

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
FACULTY OF EDUCATION AND LANGUAGES



TOPIC

Use of technology to develop listening skills in English language for level 1 students at
Academia Nacional de idiomas.

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ABSTRACT

In this study, it was researched the main strategies used in English classes through the use of technology and how these benefit students learning. The study also addresses the types of feedback practiced by the teacher during listening skills influence as well as didactic material in the development of listening skills.

Data were gathered through classroom observation, survey for students, questionnaires and interview for teacher. Their responses were analyzed through graphs and it was used for getting information about the effectiveness and efficiency of work carried out by the teacher.

The results showed that the students used a narrow range of listening strategies which mostly belong to memory and cognitive strategies groups; However, the use of technology demostred to be effective in students learning, students expressed immediate oral feedback when practicing listening activities and provided that didactic resources are essential to ensure effective communication. To conclude the listening strategies applied in English classes are not enough to promote listening skills and language competence even though feedback is appropriate.

A wide variety of strategies use and more didactic resources are needed to improve students learning.

INTRODUCTION

Listening is essential for the students of English of Academy learn how to listening in English in order to develop activities that are more related to the language using different technologies , also for them to be able to have an appropriate level of comprehension about how language works through a foreign language as it is in English. Students who are able to listening in English they are also open to knowledge, a student who is able to listening means they have the capability to reach a better understanding of any subject in the class and as well to help others. On the other hand, it depends a lot on the interest that the student would show for this subject and on the teachers´ techniques implemented in the classroom for the students to learn that skill, the more knowledgeable, skillful and preparedness the teacher has for developing the class, the more smoothly the process will turn for the students to acquire those abilities.

There are many techniques and resources for increasing students´ motivation for listening, and the teacher must take advantages of them to have a better and entertaining class; for example, Example: Learning Oral English Online This website offers interactional speaking practice through dialogs centered on topics such as making friends, going to a party, and dating. Students can practice different aspects of social conversation. This site also practices another type of interactional listening that focuses on simple service-oriented tasks such as ordering lunch and shopping in America, so in this way the teacher is improving the student´s participation and the attention in the classroom. Likewise students focus at the same time in the listening.

The reason why the topic “the use of technology to develop listening skill” was chosen it is because currently there is not a good habit for practice and use technology to develop listening skills and less in English which affects the students´ cognitive knowledge and the ability to understand language taking into account that there are many teachers of high school that do not implement the listening in English skills.

I. HISTORICAL BACKGROUND

This research has been developed at Academia Nacional de Idiomas located in Managua, in Zumen neighborhood, the school was founded in 1991. Academia Nacional de Idiomas has a current more than 380 students .This Academia Nacional de Idiomas offers intensive and communicative English offers modalities for beginners and advanced levels in the morning, afternoon and night shifts with a total of 21 teachers in the regular shift.

The Academia Nacional de Idiomas has highly equipped classrooms and highly qualified teachers in the English language.

The research in this scenario was developed with students of level 1. My objective with this research was to analyze the techniques and strategies that the teacher uses through technology to motivate students for them to be able to reach a better level of listening skills.

The data that was collected during the research process was taken from observations, a survey, questionnaires which were applied to a group of students and an interview to the teacher imparting the class.

II. PROBLEM AND RESEARCH QUESTIONS

a. PROBLEM

How English teachers can help level 1 student to develop listening skills in English by applying technology in their classes at Academia Nacional de Idiomas.

b. SUB PROBLEMS

- 1) What classrooms strategies that require the use of technology are teachers implementing to help level 1 students to develop listening skills in English?
- 2) How students use technology to practice listening skills outside of the English Academy?
- 3) What technological resources does the institution have to enhance level 1 students develop listening skills in English?
- 4) How the use of technology can maximize level 1 students' listening skills development considering the resources available at the Academy?
- 5) Which institutional approaches are used to apply technology in English teaching at the academy?

III. HYPOTHESIS

The use of technology through carefully and well planned strategies helps to improve pronunciation , exposure to variety of accents and make listening classes more interesting in the level 1 class at Academia Nacional de Idiomas, contradictory, traditional approaches that estimated technology as a didactic resources seem to be ineffective in the students development of the listening skills in English.

IV. LITERATURE REVIEW

IV.1. LISTENING

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Bueno, Madrid and McLaren, 2006:282).

Jack Richards (1985) describes listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language .Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

The one of the best ways introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. As multimedia technologies (interactive videodisc, CD-ROM, CD-I, etc.) become more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations.

The result is that learners can now interact with textual, aural, and visual media in a wide range of formats.

IV.2. THE LISTENING PROCESS: IMPORTANCE AND DIFFICULTIES OF LISTENING IN LANGUAGE LEARNING

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession.

Rivers (1966: 196) claimed, “Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached”. However, Morley (1972: 7) notes, “perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language”. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening acquisitions.

IV.3. CLASSIFICATION OF LISTENING SKILLS

IV.3.1 LISTENING STAGE PROCESS:

Hearing

Attending

Understanding

Remembering

Evaluating

Responding

These stages occur in sequence and rapid succession:

IV.3.1.1 Hearing

The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

IV.3.1.2 Attending

It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus –these selective perceptions.

IV.3.1.3 Understanding

The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words; they can be sounds like applause or even sights. We have to stay in the right context and understand the intended meaning.

IV.3.1.4 Remembering

Remembering is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

IV.3.1.5 Evaluate

The listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

IV.3.1.6 Response

According to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001, 23).

IV.4. STRATEGIES FOR DEVELOPING LISTENING SKILLS

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input and he classified in two different ways:

a) Top-down strategies

It based on 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:

- a) Listening for the main idea
- b) Predicting
- c) Drawing inferences
- d) Summarizing

b) Bottom-up strategies

Those 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 strategies include:

- a) Listening for specific details
- b) Recognizing cognates
- c) Recognizing word-order patterns

According to Gardner and Miller (1999, pp. 101) 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.

On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

IV.5. TECHNOLOGY

According to the article (using technology to develop different skills) The use of technology outside the language classroom or in the self-access centre can make learners more autonomous. One key feature of using technology in learning is that it allows language practice and study away from the confines of the classroom at your own pace anywhere: a hotel room, the office, an Internet café, at home or, of course, in the self-access language centre.

New ICT skills learnt in the classroom (e.g. Internet search skills) can be transferred to real life. Using a range of ICT tools and a web-based environment can give learners exposure to practicing listening regularly, and consequently, become a more effective listener. Monica S. Cardenas (2007) she said that the use of technology via web-based environment can be current, e.g. using a listening activity with today's news from news websites can add a dimension of immediacy to listening practice.

While listening to digital audio or watching a video clip, learners have the opportunity to pause at will, and listen and read a transcript. Moreover, learners can get instant feedback on what they have done (e.g. you watch a video clip/listen to audio and check answers immediately after watching/listening).

.Monica S. Cardenas (2007) she said that Learners can access authentic websites, as well as websites for EFL/ESL learners. As learners become used to selecting and evaluating listening materials, they are able to plan out their own use of web-based materials in their own time. This helps them become effective listeners and independent learners.

IV.6. DIDACTIC RESOURCES

IV.6.1. The Internet – A Goldmine of Listening Materials

Gruba paul (1997) he said that the Internet held the promise of access to authentic audio and video. Today that promise has been realized. An unending stream of audio and video lessons, television and radio broadcasts, including news and documentaries, and music videos

are now at our fingertips through different sources. In addition to this, a new generation of internet tools are available (Skype, podcasts, online webcasts and conferences, voice boards). Moreover, social networks create multiple opportunities for authentic communication.

IV.6.2. Audio and Video

Gruba paul (1997) he said The principal benefits of online audio and video start with the range of material in terms of subject matter, accent of the speaker, and length. Some of the activities will only take up a short amount of time, for example listening to the news, whereas others, such as participating in conference calls or listening to TV broadcasts will require learners to set aside quite a lot of time.

IV.6.3. Online audio and video news

Online listening activities are divided into those that are specifically scripted for English learners, while others consist of authentic materials which have been specially selected.

