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Topic: Employment of strategies in the listening skill throughout the teaching-learning process from 10 th grade students in the morning shift at Miguel de Cervantes Institute Managua city, district three during the second semester of 2016

GRADUATION SEMINAR

Research Submitted as a Requirement for a B.A degree in Teaching English as a foreign language

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DEDICATORY

We specially dedicate this research to our Lord, who is the only one that gives us the wisdom and intelligence for understanding and doing step by step what was required in this seminar work. Besides that, we want to thank our parents who are always supporting us in our academic studies.

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SUMMARY

This research was carried out at Miguel de Cervantes High School of 10th grade students in the morning shift during the second semester of the year 2016. During some observations, it was analyzed that there are certain weaknesses that learners present. One of the most essential is in the listening skill in which the teacher strategies and the didactic materials that she applies are not effective for the learning process.

To support what was identified it was necessary to apply surveys to twenty (20) students and the English teacher. In the surveys were asked several questions regarding to the strategies that the instructor employs and didactic materials that she uses during listening lessons. Through the learner' responses it is confirmed that students present a poor listening understanding due to the inappropriate strategies and the lack of didactic materials, these factors make the learner face difficulties at the moment of listening a track; as a result, the learners feel overwhelmed, bored, lost, confused and they do not succeed in this skill. Therefore, this also affects the teaching process; the instructor might not achieve her objectives.

Teacher must find the most suitable strategies for learners and make use of the available didactic materials in order to create a successful learning process.
Therefore, it is recommended that the educator applies some techniques such as: songs and videos because they are entertaining, students prefer them and of course they will learn and will improve their listening skill. In order that the instructor applies these techniques she needs to take learners more often to the technology classrooms. The **correct format** when teaching a listening lesson, during the pre-listening stage for instance, in which the teacher must look for the unknown vocabulary that appears in the track and teach that vocabulary to learners; as a result, students will find the track a little bit easier, also it is vital that the educator teaches first the grammar tense that is going to be listened in the track. If these recommendations are taken into account, the teaching- learning process will improve.

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I.   INTRODUCTION

This research will present the use of didactic strategies in listening skill and didactics materials applied to develop listening skill of tenth grade students in the morning shift from Miguel de Cervantes Saavedra Institute, during the second semester of two thousand sixteen will have an analysis in order to obtain positive answers.

It is important the employment of didactic strategies in listening skill. In order to develop good stress, pronunciation and understanding in a second language. In addition, the lack of didactic materials in listening skill performs weaknesses in this area. Analyzing those factors give a deep understanding why it is found some problems that affect the learning process. Listening skill is one of the most important skill in second language because it is the best way for acquiring a second language. However, in high schools there are difficulties to develop this important skill due to those situations presented in the classroom. Interpreting those issues it is important to carry out this research

It is essential to maintain the employment of didactic materials and strategies in the classroom in order to create a good atmosphere promoting a deep interest and better learning in second language. The purpose of this research is to let the instructors know the aspects that make learners acquire and understand a listening activity and how they can get better certain aspects that might be difficult to solve, all that is presented in this research is in order to improve and make a change in the teachinglearning process in listening skill.

1.1 BACKGROUND

This research is based in the strategies implemented in listening skill during the teaching- learning process. Moreover it will analyze the didactic materials, and factors that affect the learning process in listening skill

It was found in some other analysis related to this project (MA, 2014) Listening Strategies that develop students' comprehension are very helpful. But it is not enough unless the teachers increase students' vocabulary, grammar, and phonology knowledge. The Strategies development are important for listening training because learners can guide and evaluate their own comprehension and responses

Most researchers concluded that there are mainly cognitive, metacognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of learner. Students' language level is the basic reason that affects the choice of method "If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to teach them to become active listeners"

Another studied stated was by the scholar (Hamouda, International Journal of Academic Research in Progressive Education and Development, 2013)

Listening comprehension has been neglected in research and practice until quite recently. It is true that listening is vital in language learning which provides input for the learner. Without understanding inputs, students cannot learn anything.

According to (NICARAGUA, 2014)students expresses that songs help them to learn More than vocabulary, and 29% of them help them to adapt to the target language which means teachers should be able what strategies to applied when teaching listening skill.

To conclude, listening is vital not only in language learning but also in daily communication. It is obvious to see the situation of teaching and learning English. Listening comprehension seems to be the weakest skill and students encounter various kinds of listening problems.

According to (Hamouda, 2013)

Limited English Vocabulary Lack of words was another major problem that impedes students' listening comprehension. This is clear in the comment of the interviewed students: vocabulary is poor; it is very difficult to understand what the conversation is about, especially when the word that is unknown is a key word.

1.2 PROBLEM STATEMENT

At Miguel De Cervantes School in the 10th grade during the morning shift the students accomplish with their corresponding subjects implemented by the ministry of education because it is a public high school the main subjects .present more hours in the teaching-learning process. Nevertheless English lesson do not as much hours as it should be.

In the other hand, during the English class in listening skill the instructor applies strategies in order to have a successful listening lesson.Nevertheless,these strategies are not appropriate. Therefore, learners acquire a poor understanding in the listening skill, and the use of didactic materials are one of the factor to avoid a successful learning process during the listening skill.

How the employment of strategies and didactics materials does affects the listening skill in the teaching learning process?

1.3 JUSTIFIFCATION

It determines the aspects that influence teacher's strategies on students when teaching a listening lesson in English language. Moreover, this research will determine the didactic sources instructor uses for her listening activities.

This seminar research is important for the improvement of the teaching-learning process during the listening skill, therefore, it helps learners to deal with real situations related with their lack of understanding in listening activities, but not only to deal with situations but also to get better. Moreover, it aims instructor to avoid some common mistakes that are made when facing this types of situations when performing a listening task.

There are several advantages in this **Project.** One benefit is the appropriate employment of strategies that instructor applies for listening lessons. Furthermore, the instructor finds out the effective didactic resources when teaching listening skill, and how to improve certain weaknesses that learners present.

II.   OBJECTIVES

2. 1 GENERAL OBJECTIVE

To analyze the employment of strategies in listening skill during the teaching learning process of 10th grade students at Miguel de Cervantes School Managua city district three throughout the second semester of 2016.

2.2 SPECIFIC OBJECTIVES

1. To identify the strategies that the teacher applies for teaching listening skill
2. To classify the types of didactics materials that the instructor implements in the listening strategies
3. To explain the weaknesses presented in the listening skill during the teaching-learning process.
4. To recommend the effective strategies in the listening skill during the teaching process.

III.   THEORETICAL FRAMEWORK

3.1 LISTENING SKILL IN A SECOND LANGUAGE LEARNING.

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. Anything we can do to make that easier will be useful for them. This is especially important since, as we said (Harmer, How to teach English, 2007) (MarcadorDePosición6)on page 78, the way people speak is often significantly different from the way they write.

Language learning depends on listening. (NCLRC, 2003,2004) Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Without listening skill the language acquisition can be difficult to acquire.

"Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning" (saricoban, 1999) Listening skill in a second language learning helps to comprehend the way a person speaks in a foreign language this refers to understand and analyze aspects such as: stress, whether the speaker employs the appropriate rules when speaking and so on.

"Listening tends to be the most challenging skill for many second language learners to acquire, As a result, the criticism that listening is tested rather than taught in the classroom is often warranted". (Field 2008). Listening is defined as a difficult skill to develop for students that are learning a second language; that is the reason why, listening skill is more tested instead of being instructed in the classroom. To instruct listening skill teachers may be aware of the effective's strategies and didactics materials and the real format to develop this skill.

3.2 FORMAT FOR A LISTENING LESSON

1Pre-listening

Some kind of pre-listening activity is now usual, involving brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of the listening text, to create motivation (perhaps by asking learners to speculate on what they will hear) These can be achieved in as little as 5 minutes" (Jack, 2002)The first step when beginning a listening lesson/task is to do first a pre-listening in which it is expected to do some activities such as: study about the type of vocabulary/similar words that are going to be developed or to talk a little about the content of the listening handout/pamphlet, in order to produce certain interest on students. It could be also possible to do some eliciting to know what students expect from the listening task; those activities can take no longer than 5 minutes.

2 "While-listening activities

Are what students are asked to do during the time that they are listening to the text. As far as listening comprehension (i.e. listening for meaning) is concerned, the purpose of while-listening activities is to help learners develop the skill of eliciting messages from spoken language". In the while listening stage consists on the activities that learners are going to do during the specific time while they are listening, the goal of this stage is to support learners to improve the skill in messages from the spoken language.

"Post-listening Analysis

 The language in the text, listen and repeat: teacher pauses the tape, learners repeat words" (Jack, 2002)In the last step of a listening lesson/task the activities presented are to study the la (Harmer, How to teach English, 2007) Language involved in the listening text; moreover, another activity is to pay attention to any word or phrase and then they repeat it, these activities are useful because students learn new words and how to pronounce them correctly.

Following the steps to develop a successful format for planning a lesson. Teachers must be informed what to keep on mind during this process and the main role and main objectives of listening skill in a learning process.

OBJECTIVES OF LISTENING IN A SECOND LANGUAGE

1. Students will extend their abilities to listen effectively in a variety of situations for a variety of purposes
2. Students will extend their abilities by practicing the behaviors of effective, active listeners
3. Students will extend their abilities to assess strengths in listening and set goals for future growth.

3.3 THE ROLE OF LISTENING SKILL

"Without listening skills, language learning is impossible. This is because there is no communication where there is no human interaction. Learning to listen to the target language improves language ability. As students listen, learners construct meaning and make sense of the words they have heard. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening, listening opens the opportunity to understand the elegance of a language which is not obviously present in grammar or reading" (swooosh, 2013). Listening skill plays an important role in the language learning, thanks to listening the language ability gets better, for learners is quite essential because it helps them with certain aspects such as: the way they must pronounce words, the rhythm they should use and so on. All this is learned thanks to listening skill, with listening people are able to comprehend a new language which only with listening is possible, rather than any other skill.

