive strategies are connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. Cognitive strategy is a problem-solving technique that learners use to deal with the learning task and make easier the acquisition of knowledge.

5.3.4 Metacognitive strategy

In this strategy learners are conscious when listening to the text cautiously. This method deals with learning how to plan, monitor and asses the gathered information from the listening part the same as pre listening activities. The conscious use of metacognitive strategies helps learners get their attention back when they lose it, that advanced listeners used twice as many metacognitive strategies as elementary listeners use.

Metacognition can be defined as “thinking about one’s own thinking.” Students who can recognize suitable learning methods in the proper situation’. For instance, a student may understand he has difficulty in finding the connection between important concepts within a story. If he/she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, similar to a spider web, then that student has used metacognition to complete the task.

(Copyright © International Journal on New Trends in Education and Their Implications, 2014) Said that Students who use metacognitive strategies have the following advantages:

1. Learners use learning strategies.
2. They learn faster and integrate the knowledge remarkably.
3. Learners define themselves as constant receivers and can properly deal with all situations.
4. They have self-confident to get help from partners, teachers, or family when needed.
5. They observe and evaluate why they are prosperous learners.
6. They handle the situation when things go wrong throughout the task.
7. Their strategy compatible the learning task and adaptation are made to reflect changing conditions.

Examples of metacognitive strategies include self-monitoring, selective attention, and planning of cognitive strategies.

In order to make these two terms-cognitive and metacognitive- clearer here is an example “skimming a text for key information involves using a cognitive strategy, while assessing the effectiveness of skimming for gathering textual information would be a metacognitive strategy.

Using metacognitive instruction in teaching listening enhances learners' confidence, motivation and ability to complete the given tasks. This strategies help to students know how to make a listening task.

Cognitive strategies involve solving learning problems by considering how to store and retrieve information. Meta-cognitive strategies involve planning, monitoring, and evaluating comprehension. Another basic definition reads, "meta-cognitive strategies, or self-management strategies, oversee, regulate, or direct the listening process. Cognitive strategies are the actual mental steps listeners use to understand what they hear"

Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details. An article which "presents findings from research into listening strategies and tactics of ESL learners, another definition: cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning Meta-cognitive strategies include the three fundamental executive processes of planning, monitoring and evaluating. Meta-cognitive strategies, therefore, involve thinking about the way information is processed and stored, and taking appropriate steps to manage and regulate these cognitive processes. Metacognitive strategies are just as important, if not more important, than cognitive strategies.

As previously mentioned, some chineses researchers designate a third group of strategies as social or affective strategies. However, for the purpose of a smaller scope for this study, the focus will cover meta-cognitive and cognitive strategies in three different contexts. Meta-cognitive strategies include focusing attention, self-management, and self-evaluation, monitoring comprehension, and being aware of loss of attention. They also include prediction, planning, selective attention, problem-solving, and evaluating.

Cognitive strategies include bottom-up processing such as repeating a word, relating a word to known words, using intonation and pauses to distinguish words and phrases, piecing together the details, and listening to sound instead of meaning. Top-down cognitive processing includes listening for the topic before the details, forming expectations, using schemata, inferring from the context, summarizing, and elaborating.

How make a class using metacognitive strategies should have the next structure.(Goals and Techniques for teaching listening, 2016)

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Listen/view again to check comprehension

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if it is necessary

5.3.5 Socio-affective strategy

This strategy ensures and promotes positive emotional reactions and perspective of language learning.

Defining socio-affective strategies as the techniques listeners employ to collaborate with others, to verify understanding, or to lower anxiety. Socio-affective strategies are concerned with the learners' interaction with other speakers and their attitude towards learning. For example, they may choose to rehearse a telephone conversation in L2 with another student in order to develop confidence, or reward themselves with a doughnut when they successfully complete some tasks in the target language.

It is nonacademic in nature and includes stimulating learning through building a degree of relation between the lecturer and student. It is necessary for learner to know how to reduce the anxiety, feel confident during listening tasks, and raise personal motivation in enhancing listening ability. Choice of strategy depends on learner's language ability and competence.

5.4. Didactic Resources

The didactic resources are all those materials that are used or designed to make easy the function of the teacher in the classroom, letting that the students learning carries out (recursos didacticos, 2006).

“One of the main sources of listening for students is the voice of their teacher” (Harmer, 2010) However, it is important, where possible, for students to be exposed to more than just that one voice, with all its Idiosyncrasies. There is nothing wrong with an individual teacher's voice, of course, but there are significant regional variations in the way people speak English in a country like Britain.

Students need to be exposed to different English accent, but teachers need to exercise judgment about the number of the varieties which they hear. A lot will depend on the students' level of competence, and on what variety or varieties they have so far been exposed to.

A lot of listening is experienced from **recorded**- on CD, tape or via MP3 players of some kind. Frequently this is commercially produced, either as part of a course book or as supplementary material. But there is no reason why teachers should not record their own listening materials, using themselves or their friends or colleagues. With modern recording technology available through a range of media, it is quite possible to produce recordings of reasonable quality. We can download a huge amount of extremely useful listening material from the Internet. Recorded extracts are quite distinct from **live listening**, the name given to real-life face-to-face encounters in the classroom. Particularly the term *live listening* is used to refer to situations in which the teacher brings visitors into the class or, if this is not possible, role-plays different characters for the students to talk and listen to. The main advantage of live listening over recorded extracts is that the students can interact with the speaker on the basis of what they are saying, making the whole listening experience far more dynamic and exciting.

5.4.1 Functions that perform the didactic resources

- 1- Help the teacher to organize the information that he/she is going to teach.
- 2- Help the teacher to encourage students towards the topic.
- 3- Allow teachers to perceive the student's knowledge and what they achieve along the topic.

4- Help the teacher to create an environment of confidence to encourage the student to interact.

5.4.2 The importance of the didactic resources

The importance of the didactic resources is that they are instrument used by the teacher to get the students' attention in order to have a productive, easy and dynamic class to be learned quickly for the students. (¿Que es un Recurso Didactico?, 2006)

The didactic material goes directly to the child's hand, from there it importance; it works as an instrumental intermediary, even when there is not an adult person to approach the child to the learnings. Some teachers have the wrongly belief that there is no need to use the didactic resources in a class. However, these have the same value as the very same class, because these resources come to give support to the class, it means that are tools that invite the student's stimulation giving chance to the imagination getting involved in the topic, increasing the teaching-learning process.

The board has been one of the didactic resources most used by teachers and it sinking is not in anyone's mind, however, the Teacher must know how to use it and of course he/she has to take into account that there are more didactic resources, such as visuals (textbooks), audiovisuals (Dvd, data shows, etc.,) just to mention some of them. The chalk or the markers are not enough anymore but they are not the only ones either.

5.4.3 The classroom

The classroom is the place where the teaching-learning process phenomenon is carried out. At the same time, the classroom has to have the comfort for the teacher and the students to perform in an efficient way the activities oriented by the teacher. (Barby7769, 2011).