IV.7. TEACHING GOALS AND METHODS

ShaBalize, Dave Treder (1999) that Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well:

IV.7.1. Interpersonal Activities

ShaBalize, Dave Treder (1999) One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish. For example, you may have one student interview another for a job with a company or for an article in a newspaper. Even a story telling activity, such as one that answers the question "What was your favorite movie from last year?" can give students the opportunity to ask one another questions and then to practice active listening skills.

IV.7.2. Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. You can begin with a simple group activity. Carla Meskill(1996) said that 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 them 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.

IV.7.3. Modern Methods of Teaching Listening Skills

By Carla Meskill(1996) said that 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.

IV.7.4. Audio Segments

Gruba paul (1997) said teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. It's 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. Gruba paul (1997) use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

IV.7.5. Video Segments

ShaBalize, Dave Treder (1999) Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, 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. With your students, 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 a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations. ShaBalize, Dave Treder (1999) Instructional Tips 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. ShaBalize, Dave Treder (1999) 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.

IV.8. MOTIVATION OF STUDENTS IN LISTENING

According to Routledge Encyclopedia (2000), motivation provides reinforcement to maintain the extensive and rarely repetitive process of learning ESL (as cited in Kumaravadivelu, 2006). In other words, ESL and foreign language learning students' need or desire to make effort to acquire and learn are crucial factors of their motivation. Brownell (1994) affirmed that a successful listening process either in the classroom or outside is primarily dependent on individuals' need to understand spoken language drawing from their background knowledge of that particular language as they strive to improve their communicative competence. Kumaravadivelu (2006) claimed that "motivation is perhaps the only intake variable that has been consistently found, in various contexts and at various levels of L2 development, to correlate positively with successful ESL learning outcomes" (p. 40). In interactive listening, learners are frequently engaged in communicative activities with a variety of learning opportunities so that they can express their ideas and feelings freely in order to feel competent and self-determining (Kumaravadivelu, 2006). As seen in this study, students are able to collaboratively identify their strengths and weaknesses to use ESL appropriately.

IV.8.1. INTRINSIC MOTIVATION AND INSTRUMENTAL MOTIVATION IN AN ESL CLASSROOM.

IV.8.1.1. Intrinsic motivation

According to Kumaravadivelu, (2006) and Van Lier (1988) defined Intrinsic motivation is perceived to attribute to students' educational results under their own control (interested in mastering an ESL topic) while instrumental motivation focuses mainly on the practical and functional use of ESL.

According to Van Lier (1988) defined Intrinsic motivation and instrumental motivation have been regarded as important factors in ESL achievement because students expand their efforts to learn ESL and achieve their goals. For example, international students residing in the United States of America may learn English for academic purposes as well as for the purpose of integrating with the people and culture of the country. For that, intrinsic and instrumental motivation are essential for the successful acquisition of ESL. Thus, students are motivated because of the exigencies of having to learn a language for a variety of purposes.

Intrinsic motivation: Scholars like Csikszentmihalyi (as cited in Kumaravadivelu, 2006) and Van Lier (1988) defined intrinsic motivation as a true enjoyment that accompanies the experience of what they call dynamic, holistic and sensation of total involvement with the activity itself. As a result, intrinsically motivated activities are ends in themselves rather than means to an end (activities prompt students' active engagement without any explicit encouragement from the teacher). Individual learners seek out and engage in intrinsically motivated activities in order to feel competent and self-determining. Interactive listening in an ESL classroom triggers motivation among learners since its activities are learner-centered. Kumaravadivelu(2006) posited that students have to let their natural curiosity and interest energize their language-learning endeavors and help them overcome even adverse pedagogic and environmental limitations.

According to Kumaravadivelu(2006) students are listening to learn, the development of students' literacy acquisition can be improved whenever their goals, learning needs and attitudes towards ESL are taken into consideration by teachers. Also teachers should display interest and motivation by acknowledging and appreciating students' attentive listening and engagement in

the communicative activity (Pearce, Johnson, & Barker, 1995). Teachers show this advanced level of emphasis by developing a classroom curriculum through student autobiographies and whole class discussion so that teachers can design learning materials and activities that are appropriate to the students' level. Evidence of success can be seen when students are engaged in an intense and constructive class discussion about a particular movie or type of food. Teachers then could praise students for listening to each other and expressing their ideas and feelings with the purpose of learning from each other. In this manner, students' intrinsic motivation could be elicited through the acknowledgement of the diversity of students, giving students some control and choice, and encouraging them to think more about learning than grades. Mar et al. (2003) and Koschmann et al. (1994) suggested that ESL learning is enhanced by providing active feedback to the learner and ongoing appraisal of learner understanding. Also teachers might explore effective ESL teaching and elicit students' intrinsic motivation through understanding the feelings they bring to the classroom.

IV.8.1.2. Instrumental motivation

According to Gibbs et al. (1985) and Lu and Julien (2001) Instrumental motivation is derived from a pragmatic approach in which the emphasis is on practical and creative aspects of ESL usage. Learners with an instrumental motivation want to learn ESL for a practical reason. For example, college ESL learners have a clear instrumental motivation for ESL learning because they want to fulfill a college language requirement. Student motivation tends to be stronger when the learner has specific rather than general goals for language learning. It can be very helpful when teachers help learners develop more specific goals for language learning. Because instrumental motivation also depends on personal willingness the desire to achieve something and an individual student's desire to learn ESL (Engin, 2009). According to this view, integrative and instrumental motivations are positively correlated with one another.

Instrumental motivation leads to the consideration of integrative motivation. There is often a fine line between these two kinds of motivation which is drawn at the point where integrative motivation is characterized by a general curiosity about learning ESL. (Engin, 2009). The curiosity to learn another language and culture inherent in integrative motivation often coincides with the convenient and advantageous use of language reflected by instrumental

motivation. Gibbs et al. (1985) and Lu and Julien (2001) suggested in other words, students who learn another language for integrative purposes generally will eventually recognize the significance of learning that language for instrumental purposes. Therefore, this type of ESL learning will effectively demonstrate students' learning abilities and strategies throughout the learning process. In this situation, learners will be able to synthesize information by relating prior knowledge or already acquired information with novel experiences while the teacher facilitates the learning process in which active listening and speaking support ESL learning. Also learners in an interactive listening classroom have ample learning opportunities to make it work, not merely to make it right, while negotiating meanings in interactive listening tasks. For instance, teachers can give students contextualized listening activities in which students identify supporting details, which boost their listening ability and confidence to learn ESL. Therefore, motivation may come from the individual learner's emotional satisfaction or pleasure to make learning enjoyable through compelling interaction. Gibbs et al. (1985) and Lu and Julien (2001) suggested that teachers should design a series of stimulating discussion activities that encourage students to express their points of view on a given topic which advances students' comprehensible input and lets the class generate goals to be accomplished. For instance, teachers can demonstrate to students the benefits of what is taught in an ESL classroom by encouraging students to respect each other's viewpoints while praising students for attentively listening to one another. Thus, what emerges from this discussion of motivation is the underlying theme of this research in which ESL students' desires and goals are generally related to their motivation and success to learn the foreign language and its culture. Finally, the discussion of intrinsic, instrumental and integrative motivation reveals that having a specific goal in ESL learning helps students focus their efforts and maintain their motivation.

IV.9. ESL ACQUISITION AND LEARNING IN LISTENING

According to Krashen (1985) Define that ESL acquisition refers to picking up English through comprehensible input and meaningful conversation without conscious attention to forms just like the way children pick up languages, whereas ESL learning occurs through conscious study of forms and grammar of language. According to Krashen (1985) acquisition facilitates the availability of fluency of another language together with its prompt and normal discourse as

compared to learning. This means that acquisition makes language more accessible for communication. Background of ESL acquisition and ESL learning, as related to listening.

According to Harmer's *The Principles of Language Study* (2007), Harold Palmer was interested in the difference between "spontaneous and studial" capabilities (p. 50). The former described the ability to acquire language naturally and subconsciously, whereas the latter allowed students to organize their learning and apply their conscious knowledge to the task at hand. Palmer (2007) suggested that "spontaneous capabilities" are brought into play for the acquisition of the spoken language, whereas studial capabilities are required for the development of literacy (p. 50). Similarly, Krashen (1985) claimed that language which we acquire subconsciously is language we can easily use in spontaneous conversation because it is instantly available when we need it.

