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**Top-down as strategies to improve listening skills
comprehension.**

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Abstract

This research describes the types of Top-down listening strategies such as: predict information, recognize meaning by context, and guess the main idea applied to eleventh grade students to improve listening comprehension of the English language. In addition, Bao & Guan (2019) mentioned that these strategies are part of cognitive strategies, since they are mental activities related to understanding and storing information in long-term memory. In the conceptual framework, it details definitions of prior knowledge, types of listening, teaching of listening skills, sources, and stages of listening, as well as listening strategies, mainly in Top-down strategies.

One of the great challenges in Education in Nicaragua has been the integration of english for teachers in terms of the use of innovative methodological strategies in the development of communication skills in a foreign language. On the other hand, the general objective of this research was to analyze the use of the top-down as strategies to improve listening skills comprehension with the population of 20 students from 11th grade and 1 teacher in Cristiano Verbo private high school in the morning shift in Veracruz Nindiri, Masaya during the second semester of 2021. We evaluated the results obtained according to the data collection techniques applied in this study. It was carried out over a period of once for four consecutive weeks.

This research was a Quasi-Experimental with a mixed approach, includes qualitative and quantitative variables. The data collection instruments were english teacher interview and student's questionnaire. Quantitative variables include student's pre listening test and student's listening test. Subsequently, the population was divided into two groups A and B, designed by 10 students in each one, being: Group A, a control group that received a test to listen general and specific information. Conversely, Group B was called an intervention group, since listening activities related to each top-down strategy were implemented. According to the findings, in the students' questionnaire it was obtained that the three top-down strategies: Recognize the context, Predict information and Guess the main idea were often used by the English teacher in listening activities, since it helps students to have a better listening comprehension. However, top-down strategies are still little recognized as a teaching-learning process of listening skills, mainly to predict information by context and small details.

I. Introduction

Before the invention of writing, people transmitted and acquired all knowledge through the combination of showing and telling in an empirical way, which benefited communication in different fields of society. According to Bakhodir (2020) mentioned that in education, learning a foreign language requires understanding the basic linguistic skills of the language, with listening comprehension being the most complex to develop, which is why it has become a great challenge for English students to achieve complete mastery of this universal language.

Listening is usually the most important communicative skill during the teaching process of English as a second language cited by Bakhodir (2020). Nonetheless, it is primarily a matter of knowing that it has not been taken into account. But getting more sources than just hearing the voice of a non-native teacher. For example, the variety of teaching materials, strategies that will help students to achieve and for the development of their knowledge could be the tool for efficiency in the development of listening comprehension.

Listening comprehension is an active and interactive process in which a listener receives the sounds of speech and tries to give meaning to the spoken words. The listener tries to understand the intended message of the oral text in order to respond effectively to the oral communication. To find out how the teacher and the students practice listening in their classroom, some patterns will be used. For example, the interview that tells us how teachers see and practice this skill with their students. In the same way, some instruments such as student surveys will be used to find out to what extent the teacher's strategies and methods help them improve listening learning, and how the use of different teaching materials varies.

Currently there are different types of teaching and learning strategies for mastering English skills, the use of the top-down as teaching strategies to improve prior knowledge for good interpretation through the situations of what is heard.

I.1. Background

(Oh, 2020) “The Effect of Top-Down and Bottom-up processing on developing EFL students’ listening comprehension.” This study investigated the use of 3-phase lessons involving bottom-up listening, top-down listening, and interactive listening process in improving pre-university, L2 students’ listening skills. The proposed 3-phase lessons were used as the intervention between the pre-test and post-test of the study. The results from a class of 20 students with low-level language proficiency were examined after the five-month research cycle. Findings showed that there was a significant increase in the post-test scores, and students developed more confidence in attempting listening tasks. The students’ pre-test and post-test scores indicated a significant difference, whereby the mean score for the pre-test was 39.5% and it increased and almost doubled to 61.8% in the post-test.

(Cañas, Flores, & Martínez, 2016) “The impact of top-down and bottom-up listening strategies on the students’ listening comprehension: case of Intermediate Intensive English II students of the Department of Foreign Languages, University of El Salvador.” This study sought to show the importance of listening strategies instruction. Based on the results provided by the data analysis, it can be concluded that can positively influence the performance of students by enhancing their listening skill. Students that were exposed to the strategies show an improvement of 0.4 points in their mean and 1.0 in their mode, these strategies can be used on those classes in which a fast and efficient improvement is needed when population, is showing a low performance in regards of listening skills.

(Henaó, 2013) “The inclusion of bottom up and top-down strategies in listening comprehension tasks for second semester students from an english licenciatura programa.” The present study aimed at reporting the impact of the incorporation of learning strategies on the design and implementation of listening comprehension tasks as well as at describing participants’ perceptions when being exposed to these tasks. The research was conducted in a state university located in the growing-region of Colombia with six participants from the degree program. Such students were exposed to listening tasks, approximately one month. The present study was qualitative as it deals with participants’ behavioral patterns concerning performance and perceptions towards listening tasks by top-down.

(Zuhria, 2012) “The Use of Top-Down Strategy to Improve Student’s Listening Ability at Eleventh Grade of MAN Mojosari in 2012.” In this research was implemented in three different ways, using questioning technique, brainstorming and third, combination of questioning and brainstorming. This study was done in four meetings. In the first meeting was not use top-down strategy because for first meeting it used for pretest. For next three meetings the researcher implemented top-down strategy. The result showed that All students gained progress. The score of the students’ assessment improved in several meeting. The average score improved from 51 became 64, 72, 82 at the last meeting. 68% students used to like Top-Down Strategy as a technique in teaching listening.

At the National Autonomous University of Nicaragua (UNAN) Managua, research has been carried out using teaching-learning strategies for the mastery of listening and the other linguistic skills of the English language. However, no records were found based on the top-down as strategy applied to improve listening comprehension of English as a second language.

I.2. Rationale

Listening is one of the main language skills in the process of acquiring a new language, it requires constant practice to be able to understand and transmit messages, which leads to effective communication. There are many strategies for teaching listening that can become educational tools to learn more effectively. Oh (2020) cited that student would also need to actively participate in the listening process rather than just being passive listeners. Interaction should take place and listening activities should focus on helping students feel safe. Harmer (2007) named by Cañas, Flores and Martínez (2016) argued that listening skills help students to develop pronunciation, intonation and sounds of individual and joint words in connected speech.

Top down as an educational teaching strategy for the development of listening comprehension provides a set of benefits for teachers that integrate specific strategies for the development of listening in students. Top-down use is an active, dynamic, and simple way of learning in which students use prior knowledge of the listening activity to be able to understand the meaning of the message received through familiarization with the audio text, deduction of content by context, identification of sounds in support of the didactic listening sources to improve the comprehension of listening skills.

This research will focus on analyze the use of the top-down as strategies: Make predictions, Guess the main idea and Recognize by context as an educational way for teachers to promote the teaching of listening skills in classes, integrate the top down strategies as support tools in the process of acquiring english as a second language. For students to give an option to improve this listening skill through the continuous practice of english language according to prior knowledge of learning new information.

I.3. Problem Statement

As language learners, it is well known that English has become one of the most relevant languages in recent years, giving learners more opportunities to acquire knowledge of a second language. It is also known that the teaching and learning of English influences the development of the four communication skills of English. Nowadays, one of the great challenges in Education in Nicaragua has been the integration of English as a foreign language for both teachers in terms of the use of innovative teaching methodological strategies that allow students to strengthen their English language skills.

A very frequent problem in the educational system of some public or private schools is that they have focused more on the development of the ability of writing and reading, with listening being the least addressed skill within the class. Similarly, the appropriate selection of the teaching methodological strategy, which influences in the listening skill to acquire knowledge of a new language. Other factors that predisposed in the practice of listening comprehension is the complexity of the audio without reading the transcription of the text and certain limitations in the development of the class as didactic listening resources that are experienced at the time of a listening test.

This study was beneficial to analyze the effectiveness of the top-down listening strategy for teachers in improving the quality of English teaching and giving students a way to learn english through predictions by context and use of prior knowledge of the content in a simpler way of the message that is received and transmitted.

I.3.1. Research questions

Main Question

How effective is the use of top-down as strategies to improve listening skills comprehension in 11th grade learners at Cristiano Verbo private high school in the morning shift during the second semester of the year 2021?

Sub-Questions

1. What are some of the listening strategies implemented by the teacher for teaching English?
2. What prior knowledge do English students have in listening skills comprehension?
3. How apply top-down strategies to improve listening skills comprehension in English language?
4. What are the results obtained with top-down teaching strategies to improve the of the listening skills comprehension of English students?

I.4. Objectives

General Objective:

Analyze the use of the top-down as strategies to improve listening skills comprehension.

Specific Objectives:

1. Diagnose the listening strategies implemented by the teacher in the teaching of english.
2. Discuss prior knowledge in listening skills comprehension of english students.
3. Apply top-down as strategies to improve listening skills comprehension of english students.
4. Evaluate the result obtained the top- down as strategies to improve listening skills comprehension of english students.

II. Theoretical Framework

II.1. Didactic

The word didactics derives from the Greek *didaktike* ("to teach"). According to the Amparo (2011) defined as the scientific-pedagogical discipline that has as its object of study the processes and elements existing in teaching and learning. It is, therefore, the part of pedagogy that deals with the practical systems and methods of teaching aimed at translating into reality the guidelines of pedagogical theories.

Linked to other pedagogical disciplines such as school organization and educational guidance, didactics aims at grounding and regulating the processes of teaching and learning. Amparo (2011) details the components that act in the didactic act are:

- The teacher or professor
- The student
- The social context of learning

II.2. Prior knowledge

Prior knowledge is defined as pre-existing information acquired through the use of background and experience prior to learning content. According to Biemans and Simons (1996) who coincided with the argument with Nguyen (2021), "new knowledge" is created when learners enter "a learning environment" with relevant things that they know. Students' existing knowledge will be used to make inferences regarding the connections between ideas they learn from the text and conclude some new concepts and information implied in the text.

The prior knowledge and skills help students to easily identify the possible answers to the topic, which helps to understand the information transmitted and improve listening through practice, it varies depending on the level of complexity or the time it takes. dedicated to the development of the linguistic competence of the class. Biemans and Simons (1996) cited by Nguyen (2021) thought that learners' existing knowledge will be used to make inferences regarding the connections between ideas they learn from the text and conclude some new concepts and information implied in the text.

II.3. Listening skills

Listening in a second language is very hard mostly for the non-native speakers. Listening not only means hearing, but it also means production. This skill involves other factors such as develop the speaking because through the listening people can produce sounds. We as human beings learn through the sounds and then we produce it.

