NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English Department

Topic: Listening Strategies to Get the Main Ideas in Listening Comprehension Tasks

GRADUATION SEMINAR

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This research is dedicated to our Lord who gives us the intelligence to do the step by step what was required for this seminar work. In addition, this research is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration and give us strength when we thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

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Abstract

This research describes what kind of strategies students use to get the main idea in the listening task. Also, those strategies are cognitive, metacognitive and socio affective. The conceptual framework describes listening, listening comprehension, listening for main idea and the different types of listening strategies. Listening skill is considered to be one of the most difficult aspects for learners since they receive and interpret all the information in the communication process of a foreign language. On the other hand, the objective of this research is to identify the listening strategies that students from fourth year of the TEFL program, professionalization shift at UNAN-MANAGUA, use to find the main idea in listening texts.

The participants were 10 students and 1 teacher, the data collection instruments consisted of a listening test for the students, the interview for the teacher, and the class observation guide for all the students and the teacher. According to the findings, students applied some cognitive strategies: note taking, underlining. In addition, metacognitive strategies that students used are: thinking aloud, making inference but those students also shown that they used comparing answer which is part of socio-affective strategies. Moreover, those strategies help students to grasp the main idea in the listening task.

Introduction

"Listening is the ability to accurately receive and interpret all the information in the communication process" (Malcova, 2020, p. 187-189). In addition, listening is a receptive skill when student collect all the necessary information to build the knowledge and then they can use that information in the language. On the other hand, listening comprehension is the ability to recognize and understand what others are saying (Thomlison, 1984). Listening for main idea is another important process when students have to pay carefully attention about the whole information in the recording because they have to grasp the main point. On the other hand, there are important listening strategies that students have to take into account: cognitive, metacognitive and socio affective strategies that help students to improve their listening skill.

As a result, teachers at UNAN-MANAGUA promote listening strategies in the classroom which are a crucial part to develop this skill. Those listening strategies are cognitive metacognitive and socio affective. In addition, those strategies are used by the student who apply those strategies to grasp the sense of the track, but it necessary to know that if the student gets the main point of the track, details come into place. This research will identify both the strategies students use to develop the listening task and the student's feelings when they are doing listening comprehension activities. Therefore, there are some students have difficulty getting the main point from the speaker.

Rationale

This research mentions some listening strategies used by fourth year students of the TEFL program, professionalization shift at UNAN-MANAGUA. The instruments applied like: the class observation guide, the teacher's interview and the students' test were the tools to identify the most used and effective strategies in the listening activities. It is important to know about these strategies because, they will help learners to have a better performance in the listening skill, in order to improve the listening comprehension specially to get the main idea in listening tasks. Moreover, this helps students to be able to interpret the message heard easily and also avoid frustration when the recording is playing and they do not understand the main points.

Problem Statement

The purpose of this qualitative and quantitative research is to identify the best strategies that students can use in the listening tasks and identify the kind of strategies that are most used in the different listening exercises. Well known, listening activities are challenging for students with difficulties in this skill and as a result they have a poor performance in the listening tasks. For this reason, the need to know the performance of 4th year students in the listening activities arose. Data will be collected through a guide observation, listening test, and a teacher interview. Specifically, this research will focus on 10 fourth-year students at UNAN-MANAGUA who show weaknesses in grasping the main idea in listening to audios.

The results of this project may also be beneficial to improve the listening comprehension in students who face difficulties to grasp the main idea in the listening to tracks because listening is an activity of paying attention to get meaning that involves understanding, pronunciation, grammar, vocabulary and grasping is the meaning, so without the ability to listen effectively, messages are easily misunderstood or nothing makes sense.

Research Question

What is the importance of listening comprehension in the acquisition of a new language?

What are the best strategies that students use to grasp the main idea when listening to extracts?

Why do some students do not use the strategies to grasp the main idea when listening to extracts?

Background

The purpose of this project is to identify the listening strategies that some students use to catch the main idea when listening to tracks. Besides, some previous research related to the useful strategies that help students to improve listening comprehension so as to grasp the main idea in listening to audios. On the other hand, listening plays an important role in the entire process of acquiring a target language, since auditory processing allows a person to decode the speaker's message (Berman, 2006). The abroad topic of Listening strategies to get the main ideas in listening comprehension tasks has received attention because of the deficit students have when they are performing the listening exercises and the strategies that they use to get the main idea in the aural texts.

This research is based on the cognitive, metacognitive, and socio-affective strategies that students used when they perform the listening task. In addition, if students cannot get the main idea of the audios is because they do not apply any strategies to get the main idea in the listening tasks. Some other studies related to this research have been found, according to Long Donna she said that practice listening comprehension helps to develop both languages skills and confidence in communication in the target language.

Most researchers concluded that there are many language learning strategies but the main types are cognitive and metacognitive strategies. In addition, metacognitive strategies supervise, regulate and conduct the language learning process and the cognitive strategies manipulate the material that will be learned and applied. According to Kim and Phillips, Cognitive Psychology emphasizes the role of attention and working memory in organizing and integrating meaning to create meaning (Kim and Phillips, 2014).

Objectives

General Objectives:

To identify listening strategies that some students use to catch the main idea when listening to audios.

Specific Objectives:

To mention cognitive strategies that students use in the listening comprehension task.

To find metacognitive and socio affective strategies mainly used in listening comprehension.

To categorize what kind of listening strategies students use in the listening task.

Hypothesis

If students use listening strategies in listening comprehension, they will be able to get the main idea in listening texts.

Theoretical Framework

Listening

"Listening is the ability to accurately receive and interpret all the information in the communication process" (Malcova, 2020, p. 187-189). Listening is an important skill to develop because it is the skill of understanding of spoken language (Shariyevna, 2020, págs. 643-646). In addition, listening is a receptive skills when the learners have to collect all the necessary information to build up the knowledge and then they can use all that information in the language (Odilovna. 2020, págs.2). On the other hand, hear is the action of a sound that is to come from the ears and it is a natural process because a person can hear every single sound and he do not to pay attention of specific information that person just hear something (Andrew, 2019).

The process of listening occurs in five stages; listeners are hearing when there is a perception of sounds and this perception is known as attention, understanding it means recognizing symbols that students have heard and create meanings, remembering in which the listeners receive and interpret the message as well, evaluating determines the presence of bias and prejudice in a message and responding, it means the listeners receive complete the message and the information is already understood (Tyagi, 2013). In addition, listening is a vital component of the oral communication and is an essential part of the communication process (The listening skill).

According to Gilakjani and Sabouri (2016) listening is one of the most difficult skill for students who learn English as a second language. Listening is important for leaners because they can learn vocabulary, improve in pronunciation and know different accents where learners can understand the content of the listening and share the message (Mody, 1991, págs. 2).There are some components that a student has to take into account when he develops listening skill such as hearing, understanding, remembering, interpreting and responding (Brownell, 2015 págs.

6).Everybody hears, understands, remembers, interprets and responds in different way when a native speaker talk. For this reason, students have to learn more vocabulary for developing listening (Ahmadi, 2016, págs.7).

Listening Comprehension

Listening Comprehension has an important role in language acquisition. According Hamouda (2013) acquisition happens when learners have sufficient comprehensible input, this means learners have the ability to recognize and understand what others are telling. In addition, this process includes understanding a speaker´s pronunciation, grammar, and vocabulary, but the most important understanding of meaning. On the other hand, listening is the complex process which learner receives what speaker says, making and showing meaning through interpretation to provide new ideas, opinions or concepts of what it was said. On the other hand, listening is an interpretive process because listeners have to decode the message and interpret it (Lynch, T & Mendelsohn 2013, págs 190-206).