Integration of ESL acquisition and learning into interactive listening. In an attempt to integrate the concept of acquisition into interactive listening, Krashen's (1985) notion of acquisition needs to be considered. Krashen also concluded that successful It refers to learning and grasping of English acquisition of a second language by students is mostly interrelated to the kind of language input they receive. He, therefore, asserted that exposing students to a relaxed setting with maximum comprehensible input makes interactive listening successful (as cited in Palmer, 2007). There is explicit language teaching involved in interactive listening activities when students are actively involved in negotiating meaning to find the way to understand each other. In interactive listening, learners construct language learning collaboratively through communication of ideas and negotiation of meaning (Bourke, 2006; Brownell, 1994; Long, 1996). In this case, construction of ESL knowledge is a key component of the listening process in which students observe and apply their understanding for successful ESL learning. As a result, interaction helps learners realize their strengths and weaknesses, in particular how they could verbally express their ideas and understand spoken language by focusing on form. Franke concluded that teachers should encourage students to speak ESL in the classroom more often without emphasizing appropriate use of grammatical structures (as cited in Richards & Rodgers, 2001).

V. OBJECTIVES

a) GENERAL OBJECTIVE

1. To explore how technology can maximize the development of listening skills in level 1 students at Academia Nacional de Idiomas
2. To analyze the teaching strategies currently implemented and technological resources available to help level 1 students develop listening skills at Academia Nacional de idiomas.

b) SPECIFIC OBJECTIVES

1. To identify what strategies English teachers are implementing that require use of technology to help level 1 student improve listening skills.
2. To describe how level 1 student are using technology to practice listening skills outside of the academy.
3. To determine which technological resources the institution provides to help level 1 student to improve listening skills.
4. To explain how the technological resources available at the academy contributes to level 1 students listening skills improvement.
5. To describe institutional approaches that promotes the use of technology to develop students' listening skills in English.

VI. SYSTEM OF VARIABLES

VARIABLE	DEFINITION	SUB-VARIABLE	INDICATORS	SCALE	INSTRUMENTS
Classroom strategies for listening skills	All activities applied to enhance ss practice listening skills during sessions	Listening Activities	Report speech Role plays Interviews Random commands	Always Sometimes Often Seldom Never	Observation guides
Technology	All tools and devices used in specific fields that facilitate information management and data collection	Resources in the classroom	Internet Apps/mobile apps Tape recorder Computer Laptop Cellphone Usb drive Ipad Data show CD/DVD players TVs	A lot A little Few Some None	Surveys questionnaires

Institutional approaches	Institutional methods and procedures to develop teaching content during English course.	Didactic Material	Institutional Curriculum Exam proposal Academic registry Lesson plan Dosificacion	Yes/ No	Interviews
Students attitude	Ss reactions and behaviors toward the process of teaching and learning.	Indoor attitude	Discipline Attendance Ss background Ss Participation interested performance	Excellent Good Very good Bad	Interviews Questionnaires Surveys Observation guides

VII. METHODOLOGICAL DESIGN

This research was based on the development of the listening skill using technology devices with level 1 students in the evening shift in the second semester at Academia Nacional de Idiomas.

VII.1. POPULATION AND SAMPLE

This research paper follows the quantitative method, in which the population of the students was divided in three groups at the Academia Nacional de Idiomas in their corresponding level 1A- has 22 students, level 1 B- has 15 students and level 1C- has 18 students.

From the Academia Nacional de Idiomas it was decided to work in one group only, which had 22 students, this is group A. There were three groups for the level 1, giving a total among of 50 for all three groups.

VII.2. TECHNIQUES TO GATHER INFORMATION

In its designed presentation it follows the descriptive procedure, there were three observation classes and the proposed surveys were done in the corresponding groups in the evening shift.

My research paper is going to be guided by the following research questions.

- 1) What type of methods is the teacher using for teaching listening skill?
- 2) What strategies are used by the teacher in the classroom?
- 3) How is the professor assessing listening skills?
- 4) What type of evaluation is the teacher conducting?
- 5) What kind of resources does the teacher uses to develop the students learning process?

VII.3. METHOD AND PROCEDURE

Both qualitative and quantitative methods were used, including classroom observations, interview, questionnaires and survey. The qualitative method was included the classroom observation in brief descriptions of the aspects to be taken in consideration; moreover in the survey students filled out they were asked to select descriptions about the class and the teacher as well. On the other hand, it is quantitative because in the processing of the data, the results were represented by numbers and graphics that helped to obtain conclusions about the research.

a) Classroom Observation

Classroom observations were qualified with a rubric which contain important points that were; environment, students 'role, learners' attitudes and teacher's techniques that requires the use of technology to help students to improve listening skills.

b) Questionnaire

The aim of the questionnaire was to determine how frequent the English teacher applies technology in listening activities during English classes.

c) Interview

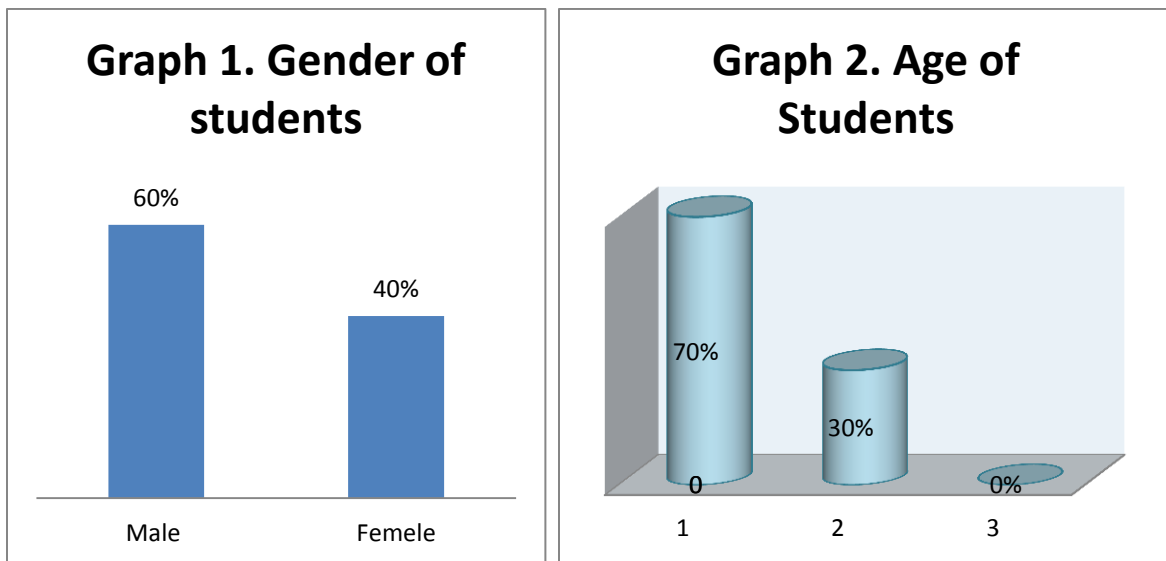
An interview was designed to obtain specific information from the teacher about the techniques he uses through the technology and it was applied in the last observation day. The aim of this interview was to identify the different approaches, what techniques were, what techniques he considered the most appropriate for teaching reading skills, which techniques the teacher applied the most to his students, which of the techniques worked better for him and also the activities and procedures he implemented during the whole class of teaching listening skills.

d) Survey

A survey was applied to students to obtain relevant information about what are the techniques that motivate and which activities demotivate them the most, what are their attitudes towards listening skills also to corroborate if the teacher use appropier the different resources at the academy.