II.3.1. Types of listening: Intensive and Extensive

Teachers can manipulate instructional design to include different types of listening practice in the classroom to help learners improve their listening skill, find the right things to listen to, and to listen in different ways for different purposes, they can benefit from not just what they listen to but also how they listen. Zuhria (2012) mentioned the type of listening are intensive listening and extensive listening.

Intensive listening: the student focuses on decoding the sounds, vocabulary, grammar rules of the language, and the pronunciation of what the speaker is saying. In the study by Zuhria (2012) this is a listening activity where students are presented with some materials related to the curriculum. Intensive listening usually take place in the classroom. There are two kinds of intensive listening: Taped Material and Live Listening as real communication (reading aloud, storytelling, interviews, conversations).

Extensive listening: students understand reasonably and smoothly in real world context and intensive listening focused on primarily on brief listening for specific information for details and exacts word or a phase or expression. Zuhria (2012) stated that intensive listening help students build a groundwork for language acquisition. The objective of the extensive practice of listening is to use entertaining audiovisual materials that captivate the attention of students then they feel motivated to do them.

II.4. Teaching Listening skills

The concept has changed mainly at the level of listening comprehension, is considered a linguistic skill where teachers use the suitable strategies to facilitate learning, consequently students can understand the meaning of the information and develop ideas, thinking and skills to comprehend the message. According to Peris cited by Osejo (2009) “consist of developing an activity interpretation, which has its own techniques and strategies”.

II.4.1. Listening Sources

Auditory sources can be used in a language classroom to get students to grasp the message of the class and practice communication skills. Wilson (2008) declared by Solak (2016) alleged that in the listening comprehension can be used on teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs, and the internet as sources to support the listening activities in class.

II.5. Stages in teaching listening skills

Learning English as a second language requires listening, which is not acquired naturally but must be taught according to a teaching process which has some stages for the development of the four communication skills. Solak (2016) assumed that these phases are related for the teacher to have an effective class, starting with motivation to encourage students to learn in a fast, active, and dynamic way. The listening sequences are divided into three stages as pre-listening, while-listening and post-listening and each of the three stages has its own specific purpose.

II.5.1. Pre-listening

Is a stage that is carried out at the beginning of the listening activity to help the teacher to focus the students' minds on the topic by narrowing down the things that the learners anticipate to hear, strengthen prior knowledge of the subject and already known language declared by Underwood (1989).

The functions of pre-listening are important in the listening process, to give instructions for each activity, with the aim of ensuring students are able to understand what to do before starting to listen about the topic and generate interest, build up confidence and facilitate the listening skills comprehension. Underwood (1989) identified a series of relevant aspects:

- The teacher provides background information on the topic.
- Have a discussion about the topic or situation in the upcoming text.
- Show pictures which is related to the content of the text.
- Use of brainstorming to predict vocabulary.
- Students discuss the topic or situation with the listening text.
- Students guess the meaning as a warmup activity through games.
- The whole class engages in a question-and-answer session on the listening text.
- Students think about how the activity will be organized while listening.

There are a few of aims and types of pre-listening to generate interest, build up confidence and facilitate comprehension. Underwood (1989) mentioned the functions of pre-listening: Motivating learners, activating current knowledge and acquiring new knowledge, predicting content and checking the listening task.

II.5.2. While-listening

This stage is where students listen and do a task, perform homework during the listening process, or immediately after listening. Therefore, the teacher matches the activities with the objective of the class, the purpose of listening and the level of competence of the students. Underwood (1989) stated by Solak (2016) explains the objective of the tasks while listening to something this encourages students to understand the context of the listening text.

During this phase, the student completes the task based on the listening material to get an-idea of the passage and to find clues as to whether the answer should be given in one word or phrase form and not in complete sentences. According to Underwood (1989) in this part of the listening process, he focuses on sub-skills such as listening to the essential, listening to specific information, listening to the opinion of the speaker.

The functions of while-listening activities help students to understand the listening text, to give clues about how to respond, to provide a focus, to indicate the important parts while listening, to keep listeners alert and to permit them to understand the text's structure. Wilson (2008) stated by Solak (2016) found these are the following activities:

- Checking items in pictures
- Completing pictures
- Picture drawing
- Carrying out actions
- Arranging items in patterns
- Following a route
- True/ False
- Predicting
- Multiple choice completion
- Labelling

II.5.3. Post-listening

Is defined as an activity that is carried out after listening, it is the last step where all the tasks performed are merged. Underwood (1989) allude to by Solak (2016) states that post-listening requires more time than the other stages of understanding, checking and summarizing. Students develop the cognitive processes of thinking, discussion, reflection and writing is considered the most reflective stage of the class lesson.

It is the last stage, which is carried out after listening, the acquired knowledge is used to be able to understand the information. Zuhria (2016) affirmed that after listening is the third stage of the process of teaching listening skills, where the teacher reviews the students' responses after having finished the listening activity and that the students exchange information, based on critical answers and give a solution to the listening passages assigned in the class. Wilson (2008) named by Solak (2016) affirmed some post- listening activities such as, make discussions, creative and critical responses, information exchanges, problem solving, deconstructing and reconstructing the listening text.

II.6. Listening comprehension

Certainly, listening comprehension has been recognized as the most challenging skill for students and teachers in the teaching-learning process for the acquisition of English as a second language. According to Rost (2002) and Hamouda (2013) cited by Pourhosein & Banou (2016), defined listening comprehension as an interactive process in which listeners are involved in constructing meaning.

Listening as a tool to learn a foreign language has many advantages in the teaching of listening both for students who can learn interactively and for teachers to use educational strategies to be applied to improve the listen to the English language. Kurita (2012) asserted by Pourhosein & Banou (2016) said that the listening comprehension process provides benefits to improve listening and capture of the students' attention are a challenge for students trying to understand situations and for teachers to have the opportunity to use listening skills exercises more effectively.

II.6.1. Principles of Listening Comprehension

Peterson suggests (2012) cited by Gu (2018) The fundamental principles of listening comprehension are aimed at students who are learning a target language, but do not have the language environment as a source of linguistic information to practice listening to a foreign language. As teachers design the procedure for a class, they can refer to these principles to think about when to insert the listening part and how to integrate listening with other language skills based on the teaching materials. Six principles for listening comprehension in the classroom:

1. Increase the amount of listening time in the class.
2. Listen before other activities to prepare them for speaking, reading or writing.
3. Include both global and selective listening, the former for gasping from the top level, the latter for catching details and increase accuracy.
4. Activate top level skills at every proficiency level to evoke students' background knowledge.
5. Work towards automaticity in the bottom-up processing.
6. Develop conscious listening strategies.

II.7. Listening Processing

The listening process involves the identification of strengths and weaknesses in the development of listening, taking into account the basic linguistic elements in communication such as minimum pairs, accents, intonation and pronunciation of the language that influence the understanding of the subject. Gu (2018) indicated that listening comprehension is made up of two processes called bottom-up and top-down, can help teachers find out in which link do students fail the listening comprehension. These two processes are closely related to other listening strategies such as the cognitive and metacognitive strategies.

II.8. Listening Strategies

Listening strategies are defined as the form of teaching for the development of listening comprehension that facilitate the process of entering the information. Bao & Guan (2019) assumed that there are four types of listening strategies are cognitive, metacognitive, social, and affective strategies, serve different aspects of comprehension achievement.

II.8.1. Cognitive Strategy

The cognitive strategy are pedagogical forms of teaching for the development of thinking to solve a task in order to promote reasoning and participation in the management of their own learning. Jack (2008) cited by Zuhria (2012) expressed that “Cognitive Strategy are mental activities related to comprehending and storing input in working memory or long-term memory”.

Cognitive strategies are important for listening comprehension. Bao & Guan (2019) mentioned that these strategies help learners to identify comprehension break-downs, and connect world knowledge to listening content. Include part of top down as a listening strategies such as inferring, predicting, interpreting, storing, key words and recalling information, summarizing, translating, repeating, resourcing, grouping, note-taking, substituting, and drawing images.

II.8.2. Top-Down Strategies

Henao (2013) defined “Top-down strategies is a process through students focused the speech and take the general idea of the text to use the background knowledge. It is essential to predict information, confirm and refuse”.

In relation to Oh (2020) the approach of this strategy is to recognize the context from basic information to small details, “in our first language, we use primarily top-down processing, our previous experience of watching news give us some knowledge to make predictions about the content”.

In addition, top-down strategies focus on decode the understand meaning of the listening, it is an interactive and interpretative process that goes beyond understanding the words where students have to make sense of the incoming message to have an effective learning. Henao (2013) assumed that “top-down strategy explains the listening comprehension is achieved through processing that involves recognizing context, to predict information, to guess main ideas”.

II.8.2.1. Recognize the context

This strategy is focus on the information that the listener has about where the audio take place, that makes an easily comprehension, because listeners are familiar with the context of the material, the contextual knowledge makes listening to situations more predictable. Bekaryan (2016) stated that “are familiar with the context of the material when listeners, they can employ their background knowledge to make predictions”.

II.8.2.2. Predict information

Is an examination phase where student adjust their listening according to the purpose of the situation, this occur before, during and after the listening activity. This strategy allows to learners to use key words and combine that they know with new information. Based on research by Brace (2006) “During listening, effective listeners adjust and refine their initial predictions about the speaker’s message as they receive information and make new connections”.

II.8.2.3. Guess the main idea

Guessing general meaning is one of top-down strategies, where students can figure out what the speaker is saying, they know what they are talking about in general. Henao (2013) mention Processing meaning consist in:

- Identify redundant meaning
- Organize meaningful sections
- Organizing ideas
- Avoid the attention to details

II.8.2.4. Teaching top-down strategies

To teach using top-down strategy there are some steps to follow, established by Zuhria (2012).

1. Teacher explains what the students going to study.
2. Teacher introduces the topic about the passage that they would be hear by giving brainstorming (can showing pictures, questioning or game) to stimulate the students background knowledge.
3. Teacher gives substantial words that are important to comprehend the passage.
4. Students hear the passage.
5. Teacher gives exercise to the students related to text (giving question orally or text).

II.8.2.5. Top-down activities

Woods (2005) named by Zuhria (2012) referred that in the English language acquisition processes, is important use the top-down strategies to involve tasks that focus on understanding at a sound or word level and students be able to improve the listening skills comprehension and proposes the following activities:

- Infer comparisons
- Infer outcome of an event
- Identify the topic of a discourse
- Infer unstated details of a situation
- Infer the cause or effect of an event

- Infer the sequence of a series of events
- Infer the role of the participants in a situation
- Distinguish between literal and figurative meanings
- Use key words to construct the schema of a discourse
- Construct plans and schema from elements of a discourse

II.8.3. Metacognitive Strategy

Metacognitive strategies are actions carried out to promote self-regulation of English listening skills in students with the aim that each of them coordinates their own learning during the process of acquiring new knowledge.

