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*What are the causes of low proficiency in listening skills in English as a foreign language on students of 5<sup>th</sup> year at Miguel de Cervantes High School in Managua City in the second semester of 2007.*

**SEMINARIO DE GRADUACION UNAN-MANAGUA**

***RESERCH SUMMITED AS REQUIREMENT FOR A B.A. DEGREE IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE.***

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## Dedictory

We dedicate this work to God, because his spirit has helped us finish it. He also has given us strength and faith in order to face the difficulties we found in the development of it.

We cannot forget to our parents, family, children and friends as well.

All of them have contributed in any way to the completion of this work, we appreciated them.

We also dedicate this work to our teachers, the staff which was with us in the time we were in this college.

Those teachers who have tough to us patiently and dedicatedly along the instruction, accepting our changes of mood and other emotions showed as a part of the interaction between them and us.

Thank to everyone.

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We appreciate the help leading by M.A Pedro Vasquez who gave us the guidance to walk correctly in the road of this research.

## Abstract

Listening skills is a very important area that has to be developed following specific patterns that help not only the instructor but also the learners in the comprehension of it.

With this in main, we have chosen this topic for our researching work and find out the factors that cause low proficiency in this area in students of the fifth year at Miguel de Cervantes Saavedra High school at Managua City, Nicaragua.

We think the poor knowledge in listening skills is influenced by some factors such as the strategies used by the teacher, the environmental conditions inside or outside the classroom and the infrequent use of visual aids in the like.

So, it is necessary to use some instruments for getting current information that helps us to see what factors affect the process of listening skills directly and what do indirectly.

These instruments are interview for teachers, survey for students and class observation. So, it has been selected a sample of 58 students that represents the 26% of 223 students that is the universe of investigation. Besides, it has been chosen four teachers of the nine that teach English in such high school. With the development of this searching, we have found the quality of recording is good, but the using of it is limited only in English class. There is not an enlargement of listening activities at home, because the teacher does not give this recorded material to students in order to increase their knowledge about listening.

The strategies for developing listening skills are used in low proportion, so the teacher begins the class writing on the board many often and most of the time speaks in Spanish. On the other hand, despite he usually uses visual aids in listening skills he does not provide extra visual material for the class during the listening activity and neither for homework.

For all this exposed we think the little comprehension of listening skills is occurring in that high school.

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## Introduction

There are many high schools where youths take English class as part of the syllabus implemented by the Minister of Education of Nicaragua. Despite the program mixes the four principal skills of the English Language (listening, speaking, reading and writing) there are some difficulties that obstruct the acquisition of English language, concretely in the developing of listening skills.

In this work, we intend to identify what reasons bring about low-level in listening skills proficiency in English as a foreign language. Hence, this study conveys a great importance because listening skills represent a vast part of communication in the English language.

There has been little interest in doing researches on this topic. Besides, those works that have done before this have not said much in relation to how to face the problems in the area of listening comprehension skills.

We expect that the findings of this research study and recommendations can help students and teachers of English in secondary schools and improve the quality of the development of listening skills.

# Research problem

## Problem

Causes of low proficiency in listening skills of English as a foreign language on students of 5<sup>th</sup> year in Miguel de Cervantes High school in Managua City in the second semester of 2007.

## Subproblems:

1. The influence of recording quality.
2. Environmental conditions inside the classroom.
3. Strategies used by the teacher.
4. The different purposes of listening activities/tasks.
5. The infrequent use of visual aids.

## Hypothesis:

The level of proficiency in listening skills of ***students of 5<sup>th</sup> year at Miguel de Cervantes Saavedra High School in Managua city*** is influenced negatively by the following factors: quality of recordings, environmental conditions in the classroom, the strategies used by the teacher, the variety of listening tasks and the infrequent use of visual aids.



# Theoretical Framework

## Why is listening important?

Listening is the ability of paying attention to and trying to get meaning from something we hear (Underwood, 1993). Listening is the principal skill in any language, so that makes it very important to be familiar with in order to have a complete comprehension of the spoken language.

On the other hand, listening is connected to speaking and both of them produce interaction when speaker and listener know the same language they are using, but not when one of them is learning a foreign language. In that case, it will be hard for that person to understand successfully the conversation he listens to. Therefore, it seems that listening does not occur just for exposition to the foreign language when there is not a vast knowledge of vocabulary, grammar and other features of the language that someone is learning. Until now, we can say that the importance of listening rests in being familiarized with the spoken language and the vast awareness of vocabulary and its practicing as well.

In addition, so as to build up communicative efficiency in pronunciation the students need to understand how sounds are made and how stress is used ( **Harmer, 1991**). Throughout examples and demonstrations the teacher is going to explain this matter and as a result of this, students are going to understand step by step the complexity of the listening skills and they will be able to get faster the main ideas of something they hear. Moreover, they are going to understand not only the spoken language but also the way the spoken language occurs like the grammatical patterns and the intonation as well.

## Recorded material

“The basis for listening skills has been recorded material for many years”. Whilst there have been advantages in the quality of recording like the invention of the CDs or DVDs that integrate images and sounds at the same time. **(Underwood, 1993.)**

It is very vital the use of recorded material in listening skills because this has the way native speakers talk to their own language, and this brings to students the opportunity to hear different accents and different situations that could occur in their daily life, such as phone callings, asking addresses or situations of buying or selling. Because, we cannot deny the existence of different accents and dialects in this wide world language.

Also, recorded material could be available today from many sources as internet, radio, music, television and others as well.

For instance, internet has a huge content of topics for listening and these could be selected and used in classrooms in order to make a meaningful piece in this skills having as a result the enjoyment of student over English class and reinforcing their desire for learning this foreign language.

On the other hand, it is hard to say but a large number of students are not interested in learning English for the reason they do not understand the spoken way of that language. So, listening activity needs the help of recorded material because of its advantages.

### **Advantages for using recorded material.**

To develop the awareness of listening skills on student is necessary to repeat. In this matter, recorded material plays the right role because a tape or a CD may be replayed as many times as you can and it is obvious this brings many opportunities to catch the

sounds and the meaning from the conversation, a dialog , a report o whatever the listening content is. Of course, this benefits students of having the chance to hear patiently repeatedly the same conversation or dialog in the same way, the same intonation without variation in words or speed.

No distraction for seeing the speaker is another advantage of recorded material. It is well known that if someone wants to understand what a person is talking about and is trying to guess it from the gestures the person is doing, there will be distortion in the message for the interpretation that the listener has.

Thus, “this listening without seeing prepares students for those situations in everyday life where they must depend solely on the auditory channel for the receipt of information: when they are on the telephone or listening to the radio, for example” **(Underwood, 1993)**. Now, to take advantage of improvements, it is necessary planification of lesson.

The entire preparation of the listening class happens before the teacher arrives to the classroom. The teacher may plan listening activities either by selecting recorded material or recording it by himself. This profit works not only for the teacher, but also for the students, because they are able to pay attention to some extra activities when they have finished the last ones as a result they are going to have more practice and comprehension of the topic and the whole skill of listening.

### **The quality of recorded material.**

Recordings may provide the students with some valuable exposure to native accents; and their use also make available a far great range of language situations such as different voices and accents, moods, registers, and background effects.**(Ur. . 1992)**. Like

Penny Ur says. Exposition to recorded material is useful and so is important the quality of the material.

A decisive factor for having quality in recorded material is not exactly the conversation itself, it is that teacher has to have the time and the desire to getting or making good quality material for the class. Looking for those dialogs or texts that may have a proper speed and level of grammar adequate to learners need.

In spite of the existence of material for listening skills from many sources, there is the difficulty of getting material that could be applied in the classroom without any problem of hearing by students. So the material may be either fast or full of noise that distracts the students in receiving the information.

In addition, the quality of recordings may be impeded by an inappropriate sound system from where the tape or CD is played. All this concerning will probably affect the comprehension of the content and meaning of what students are required to hear.

Nowadays, there is a great revolution in recording matters and that revolution comes to help the development of listening purposes and objectives. Sophisticated devices have been sold in the market and have helped both teachers and students to learn faster a foreign language.

### **The different the purpose of listening.**

We hardly ever realize of having an idea when we hear something. In fact, we do not know what correct word or topic we are going to hear from the radio or television at the

moment before turning on them. But it is important to have an idea about the content of whatever we are going to hear when we are in a classroom, if this is a place where we learn a foreign language.

Of course, most teachers must reduce this barrier and initiate the class, maybe talking a little about the material he is going to use, with the intention to prepare students toward the listening task.

The different purposes of listening skills may be placed in five principal categories.

**1. To engage in social rituals.**

Conversations in birthdays, parties, weddings, concerts and so on.

**2. To exchange information.**

Ask for an address in the street, the time, or about the weather.

**3. To exert control.**

As a teacher you are always giving instructions and it is necessary to have the control on the students in order to make them work by following rules.

**4. To share feelings.**

Among friends, it is important to share our worries in order to find some solution. So are important the needs of your students.

**5. To enjoy yourself.**

You want to listen to a nice song, the sound of night or the wind while it is raining.

## **Listening in different situations**

Moreover, there are some situations where **listening** takes part.

## 1. Face to face

Talking face to face is important due to obtain clear information and so does sharing ideas or sharing feeling. So, it is necessary to have the person in front of us for these purposes, also in this way, it will be easy to communicate because we are going to be able of seeing:

- body language
- gestures
- tone of voice
- the words they use.

These are called **non-verbal cues** and they always help to understand fast the message is being sending through words.