5.4.4 Importance of the classroom

The educative environment that is created inside the classroom is of big importance because it will influence the student's motivation to learn. In other words, the students can be highly influenced by the environment created by the teacher. "the environments created in the classroom do not offer the same educative opportunities to all the students, so depending on this environment, there will be students that have more opportunities to get a proper educative answer than other ones". (Bustillo, 2008).

(literacy Numeracy Secretariat, 2009) Says that the Teachers can create a supportive social environment for listening by:

- Stressing the importance of audience behavior
- Ensuring that students understand the purpose of their oral activities
- Establishing norms that reflect the value placed on attentive listening (e.g., using body language to indicate you are paying attention to a speaker or paraphrasing what you have heard to confirm understanding)
- Discussing the etiquette of listening
- Modelling good listening behavior
- Sharing listening strategies

5.4.5 Five Principles for Creating a Listening Classroom

(Switzer, 2016) Mentioned some principle to create a good environment in the classroom; 1. Learn as a collective. Students benefit by engaging and building on the ideas of others, not just those of other students but those of the teacher as

well, building their understanding and refining their thinking together as a classroom community.

2. Encourage reciprocity. Teachers can encourage students to have a sense of ownership for classroom learning by fostering a climate of give and take where they listen to each other respectfully, share ideas and consider alternative viewpoints. By restating and summarizing student responses, teachers ensure that every response is heard, a modelling practice which builds inclusiveness and strengthens a sense of reciprocity.

3. Support cumulative learning. Teachers and students need opportunities to build on their own and each other's ideas and to make connections not only with one another's thinking but also with their own prior learning. Activities such as debate, readers' theatre and consideration of texts promoting different viewpoints help students to make connections to prior learning, prioritize ideas and synthesize new information.

4. To be supportive. Students need to be able to express their ideas and to help each other to reach common understanding without feeling they are risking embarrassment. Through such activities as paired learning, conferencing and buddy reading, students are able to gain confidence in thinking about their own thinking and communicating their ideas to others.

5. To be purposeful. Teachers must be clear about learning objectives and plan purposeful classroom talk, learning from what they hear in classroom discussions to generate new questions for students and refine purposes.

VI- VARIABLES SYSTEM

Specific Objectives	Variables	Sub-Variables	Indicator	Instrument	Informer
<p>To classify the methods used for developing the listening teaching in 9th grade students.</p>	<p>Methods used for developing the listening skill</p>	Group Activities	Group listening tasks		
		Individual Activities	Individual listening tasks	Interview	Teacher
		Audio sedments	Using TV programs or radio (extra materials of the mined book)	Survey	Students
		video segments	Using videos (documental, movies,)		
		instructive advice	Providing the good answers for getting an auto-testing		
			Encourage students to listen as often and as much as possible.		
			Help students prepare to listen. (Introduce the new vocabulary before listening).		
	Plays the audio more than once.				
	Encourage students to respond to the content of a listening, not just to the language.				
	Exploit listening texts to the full. (several activities with the same listening)				
	Different listening stages demand different listening tasks.				

Specific Objectives	Variables	Sub-Variables	Indicator	Instrument	Informer
To identify the strategies for an effective development of the listening skill in 9 th grade students.	Strategies for an effective development of the listening skill	<u>Cognitive</u> (the task)			
		<u>Metacognitive</u> (How to make the task)			
		<u>Socio-affective</u> (Emotions while doing the task)			
		Top-Down	-Listen to identify the speaker or the topic.	Interview	Teacher
		Top-Down	- Find main ideas		
		Top-Down	- Make inferences.		
		Top-Down	- Discriminate between emotional reactions	Survey	Students
		Top-Down	- Prediction		
		Top-Down	- Organize sentences		
		<i>Bottom-up</i>	- Differentiate between content and function words		
<i>Bottom-up</i>	- Find the stress syllable				
<i>Bottom-up</i>	- Recognize words in a speech				
<i>Bottom-up</i>	- Recognize contractions and reduced forms				
<i>Bottom-up</i>	- Complete a song, conversation, etc.				
<i>Bottom-up</i>	- Teacher provides several answers and you have to choose one of them				

<p>To propose strategies to improve the difficulties in developing the listening skill in 9th grade students.</p>	<p>Recommendations to improve the difficulties in developing the listening skill</p>	<p>Methods Strategies Didactic Resources</p>	<p>Recommending any kind of strategies for improving the teaching process of the listening skill</p>	<p>Interview Survey</p>	<p>Teacher Students</p>
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VII- RESEARCH METHODOLOGY

7. 1 Type of Research:

This research has a quantitative approach that consists of analyzing data obtained from the instruments, and the main characteristic of this research is the use of the scientific method to get new knowledge in the field or to study and solve a new situation. It also is a descriptive research because data collection was done, and it specifies the characteristics of how people deal with the problem.

7.2 Population and Sample:

The population in this research was composed by the total students in 9th Grade B, the total population was 53 students. The sample was chosen by convenience, the number of people were 20 over 53 which is the population. It was done by choosing 10 female students and 10 Male students. Each graph contained a piece of information that explains each variable set previously.

7.3 Instruments Data Collection

The instruments of data collection applied in this research: were surveys and interview. Those instruments were addressed for the teacher and learners of the 9th grade in Rigoberto Lopez Perez Institute, because they were the main protagonists of this important research. The quantitative information will be scrutinized; as a result, that analysis helped to analyze the established problem and the objectives as general as specific.

The survey will be applied person to person and this will be closed to maintain the accuracy of the answers. To know that the instruments are valid, they are going to be tested by three Masters who are: Two professors of the English department at UNAN-MANAGUA, and another of the Pedagogy Department. (validate)

The interview will be applied face to face between the researcher and the teacher; the observation guides will be applied during the period of observation when researcher will analyze the parameters about the problem in the classroom.

7. 4 - Data Processing:

The softwares to be used are going to be IBM SPSS Statistic 22 and Microsoft EXCEL 2010. The first one will be used to get the results got from the surveys applied to the students and the second one will be used to create some graphs and analyze the final results that will be attached to this report.