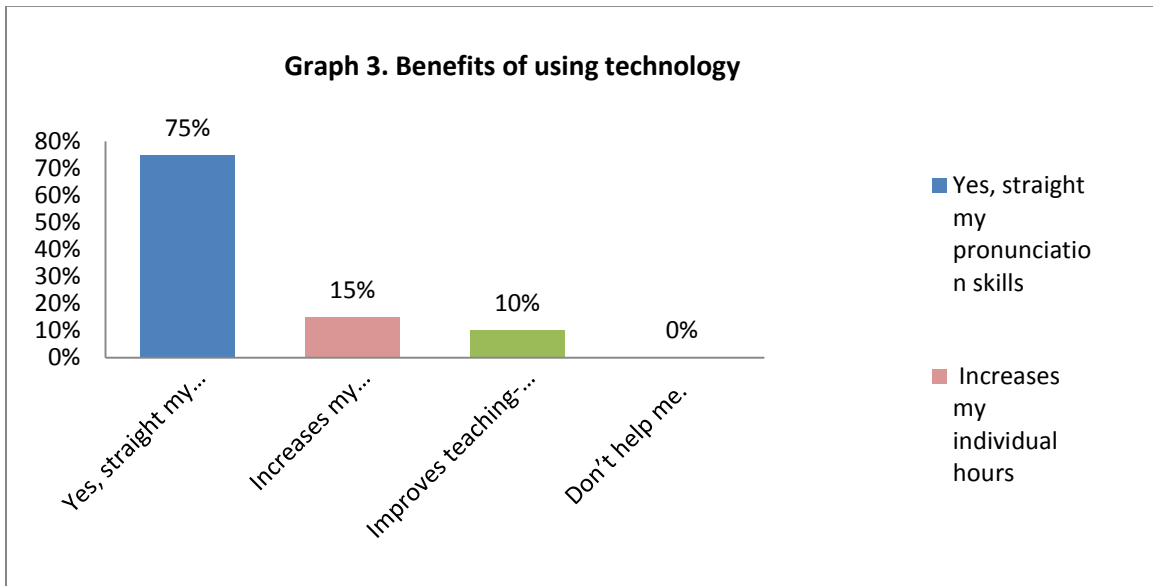
VIII. DISCUSSION OF RESULTS

According to the information collected with the applied survey, my population of research is the group of students "B" at Academia Nacional de Idiomas. It is distributed in gender: 12% male and 8% female (see Graph 1) and the majority of them are adults, whose group of ages is between 23 and 25 years old (70%) and the other (30%) between 26 years old to 33 years old (see Graph 2). According to the interview with their teacher, students come from the suburbs like Ciudad Sandino, Las Piedrecitas, Barrio Nicaragua, Villa Libertad, San Isidro de Bolas.



1) THE BENEFITS OF USING TECHNOLOGY

According to the benefit of the technology, a significant amount of student (75%) said that the use of technology increases their knowledge during the teaching-learning process. Through technology, student can practice listening in different ways such as listening to music and watching videos. According to the observation guide, the teacher uses technology during the class. Moreover, 15% of the students said that increase their individual hours in the time that the teacher gave them to practice listening using the visual aids. Only the 10% of the students said that using technology to practice listening improve the teaching-learning process. If the teacher uses technology in the right way, the teacher will be able to increase the student's ability to listening and motivated them to use technology to get better results. In addition, the 0% of the student said that don't help them to develop listening. (see graph 3)



TYPE OF STRATEGIES IMPLEMENTED IN LISTENING CLASSES

According to the data gathered, the 15% of the student said that the teacher's uses listening for main ideas, using information transfer from the tape to sheet of paper with information in blank. The other 15% of the student said that the teacher use prediction to develop listening. The majority of the student (30%) said that the teacher uses music to develop listening, giving to student incomplete song to be completed listening as song from the tape. The 25% of the student said that the teacher uses conversation from the tape record then the teacher ask for specific detail to students. The 15% of student mention that the teacher uses word-order patters to develop listening. (See table 4)

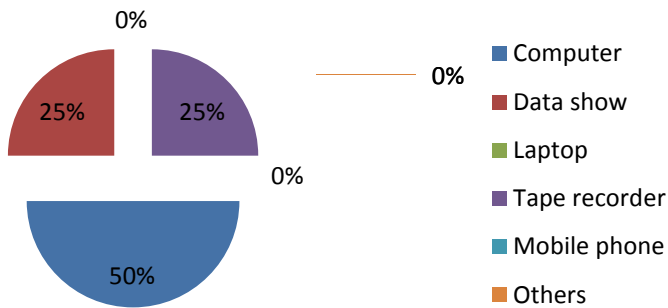
What kind of strategies does the teacher develop to implement listening skills?		
strategies	Quantity	Percentage
Listening for the main idea	3	15%
Predictions	3	15%
Music	6	30%
Listening for Specific details .	5	25%
Recognizing word-order patterns	3	15%
Total	20	100%

DIDACTIC RESOURCES

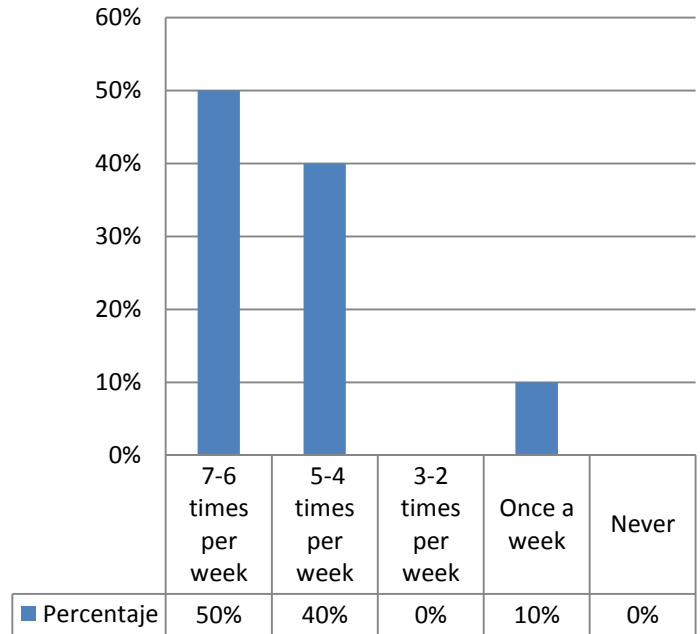
According to observation class The Graph 4 show that the 50% of the listening activities are developed through technology and it is facilitated by the academy. The teacher used different resources such as: Data show with 25% in and tape recorder with 25% too. The graph 5 describes the frequency of using technological items to teach listening skill. Between 6 to 7 times per week are used in the classroom, according the 50% of the students. The 40% of students mentioned the uses of technological items are implemented 4 to 6 times per week.

According to surveyed students, the didactic resources that the teacher most uses data show and laptop to develop listening activities. They perceive that those resources help them to develop listening skills.