The importance of listening extends far beyond academic and professional settings. understanding how to practice good communication even in your day to day life, among friends, family, and significant others, is important for a number of reasons: fostering good self-esteem, maximizing productivity, improving relationships, and even becoming a better speaker"(Paris, 2013) apart from being important for academic and professional purposes listening skill covers even more. To

comprehend how to rehears a conversation every single day with relatives, colleagues and so on, it is useful for improve production and relationships as well, but the most important to become a more effective speaker.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

3.4 TYPES OF LISTENING
There are different types of listening:

1. Listening for gist: you listen in order to understand the main idea of the text,
2. Listening for specific information: you want to find out specific details, for example key words,
3. Listening for detailed understanding: you want to understand all the information the text provides". (saricoban, 1999)In listening skill there is a variety of types in which it is found,
4. Listening for general information this is when people are able to comprehend certain points such as the main idea, also it is found listening for detailed information this covers to find specific points
5. Listening for structural items which refers to understand the meaning that the text provides.

"Before you listen to a text, you should be aware of these different types. You will have to decide what your purpose is. Becoming aware of this fact will help you to both focus on the important points and reach your goal". (saricoban, 1999) is essential that before listening to a text, listeners must be conscious of the diverse types of listening and for teachers it is important because it will help them to choose their intention in a task. "In listening to English as a foreign language, the most important features can be defined as":

1. Understanding intonation and stress,
2. Understanding colloquial vocabulary,
3. Understanding different accents

It is vital that when something is listened in English there are some points that are taken into account such as: comprehend the speaker's pronunciation, the type of vocabulary that the person employs and to comprehend the variety of accents that speakers have. In order to develop those type of listening it is important to know the strategies teachers should implement for their students to create a significantly learning and make students to feel comfortable with the type of strategy.

3.5 STRATEGIES FOR DEVELOPING LISTENING ACTIVITIES

DEFINING STRATEGY

Strategy is the tool used in the teaching learning process to reach the objectives that are made when making a lesson plan. A teaching strategy helps instructors to create a good teaching environment; as a result teacher's makes students behave well and do the tasks planned them. "Strategy is the art of devising or employing plans or stratagems toward a goal. A strategy is a style of thinking; a conscious and deliberate process; an intensive implementation system; the art of ensuring future success" (Sharma, 2011)hat are the differences between Teaching Approach, Teaching Method, Teaching Technique, and Teaching Strategies?,

A strategy is a plan that is made to reach a goal; for example, a teacher can use strategies in order to make students develop specific skills and knowledge about areas related with the subject. "A strategy is a general action plan made to reach an aim based on future forecasts. Strategies focus more on the way public participation is embedded in the decision making process. When choosing the strategy it is necessary to identify strategic aims - main activity directions leading to the implementation of the action plan. A strategy determines what techniques will be used in public participation.

WHY IS LISTENING SKILL ESSENTIAL?

Listening skills are essential for learning since they enable students to acquire insight and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying.

   Listening skill (Sharma, 2011)is a communication method that requires the listener to understand, interpret, and assess what they hear. The ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding. When, people often are not listening carefully. They may be unfocused, thinking about other things, or thinking about what they are going to say next. Listening is a planned way of listening and responding to others, focusing attention on the speaker. There are three primary elements that comprise listening: comprehending, retaining, and responding Language. According to the (Sharma, 2011)   it is found some objectives in the learning process that instructors and learners might take into account.it is important to as a teacher to maintain clear what is the aim of the lesson in which students will acquire a significantly learning.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.
Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next. These are listener based.

3.6 STRATEGIES FOR DEVELOPING LISTENING SKILLS

According with (NCLRC, 2003, 2004)effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

a. TOP-DOWN STRATEGIES

Are re listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next therefore it is an effective way of make aware pupils what will come, moreover instructors can have the opportunity to determine if the students have an idea or the previous knowledge so instructors should know what. Top-down strategies include?

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

b. BOTTOM-UP STRATEGIES

Are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning it is an important strategies for learners which help them to acquire second language significantly, taking into account that the second language the highs level to develop is by practicing listening skill .

BOTTOM-UP STRATEGIES INCLUDE

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

3.7 STRATEGIC LISTENERS ALSO USE METACOGNITIVE STRATEGIES TO PLAN, MONITOR, AND EVALUATE THEIR LISTENING.

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

a. LISTENING FOR MEANING

To extract meaning from a listening text, students need to follow four basic steps: It is important that students follow some important issues to begging a listening activity, if the teachers show correctly how pupils must follow listening task students will be able to complete the activity, moreover teachers will success the planned lesson. Joining the previews knowledge of students with the new one makes a significant learning.

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate

b. LISTENING PRINCIPLES

Listening is one of the obstacles that learners face when they are achieving proficiency in a foreign language, (Harmer, How to teach English, 2007)suggests 4 principles that teachers should follow when helping their students to master the listening skills: "listening is considered as a challenging skill for second language learners; therefore, Harmer recommends six useful principles to instructors that are going to be important for supporting learners":

PRINCIPLE 1: ENCOURAGE STUDENTS TO LISTEN AS OFTEN AND AS MUCH AS POSSIBLE.

The amount of time spend on training listening skills is directly proportional to the student's progress. The more students listen, the better they get at listening. The pronunciation improves adequately and their confidence in using the language rises. "Teacher's task is to implement listening into the class work and to encourage students to listen to English out of the class as well (via the Internet, CDs, radio, etc. (Harmer, How to teach English, 2007) It is essential that learners practice as many times as possible their listening skills in order to be developed and improved; moreover, instructors must motivate students to listen not only in the classroom, but also out of it, let them know that they can practice their listening skills with useful tools for their development such as: videos, using the web, tv programs and so on".

PRINCIPLE 2: HELP STUDENTS PREPARE TO LISTEN.

Students at all ages like to be engaged with the topic and the task they are supposed to do. This means that they will need to look at pictures, discuss the topic or read the questions prior listening. "That will set their minds in the right frame and make them want to listen (Harmer, How to teach English, 2007) The teacher's aim goal here is to make the students ready. Preparation is vital. "The first stage during the listening skill is the pre-listening which is really important because it helps learners to be involved in the listening track; therefore, it is essential that the instructor prepares some activities for instance: show images, do eliciting with learners or a small debate about what they are going to listen to"

PRINCIPLE 3: ONCE MAY NOT BE ENOUGH.

Almost no language student will catch all important information after the track is played for the first time. On the contrary, they are most like to ask the teacher to play it again in order to pick up the things they missed the first time. At the same time, the teacher may want the students to focus on some of the language aspect in the recording. "Learners find quite difficult to understand a listening track for the first time, and when instructors ask students to concentrate on one specific part of the listening track, it is almost impossible that they obtain all the information that is asked, that is the reason why instructors must play the track more than one time"

PRINCIPLE 4: DIFFERENT LISTENING STAGES DEMAND DIFFERENT TASK.
Teachers can do various things with a listening text. Therefore different tasks need to be set. This means that, for a first listening, the task(s) may need to be straightforward and general. "Later listening may, however, focus on more detailed information, language use, pronunciation, etc." (Harmer, How to teach English,

2007)"In a listening track an instructor must assign a variety of things to do, when listening for the first time, the assignments might not be so difficult, because when they listen for the second time, the assignments are for getting specific details".

3.8 EFFECTIVENESS OF USING SONGS IN TEACHING LISTENING.

Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with. Teachers can devise special exercises to assist students in improving their listening comprehension (C.Shen, 2009) "English songs are considered essential listening activities, they are important because it help students to know and understand the language involved in many songs, and the language that they are exposed to"

Many students said that English is a difficulty lesson. It is shown that the difficulty of their learning English comes from their listening. There are several prediction students problems in English lesson, first is less hear in English, in fact there are many students bored when listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context from their teacher the students cannot understand the meaning of some words to their teachers without look up the dictionary. "Scholars consider listening as the most difficult skill in the English language, and they tend to find boring certain activities that teachers do such as, dialogues or conversations besides being boring they find those activities complicated due to they do not feel able to comprehend the vocabulary involved"

a. ADVANTAGES OF SONGS.

The first, songs will be hearing different forms of intonation and rhythm, the second, songs will make the students relax and fun. Song is the fun strategy to the learning activity Song is one of cooperative learning method that has many advantages in teaching listening. So songs are excellent means through which children have fun and at the same time acquire language (C.Shen, 2009)"one advantage that can be said from songs is, that it is useful for students to listen to the different pronunciation that speakers have, another advantage is that songs help learners to acquire the language in a dynamic way, they do not feel bored.

(cullen, 1998-1999) State that songs are significant teaching tools in teaching English foreign language because, as most teachers find out, students love listening to music in the language classroom and they often hold strong views about music. "For instructors, songs are effective activities for second language learners, and they know that learners like music which is a way to interact with them and at the same time to acquire the language"

(cullen, 1998-1999) State that songs as a language learning tool are only recently being recognized as a methodology to be used in the foreign language classroom on all levels. "Songs make a great effect on learners from different levels, and it is identified as a technique employed for second language learners"

Song is being able to entertain student and also make the process of learning fun, enjoy and it throw away the boredom. Song can motivate students to make their study more active. Using songs in classrooms can successfully bring positive effect through providing a harmonious classroom, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed (Jumat, 2014)"The employment of songs in the classroom is useful to encourage learners into the language they are learning; as a result, they feel motivated and relaxed towards the language instead of feeling, forced or stressed to do the task"

b. **SONG TASK**

1 SONG GAP-FILL

2 Songs are a great way to engage reluctant listeners, as they can be tailored perfectly to fit the preferences of the students. Why not use the latest pop song? Lyric repetition is welcomed here (Jumat, 2014) "As it is already known songs are really effective for students' motivation. Therefore, a good task for them is the use of gap filling using the lyrics of the song.

3 THE GAME PLAN:

✓ Give each student/pair the song lyrics with some words missing. To make it easier you can put the missing words in a box at the top of the page.

✓ Play the song, pausing if necessary. The aim is for the students to fill in the missing words.

✓ Once at the end, go through the answers to see which student/pair got the most correct.

3 ORDER-THE-LYRICS

The activity is a variation on the above, giving students practice in noticing the subtle differences between lyrics in music. (Jumat, 2014)''Another task that can be used with songs is to ask students to arrange the lyrics in the song''

THE GAME PLAN:

✓ Pairs get a set of the song lyrics cut up into lines.

✓ As they listen to the chosen song, they have to put the lyrics in the right order on the table. Repeat the song if necessary. You can always have a sing-along after the activity is completed

c. MOVIES

How Does Watching a Movie Help ESL Students?