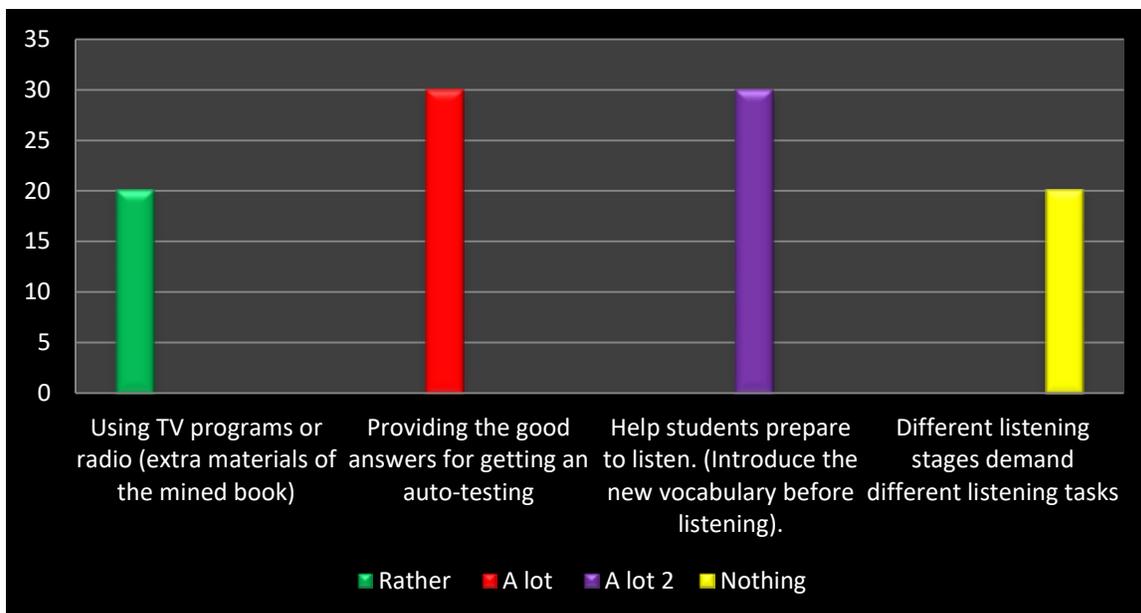
VIII- ANALYSIS AND INTERPRETATION OF THE RESULTS

In this chapter will be analyzed the data recollected from the surveys and the interview. The results of those instruments were organized according to the objectives set at the beginning, after applying the research instruments to students and teacher at the Rigoberto Lopez Perez institute, District 1 in Managua, during II semester of 2016.

Objective 1: Methods used for developing the listening teaching process.

Students said that they used to do just activities with the tape or the teacher voice, which it belongs to the method of the audio segment. Initially 20% of the sample equivalent to 4 students said that the activity of using TV programs or radio (extra materials of the mined book) would help them rather in their development of the listening skill. Also, the 30% equivalent to 6 students marked that the activities providing the good answers for getting an auto-testing and help students prepare to listen (Introduce the new vocabulary before listening) could help a lot in the listening class. 20% equivalent to 4 students expressed that the activity different listening stages demand different listening tasks helps them nothing in the development of listening.

However, in the interview the teacher said that the methods that she uses often is the individual listening task and the method that she always uses is the group listening activity because the amount of students is big. She considers that the Mined Book is not enough for teaching listening consequently, she uses extra materials like T.V program and also she provides the good answers of each task for students getting an auto testing and they can see their weaknesses.



Graph No. 1

The teaching methods are important because they highlight the teacher’s activities, it means they show what the teacher is going to do, since they are oriented so that students reach an optimal level. “the method allows to order the educative process, giving a sequence of the didactic activities to develop the teaching-learning process” (Amparo, *Importancia de los metodos educativos*, 2011). It means that at the moment that the teacher employs or performs certain method, he/she must be conscious to know what that method is; the requirements, the strategies and the moments of the uses so that the procedures are more profesional. “the method makes that when we act and relate with our students, we do it with much trust, convinced of what we are doing, without making effort and taking advantage of the resources” (Amparo, *Importancia de los metodos educativos*, 2011). The methods used by teachers to teach listening should be methods that are totally actives and interactives, and they should not be neither passives nor repetitives. This is because the students get bored easily and apart from that they have to listen only and they have to imagine the situation that is taken place in the conversation that they are listening to. The most modern and effective methods to teach listening skills, include all from interactive exersices to multimedia resources. This

techniques are learned better with simple and attractive activities that are more focused on the learning process rather than in the final product (Switzer, 2014). It means that if the teacher develops his/her work with a large or small group should exist this energy so that the results are always the same and that it does not change in answer to the amount of students. Switzer suggests us the more common methods to develop the different activities we have planned to do, always bound to let students utilize their potential and develop their listening skill.

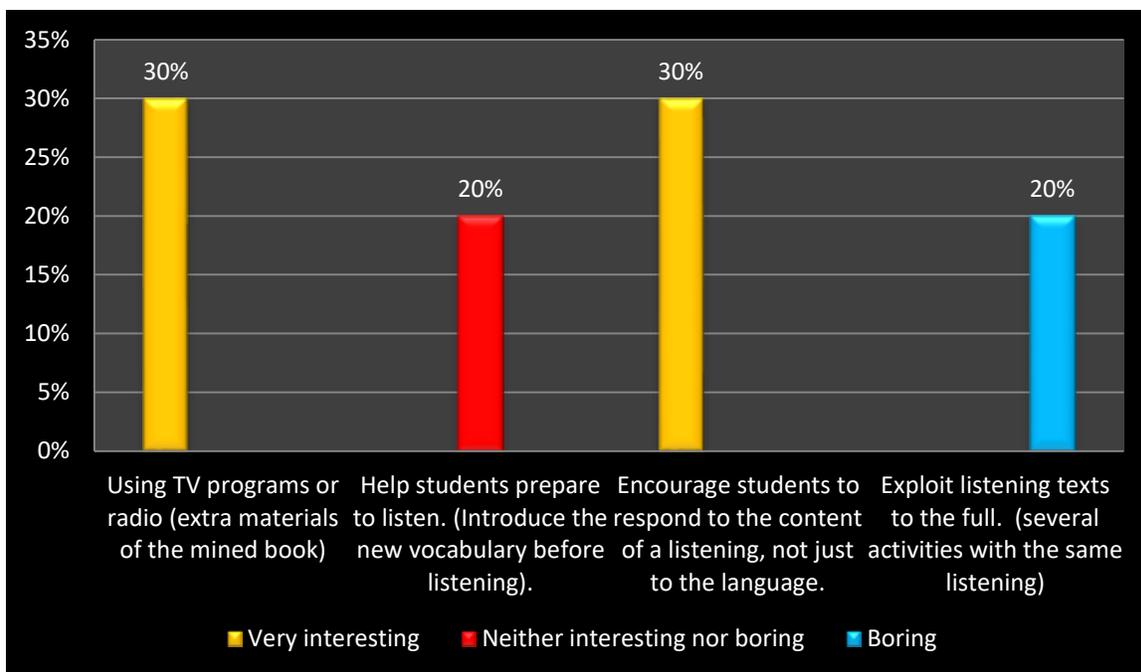
Different listening stages demand different listening tasks: Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task(s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful - and the stress associated with listening can be reduced. Later listening, however, may focus on detailed information, language use or pronunciation, etc. It will be the teacher's job to help students to focus in on what they are listening for.

Instructive advice: Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

According to the students the methods considered interesting for them were determined of the following way: the 30% equivalent to 6 students said that Using TV programs or radio (extra materials of the mined book) and Encourage students to respond to the content of a listening, not just to the language are very interesting, then the 20% equivalent to 4 students said that Help students prepare

to listen (Introduce the new vocabulary before listening) is neither interesting nor boring and also the same 20% equivalent 4 students said that Exploit listening texts to the full. (Several activities with the same listening) is boring.