Listening is crucial in communication, because it is the most frequently used skill in the language classroom and daily life. According to Mendelson (1994)' of the total time spent on communicating, listening takes up 40-50%; speaking 20-30%; reading 11-16%; and writing about 9%' emphasizing in the importance of listening in language learning as the only channel of language input easy to process as spoken language, received through listening with more fluent and productive skills. However, for this reason, listening comprehension is an interactive process in which listeners are involved in constructing meaning. . In addition, parsing is one of the most important phase in the listening comprehension because the words, phrases, clauses or other linguistics units construct meaningful mental representations that help listeners to understand the main in the listening texts (Bao, 2017).

According to Bao utilization is the third stage in listening comprehension and this consist of relating the information heard to the existing knowledge that help students to interpret the text's meaning (Bao, 2017). In addition, it is interesting to know that listening is not only used to learn a new language, but also the native language, because listening begins at a young age as babies interacting with people around them, it develops through tone of voice, pauses between words, rhythm and the part of speech all have an impact on the meaning of the words being spoken and the message they are meant to convey. On the other hand, Brown and Yule (1993) listening comprehension is an individual understanding process of what he or she has heard. This means learners have to relate what they heard to a prior knowledge of which they have been exposed previously.

According to Ehrlich (1982), the term comprehension refers to both activities in which the subject is involved while processing information and to the product of this activity. In addition, these terms processing and products are seem when a person actually understand an utterance in a natural discourse and, of the second, product as in the sense of mental structure, observes which, input mechanism, so opinions are representative of the area, neither the process nor the product is adequately understood. On the other hand, generally understanding demands operations that are involved in a cognitive process. In addition, listening comprehension makes sense of spoken language through recognizing speech sounds and understanding the meaning of individual words (Nadig, 2013, pág. 1).

In understanding a spoken language, listening comprehension is based on recognizing the speech sound, understanding the meaning of words or specially the syntax of the sentences where words are presented. In addition, this skill also involves various elements that can make relevant conclusions based on the context in the real world knowledge. Listening is not just to listen

something that "goes left ear out right ear" or vice versa, for this reason listening it seen a facilitator skill most needed in order to acquire a new language, because it is the medium which people understand what others are saying with a serious process that cannot be done only by relying on habits, reflexes or instincts. On the other hand, listening is defined as a thoughtful attention paid to what is being said that facilitate the retention of the listened content (Sharma, 2014) .

According to Saturi (1998) the purpose of listening comprehension are (1) getting facts (2) analyzing facts (3) evaluating facts (4) getting inspiration (5) getting entertainment (6) improving speaking skills. To get the facts there are many ways like to conduct experiments, discussing or attending seminars or the use of technology by listening to the radio, watching television where there are a lot information to analyze, entertain and above all improve some skills for the acquisition of a new language and this happen when a person receives sound waves through the ears and sending them to the brain. This is a theory by James Asher that express, the process is a start of an interactive process when the brain reacts to impulses impulse to send a number of cognitive and mechanism different.

It is clear that understanding listening has an important role in mastering a new language improving the others language skills. In addition, this facilitate students to have a best learning process where listeners look for the intent and purpose of the speaker with consider the form and type of conversation, context and content. So listening can recall information background according to the context of the subjects, looking for literal meaning of the message they listen. This matter involves the interpretation of semantic activities. For this reason, listening activities produce understanding. Related to this there are twelve stages of activity listen (Iskandarwassid, pp. 235-236). 1. Listen, 2. Reminiscing, 3. Pay attention, 4. Form imagination, 5. Looking for past

savings in ideas, 6. Compare, 7. Test signals, 8. Re-encode, 9. Get meaning, 10. Enter into the mind when listening or listen, 11. Interpret something that is listened to 12. Imitate in mind.

Listening for main ideas

The fact that listening has been poorly taught may have stemmed from the belief it is a passive skill where students stood still receiving instructions. In addition, this traditional approach, which treated it as an enabling skill for production-oriented activities, 'Hear it, repeat', 'Hear it, answer it' or 'Hear it, translate it' (Mayer, 1984, págs. 343). In 1969 a conference was made by AILA (International Association of Applied Linguistic) which was held in Cambridge, England. As Morly (2001) states in retrospect, four themes that pointing the way toward the trends in second language education. These new views on the importance of a foreign language proclaimed that Listening comprehension's being recognized as a fundamental skill, now considered as an active skill that involves many process and cognitive science as a "highly complex problem-solving activity" Byrnes (1984)

"Listening text exists in time rather than space" (Flowerdwe, 1994) so that listeners must comprehend the message as it is uttered. As a result, listening for main ideas means that listeners understand the whole information and special facts that are explicitly stated in the input text (Wulandary, 2011, págs 19-20). In addition, "Listening is an active, purposeful processing of making sense of what he heard" (Helgesen & Brown, 2007 págs 3) listeners have to pay attention about the information in the recording and try to grasp the main point to understand the message as a key component of a successful learning that provide a better understanding of the message.

The process of listening for main idea is highly complex, since leaners comprehend the text as the listen to it, retain the information in the memory, integrate it what it is follow, and

continually adjust the understanding of what was heard in the light of prior knowledge and in coming information., it means that the listeners have to pay attention about the information in the recording and try to grasp the main point to understand the message. On the other hand, students can grasp the main ideas if listen with a specific purpose and identify the meaning of the key words to select the most important information which is related to the task what they have (Zulkiple, 2017).

Listening for main ideas is difficult for students because they have to identify the main point about the recording (Craven, n.d). In addition, listeners have to understand the speaker's meaning emotion and opinion he has about the topic that is talking about (Craven, n.d). On the other hand, students can grasp the main ideas form the recording when they identify the rhetorical questions that the speaker often use to signal the main point (Berman, 2016).

Students can identify the main idea when they are engaged in the listening and those students who can distinguish the main ideas from the details, examples, opinions and facts (Irianti, 2019, p. 2). In addition, listening main ideas provide good opportunities to communicate with others because an effective listening comprehension lets students to develop their skills and they are able to practice the foreign language (Medvedeva, Andreeva & krepkaia, 2020, p. 1). On the other hand, listening main idea means when the students get the general idea about what have said in the spoken language (Brown, 2006), listening comprehension is a complicated process in which a series of cognitive skills are involved learn, remember, read and think are those skills (Nadry, Baghaei, & Zohorian, 2019, p. NP).

Students are able to find the main idea if they find out the appropriate topic, describe the location of the main idea or provide the meaningful supporting sentences (Rokhaniyah, 2017, p. 2). In addition, identifying the main ideas when the speaker uses certain phrases to emphasize in

the specific information the main point that the learners have to grasp (Berman, 2006). Another important aspect this author mentions is the repetition how many times the phrase is repeated in the lecture it means that something is important and the learners are able to identify what the main point is.

Listening strategies

The category of the listening strategies are: metacognitive, cognitive and affective strategies (Bei & Xinguang, 2017, p. 75-82). In addition, this authors say that metacognitive strategies allow to students to think about their study how their learning is, cognitive strategies when the students can infer the information in the recording and the affective strategies help the student to improve their self-confidence and overcome the anxiety during the listening. On the other hand, successful listening involves metacognitive and cognitive strategies (Vandergrift, 2008, p. 84-102). In addition, metacognitive strategies are important because the students learn to listen effectively and critically even though listening is an interactive process (Zheng, 2018, p. 226-231). On the other hand, cognitive strategies are important because students can grasp the new information form the recordings (Gilakjani & Sabouri, 2016, p.123-133).

