

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
UNAN
MATAGALPA**



**RESEARCH WORK OF GRADUATING SEMINARY TO GET A DEGREE IN
ENGLISH**

Theme:

The development of the basic skills in the English Teaching Learning process in high school.

Sub Theme:

The main difficulties on the development of Listening skill in the English Teaching Learning process at INAEP Matagalpa in 10th grade in high school during II Semester 2005.

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Matagalpa, December 3rd 2005.

I. GENERAL THEME

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SUB THEME

The main difficulties on the development of Listening skill in the English teaching learning process at INAEP Matagalpa in 10th grade in high school during II Semester 2005.

II. DEDICATION

I dedicate this work to God our Lord to had been gave me life, health and strength for finished with my career.

To my wife who was always beside me interested for my intellectual and academic superation.

To my sons, whose are the reason of my life and inspiration in this career so interesting, that I wish to hold with very much love and dedication.

Irving Ramón Manzanares Sánchez.

II. DEDICATION

In first place I dedicate this work to God that allows me to be here, he blesses me with the success that I receive, and he gives me strength in my difficult moments.

To my father's memory that I am sure he also requests to God gives me intelligence and wisdom to leave ahead.

To my mother that is the fundamental pillar of my life, to my father for likeness and to my brothers that like united family we have achieved the professional improvement to give to our country the best thing of each one of us.

Kateryn Argentina Morales Guzmán.

III. GRATEFUL ACKNOWLEDGEMENTS

We thank of special way at Marisela Coronado teacher had been provided her unconditional support during the Graduation Seminary work who she always was to disposition, sharing her knowledges with us. She was interested for overcome to her group, giving hopes of continue ahead.

At the same way we thank to Ligia Pineda, Julio Roa, and Vicente Gutierrez teachers, for the support, that they gave us during five years of our career. Now we learned a lot of them.

IV. TEACHER'S VALUATION

This important report is directed to know the main difficulties that the students and English professors face, mainly in the development of the listening skill in the English language.

It mentions the opposing difficulties found through the mensuration instruments were applied, but as the most important and valuable contribution, offers a wide scientific information on how to achieve a more practical, dynamic and interactive process of development of the listening skill in the English language.

This work is a fundamental tool and a valuable means of training for English teachers interested in the good development of listening, with the purpose of achieving the integrative domain of the language in English students.

Lic. Marisela Coronado González
English Teacher

V. SUMMARY





Our research was based in find the main difficulties on the development of listening skill in the English Teaching Learning process at INAEP Matagalpa in 10th grade in high school during II Semester 2005.

With this work we attempt to analyze the main difficulties in the development of listening skill in the English teaching learning process, which is very important for English teachers, because it is necessary to improve their knowledges in the listening skill, taking into account a lot of factors what those are very interesting into the listen, now without this ability we cannot develop the speaking skill, because if you want to understand the first one you need to pay attention and the second one you need to listen carefully to your speakers, and clarify your ear for what there is a better comprehension in this language.

The purpose of our work is because we find some difficulties and problems, too in this skill, now, there are a lot of teachers need to improve and more practice in their classrooms this ability, which this ability is overlooked for ourselves. This allows that our classmates do not pay attention to this language.

In our surveys and interviews we found some weaknesses and strengths at INAEP Matagalpa as well as:

WEAKNESSES:

-  Teachers' academic preparation in our high schools.
-  Lack of visual material and audio material.
-  Teachers need more frequency in the English class.
-  Other teachers do not apply the techniques in the correct way.

☞ There are teachers do not improve this ability.

☞ Some teachers do not like to apply this skill for evaluate to their students.

☞ STRENGTHS:

☞ Some teachers use different kinds of techniques, and testing listening techniques.

☞ A lot of teachers making use their own resources.

☞ Other teachers support help about their principals.

VI. INTRODUCTION

The listening skill has a big importance in the English language, by the way that without skill we cannot verbal communicate through this research. We find a lot teaching ways and evaluate the listening in the classroom. Now we need to improve this ability because it is neglected, for all teachers in the Secondary School.

Therefore we have to select themes of big importance for our research work that will help some English teachers. They are such as the challenge of teaching skill, Different problems in methodologies, techniques and teaching strategies in the listening skill, phonetic symbols and testing listening.

Our purpose is analyze the main difficulties on the development of listening skill in the English Teaching Learning process at INAEP Matagalpa in 10th grade in high school during II Semester 2005.

We apply two instruments as Student Survey and Teacher Interview, and we use as universe at Eliseo Picado National Institute Matagalpa, working with a sample of students of tenth grade in high school during II Semester 2005.

We only work two variables such as identify the main difficulties in methodologies for the listening development; indicate some techniques and strategies for listening development.

VII. JUSTIFICATION

Taking in to account the different techniques used in English teaching learning process at this moment especially in our schools in listening skill in high school.

The most important thing is identify some problems in this skill, and indicate some techniques in this ability. We can not forget it. Because is the principal skill that play an important role inside conversation, for we can find a better comprehension in the communication.

With this work we can help to look for solutions, as we can apply kind of different techniques in this skill. In this case it is necessary that all students put in practice this ability.

On the other hand, we want the teacher become aware to develop a real listening skill in our students; and they be able to understand what they listen in wherever conversation into English of course.

We have remember that this process not only we use in the classroom, but so, when we find a foreign people on the street or somewhere and let's talk in English immediately, they put in practice this ability.