There are countless ways in which movies can support your lesson. For example, they can be used to (Jumat, 2014)"Movies are great for practicing listening skill with learners and they have many advantages":

- Reinforce a grammar point "to support certain grammatical aspects"

- <u>Listen</u> for gist "to listen for understanding something specific such as: the message.

- Practice vocabulary '' to rehearse vocabulary''

- Discuss and debate '' to talk about something specific related to the movie"
  Role play " to perform an scene presented in the movie

WHY ARE MOVIES BRILLIANT?

Movies are a brilliant way for students to **hear up-to-date authentic speech** and **be exposed to various accents**. And because there are countless movies based on an infinite amount of things, you can use them to introduce or **spark discussions** about a certain topic, be it a historical event, a time period or the culture of a foreign country.

And of course, by bringing popular movies into your lessons, you show students how they can learn from and practice English when watching movies in their own time.

(Jumat, 2014)"The employment of movies in the classroom is a successful strategy for teaching listening, and the educator can use them for applying different aspects such as: discussion or debate about what the movie is about; they are great because it helps learners to listen to different speeches and accents as well. Moreover, it is important that the instructor brings a movie which is favorite by the learners in this way, they are not only going to enjoy a movie, but also they are going to learn a lot."

d. MOVIES ACTIVITIES

1) DESCRIBE THE PLACE

Watch a scene from a movie. Ask students to describe what the place looked like, giving as much detail as possible. This could be a room, a street, a café or the outside of a palace. Make it a team game, getting students to write down all the details they remember. The team that writes the most wins. Another version of this activity is to get students to draw a picture of the scene and explain what they've drawn (Jumat, 2014)"A good task that can be taken from movies is before they watch it, the instructor watch a part of it and provide the learners many details, then require them to either say or draw all the points or details that they have kept in mind"

2) WHAT HAPPENS NEXT?

Students use their powers of deduction and observation to predict the next part of a movie. This activity is better if they haven't seen the movie before, but it doesn't matter too much if they have, as you can use it to test their memory! (Jumat, 2014)"it is vital when teachers make work the learners' brain by asking them different things about the movie in which they can infer or imagine what happens after one scene"

Either create multiple choice answers or let the student come up with their own ideas. Play a short (2 minutes) clip of the movie, then press pause. Have students guess what happens next—either in teams, as a whole group or as individuals. Play the next part to find out if anyone was right. Repeat using several different clips of the movie, or continue on with consecutive clips. (Jumat, 2014)"by using this task, the instructor can put the learners to work alone, as a whole class or in groups, just let them know one small part of the movie and then ask them to predict what might come next, later on play the other part of the movie and see together who was correct and who was not.

3) ALTERNATIVE ENDING

Play part of a movie as short or long as you want which can be from any point in the movie. Afterwards, put students in small groups to create a new ending. They can write it out, or present it in a graphic novel style with pictures and words. (Jumat, 2014)"When educators play with learners' creation and imagination the class becomes more interesting , because here they have the chance to express their ideas and thoughts and a good example of it is to give them the chance to create or preform the best ending for the movie that they watched."

3.9 DIDACTIC MATERIALS TO DEVELOP A SUCCESFULL LISTENING TASK .

Materials are tools used to conduct a strategy in a lesson plan, is the source or supporter that teacher use to conduct an activity in class, it help to teaching learning process to be significant. The concept of didactic materials is a multi-meaning expression. Taking Into account the etymology of these words, we found that they come from the Latin *Materia* = matter and from the Greek *disks* = to teach12. So that, we understand this words are used to describe the set of objects and tools which help in the teaching practice to make more profitable, meaningful and easier the learning process

Instructors must be aware of how to use those materials in an appropriate way, to develop good strategies. It is necessary teachers might know the effective materials to use at the moment of practice the activities in the teaching learning process. Strategies as didactics source are important in the teaching learning process, instructors can have a successful lesson plan and get use each day what is the effective one to implement in a lesson, and learners can improve their ability in listening skill. Improving these ability they can be good communicators in a second language.

3.10 CLASSIFICATION OF THE INSTRUCTIONAL MATERIALS

Stressing the limits of our researching, it is believed that is suitable to quote the grouping made by Richards and Rodgers (1986:79), According to their point of view a wide range of materials are used to support the listening skill in order to develop Communicative Approach. Practitioners of this approach view materials as a way of influencing the quality of classroom interaction and language use. Materials' main role is to encourage the practice of different skills such as listening and reading in

order to communicative second language use. Jack as communication activities can't be possible without listening skill it is important to know the most useful source.

C. Richards and Theodore S. Rodgers group three kinds of materials Used

to support Communicative Language Teaching. They are: Text based

Materials, Task-based material and Realia.

a. TEXT-BASED MATERIAL:

There are a variety of textbooks designed to support the listening skill to improve Communicative Approach. Their contents suggest a kind of grading and sequencing of language practice, different from those found in structurally organized books.

b. TASK-BASED MATERIAL:

A huge quantity of games, role plays, simulations and other task based activities have been designed to support listening teaching classes such as: handbooks, cue and activity cards, pair communication practice materials, student interaction practice

c. REALIA:

They are probably the oldest form of instructional material, but their effectiveness in helping students to connect language to reality cannot be underestimated. Realia are especially useful and important for teaching children.

3.11 TECHNOLOGY IN THE LANGUAGE CLASSROOM.

The school cannot be out of social changes; therefore students must be trained in the use of these technological tools which will allow them to access to information and communication society. From this point of view, learning of a foreign language is an essential complement in this information and communication age. New technologies as a resource into foreign language classrooms have a lot of acceptance today. So, when we hear about technology, we first think in computer

technology; mostly because computers have saturated our daily home and workplace contexts, but technology involves everything from audio tape and CD players to video and of course computers. In other words we refer to computers and materials implicated in their use: Language laboratories, DVDs, MP3, MP4, CDROMs, Internet, and so on.

Last advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms. CALL is one of the applied linguistic more widely spread and updated areas; lots of studies refer to the characteristic and advantages on using computers.

The practical applications of Computer Assisted Language Learning are growing at such a quick pace that it is almost impossible for a language teacher to keep updated in this field. But it is important at least we must consider some CALL applications in our teaching and the benefits of including a computer component in language training. Together CALL there are other kind of resources named software without content, such as word processors (e.g. Microsoft WordPad, Microsoft

Word) and browsers (e.g. Microsoft Explorer, Netscape) the use of a word processor program is a good advantage in language teaching and learning, because of it is not required advanced equipment and it is easy of using. On the other hand browsers are free of charge use and allow visualizing web pages on line (direct connection) as well as off line

(Without connection)

3.12 THE TEXTBOOK IN LANGUAGE TEACHING

a. Textbook or course book

Nowadays, there are a variety of English language teaching textbooks available in the market. Some of which are supported by visual aids, taped audio material, and those which stress on some specific aspect of English, such as: intonation, writing, reading and listening , etc. Others deal special kinds of English like the language of

medicine or engineering, and there are also textbooks which offer language according to learning stage, age, nationality, native language, size of the class, etc. Sometimes, textbooks are designed according to the specification of a National Ministry of Education for use in Secondary Schools, and the Writers are familiar with the interests, backgrounds and abilities of the

3.13 APPROPIATE DIDACTIC MATERIALS IN LISTENING SKILL

Implementing this didactics strategies is important to know the appropriate to improve listening skill which is not an easy task for instructors to teach and for learners to get used to. Genuine materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

1. Radio and television programs
2. Public address announcements (airports, train/bus stations, stores)
3. Speeches and lectures
4. Telephone customer service recordings

IMPORTANCE OF DIDACTICS MATERIALS

1. It obtains specific information; to decide whether to continue listening; to understand most or all of the message.
2. It helps students outline predictable sequences in which information may be presented.
3. It helps students identify key words/phrases to listen for. In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference
4. Between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

3.14 Developing Listening Activities

Developing a listening skill is not an easy task teachers should employ different strategies to have a significantly class, in which pupils get the opportunity to enrich their knowledge in listening skill in a second language. Designing listening tasks, keep in mind that complete recall of all the information in an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability.

3.15 CONSTRUCT THE LISTENING ACTIVITY AROUND A CONTEXTUALIZED TASK.

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening it is a good way to implement listening activity in class in which students learn about the real situations. A beginning level task would be locating places on a map (one way) or exchanging name and address information (two way). At an intermediate level students could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way).

DEFINE THE ACTIVITY'S INSTRUCTIONAL

Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome, but be careful not to overburden the attention of beginning or intermediate in others words the activity might be employ according to the level of the learner.

Recognizing the goal(s) of listening comprehension   in each listening situation will help students and facilitators to select appropriate listening strategies.

A) Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions

B) Orientation: Determining the major facts about a message, such as topic, text type, setting

C) Main idea comprehension: Identifying the higher-order ideas

D) Detail comprehension: Identifying supporting details

E) Replication: Reproducing the message orally or in writing
These goals are effectives to improve listening activities during the teaching learning process to achieve this goal, instructors focus on the process of listening rather than on its product.

1. They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.

2. They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.

3. They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.

4. When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text.

5. They explain how and why students should use the strategies.

6. They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments.

7. They encourage students to be conscious of what they're doing while they complete listening tape assignments.

8. They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment.

9. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

10. They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.

3.16 WEAKNESSES THAT AFFECT THE LEARNING PROCESS IN LISTENING SKILL.

Taking into account the goals, strategies, and materials to implement the teaching learning process in listening skill teachers should know what can be the weaknesses that students face.

Considering t what is the role of the teacher in instructing listening skill what are the effectives strategies and didactic materials to improve all this process what can be some of the weaknesses for learners to improve listening skill.

some difficulties in cultivating their listening abilities, including weak phonemic awareness, a test-oriented environment which overemphasizes reading and writing ability, a passive approach to of listening and speaking, a lack of learning strategies in listening, and the time limitation for English teachers in class. Even though some of them still do not know how to pronounce words clearly, and do not push themselves to listen and speak actively in class. As for teachers in senior high, most of them have tight, test-focused teaching schedules in class which rarely emphasize the importance of listening ability. Besides, most teachers have fewer teaching strategies for listening comprehension, which also affects their teaching motivation.