The bottom up approach is very useful in listening because the students can ask themselves about what they have heard about the recording, students can recognize what they should understand form the audios (Vandergrift,2007, p.11-13). On the other hand, listening is difficult and cognitive skill to develop because it is developed in an implicit nature (Vandergrift, 2011, p.455). In addition, listening is a process in which students have to pay carefully attention to the target language and grasp the information as much as they can because of the speed of the recordings.

Top- down is another useful strategy in listening because this is related to the background knowledge in which activate a set of expectations that help to students to interpret what is heard and anticipate what will come (Tyagi, 2013). In addition, top down strategy is important because the listeners can develop the real-life listening activities that help students to grasp the main idea easily (Villegas, 2013). On the other hand, listeners have the opportunity to use the previous knowledge of the context and situation that include things related to the topic and it helps to the students to understand the message (Mejia, 2009).

Listeners are engaged in a variety of mental process and they make an effort to understand the message from oral tasks (Vandergrift, 2007, p. 191-210). This mental process, which is activated with purpose to understand new information especially in listening, and oral texts are referred to learning the different strategies (Kupper, O'Malley & Chamot, 1989, p. 418-437). Focusing more in the mental process for learning listening, metacognition is an essential part of that process which is referred to the ability to reflect, understand and control students' themselves learning (Schraw & Sperling, 1994, p. 460- 475). Moreover, metacognition is divided in two components: knowledge of cognition and regulation of cognition, and he also says that an aspects related to metacognition is metacognitive accuracy which is an ability that accurately predicts the outcome in a particular task (Scott & Levy, 2013, p.120-131).

Cognitive strategies

Cognitive listening strategies refer to all mental abilities and processes related to knowledge. In addition, cognitive strategies are very important to improve the listening comprehension bottom-up and top-down strategies (Brito, 2015). According to Victor Olaya and

Daniel Gonzalez he mentioned that Jack and Willy says that "bottom up is a processing model that assumes that listening is a process to decode sounds form the smallest meaningful units to complete texts and the phonemic units are linked together to form words and words are linked to form phrases and phrases to form utterances and utterances are linked together to form meaningful texts" (Victor Olaya, 2009, pág. 11). On the other hand, cognitive strategies are used to help students to understand the linguistic input and get the knowledge (Serri, 2012).

Top-Down processing is very important because it is related to the background knowledge that students have in this case the background knowledge about the topic speakers is talking about (Zakime, 2019). In addition, top-down processing is important in listening comprehension because listeners use their prior knowledge to predict important information about the text in which they can grasp the main idea and understand the message in the recordings (Lingzhu, 2003).

Cognitive strategies are summarizing the key words, note-taking, infer the meaning and predict the meaning (Heliyon, 2019). In addition, cognitive strategies are mental activities related to comprehending the input that help students to remember the information because this works to memory or the long-term memory (Richards, 2016). According to Vandergrift inference and elaboration are the most important cognitive strategies in listening comprehension for instance inference uses linguistic information that help students to guess the meaning of unfamiliar words and predict the missing information to complete the listening task (Vandergrift L. , 2018). On the other hand, making inference is a useful strategies because they can detect and think about clues and key words that help them to grasp the main idea (Carolyn & Paul, 2006).

Note-taking

Taking notes are a personal useful tool to record information of what it was heard. It helps to concentrate and listen effectively, increasing understanding of necessary information, but there are three basic rulers that can help to make note-taking quicker and more efficient:

1. Be selective: decide what's important

2. Be brief: use abbreviations and symbols

3. Show the relationship between the speaker's points

Note taking is the process that necessitates cognitive process; it is composed of several step, that is, listening, comprehension and analysis selections and writing in the form of notes (Piolat, 2004).

Underlining words

Underlining key words before or during the listening activity, they are going to be the guide during the recording (title and questions). The more learners red, the better and deeper they understand, underline key words glance to remember what it is all about. This also helps to move on; while listeners are listening to answer one question, listener can keep in mind the key words of the next just by glancing at the question to remember key words.

Metacognitive Strategies

Metacognitive strategies are useful because they evaluate the learning process arrange the condition to students to learn and those strategies help students to check their comprehension during the listening task. In addition, metacognitive strategies help students to plan, evaluate and identify the problem in the listening task. (Xiao, 2018). Moreover, the use of mind up and outline

are important to get the main idea because it helps students to understand the ways their mind works, it is related to the thoughts about the information provided from the audios (what is mind up, 2006). Another important strategies is underline key words in questions usually nouns because this help students to understand the context of the audios and it will be useful to get the main idea if students understand the context through the key words provided by the recording (How can improve my listening?).

Making Inference

Among the numerous listening strategies, inference making is a very important one that is applied in all types of listening activities. It allows the listener to grasps the main idea of a message by analyzing textual and contextual information. Billy (1998) it is an operation of logical reasoning during which one draws a consequence from a fact or suggestions. Through this strategy a listener uses acoustic, vocal, lexical or contextual information relevant to the listening materials and also his previous knowledge to guess the meaning of the message or to compensate for missing information.

Thinking aloud

Thinking aloud method is used in the study of a specific human thinking process, which can directly reflect the working state of the brain, the mode of thinking and the thinking process. This method records the longitudinal cognitive analysis process to a proper extent, which can demonstrate problems and explain the process of understanding and remembering revising so as to guide the correction, enhancement and improvement of the learning behaviors.

Socio-affective strategies

Socio-affective strategies is when the listeners are engaged in interaction with the target language (Vandergrift L. , 2018). In addition, socio-affective strategies are the strategies that help students regulate and control their emotions, motivation, and attitudes towards learning (Zhai & Xingui n.d). On the other hand, asking for clarification is important strategy because it happens when students have lack of understanding and they ask the person to clarify what the speaker is talking about it is probably students need more information to help the message and get the main ideas (How to Ask for Clarification , 2019) .

Asking for clarification

In communication clarification involves back to the speaker the essential meaning, as understood by the listener, or what they have just said. Clarification is important in many situations especially when what is being communicated is difficult in some ways, so active listening helps to gaining good understanding and clarify of the topic. In addition to asking for clarification, learners may wish to ask question to check their understanding, in order to this learner will have to repeat or paraphrase the information and give additional detail to add understanding.

Listening strategies to get the main idea

Listening comprehension is one of the most difficult skills for students, however, Novika, Arbian and Aprizani say that there are many useful strategies students can take into account to decode the message from the recordings. Some strategies are:

- ❖ Students identify the different accents and pronunciation.
- ❖ Students identify the lengthy descriptions in English and instruction as well.
- ❖ Learning different vocabularies related to different areas.

- ❖ Take effective notes

- ❖ Recognizing the subject matter of a talk.

- ❖ Using background knowledge to predict and confirm the meaning of words.

Listening strategies help students to overcome the panic in the listening performance and improve the confidence to communicate in the target language (Long, 1986, p. 1). In addition, students can have effectiveness in the listening when they have previous background and key vocabulary. On the other hand, when the students are trying to get main ideas they feel anxious and frustration but if students have background knowledge about the recordings is easy for them to grasp the message (Beltran, 2020, p.1)

Methodological Design

Type of research

This study includes a mixed approach: Qualitative and Quantitative, the qualitative data collection comes from students of 4th year at UNAN-MANAGUA, where they were exposed to the class observation guide, another qualitative data collection was the interview for the teacher to know the cognitive and metacognitive strategies to get the main idea that he promotes when students are performing the listening task. In addition, the quantitative was the test for the students to know if they apply some of those strategies to get the main idea of listening texts.

Study area

The present study was conducted at UNAN-MANAGUA during the second semester of the year 2020. In the TEFL program, professionalization shift.

