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Faculty of Education Sciences and Languages

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Topic: Analysis of teaching-learning strategies to develop the listening skills in the 9th grade class of English in the afternoon shift at central Dr. Carlos Vega Bolaños Institute from Masaya in the second semester of 2016.

Problem: The Lack of Teaching- learning strategies to develop listening skill during the 9th grade class of English in the afternoon shift at Central Dr. Carlos Vega Bolaños Institute from Masaya in the second semester of 2016.

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Abstract

The purpose of this study was to analyze the teaching – learning strategies to develop the listening skills in 9th grade students.

Data included classroom observations, teacher interviews, and student surveys. Findings revealed that students did not develop the listening skill, which affects the language comprehension. Findings also indicated that the teacher applied the same strategies all the time during the listening class, that is, drills and listening of short dialogues.

Research indicated that teaching-learning strategies developed during the English class conducted to the lack of listening skills, and the same time, there was not enough time to develop the competences in the English class.

Results indicated that the school did not have Authentic Materials, Realia, Media and Didactic Materials.

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I. Introduction:

Listening skill is the first main skill to learn English as a Foreign Language. When the English student listens to his English teacher speaking in English, the second step the student has to give is to speak in English, which represents there is a double connection between these two skills and teacher-student. According to (Nunan, 1998), listening performance represents an important role in communication and education process. Just to demonstrate people spend 40-50% of communication time listening; In spite of its importance, listening has been somewhat neglected and poorly taught in the process of language acquisition. Nevertheless, listening, in recent years, has emerged because there has been an increased focus on L2 listening ability due to the fact that this is fundamental in language teaching and learning.

“Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages” (Nunan, 1998). Therefore, the misconception of listening as a passive skill is not a valid point anymore. However, for what is seen in many English Learning classrooms where students only sit quietly and listen to recorded dialogues and answer some questions related to oral stimuli, this misunderstanding may stay firmly rooted to it.

Listening implies a number of complicated processes on the part of the learner. There are two subsuming cognitive processes: Bottom up (data driven) and Top down (conceptually driven). The bottom-up process involves constructing meaning from the smallest unit portion of spoken language to the longest one in a linear mode (Nunan, 1998). Therefore, in this process the students decode a number of sounds to form words, link words to form phrases, and construct the meaning which can be facilitated by the stress, rhythm and intonation.

On the other hand, the top-down process refers to interpreting meaning as intended by the speakers; this can be by means of schemata or structures of knowledge in the mind (Nunan, 1998). This basically emphasizes that the background knowledge is important for making sense of the information they hear. In other words, the prior knowledge will facilitate the second language learners attempt to grasp the input by relating the familiar with the new one. Thus, it is essential that students get used to performing these processes to make sense of the information they hear.

The need of competence in listening in EFL learners is increasing; unfortunately, this is still neglected in the English language teaching process. This means, that there are important challenges for teachers in which they have to implement new strategies and stop using inadequate and inefficient methods to the demand of producing effective English speakers and listeners. English must be taught as a tool of communication. Therefore, Listening must be the core of teaching practice and it is in this area where teachers should make efforts to improve their teaching.

II. Research Questions vs. Problem

1. What is the approach of the teacher for teaching listening?
2. What are the students listening strategies to improve their aural comprehension?
3. How is the implementation of listening strategies affecting the students listening performance?
4. How is evaluate the effectiveness the teaching techniques applied by the English teacher?
5. What is the point out the competences developed in listening comprehension by the English students?

Problem:

The Lack of Teaching- learning strategies to develop listening skill during the 9th grade class of English in the afternoon shift at Central Dr. Carlos Vega Bolaños Institute from Masaya in the second semester of 2016.

Sub-problems:

- What methods are used by the English teacher to develop the listening skill?
- How much listening training is offered to the students?
- What are the teaching and learning strategies?
- How effective are the teaching strategies?

III. Hypothesis

English Students at Central Dr. Carlos Vega Bolaños Institute have weaknesses in the development of the listening skill due to the lack of listening strategies applied by the teacher. If the English teacher uses strategies such as: listening for specific details, listening for main ideas, and the other ones like these ones, that is, the right strategies, then students would get a top quality performance in the English Class.

IV. Theoretical Framework

Chapter I: Teaching

Teaching has been defined by various psychologists and here are some of the main definitions:

“Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person”. (Gage, 1962)

“Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. (Broachers)

There is also a traditional concept of teaching, as the one presented in (slideshare.net, 2012) that suggests that Teaching is the act of imparting instructions to the learners in the classroom situation. The teacher gives information to the students, or one of the students reads from the text-book, while the other students silently follow him in their text-books.

On the other hand, this study also presents a modern concept of teaching as implying that teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.

In addition, the study presents some points to highlight on the concepts of teaching such as:

1. Tri-polar Process (The Teacher, The Pupil and The Subject Matter).
2. Interactive Process.
3. Multiple Phases (Pre-active, inter-active and post-active phase).

4. Multiple Levels (Memory level, understanding level and reflective level).
5. Planned Activity.
6. Intentional Behavior.
7. Communication between 2 or more persons.
8. To cause motivation to learner.
9. Guidance.
10. Professional Activity.
11. Art as well as Science.

Chapter II: Learning

According to Piaget's original definition(1920) "Learning is a mental process that depends on perception and awareness, on how additional stimuli and new ideas get integrated into the old knowledge database and on how through reasoning, the entire database gets re organized which results in alteration of the mental structures and the creation of new ones."