## 2. In a large group

Talking to one person is easier than talking to a large group. Even listen to them will be more difficult because all of them are talking at the same time. So, to attend every conversation or speech will produce misunderstanding. The only thing one can do is try to get the gist of what is being said and not everything that everyone contributes.

## 3. On the telephone

"Listening on the telephone is more difficult because we can't see the other person"; why this? Well, because we are used to see the person who speaks and we also see his gestures or body language some things that help us understand the message.

Nevertheless, we can say this is a very good way of increasing concentration in order to develop listening skills. (<http://www.bbc.co.uk>)

## **The different strategies of listening comprehension.**

A teacher who speaks in English to students probably encourages them to speak, too. Of course, they have to understand in basic ways what he is trying to say. So, they have to pay attention carefully to and use techniques to comprehend the teacher`s talk or whatever they are listening.

In that situation, it is necessary to know some strategies for developing listening in language learning-teaching process. Therefore, the most common strategies for developing listening in language teaching are attentive **listening, intensive listening, selective listening and interactive listening**, this according to **Michael Rost**.

### **Attentive listening**

“Because listening is an active process, it requires participation on the part of the listener”. (Ur, 1992).

When there is not fully participation on the listener, his understanding will be poor over any topic the teacher is trying to build up on him. This occurs as results of the listeners do not pay their complete attention. For this, the listeners may experience a lapse of attention and for a variety of reasons that include:

1. The listener or “listeners may lose interest in the topic or the activity”.

When there is not a strong motivation to do something, and even this occurs, maybe there will not be far-reaching interest and comprehension.

2. The listener or “listeners also cannot keep up with what is going on”. For this they need kind of activities that keep them on motivation and interest of being in English class.

3. Moreover, they “could have lost track of his goal”.

To lose a goal in the learning process is to lose the chance to improve oneself and to enlarge knowledge of others. (**Rost** 1992)

A teacher wants to get the attention of the students, he expects they personalize the content of the activities he presents them. More, he wants students to use the target language in the classroom and reduce their shyness of speaking or make them express what they think about the topic or activities he is using to teach. So, to get these goals he could use the activities that suggest the “Attentive Listening” a kind of approach for teaching listening that comprehends three principal parts which are:

1. “Personalization of the contents”
2. “Flowing of the target language.”
3. “And the lessening of shyness”.

Therefore, personalization of the contents helps not only the teacher but also the students in the teaching-learning process. It requires the attention of both factors of the process. In what way? Well, in the way that helps any one who wants to express his feelings, believes and considerations over any matter of the real life either inside the classroom or outside this.

Consequently, a teacher who talks about the things that students like to hear, consider and discuss. It is probably that they will pay attention to him and will be interested in his topic. As a result of this, they are going to internalize the contents of the class and they also will be participating actively in the activities.



However, the students could lose their attention toward a topic if this is so boring or too long-. If this takes too much time to cover it is probably we are going to have students tired and poor encouraged for learning English. In this case, “Attentive Listening” could help because it provides opportunities or activities for listening skills improvement not only for the teacher but also for the students. Because of this, there will be a fluency and interaction among students and between the teacher and them.

Nevertheless, it continues a preoccupation on the teacher that is how to make students overcome their shyness? Well, “Attentive Listening” has some suggestions to face this problem. For example, the approach suggests the students use the target language while they are also thinking about how to solve the exercise in small groups or pairs. This will help them to understand the topic, because of this there will be an exteriorization of their thoughts, and there will be interaction. All of these opinions of the students could show by written or oral reports.

As we have seen, “Attentive Listening” is one of the strategies that promotes the concentration of students in the activities that improve their listening ability and so does the participation which at the time lessens stress and students `shyness.

### **Intensive listening.**

This is the second kind of strategy that **Michael Rost** suggests. This could be used in classrooms to develop listening ability and moreover, the picking up of listening skills. It represents a very high group of activities in order to construct a good awareness of the spoken language for the implication of something called “hearing clearly” which

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incorporates the learning of listening skills through a variety of activities to obtain differences between sound, stress, intonation and others.

With this, students are going to go beyond the simple activities for developing their ability in listening. They are going to comprehend how the spoken language occurs and identify not only the lexical meaning but also the grammatical meaning.

These activities focus on language forms in the following ways:

1. "Attention to particularly words, phrases, and grammatical units.
2. "Recognition of differences between similar words and phrases"
3. "Drawing attention to sound changes that occur in natural speech".
4. "Practicing paraphrasing".
5. "Calling for remembering specific word or sequences".

Despite the fact that, "intensive listening" is designed for advanced learners, it is possible to adapt it to necessities of students at all levels including the beginner level. Its application in this level could be beneficial for students who need to become familiar with the differences between sounds, patterns, intonations and so on.

Besides, the perception or comprehension of listening skills will be increased in a natural way.

## Selective listening

Predicting information and selecting “cues” that surround that information is one of the most principal objective of “ Selective listening” and becoming familiar with the different sorts of discourses is the other one. Both of them are joined together to produce the picking up of listening skills.

Of course, this will occur by exposing students to different types of speeches and different ways of oral expression and written too. This has the intention, too of developing independence in students and their self-confidence toward the learning of a foreign language as English is.

“Selective listening” helps students to use quickly their perception and understanding over what they are exposed to.

For example, if you have a song for students and you want them to get the pronunciation of the lyrics. It will be necessary for the song to be common.

It is probably that they are going to hear the words more clearly, if the song is replayed many times and you make an image of the whole content of it. This means talking about of it previously. Doing this they are going to have a general idea of the song. Consequently, this activity will promote the encouragement on students and help them know how well they understand listening skills in their attempt to listen. **(Rost, 1992)**

On the other hand, selected information and specific information are related each other. This conjugation is used in “Selective listening” so as to concentrate students’ minds over familiarization with a variety of words, phrases and discourses that will help them out with their listening proficiency But “Selective listening” activities go further than the selection or getting specific information. They help students to develop the ability of listening for getting principal ideas, note taking and self-evaluation on them.

Therefore, students need to know how much knowledge they have acquired through out the activities of Selective listening. Moreover, having opportunities to gain more appreciation for what they are learning.

Because of this, we can say that “Selective listening” activities are the most recommendable for having a high growth rate in the development of listening skills.

### **Interactive listening.**

A listener is not going to be a listener all the time; he has to interact with the speaker and other listeners. For this reason, it is necessary to give students the opportunities of sharing what they think or believe about any topic that is discussed in the classroom. So, how to provide these opportunities through listening activities?

Well, “interactive listening” activities provide these chances moreover; encourage students to participate actively in social situations learning a lot either in pairs o small groups.

To illustrate this, we want to initiate interaction or to encourage them listening carefully to classmates. So what to do?

Well, selecting appropriate topics such as favorite food, clothes, music, films commentaries and so on could push them to communicate among them by both ways: **speaking and listening**. In addition, the ability to listening for gist or develop the ability to ask information will be enhanced through out these sort of activities that were mentioned before.

Listeners must interact in the classroom with real situations, so this will facilitate to solve problems of communication when they are in real life.

Real life demands from students knowing situations where most of them have to be familiar with and engage on them successfully (**Michael Rost,1992: 121**)

## **The environmental conditions of the classroom**

Environmental conditions inside a classroom could help or fall down those objectives that teaching language has. The classroom, chairs, sound system, teacher, so, noise inside and outside the classroom and cleanliness are some aspect of having an appropriated environment for listening.

However, let us see the environment as a tool for reaching a listening of quality. “Often noises or smells or other sense-stimuli may contribute valuable background information” (**Ur, 1992**).

Environmental clues give information about the topic students are going to listen but that which occurs inside or outside the classroom, this kind of noise has to be lessened by the teacher having the control in the classroom.

However, the information is not going to be received by listeners because of interference not only in the recording itself but also in the conditions of the classroom. It may be that listeners are worried about some personal problems or purely they are paying attention to what is happening outside the classroom. Of course, that will make them lose concentration.

On the other hand, mispronunciation, misused words or phrases that listeners simply do not know will probably be interfering in the listening comprehension.

# **The use of visual aids in teaching listening.**

## **The importance of using visual aids.**

A visual aid is something the audience can see and help it to get the speaker message. Visual aids help us to shape a clear picture of the concept in our mind which is being spoken. They also help us to eliminate misunderstandings that might otherwise occur.

We have to keep in mind that the teacher who uses visual aids will help students to eradicate doubts and confusion among themselves and will facilitate their understand things the way they should.

For that reason visualization would be an effective tool in the process of learning a language.

## **Common Audiovisuals**

Some of the more common audio-visual aids are:

- films and videotapes
- overhead projectors
- chalkboards or flipcharts
- audio-cassettes
- computers (eg. for overhead projection)

**([www.tlc.eku.edu](http://www.tlc.eku.edu))**

## Why using visual aids in listening skills?

Communicating to facilitate learning is a challenging process requiring creative efforts to overcome a variety of problems and help achieve the instructional objectives of:

- attracting attention
- developing interest
- adjusting the learning climate
- increasing understanding
- promoting acceptance (of an idea)
- introducing hands-on activity

First of all, songs, pictures, videos or other sort of visualization in listening skills will probably help widely in the conception of learning a foreign language.

“For a long time the main focus on the use of visual aids for language teaching tended to be concerned with teaching meaning” (Byrne. 1998) this idea helps us understand why it is important to use illustration in listening skills, and leads us to realize this tool assists students in translation, definition and description of particular topics and vocabulary involved.