O'Malley, Chamot, & Küpper (1995) specified that these strategies help students to understand one's own method for learning, acquire the information and think about own learning processes context.

There are a set of categories of metacognitive strategies which can be used in the development of learning and the improvement of listening comprehension in students. O'Malley, Chamot & Küpper (1995) mentioned the metacognitive strategies have an effective focus on the use of receptive or productive language, such as:

- Planning: organize strategies to handle an upcoming task, order the sequence of activities.
- Directed attention: Attend a learning task and ignore the distracting factors of the environment.
- Selective attention: Pay attention to specific aspects of the language input that help in the performance of a task.
- Self-management: understanding the conditions that help to increase the use of what is already known.
- Self- monitoring: checking, verifying, or correcting one's understanding or performance in the course of a language task.

II.8.4. Button up strategy

This strategy is for decode text and audios, it helps to comprehend easily when we learn a second language, the brain finds the way to process the information that we receive. In line with Zakime (2019) Button up is using to recognize some words, confirm and process the information, but depend how much the listener know about the topic, this strategy is important to develop receptive skill on listening.

II.8.5. Affective strategies

Affective strategies are concerned with managing emotions that can be either negative or positive in students. Bao & Guan (2019) understood that negative emotions such as anxiety might cause learners to feel upset and interfere with listening results, while positive emotions such as relaxation, enjoyment, and a cohesive sense of community can encourage concentration and peer cooperation.

II.8.6. Social strategies

Social strategies refer to learning by interaction with others, such as appealing for help and asking for confirmation. Bao & Guan (2019) cited one of the functions that is to help understanding and to facilitate students to overcome negative feelings such as anxiety. Also known as the cooperative listening technique which is often preferred for teaching a group of learners.

III. Methodological Design

3.1. Type of Research

This was a mixed approach: includes qualitative and quantitative research of Quasi-experimental, non-equivalent comparison groups design. We used this type of research to choose existing groups that appear similar, but where only one of the groups experienced listening intervention activities with the three types of top-down strategies. We decided to research on this topic to evaluate the results obtained among two groups with the application of top-down strategies to improve listening skills to eleventh graders. In view of the fact that in some Nicaraguan schools focused more on the development of writing and reading skills, with listening being the skill least addressed within the class. It was carried out over a period of once for four consecutive weeks. Starting with the written request addressed to the Director of the School to authorize the application of the instruments of this study.

Subsequently, the population was divided into two groups A and B, designed by 10 students in each one, being: Group A, a control group. However, Group B was called an intervention group. The qualitative variables were obtained through a student's questionnaire defined top-down listening strategies the teacher uses to predict information through the context and what of these listening strategies that eleventh grade english students preferred to apply in listening tasks. Also, an interview with the english teacher, to find out the teaching listening strategies used with the students for the development of prior knowledge and if the teacher was willing to learn more about top-down strategies to improve the listening skill comprehension.

On the other hand, the quantitative variables were collected with a pre- listening test for both groups to diagnose the previous knowledge in listening comprehension of text audios. The pre-listening test was structured in two sections about general and specific information. In contrast, post- listening test was design in three sections according to each top-down listening strategy: predict information, recognize the context, guess the main idea. Ultimately, a listening test was developed for both groups, 20 students divided into Group A, who were given a listening test without the application of the top-down strategies. Nonetheless, Group B was made aware of the use of top-down strategies through the listening intervention activities for familiarization in the use of top-down strategies, to evaluate the results obtained in tests.

There is a difference between pre-test and listening tests is the degree of complexity regarding the vocabulary, the number of participants, the time of the audio and the application of the use of the top-down strategy in the post-listening test. The pre-test and post-test are structured in three sections according to each top-down listening strategy: predict information, recognize the context, guess the main idea.

3.2. Study of area

The present study was conducted at Cristiano Verbo private high school in the morning shift in Veracruz Nindiri, Masaya during the second semester of the year 2021.

3.3. Population

The population was 20 students from 11th grade, was divided into two groups, designed by 10 students in each one. Group A with 4 girls and 6 boys and Group B with 5 girls and 5 boys. The age of these students was from 16 to 19 years old and the teacher who was in charge of the english class group.

3.4. Data collection techniques

The techniques for data collection were four types of instruments: english teacher interview, student's questionnaire, the pre-listening test and listening test to the students.

Student's Questionnaire

A questionnaire with a total of six questions was applied, each one was composed of multiple choice to get precise answers about top-down listening strategies the teacher uses to predict information through the context and what of these listening strategies that the 10 students preferred to use in listening tasks, who received the listening intervention activities between the application of pre-test and listening test.

English Teacher Interview

The interview is structured in six questions with multiple choice answers applied to the teacher to find out the teaching listening strategies he used with students for the development of prior knowledge, if they be able to grasp the main idea in the listening task and if the teacher was willing to learn more about top-down strategies to improve the listening skill comprehension.

Student's Pre-Listening Test

The pre-test was applied for 20 students, to obtain information through an educational diagnosis based on the previous knowledge of the contents of english class and the listening comprehension capacity of the students when listening an audio text. It was structured with general and specific information in two exercises with a total of six questions with multiple choice answers, it allowed the student to give an idea of what the statement is about, it was a simple way to check according to the topic, facilitated the process of the results of this study.

Student's Listening Test

The post-test was applied to the 20 eleventh-grade students under study, the population was divided into two groups A and B, designed by 10 students in each one, being: Group A, a control group, who were given a listening test without the application of the top-down strategies. However, Group B was made aware of the use of top-down strategies through the listening intervention activities for familiarization in the use of three types of top-down strategies.

The objective of this instrument was to evaluate the score results obtained in the listening comprehension test to the two groups A and B. Then, we realized if the top-down strategies are effective in improving the listening skills comprehension. It was structured in three exercises with multiple choice answers according to the three top-down strategies, such as predict information, recognize the context, guess the main idea.

Validation Instruments

The jury expert for this validation were Erasmo Torrez M.A. Art and Education Science, Mscs. Francisco Sanchez and Geraldine López M.A. Teaching English as a foreign language from UNAN-MANAGUA English department.

3.5. Data processing instrument: SPSS/Graphics

IV. Matrix

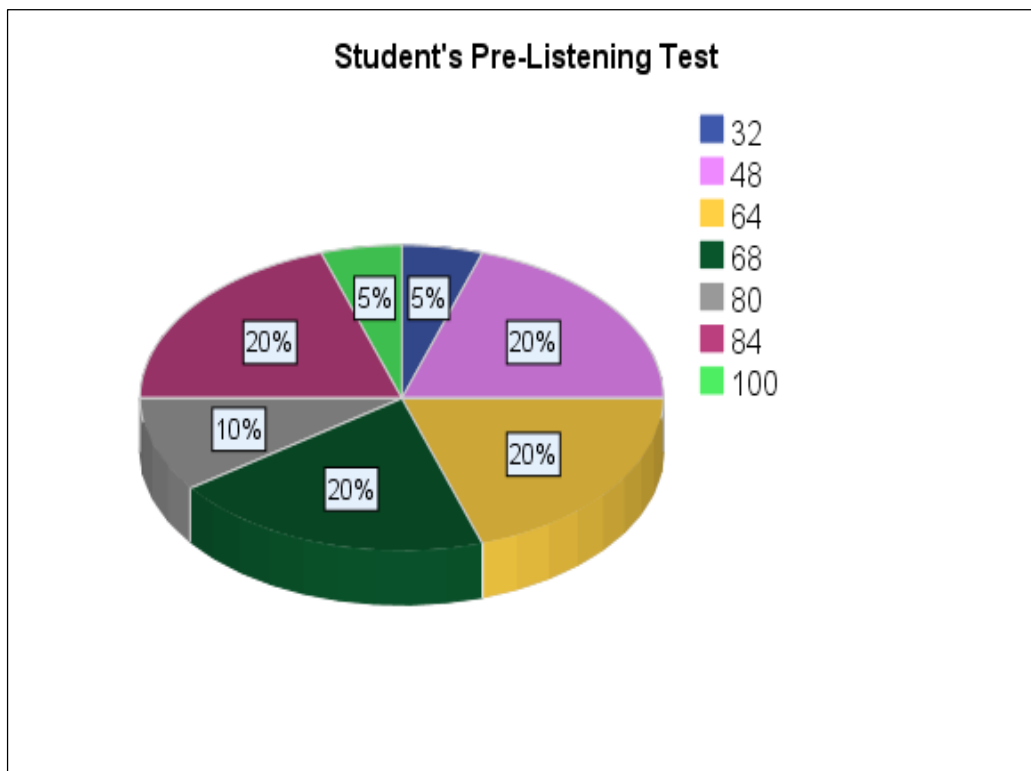
Specific Objectives	Variables	Sub-variables	Indicators	Sources	Instruments
1. Diagnose the listening strategies implemented by the teacher in the teaching of english.	top-down strategies	Cognitive Strategies Top-Down Strategies - Predict information - Recognize the context - Guess the main idea	Description of top-down strategies	Students Teacher	Student's Questionnaire Interview
2. Discuss prior knowledge in listening skills comprehension of english students.	prior knowledge	- Prior knowledge	Description of prior knowledge	Students	Pre listening test
3. Apply top-down as strategies to improve listening skills comprehension of english.	top-down strategies	Teaching Top-down strategies - Recognize the context - Predict information - Guess the main idea	Description of top-down strategies	Students	Listening test
4. Evaluate the results obtained the top-down as strategies to improve listening skills comprehension of english students.	top-down strategies	- Recognize the context - Predict information - Guess the main idea	- Identify the topic - Infer the role of participants - Infer details of a situation - Use key words	Students	Listening test

V. Result and Analysis

The analysis was made in the following order: (1) Student's Pre-Listening Test, (2) Student's Listening Test, (3) Student's Questionnaire, (4) English Teacher Interview.