However, in the interview Teacher used to encourage students to listen as often and as much as possible because she said that they should develop the listening skill and she advices them to pay attention to the content of the listening, not just the language. Teacher considers that the use of different methods in a listening class is very important because students keep interested in the class, for that reason she determines her class highly motivating.



Graph No. 2

The video segments are another useful resource, these can be videoclips, news, movies, theater play, short sketches, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. It is important to remember that the kind of language used in the segment must be accessible to the student, it means it has to have a proper language for them to learn new words,

phrases or expressions, taking into account that that student can take advantage of the context of what he/she is watching. First watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video segment, you can have students write to a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations.

Help students prepare to listen: Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task what they really want to listen.

Encourage students to respond to the content of a listening, not just to the language: An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. Questions such as 'Do you agree with what they say?' and 'Did you find the listening interesting? Why?' are just as important as questions like 'What language did she use to invite him?' However, any listening material is also useful for studying language use and a range of pronunciation issues.

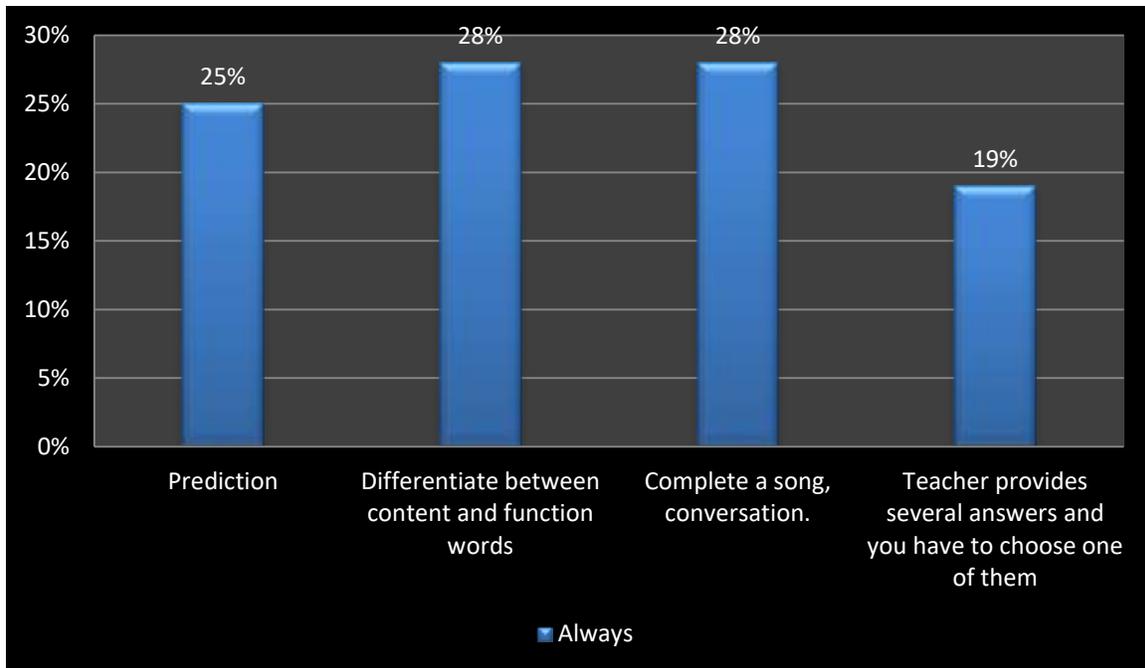
Good teachers exploit listening texts to the full: If teachers ask students to invest time and emotional energy in a listening text - and if they themselves have spent time choosing and preparing the listening sequence - then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audio script for a

new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

Objective 2: Strategies for an effective development of the listening skill.

Students read carefully each question and they expressed each important thing about the listening activities applied in the classroom. The more used strategies for developing the listening skill in the classroom are the following: 25% equivalent to 5 students said that they are always making predictions in the listening class. 28% equivalent to 6 students said that they always do the activities differentiate between content and function word and complete a song, conversation in the listening class. 19% equivalent to 5 students said that teacher always provides several answers and they have to choose one of them.

However, in the interview the Teacher said that MINED's program has a lot activities for teaching listening, however she just assigns some of them. Find the main idea, find the stress, Make inferences and Organize sentences are strategies often used by her. She always uses the activities: Make prediction, Recognize words in a speech and Multiple Choices. Occasionally the only activity that she uses is Complete a song or conversation.



Graph No. 3

Strategies for Listening: Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The fact that listening is a complex multistep procedure that involves different types of processing implies that both *top-down* and *bottom-up* skills should be practiced in the classroom. Although many teachers tend to favor such top-down activities as comprehension questions, predicting, and listing, listening practice should incorporate bottom-up exercises for pronunciation, grammar, and vocabulary that allow learners to pay close attention to language as well (listening?, 2016).

Top-down Processing: Are listeners based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down processing relies on prior knowledge and experience to build the meaning of a listening text

using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input. (Strategies for developing listening skill, 2016) Determines that Top-down Processing includes:

- Listen to identify the speaker or the topic.
- Find main ideas
- Make inferences
- Discriminate between emotional reactions
- Prediction and Guessing
- Listening for gist, main ideas, topic, and setting of the text
- Listening for specific information
- Sequencing the information

Bottom-up Processing: Are texts based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for lower level students who need to expand their language repertoire. As they become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. To develop bottom-up processing, students could be asked to:

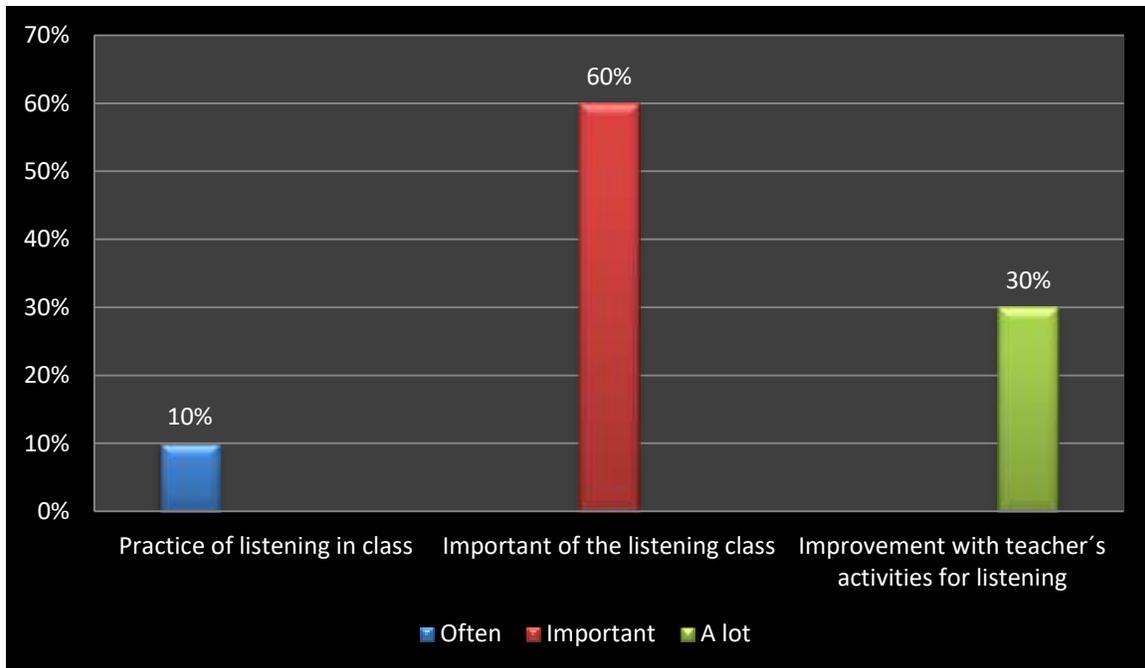
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize linking words
- Differentiate between content and function words