In other words, listening is an active process of selecting and interpreting information in the human brain, but most actively while they follow the first teaching task, Thus, these students' listening comprehensive abilities does not improve with such guidance.

The second traditionally teaching method requires students to think and discuss after listening to a script, without giving them any guidance about what specific information they should listen for. In this task, most students get lost in masses of spoken information and feel frustrated.

Teaching listening is not an easy task that's why is really important to analyze the main factors affecting the teaching learning process of it. Today's modern world everybody accepts that listening is one of the most important skills in second

Language acquisition. When listening to a second language speaker, many language students face listening difficulties.

Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Listening is not important parts of many Course books or syllabus and most teachers do not attach importance to listening while preparing their lesson Plan. A great number of teachers believe that it will develop naturally within the language learning process and they will learn unconsciously. Actually there are number of listening barriers based on message, delivery, audience and environment.

1 COLLOQUIAL LANGUAGE (UNNOWN WORDS)

One of the main factors that make listening skill difficult for pupils is the colloquial language (Brown, 2001)learners who have been exposed to standard written English or to textbook found this difficult deal with colloquial language idioms language and slang. Colloquial English appears in both monologues and dialogue that why it is important that instructor explain the unknown vocabulary before starting a listening task. It is important for learners to know the vocabulary that is related with the activity to be listen. Moreover it is vital that students understand the context in which the activity takes place. For example if the speakers are having a conversation in the street, mall, market, T.V show, or in an interview, so the colloquial language will depend in where the conversation took place.

2 GRAMMAR STRUCTURE

Secondly it is important to know that sometimes listening activities are not adopted for students level that's why is so difficult for learners to identify grammar structure somehow it is difficult for them to detect the correct tense in a conversation. **Poor Knowledge of Grammar affects the learning process** (Hamouda, 2013)

Some learners stressed the importance of grammar in relation to listening comprehension. 'knowing a lot of vocabulary' only is useful ability for students the ability to listen for complex sentences is too bad, and also I the English grammar is

as terrible as the ability to English conversation." Similarly: " grammar is poor so English isn't good. . . . They [listening, reading, and writing] all need grammar, vocabulary, and so on. . . . In the listening class

Although the learner did not explicitly illustrate the relationship between grammar and listening comprehension, the concern was there.

3 LACK OF CONCENTRATION

 In others hand learners present a high level of anxiety or fatigue when they are listening a task it is due to the teacher's attitude and motivation sometimes teachers do not make their best to motivate students towards suitable actives that encourage them to listening an activities.

(MA, 2014)Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

4 LENGTH AND SPEED OF THE LISTENING

Moreover learners they don't understand a listening task because of speed limit a task is recorder sometimes it is hard for students to understand a long speech.it is important to know how long an activity will be recorder. According to (MA, 2014) the level of students play a great role when listening long parts and keeping all the information in the mind. Is not easy for the lower level student to listen more than three minutes long listening then completing the desired activities.
Short listening texts facilitate listening comprehension and diminish boredom, keep learners concentration alive if the text contains a lot of information, it is not easy to

store everything in mind, exceptional listening ability and strategy required to understand.

If the speakers speak faster than normal listener may have difficulties to catch target words. It is clear for most language learners and teachers that a slower speech speed would facilitate beginner learners' listening comprehension concluded that lesson the input speed is one of the effective techniques that helps comprehension for second language learners.

5 PHYSICAL CONDITIONS

Students listening task is affected by numbers of situation above mentioned but there is one more as it is the physical conditions. This is a factor that instructors must be aware with because they don't pay attention to the number of students in classroom or class organization that don't permit them to applied the good strategies in listening task, as a result students can understand the listening task, so it's important to recognize what is the best way to keep a good physical condition in classroom.

(MA, 2014)Sometimes inconvenience of classrooms affects students listening comprehension. In the large classrooms students who are sitting on the back rows may not hear the recording as students sit in front. Students who prefer to stay next to the windows also effected by the noise that come from outside. As a teacher we have to take into account all this conditions in a body. The size of the classroom also makes difficult for teacher to manage the all class in group activity or to get feedback from students. The temperature of class can be counted as a factor that makes listening comprehension difficult. The class that does not have air conditioner or heater may be too hot in summer or too cold in winter.

It is vital that teachers and students must aware of the importance of listening task to have a better understanding of the second language and be aware of the different task in order to obtain advantages for it. Depending in the strategies implemented by teacher and the steps follow by the learner both will enrich the teaching learning process, here are some advantages to implement students listening skill.

3.17 ADVANTAGES OF LEARNING LISTENING SKILL

1 If you learn how to listen to others, the others will listen to what you have to say as well, they will respect you because you show respect to them by listening. Your words will have a greater influence on other people. This is a great thing! Just imagine having a greater influence on your children, friends, family, and work colleagues. Wouldn't this be wonderful?

2. By being a good listener, you can learn more about the people you talk to, you can make new Friends and have a better life, both personal and professional. What if you could be good friends with almost everyone you talk to? How would you feel if your boss was your friend? How about your neighbors, colleagues or even customers? It can all be possible if you only listen to others more.

3. By becoming a good listener you could even improve existent relationships.
When people will see that you've become more attentive to what they say they Will treat you better and you will then realize the importance of listening. Just think: wouldn't you treat someone better if they were listening to you and support you?

4. Having good listening skill will help you improve conversation skills.
This way you will be able to avoid a lot of misunderstandings or confusions. You could also stop possible conflicts even before they start.

IV. HYPOTHESIS

The inappropriate employment of Top down and Bottom strategies applied at Miguel de Cervantes High School, from 10th grade students affect the learning process in English class throughout the listening skill.

V.   SYSTEM OF VARIABLES

Employment of strategies in the listening skill in the teaching-learning process of 10 [th] grade students in the morning shift at Miguel de Cervantes Institute in Managua district three during the second semester of 2016.

Specific Obtives	Variables	Sub-variables	Indicator	Instrumets	Participants
1.To identify the strategies that the teacher applies for teaching listening skill	Strategies for the teaching learning process	Types of strategies that the instructor applies for teaching listening skill	*1Top-down strategies* Listening for the main ideas Inferences Summarizing *2 Bottom-up strategies* Listening for specific details Sequence of events Intonation and stress,	Survey Interview	Students Teacher

Specific Objetives	Variables	Sub-variables	Indicator	Instrumets	Participants
			Colloquial vocabulary		
To classify the types of didactic materials in listening skill	Classify the types of didactic materials in listening skill	Types of didactics materials in listening skill	Materials 1. Tape recorder 2. Tv/video 3. The internet/CD-ROM 4. Books	Interview Survey	Teacher students
To explain the weaknesses presented in listening skill during the teaching learning process	weaknesses presented in listening skill	Factors affecting the teaching-learning process in listening skill	Unfamiliar vocabulary Complex Grammatical structures Distracted or nervous when listening a task Unknown topic or relevant top	Survey Interview	Students Teacher

Specific Objetives	Variables	Sub-variables	Indicator	Instrumets	Participants
To recommend effective proposals in the listening skill during the teaching process.	The effective strategies in the listening skill during the teaching process	1. *Top-down strategies Bottom-up strategies*	1. sequence of events 2. intonation and stress, 3. colloquial vocabulary,	Survey Interview	Students Teacher

VI.   RESEARCH METHOD

6.1 Approach of the research

This is a transversal and quantitative research because it was carried out in four months during the second semester of the year 2016, at Miguel de Cervantes School Institute.

Sampling

A population of 40 students was selected**,** **t**he sample was selected as one teacher and twenty students for the purpose of getting information about the strategies to develop the listening skill. .

6.2 Instruments applied

The instruments applied to find reliable answer was a survey to students, observation guide and an interview applied to the teacher.

6.3. Instruments description and techniques

Survey which was one of the most reliable instrument to collect the information as it is quantitative approach this type of instrument permit to find the most useful information in a quickly way; moreover, it allows to find a lot information in a short time. Additionally, the instruments were validated by one expert who is an English professor at UNAN- MANAGUA, in the instruments was added a matrix in which he validated in a quantitative and quantitative approach

References description:

The information from the theoretical framework was collect of two books (Jeremy Harmer and Douglas Brown) and the other information was taking from web sites of others previews search. This information has APA design.

Procedures of data collection

The data was collected towards survey. First was designed the system of variable in order to create in an easy way the instruments, later was required the requirements of the institution to find the answer. Finally the instruments were applied.

Data collection process.

To process the information were required the two programs were used Microsoft Excel and SPSS program to get the average, calculation and result of the finding.

VII. ANALYSIS AND INTERPRETATION OF RESULTS

Results of this research were organized according to the objectives set at the beginning, after applying the research instruments to students and teacher.

Objective 1: Strategies that the teacher applies for teaching listening skill.

According to the instruments applied to identify the types of strategies that the instructor uses to teach listening skill, a 40% which correspond to 8 students agreed that pronunciation activities is one of the most applied. Moreover, the 35% that corresponds to 7 students expressed that she implements vocabulary strategies. 25% (5 learners) concluded that she applies strategies related to specific information. The teacher confirmed that she sometimes applies these strategies. Accordingly to (NCLRC, 2003, 2004) teachers should include the main strategies such as the bottom up and top down in which those strategies or activities can contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. (Listening for the main idea, predicting, drawing inferences, summarizing) *Bottom-up strategies (*listening for specific details and recognizing cognates.
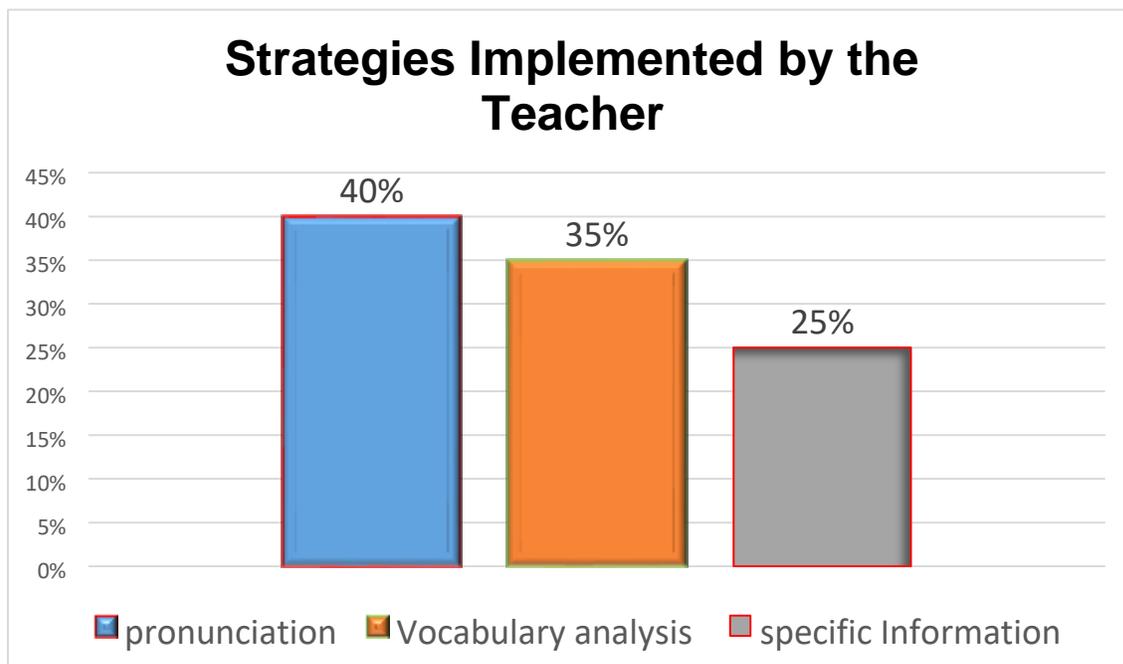