Learning is also defined as the process of acquisition of a new knowledge or skill in which it is used different methods to get an effective learning.

According to (slideshare.net, 2012), learning is a change in behavior acquired through practice, training and experience. This is supplemented with 5 components:

1. Performance
2. Permanent Change
3. Behavior
4. Practice & Experience
5. Reinforcement

This study also presents other definitions of learning such as: Learning may be defined as “a relatively permanent change in behavior that occurs as a result of prior experience”. Besides, learning is “the process of having one`s modified, more or less permanently, by what he does and the consequences of his actions, or by what he observes”

Definitions of Listening:

According to (Anderson and Lynch, 1988), arguing what is successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. According to (Mendelshon, 1998), defines listening comprehension as —the ability to understand the spoken language of native speakers. According to (O'Malley & Chamot, 1990), who offer a useful and more extensive definition that —listening comprehension is an active and conscious process in which the listener constructs meaning by using clues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement (Mendelshon, 1998) points out that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Listeners must also know how to process and how to judge what the illocutionary force of an utterance is- that is, what this string of

sounds is intended to mean in a particular setting, under a particular set of circumstances – as an act of real communication, (Mendelshon, 1998).

The Process of Listening Comprehension

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing. Schemata are the guiding structures in the comprehension process. The schema is described by (Rumelhart, 1980) as —a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects, situations, events, sequences of events, actions and sequences of actions. According to the cognitive comprehension theory—schemata means an abstract textual structure that the listener uses to make sense of the given text. The listener makes use of linguistic and situational cues and also the expectations he/she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified. The principle of schema leads to two fundamental modes of information processing: bottom-up processing and top-down processing.

As opposed with this, if the listener is unfamiliar with the content of the listening text and deficient in language proficiency, he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information. From the cognitive perspective, (Anderson and Lynch, 1988) elaborates

that comprehension consists of perception, parsing and utilization. Perceptual processing is the encoding of the acoustic or written message. In listening, this covers chunking phonemes from the continuous speech stream (Anderson and Lynch, 1988). During this stage, an individual pays close attention to input and the sounds are stored in echoic memory. While the input is still in echoic memory, some initial analysis of the language code may start, and encoding processes may transform some of the input into meaningful representations (Anderson and Lynch, 1988).

Listening Strategies

According to the website (www.nclrc.org, 2004), 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.

Top-down strategies are listener 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 strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves

and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

According to (Oxford, 1993), there are also two types of strategies: direct strategies and indirect strategies.

1. **Direct Strategies:**

Compensation strategies: If used successfully, compensation strategies can help the listeners overcome language limitations when they do not hear something clearly or they cannot catch all the words. They can make use of some clues to help them guess the meaning of certain words or pieces of information. Therefore, (Oxford, 1993) considers these strategies for “guessing intelligently” because listeners do not need to hear every word as long as they can guess “systematically” through using clues such as:

Using Linguistic clues: listeners can use such clues like word order and word stress to facilitate their understanding of what they hear. In order to do so, they need to have sufficient grammatical knowledge of the target language that enables them to fill up the gaps when they listen to “messy pronunciation”.

Using other clues: some of these clues are related to the type of vocabulary that listeners need to be familiar with, in order to guess what is beyond the language. For instance, they can make a good guess about the social status of certain people from the way they are addressed such as “Mrs.” and “Miss”. Besides, the speaker’s tone of voice,

which indicates his or her state of mind, makes it possible for the listener to correctly interpret what is heard.

2. Cognitive Strategies:

These strategies prove to be the most common type of strategies used by language learners. While Oxford gives a detail description of all the strategies, Bacon categories them under two main headings: Top-down and Bottom-up strategies.

Bottom up strategies: These strategies are “text based” because they depend on use clues or evidence from the existent text to understand new information. That includes strategies like repeating some new words that the learners hear probably because they see to be “key words” as long as they occur more frequently than other words. As well, some listeners tend to break down some unknown expressions into smaller “meaningful units” and try to make out the whole meaning through understanding the meaning of individual words.

Top down strategies: Unlike bottom up strategies, this type of strategy is thought to be at a higher cognitive level in the sense that it deals with more “abstract” clues. Thus, the listeners using top down strategies relate what they hear to what they already know which is known as “schemata knowledge”. This includes previous background knowledge of the world and knowledge of discourse. Having such knowledge, listeners can keep up with the listening text because they formulate some “expectations” as well as “predictions” before and while listening.

According to (Bacon, 1992), listeners tend to rely on Bottom up strategies trying to comprehend a difficult text, while they use more top down strategies with a less difficult one, which seems very logical, listeners can use their previous knowledge as

long as they are familiar with the text, but with an unfamiliar one they can make good use of some “textual clues”.

3. **Indirect Strategies:**

Metacognitive strategies: These are strategies that help the students “coordinate their own learning process”

Identifying the purpose: As in the case of real life situations, listeners need to set a purpose for listening, in order to identify the right “channels” for their attention. Setting a purpose helps them better prepared before listening because they will probably have a kind of “mental plan” to follow, which proves to be true for most of the listeners in Bacon`s research study.

Self-monitoring: Listeners need to be self-conscious while listening to be able to monitor their comprehension. In other words, they can monitor their understanding as they continue listening as long as they can notice their errors or any inaccurate guesses and try to improve on them.

Self-evaluation: After the listening process is completed, some listeners evaluate their own overall comprehension progress and assess how well they have done. (Oxford, 1993) points out that any self-evaluation must take into consideration the difficulty of the situation or the language and that learners should try to be as specific as possible for an accurate evaluation.