- Find the stress syllable
- Recognize words in a speech

Students were asked to say how often they practice the listening skill in the classroom and just 10% equivalent to 2 students answered that question and they said just often. However 60% equivalent to 12 students determine that the listening skill is important in their learning of the English language; 30% equivalent to 6 students said that they have improved a lot with the listening activities assigned by their teacher.

In the interview, Teacher mentioned that the different strategies have been very helpful for developing listening. She considers that the strategies of Listen to identify the speaker, Differentiate between content and function words and the Multiple choices have helped a lot in the learning process of listening, also there are strategies like: Make inference, Recognize contractions and reduced forms and Organize sentences which have helped enough, no so much like the others but she uses those strategies because students try to understand small pattern of sound in a speech.

Ocasionally, teacher said that she teaches listening because she determines that the listening skill is essential but is not important like grammar and speaking; in addition, she said that students can develop listening withough having classes about it. Also students have developed a lot the listening skill in her class.



Graph No. 4

Listening skill: The Listening Skill is a very complex process, which must be developed successfully to get a good conversation and understanding in the discussed topic, (Merriam-Webster Dictionary, 2016) defines that “the listening ability consists on paying attention to someone or something in order to what is being said, sung, played, etc. and understand that it is serious, important or true.

The listening skills are essentials in the workplace, family and the community in general. The professional majors based on communications, sales and fundraisers, among others are associated with the listening skill. To listen, however, is more than being able to hear and understand what the person is saying. The listening skill implies a process asking clarifications, showing empathy and given proper answers.

Importance of the Listening skill: The listening skill is important so that the student can acquire the emitter knowledge, the listening skill is the first step to learn a language, and this is proved from a baby, this one starts from the listening and then begins to develop the speaking. A person with a non-well developed

listening skill will not be able to develop himself/herself cognitively well. This is the first learning step by which each person should begin to develop successfully this skill, (Barker, 2014) establishes that “the most important ability for the human being is the listening skill, since a person cannot live without communication with another person, to get a good communication it is important the listening comprehension”.

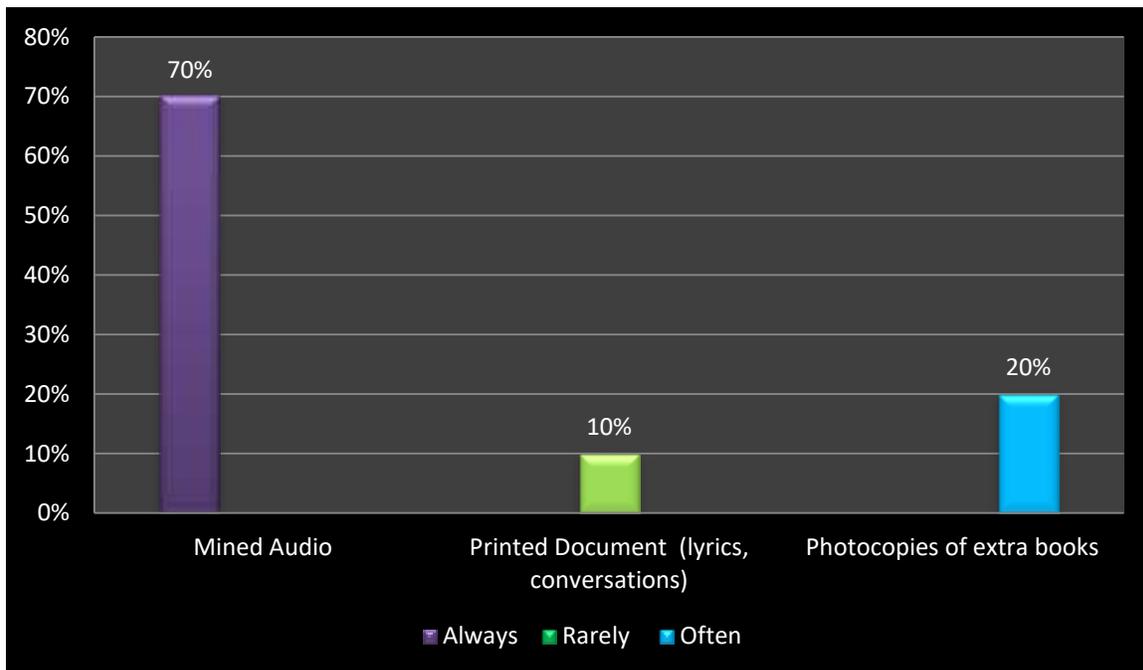
To be able to speak fluent English is necessary to practice listening. But it seems that some students do not perceive this connection and the teachers also fail in making students know it. When they have to do an exam they read rules learn vocabulary by heart and do exercises with the goal to pass the exam, but what is the main objective? It is not to communicate in a natural way with fluent English? To pass an exam show our comprehension of the structures but that is not the final objective. It is a way to evaluate the progress but they have to remember that this is not the end.

Objective 3. Didactic resources used for teaching the listening skill.

Students said that the institute Rigoberto Lopez Perez has a lot of interesting resource for learning listening like computers, Tablets, Wi-Fi, DVD and Data show. But they don't take advantage of those resources because they described that just use some of them. 70 % equivalent to 14 student said that they always use MINED's audio; also 10 % equivalent to 2 student said that rarely do they use Printed document (lyrics and conversation) and the 20 % equivalent to 4 student said that they use often the Photocopies of extra books.

Occasionally, teacher said that she uses just two resources, which are the MINED's book and some photocopies of extra books, "including my own voice because the tape, which was my main resource for teaching listening, was stolen when i was going at home." Teacher said that sometimes she uses the data show for getting more interesting her class. She grades the use of the next didactic resource very good: Photocopies of extra books, PrintedDocument (lyrics,

conversations), Tablets, Tape and Computer. However the use of the MINED's book and DVD are good.



Graph No. 5

Didactic resources: The didactic resources are all those materials that are used or designed to make easy the function of the teacher in the classroom, letting that the students learning carries out (recursos didacticos, 2006)_"One of the main sources of listening for students is the voice of their teacher" (Harmer, 2010) However, it is important, where possible, for students to be exposed to more than just that one voice, with all its Idiosyncrasies. There is nothing wrong with an individual teacher's voice, of course, but there are significant regional variations in the way people speak English in a country like Britain.