Graph No.1

Through the surveys it was asked about some strategies that the instructor employs before beginning a listening lesson, 46% percent that corresponds to 9 students confirmed that the teacher uses questions and the 32% 6 of the sample said that she implements vocabulary analysis, while 22%(4) affirmed that the teacher uses brainstorming. Moreover, the teacher confirmed that discussion, vocabulary analysis and questions are the strategies that she usually applies before a listening lesson. However, according to John Field the strategies that should be used during the pre-listening should be: reviewing areas of grammar, speculations about what they will hear, discussion and brainstorming.
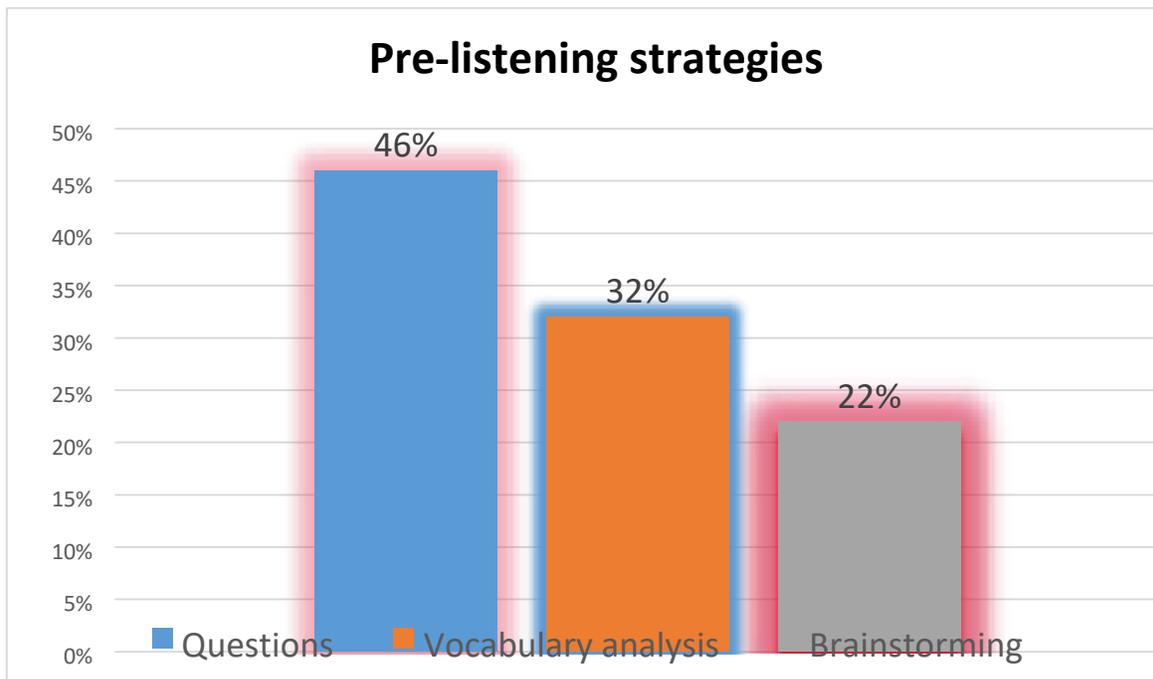

GraphNo 2.

In Button-up strategies students stated through the surveys that the strategies most used after listening are discussion of the topic, performance and others related to pronunciation. The 45% (9 students) confirmed that they discuss the topic.40% (8 learners) confirmed they perform oral presentations related to the task. Finally, 15% (3 students) said they practice pronunciation features such as listening for numbers, dates, names, and so forth. In accordance to what the teacher expressed, she uses those activities but she added that sometimes she uses performances. Those strategies are important to develop a listening lesson in agreement with (NCLRC, 2003,2004))**Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning are important strategies for learners which help them to acquire second language significantly.
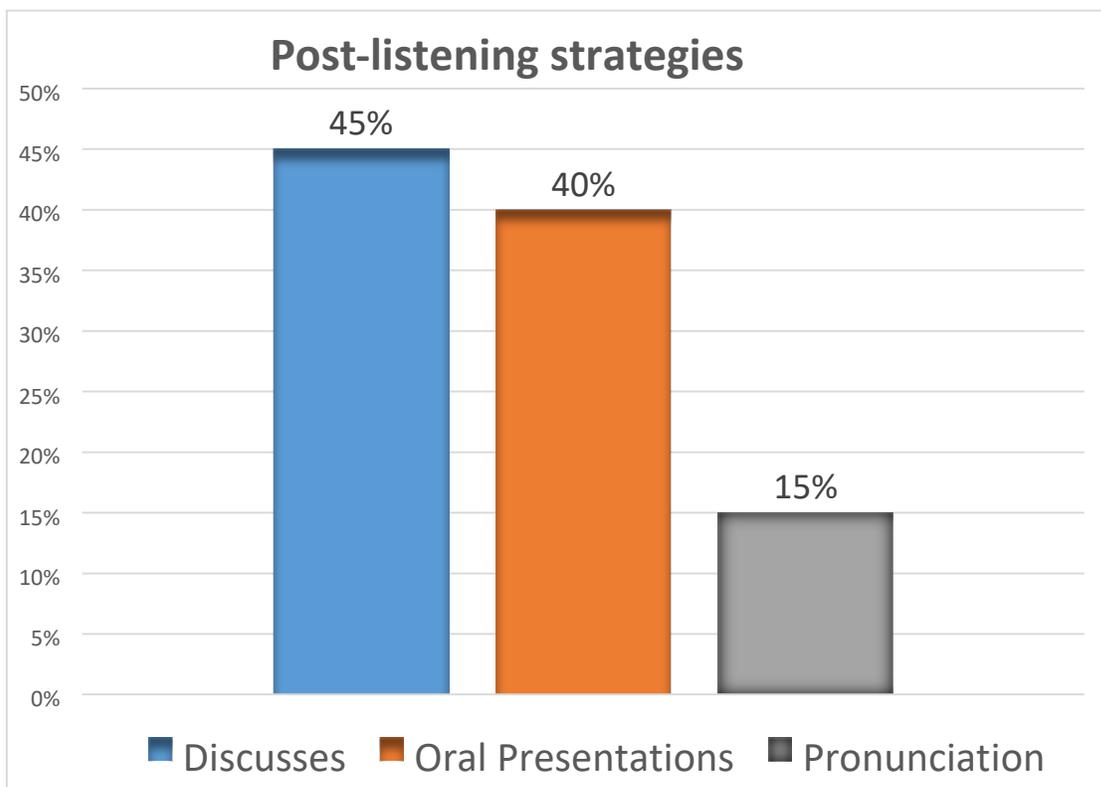
Graph No.3

Regarding to the techniques applied during a listening lesson 55% stated that the teacher sometimes uses songs as technique,45% expressed that she never uses movies as a technique, on the other hand the teacher set that she hardly ever applies them There are countless ways in which movies and songs can support your lesson.

For example, (Jumat, 2014): "Movies are great for practicing listening skill with learners and they have many advantages": Reinforce a grammar point, to support certain grammatical aspects, Listen for gist: to listen for understanding something specific such as: the message, practice vocabulary, to rehearse vocabulary. Discuss, debate, to talk about something specific related to the movie and Role play to perform scene presented in the movie. Moreover Songs are a great way to engage reluctant listeners, as they can be tailored perfectly to fit the preferences of the students. Why not use the latest pop song? Lyric repetition is welcomed here! (Jumat, 2014) "As it is already known songs are really effective for students' motivation. Therefore, a good task for them is the use of gap filling using the lyrics of the song.
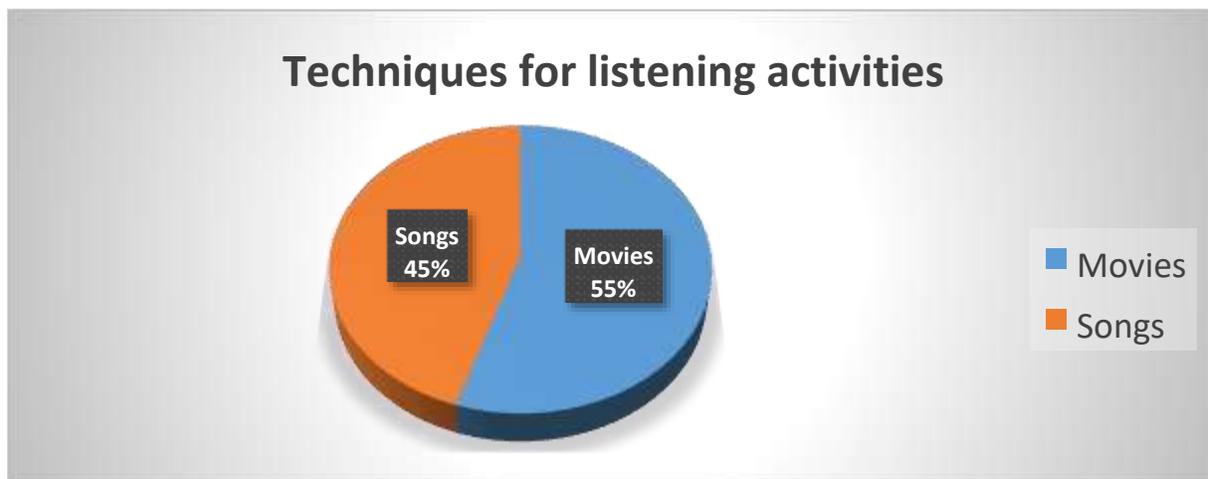
Graph No. 4

Objectives 2. Types of didactic materials that the instructor implements in the listening strategies.