### **Different types of visual aids.**

The different types of visual aids are useful because they provide students with pre-listening knowledge of the topic or activity they are going to face.

This kind of material could include diagrams, films, pictures, magazines or books,

Diagrams of a sequence of events could help students to get details from the listening. If students are going to fill in gaps. Films are a great way to understand what someone is talking about because it can be heard not only the speech itself but also the movements

and facial gestures. Films could be about a place in a city or countryside, about an animal and its habitat or a domesticated animal living in a certain place either in the city or in countryside. Pictures about famous people like singers, actors and so on. Magazines and books with variety of topics like food, sports, natural life and so on.

The presence of this material in the classroom is of huge value in contextualizing and bringing to life the listening situation as well in aiding comprehension of the language. **(Ur.1992, pg 29.)**

The management of visual aids differs from one to another type of them. For example, pictures and sketches are simple for being gazed at glance and they could be attached on the board for being watched for students.

On the other hand, films, or videos could be presented to the whole class with a television set or a DVD system, which could show not only the sound or listening itself but also the movements of the actors. These will have a great attractive power on students and it will make them be engaged in the activity.

Alternatively, magazines, books and photocopies could be distributed among students to be watched and to be deducted in order to grasp the topic's main idea.

## **The teacher and his role in the education**

By Significant and valuable, a teacher has to be viewed in the society that receives his efforts and sacrifices in order to make life better. There is not other work in the world that influences most people than that of a teacher. The work of a teacher has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, and style of conversation. He is their ideal. That is why sometimes it is said of teachers: "Do what he does". Nevertheless, in order to copy only



that behavior which can be imitated to fit in a society which needs men and women with humanistic qualities.

A teacher who becomes a model for his students can lead them anywhere. During their early education, the students tend to determine their aims in life and their plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent responsibility in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy or politicians. A corrupt and incompetent teacher is not only a bad individual, but also an embodiment of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching destruction.

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligentsia\* be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life gets into this profession and recklessly plays with the destiny of the nation. An important reason for this, it is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of our teachers are, therefore, frustrated and disinterested because of their low salary and this is a great pressure in their development as an educator. Something that could transform either in an excellent teacher or in a bad one.

### **The teacher and his mission.**

What is required from a teacher? Most of the answers for this question could contain few words because we may think it is hard to define the vast role of a teacher and his assignment. However, according to the Wikipedia, the free encyclopedia, (<http://en.wikipedia.org/wiki/Teacher>) "A teacher" is the person who facilitates student`s learning, often in a school or academy. A teacher will need to consider

students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. The teacher should also be able to deal with students with different abilities and should be able to deal with learning disabilities. As we can see, the necessities for being a teacher are many and its relevance permits us think that a person who wants to be a teacher must be in the conditions of fulfilling with those requirements that will become in expectations.

For example, students have previous knowledge in the area that they are studying. Most of them know something in their own language about a certain topic, which could be discussed in the classroom, or it is going to in a listening activity. In this situation, the teacher has to explore this awareness of them and try to teach them his own topic through out that earlier understanding.

Moreover, the teacher has to be well informed about what the conditions in the classroom are. Because this knowledge is one of the principal factors that could contribute to accomplishment his duty. For instance, how can the students feel in the classroom? Are they comfortable in their seats? Is there a good illumination inside the classroom? Does the classroom have facilities to develop the language class? If the teacher cares about these matters he will demonstrate his special concern over his students and it will help him to be considered with the difficulties that they have because of those reasons. (<http://education.nic.in>)

Of course, there is a lot of information that can be added to this section in order to talk about the great role of a teacher and his job. Nevertheless, it is necessary to talk little about the student, too.

### **The student as a part of the teaching- learning process.**

The student is part of the teaching-learning process and he is a regulator of it, because he works with it and tries to assimilate it. To illustrate this, we must remember that the learner is an individual who has previous experiences and he also views the world from his own perspective. The learner constructs new knowledge from his

experiences and internalizes the new ones to enlarge his whole comprehension of the world that surrounds him. (Piaget, Jean. 1950)

The background and culture of the learner are important in his growing up of education. This is other main thought that leads us to pay attention on the learner and his history- we mean his background and culture. This makes a learner differs from others and so on. Also, this plurality in way of thinking could affect or benefit the teaching-learning process and as a result of this, teaching and learning of a foreign language may be affected, too.

Also, young children develop their thinking abilities by interacting with other children, adults and the physical world. Of course, this helps us to understand how the environment of the classroom is. It is necessary to have conditions inside the classroom that promote and motivates the learner to learn and to feel happy for being learning any subject, much more a foreign language. (<http://ezinearticles.com>)

\*The **intelligentsia** (from Russian: интеллигенция from Latin: *intelligentia*) is a social class of people engaged in complex mental and creative labor directed to the development and dissemination of culture, encompassing intellectuals and social groups close to them (e.g., artists and school teachers). (<http://en.wikipedia.org>).

# Historical Background.

## **Geographical location:**

The National Public Institute “Miguel de Cervantes Saavedra” is located behind El Zumen , next to Colonia Independencia. Municipality of Managua City, district 3, department of Managua.

## **Some antecedents of the institute: (1947-2007)**

The National Public Institute Miguel de Cervantes Saavedra was founded in 1947, by doctor Paniagua, who was the Ministry of Education during Dr. Arnaldo Aleman`s administration. It was founded as a night shift high school. It began in the old building of Ramirez Goyena school until December 1972. In this period the school was administered by B.A.. Augustin Acevedo who requested the Ministry of Education to expand the program to other shifts.

Through out the decade of the 80`s the school was administered by many principals, however, we only mention the last two ones who were B.A. Eddy Bermudez and B.A. Juan Perez.

In the 90`s under the government of Violeta Barrios de Chamorro, a new director, Francisco Carbajal, took over the school administration until 1993. In next year, 1994

B.A. Nicolas Alfaro Largaesepada was appointed by the Ministry of Education in the position of director of the institute. In that year the school was declared as a National Autonomous Institute by Dr. Humberto Belli's administration. The new minister of education.

In 1998 Mr. Alfaro died and from that date two more directors were elected: Lic. Geoconda Lopez and Ernesto Silva. In the month of November 2000, a new center was inaugurated which was built in conjunction with the Japanese government and the ministry of education during the government of Dr. Arnoldo Aleman. The actual director of the center is B.A. Josefa Lopez Norori, who was elected this year by the minister of education. Miguel de Castilla. Miguel de Cervantes Saavedra High school offers educational programs in four different shifts, which has a total of 63 groups of students.

Here is a representation of them.

Instituto Nacional Publico Miguel de Cervantes Saavedra.

Number of Teachers 84

Number of students in all the courses – 2566.

Number of English teachers – 9.

Classroom groups – 63

Shifts	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Morning	8	6	6	5	4	29
Afternoon	4	2	2	1	1	10
Evening	1	1	1	1	1	5
Saturday	5	4	4	3	3	19
Total	18	13	13	10	9	63

As we can see, at the present the center has a population of 2566 students in all the courses and 84 teachers. So this makes us think about the great deal of work that teachers of English have in their hand.

On the other hand, referring to the infrastructure of this school, we can find the following: there are 6 pavilions, 3 bathrooms, one library, two sport areas, and one laboratory for Physics and Chemistry classes.

## Justification

In few words, we decided to work on this topic because there is a problem that demands an answer or some kind of solution. Moreover, the problem remains because it has not been analyzed in spite of other studies done previously in this area.

We do not want only to focus on the problem but to present solutions and to act in order to apply them in the field where correspond.

We hope this work could be taken into account to do research in other areas of the field. Our research findings could help other teachers to be informed on this problem in order to improve their understanding of this language, mainly in listening skills.

In addition, we would like to apply our own knowledge of the topic and contribute to the solution of the different problems English teachers and students face in the classroom by doing this study in a very important area.

# Research Objectives

## **General objective:**

1. To find out how the quality of recordings, the environmental conditions, the strategies used by the teacher, the different purposes of listening tasks, and the infrequent use of visual aids affect negatively the developing of listening ability.

## **Specific objectives:**

1. To determine how the quality of recordings affects negatively the development of listening skills.
2. To find out how the limited resources of visual aids and the strategies used by the teachers influence negatively the development of listening skills.
3. To analyze how environmental conditions, and the different purposes of listening tasks cause difficulties in the process of developing listening skills.



## SYSTEM OF VARIABLES

VARIABLES	SUB-VARIABLES	INDICADORES
GENERAL INFORMATION	SEX	MALE _____ FEMALE _____
	AGE	16 years old _____ 17 years old _____ 18 years old _____ 19 years old _____
SOCIO-ECONOMICAL	PLACE LIVING	URBAN _____ RURAL _____

	LEVEL STRATEGIES USED BY	FIFTH  <i>INDIVIDUALY</i> <i>WORK</i> _____  <i>PAIR WORK</i> _____
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	<p>CONDITION OF THE CLASSROOMS</p>	<p>SMALL _____ -</p> <p>GOOD ILLUMINATIO _____</p> <p>BAD ILLUMINATION _____</p> <p>ENOUGH SEATS _____</p> <p>STREET NOISE _____</p> <p>YARD NOISE _____</p> <p>OTHER CLASSROOMS NOISE _____</p>
	<p>TYPES OF VISUAL-AIDS</p>	<p><b>5 What kind of visual aids does he use?</b></p> <p>PICTURES _____</p> <p>DRAWINGS _____</p> <p>FILMS _____</p> <p>BOOKS, MAGAZINES _____</p> <p><b>6 Are visual aids used before listening task?</b></p> <p><b>7 Are visual aids used while listening task?</b></p> <p><b>8 Are visual aids used after listening task?</b></p>

## **Methodological design**

### **Population and sample.**

In order to get the information that we would have to need so as to fulfill the purposes of this work, we have decided to use three kind of instruments to gather such information.