Students need to be exposed to different English accent, but teachers need to exercise judgment about the number of the varieties which they hear. A lot will depend on the students' level of competence, and on what variety or varieties they have so far been exposed to. A lot of listening is experienced from **recorded-** on CD, tape or via MP3 players of some kind. Frequently this is commercially

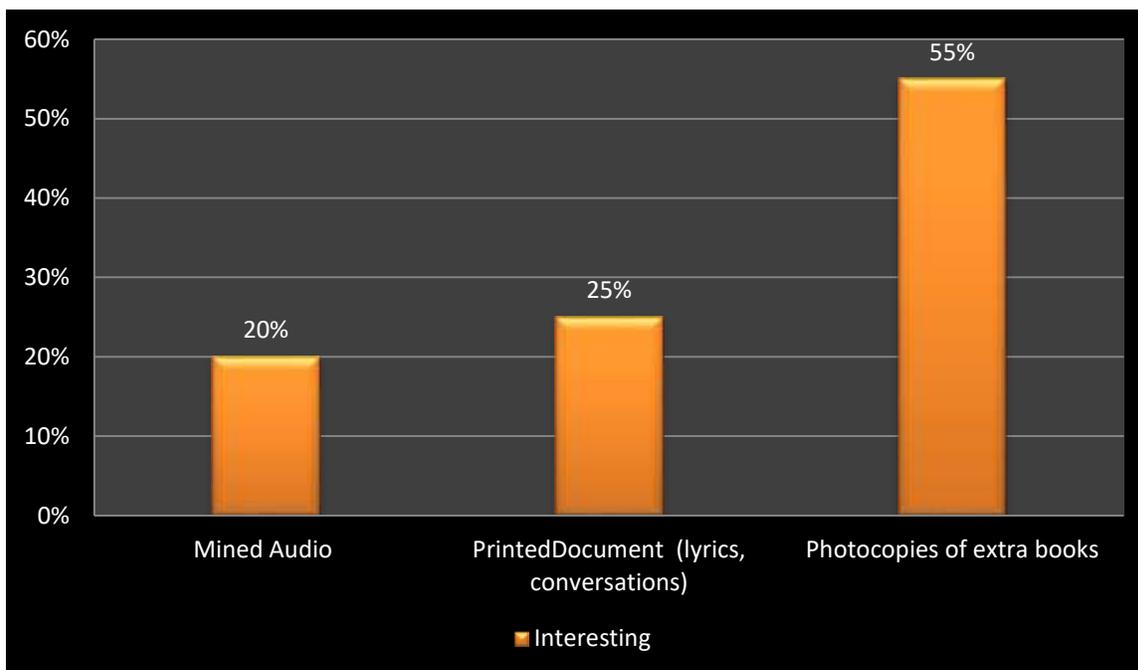
produced, either as part of a course book or as supplementary material. But there is no reason why teachers should not record their own listening materials, using themselves or their friends or colleagues. With modern recording technology available through a range of media, it is quite possible to produce recordings of reasonable quality. We can download a huge amount of extremely useful listening material from the Internet, too, provided that we are not breaking any rules of copyright. Recorded extracts are quite distinct from **live listening**, the name given to real-life face-to-face encounters in the classroom. To some extent all teacher talk is live listening, but in particular the term *live listening* is used to refer to situations in which the teacher brings visitors into the class or, if this is not possible, role-plays different characters for the students to talk and listen to. The main advantage of live listening over recorded extracts is that the students can interact with the speaker on the basis of what they are saying, making the whole listening experience far more dynamic and exciting.

Functions that perform the didactic resources

- 1- Help the teacher to organize the information that he/she is going to teach.
- 2- Help the teacher to encourage students towards the topic.
- 3- Allow us to perceive the student's knowledge and what they achieve along the topic.
- 4- Help the teacher to create an environment of confidence to encourage the student to interact.

Students determined that the didactic resources used by the teacher in the classroom for developing the listening skill are interesting. 55 % equivalent to 11 students said that use Photocopies of extra books is interesting; also 25 % equivalent to 6 students believed that Printed document (lyrics and conversation) is interesting too. And the 20 % equivalent to 3 students said that MINED's audio is interesting.

In the interview, the teacher determines some of the didactic resources that the Institute has as very interesting like: Photocopies of extra books, Printed Document (lyrics, conversations), Mined book, Tablets, Computer, DVD, Data Show and Tape.



Graph No. 6

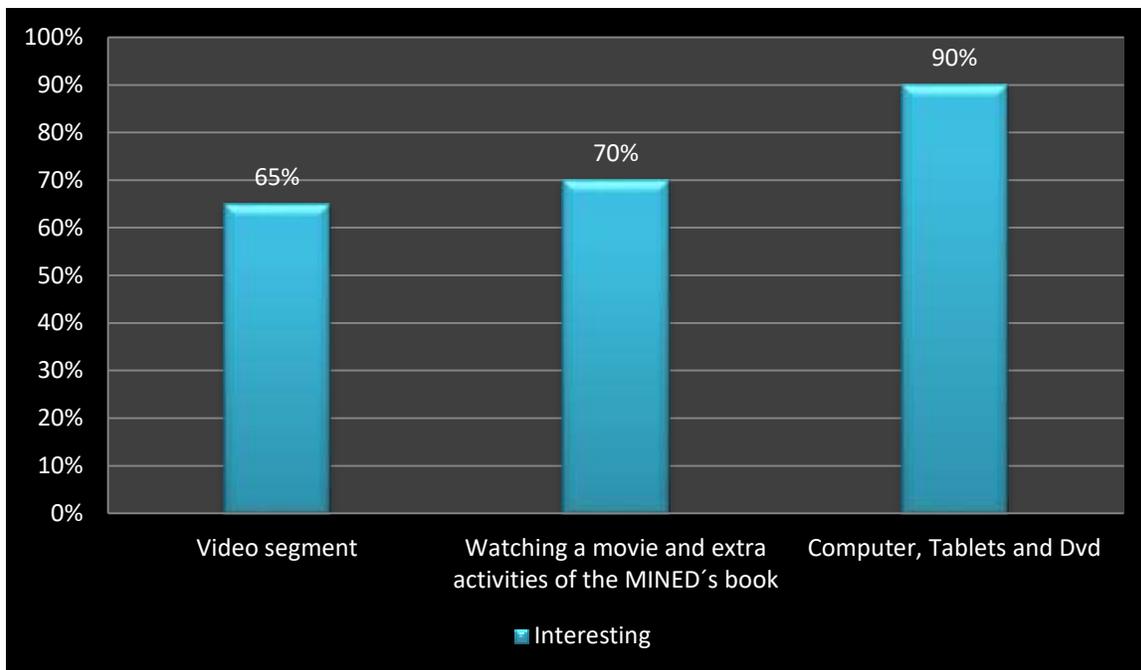
The importance of the didactic resources: The importance of the didactic resources is that they are instrument used by the teacher to get the students' attention in order to have a productive, easy and dynamic class to be learned quickly for the students. (¿Que es un Recurso Didactico?, 2006). The didactic material goes directly to the child's hand, from there it importance; it works as an instrumental intermediary, even when there is not an adult person to approach the child to the learnings. Some teachers have the wrongly belief that there is no need to use the didactic resources in a class. However, these have the same value as the very same class, because these resources come to give support to the class, it means that are tools that invite the student's stimulation giving chance to the imagination getting involved in the topic, increasing the teaching-learning process.