Another aspect taken into account was the didactic materials applied during the listening skill, in which 50%(10 learners) who expressed that the teacher uses the tape recorder, 25% (5 students) stated that the instructor implements the projectors, and 25% (5learners) concluded that the educator employs the cd included in the text book. Curiously the teacher stated that she scarcely uses tape recorder, videos internet, cd included in the book .On the other hand, C. Richards and Theodore S. Rodgers group three kinds of materials which are handbooks, realia, and technology in the classroom as important didactic materials to develop listening skill.
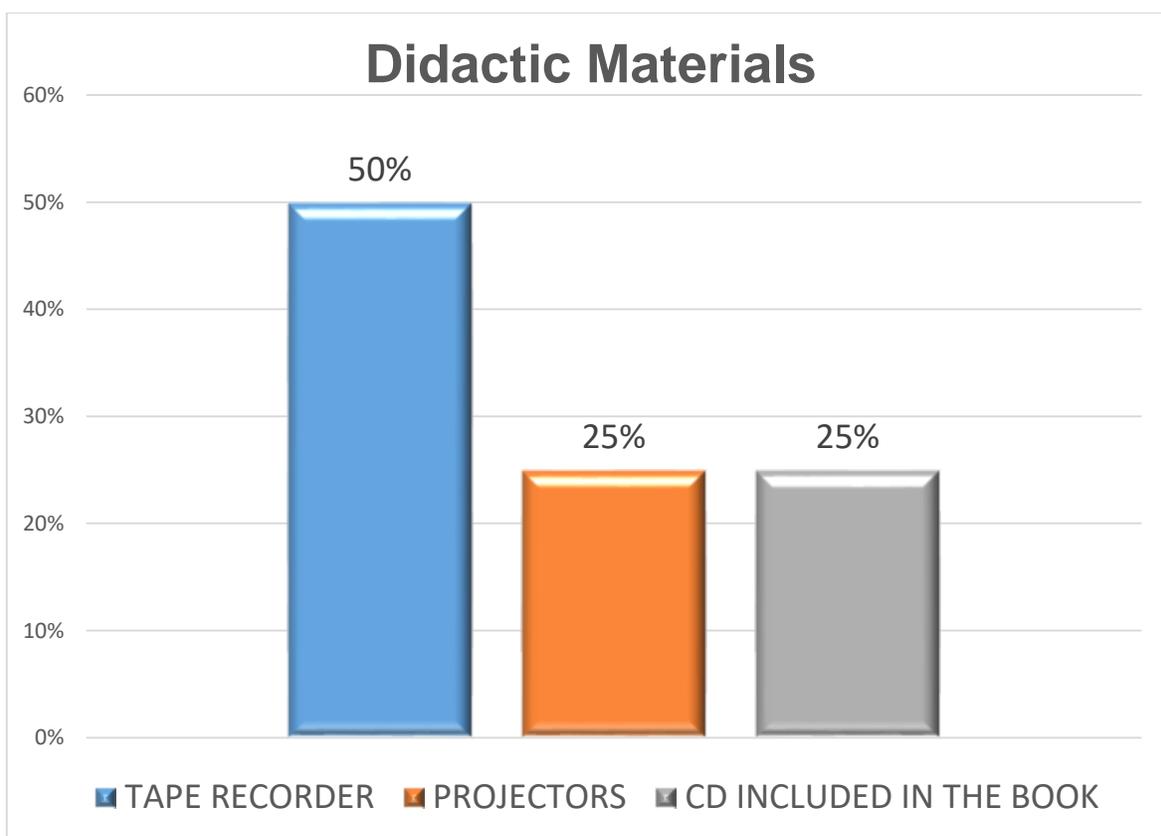
Graph No. 5

The meetings to the technology classrooms are really important during the listening lessons, the Miguel de Cervantes Saavedra high school has 2 technology classrooms which are the Samsung and TIC classroom in which 50% of learners answered that they sometimes are taken to the Samsung classroom and also 50% confirmed that they never go the TIC classroom. On the other hand, the instructor expressed that she sometimes visits those classrooms because of the time. Whereas, Richards and Theodore S. Rodgers state that computers and materials are essential for listening skill in terms of learning a second language the most suitable are: Language laboratories, DVDs, MP3, MP4, CDROMs, Internet, and so on.
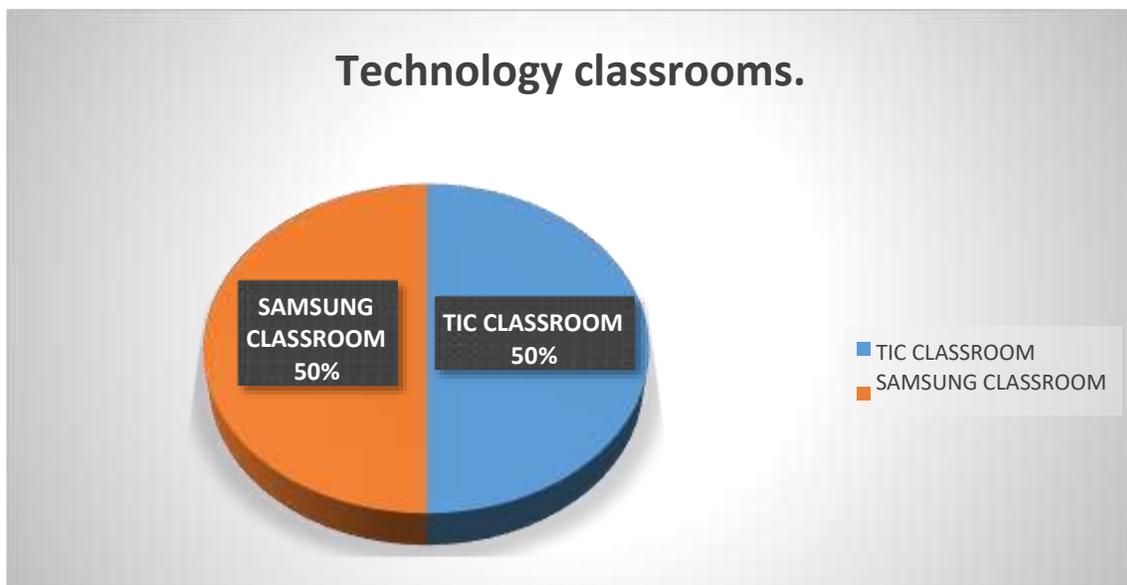
Graph No.6.

Objective 3: Weaknesses presented in the listening skill during the teaching process.

There are certain weaknesses that learners face during the listening skill. Through the surveys students were able to identify some of them. 20% expressed that grammar structure is difficult for them when they listen to a track. Moreover, 32% stated that another weakness presented is the unknown vocabulary in the audios, and a 48% concluded that when they listen to a track they feel distracted, demotivated or uncomfortable. However the educator stated that it is true that they feel fatigued when listening to a lesson.

On the other hand Brown explains that some weaknesses are frequent such as colloquial language (Brown, 2001), also the speed limit in which a task is recorded. Sometimes it is hard for students to understand a long speech. It is important as well to know how long a listening activity will be reordered and one more challenge is that instructors must be aware about the number of students in the classroom or class organization in order to permit them to apply effective strategies.
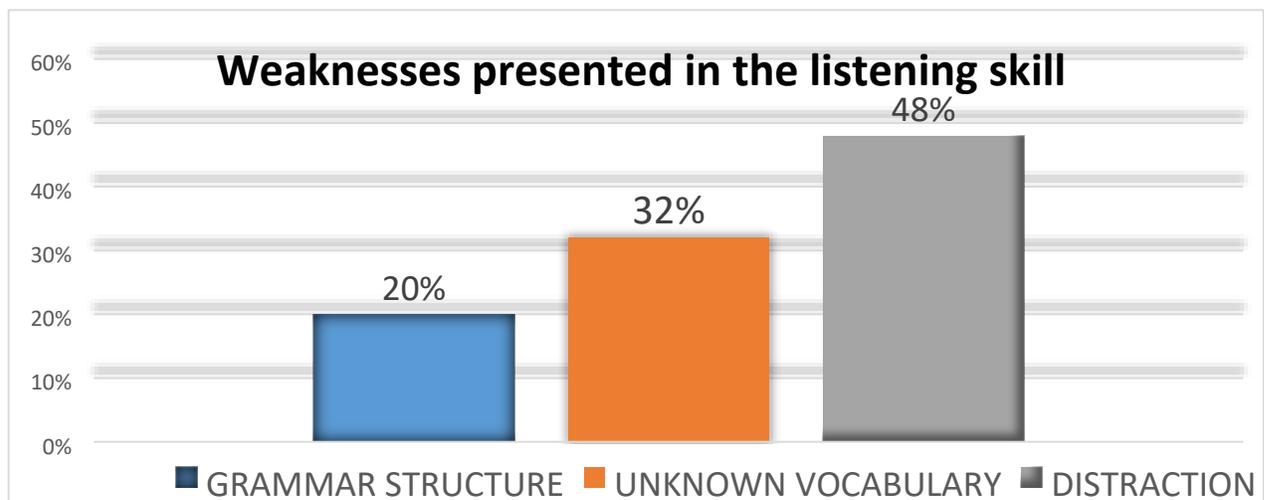
Graph No 7