These are questionnaires for students, interviews for the teachers and class observations.

On the other hand, the population of students in the high school is 2566 students distributed in 63 groups in four shifts. However, we have chosen five of the nine groups of fifth year in the school. In five groups there are 223 students of fifth year, this number represents the universe of researching. Then, the sample is 58 students from two groups, 1 in the morning and 1 in the afternoon. This number constitutes the 26 percent of the universe. Therefore, it is more than  $\frac{1}{4}$  of this universe.

### **Selection and procedure.**

To select the sample, it has been decided to take two groups of fifth year. One of them with 32 students, and the other 1 with 26 students. In addition, four teachers were selected from the nine English teachers there are in this high school. Three of them belong to the morning shift and one to the afternoon shift.

## Data analysis

The information you are going to read in this section has been recollected by three ways.

1. Interview for teachers.
2. Survey for students.
3. And class observation.

This information contains in quantities the answers of people who were interviewed and presents the resulting of the investigation in the topic of listening skills at Miguel de Cervantes Saavedra high school.

The interviews and the class observation were addressed in order to obtain information about these five items related to development of listening comprehension.

- 1. The influence of recording quality.**
- 2. Environmental conditions inside the classroom.**
- 3. Strategies used by the teacher.**
- 4. The different purposes of listening activities/tasks.**
- 5. The infrequent use of visual aids.**

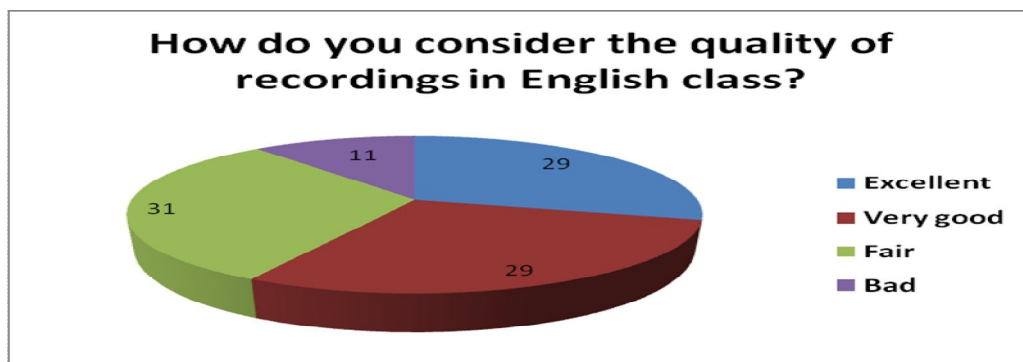
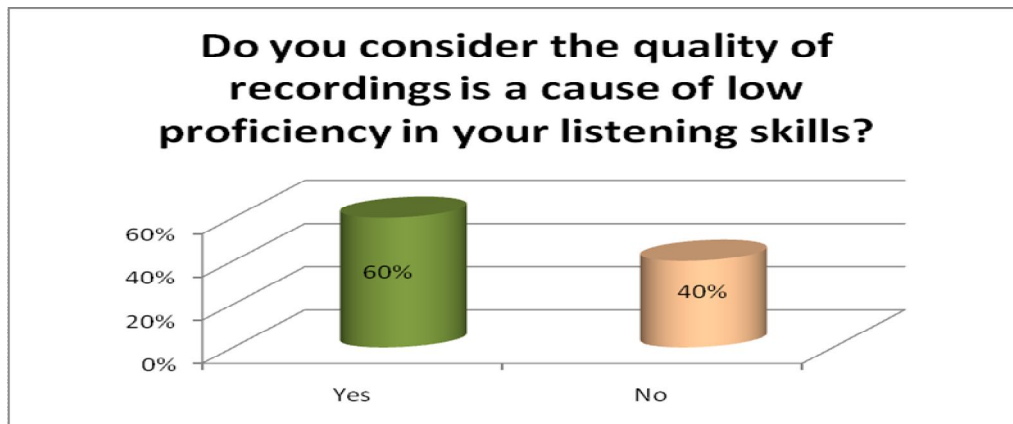
And this is what we have found.

### **1. The influence of the quality of recording.**

Referring to the quality of recordings and his influence in developing of listening skills we found the quality is important to develop such ability and the kind of the way of listening is guided by CDs rappers excellent quality, because the range goes from 31 % as fair to 29% of students consider is excellent.

Students also answer the clarity of the conversations and dialogs they hear is excellent 81%. Of course, this tells us the proficiency in listening ability is being taught with quality and helps students to get it.

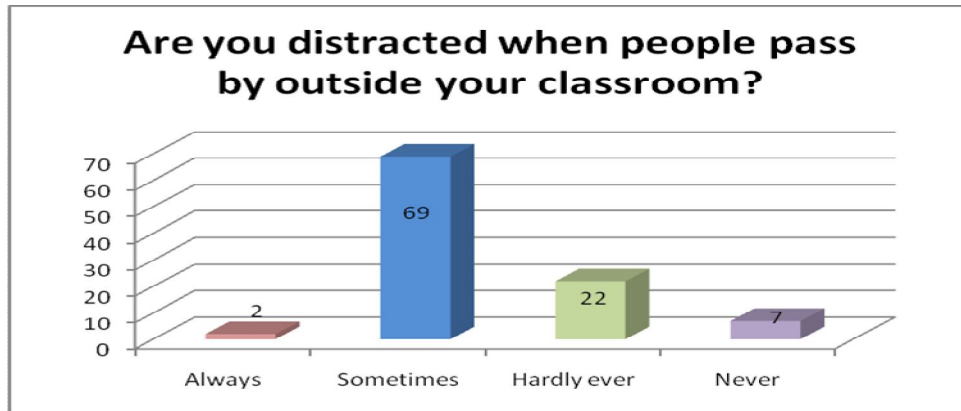
However this quality is not been taken as an advantage from students, since, they do not have copy of the recorded material at all.



## 2.

### Environmental conditions

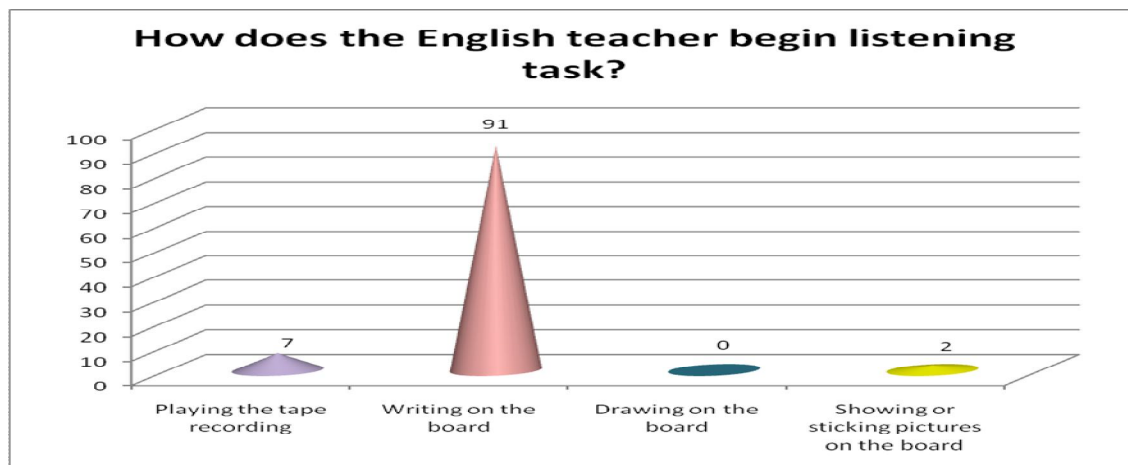
Considering the answer of students about the conditions in classroom for having concentration in the activity of listening, we found that noise inside the classroom affects the developing of such activity according to those answers, **57%** (chart 9). In addition, the noise that comes from outside causes interruption. The 69% of students consider that they are interrupted every so often during listening activity. (Chart 10)



### 3. Strategies used by the teacher.(chart 11)

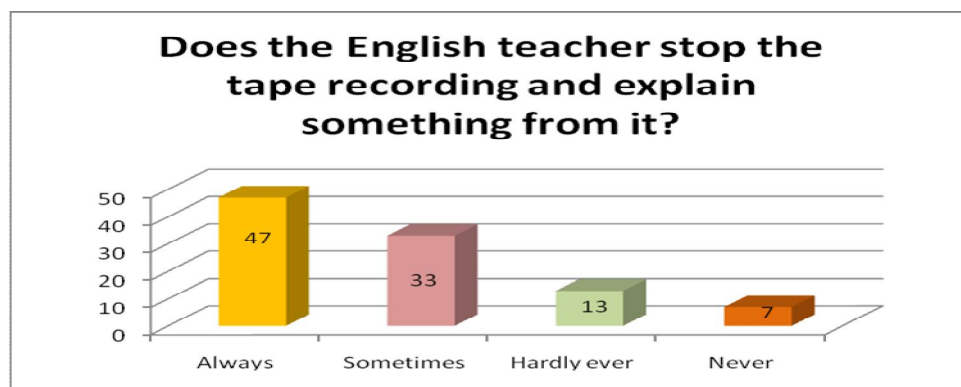
In order to know what strategies the teacher uses in listening activity we asked students what was the principal strategy he used in listening activity.