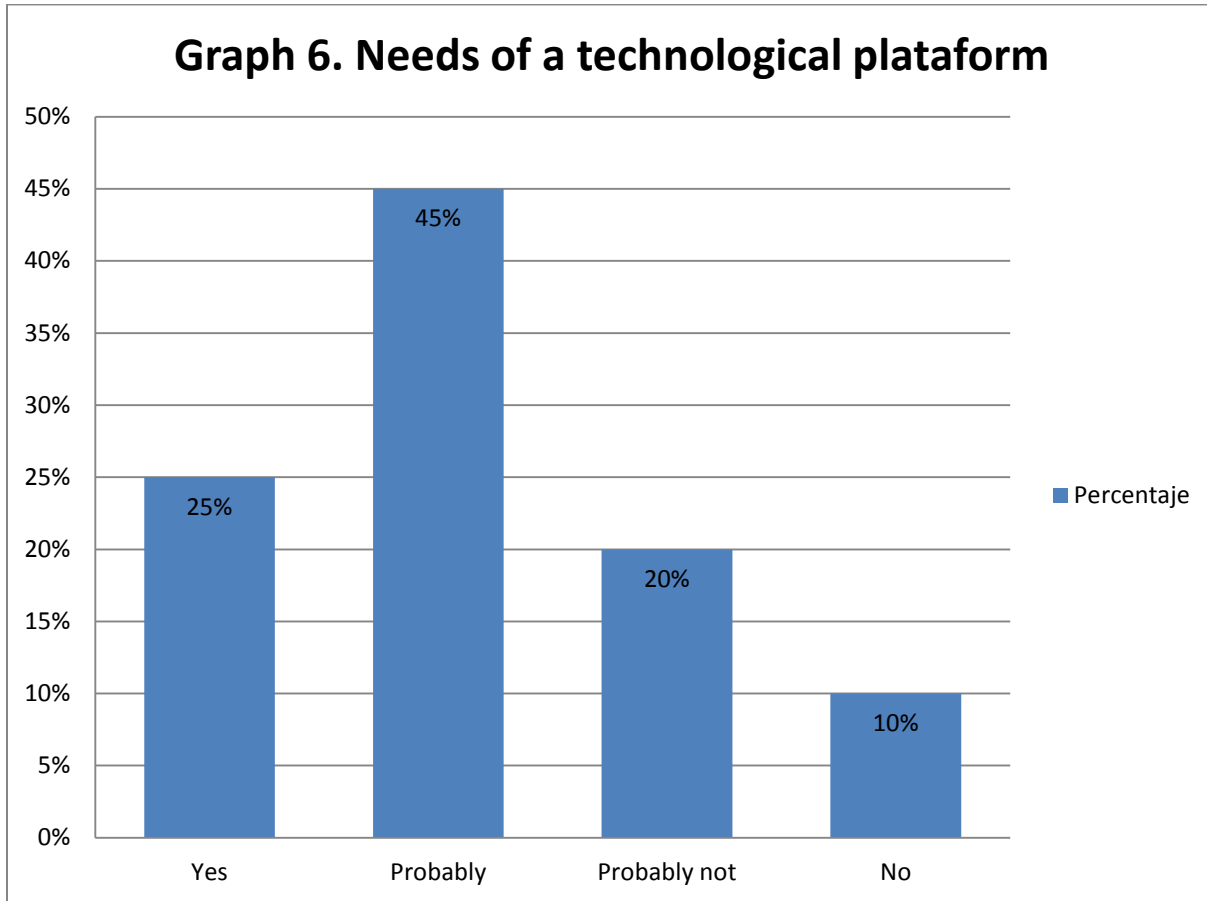
Graph 4. Resources



Graph 5. Frecuency of the didactic resources

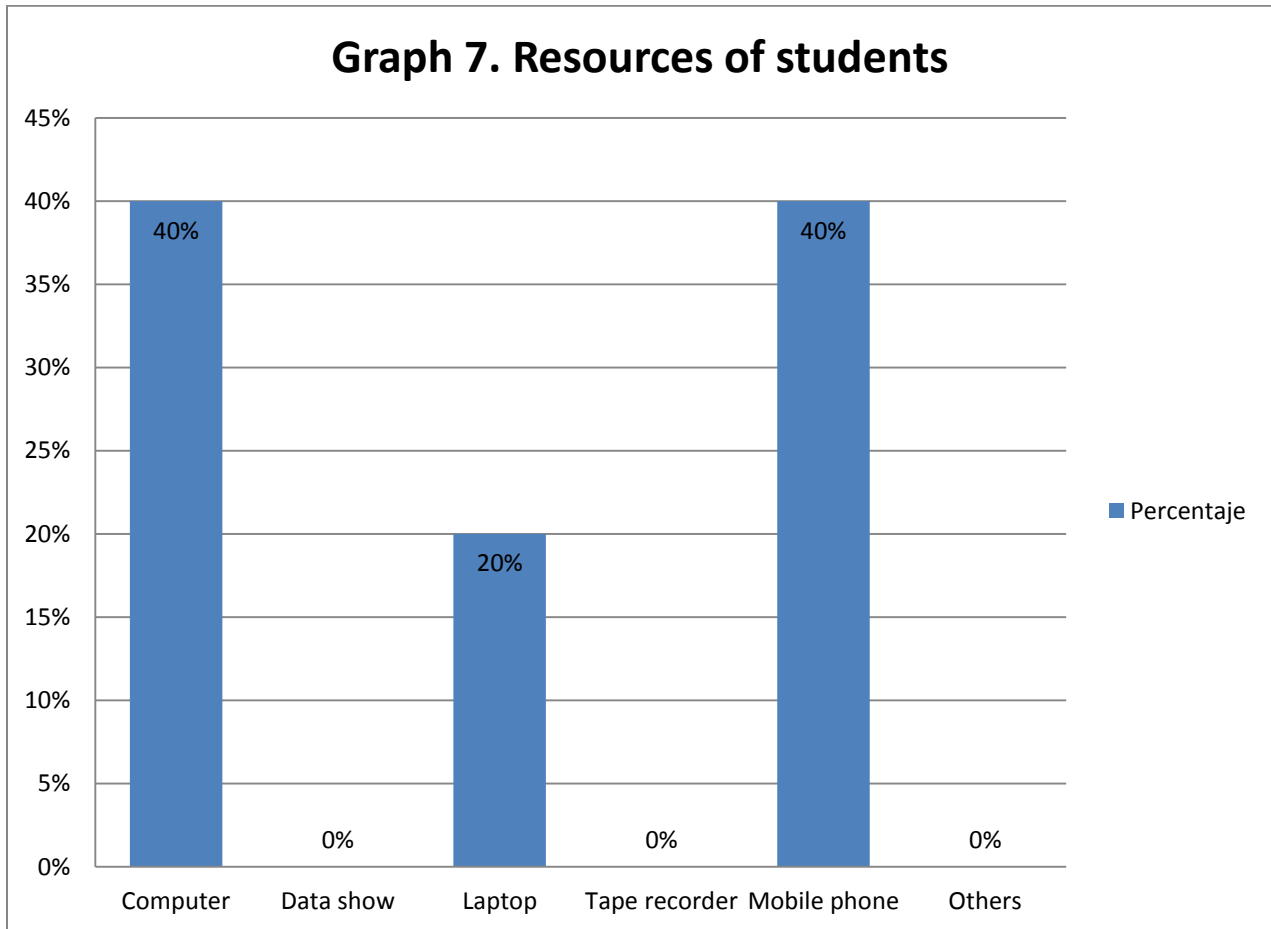


TEACHING APPROACHES



Graph 6 shows that students need a technological platform for developing listening activities. The 45% of students consider that is probably the use of technological platform to increase their knowledge, so the academy need invest resources for offering an educational service to develop different skills in English language to the students. It is important how and when it helps students to increase in the English skills as a second language.

ATTITUDE OF STUDENTS



Graph 7 describes that students have certain items that should be used for improving their listening skill, because the 80% of them have computer and mobile phone. It should be an opportunity for implementing listening activities inside and outside the classroom. According the surveyed applied students is motivated to develop listening skills; they said that is a new opportunity in their life to develop listening skill. The 20% students used laptops to understand and practice different activities assigned by the teacher. Based on these results it is possible to say that the teacher applied different strategies to stimulate his students in the learning process.

IX. CONCLUSION

In conclusion, It's important to say that using technology in the classroom allows teachers to add multisensory elements, text, sound, pictures, video, and animation, which provide meaningful contexts to facilitate comprehension that allows teachers to increase authentic materials for study, allows learners to hear the available input as many times as needed until they feel they understand it, allows to reduce the learning stresses and anxieties and promotes second language learners' learning motivation.

However, there is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology – based activities provided that these activities are relevant to their needs and interest.

X. RECOMMENDATIONS

According to the information gathered through the survey to students, the teacher interview, the questionnaires and the observation guide to the class of level 1 students who belong to the Academia Nacional de Idiomas I could identify that the strategies applied by the teacher using technology were effective that's means that students are motivated to improve listening skills during the period classes.

Develop listening in students through technology is important to increase and encouraging students to use ESL spontaneously to describe feelings and share ideas and opinions in order to improve their levels of practical proficiency. Therefore, learning strategies and student choices should be regarded as important tools to improve student motivation and ESL listening skills.