4. **Social Strategies:**

Language learning is considered to be a social activity rather than an individual. In learning situations, there are always mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help. As listeners, learners can ask for clarification when they want the speaker, who could be the teacher,

to slow down, repeat or explain something. They can also ask for verification to check that they have understood something correctly. As well, learners have the chance to learn from their peers. If they are put into groups to work on a particular listening task, there is a possibility that less successful listener make use of some strategies used by successful listeners as they work together cooperatively and observe how their peers managed to succeed.

5. **Affective Strategies:**

(Oxford, 1993) argues that the affective side of the learner is one of the biggest influences on language learning success or failure. Therefore, learners need some kind of strategies to help them control, to a certain context, their emotions, attitudes and values. There are many cases where learners do not have problems dealing with technical aspects of the language, but they may experience some personal feelings that may suppress their progress. For instance, students may perfectly understand a listening text, but they would not be able to perform the listening task successfully if the text is culturally offensive

Based on the previous discussion, the following points emerge: Most of the strategies are not only to be used by language learners to succeed in doing listening tasks inside the classroom, but they are as well strategies that can carry out of the classroom context to help them be better listeners of the language, they learn in real life situations.

In order to help language learners discover, choose and develop their own effective listening strategies, they need to be exposed to varieties of authentic listening materials that can provide them with authentic examples of real life situations.

V. Justification

Listening is one of the communication skills human beings are engaged since the moment they are born. And because of its importance in the process of language acquisition, listening should be developed among speaking, writing and reading to make human beings become effective communicators. Listening is usually the most underdeveloped communication skill especially on second language learners. Therefore, this research is mainly referred to the analysis of listening strategies to develop an effective aural comprehension in the 9th grade class of English in the afternoon shift at Dr. Carlos Vega Bolaños Institute from Masaya in the second semester of 2016.

The main purpose of this research is to analyze the teaching-learning strategies, during the development of the listening skill, because the teacher does not apply the listening strategies he should.

On the other hand, this study will benefit the future English teachers if they apply in the right way the listening strategies. Besides, the school and the students will be benefitted when the English teacher apply the right strategies of listening.

VI. Objectives

– General objective:

To analyze the teaching-learning strategies to developed listening skills in the 9th grade class of English in the afternoon shift at Central Dr. Carlos Vega Bolaños Institute from Masaya in the second semester of 2016.

– Specific Objectives:

1. To analyze the listening strategies used by English teachers.
2. To determine the amount of training offered to the students in the listening class
3. To describe the teaching approach and methods used to develop listening skills.
4. To evaluate the effectiveness the teaching techniques applied by the English teacher.
5. To point out the competences developed in listening comprehension by the English students.

Variables	Definition	Sub Variables	Indicator	Scale	Instruments
To analyze the listening strategies used by English teachers.	Listening strategies used by the teacher.	<ul style="list-style-type: none"> • Bottom-up • Top-down 	<ul style="list-style-type: none"> • Identification of main idea and details. • Guess and predicting 	<p>Seldom</p> <p>Sometimes</p>	<p>Interview</p> <p>Survey</p>
To determine the amount of training offered to the students in the listening class	Amount of training offered to the students in the listening class	Social strategies	Activities developed in English class where there are always mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help.	Twice a week	<p>Survey</p> <p>Interview</p>
To describe the teaching approach and methods used to develop listening skills.	Teaching approach and methods used to develop listening skill	<ul style="list-style-type: none"> • Recognizing cognates. • Predicting 	Teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic.	Never	<p>Interview</p> <p>Survey</p>
To evaluate the effectiveness the teaching techniques applied by the English teacher	Effectiveness the teaching techniques applied by the English teacher	Listening Comprehension	The teacher has to help the students by heightening comprehension.	From time to time	Survey
To point out the competences developed in listening comprehension by the English students	Competences developed in listening comprehension by the English students	Textual clue. Cognitive Self-monitoring	Students have to listen to short paragraph to develop the listening skill. Students listen to short dialogues.	<p>Once a week</p> <p>Twice a week</p>	Interview

VII. Methodological Design

– Population and sample

This research was conducted in the ninth grade "I" of the Central Institute Dr. Carlos Vega Bolaños of Masaya city in the afternoon shift in the second term of the academic year 2016. This research was conducted taking into account the research proposal, which analyzes how the listening skill was developed during teaching-learning process.

Carlos Vega Bolaños is a private secondary school located in front of central park from Masaya. It was created in 1863 and has 3605 students approximately. It has five groups of students on 3rd year in the regular class, and has three teachers of English.

Participants in this study were 56 students; the sample was the same 56 students. The participants (12–17 years old).

– Procedure

Observations were implemented in three different dates September 12th, September 29th and October 19th.

Data included classroom observations, teacher interviews, and student surveys. Findings revealed that students did not develop the listening skill, which affects the language comprehension. Findings also indicated that the teacher applied the same strategies all the time during the listening class, that is, drills and listening of short dialogues.

Our methodology design is descriptive, because it gives details about the process of listening skill.

The English teacher interview was applied in English on November 10th during the English class. In this interview was mentioned the type of strategies and methodologies related to teaching listening, both of them according to the level of the students.

The surveys were applied to the students on November 17th in the English class. In this instrument was included the point related to the teaching–learning strategies. The participants were informed of the purpose of this study and the questions applied to the learners were translated into Spanish.