Therefore, for this purpose we provided them a list of strategies to help them in the answer. The teacher does not *use drawings* in the classroom at all. There is very little in the use of pictures 2% and playing the recording directly for the beginning of the activity is also reduce the use of it 7%. In the contrary, the most of the time the teacher writes on the board for explaining and developing the activity of listening 91%. Therefore, these show us the use of only one strategy does not permit a good development of the listening comprehension in this high school.



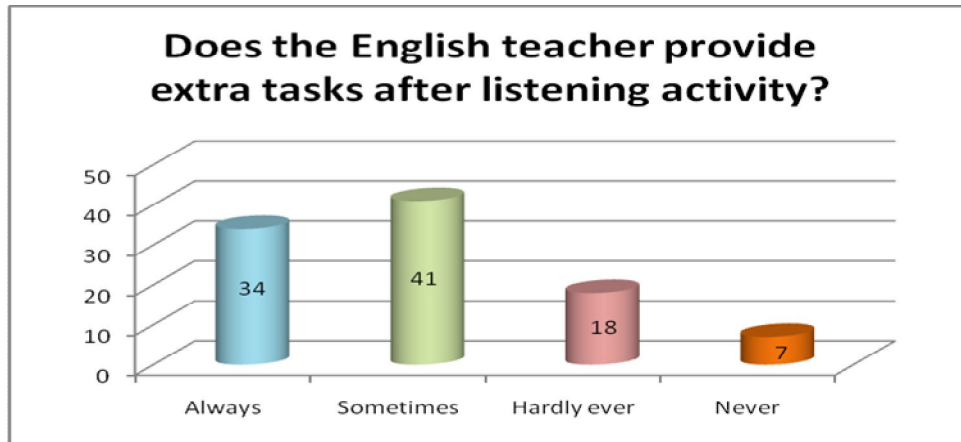
Moreover, the use of Spanish in classroom by the teacher, explanations during the record is being played and the supplying of extra task –homework- shows the following:

- Spanish is used in listening activity usually 62% (chart 12) using the mother tongue in a foreign language reduces the acquisition of the foreign language.
- Furthermore, while the record is in progress there is an interruption, from time to time the teacher stops the recording and explains something 47% (chart14). Of course, this interrupts students` concentration.



Besides, the teacher sometimes provides extra task to increase listening comprehension, 41% (chart 15).

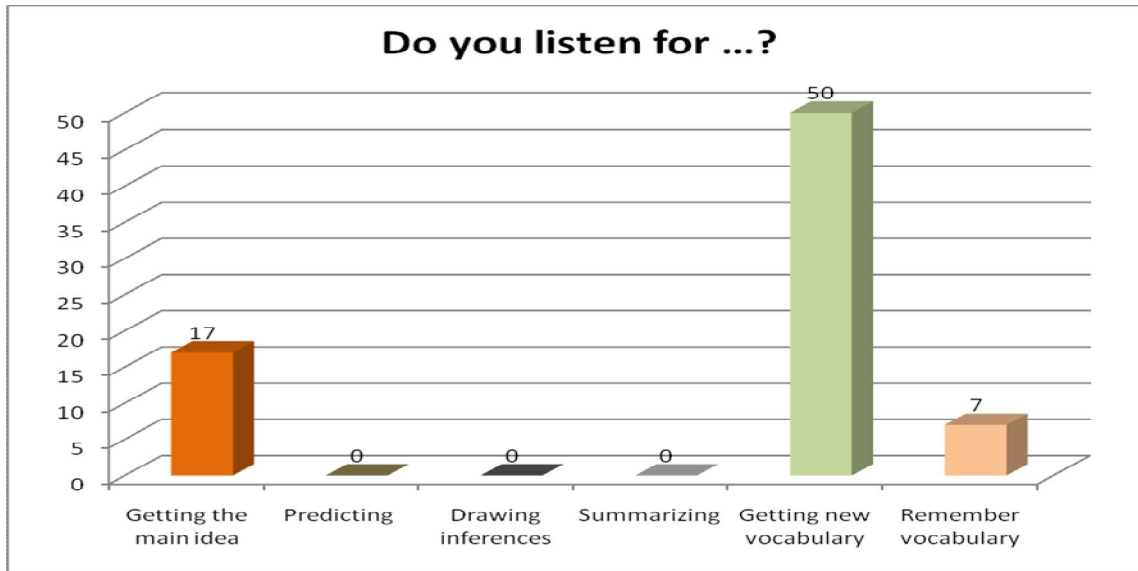




However, we think this strategy could to be used more often.

#### **4. The different purposes of listening activities/tasks.**

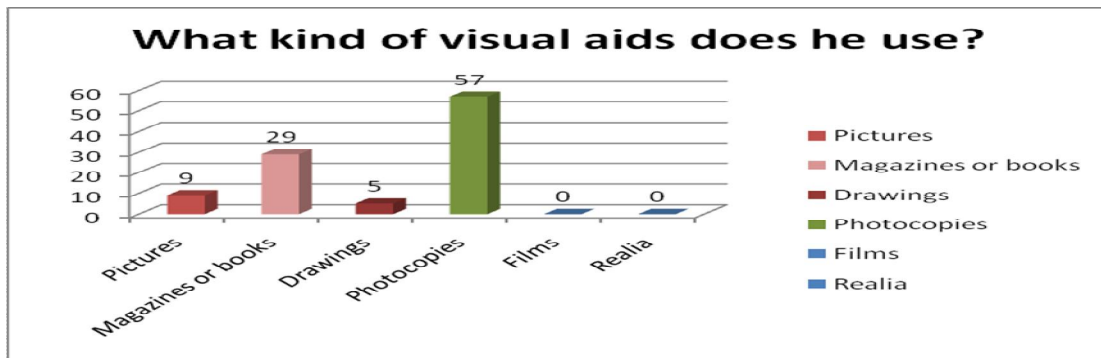
Different purposes of listening activity (chart 16) could be addressed by the teacher, but concentrate in only a few of them might not help much in the development of such activity. This is the case in this school. Most of the time the teacher use listening for getting new vocabulary 50%, for remembering such vocabulary 7% and only 17% of the activities is for getting the main ideas. There are not tasks for drawing inferences, summarizing or predicting. So, we verify with this finding the low proficiency in listening skills is caused by this matter.



## 5. The infrequent use of visual aids.

Students said the teacher usually uses visual aids 47 %, ( chart 17) but this not helps them so much in listening comprehension because most of the times 57% only photocopies are used (chart 18). Hardly ever during the activity 45% (chart 20) and never after the activity –as homework- 56 %.( chart 21, 22).

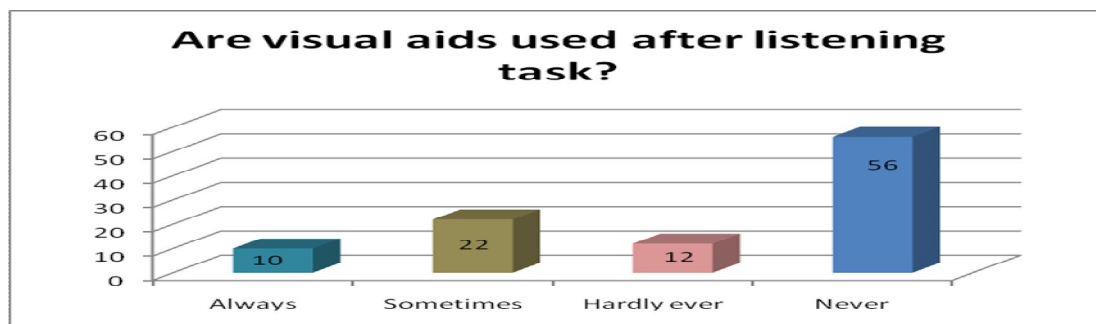




Additionally, those visuals are never used before the activity 47%, (chart 19).



Hardly ever during the activity 45% (chart 20) and never after the activity –as homework- 56 %.( chart 21, 22).



## Conclusions

With the results we have found we consider the hypothesis of this work is true because of the quality of recording is a main factor to develop listening comprehension. It also is necessary to have adequate conditions inside the classroom, and an atmosphere of silence for making a listening activity, However we have found these conditions are not presented in the fifth years of Miguel de Cervantes high school. Noise inside and outside the classrooms where students of fifth years take English class is presented and also the interruption coming from people who pass outside these classroom. This also affects the concentration on students while they are in a listening activity. Also, in spite of strategies used by the teacher in this high school are applied in order to develop listening ability, the use of them are reduced to a few, of course this does not help students so much in the acquisition of listening comprehension. The teacher very often starts listening activity writing on the board and speaks in Spanish most of the times, mother tongue influence. The using of the mother tongue is frequent in the English class; most of the times for explanations and giving direction, but this affects the acquisition of English by mean of listening. In addition, sometimes the teacher stops the record to explain something provoking bad attention from students.

Moreover, we have found the purpose of listening activities is reduced to only two objectives; getting new vocabulary and remembering that one. These purposes do not help so much to students and reduce their interest in learning English through listening activity.

Finally, we have discovered in this high school the use of visual aids for helping in listening activity is used, but at the same time this opportunity is not well utilized, because only photocopies are used as visualization for listening activities and only in one time of the whole activity: in the beginning. There is not enough employment of visuals. Therefore, this provokes low motivation and influenced negatively the developing of listening skills.

## Recommendations

According to the findings we have found, we consider the following recommendations should apply in the classrooms where English teachers are using listening activities.