Population

The population was of 10 fourth year students; 6 girls and 4 boys, the age of those students are 18-29 years old from integrated English 6 and teacher who is in charge was part of the population. Moreover, the sampling method used to select the population it was simple random sampling to study individual's representatives of the whole population, so each member had an equal chance to be selected and collect more general and reliable information if students apply listening strategies at the moment of doing a listening. On the other hand, the whole students and teacher were part of the population for the observation guide.

Data collection techniques

The technique to collect data were three types of instruments: the teacher interview, the class observation guide and the students' test.

Class observation guide

The main objective of the class observation guide was to know if integrated English 6 students use cognitive, metacognitive or socio-affective listening strategies in listening tasks and what kind of those strategies are the most used.

Teacher interview

The teacher interview was done to know the strategies he promotes with his students to get the main idea of the listening task. That helps us to identify the most effective listening strategies to catch the main idea in the listening task. We used open-ended questions so that the teacher could feel confident in answering the questions. The interview contained six questions.

Student´s test

The purpose of the test with fourth-year students at UNAN-MANAGUA was exposed, it was to see if students get the main idea of oral texts, using cognitive, metacognitive, or socio-affective listening strategies. Researchers chose 10 students randomly. The track was chosen according to their English level, once they were ready, the audio was played twice.

Validation Instruments

The jury expert for this validation were the Mscs. Francisco José Sánchez Quintero and Dr. Alber Sánchez Alvarado from UNAN-MANAGUA English department.

The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. In the validation process of the instruments, experts validated each item from 1 to 4.

Teacher Interview
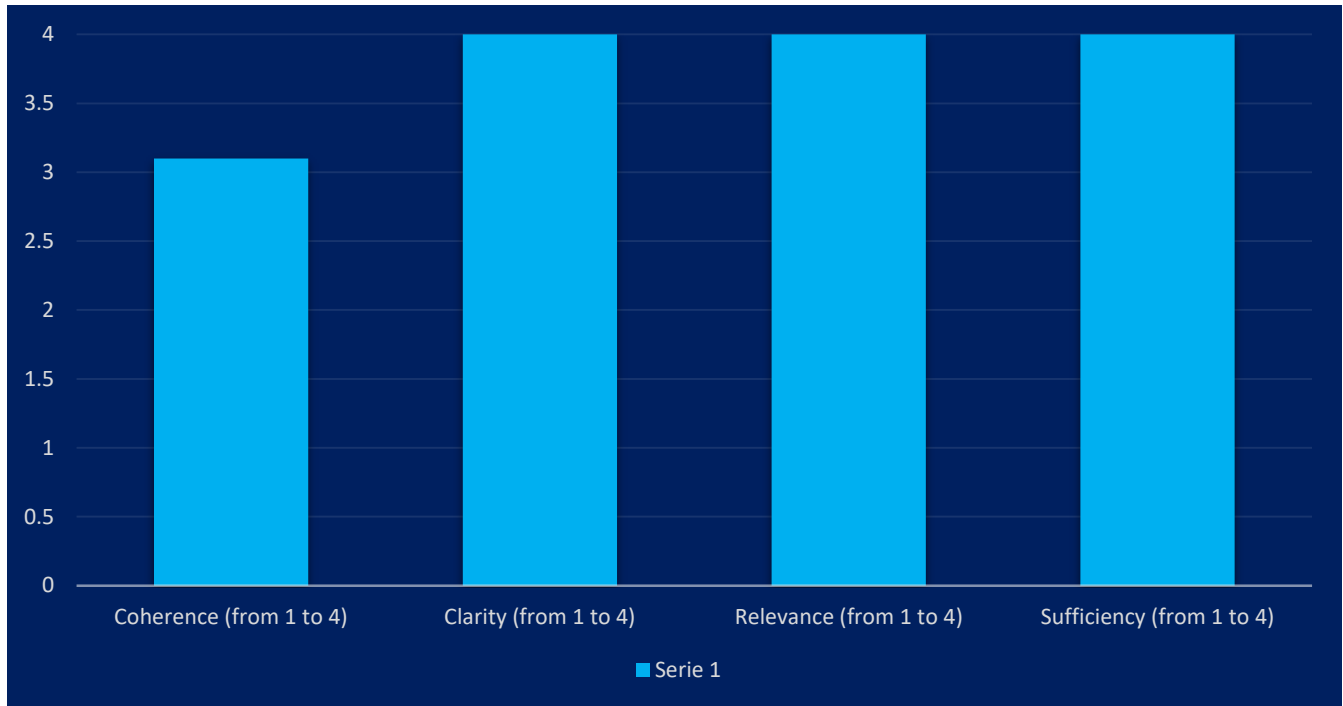
Regarding the rating given by the two judges about the teacher interview that was designed to be validated by the judges and then improved according to the jury´s suggestions, so that it could be applied to the teacher at a moment's notice apart from the class so he spoke confidently and openly through a video call. This interview was applied to know how students perform listening comprehension to grasp the main idea of the listening extracts. The above chart shows the rating given by the jury experts. The coherence was 3.1 %; the clarity was 4 %; the relevance was 4 %, the sufficiency 4%. The scale to rate was from 1 to 4, as a result, the items were good to be applied to the teacher.

Student´s test
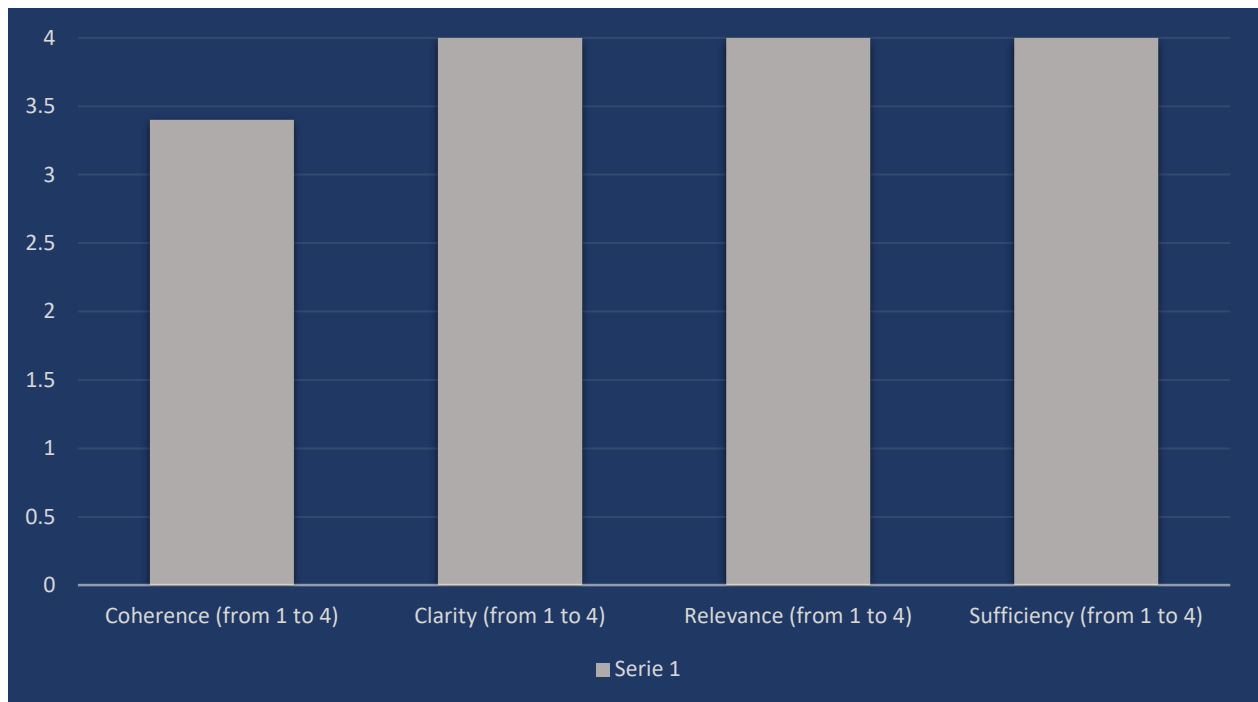
As to the rating given by the judges about the student´s test designed to be validated by the judges and then improved according to the jury`s suggestions so that it could be applied to 10 4th year students. The chart shows that the coherence was 3.4 %; the clarity was 4 %; the relevance was 4 %, the sufficiency 4%. The scale to rate was from 1 to 4, as a result, the items were good to be applied to the students.