I recommend that teachers should utilize more technology where possible to improve their students' motivation and ESL listening. This could be achieved by using social constructivist approach where the learning and teaching objectives are manifest in interactive activities that are constructed by teachers and students. The incorporation of these types of technological resources into the classroom stimulates students' curiosity and desire for deeper understanding of ESL learning beyond the classroom because they are learning through an educational tool which is not typical in the classroom and which is more identifiable with their culture.

Finally the teacher should be applied different activities using technological devices allow students to feel more comfortable and sure when they have to hold a conversation in English and they make the skills more effective in order to get a perfect acquisition of the second language.

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XII. ANNEXES

OBSERVATION GUIDE FOR CLASSROOM ACTIVITIES

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA



OBJECTIVE: The aim of this observation guide is to observe what activities level 1 English teachers are implementing at Academia Nacional de idiomas that requires the use of technology to help students to improve listening skills.

1) How often does the teacher apply listening activities in the classroom?

- a) Always b) Often c) Sometimes d) Seldom e) Never

1) Which of the following listening activities do English teachers apply in the classroom to help level 1 students practice listening skills?

- a) Oral presentation
b) Dialogues
c) Role plays
d) Describing pictures
e) Random commands
f) Others: _____

- 2) **How often does the English teacher use the information from the lesson plan to support classroom activities?**
a) Always b) Often c) Sometimes d) Seldom e) Never
- 3) **Are the teacher's instructions clear and comprehensible to level 1 students during the classroom activities?**
a) always b) frequently c) sometimes d) seldom d) never
- 4) **How long do the teacher's activities last during her class?**
a) 5 min.
b) 10 min.
c) 15 min.
d) 20 min.
e) Others _____
- 5) **How often does the English teacher apply technology in her classroom to maximize level 1 students listening skills?**
a) always b) frequently c) sometimes d) seldom e) never
- 6) **Which of the following teaching aids are available to develop listening activities at Academia Nacional de Idiomas?**
1) Computer
2) Data show
3) Laptop
4) Tape recorder
5) Mobile phone
6) Others: _____

7) How effective could be the use of technology into the classroom to improve listening skills in English?

a) A lot

b) Not much

c) Nothing

QUESTIONNAIRE TO TEACHERS

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA UNAN-MANAGUA



OBJECTIVE: The aim of the following questionnaire is to determine how frequent English teacher (name) applies technology in listening activities during English classes.

PART 1. Please answer the following questions and justify your answer.

1) How familiarized are you with the use of technology to develop classroom strategies to help students improve listening skills?

- a) A lot b) a few c) nothing

2) Does the institutional approach consider the use of technology to develop classroom strategies to help level 1 students improve listening skills?

- a) Yes b) to some extent c) very little d) none

- 3) How often do you include the use of technology in your classroom activities to help level 1 students improve listening skills?
- a) always
 - b) Almost always
 - c) often
 - d) Sometimes
 - e) Never
- 4) Do you consider technology important to maximize students listening skills during their classes at Academia Nacional de Idiomas?
- a) Yes b) No Why? _____

PART 2. Read the following sentences and circle the answer that best describes your opinion.

- 1) How often do you use technology in classroom to maximize listening skills?
- a) Always b) often c) sometimes d) occasionally e) never
- 2) What technological teaching aids do you have available in the classroom when developing listening activities for level 1 students?
- a) Computer
 - b) Laptop
 - c) Data show
 - d) Tape recorder
 - e) Mobile phone
 - f) Television
 - g) Cd players
 - h) Others: _____

3) What technological devices do you use when teaching listening skills?

- a) Data show**
- b) Computer**
- c) Laptop**
- d) I pad**
- e) Tape recorder**
- f) Mobile phones**

Others: _____

4) How much the use of technology help level 1 students does improves listening skills?

- a) A lot**
- b) Some**
- c) None**

A) How could you label the use of technology as a didactic resource to help level 1 students to improve listening skills?

- a) Excellent**
- b) very good**
- c) good**
- d) bad**

INTERVIEW WITH SCHOOL PRINCIPAL

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA UNAN-MANAGUA



OBJECTIVE: the aim of this interview is to obtain if the institutional approaches include the use of technology in lessons plan during the English language course during the semester.

INSTITUTIONAL APPROACHES

- 1) Dentro del plan de estudio del nivel 1 del curso de inglés, ¿consideras el uso de dispositivos electrónicos en las actividades durante las sesiones de clase?**

- 2) ¿Con qué dispositivos cuenta la academia para aplicar el uso de la tecnología en el mejoramiento de las habilidades de escucha en los alumnos del nivel 1 en la Academia Nacional de Idiomas?**

- 3) ¿Cuáles son las directrices que contempla el uso de la tecnología como recurso didáctico durante las sesiones de clases?**

- 4) ¿Cuántas horas prácticas contempla el plan de estudio en el manejo de la tecnología durante las sesiones de estudio?**

- 5) ¿De qué manera beneficia el uso de la tecnología a los estudiantes de nivel 1 en el mejoramiento de las habilidades de escucha en el idioma Inglés?**

- 6) ¿Cada cuánto se desarrolla un plan de auto-evaluación curricular y de actualización para responder a las demandas actuales de la tecnología en la enseñanza del idioma Inglés?**

- 7) ¿Existe un plan de capacitación consistente para los maestros que les permita usar la tecnología en el desarrollo de actividades que fomenten el mejoramiento de las habilidades de escucha en el idioma Inglés?**

8) ¿Cuenta la academia con una plataforma tecnológica que permita a los estudiantes mejorar las habilidades de escucha dentro y fuera de la academia?

SURVEY APPLIED TO LEVEL 1 STUDENTS

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA UNAN-MANAGUA



ENCUESTA A LOS ESTUDIANTES DE NIVEL 1 SOBRE EL MANEJO DE LA TECNOLOGÍA EN EL SALÓN DE CLASES

La siguiente encuesta tiene como objetivo valorar el uso de la tecnología durante la enseñanza de las habilidades del escucha en el cuál los estudiantes deberán responder haciendo uso de selecciones múltiples y en algunos casos explicando con sus propias palabras, la cual pretende evaluar cuánto conoce sobre el uso de la tecnología para mejorar las habilidades de escucha en el idioma Inglés. Lea las siguientes preguntas y seleccione la respuesta encerrándola en un círculo.

- 1) Con que frecuencia el profesor implementa estrategias metodológicas en clases para desarrollar la habilidad del escucha?**
- a) Siempre**
 - b) Frecuentemente**
 - c) A veces**
 - d) Raras veces**
 - e) Nunca**

2) Qué tipo de estrategias desarrolla el profesor para implementar la habilidad del escucha?

- a) Predicciones**
- b) Música**
- c) Detalles para sacar las ideas principales del escucha**
- d) Reconocimiento para ordenar las palabras**
- e) Completaciones para ideas generales**

3) ¿Cuáles dispositivos tecnológicos se usan en el salón de clases para practicar las habilidades del escucha?

- (1) Celular**
- (2) Computadora / Laptop**
- (3) Tablet**
- (4) iPhone**
- (5) Cd players**
- (6) Televisión**
- (7) Data show**
- (8) Otros: _____**

4) ¿Con qué frecuencia utiliza el maestro dispositivos tecnológicos al desarrollar actividades de escucha durante las sesiones de clase?

(1) 7-6 veces por semana

(2) 5-4 veces por semana

(3) 3-2 veces por semana

(4) 1 vez por semana

(5) Nunca

5) ¿Por cuánto tiempo están los recursos tecnológicos disponibles para practicar la habilidad del escucha en el idioma Inglés?

(1) Todo el tiempo

(2) Frecuentemente

(3) Ocasionalmente

(4) Raras veces

(5) nunca

6) ¿Creé Ud. que la academia debería diseñar una plataforma tecnológica que le permita practicar sus habilidades de escucha fuera del salón de clases?

(1) si

(2) probablemente si

(3) Probablemente no

(4) No

7) ¿Con qué medios tecnológicos dispone Ud. para practicar sus habilidades de escucha fuera de la academia nacional de idiomas?