Student's Pre-Listening Test Results

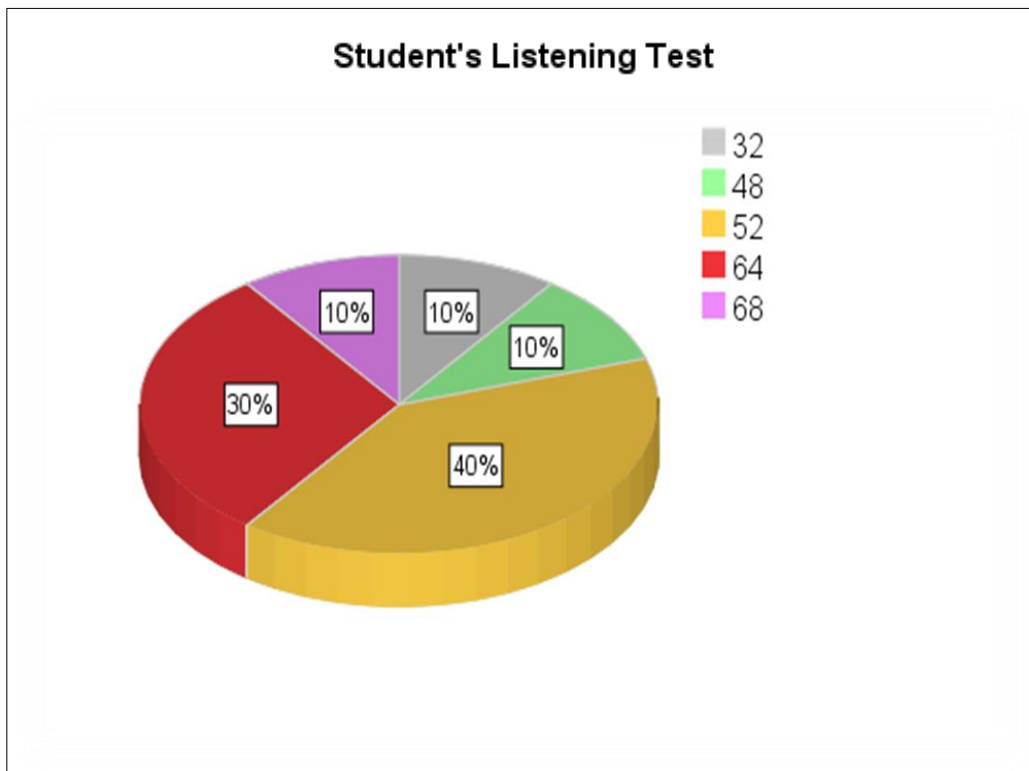
In this graphic #1, showed the student's pre listening test was done by 20 students representing 100% of the study population. Regarding the test results, the score of the 20 students in 11th grade valued from 0 to 100 points, 5% corresponding to 1 student obtained 32 points, 20% equivalent to 4 students obtained 48 points. Similarly, 20% of 4 students obtained 64 points, 20% conforming to 4 students obtained 68 points. In contrast, 10% with 2 students obtained 80 points, 20% matching to 4 students obtained 84 points, 5% consistent to 1 student obtained 100 points. As a result, the majority of students did make a good performance in the listening task, it is well known that the low grade to pass a test is 60 points and 25 % of students obtained a grade below 60 points, and the 75 % of students obtained a score equal to or greater than 60 points.



Student's Post-Listening Test

Test Results Group A

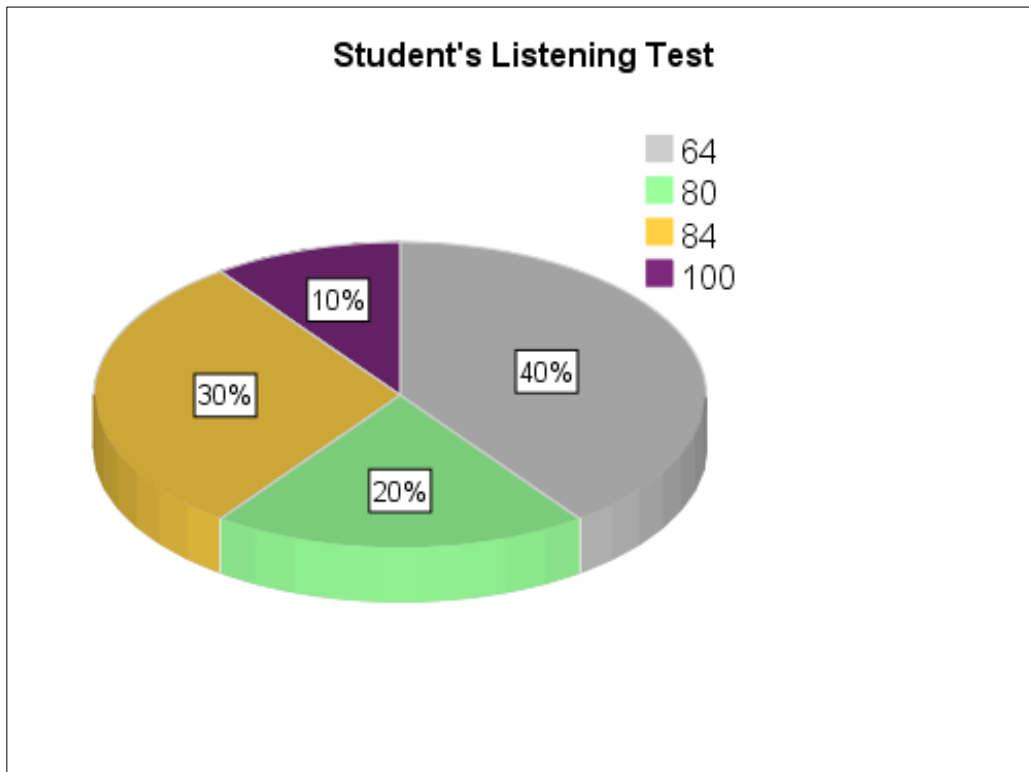
In this graphic #2, showed Group A consisted of eleventh grade students, who were not presented with the activities related to the top down as listening strategies. Regarding the post listening test, the chart shows the score of the ten students from 0 to 100 points, 10% corresponding to 1 student obtained 32 points, 10% equivalent to 1 student obtained 48 points, But, 40% conforming to 4 students obtained 52 points, 30% corresponding to 3 students obtained 64 points, finally with 10 % matching to 1 student obtained 68 points and any student got 100 points. As a result, the most of students did not make a good performance in the listening task, it is well known that the minimum score to pass a test is 60 points and 60 % of students obtained a grade below 60 points, and the 40 % of students obtained a score equal to or greater than 60 points.



Student's Post-Listening Test

Test Results Group B

In this graphic #3. Regarding the post listening test, Group B, or intervention group, composed of 10 eleventh-grade students, were presented with listening activities related to each top-down strategies. The chart shows the score of the 10 students from 0 to 100 points, 40% corresponding to 4 students obtained 64 points, 20% conforming to 2 students obtained 80 points, 30% equivalent to 3 students obtained 84 points, to end 10% with 1 student, who obtained 100 points. As a result, most students did make a good performance in the listening task, it is well known that the low grade to pass a test is 60 points, and 100% of students obtained a score equal to or greater than 60 points.



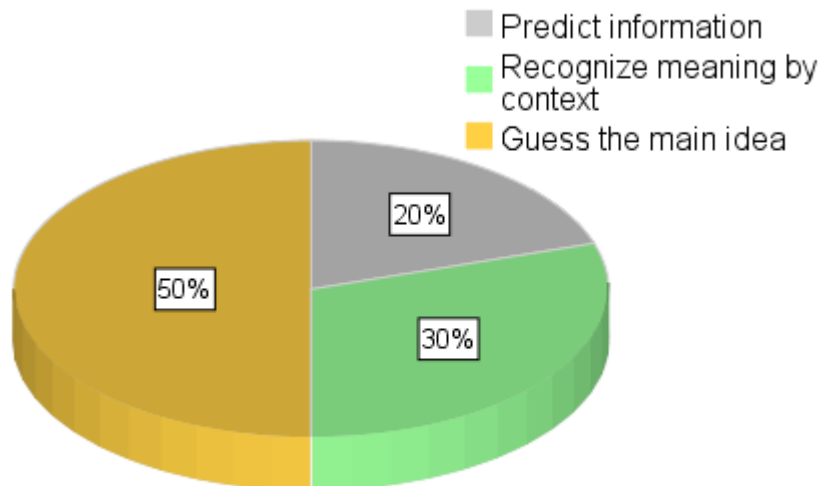
Student's Questionnaire

This is graphic # 4. Based on the information obtained from the student questionnaires to group B composed of the 11th grade students at Cristiano Verbo private high school in the morning shift, in Veracruz Nindiri, Masaya. The activities were applied to them according to Top-down listening strategies.

According to the results of question # 1, the strategies most used by the teacher in a listening comprehension activity was guess the meaning of the main idea with 50% corresponding to 5 students, therefore the strategy to recognize the meaning by context obtained a satisfactory response with 30% represented by 3 students, ending with the predict information strategy with 20% equivalent to 2 students.

Top-down Listening Strategies Results

What strategies does the teacher use in a listening activity?



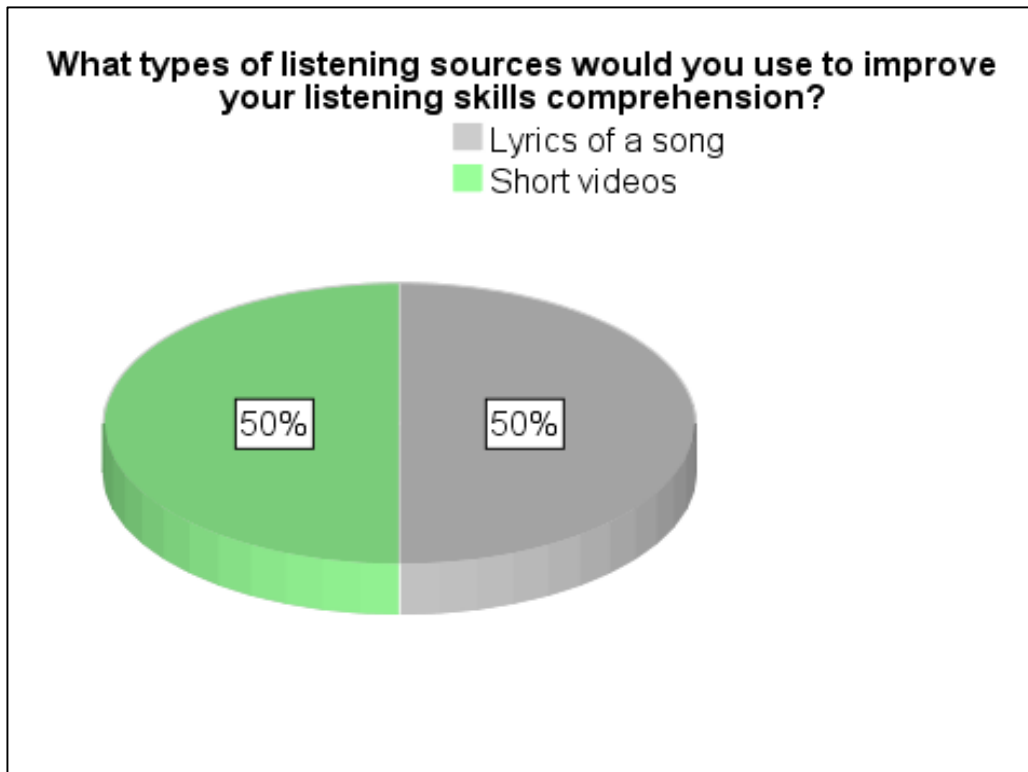
Student's Questionnaire

This is graphic #5. Recording to question # 2 of the questionnaire to the students about the use of the top-down strategies, it was shown that 8 students represented with 80% responded that they are able to predict the information of an audio through the context of the situation. Otherwise, 2 students represented 20% thought that the role of the participants in the situations is easier to identify in an activity of listening comprehension of the English language. Hence, the rest of the options related to the question, such as the words class and the main ideas, were not selected by the students.