Matrix

Specific Objectives	Variables	Sub-variables	Indicators	Sources	Instruments		
					Class observation guide	Interview	Test
To mention cognitive strategies that students use in the listening comprehension task	Cognitive strategies	Note taking before giving the answer	Description of the cognitive strategies	Teacher	X	X	
		Underlining words					
		Summarization		Students	X		X
		Using linguistic clues to infer the meaning					
To find metacognitive and socio affective strategies mainly used in listening comprehension	Metacognitive And socio affective Strategies	Thinking aloud	Description of the metacognitive and socio-affective strategies	Teacher	X	X	
		Inference					
		Comparing answers					
		Asking for clarification		Students	X		X
		Asking for explanation					
To categorize what kind of listening strategies students use in the listening task	The strategy most used	Cognitive, Metacognitive and Socio-affective strategies	Prove the useful strategies	Students			X

Result and Analysis

The analysis was made in the following order: (1) the class observation guide (2) teacher interview and (3) students' test.
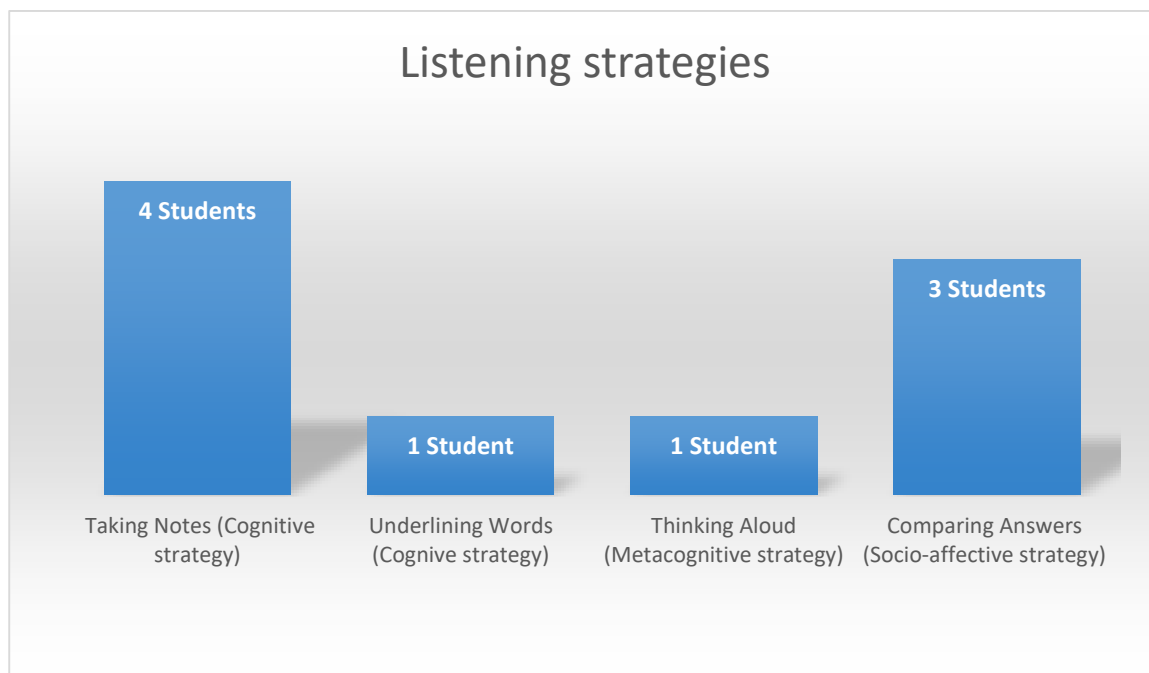
Class observation guide

During the integrated English Class observation, it was determined that the teacher promotes the use of listening strategies, before students were going to do their listening activity he asked to read and analyze each statement allowing students to predict what the listening activity was going to be about. Then provide clues, such as catching who is speaking and where the stage is. On the other hand, students were excited and confident, but it was noticeable that only six students were using listening strategies. These strategies were:

1. Taking notes
2. Thinking aloud
3. Underlining words
4. Comparing answers

After the teacher played the audio twice students compared the answers to each other and then checked as a whole class. Most of the answers were correct.

The following chart shows the types of listening strategies used by the six students.

Listening strategies

4 Students			**3 Students**
	1 Student	**1 Student**	
Taking Notes (Cognitive strategy)	Underlining Words (Cognive strategy)	Thinking Aloud (Metacognitive strategy)	Comparing Answers (Socio-affective strategy)

According to the chart, cognitive strategy was the most used by five students of six.

Strategy	Students number	Description
Note Taking	4	Writing useful information of what it was heard.
Underlining	1	Underlining key words to remember the information.

The second strategy was socio-affective used by three students of six.

Strategy	Students number	Description
Comparing Answers	3	Getting more information to understand what the speaker is talking about.

The last strategy was metacognitive used by one student of six.

Strategy	Students number	Description
Thinking Aloud	1	Active process to remember and revise information.

Regarding of the collected results, the strategy mainly used is the cognitive strategy, such as note taking and underlining words that helps student to collect information while the audio is playing. Although, these six students applied cognitive or metacognitive strategies, they also applied socio-affective strategies when comparing their answers.

Teacher interview

Based on the interview applied to the teacher Abraham Valenzuela. The following data was obtained.

Question 1

According to the teacher, when students are exposed to any type of listening, they are able to preview, forecast, or anticipate what the person is talking about. It means that students use the prediction to interpret the listening activity, through authentic materials.

Question 2

Firstly, students have to identify the characters to get specific information, applying this, students can use: note-taking to write relevant information that will be useful to catch the main idea.

Question 3

As a teacher, I provide clues to identify the main point of the passage, but each student applies the most effective for them to decode specific information. Once they identify who is speaking, what they are talking about, where the stage is, when they are doing and how, in order to know their feelings, they can predict and create an outline of what the listening is about.

Question 4

The most common problem in listening is motivation, lack of motivation does not allow students to practice listening when they have listening difficulties. In some cases, students can listen well, but they cannot express the ideas clearly, so the inner motivation is what promotes

students to practice and use listening strategies to make easier these activities, when learners have this type of motivation they will listen to the radio, watch TV and any other sources.

Question 5

Teachers have to select the best place and authentic materials for students to carry out the listening activities. An effective listening comprehension task is when the teacher takes into account students' English level and their interests; these aspects are important to analyze. As teachers, we should select an extract that is relevant to the students' learning purpose, so their motivation and attention can be kept high. However, the appropriate materials should reflect real situations as discourse characterized by hesitations, rephrasing an accent, and taking into account their English level.

Question 6

The best strategy is to expose students to a real-life situation through the interpretation activity, so practice is the most important activity when they have weaknesses or some difficulties when doing listening activities. Taking notes is a good example to create a vision and direction for the whole organization.