The board has been one of the didactic resources most used by teachers and its sinking is not in anyone's mind, however, the Teacher must know how to use it and of course he/she has to take into account that there are more didactic resources, such as visuals (textbooks), audiovisuals (DVD, data shows, etc.,) just to mention some of them. The chalk or the markers are not enough anymore but they are not the only ones either.

Objective 4: To propose strategies to improve the difficulties in developing the listening skill.

80 % equivalent to 16 students said that if they use didactic resource like: Computer, Dvd and Tablets, they will get a better development of the listening skill. 70 % equivalent to 14 students said that they would like to use other activities for developing listening like watching a movie and extra activities of the MINED's book and 65 % equivalent to 13 students said that they would like to practice listening through video segment.

In the interview, the teacher proposes that for getting a good development of the listening skill is necessary to take into account a varied use of the methods and strategies, also use different didactic resources and not just the tape as many teachers do. However, she said that teachers should teach the other skill rather than listening because students can develop that skill alone through listen to musics or watching movies.



Graph No. 7

These are recommendations that students said that would be the best way for developing listening; in the found theory about this method, strategies and didactic resource that they have preferences there is important fact. The use of the video segment method is very interesting and helps to catch the students attention during the class, also students could listen real English through listening native people in videos or movies. The strategies that they recommend us are watching a movie or things like that and as I said before, this put students in a real environment and also students change the routine of their learning. Didactic resources that students mentioned in their preference are always available in the institute and those resources are very helpful in the learning process because students could do different activities in a real context.

IX-CONCLUSION

This research was achieved successfully since the objectives were fulfilled. It was known that the methods used by the teacher are not enough for learning listening; however, they are interesting for students and it has helped them in the educative process. Students expressed that they would like that teacher teaches them using other different ways for taking them out of the routine and the method that they determined more effective and useful for them was the video segment which represents the use of different technological devices.

The usage of the strategies for teaching listening has been excellent teacher and students expressed the same use of the same strategies and those activities are good for the development of the listening skill. However there is a problem in the varied of strategies because students determined that the strategies like Watching a movie or video and doing extra activities of the MINED's program is the best way for practicing listening because they are going to enjoying and learning at the same time.

Students concluded that Didactic resources for teaching listening used by the teacher are repetitive and boring. They expressed their preference toward other resources available in the institute like: Tablets, Computer, DVD, WI-FI and Data show are more interesting and they could do other activities of listening, they said that "it could be nice and also it could bring benefits in a faster acquisition of the language.

To sum up, Methods, strategies and didactic resources are being used appropriately; however it should be changed in the way of varying the teaching process in order to change the monotony of the general methodology.

X-RECOMMENDATIONS

Methods used for developing the listening teaching process.

- ✚ Teacher should use different method like the video segment method and not just focus on using the audio segment.
- ✚ Varying the use of methods in classroom will help to make students interested in learning English language.
- ✚ Teacher should match both methods work in group and individual too for students interact between them.
- ✚ Teacher should take into account the methods given by the MINED's program and make some changes when would be necessary like becoming more dinamic any task.

Strategies for an effective development of the listening skill.

- ✚ Teacher could use strategies like: Watching a movie, documental, video and assign activities using the real context of one of them for example: identify the emotions of some specific characters in a movie.
- ✚ Varying the type of activities to students such: Listen to identify the speaker or the topic, find main ideas, make inferences, Complete a lyric or conversation and Multiple choices.

Didactic resources used for teaching the listening skill.

- ✚ Teacher should use other resources such as tablets, computers, WI-FI, DVD and data show, in order to apply the video segment method and get the students attention in the listening class.
- ✚ Teacher could install some apps in the tablets and practice listening with them. (Tablets have an Androi system and there are a lot of apps to practice listening and also the other skills) look at the following apps:



Propose strategies to improve the difficulties in developing the listening skill.

- ✚ Teacher should use the video segment methods, including the strategies of the method and the didactic resources for applying it in the classroom.
- ✚ Teacher should interact frequently with students in order to know their preferences and how they feel with the each listening class developed in the classroom.
- ✚ Teacher should give the importance that the listening skill really has.
- ✚ Teacher should use different strategies like organize sentences and identify the main idea ad emotions of the characters during a listening task, in order to make students focus on understand the message of a listening and not try to understand each word of the audio.
- ✚ Teacher should take advantage of the all didactic resources of the institute.
- ✚ Teacher should look for extra activities of the MINED´s book for teaching listening skill for applying in the classroom in some web-sites, for example.

<https://www.google.com.ni/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTF-8#q=english+listening+practice>
and
<https://www.google.com.ni/webhp?sourceid=chromeinstant&ion=1&espv=2&ie=UTF-8#q=english+listening+image>.
- ✚ In a meeting, teacher should talk to the students' parents to support them in the class so that they transfer motivation to them, in order to make students interested and learn the English language.
- ✚ Assigning extensive homeworks so that students acquire more vocabulary and make them to learn it by heart to support this problem in listening.
- ✚ Teacher should demand a training course to the MINED if he has problem for using the technological resources.

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XII- ANNEXES



XIII
INSTRUMENTS



National Autonomous University of Nicaragua, Managua

(UNAN-MANAGUA)

English Department

Difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez institute, District 1 in Managua, during II semester in 2016.

Survey

This instrument is addressed to the Students of ninth grade at Rigoberto Lopez Peres Institute, Second semester in 2016. It has the purpose to determine the Difficulties that influence in the inefficient development of the listening skill and students will be able to get a possible progress in the learning process listening.

Survey No. _____

Read carefully the next questions and mark with an X your answers.

I- Listening Methodology:

1.1-How often does the teacher make you work in the following ways in classroom?

	Always	Often	Occasionally	Rarely	Never
Individual listening tasks					
Group listening tasks					

	Always	Often	Occasionally	Rarely	Never
Using TV programs or radio (extra materials of the mined book)					
Using videos (documental, movies,)					
Providing the good answers for getting an auto-testing					
Encourage students to listen as often and as much as possible.					
Help students prepare to listen. (Introduce the new vocabulary before listening).					
Plays the audio more than once.					

	Always	Often	Occasionally	Rarely	Never
Encourage students to respond to the content of a listening, not just to the language.					
Exploit listening texts to the full. (several activities with the same listening)					
Different listening stages demand different listening tasks.					

1.2 – How so much important do you consider to use of the next methods?