This type of research is descriptive, because it involves gathering data and events that are organized, tabulated, and depicted through the data collection (Glass and Hopkins, 1984). Descriptive research can be either quantitative or qualitative the mixing of both approaches in a study. The instruments used to gather the data were: Questionnaires applied to the students, Interview administered to the teachers and Observation to the class. All these instruments provide the numerical values.

Qualitative data typically consists of words, while quantitative data consists of numbers. Anything that is qualitative can be assigned meaningful numerical values. These values can then be manipulated to help to achieve greater insight into the meaning of the data. Three main purposes of research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Kratwohl, 1993).

The instrument survey and interview were validated in different ways:

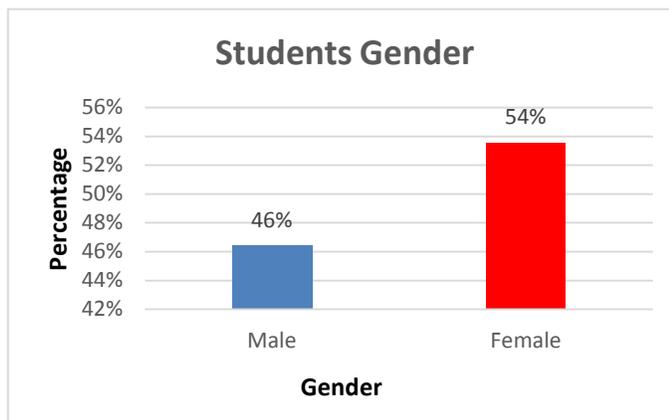
- 1) Our partners evaluated our instruments during the English class on October 15th, 2016.

2) Correction of instruments done by the tutor on October 22th, 2016.

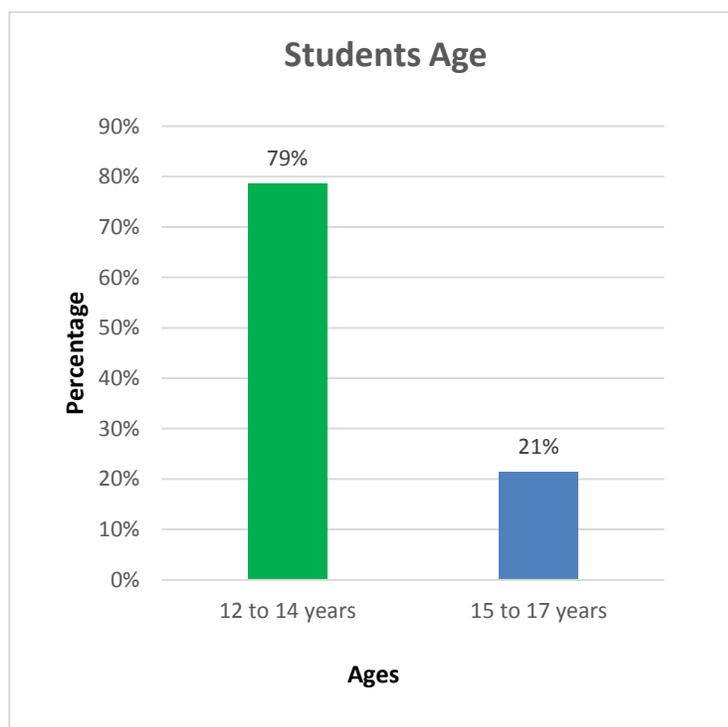
3) Pilot surveys were applied to the students of 3rd year "1" on October 18th, 2016.

VIII. Results and Discussion

The information collected with the applied survey the group of students “I” at Dr. Carlos Vega Bolaños Secondary School is distributed in gender 46% male and 54% female, (see Graph 1).