1. In order to take advantage of the quality of recording that exists in that high school, teachers could make copies or buy additional recorded material used in listening activity, then that extra material could be given to students. With that, learners could revise extra tasks at home and as a result, listening comprehension will be getting better.
2. On the other hand, to minimize those environmental conditions that affect negatively the process of listening activities, such as noise inside the classroom. Teachers should help students to see the importance of having a calm atmosphere in the classroom when listening activity starts. What is more, they should ask other classrooms teachers more control on their students while English class is in progress. In addition, the classroom `windows should be closed to slow down distraction of students during listening activity.
3. To get higher understanding of listening skills we also suggest the using of more drawings or pictures at the beginning, during and at the end of listening process, even more as extra assignments. On the other hand, teachers should reduce the using of "writing on the board" as opening strategy. They could use songs, stories, pieces of movies and so on.
4. It will be impossible the only using of English in classroom. Nevertheless, teachers have to reduce the using of Spanish instead of the foreign language. We suggest giving students some vocabulary that would be able to use in next session of listening.
5. Teachers should not stop the listening recording while students try to hear. They should prepare the lessons in advance. They had better to decide what parts of

the dialog, reading or song will need explanation if learners do not understand clearly, but never stop the recording in progress.

6. Because “listening is an active process”, we suggest the using of variety in the purpose for listening tasks. Not only, getting new vocabulary but also drawing inferences or getting the main ideas are some purposes that teacher would use in the developing of listening skills on students.
7. Finally, visual aids such as pictures or drawings could be cut from could cut magazines or newspapers. Alternatively, students could bring such material to classroom. Additionally, some drawing done by learners or teachers would be able be attached on the walls of the classroom in order to have a continue visualization for some topics.

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# Annexes

## No. 1

### Student`s survey.

Dear student, we are investigating about listening skills in this high school in English class. We will appreciate you answer to the following questions.

#### 1. General information.

age \_\_\_\_\_

sex \_\_\_\_\_

area where you live: urban area \_\_\_\_\_ suburban area \_\_\_\_\_

#### 2. Quality of recordings.

2.1 How do you consider the quality of recordings in English class?

Excellent \_\_\_\_\_ very good \_\_\_\_\_ fair \_\_\_\_\_ bad \_\_\_\_\_

2.2 Do you consider the quality of recordings is a cause of low proficiency in your listening skills? Yes \_\_\_\_\_ No \_\_\_\_\_.

2.3 What kind of recordings does English teacher use?

Cassettes \_\_\_\_\_ CDs \_\_\_\_\_ DVDs \_\_\_\_\_ Film \_\_\_\_\_.

2.4 Are they clear for listening them?

Yes \_\_\_\_\_ no \_\_\_\_\_

#### 3. Environmental conditions.

3.1. How do you consider the environmental conditions inside the classroom are?

Quiet \_\_\_\_\_ . Noisy \_\_\_\_\_ .

3.2. Are you interrupted by noise in the other classrooms?

Yes \_\_\_\_\_ No \_\_\_\_\_.

3.4 Are you distracted when people pass by outside your classroom?

Always \_\_\_\_\_ . Sometimes \_\_\_\_\_ . Hardly ever \_\_\_\_\_ . Never \_\_\_\_\_ .



#### 4. Strategies used by English teacher.

4.1 How does your English teacher begin listening task?

Playing the tape recording \_\_\_\_\_ writing on the board \_\_\_\_\_ drawing on the board \_\_\_\_\_  
Showing or sticking pictures on the board \_\_\_\_\_

4.2 Does your English teacher speak Spanish in English class?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

4.3 Does your English teacher replay the tape recording many times?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

4.4 Does your English teacher stop the tape recording and explain something from it?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

4.5 Does your English teacher provide extra tasks after listening activity?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

#### 5. The purpose of listening activities.

5.1 Do you listen for ...?

- Getting the main idea \_\_\_\_\_
- Predicting \_\_\_\_\_
- Drawing inferences \_\_\_\_\_
- Summarizing \_\_\_\_\_
- Getting new vocabulary \_\_\_\_\_
- Remember vocabulary \_\_\_\_\_

#### 6. The use of visual aids in classroom

6.1 Does your English teacher use visual aids for listening activity?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

6.2 What kind of visual aids does he use?

Pictures \_\_\_\_\_ magazines or books \_\_\_\_\_ drawings \_\_\_\_\_  
photocopies \_\_\_\_\_ films \_\_\_\_\_ realia \_\_\_\_\_

Are visual aids used before listening task?

Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_.

Are visual aids used while listening task?  
Always \_\_\_\_\_. Sometimes \_\_\_\_\_. Hardly ever \_\_\_\_\_. Never \_\_\_\_\_

Are visual aids used after listening task?  
Always \_ sometimes \_\_\_\_ - hardly ever \_\_\_\_\_ never \_\_\_\_\_.

Do you get from teacher extra visual aids after listening activity finishes?  
Always \_\_\_\_\_ sometimes \_\_\_\_ hardly ever \_\_\_\_\_ never \_\_\_\_\_

## Class observation.

General data:

Observer's name \_\_\_\_\_.

High school: Miguel de Cervantes Saavedra.

Kind of high school: public.

Year: fifth. Group \_\_\_\_\_.

Number of observation: \_\_\_\_\_.

Time of observation: \_\_\_\_\_.

### 1. Aspects of control.

1.1. The teacher speaks English in class. Yes \_\_\_\_\_. No \_\_\_\_\_.

1.2. Students speak English in class. Yes \_\_\_\_\_. No \_\_\_\_\_.

1.3. Spanish is used in class. A lot \_\_\_\_\_. A little \_\_\_\_\_. Very little \_\_\_\_\_. Not at all \_\_\_\_\_.

### 2. The influence of recording quality.

2.1. The quality of recording is...? Excellent \_ good \_\_\_\_\_ fair \_\_\_\_\_ bad \_\_\_\_\_.

2.2. The kind of listening / recording is ...?  
Tape recorded \_\_\_\_ CDs \_\_\_\_ DVDs \_\_\_\_\_

2.3. The recording is clear. Yes \_\_\_\_\_ NO \_\_\_\_\_.

### 3. Environmental conditions.

3.1 The environment in classroom is... quiet \_\_\_\_\_ noisy \_\_\_\_\_.

3.2 The classroom is clean. Yes \_\_\_\_\_. No \_\_\_\_\_.

3.3 Every student is sat. Yes \_\_\_\_\_. No \_\_\_\_\_

3.4 There is enough visibility / lighting. Yes \_\_\_\_\_. No \_\_\_\_\_.

3.5 The classroom has chalk / white board in good conditions. Yes \_\_\_\_\_. No \_\_\_\_\_.

3.6 The audio equipment is in good condition. Yes \_\_\_\_\_. No \_\_\_\_\_.

#### **4. The strategies used by the teacher.**

4.1 How does the teacher begin the class?

4.2 Does English teacher speak Spanish in class?  
Much \_\_\_\_\_. A little \_\_\_\_\_. No at all \_\_\_\_\_.

4.3 Does he give extra task after listening activity?  
Yes \_\_\_\_\_. No \_\_\_\_\_.

#### **5. The purpose of listening activity.**

5.1 Listening task is for ....

getting the main idea \_\_\_\_\_

predicting \_\_\_\_\_

drawing inferences \_\_\_\_\_

summarizing \_\_\_\_\_

getiing new vocabulary \_\_\_\_\_

remember vocabulary \_\_\_\_\_.

#### **6. The use of visualization in classroom.**

6.1 There are visual aids in the classroom. Yes \_\_\_\_\_. No \_\_\_\_\_.

6.2 Teacher uses visual aids in pre, during and post listening activity.  
Yes \_\_\_ No \_\_\_.

6.3 The teacher uses the following kind of visual aids.  
Pictures \_\_\_\_ video \_\_\_\_\_ drawings \_\_\_\_\_ other \_\_\_\_\_

## Teacher interview.

The purpose of this interview is to know how the developing of listening skills in the classroom is addressed.

**Please answer the following questions.**

1. What strategies do you use in classroom for listening activity?
2. What kind of recorded material do you use?  
CDs \_\_\_\_ Cassettes \_\_\_\_ other \_\_\_\_.
3. Do you usually replay recordings?  
Always \_\_\_\_ Sometimes \_\_\_\_ Hardly ever \_\_\_\_ Never \_\_\_\_.
4. Do you think the condition inside the classroom helps students to understand listening skills? If so or no. say why?
5. How do you consider your methodology for listening activity is?  
Good \_\_\_\_ very good \_\_\_\_ bad \_\_\_\_.
6. How often do you use visual aids to help students in listening activities? Always \_\_\_\_ sometimes \_\_\_\_ hardly ever \_\_\_\_ never \_\_\_\_.
7. Do you give students extra material for listening activity?  
Always \_\_\_\_ sometimes \_\_\_\_ hardly ever \_\_\_\_ never \_\_\_\_.
8. Do you feel comfortable teaching English in the conditions at your classroom?  
Yes \_\_\_\_ No \_\_\_\_.