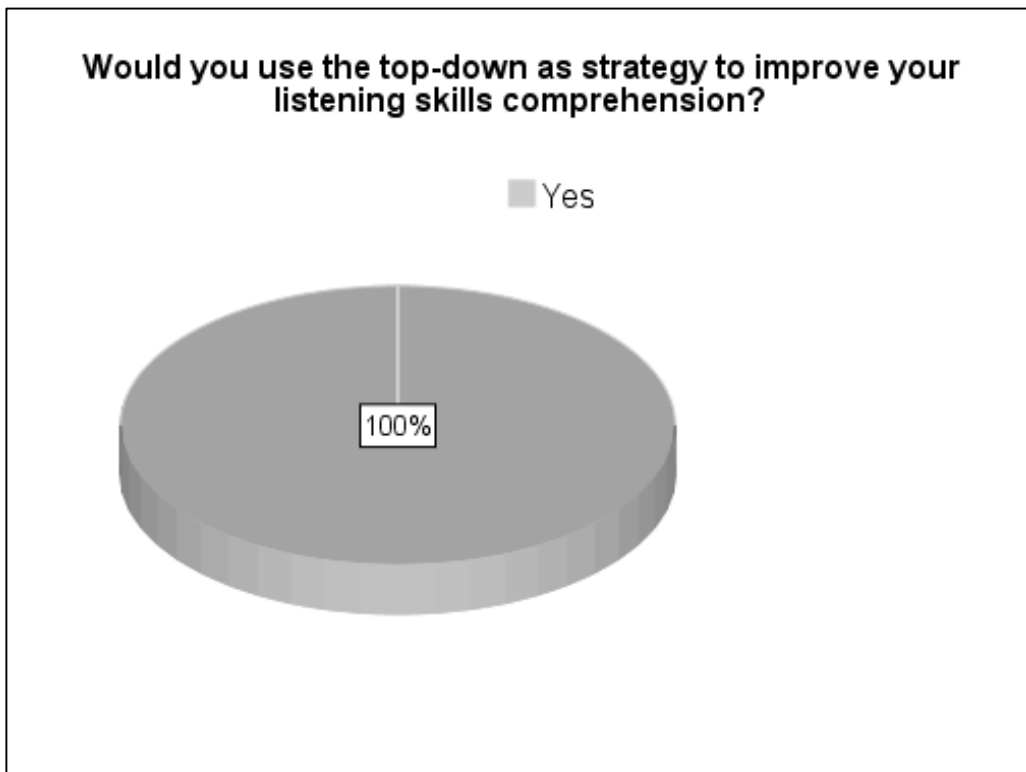
Student's Questionnaire

This is graphic #6. Regarding question # 3, as a results showed that the use of listening resources has a great impact on learning English and influences the process of development and improvement of listening communication skills. Wilson (2008) declared by Solak (2016) alleged that Auditory sources can be used in a language classroom to get students to grasp the message of the class and practice communication skills. For that reason, intervention group B was made up of 10 students in total, of them 5 students equivalent to 50% selected lyrics from a song, and the other 5 students in a percentage of 50% chose to watch short videos. The rest of the choices such as text book audios with transcription and language lab activities were not selected.



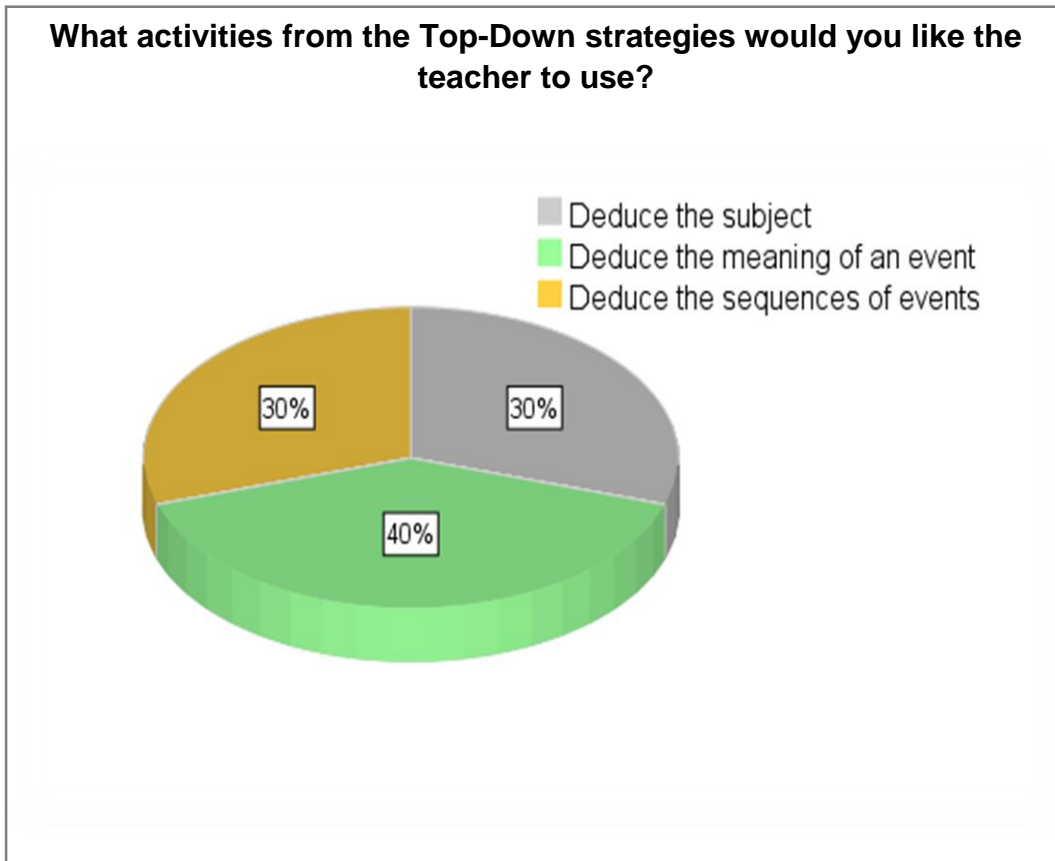
Student's Questionnaire

This is graphic #7. Regarding question # 4, the answer with 2 options is shown based on a closed question directed to the students. After, the intervention activities and the post-test of the listening on knowing the use of top-down as strategies helped them to improve their listening skills. The 10 students in group B, equivalent to 100%, considered that top-down strategies are useful to apply in listening activities and allows them to put into practice their previous knowledge and improve their listening comprehension of the english language.



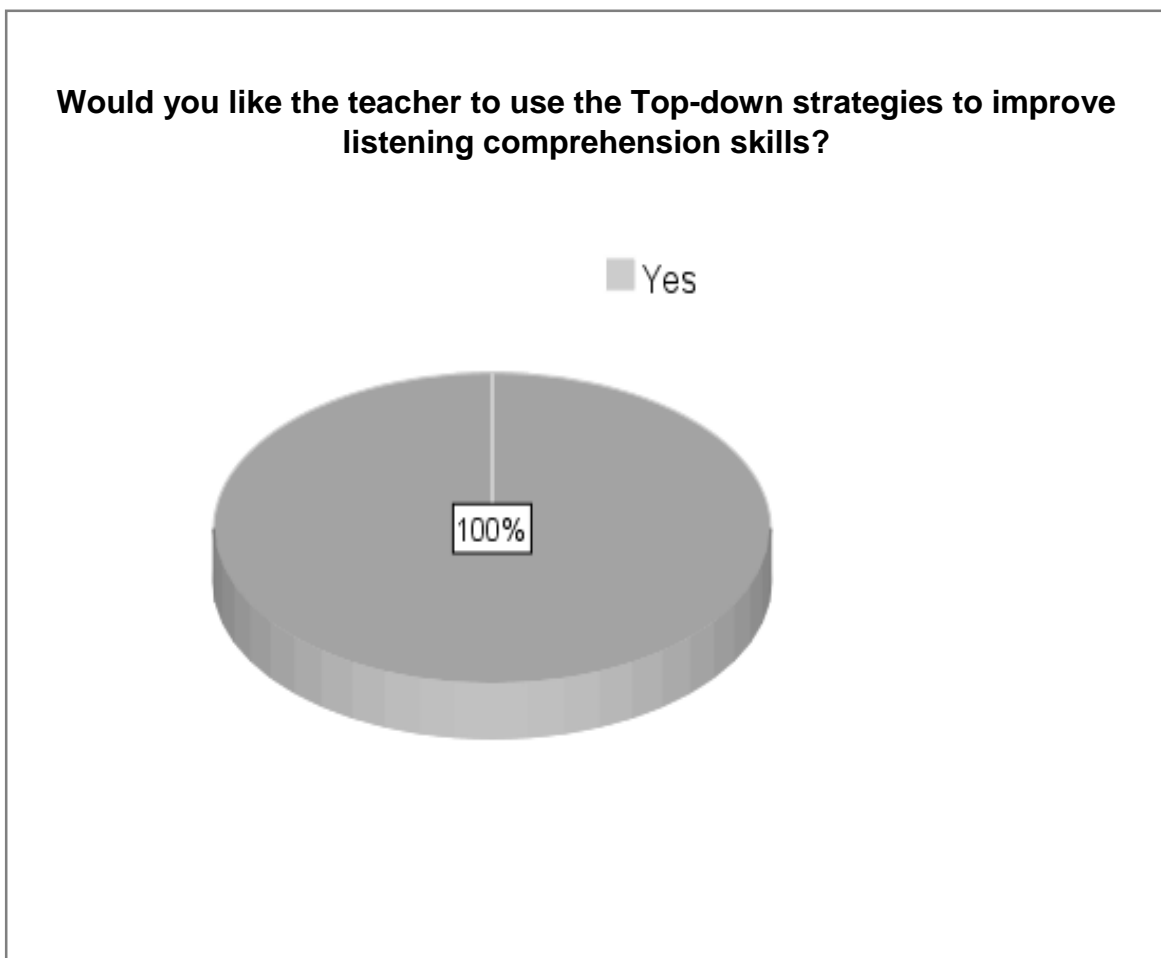
Student's Questionnaire

This is graphic #8. Regarding question # 5, the results obtained were according to the listening activities of the Top-Down strategy that the students would most like the teacher to use in english class. Successively, deducing the meaning of an event was the predominant activity chosen by 4 students who represent 40%. Then, 3 students being 30%, they answered that dedicating the topic is a listening activity that they are able to carry out through the context of the situation, on the other hand 3 students being 30% thought that deducing the sequence of an event would be a good option for the development of listening.