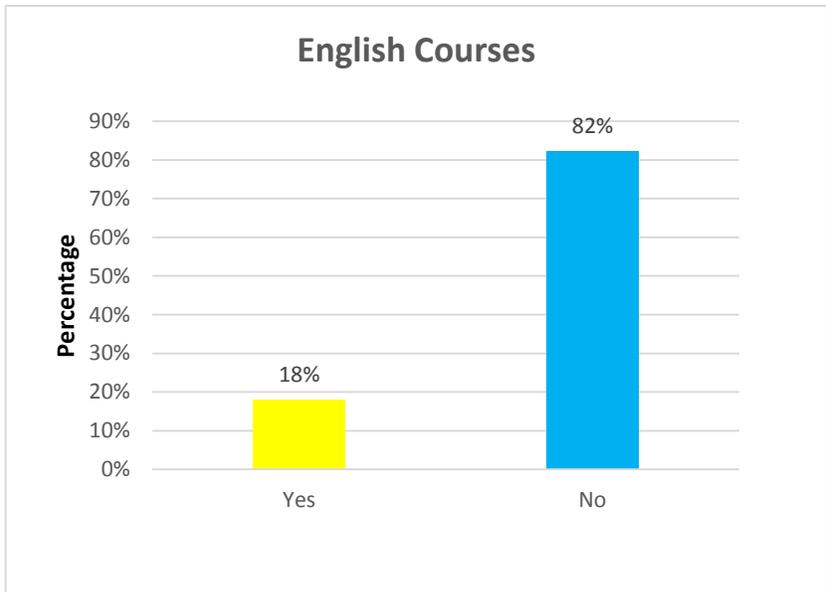
Graph 1: Students Gender



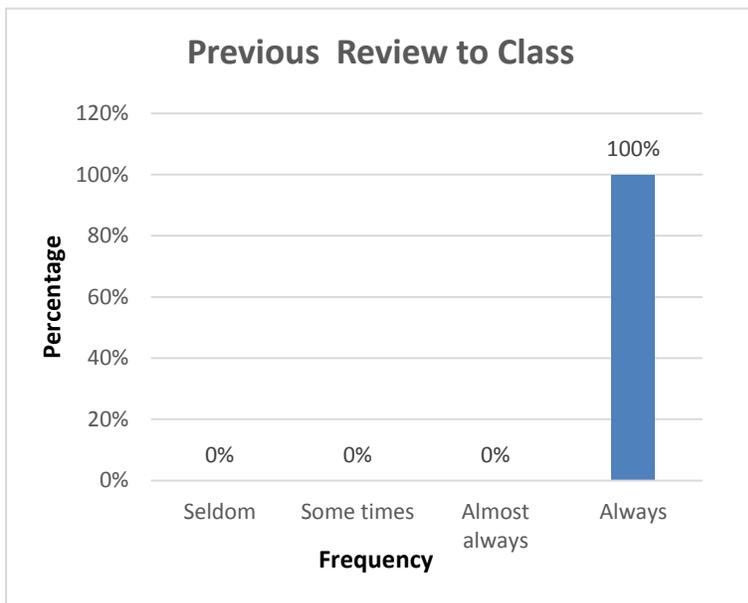
Graph 2: Students Age

Their ages oscillate between 12 and 14 years old (79%) and 15 years old to 17 years old (21%), (see Graph 2). According to the interview with their teacher, students live near of the school.

According to information retrieved from survey applied to students of the group “1”, they took an English course, and 18% of students have previous knowledge in English, no so 82% of students, (see Graph 3).



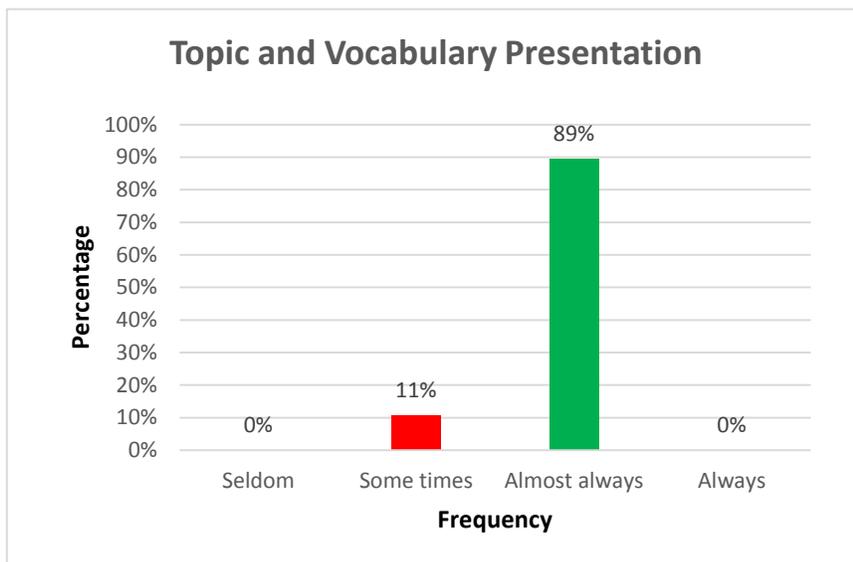
Graph 3: English Courses



Graph 4: Previous Review to Class

Students said teacher did a previous review of the new topic. In the observation number two of September 29th. The teacher did a review before developing the new topic. 56% of students indicated teacher did a review before the new topic, (see Graph 4).

Students also indicated that they received almost all the time the topic and the new vocabulary according to the established classes plan by the MINED.



Graph 5: Topic and Vocabulary Presentation

Students received the new topic and the new

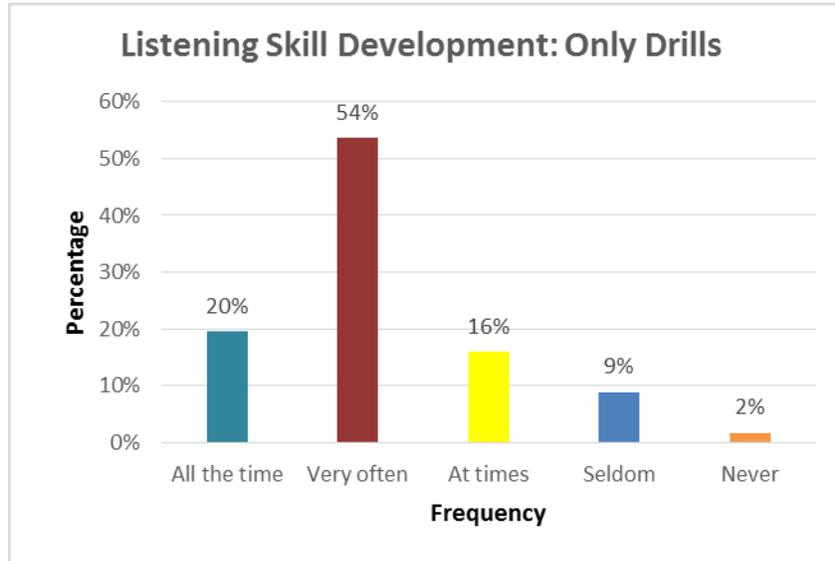
vocabulary 89% and the students which received the topic and the new vocabulary sometimes 11%, (see Graph 5).

According to the interview applied to the teacher, findings showed a lack of media to develop the English listening; although Mined provides Cd's, not CD players, the school doesn't have CD Player, TV; that is why, the students cannot develop their listening skill.