## No.2

### Results of the answer of the Student survey.

#### I. General information

##### 1. Sex

INDICATOR	FREQUENCY	%
Female	36	62
Male	38	38
TOTAL	58	100

##### 2. Age

INDICATOR	FREQUENCY	%
Under 15	10	17
15 to 17	30	52
18 to 19	10	17
Over 19	8	14
TOTAL	58	100

##### 3. Place living

INDICATOR	FREQUENCY	%
Urban	53	91
Sub urban	5	9
TOTAL	58	100

#### Quality of recordings

##### 4. How do you consider the quality of recordings in English class?

INDICATOR	FREQUENCY	%
Excellent	17	29
Very good	17	29
Fair	18	31
Bad	6	11
TOTAL	58	100

5. Do you consider the quality of recordings is a cause of low proficiency in your listening skills?

INDICATOR	FREQUENCY	%
Yes	35	60
No	23	40
TOTAL	58	100

6. What kind of recordings does English teacher use?

INDICATOR	FREQUENCY	%
Cassettes	0	0
CDs	58	100
DVDs	0	0
Film	0	0
TOTAL	58	100

7. Are they clear for listening them?

INDICATOR	FREQUENCY	%
Yes	47	81
No	11	19
TOTAL	58	100

Environmental conditions.

8. How do you consider the environmental conditions inside the classroom are?

INDICATOR	FREQUENCY	%
Quiet	26	45
Noisy	32	55
TOTAL	58	100

**9. Are you interrupted by noise in the other classrooms?**

INDICATOR	FREQUENCY	%
Yes	33	57
No	25	43
TOTAL	58	100

**10. Are you distracted when people pass by outside your classroom?**

INDICATOR	FREQUENCY	%
Always	1	2
Sometimes	40	69
Hardly ever	13	22
Never	4	7
TOTAL	58	100

**Strategies used by English teacher.**

**11. How does the English teacher begin listening task?**

INDICATOR	FREQUENCY	%
Playing the tape recording	4	7
Writing on the board	53	91
Drawing on the board	0	0
Showing or sticking pictures on the board	1	2
TOTAL	58	100

**12. Does the English teacher speak Spanish in English class?**

INDICATOR	FREQUENCY	%
Always	8	14
Sometimes	36	62
Hardly ever	12	21
Never	2	3
TOTAL	58	100



**13. Does the English teacher replay the tape recording many times?**

INDICATOR	FREQUENCY	%
Always	13	22
Sometimes	32	55
Hardly ever	7	12
Never	6	11
TOTAL	58	100

**14. Does the English teacher stop the tape recording and explain something from it?**

INDICATOR	FREQUENCY	%
Always	27	47
Sometimes	19	33
Hardly ever	8	13
Never	4	7
TOTAL	58	100

**15. Does the English teacher provide extra tasks after listening activity?**

INDICATOR	FREQUENCY	%
Always	20	34
Sometimes	24	41
Hardly ever	10	18
Never	4	7
TOTAL	58	100

**The purpose of listening activities.**

**16. Do you listen for ...?**

INDICATOR	FREQUENCY	%
Getting the main idea	10	17
Predicting	0	0
Drawing inferences	0	0
Summarizing	0	0
Getting new vocabulary	29	50
Remember vocabulary	19	7
TOTAL	58	100

The use of visual aids in classroom.

17. Does the English teacher use visual aids for listening activity?

INDICATOR	FREQUENCY	%
Always	2	3
Sometimes	27	47
Hardly ever	12	21
Never	17	29
TOTAL	58	100

18. What kind of visual aids does he use?

INDICATOR	FREQUENCY	%
Pictures	5	9
Magazines or books	17	29
Drawings	3	5
Photocopies	33	57
Films	0	0
Realia	0	0
TOTAL	58	100

19. Are visual aids used before listening task?

INDICATOR	FREQUENCY	%
Always	2	3
Sometimes	17	29
Hardly ever	12	21
Never	27	47
TOTAL	58	100

20. Are visual aids used while listening task?

INDICATOR	FREQUENCY	%
Always	2	3
Sometimes	19	33
Hardly ever	11	19
Never	26	45
TOTAL	58	100

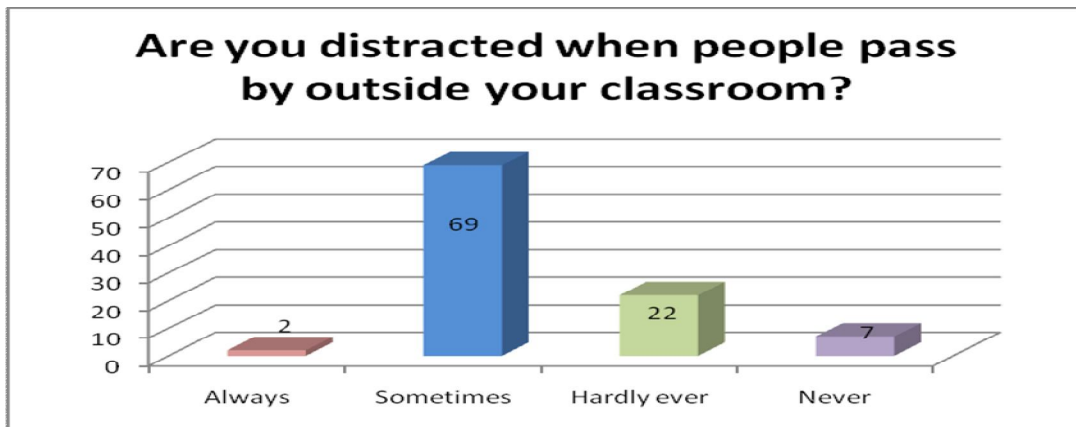
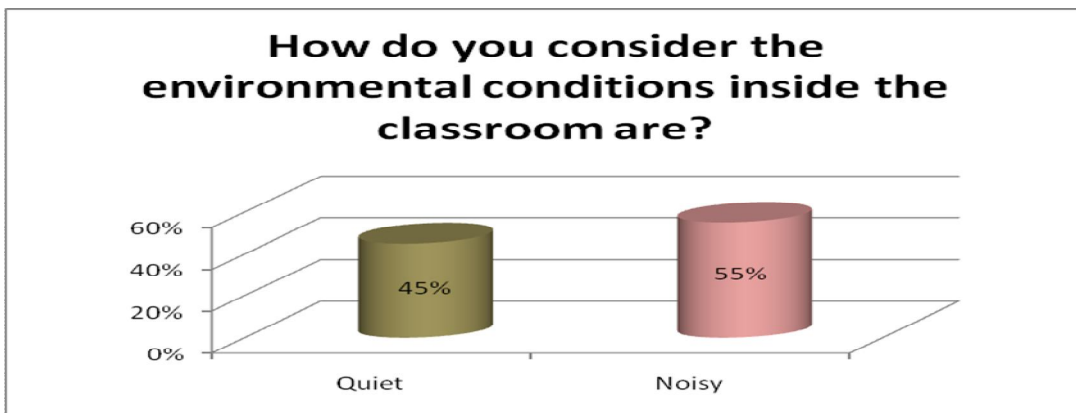
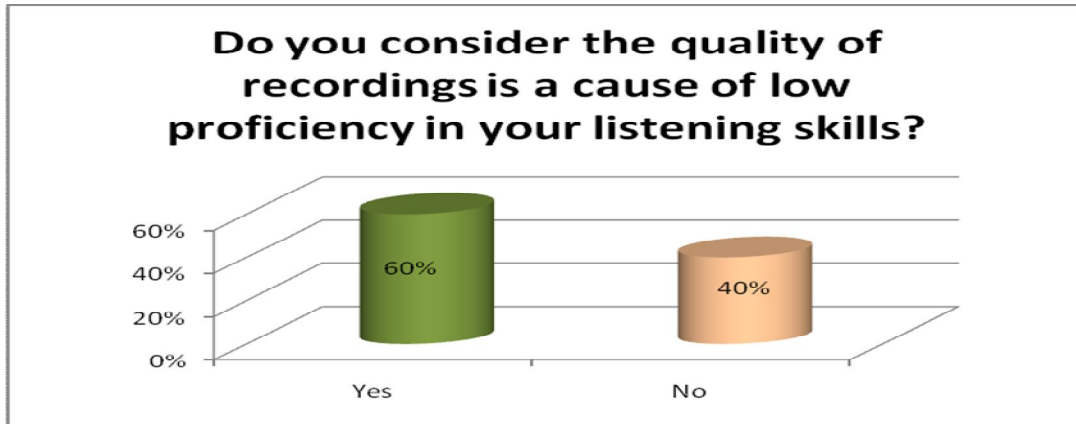
**21. Are visual aids used after listening task?**

<b>INDICATOR</b>	<b>FREQUENCY</b>	<b>%</b>
Always	6	10
Sometimes	13	22
Hardly ever	7	12
Never	32	56
<b>TOTAL</b>	<b>58</b>	<b>100</b>

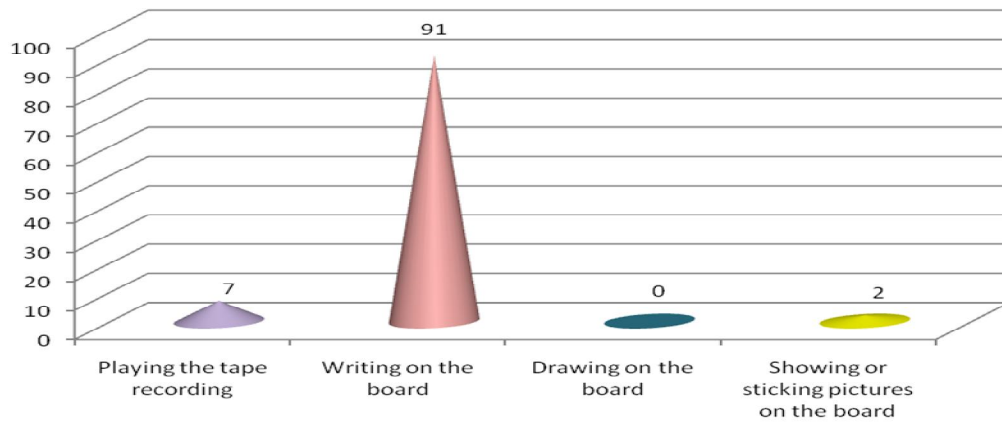
**22. Do you get from the teacher extra visual aids after listening activity finishes?**