Student's Questionnaire

This is graphic #9. Regarding question # 6, the results showed the 100% percentage based on the responses of the 10 students of Group B, an intervention group with the proposal of listening activities with the Top-down strategies, they responded that they were interested in the teacher uses this strategy as part of the teaching-learning process of communicative English skills, mainly of listening comprehension. Clarifying that this question was asked to those students who answered question 4 of the questionnaire about whether knowing this strategy helps them improve their listening skills.



English Teacher Interview

Based on the interview conducted in English with the teacher who was responsible for the eleventh grade group, the following was obtained according to multiple choice questions with a single answer, this allowed to maintain the focus of the research question and obtain specific answers, easy and fast to analyze. Therefore, the teacher answered in question:

1. The strategy used by the English teacher in a listening activity was to guess the meaning of the main idea of a situation through prior knowledge.
2. To predict the information in an audio, the teacher answered that it is easier to catch the message through the context of the listening situation using the target language, English.
4. The teacher gave a positive answer, since he found it interesting to know that the activities of the top-down strategies involve the use of prior knowledge in listening comprehension.
5. Based on the activities related to the Top-down strategies, the teacher would like to deduce the sequence of events to be incorporated into the English class to improve the understanding of the students' ability within this study.
6. One of the listening resources most used by the teacher responsible for the two group was short videos through data show projector in class.
7. The teacher answered that if he is willing to continue learning about the use of these Top-down strategies to improve the quality of teaching and learning of listening comprehension in eleventh grade students.

VI. Conclusion

Listening is one of the main language skills in the process of acquiring a new language, it requires constant practice to be able to understand and transmit messages, which leads to effective communication. This quasi-experimental research was based on top down strategies to improve listening comprehension. In a qualitative and quantitative approach was necessary that consisted of the application of instruments: Student's Pre-Listening Test, Student's Listening Test, Student's Questionnaire, English Teacher Interview. Besides, qualitative and quantitative approach was necessary that consisted of the application of instruments: Student's Pre-Listening Test, Student's Listening Test, Student's Questionnaire, English Teacher Interview.

Based on the information obtained in the analysis of the results of each instrument applied to the teacher and eleventh grade students, taking into account the objectives of this research, the following can be concluded:

1. In the pre-listening test, most of the students understood the message transmitted in the audio of the text and were able to perform well on the listening comprehension task. Hence, 75% of the students obtained a score equal to or greater than 60 points and 25 % of students obtained a grade below 60 points.
2. Most of the students of group A, who did not receive the proposal for intervention activities with the top-down strategies, did not manage to capture the listening message transmitted in the audio of the text. Moreover, they did not perform well on the listening test, 60% of the students obtained less than 60 points and 40% of the students obtained a score equal to or greater than 60 points.
3. The three top-down strategies, including predicting information, recognize the context and guess the main idea were accepted by the students in group B, who received the proposed activities, most of the students achieved well in the listening test, 100% of the students obtained a score equal to or greater than 60 points.
4. The findings showed in student's questionnaire, the strategies most used by the teacher in a listening comprehension task was Guess the meaning of the main idea with 50%. Likewise, 100% of students considered that top-down strategies are useful to put into practice their previous knowledge. Successively, deducing the meaning of an event was the predominant activity chosen by 40% of students. In this study, we realized that top-down strategies are still little recognized as a listening teaching-learning process, mainly to predict information by context and small details. But, students were interested in the teacher uses this strategy as part of the teaching-learning process, mainly of listening skills comprehension.
5. The teacher presents some limitations in the availability of the didactic resources necessary for the development of the English class focused on improving listening skills. However, the teacher was willing to learn more about the top-down strategies to integrate them into his lesson plans.

VII. Recommendations

The research results showed that top-down strategies allow students to have a good performance in the listening tasks, these strategies such as, predict information, recognize the context, guess the main idea were based on how each student uses the best strategies that make predictions with information acquired through the background and experience prior to learning content and the process to comprehend the message was easier, that's why it is important to continue investigating about the most effective strategies in the listening comprehension that will benefit to students'. To help increase the arguments of this research, the following recommendations are proposed:

To students:

- Students should use some of the top-down strategies, such as Predict information, Recognize the context and Guess the main idea to reinforce prior content knowledge of listening tasks and they be able to improve English listening comprehension skills.
- Students should develop the habit of self-study in listening tasks that focus on comprehension at the sound or word level using top-down strategies according to their academic level of English as a second language.

To teachers:

- Teachers should use listening teaching materials more frequently for the proper application of top-down strategies to encourage listening comprehension in students.
- Teachers should apply top-down strategies as an educational option for teaching the listening skill of the English language used to introduce the content of the class in an active and dynamic way with the students.

To future researchers:

- Make a lesson plan with top-down strategy activities to use before the listening test application in the experimental group of the study.
- Conduct research based on top-down strategies in writing skills to strengthen another areas of English language.
- Evaluate the effectiveness of Top-down strategies together with Bottom-up as a process of information entry through listening skills comprehension.

Below, are a series of listening intervention activities described, which were developed to familiarize the teacher and students in the use of the three top-down strategies, thus improving listening comprehension of the English language.

N°	Strategy	Activities	Responsible
1	Predict information	Students will listen one speaker's part of a conversation, they will try to predict the other speaker's part. Then, students will listen again and compare their ideas in order to verify if their guess match.	Students
2	Recognize the context	Top- down listening activities includes putting a series of pictures or sequence of events in order, listening to conversations and identifying where they take place.	Students and Teacher
3	Guess the main idea	Top-down listening means taking prior knowledge into account when encountering a new listening, in order to trigger student's schemata related to a particular topic or theme to help them incorporate what they learnt from the listening. In addition, in top down listening, students focus more on the overall meaning of listening rather than on individual words or phrases.	Students

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IX. Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Campus “Rubén Darío”

School of Education and Languages



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN-MANAGUA

Research topic:

***Top-down as strategies to improve listening
skills comprehension***

Validation of Student's Pre-Listening Test

Authors:

María Michelle Argüello Diaz.

Stefany Fabiola Putoy Amador.

Xaviera Paola Pérez Calero.

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “**Validation of Student's Pre-Listening Test**” which is part of the research: “*Top-down as strategies to improve listening skills comprehension*”.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objectives:

Analyze the use of the top-down as a strategy to improve listening skills comprehension in 11th grade students, at Cristiano Verbo private high school in the morning shift during the second semester of the year 2021.

Objective of the expert judgment:

To validate the content of the Student's Pre-Listening Test.

Objectives of the pre listening: Discuss prior knowledge in listening skills comprehension of english students.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The item has no logical relation to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e., it must be included.
<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The items are not sufficient to measure the dimension. 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient.

According to the following indicators, rate each of the items as appropriate.

Dimension	Citation	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (De 1 a 4)
Prior knowledge	Nguyen (2021)	New knowledge: is created when learners enter “a learning environment” with relevant things that they know.	1) What is the main topic in this conversation? a) A problem with Mr. Evans. b) A problem with a Client. c) A problem with a Printer. d) A problem with some tickets. 2) Where does the conversation take place? a) In the office. b) In the living room. c) In the classroom. d) (a, b, c,) are correct. 3) Who are talking in this conversation? a) Classmates. b) Friends. c) Coworkers. d) (a, b, c,) are correct.				
		Helps to understand: improve listening through practice, it varies depending on the level of complexity or the time it takes	4) Who are talking in this conversation? a) Classmates. b) Friends. c) Coworkers. d) (a, b, c,) are correct. 5) When should the tickets be printed? a) Immediately. b) In five minutes. c) In four minutes. d) (a, b, c,) are correct. 6) How did the printer start functioning? a) By blowing on it. b) By tapping one side of it. c) By rubbing gently and kicking it. d) (a, b, c,) are correct.				
	Comments and advices:						

References

Nguyen, N. (2021). Effects of Activating Background Knowledge in Listening Skill and How to Improve IELTS Listening. *Journal of English Language Teaching and Applied Linguistics*, 3, 13. doi:2707-756X

PRE-LISTENING TEST

Objective: The main purpose of this pre-listening test is to discuss prior knowledge in listening skills comprehension of eleventh grade english students. Specifically constructing meaning and Listening for **specific ideas** (details).

To the Student: Pay close attention to the **topic** (subject matter), **setting** (place) **interlocutors** (people), **gender** (sex) and **the channel** (means of communication).

Sex: _____ **Age:** _____ **Academic level:** _____

I- Listening for Main Ideas: Listen to the following conversation carefully and **circle** the answer that best fits each question. (20 Pts. /20 each)

1) What is the main topic in this conversation?

1. A problem with Mr. Evans.
2. A problem with a Client.
3. A problem with a Printer.
4. A problem with some tickets.

II- Listening for Details: Listen to this conversation again and **circle** the answer that best fits each question. (80 Pts. /16 each)

1) Where does the conversation take place?

- a) In the office.
- b) In the living room.
- c) In the classroom.
- d) (a, b, c,) are correct.

2) How many people are interacting in the conversation?

- a) Four people.
- b) Three people.
- c) Two people.
- d) (a, b, c,) are correct.

3) Who are talking in this conversation?

- a) Classmates.
- b) Friends.
- c) Coworkers.
- d) (a, b, c,) are correct.

4) When should the tickets be printed?

- a) Immediately.
- b) In five minutes.
- c) In four minutes.
- d) (a, b, c,) are correct.

5) How did the printer start functioning?

- a) By blowing on it.
- b) By tapping one side of it.
- c) By rubbing gently and kicking it.
- d) (a, b, c,) are correct.

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Expert Judgment

Respected judge:

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The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

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Research Objectives:

Analyze the use of the top-down as a strategy to improve listening skills comprehension in 11th grade students, at Cristiano Verbo private high school in the morning shift during the second semester of the year 2021.

Objective of the expert judgment:

To validate the content of the Student's Listening Test.

Objectives of the listening test: Apply top-down as strategies to improve listening skill comprehension of english students.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The item has no logical relation to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e., it must be included.
<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The items are not sufficient to measure the dimension. 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient.

According to the following indicators, rate each of the items as appropriate.