During the four observation times of the English class, it was identified there was a poor development of assignments related to guessing, prediction, summarizing and drawing inferences activities, their English books did not have the appropriate topics and the students were unable to solve the activities because the teacher did not give them a good strategies to develop the exercises.

It was also identified that the teacher practices listening skill during the class, which consists only in drills, that is, he does not do different activities and does not use

useful materials to develop the class, like flash cards, CD players. The period of time used by him to develop the listening activities oscillated between 10 to 15 minutes, (see Graph 6).



Graph 6: Listening Skill Development: Only Drills

LACK OF MOTIVATION OF STUDENTS

Causes of Lack of Motivation	Quantity		Percentage	
	Yes	No	Yes	No
Listening strategies taught by the teacher				
Lack of interest of students to learn listening strategies				
Class is boring				
Listening exercises are confused				
Used material inappropriate				
School environment inappropriate				
Total				

According to the research the student's lack of motivation is due a poor environment, few listening strategies, lack of material to develop the listening skill and the worst of all, the disappointments, because students do not understand what teacher says in English, so students do not get the picture, and the factor time, (see Chart above).

The students develop the strategies that they were used frequently with the teacher; there were strategies that teacher wasn't applied to develop the listening skill like role play, tongue twister, guessing game.

STRATEGY	Quantity	Percentage
Predict what the Reading is about		
Practice a dialogue with a partner		
Pronounce the new vocabulary		
Participation in translation of new words		
Motivation Games (guessing, tongue twister)		
Take note of unknown words		
Total		

IX. Conclusions

Based on the results gathered from the instruments, students have weaknesses in the English listening class due to the lack of listening strategies used by the teacher.

English teacher speaks all the time in Spanish in the English Class, he has a bad pronunciation.

It was not devoted the necessary amount of training for students to develop the listening skill, drills were the only activity teacher developed.

The school environment was not the appropriate; there was too much noise, pigeon on the roof, poor lighting, and chairs in bad conditions.

Didactic material was too poor, with a few exercises, lack of text-books for all the students; besides text-books are not up-dated.

My hypothesis was the expected; in this school the students do not have a good strategies to develop the listening skills for many factor such as teacher, conditioner school, time, material didactic and the no motivation of the students.

In this research I wanted to sharing with the teacher some activities or strategies that he could use to develop the listening skills. Because my purpose is help to the future teachers and students to get a successful listening.

Recommendations

Teachers should have to use different strategies of listening to ameliorate teaching and provide top-quality learning. Moreover, the school has to facilitate the material needed by the teacher and apply new strategies for the teacher to develop efficiently the listening class, so the students will get a good learning.

After acquiring the necessary skills, there should be a policy on how to continue supporting teachers to use different methods such as use audio-visual.

Teacher must incorporate videos in order to enrich their teaching, use Internet to get in touch with native English speakers, and download the most recent advances in terms of teaching-learning.

The teacher should use: Top-down strategies that include, listening for the main idea, predicting, drawing inferences and summarizing. Bottom-up strategies are text based such as responding to question in English and rewriting English grammar concepts,for the listener to rely on the language in the message, making the combination of words and grammar that creates meaning.

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XI. Annexes

Universidad Nacional Autónoma de Nicaragua-Managua

Facultad de Ciencias de la Educación e Idiomas

Departamento de Inglés

Rubén Darío Campus



ENCUESTA AL ESTUDIANTE

Nº _____

Objetivo: El objetivo de esta encuesta es determinar si los estudiantes de Inglés del III año del turno vespertino del Colegio Dr. Vega Bolaños de Masaya conocen y aplican estrategias de escucha durante la clases.

Indique con un check (✓), la respuesta que corresponda

A. Datos Generales.

1. Género:

Masculino _____ Femenino _____

2. Edad:

12-14 _____ 15-17 _____

B. Información Académica

1. ¿Usted ha tomado cursos de inglés previos a su ingreso a este Colegio?

Si _____ No _____

2. Si su respuesta fue positiva en qué nivel se ubicaría

Básico _____ Intermedio _____ Avanzado _____

C. Plan de Clases

Se realiza repaso previo a la clase

Raras veces _____ algunas veces _____ casi siempre _____ Siempre _____

1. Se le presenta el tema y vocabulario

Raras veces _____ Algunas veces _____ Casi siempre _____ Siempre _____

2. Se practica el Nuevo tema

Raras veces _____ Algunas veces _____ casi siempre _____ siempre _____

D. Actitud del maestro

1. El maestro te motiva a desarrollar la habilidad auditiva? Marque con una X

Todo el tiempo _____

Muy a menudo _____

A veces _____

Raras veces _____

Nunca _____

Seleccione una de las causas presentadas con un (✓).

- El maestro no enseña estrategias de escucha _____
- Falta de interés suya por aprender estrategias de escucha _____
- La clase es aburrida. _____
- Los ejercicios de escucha son confusos. _____
- Los materiales usados no son apropiados. _____

- Las condiciones del aula no permiten escuchar bien. _____

2. Seleccione con un (✓) las estrategias de escucha que usted conoce y aplica durante las actividades prácticas de listening.

Predecir sobre de que se trata la lectura	
Practicar un dialogo con un compañero	
Pronunciar el vocabulario nuevo	
Participación en la traducción de nuevas palabras	
Juegos de motivación (adivinanzas, trabalenguas)	
Toma de Notas de palabras conocidas	

3. ¿El tiempo que practicas listening en clases es suficiente para ti?