<b>INDICATOR</b>	<b>FREQUENCY</b>	<b>%</b>
Always	6	10
Sometimes	13	22
Hardly ever	7	12
Never	32	56
<b>TOTAL</b>	<b>58</b>	<b>100</b>

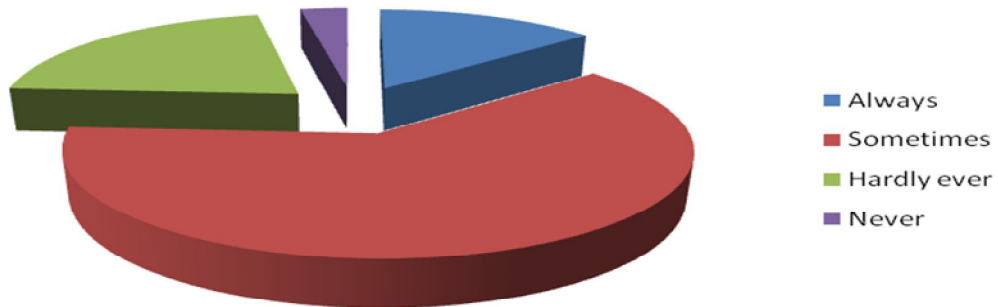
### No. 3



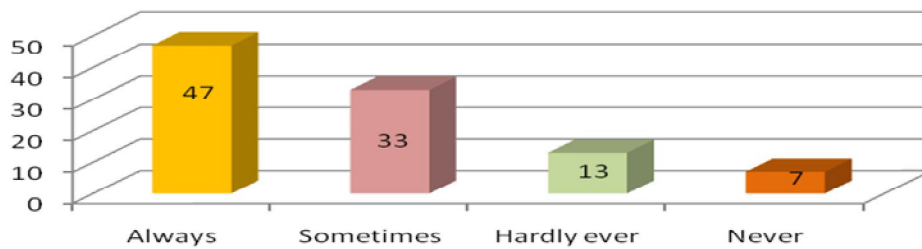
### How does the English teacher begin listening task?



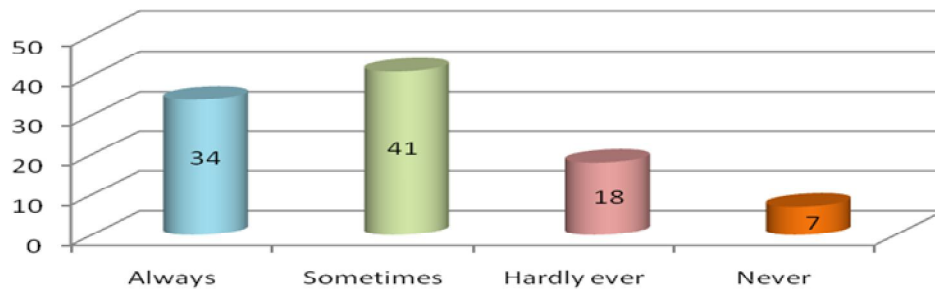
### Does the English teacher speak Spanish in English class



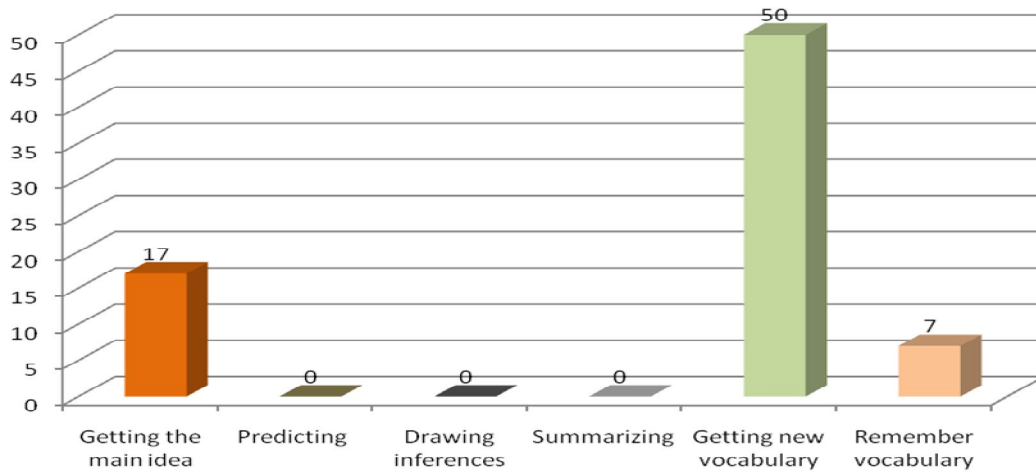
### Does the English teacher stop the tape recording and explain something from it?



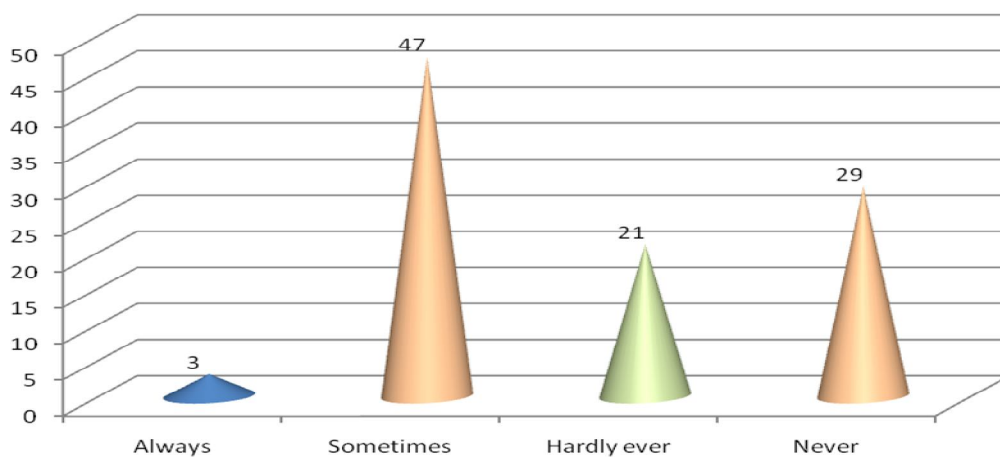
### Does the English teacher provide extra tasks after listening activity?



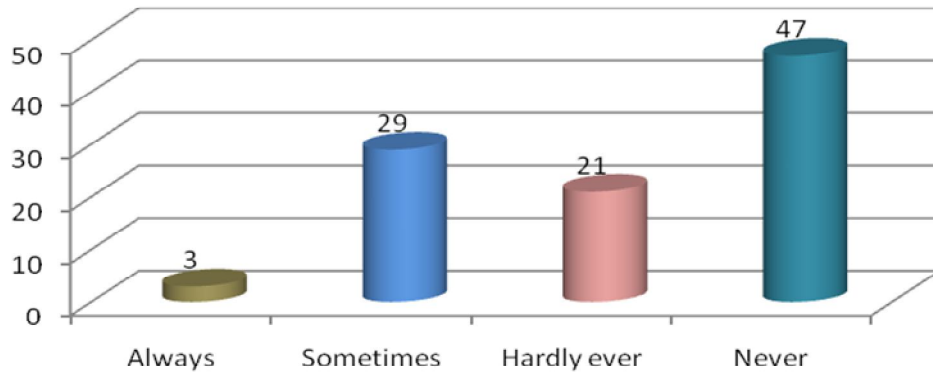
### Do you listen for ...?



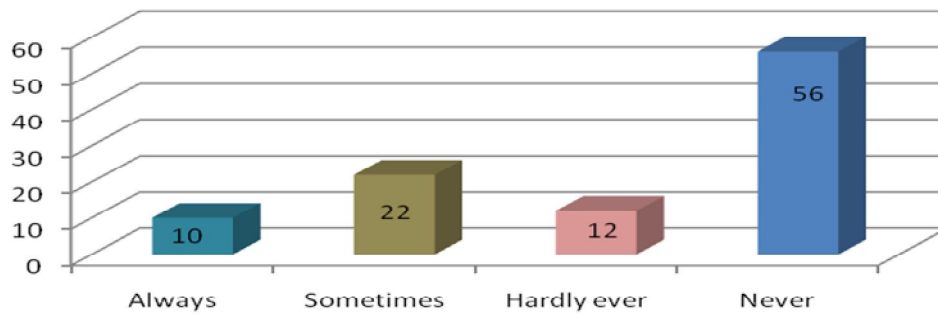
### Does the English teacher use visual aids for listening activity?



### Are visual aids used before listening task?



### Are visual aids used after listening task?



## No. 4

### Chronogram of activities.

Activity	Date
Theme, problem and sub-problems	August
General and specific object	August
Introduction, justification and chronogram of activities	August
Historical background	September
Methodological design Procedure Population Sample	September
Discussion of results Data analysis Findings, Results System of Variables	September
Conclusions Recommendations Bibliography	November
Annexes Dedicatory Acknowledgement Index	November
Pre-defense	November
Three copies hand in	December
Defense of the research	January