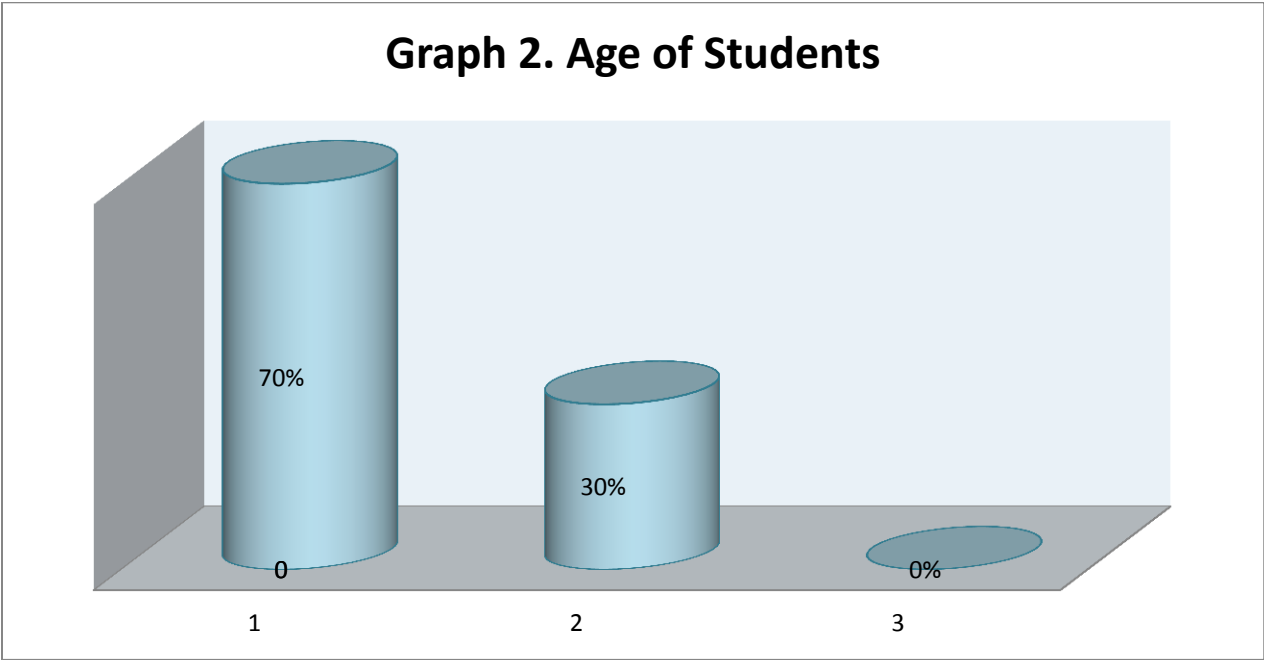
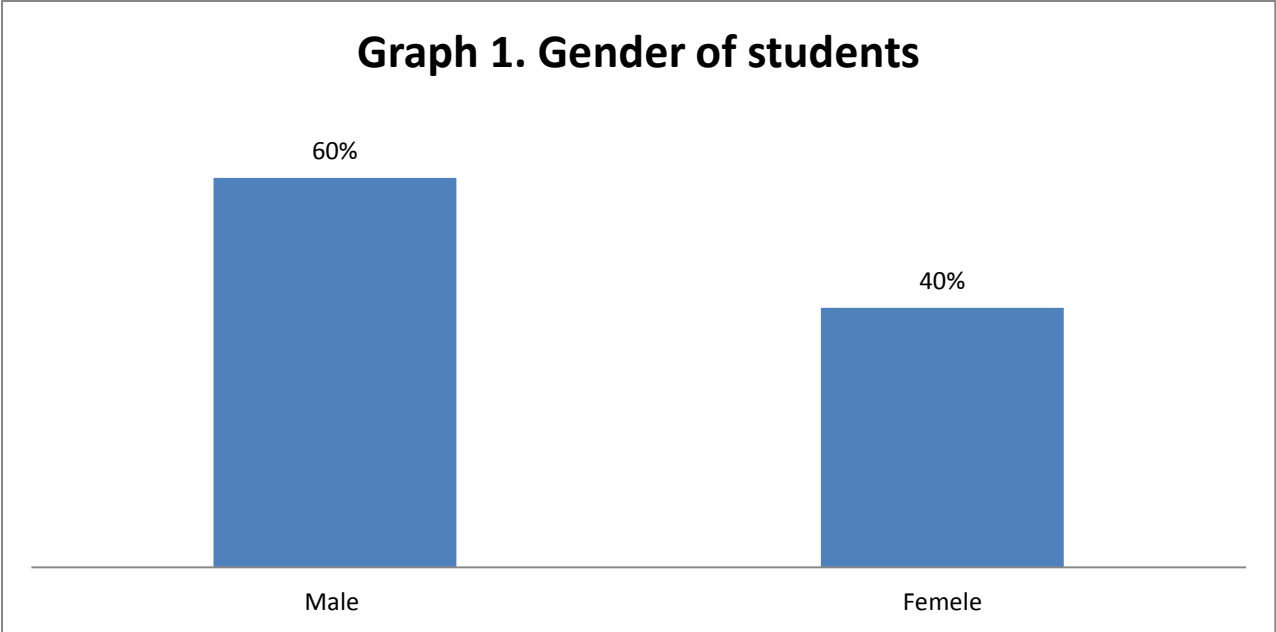
- (1) Televisor**
- (2) Computadora / Laptop**
- (3) Cd players**
- (4) Data show**
- (5) Dvd**
- (6) Tape recorder**

Otros: _____

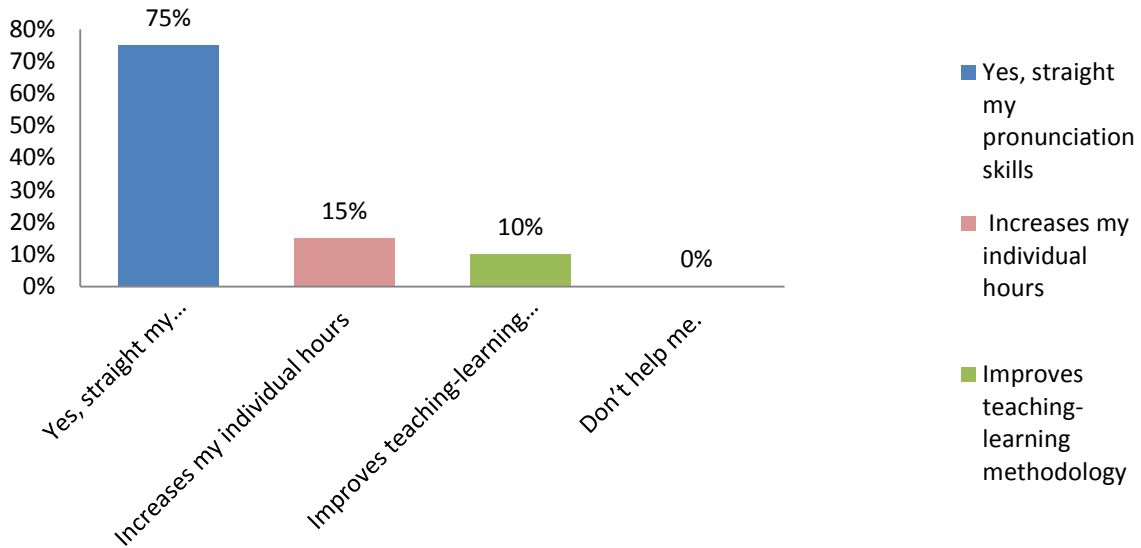
8) ¿Considera usted que la tecnología es una herramienta de aprendizaje que te podría beneficiar en el desarrollo de las habilidades del escucha?