Si _____ No _____ Algunas veces _____

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ENTREVISTA AL DOCENTE

Objetivo: El objetivo de esta entrevista es obtener información relacionada a las estrategias de enseñanza de escucha que el maestro de Inglés utiliza para el desarrollo de la habilidad auditiva en estudiantes de Inglés del III año del turno vespertino del Colegio Dr. Vega Bolaños de Masaya.

1. Do you teach listening in your class? If so, how often?
2. What type of strategies do you use to teach listening?
3. What kind of listening practice activities do you use in the classroom to stimulate the listening on your students?
4. What factors affect or hinder the development of listening skills?
5. What kind of resources do you use for the development of listening in the classroom?
Examples CD player, flash card.
6. How can the school help the students and you as a teacher to develop the listening skill more effectively?

National Autonomous University of Nicaragua, UNAN-Managua

Faculty of Education Sciences and Languages

Rubén Dario Campus



Observation Guide

General Data

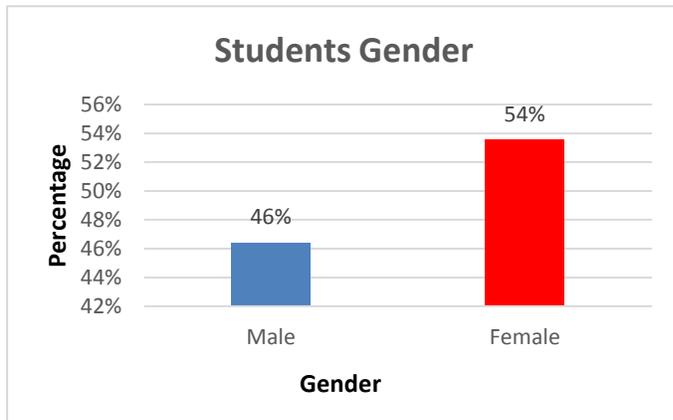
School's name: _____

Subject: _____ **Shift** _____

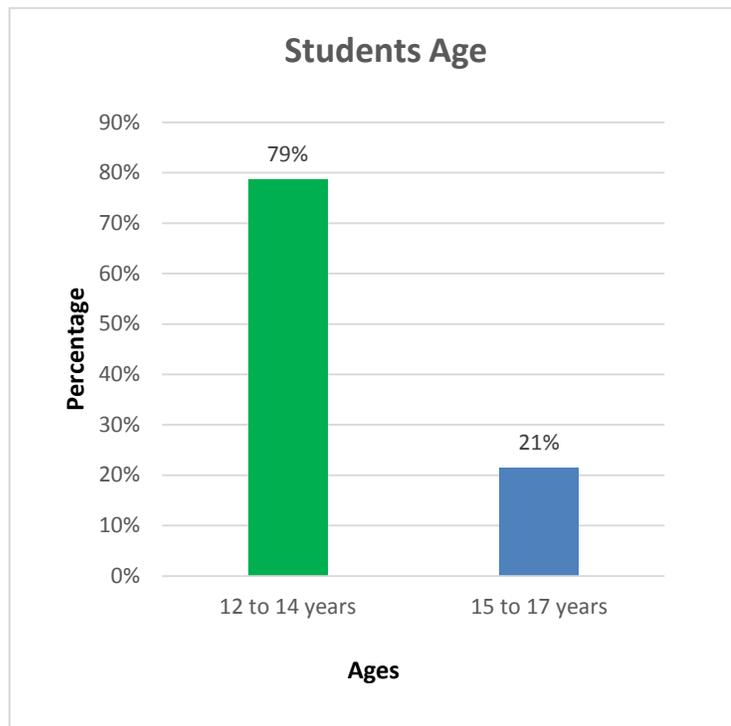
Time of Observation: _____.

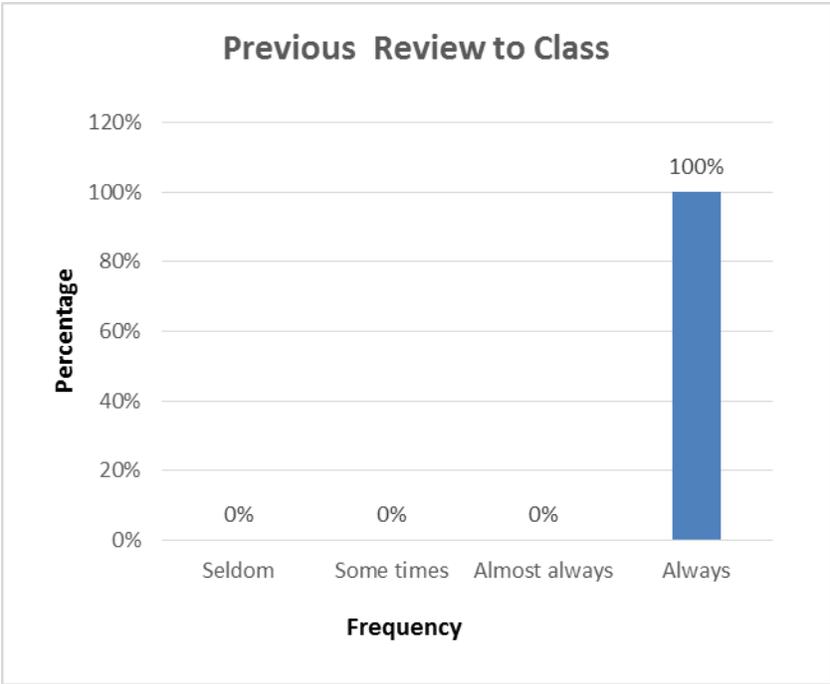
TEACHER DOES	Yes	No
Teacher is on time in the classroom		
Teacher speaks English whole the class		
Teacher uses vocabulary according to the level of students.		
Teacher does a review about the last class		
Teacher introduces the topic and the goal for the class		
Teacher keeps the control of class		
Teacher introduces new vocabulary related to the new class		
Teacher introduces some kind of strategies		
The teacher uses a CD player and flash card to give the class		
The students show motivation in the class		
Students use some kind of strategies in the listening class		
The teacher follows the topic to make activities		
The teacher asks to student participate in the listening class		
The teacher finishes the class with a review about the topic		
COMMENTS: 		