Students test answers

        Based on the answers obtained from the students test applied to 10 students throughout this research paper, the test was designed with the following specifications:

Type of items	Number of items	Items statements	Type of strategy required	Score
	1	Why did the man settle on renting the full-size car?	Cognitive	20 points for each items
	2	The man was concerned that:	Metacognitive	
Multiple choice	3	How would you describe his rental car?	Cognitive	
	4	The car protection plan will not cover the vehicle if	Cognitive	Total: 100 points
	5	In closing, we can infer that:	Metacognitive	

Students had to listen carefully to the audio twice and choose the best answer due to each item has three possible answer in which one is the only correct answer.

Student´s test

Regarding the test, the chart shows the score of the ten students from 0 to 100 points, one student obtained zero points, three students obtained twenty points, three students obtained forty points, two students obtained sixty points, one student obtained eighty points and any student got one hundred points. As a result, the majority of students did not make a good performance in the listening task, it is well known that the low grade to pass a test is 60 points and 70 % of students obtained a grade below 60 points, and the 30 % of students obtained a score equal to or greater than 60 points.
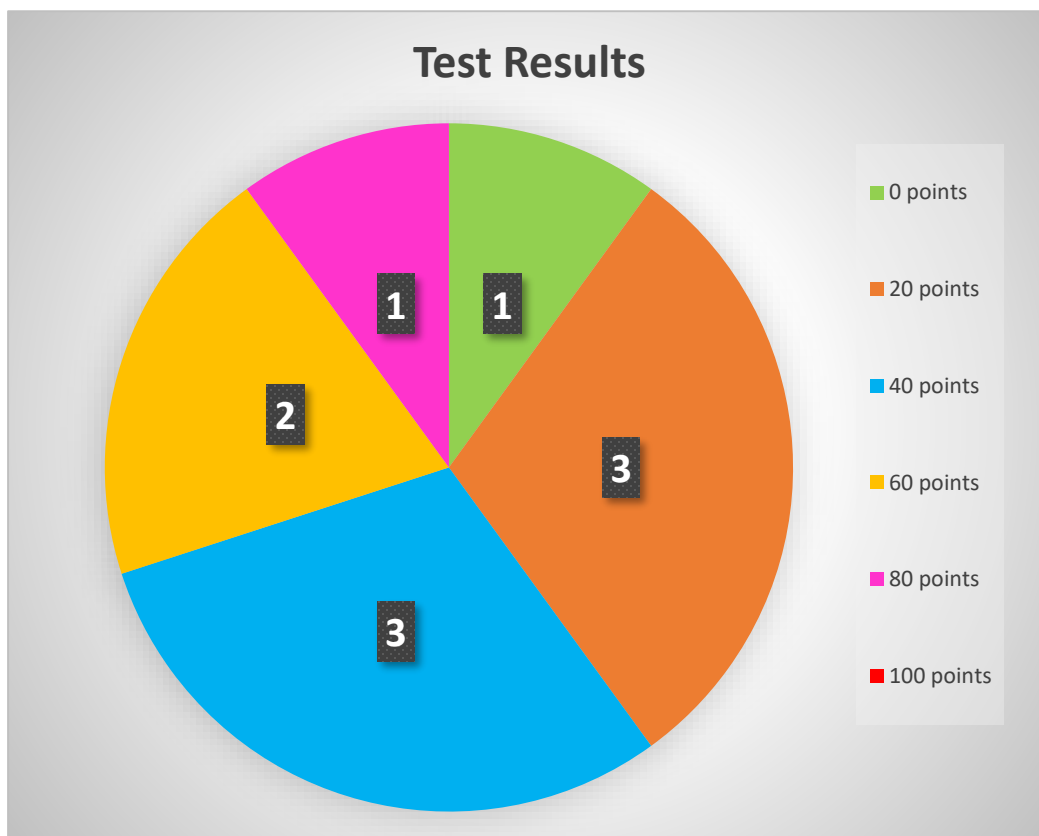
The following chart shows both the correct and wrong answers of the 5 items to the task per student. It also shows if the student applied any listening strategy on the listening task.

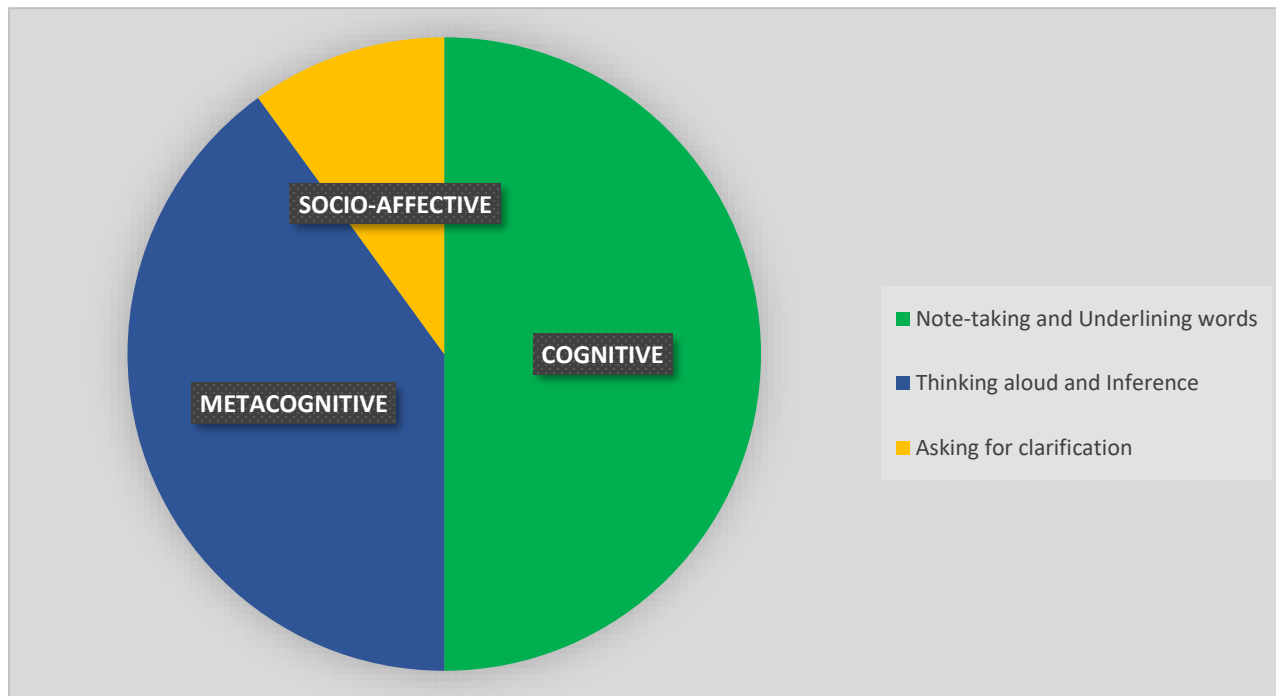| Students population	Item 1	Item 2	Item 3	Item 4	Item 5	Result	Cognitive Strategy applied	Metacognitive strategy applied	Socio-affective strategy applied	Any strategy applied
Student 1	✓	✓	✓	✓	X	4	(Note taking)			
Student 2	✓	✓	X	X	✓	3	(Note taking)	(Inference)		
Student 3	X	✓	X	✓	✓	3	(Note taking)	(Inference)		
Student 4	X	X	X	✓	✓	2	(underlining)	(inference)		
Student 5	X	✓	✓	X	X	2	(Underlining)	(thinking aloud)		
Student 6	X	✓	X	✓	X	2	(underlining)			
Student 7	X	✓	X	X	X	1				There is no evidence
Student 8	X	X	X	✓	X	1				There is no evidence
Student 9	✓	X	X	X	X	1	(Underlining)		(Asking for clarification)	
Student 10	X	X	X	X	X	0				There is no evidence

According to the results, there is evidence that seven students applied at least one strategy. Taking notes and inference were the cognitive and metacognitive strategies used by three students with the highest scores. Underlining and thinking aloud were the cognitive and metacognitive strategies used by three students, with a passing score. Related to the three students left, one of

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them ask for clarification that is a socio-affective strategy and the rest there is no evidence they used any type of listening strategy, for this reason, they obtained a lower grade.