	A lot	Rather	Enough	Little	Nothing
Individual listening tasks					
Group listening tasks					
Using TV programs or radio (extra materials of the mined book)					

	A lot	Rather	Enough	Little	Nothing
Using videos (documental, movies,)					
Providing the good answers for getting an auto-testing					
Encourage students to listen as often and as much as possible.					
Help students prepare to listen. (Introduce the new vocabulary before listening).					
Plays the audio more than once.					
Encourage students to respond to the content of a listening, not just to the language.					

	A lot	Rather	Enough	Little	Nothing
Exploit listening texts to the full. (several activities with the same listening)					
Different listening stages demand different listening tasks.					

1.3 -How motivating do you consider these methods for your development of the listening skill?

	Very interesting	interesting	Neither interesting nor boring	Boring	Very boring
Individual listening tasks					
Group listening tasks					
Using TV programs or radio (extra materials of the mined book)					

	Very interesting	interesting	Neither interesting nor boring	Boring	Very boring
Using videos (documental, movies,)					
Providing the good answers for getting an auto-testing					
Encourage students to listen as often and as much as possible.					
Help students prepare to listen. (Introduce the new vocabulary before listening).					
Plays the audio more than once.					
Encourage students to respond to the content of a listening, not just to the language.					

	Very interesting	interesting	Nitheir intersting nor boring	Boring	Very boring
Exploit listening texts to the full. (several activities with the same listening)					
Different listening stages demand different listening tasks.					

II- Listening strategies

2.1-How often do you do these kind of activities in classroom?

	Always	often	Ocasionally	Rarally	Never
Listen to identify the speaker or the topic.					
Find main ideas					
Make Inference					
Discriminate between emotional reactions					

	Always	often	Ocasionally	Rarally	Never
Prediction					
Differentiate between content and function words					
Find the stress syllable					
Recognize words in a speech					
Recognize contractions and reduced forms like: (I'm, He's, etc.)					
Complete a song, conversation, etc.					
Teacher provides several answers and you have to choose one of them					
Organize sentences					

2.2- How much do these activities help you to improve listening?

	A lot	Rather	Enough	Little	Nothing
Listen to identify the speaker or the topic.					
Find main ideas					
Discriminate between emotional reactions					
Prediction					
Make Inference					
Differentiate between content and function words					
Find the stress syllable					
Recognize words in a speech					
Recognize contractions and reduced forms like: (I'm, He's, etc.)					

	A lot	Rather	Enough	Little	Nothing
Complete a song, conversation, etc.					
Teacher provides several answers and you have to choose one of them					
Organize sentences					

2.3- How often do you practice listening in classroom?

Never	
Rarally	
Ocasionally	
Often	
Always	

2.4- How important do you determine the listeng skill?

Inecessary	
Useful	
Esential	
Important	
very important	

2.5- How much have you improved with teacher's activities for developing listening?

A lot	
Rather	
Enough	
Little	
Nothing	

III- Didactic Resources

3.1- How often does teacher use the next didactic resources for teaching listening?

	Never	Raraly	Ocasionally	Often	Always
Photocopies of extra books					
Printed Document (lyrics, conversations)					
Mined book					
Mined Audio					
Songs					
Tablets					
Cellphone					
Tape					
Computer					

	Never	Raraly	Ocasionally	Often	Always
DVD					
Data Show					

3.2-How do you grade the use of the next didactice resourses?

	Very good	Good	Excelent	Regular	Bad
Photocopies of extra books					
PrintedDocument (lyrics, conversations)					
Mined book					
Audio					
Songs					
Tablets					
Cellphone					
Tape					
Computer					
DVD					
Data Show					

3.3- How much does this material motivating in class?

	Very interesting	interesting	Neither interesting nor boring	Boring	Very boring
Photocopies of extra books					
Printed Document (lyrics, conversations)					
MINED Book					
MINED Audio					
Songs					
Tablets					
Cellphone					
Tape					
Computer					
DVD					
Data Show					





Universidad Nacional Autónoma de Nicaragua- Managua

(UNAN-MANAGUA)

English Department

Difficulties in the teaching process of the listening skill in 9th grade students of The Rigoberto Lopez Perez institute, District 1 in Managua, during II semester in 2016.

Interview

This instrument is addressed to the teacher of ninth grade at Rigoberto Lopez Peres Institute, Second semester in 2016. It has the purpose to determine the Difficulties that influence in the inefficient development of the listening skill and the teacher will be able to get a possible progress in the teaching process listening through recommendations obtained with this research.

Interview No._____

Read carefully the next questions and mark with an X your answers.

I- Listening Methodology:

1.1- What kind of methods do you use for teaching listening? How often do you apply it?

1.2 – How important do you consider using of those methods?

1.3 –How motivating do you consider these methods for your development of the listening skill?

II- Listening strategies

2.1-How often do you assign to students these kind of activities in classroom?

2.2- How much have these activities helped students in listening?

2.3- How often do you teach listening in classroom?

2.4- How much do you think is important the listening skill?

2.5- How much do you consider your students have improved with your applied activities for developing listening?

III- Didactic Resources

3.1- How often do you use the following didactic resources for teaching listening?

3.2-¿How do you grade the use of the different didactic resources for teaching listening?

3.3- How much do those materials motivating in class?

IV- Recommendations

1.4- What kind of strategies should you recommend to improve the teaching process of the listening skill?

-Interview





Observation Guides

Students' Attendance: _____ Teacher: _____

Grade: _____ School: _____ Date: _____

Topic: _____

Please rate the following: Excellent Very Good Good Poor Very Poor

Comes to class prepared

--	--	--	--	--

Completes daily work

--	--	--	--	--

Turns in homework

--	--	--	--	--

Test performance

--	--	--	--	--

Classroom attitudes

--	--	--	--	--

Classroom behavior

--	--	--	--	--

COMMENTS: _____

- **Listening Methods used in the class:**

- Individual listening tasks _____
- Group listening tasks _____
- Using TV programs or radio (extra materials of the mined book) _____
- Using videos (documental, movies,) _____
- Providing the good answers for getting an auto-testing. _____
- Encourage students to listen as often and as much as possible. _____
- Help students prepare to listen. (Introduce the new vocabulary before listening). _____
- Plays the audio more than once. _____
- Encourage students to respond to the content of a listening, not just to the language. _____
- Exploit listening texts to the full. (Several activities with the same listening) _____
- Different listening stages demand different listening tasks. _____

COMMENTS: _____

• **Listening strategies used in class:**

- Listen to identify the speaker or the topic. _____
- Find main ideas _____
- Make inferences. _____
- Discriminate between emotional reactions _____
- Prediction _____
- Differentiate between content and function words _____
- Find the stress syllable _____
- Recognize words in a speech _____
- Recognize contractions and reduced forms _____
- Complete a song, conversation, etc. _____

- Teacher provides several answers and you have to choose one of them_____
- Organize sentences_____

COMMENTS: _____

• **Listening Didactic Resources:**

- Photocopies of extra books_____
- Printed Document (lyrics, conversations)_____
- Mined book_____
- Mined Audio_____
- Songs_____
- Tablets_____
- Cellphone_____
- Tape_____
- Computer_____
- DVD_____
- Data Show_____

COMMENTS: _____

Observer

Teacher