GRAPHS

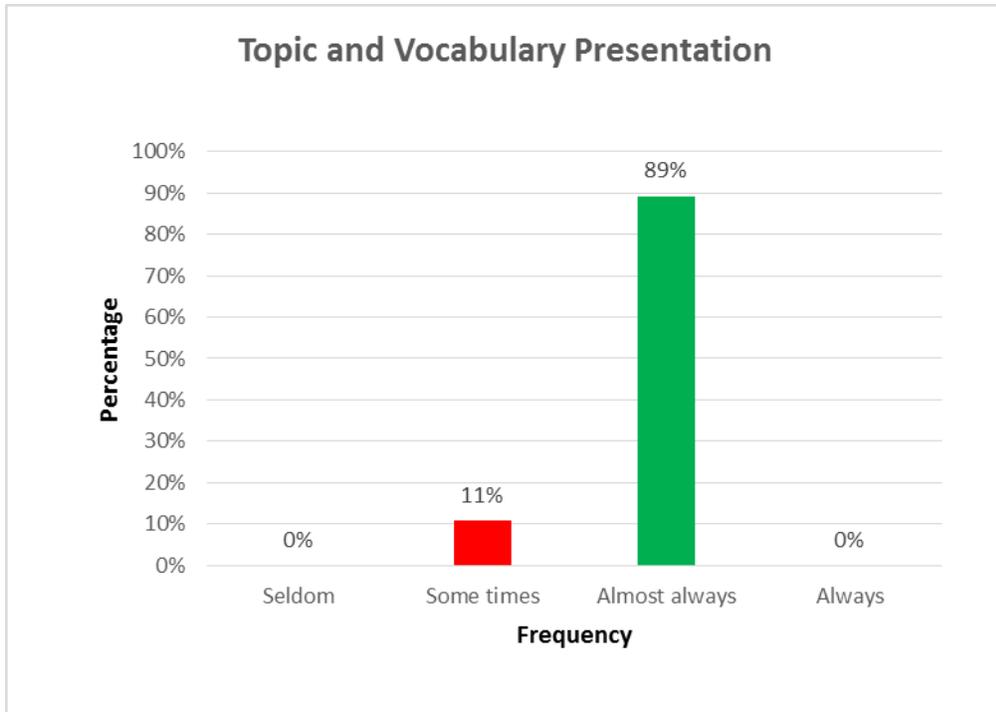


Graph 1: Students Gender

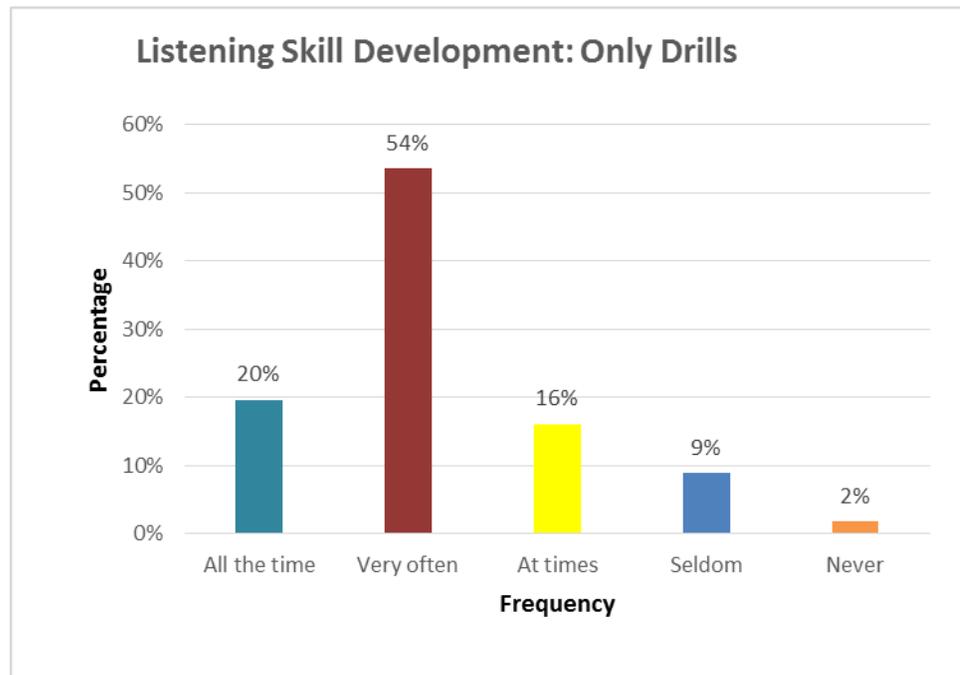




Graph 4: Previous Review to Class



Graph 5: Topic and Vocabulary Presentation



Graph 6: Listening Skill Development: Only Drills