- (1) Si, Fortalezco mis habilidades de pronunciación**
- (2) Aumenta mis horas prácticas individuales**
- (3) Mejora la metodología de enseñanza-aprendizaje**
- (4) Hace la clase menos aburrida**
- (5) No me ayuda**

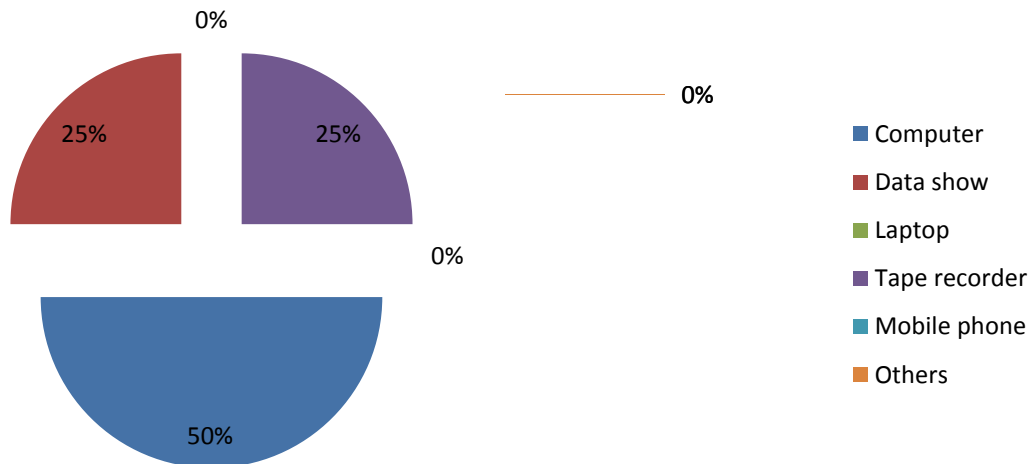
GRAPHS



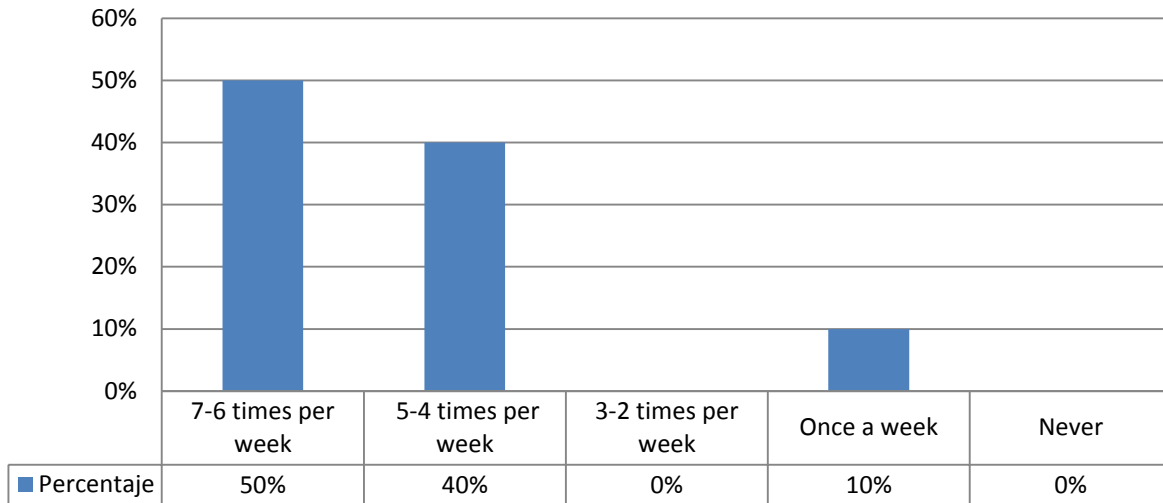
Graph 3. Benefits of using technology



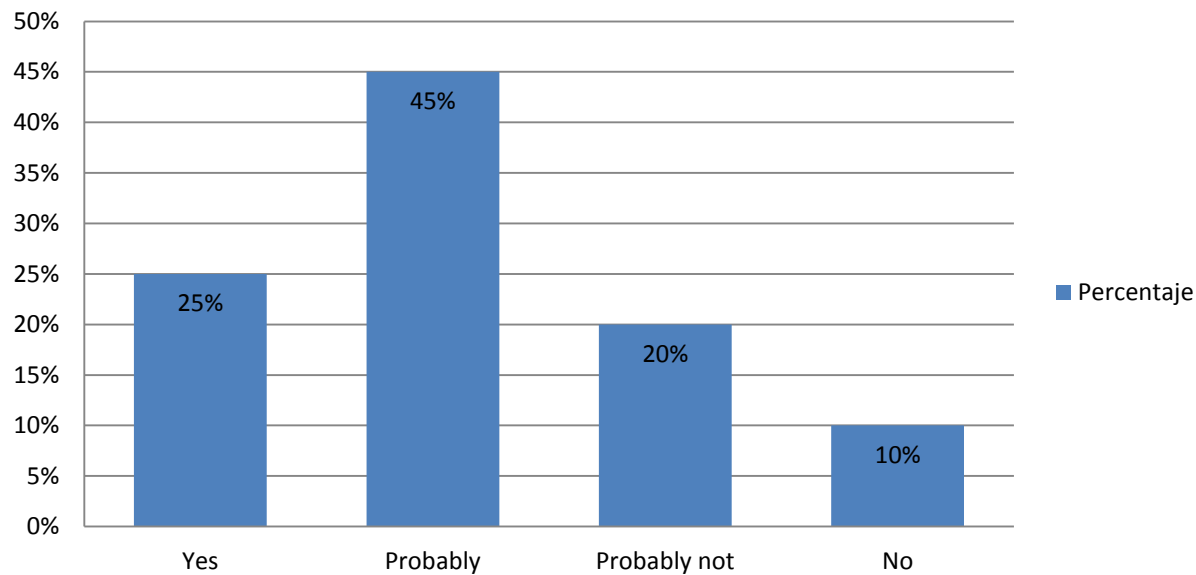
Graph 4. Resources



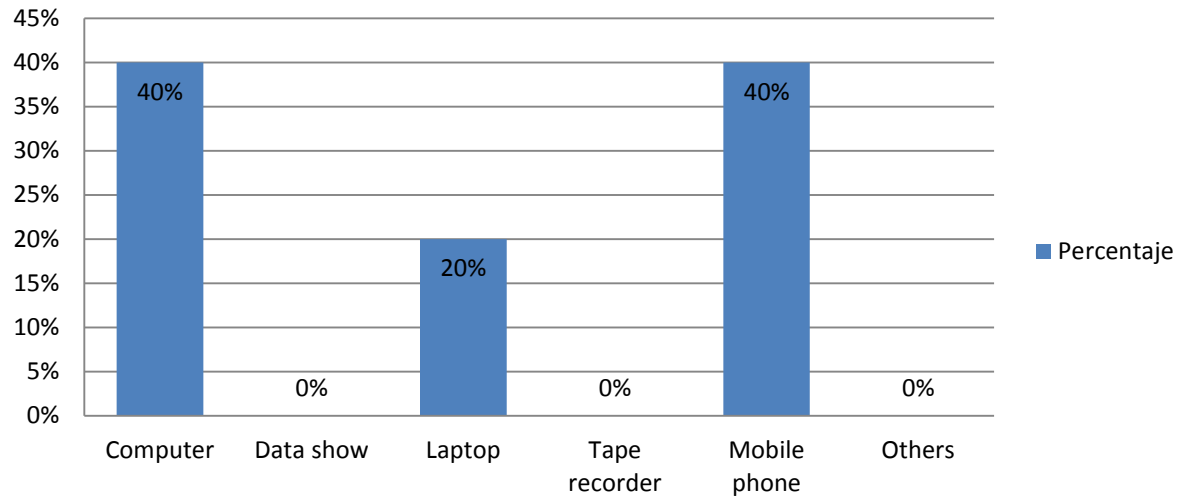
Graph 5. Frecuency of the didactic resources



Graph 6. Needs of a technological plataform



Graph 7. Resources of students



CHRONOGRAM

Items	Week s	August					September					October					November				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Setting up topic, problems and sub-problems																					
Creating general objective and specific objectives																					
Developing justification, introduction, start with theoretical frame																					
Continuing with theoretical frame and, creation of instruments																					
Applying instruments																					
Interpretation of data																					
Analysis projection, conclusions																					
Suggestions, recommendation																					
Final Check																					
Hand in final work																					