In the following chart shows how many students answered correctly regarding the required strategy of each item.

Items	Number of students	Cognitive strategies		Metacognitive strategies		Socio-Affective strategies
		Note Taking	Underlining words	Inference	Thinking aloud	Asking for clarification
1	3	✓				✓
2	6			✓	✓	
3	2	✓	✓			
4	5	✓	✓			
5	3			✓		

Listening strategy results

Regarding the results, it seems that cognitive and metacognitive strategies were the most used by the students on the listening task, the strategies applied by the students are evident on the task in which they wrote notes of specific details, these pieces of evidence help us to know what types of strategies they used to get the main point of the track. The students who applied cognitive and metacognitive strategies obtained a good score on the listening task, which means that if a student uses some of the strategies, they will be able to get the main point of a listening task and do this process more easily.

The following chart shows the strategies used by the seven out of ten students and their importance

Cognitive Strategies		Metacognitive Strategies		Socio-affective Strategies
Taking Notes	Underlining Words	Thinking Aloud	Inference	Asking for clarification
It is help to understand and remember what a person hears. It also helps to concentrate and listen key information effectively.	Underline key words before listening starts it is a guide during the recording that will help to find the answer.	It helps students to realize questions, connections and prompts that should be going on in their head while they listen a text.	It is the use of background knowledge to make predictions and recognizes the author's purpose through visual aids or the topic of the listening acoustic, vocal, lexical or contextual information.	Control emotion, attitudes and motivations towards learning.

Conclusion

In conclusion, listening is a receptive skill and it is important to apply cognitive, metacognitive and socio-affective strategies to develop this skill. This research was based on listening strategies to get the main ideas in listening comprehension tasks. Besides, it was necessary a qualitative and quantitative approach which consisted in the application of instruments: interview for the teacher, listening test and the class observation guide. Moreover, the findings showed that English students use some listening strategies to catch the main idea of the listening texts, it is also showed that some students apply different types of listening strategies such us: taking notes, thinking aloud and asking for clarification in some cases. On the other hand, the use of the listening strategies is very important to get the main idea in listening texts because students can understand the messages from the audios and they improve the listening comprehension that is very complex for students.

Recommendations

The research results show that listening strategies allow students to have a good performance in the listening task, those strategies are divided into three groups: cognitive, metacognitive and socio-affective. These strategies are based on how each student uses the best technique or strategy that make the learning process easier, for this reason it is important to continue investigating about the most effective strategies in the listening comprehension that will benefits in the students' performance on the listening tasks.

To help increasing the study of this research paper the following recommendations are proposed:

➢ To continue working on improving the listening skill through the use of listening strategies.

➢ To examine carefully the tools applied to collect reliable information.

➢ To increase the sampling to collect more information about the listening strategies that students apply in the listening tasks.

➢ Researchers can promote more useful information about the use of listening strategies to motivate teachers and then they can promote the most useful listening strategies in their students to improve the listening comprehension.

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Annexes

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English Department

Interview (this interview was made for the teacher)

Researchers-made this interview to know if students use listening strategies to get main idea from the audios.

Year: _____   Date: _____

Teacher´s name: _____

Direction: Answer the following questions related to listening skills in the classroom.

1. In what ways have students improved their listening skills in your class?

2. Which strategies are used to get the main idea of a text through listening?

3. Based on the activities you do for listening, how do students get the main idea in the listening tasks?

4. For those students who have difficulties in listening comprehension activities, what do you think are the factors?

5. What are the most important aspects that teachers have to take into account for students to have an effective listening comprehension?

6. What are the best strategies to enhance students´ listening comprehension skills?

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English Department

Topic: Listening strategies to get the main ideas in listening comprehension tasks.

The objective of this research is to identify listening strategies that some students use to catch the main idea when listening to a texts, in fourth year students, at UNAN-MANAGUA, second semester 2020.

Date: _____

Timetable observation: _____

Teacher's name: _____

Year/Shift: _____

Name of Observers: _____

Actions to evaluate	Record of compliance			Comment
	Yes	No	Does not Apply	
Before listening to text, students are asked to read and analyze the written version of oral text.				

After, During and after the listening activity students use strategies to monitor their comprehension.				
Students use metacognitive strategies such as direct attention and predict meaning.				
Students use cognitive strategies like making inferences, take notes and summarizing key words				
Students use socio-affective strategies with their classmate for feedback				
Students used some of the cognitive, metacognitive and socio-affective strategies.				

Class Observation Guide

Dimension	Sources	Description	items	Coherence (1 to 4)	Clarity (1 to 4)	Relevance (1to 4)	Sufficiency (1 to 4)
Listening Strategies.	Goh and Hu (2014)	The process of listening entails decoding and constructing essence from the verbal and nonverbal message.	Before listening to the text, students are asked to read and analyze the written version of oral text.				
Listening Strategies.	Underwood (1989)	This sequence of strategies can guide learners through the mental process for successful listening comprehension.	After, During and after the listening activity students use strategies to monitor their comprehension.				
Metacognitive strategies for listening comprehension.	Flavell (1979)	Metacognition plays an important role in enhancing student's learning that consists in two components: knowledge and regulation.	Students use metacognitive strategies such as direct attention and predict meaning.				

Cognitive Strategies for listening comprehension.	Podhajski (2016)	Listening comprehension is considered as a cognitive ability due to its active and sentient approach.	Students use cognitive strategies like making inferences, take notes and summarizing key words.				
Socio-Affective strategies for listening comprehension.	Chamot (1990)	Learners learn by interaction with their classmates to remove their anxiety.	Students use socio-affective strategies with their classmate for feedback.				
Listening strategies.	O'Malley (1990)	Cognitive, metacognitive and socio-affective strategies are seem as the three basic category of strategies.	Students used some of the cognitive, metacognitive and socio-affective strategies.				

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN-MANAGUA

Education and Language Faculty

English Department

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. **Why did the man settle on renting the full-size car?**

a. It was more economical than the minivan.

b. It was roomy enough for him.

c. It had more features than the other vehicles.

2. **The man was concerned that _____.**

a. He couldn't add an additional driver.

b. The car is limited to a few miles a day.

c. The vehicle would consume a lot of gas.

3. **How would you describe his rental car?**

a. The car doesn't look very attractive.

b. It was a little larger than he expected.

c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

a. It is stolen from a parking lot.

b. The car is damaged in a storm.

c. The driver crashes it.

5. In closing, we can infer that _____.

a. The company will compensate you for travel delays.

b. Getting assistance might require time and patience.

c. You should call the police when your car has problems.

Introduction

This a listening quiz and it will be applied to students of fourth year at UNAN Managua, 2020.The main objective is to identify the factors that hinder some students to catch the main idea in the listening text.

Quiz design

The quiz considers totally 100 points. The quiz is designed in just one section. The section has 5 items and students are going to read and then they are going to circle the best answer according what they listen. Students have to read the quiz twice to familiarize with the content before answering it. The recording will play twice.

Test time development

Students will have 20 minutes to answer the following exercises spread like this:

Sections	Type of items	Objective	Number of items	Time (min.)
I	❖ Multiple Choice	Identify the main idea in the listening text.	5	20
		TOTAL	**5**	**20**

Participants

Student 1

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is
the correct answer.

nices and comfortable

1. Why did the man settle on renting the full-size car?

   a. It was more economical than the minivan.
   b. It was roomy enough for him.
   c. It had more features than the other vehicles.