Dimension	Citation	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (De 1 a 4)
Top down strategies	Henao (2013)	To guess the main idea: where students can figure out what the speaker is saying, they know what they are talking about in general.	1) What is the main topic in this conversation? a) A discussion about a bad movie. b) A discussion about expensive tickets. c) A discussion about going out on the weekend. d) A discussion about the appropriate time.				
	Bekaryan (2016)	To recognize the context: when listeners are familiar with the context of the material, they can employ their background knowledge	1) Where does the conversation take place? a) In a living room. b) In an office. c) In a classroom. d) (a, b, c,) are correct. 2) How many people are interacting in the conversation? a) Four people. b) Three people. c) Two people. d) (a, b, c,) are correct.				
	Brace (2006)	To predict information: effective listeners adjust and refine their initial predictions about the speaker's message as they receive information and make new connections	3) Who are talking in this conversation? a) Classmates. b) Friends. c) Coworkers. d) (a, b, c,) are correct. 4) The movie one person recommends is? a) Awful. b) Terrible. c) Not so good. d) (a, b, c,) are correct. 5) The French film one person recommends is because? a) It is not about an opera singer. b) It is not about a rock star. c) The opera singer and the rock star met at a play. d) (a, b, c,) are correct.				
	Comments and advices						

References

- Henao, C. (2013). *The inclusion of Bottom up and Top down strategies in listening comprehension tasks for second semester students from an English licenciatura programa*. Retrieved from <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/3637/3726044H493.pdf?sequence=1>
- Bekaryan, L. (2016). *Developing Learners' Top-Down Processing Skills in Listening* (Vol. 1). Armenian Folia Anglistika, doi:<https://doi.org/10.46991/AFA/2016.12.1.074>
- Brace, J. (2006). *Speaking and listening resource book: Addressing current literacy challenges* (2 ed.). (E. Department, & S. P. Development, Eds.) Watchfield, England, Western Australia: Port Melbourne: Rigby Harcourt Education.

LISTENING TEST

Objective: The main purpose of this listening test is for evaluate the results obtained among two groups with the application of top-down strategies. Specifically Listening for **main ideas**, **recognize context** and **predict information**.

To the Student: Pay close attention to the **topic** (subject matter), **setting** (place) **interlocutors** (people), **gender** (sex) and **the channel** (means of communication).

Sex: _____ **Age:** _____ **Academic level:** _____

I- Listening for Main Ideas: Listen to the following conversation carefully and **circle** the answer that best fits each question. (20 Pts. /20 each)

1) What is the main topic in this conversation?

- a) A discussion about a bad movie.
- b) A discussion about expensive tickets.
- c) A discussion about going out on the weekend.
- d) A discussion about the appropriate time.

II- Listening for recognize the context: Listen to this conversation again and **circle** the answer that best fits each question. (32 Pts. /16 each)

1) Where does the conversation take place?

- a) In a living room.
- b) In an office.
- c) In a classroom.
- d) (a, b, c,) are correct.

2) How many people are interacting in the conversation?

- a) Four people.
- b) Three people.
- c) Two people.
- d) (a, b, c,) are correct.

III- Listening for predict information: Listen to this conversation again and **circle** the answer that best fits each question. (48 Pts. /16 each)

1) Who are talking in this conversation?

- a) Classmates.
- b) Friends.
- c) Coworkers.
- d) (a, b, c,) are correct.

2) The movie one person recommends is?

- a) Awful.
- b) Terrible.
- c) Not so good.
- d) (a, b, c,) are correct.

3) The French film one person recommends is because?

- a) It is not about an opera singer.
- b) It is not about a rock star.
- c) The opera singer and the rock star met at a play.
- d) (a, b, c,) are correct.

Universidad Nacional Autónoma de Nicaragua

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**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN-MANAGUA

Research topic:

***Top-down as strategies to improve listening
skills comprehension***

Validation of Student's Questionnaire

Authors:

María Michelle Argüello Diaz.

Stefany Fabiola Putoy Amador.

Xaviera Paola Pérez Calero.

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “**Student's Questionnaire**” which is part of the research: “*Top-down as strategies to improve listening skills comprehension*”.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objectives:

Analyze the use of the top-down as a strategy to improve listening skills comprehension in 11th grade students, at Cristiano Verbo private high school in the morning shift during the second semester of the year 2021.

Objective of the expert judgment:

To validate the content of the Student's Questionnaire.

Objectives of the Questionnaire: Get information from students about listening strategies implemented by the teacher in the teaching of english.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The item has no logical relation to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e., it must be included.
<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The items are not sufficient to measure the dimension. 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficieny (From 1 to 4)
Top-Down Strategies	Bao & Guan (2019)	Cognitive performance include inferring, predicting, interpreting, storing, and recalling information.	1) ¿Qué estrategias utiliza más el profesor en una actividad de escucha? a) Predecir información b) Reconocer el significado por el contexto c) Adivinar la idea principal d) Ninguno				
	Bekaryan, 2016)	When listeners are familiar with the context of the material, they can employ their background knowledge to make predictions.	2) ¿Qué haces para predecir lo que dice el audio? a) Palabras clave b) Contexto de la situación c) Rol de los participantes en las situaciones d) Ideas principales de las situaciones				
	Solak (2016)	To grasp the message of the class and practice listening skills.	3) De los siguientes recursos de escucha a disposición ¿Cuáles usas más? a) Letra de una canción b) Vídeos cortos c) Audios de libros de texto con transcripción d) Actividades del laboratorio de idiomas				
			Comment/Alternate Formulation:				

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Top- down strategies	Henao (2013)	To have an interactive, effective learning.)	4) ¿Conocer las estrategias Top-down te ayuda a mejorar la habilidad de escucha? Si la respuesta es sí, pase a la pregunta 5 y 6. a) Si b) No				
	Zuhria (2012)	To improve the listening skills comprehension	5) De las siguientes actividades de la estrategia Top Down ¿Cuál te gustaría que el profesor implementara? a) Deducir el tema b) Deducir el resultado de un evento c) Deducir la secuencia de los acontecimientos d) Deducir comparaciones				
			6) ¿Te gustaría que el profesor implementara la estrategia top-down para mejorar tu comprensión auditiva? a) Si b) No				
			Comment/Alternate Formulation:				

References

- Bao, D., & Guan, C. (2019). *Listening Strategies*. Retrieved from https://www.researchgate.net/publication/330399548_Listening_Strategies
- Bekaryan, L. (2016). *Developing Learners' Top-Down Processing Skills in Listening* (Vol. 1). Armenian Folia Anglistika,. doi:<https://doi.org/10.46991/AFA/2016.12.1.074>
- Henao, C. (2013). *The inclusion of Bottom up and Top down strategies in listening comprehension tasks for second semester students from an english licenciatura programa*. Retrieved from <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/3637/3726044H493.pdf?sequence=1>
- Solak, E., & Erdem, G. (2016). Teaching Listening Skills. In E. Solak, *Teaching Language Skills for Prospective English Teacher* (1 ed., pp. 29-44). Pelikan, Australia: Pelikan. Retrieved from <https://www.researchgate.net/publication/309293240>
- Zuhria, N. (2012). *The use of the Top-Down strategy to improve students' listening ability at the eleventh grade of man Mojosari*. Retrieved from http://digilib.uinsby.ac.id/21539/1/Nirma%20Zuhria_D35207018.pdf

Cuestionario a estudiantes

Estimados estudiantes: Usted ha sido seleccionado para llenar el siguiente **cuestionario estudiantil** que hace parte de una investigación, cuyo título es: *Top- down as strategies to improve listening skills comprehension*. La información que nos provea es estrictamente confidencial y solo se utilizara para los propósitos antes descrito. Muchas gracias de antemano por su colaboración.

Objetivo de la Investigación: Analizar el uso de la estrategia Top-down como estrategia para mejorar la habilidad de la comprensión auditiva.

Objetivo del Cuestionario: Obtener información de los estudiantes en el proceso de enseñanza-aprendizaje en la habilidad auditiva de Ingles.

Sexo: _____ **Edad:** _____ **Nivel Académico:** _____

1) ¿Qué estrategias utiliza el profesor en una actividad de escucha?

- a) Predecir la información
- b) Reconocer el significado por contexto
- a) Adivinar la idea principal
- b) Ninguno

2) ¿Qué haces para predecir el audio?

- a) Palabras clave
- b) Contexto de la situación
- c) Rol de los participantes en las situaciones
- d) Ideas principales de las situaciones

3) De los siguientes recursos de escucha a disposición ¿Cuáles usas más?

- a) Letra de una canción
- b) Videos cortos
- c) Audios de libro de texto con transcripción
- d) Actividades del laboratorio de idioma

4) ¿Conocer las estrategias de Top-down te ayuda a mejorar la habilidad de escucha? Si la respuesta es sí, pase a la pregunta 5 y 6.

- a) Si
- b) No

5) De las siguientes actividades de la estrategia Top- down ¿Cuál te gustaría que el profesor implementara?

- a) Deducir el tema
- b) Deducir el significado de un evento
- c) Deducir las secuencias de los acontecimientos
- d) Deducir comparaciones

6) ¿Te gustaría que el profesor implementara la estrategia Top-down para mejorar la habilidad de comprensión auditiva?

- a) Si
- b) No

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**UNIVERSIDAD
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MANAGUA**
UNAN-MANAGUA

Research topic:

***Top-down as strategies to improve listening
skills comprehension***

Validation of English Teacher Interview

Authors:

María Michelle Argüello Diaz.

Stefany Fabiola Putoy Amador.

Xaviera Paola Pérez Calero.

Expert Judgment

Respected judge:

You have been selected to evaluate the Instrument: “**English Teacher Interview**” which is part of the research: “*Top-down as strategies to improve listening skills comprehension*”.

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

NAMES AND SURNAMES OF THE JUDGE:

ACADEMIC BACKGROUND

AREAS OF PROFESSIONAL EXPERIENCE

TIME _____

CURRENT POSITION

INSTITUTION

Research Objectives:

Analyze the use of the top-down as a strategy to improve listening skills comprehension in 11th grade students, at El Verbo private high school in the morning shift during the second semester of the year 2021.

Objective of the expert judgment:

To validate the content of the English Teacher Interview.

Objectives of the interview: Get information from the teacher about the listening strategies in the teaching of english.