This graph stands for speed limit of an English audio. Students expressed that the time spam of audios ranges from one to three minutes length. 65% (13 students) confirmed that audios ranged in this spam. On the other hand 30% stated that time length is from three to five minutes. 5% claimed to be five to ten minutes. To conclude, the teacher expressed that the time she uses to play an audio is one to three minutes, in agreement with 65% of the students to teach a listening lesson is important to know what the correct length is. (MA, 2014) The level of students play a great role when listening to long parts and keeping all the information in the mind. It is not easy for the lower level students to listen to more than three minutes long audios and then completing the desired activities.
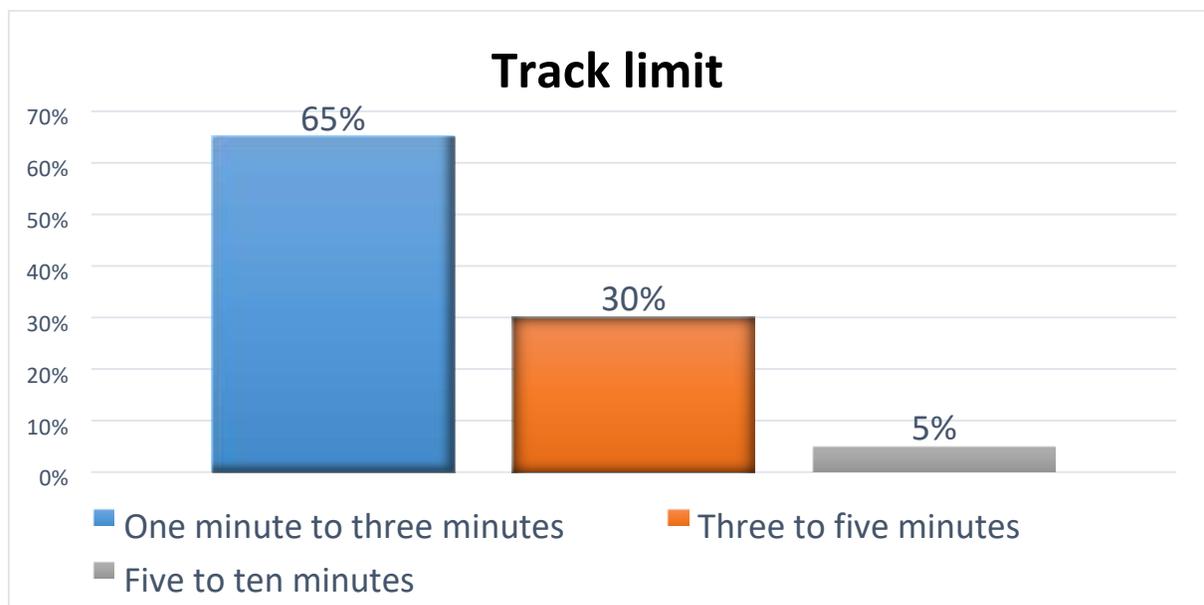
Graph No 8

Environment condition was taken into account. 25% (5 students) responded that one of the problems that affect them when listening an activity is the overpopulation of their classmates. Moreover, 50 % (10 students) said that one factor that affects them is the seating arrangement. Besides those factors another was considered as which is motivation 25 %(5 students) said that they do not feel motivated the teacher does not encourage them to listen to extra activities in listening. However the teacher stated that the problem students face is the overpopulation of learners which does not permit her to develop her listening activities.

(MA, 2014)Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom.

Graph No. 9

Environment students face when Listening an activity.
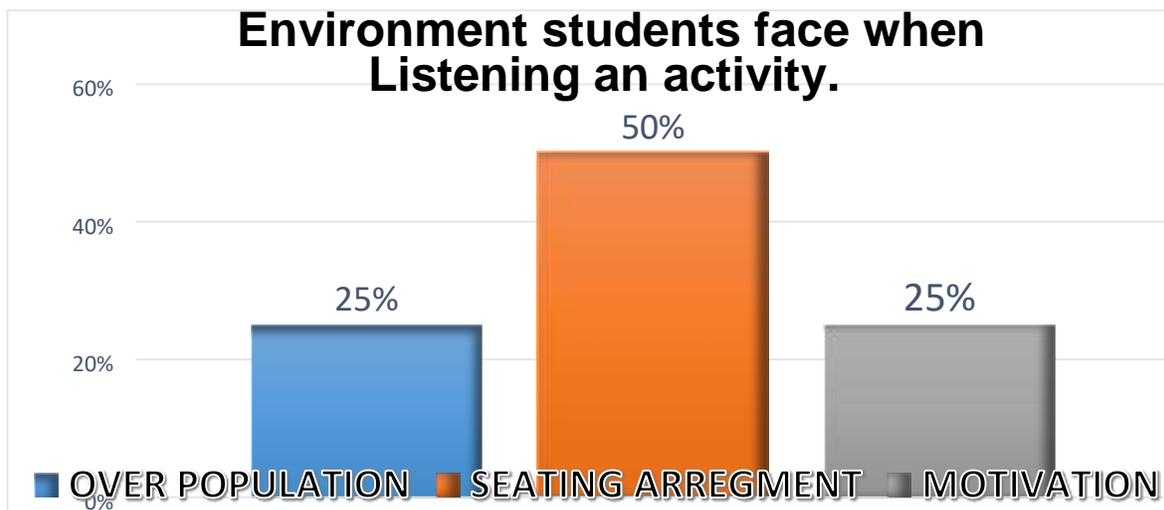
Objective 4: Recommend the effective proposal in the listening skill during the teaching process.

According to learners responses 70% (14 students) indicated that one important tool that the instructor should promote is the frequency of meetings to the technology classrooms, in order to develop in an appropriate way the listening skill through songs and videos, furthermore, 15% (3 of the sample) expressed that motivation should be improved as well. Moreover, 3% learners said that it is necessary that the books have CD included, in order that the CDs are played, it is vital that the school provides to the English teachers tape recorder for improving the listening lessons.
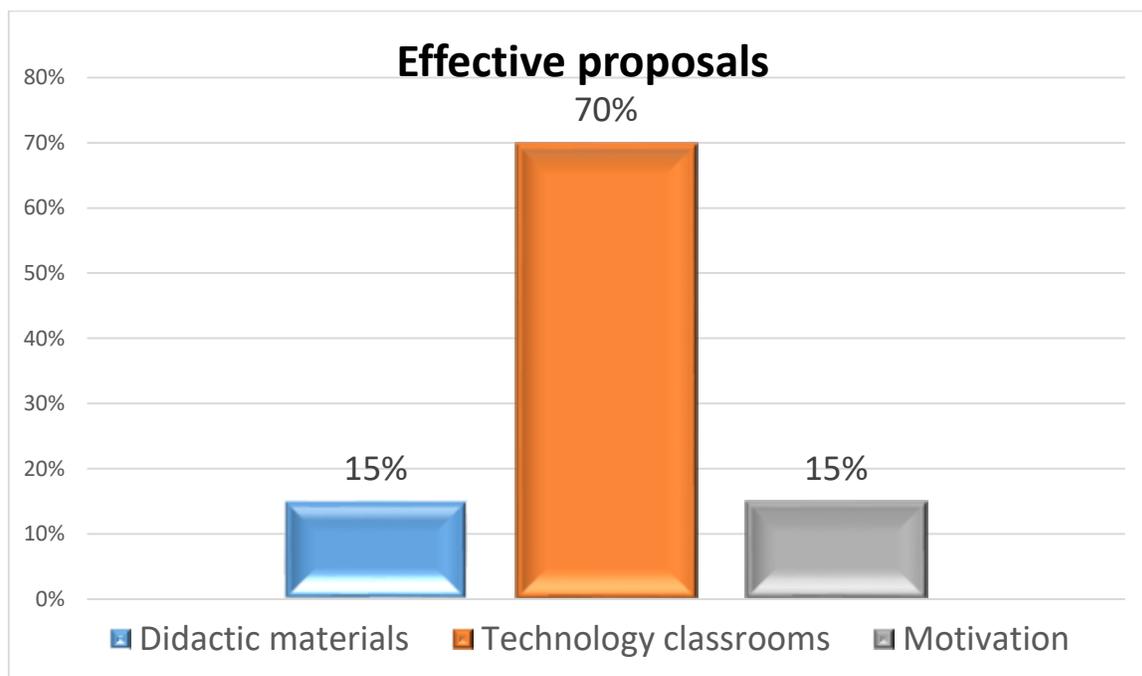
Graph No 10

VIII.   CONCLUSIONS

As a result of the analysis there are some conclusions which were decided to take into account.

Strategies that the teacher applies for teaching listening skill

To sum up the most applied strategies in listening skill are pronunciation activities. Furthermore, the teacher uses activities related to vocabulary and specific information. These are the strategies that the teacher uses the most in order to develop the listening skill. Moreover, the teacher does not use the appropriate format to develop a listening lesson and, the instructor does not apply effective techniques such as: song and music.

Didactic materials that the instructor implements in the listening strategies

To conclude, the findings at Miguel Cervantes high School show that the most used didactic materials to develop listening skill is the teachers own tape recorder. Nevertheless, there are technology classrooms such as: the TIC classroom and Samsung classroom, which the instructor sometimes takes learners to those language classrooms.

Weaknesses presented in the listening skill during the teaching process.

The students confirmed that one of the factors that interfere in their learning when listening a lesson is the colloquial language that the audio contains, which means that they do not have enough vocabulary in the second language. Moreover it was identified that another main factor that affects them is the environment, as a result students feel bored in the English class. On the other hand the amount of students do not allow themselves to comprehend in a better way, the seating arrangement affect them because most of the time the seating arrangement is in row.

Recommend Effective proposals in the Listening Skill During the Teaching-learning Process.

To finish the teacher does not apply effectively the strategies to develop a listening lesson; as a result, learners face difficulties when they listen to an English audio. The instructor lacks of strategies, techniques and appropriate didactic materials.

IX. RECOMMENDATIONS

1) Didactic strategies

The teacher should implement the correct format to develop in an effective way the listening skill in the case of pre-listening stage:

A. Reviewing areas of grammar
B. Brainstorming vocabulary
C. It is possible to do some eliciting

During the post listening stage it is vital to use strategies such as

A. Listen and repeat (teacher pauses the tape, learners repeat words)
B. Understanding the meaning of those words

It is important that the instructor makes use of the top-down and bottom-up strategies

Top-down strategies

A. Listening for main ideas
B. Listening for predicting
C. Listening for summarizing

Bottom-up strategies

A. Recognizing cognates
B. Recognizing word-order patterns
C. Listening for specific details

2 Didactic Materials

A. It is useful that the Miguel de Cervantes High school provides books that contain Cd players in order to do the listening activities
B. The institution needs to supply tape recorder so that learners can listen to the Cd (included in the textbook) and also to extra audios that the teacher might download regarding to the topic to be taught.