2. The man was concerned that _____.

   not including gas

   a. He couldn't add an additional driver.
   b. The car is limited to a few miles a day.
   c. The vehicle would consume a lot of gas.

   80/100

3. How would you describe his rental car?

   a. The car doesn't look very attractive.
   b. It was a little larger than he expected.

   moving with van

   c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

   the insurance company

   a. It is stolen from a parking lot.
   b. The car is damaged in a storm.
   c. The driver crashes it.

5. In closing, we can infer that _____.

   a. The company will compensate you for travel delays.
   b. Getting assistance might require time and patience.
   c. You should call the police when your car has problems.

Student 2

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

nice comfortable   family
                        4 lot of people

1. Why did the man settle on renting the full-size car?

   (a.) It was more economical than the minivan.
   b. It was roomy enough for him.
   c. It had more features than the other vehicles.

2. The man was concerned that _____.

   a. He couldn't add an additional driver.
   b. The car is limited to a few miles a day.
   (c.) The vehicle would consume a lot of gas. ✓

60/100

3. How would you describe his rental car?

   a. The car doesn't look very attractive.
   b. It was a little larger than he expected.
   (c.) The engine has problems and runs poorly. X

4. The car protection plan will not cover the vehicle if _____.

   a. It is stolen from a parking lot.
   (b.) The car is damaged in a storm. X
   c. The driver crashes it.

5. In closing, we can infer that _____.

   (a.) The company will compensate you for travel delays. ✓
   b. Getting assistance might require time and patience.
   c. You should call the police when your car has problems.

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student 3

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?

a. It was more economical than the minivan.
b. It was roomy enough for him.
c. It had more features than the other vehicles.

2. The man was concerned that _____.

a. He couldn't add an additional driver.
b. The car is limited to a few miles a day.
c. The vehicle would consume a lot of gas.

3. How would you describe his rental car?

a. The car doesn't look very attractive.
b. It was a little larger than he expected.
c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

a. It is stolen from a parking lot.
b. The car is damaged in a storm.
c. The driver crashes it.

5. In closing, we can infer that _____.

a. The company will compensate you for travel delays.
b. Getting assistance might require time and patience.
c. You should call the police when your car has problems.

60/100

56

Student 4

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?
   a. It was more economical than the minivan.
   b. It was roomy enough for him.
   c. It had more features than the other vehicles.

2. The man was concerned that _____.
   a. He couldn't add an additional driver.
   b. The car is limited to a few miles a day.
   c. The vehicle would consume a lot of gas.

3. How would you describe his rental car?
   a. The car doesn't look very attractive.
   b. It was a little larger than he expected.
   c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.
   a. It is stolen from a parking lot.
   b. The car is damaged in a storm.
   c. The driver crashes it.

5. In closing, we can infer that _____.
   a. The company will compensate you for travel delays.
   b. Getting assistance might require time and patience.
   c. You should call the police when your car has problems.

40/100

two bussiness day

57

Student 5

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?

a. It was more economical than the minivan.
b. It was roomy enough for him.
c. It had more features than the other vehicles.

2. The man was concerned that _____.

a. He couldn't add an additional driver.
b. The car is limited to a few miles a day.
c. The vehicle would consume a lot of gas.

3. How would you describe his rental car?

a. The car doesn't look very attractive.
b. It was a little larger than he expected.
c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

a. It is stolen from a parking lot.
b. The car is damaged in a storm.
c. The driver crashes it.

5. In closing, we can infer that _____.

a. The company will compensate you for travel delays.
b. Getting assistance might require time and patience.
c. You should call the police when your car has problems.

40/100

58

Student 6

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?

   a. It was more economical than the minivan.
   b. It was roomy enough for him.
   c. It had more features than the other vehicles.

2. The man was concerned that _____.

   a. He couldn't add an additional driver.
   b. The car is limited to a few miles a day.
   c. The vehicle would consume a lot of gas. demand

3. How would you describe his rental car?

   a. The car doesn't look very attractive.
   b. It was a little larger than he expected.
   c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

   a. It is stolen from a parking lot.
   b. The car is damaged in a storm.
   c. The driver crashes it.

5. In closing, we can infer that _____.

   a. The company will compensate you for travel delays.
   b. Getting assistance might require time and patience.
   c. You should call the police when your car has problems.

40/100

59

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. **Why did the man settle on renting the full-size car?**

a. It was more economical than the minivan.

b. It was roomy enough for him.

c. It had more features than the other vehicles.

2. **The man was concerned that _____.**

a. He couldn't add an additional driver.

b. The car is limited to a few miles a day.

c. The vehicle would consume a lot of gas.

3. **How would you describe his rental car?**

a. The car doesn't look very attractive.

b. It was a little larger than he expected.

c. The engine has problems and runs poorly.

4. **The car protection plan will not cover the vehicle if _____.**

a. It is stolen from a parking lot.

b. The car is damaged in a storm.

c. The driver crashes it.

5. **In closing, we can infer that _____.**

a. The company will compensate you for travel delays.

b. Getting assistance might require time and patience.

c. You should call the police when your car has problems.

20/100

60

Student 8

Sixto

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. **Why did the man settle on renting the full-size car?**

    a. It was more economical than the minivan.
    b. It was roomy enough for him. ✗
    c. It had more features than the other vehicles.

2. **The man was concerned that _____.**

    a. He couldn't add an additional driver.
    b. The car is limited to a few miles a day. ✗
    c. The vehicle would consume a lot of gas.

3. **How would you describe his rental car?**

    a. The car doesn't look very attractive. ✗
    b. It was a little larger than he expected.
    c. The engine has problems and runs poorly.

4. **The car protection plan will not cover the vehicle if _____.**

    a. It is stolen from a parking lot. ✓
    b. The car is damaged in a storm.
    c. The driver crashes it.

5. **In closing, we can infer that _____.**

    a. The company will compensate you for travel delays.
    b. Getting assistance might require time and patience. ✗
    c. You should call the police when your car has problems.

20/100

Listening Quiz

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?

a. (It) was more economical than the minivan.
b. It was roomy enough for him.
c. It had more features than the other vehicles.

2. The man was concerned that _____.

a. He couldn't add an additional driver.
b. The car is limited to a few miles a day. ✗
c. The vehicle would consume a lot of gas.

3. How would you describe his rental car?

a. The car doesn't look very attractive.
b. It was a little larger than he expected. ✗
c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

a. It is stolen from a parking lot.
b. The car is damaged in a storm.
c. The driver crashes it. ✗

5. In closing, we can infer that _____.

a. The company will compensate you for travel delays.
b. Getting assistance might require time and patience.
c. You should call the police when your car has problems. ✗

20/100

62

Student 10.

Listen to the recording and answer the questions. Circle the letter that you consider is the correct answer.

1. Why did the man settle on renting the full-size car?

a. It was more economical than the minivan.
b. It was roomy enough for him. X
c. It had more features than the other vehicles.

2. The man was concerned that _____.

a. He couldn't add an additional driver. X
b. The car is limited to a few miles a day.
c. The vehicle would consume a lot of gas.

0/100

3. How would you describe his rental car?

a. The car doesn't look very attractive. X
b. It was a little larger than he expected.
c. The engine has problems and runs poorly.

4. The car protection plan will not cover the vehicle if _____.

a. It is stolen from a parking lot.
b. The car is damaged in a storm.
c. The driver crashes it. X

5. In closing, we can infer that _____.

a. The company will compensate you for travel delays.
b. Getting assistance might require time and patience. X
c. You should call the police when your car has problems.

63