According to the following indicators, rate each of the items as appropriate:

CATEGORY	QUALIFICATION	INDICADOR
<p>COHERENCE The item is logically related to the dimension or indicator you are measuring.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The item has no logical relation to the dimension. 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.
<p>CLARITY Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Item is not clear 2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.
<p>RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.
<p>SUFICIENCY Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> 1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level 	<ol style="list-style-type: none"> 1. The items are not sufficient to measure the dimension. 2. Items measure some aspect of the dimension but do not correspond to the overall dimension. 3. Some items must be increased in order to fully assess the dimension. 4. Items are sufficient.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Top Down Strategies	Henao (2013)	To understand meaning of the listening.	1. Which to the following strategies help your students to make predictions? a) Predict information b) Recognize the meaning by context c) Guess the main idea d) None				
	Bekaryan (2016)	To employ the background knowledge to make predictions.	2. How do you predict information from a listening? a) Key words b) Context of the situation c) Role of the participants in the situations d) Main ideas of the situations				
	Solak (2016)	To grasp the message of the class and practice listening skills.	3. What types of listening sources would you use to improve listening skills comprehension in students? a) Lyrics of a song b) Short videos c) Text book audios with transcription d) Language Lab activities				
			Comment/Alternate Formulation:				

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
Top Down Strategies	Henao (2013)	To have an interactive, effective learning.	4. Would you use the top-down as strategy to improve listening skills comprehension with students? If the answer is yes, go to question 5 and 6. a) Yes b) No				
	Zuhria (2012)	To involve tasks on understanding at a sound or word level	5. What activities from the Top Down strategy would you apply to improve listening skills comprehension? a) Infer the topic b) Infer outcome of an event c) Infer the sequence of events d) Infer comparisons				
		To improve the listening skills comprehension.	6. Would you be willing to use the top down strategy to improve listening skills comprehension with your students? a) Yes b) No				
			Comment/Alternate Formulation:				

References

- Bekaryan, L. (2016). *Developing Learners' Top-Down Processing Skills in Listening* (Vol. 1). Armenian Folia Anglistika,. doi:<https://doi.org/10.46991/AFA/2016.12.1.074>
- Henao, C. (2013). *The inclusion of Bottom up and Top down strategies in listening comprehension tasks for second semester students from an english licenciatura programa*. Retrieved from <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/3637/3726044H493.pdf?sequence=1>
- Solak, E., & Erdem, G. (2016). Teaching Listening Skills. In E. Solak, *Teaching Language Skills for Prospective English Teacher* (1 ed., pp. 29-44). Pelikan, Australia: Pelikan. Retrieved from <https://www.researchgate.net/publication/309293240>
- Zuhria, N. (2012). *The use of the Top-Down strategy to improve students' listening ability at the eleventh grade of man Mojosari*. Retrieved from http://digilib.uinsby.ac.id/21539/1/Nirma%20Zuhria_D35207018.pdf

English Teacher Interview

You have been selected to fill out the following **English Teacher Interview** that is part of an educational research, whose title is: *Top-down as strategies to improve listening skills comprehension*. The information you provide is strictly confidential and will only be used for the purposes. Thank you very much in advance for your collaboration.

Research Objectives:

Analyze the use of the top-down as a strategy to improve listening skill comprehension.

Objectives of the interview:

Describe the main teaching strategies used by the teacher to improve listening skills comprehension.

Instructions: Listen to the following questions and answer according to your criteria. We ask for your honesty in answering the questions in this way will help to obtain reliable information for our research.

1. Which to the following strategies help your students to make predictions?

- a) Predict information
- b) Recognize the meaning by context
- c) Guess the main idea
- d) None

2. How do you predict information from a listening?

- a) Key words
- b) Context of the situation
- c) Role of the participants in the situations
- d) Main ideas of the situations

- 3. What types of listening sources would you use to improve listening skills comprehension in students?**
- a) Lyrics of a song
 - b) Short videos
 - c) Text book audios with transcription
 - d) Language Lab activities
- 4. Would you use the top- down as strategy to improve listening skills comprehension with students? If the answer is yes, go to question 5 and 6.**
- a) Yes
 - b) No
- 5. What activities from the Top-Down strategy would you apply to improve listening skills comprehension?**
- a) Infer the topic
 - b) Infer outcome of an event
 - c) Infer the sequence of events
 - d) Infer comparisons
- 6. Would you be willing to use the top-down strategy to improve listening skills comprehension with your students?**
- a) Yes
 - b) No

Student's Pre-Listening Test transcript

A: Where are the tickets?

B: there are printing ok.

A: Mr. Evans need them right now! the client is coming in 5 minutes.

B: this printer is driving me crazy, so slow.

A: try blowing on it

B: what? Really?

A: try it! now tap the side, just try it! Now rob this side gently

A: is this really works?

C: where are the tickets?

A: there are printing ok!

C: Mr. Evans needs them now; the client is coming in four minutes!

A: easy there Jacky Chan!

C: we need a new printer.

B: are we getting a new printer?

C: you're buying the new printer, aren't you?

A: this is the new printer

C: this piece of junk Is new!

A: well it's new to us!

C: this is an old printer!

A: just a little old.

C: what kind is it?

B: is it a "comp right" Mr. Evans says always buy a "comp right".

A: its's a "print okay"

B: a "print okay"? What's a "print okay"? Do you know that brand?

A: it's a good brand and very inexpensive.

C: we need the tickets now! Do something!

Student's Listening Test Transcript

A: Do you guys want to go out this weekend? There's a great movie playing at the Glenwood.

B: A rock concert sounds better to me.

C: I'd love to see a play.

D: How about an opera.

A: Ok, there's a rock concert Saturday night at 8:00 p.m. Blue city is playing.

B: Blue city. I love then, sounds good.

C: Not my style.

D: I don't like rock.

A: Ok, there's a play tonight at midnight at the second avenue theater. It's called "conversation with food"

C: Sounds great!

D: At midnight? That's way past my bedtime.

B: No, thanks.

A: Ok. "carmen" is playing at the city opera. 8:00 p.m.

D: Great! How much are the tickets?... you're kidding?

B: Wow!

C: No way.

A: Great! It's a movie then! "a time to run" is playing at the Glenwood at 7:00 p.m.

D: "A time to run?" oh, don't go to that. It's just awful.

A: Ok. How about "you only live once?" it's playing at the Kendall, also its at 7:00 p.m.

D: It's terrible.

A: "An actor's life?"

D: Please.

A: "Anna goes home?"

D: No.

A: "The left side of the street?"

D: I think there are no more tickets.

A: So, what's a good movie to see?

D: There's a French film playing at the bijou, at 8:pm

A: I'm not a French film fan.

D: It's a film about an opera singer...

B: Perfect

D: And a Rockstar ...

B: Great!

D: Who meet at a play.

C: Wonderful, thank you.

A: Yeah. Thanks a lot.

D: You're very welcome.

D: It'll be fun, bob.

Participants



24/100

PRE-LISTENING TEST

Objective: The main purpose of this pre-listening test is for identifying some characteristics of this ability, specifically Listening for general ideas (gist) and Listening for specific ideas (details).

To the Student: Pay close attention to the topic (subject matter), setting (place) interlocutors (people), gender (sex) and the channel (means of communication).

Sex: Male Age: 17 Academic level: 11

I- Listening for Main Ideas: Listen to the following conversation carefully and circle the answer that best fits each question. (20 Pts. /20 each)

1) What is the main topic in this conversation?

a) A problem with Mr. Evans.
 b) A problem with a Client.
 c) A problem with a Printer.
 d) A problem with some tickets.

II- Listening for Details: Listen to this conversation again and circle the answer that best fits each question. (80 Pts. /16 each)

1) Where does the conversation take place?

a) In the office.
 b) In the living room.
 c) In the classroom.
 d) (a, b, c.) are correct.

2) How many people are interacting in the conversation?

a) Four people.
 b) Three people.
 c) Two people.
 d) (a, b, c.) are correct.

3) Who are talking in this conversation?

a) Classmates.
 b) Friends.
 c) Coworkers.
 d) (a, b, c.) are correct.

4) When should the tickets be printed?

a) Immediately.
 b) In five minutes.
 c) In four minutes.
 d) (a, b, c.) are correct.

5) How did the printer start functioning?

a) By blowing on it.
 b) By tapping one side of it.
 c) By rubbing gently and kicking it.
 d) (a, b, c.) are correct.

52/100

LISTENING TEST

Objective: The main purpose of this listening test is for identifying some characteristics of this ability, specifically Listening for general ideas (gist) and Listening for specific ideas (details).

To the Student: Pay close attention to the topic (subject matter), setting (place) interlocutors (people), gender (sex) and the channel (means of communication).

Sex: Female Age: 16 Academic level: 11

I- Listening for Main Ideas: Listen to the following conversation carefully and circle the answer that best fits each question. (20 Pts. /20 each)

1) What is the main topic in this conversation?

a) A discussion about a bad movie.
 b) A discussion about expensive tickets.
 c) A discussion about going out on the weekend.
 d) A discussion about the appropriate time.

II- Listening for Details: Listen to this conversation again and circle the answer that best fits each question. (80 Pts. /16 each)

1) Where does the conversation take place?

a) In a living room.
 b) In an office.
 c) In a classroom.
 d) (a, b, c.) are correct.

2) How many people are interacting in the conversation?

a) Four people.
 b) Three people.
 c) Two people.
 d) (a, b, c.) are correct.

3) Who are talking in this conversation?

a) Classmates.
 b) Friends.
 c) Coworkers.
 d) (a, b, c.) are correct.

4) The movie one person recommends is?

a) Awful.
 b) Terrible.
 c) Not so good.
 d) (a, b, c.) are correct.

5) The French film one person recommends is because?

a) It is not about an opera singer.
 b) It is not about a rock star.
 c) The opera singer and the rock star met at a play.
 d) (a, b, c.) are correct.

100/100

LISTENING TEST

Objective: The main purpose of this listening test is for Evaluate the effectiveness of top-down strategy to improve listening skill, specifically Listening for main ideas, recognize context and predict information.

To the Student: Pay close attention to the topic (subject matter), setting (place) interlocutors (people), gender (sex) and the channel (means of communication).

Sex: M Age: 17 Academic level: 11/10

I- Listening for Main Ideas: Listen to the following conversation carefully and circle the answer that best fits each question. (20 Pts. /20 each)

1) What is the main topic in this conversation?

a) A discussion about a bad movie.
 b) A discussion about expensive tickets.
 c) A discussion about going out on the weekend.
 d) A discussion about the appropriate time.

II- Listening for recognize the context: Listen to this conversation again and circle the answer that best fits each question. (32 Pts. /16 each)

1) Where does the conversation take place?

a) In a living room.
 b) In an office.
 c) In a classroom.
 d) (a, b, c.) are correct.

2) How many people are interacting in the conversation?

a) Four people.
 b) Three people.
 c) Two people.
 d) (a, b, c.) are correct.

III- Listening for predict information: Listen to this conversation again and circle the answer that best fits each question. (48 Pts. /16 each)

1) Who are talking in this conversation?

a) Classmates.
 b) Friends.
 c) Coworkers.
 d) (a, b, c.) are correct.

2) The movie one person recommends is?

a) Awful.
 b) Terrible.
 c) Not so good.
 d) (a, b, c.) are correct.

3) The French film one person recommends is because?

a) It is not about an opera singer.
 b) It is not about a rock star.
 c) The opera singer and the rock star met at a play.
 d) (a, b, c.) are correct.