3 Weaknesses that students present in the listening skill

It is vital that the educator provides enough and relevant vocabulary related to the words that are going to be listened in the track. Moreover, when learners deal with grammar aspects when listening a track, it is essential that the teacher first presents the grammar tense which is going to be listened.

4 Recommended proposals

The teacher must attend with her learners more often the technology classrooms, in order to apply the techniques of songs and movies

Songs: Help learners to have fun and at the same time to acquire language one advantage is that learners will listen to different pronunciation that speakers have. Using songs in classrooms help to: provide a harmonious classroom reducing students' anxiety, fostering their interest and motivating them to learn the target language. Some tasks that can be taken from songs as techniques are: **Song gap filling, Order the lyrics.**

Movies: help to reinforce certain grammatical aspects, practice vocabulary, discussion and debate and role play .Movies tasks: Describe the place, prediction and alternative ending.

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XI. APPENDICES

Faculty of Education and Languages.

English Department

Students' surveys

Topic: Employment of strategies in the listening skill in the teaching -learning process of 10th grade students in the morning shift at Miguel de Cervantes School in Managua, district three during the second semester of 2016.

Objective:

To analyze the employment of strategies in the listening skill in the teaching-learning process of 10th grade students at Miguel de Cervantes School Managua City district three throughout the second semester of 2016.

Dear student, the purpose of this survey is to obtain reliable information about didactic strategies that your teacher implements in the listening skill. Therefore, we require your support by answering the questions presented.

Answer according to the scale that you think is the right one.

3 (Always)   2(Sometimes) 1 (Never)

A) Didactic strategies

1) How often does your teacher use these strategies?

Frequency	Always	Sometimes	Never
Listening for general information			
Listening for specific information			
Listening for summarizing			
Listening ng for pronunciation			
Listening for vocabulary			

2) **Which one do you consider the easiest or the most comprehensible for your learning process in listening skill?**

   a) Listening for general information
   b) Listening for specific information
   c) Listening for summarizing
   d) Listening ng for pronunciation
   e) Listening for vocabulary

3) **Before beginning a listening task how often does your teacher use these activities?**

Activities	Always	Sometimes	Never
Brain storming ideas			
Discussion of the topic to be developed			

Analyze the vocabulary to be studied			
Make questions related to the topic to be studied			

4) After listening which of these activities does your teacher use?

Activities	Always	Sometimes	Never
Pronounce unknown vocabualry			
Discuss the topic			
Perform situations related to the topic			

5) Which of these techniques does your teacher apply for listening skill?

Techniques	Always	Sometimes	Never
Songs			
Movies			

6) Which of these techniques do you consider more effective?

Techniques	
a) Songs	
b) Movies	

B) Didactic materials in the listening skill

7) How often does your teacher use these sources?

Frequency	Always	Sometimes	Never

Tape record			
Videos			
Internet			
CD(included in the textbook)			

8) Which of these sources do you think is more effective for your comprehension in the listening skill?

      a) Tape recorder

      b) Videos

      c) Internet

      d) Cd (included in the textbook)

9) How often does your teacher visit these audiovisual classrooms?

Frequency	Always	Sometimes	Never
TIC classroom			
Samsung classroom			

C) PROBLEMS AFFECTING THE TEACHING LEARNING PROCESS

10) **What of these difficulties do you face when listening a track?**

listening problems related to the content of the listening text Item	Always	Sometimes	Never
I find difficult to understand listening texts in which there are too many unfamiliar words including jargons and idioms.			

Complex grammatical structures interfere with my listening comprehension			
I feel fatigue and distraction when I listen to a long spoken text			

11) **When listening a listening task how long is it?**

   a) One minute to three minutes

   b) Three to five minutes

   c) Five to ten minutes

12 How often do you consider that the over population of your classmates in your classroom affects your comprehension when listening a track in English?

   a) Always

   b) Sometimes

   c) Never

13) **Which of these two options do you consider the best organization when listening an English track?**

   a) In row

   b) Semi-circle

14) **How often does your teacher encourage you to watch movies or listening to English songs?**

   a) Always

   b) Sometimes

   c) Never

15) **How often does your teacher shows you pictures to let you know the new vocabulary?**

a) Always

b) Sometimes

c) Never

16 When your teacher speaks English how often do you understand her? a)

Always

b) Sometimes
c) Never

17 How often do you listen to a native speaker during your listening lessons?
a) Always
b) Sometimes
c) Never

18 When you listen to a text how many times does your teacher play the listening track?

Frequency	Always	Sometimes	Never
Only once			
More than once			
Three times			

19 After listening to a track more than once helps you to:

Frequency	Always	Sometimes	Never
Understand what the track is about			
Do all the exercises			

Make a summary about what you listened			

20) How often does your teacher repeat instructions before a listening activity?

- a) Always
- b) Sometimes
- c) Never

Faculty of Education and Languages.

English Department

Observation guide

Topic: Employment of strategies in the listening skill in the teaching -learning process of 10th grade students in the morning shift at Miguel de Cervantes School in Managua, district three during the second semester of 2016.

Objective:

To analyze the employment of strategies in the listening skill in the teaching-

learning process of 10th grade students at Miguel de Cervantes School Managua

City district three throughout the second semester of 2016.

A. Didactic strategies
1) How often does the teacher use these strategies?

Frequency	Always	Sometimes	Never
Listening for general information			
Listening for specific information			
Listening for summarizing			
Listening ng for pronunciation			
Listening for vocabulary			

2) **Which one are considered the easiest or the most comprehensible for the learning process in listening skill?**

    f) Listening for general information

    g) Listening for specific information

    h) Listening for summarizing

    i) Listening ng for pronunciation

    j) Listening for vocabulary.

3) **Before beginning a listening task how often does the teacher use these activities?**

Activities	Always	Sometimes	Never
Brain storming ideas			
Discussion of the topic to be developed			
Analyze the vocabulary to be studied.			
Make questions related to the topic to be studied			

4) **After listening which of these activities does the teacher use?**

Activities	Always	Sometimes	Never
Pronounce unknown vocabualry			
Discuss the topic			
Perform situations related to the topic			

5) Which of these techniques does the teacher apply for listening skill?

Techniques	Always	Sometimes	Never
Songs			
Movies			

6) Which of these techniques are considered more effective?

Techniques	
c) Songs	
d) Movies	

F) Didactic materials in the listening skill

7) How often does the teacher use these sources?

Frequency	Always	Sometimes	Never
Tape record			
Videos			

Internet			
CD(included in the textbook)			

8) Which of these sources are considered more effective for the comprehension in the listening skill?

e) Tape recorder

f) Videos

g) Internet

h) Cd (included in the textbook)

9) How often does the teacher visit these audiovisual classrooms?

Frequency	Always	Sometimes	Never
TIC classroom			
Samsung classroom			

G) PROBLEMS AFFECTING THE TEACHING LEARNING PROCESS

10)   What of these difficulties are faced when listening a track?

listening problems related to the content of the listening text Item	Always	Sometimes	Never
I find difficult to understand listening texts in which there are too many unfamiliar words including jargons and idioms.			
Complex grammatical structures interfere with my listening comprehension			
I feel fatigue and distraction when I listen to a long spoken text			

11)   When listening a listening task how long is it?
   d) One minute to three minutes
   e) Three to five minutes
   f) Five to ten minutes

12 How often is it considered that the over population of your classmates in your classroom affects your comprehension when listening a track in English?

   d) Always
   e) Sometimes
   f) Never

13) Which of these two options are considered the best organization when listening an English track?

    c) In row

    d) Semi-circle

14) How often does the teacher encourage learners to watch movies or listening to English songs?

    d) Always

    e) Sometimes

    f) Never

15) How often does the teacher show learners pictures to let you know the new vocabulary?

    d) Always

    e) Sometimes

    f) Never

16 When the teacher speaks English how often do learners understand her?

    d) Always

    e) Sometimes

    f) Never

18 How often do learners listen to a native speaker during the listening lessons?

    d) Always

    e) Sometimes

    f) Never

18 When they listen to a text how many times does the teacher play the listening track?

Frequency	Always	Sometimes	Never
Only once			
More than once			
Three times			

19 After listening to a track more than once helps learners to:

Frequency	Always	Sometimes	Never
Understand what the track is about			
Do all the exercises			
Make a summary about what you listened			

20) How often does the teacher repeat instructions before a listening activity?

d) Always
e) Sometimes
f) Never

Universidad Nacional Autónoma de Nicaragua Faculty

of Education and Languages.

English Department

Teacher's interview

Topic: Employment of strategies in the listening skill in the teaching- learning process of 10 th grade students in the morning shift at Miguel de Cervantes School in Managua district three during the second semester of 2016.

Objective:

To analyze the employment of strategies in the listening skill in the teaching learning process of 10th grade students at Miguel de Cervantes School Managua City district three throughout the second semester of 2016.

Dear teacher, the purpose of this interview is to obtain reliable information about didactic strategies that you implement in the listening skill. Therefore, we require your support by answering the questions presented.

Answer the following questions
A   Didactic strategies

What strategies do you apply during your listening lessons?

 What strategies do you employ before beginning a listening task?

What strategies do you apply after a listening task?

What techniques do you use for the listening skill?

B   Didactic Materials in listening skill

What didactic materials do you use for your listening lesson?

How often do you visit the audiovisual classrooms?

C   Difficulties during the listening skill

What are the difficulties that learners face when they listen to an English audio?

When you play a record how long is it?

How often do you consider that the over population of your students in the

classroom affects their comprehension when listening a track in English?

a)   In row

   b) Semi-circle

Which of these two options do you consider the best organization when you play an English track?

How often do you encourage your students to watch movies or listening to English songs?

How often do you show pictures related to the new vocabulary found in the listening track?

When you speak English how often do you think your students understand you?

How many times do you play the listening track?

What do you think is the importance for learners to play a record more than once?

How often do you repeat instructions before recording a listening activity?

PICTURES