VIII. OBJECTIVES

GENERAL OBJECTIVE

To analyze the main difficulties on the development of listening skill in the English teaching learning process at INAEP Matagalpa in 10th grade in high school during II semester 2005.

SPECIFIC OBJECTIVES

1- To identify the main difficulties in methodologies for development in the listening skill in the English teaching learning process at INAEP Matagalpa in 10th grade in high school during II semester 2005.

2- To indicate some techniques and teaching strategies for development in the listening skill in the English teaching process at INAEP Matagalpa in 10th grade in high school during II semester 2005.

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LISTENING COMPREHENSION EXERCISE

Read these statements. Listen to the passage and choose the best answer for each statement.

1. Liz raises her knees to her _____.
a. chin c. chest
b. cheeks d. neck

2. She stretches her _____.
a. arms and legs c. neck and shoulders
b. hands and feet d. back and sides

3. She twists her body _____.
a. from hand to foot c. from head to toe
b. from time to time d. from side to side

4. Liz jogs for _____.
a. an hour c. forty minutes
b. thirteen minutes d. half an hour

5. While jogging, Liz thinks about _____.
a. seeing her boyfriend c. eating breakfast
b. losing weight d. running fast

6. Now she must _____.
a. go for a walk c. go jogging
b. go to work d. go on a diet

PRE LISTEN EXERCISES

1- Look at the picture and tell what you think.

What are Mei and Rosa?

What kind of book is Mei holding?

What is going into the big pot on the stove?

Mei and Rosa are roommates. They share an apartment and often plan meals and other activities together. In this dialog they are discussing plans for tonight's dinner.

2- Look at the picture and tell what you think.

Is the man fighting or playing with his dog?

What is the relationship between the man and the dog?

Are the two dogs in the picture the same or different ones?

The Call of the Wild is a novel written by the American author and adventurer, Jack London (1876-1916). The story takes place in the wild north. In this unsettled wilderness, goods are moved through the snow on sleds pulled by dogs. This passage describes the love of John Thornton, the main character, for Buck, one of his dogs.

LISTENING COMPREHENSION EXERCISE

Read these statements. Listen to the passage and choose the best answer for each statement.

1. Tina added fertilizer to the _____.
 - a. leaves
 - b. vegetables
 - c. weeds
 - d. flowers

2. David is the _____.
 - a. mother
 - b. father
 - c. daughter
 - d. son

3. David patched _____.
 - a. the whole shed
 - b. the hose in the shed
 - c. a hole in the roof
 - d. a wall in the shed

4. Debbie did not _____.
 - a. mow the lawn
 - b. plant some tulips
 - c. rake up the dead leaves
 - d. climb up and down the ladder

5. "Tommy lent a hand" means _____.
 - a. Tommy helped
 - b. Tommy needed help
 - c. Tommy reached with his hand
 - d. Tommy took something in his hand

6. The _____ of their day's work was inspiring.
 - a. result
 - b. resort
 - c. reason
 - d. resolve

ANNEXES

IX. DEVELOPMENT

1. THE TEACHING OF LISTENING

“Listening is the ability to identify and understand what others are saying. Listening is a receptive skill, and receptive skills give way to productive skills”. (Howatt and Dakin, The teaching of listening handout, P. 1: 1981).

Listening is one of the fundamental language skills and it is very important because listening help to the students in develop their abilities, and also listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective

listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation.

The listening process is divided into three stages:

1- Pre-Listening:

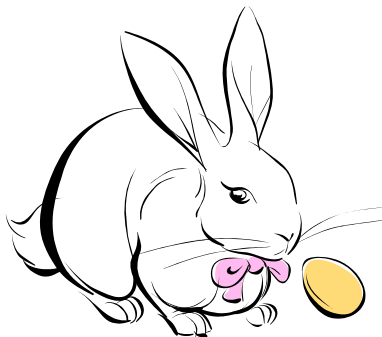
The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

- Assess students' background knowledge of the topic and linguistic content of the text
- Provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
- Provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

- Looking at pictures, maps, diagrams, or graphs
- Reviewing vocabulary or grammatical structures
- Reading something relevant
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Predicting the content of the listening text
- Going over the directions or instructions for the activity
- Doing guided practice

In this stage the teacher asks the students what they are going to listen to. The teacher hangs the pictures on the board and tries to make the students talk about subjects. For example;



2- While-Listening:

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

If students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the

written task before listening begins so that they are not distracted by the need to figure out what to do.

Keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

Organize activities so that they guide listeners through the text. Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole. Before the listening activity begins, have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.

Use predicting to encourage students to monitor their comprehension as they listen. Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage.

Give immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

Sample while-listening activities

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning
- completing cloze (fill-in) exercises
- distinguishing between formal and informal registers

This is while students are listening and the teacher asks the students to listen very carefully, while they are listening they try to fill in the blanks or complete with the correct information. For example;

(This is the reading that the students have to listen)

The Taylor Family are in their farm, because all of them are on vacation, and they want to take relax and have a good day there.

Mr. and Mrs. Taylor want to plant in the backyard different colors of roses, such as: white, red and pink.

The children are in the courtyard playing with the dogs and the rabbits.

All the family is enjoying their time.

Now the students have to complete according that they hear.

Name	What are they doing?	Where are they?

3- Post-Listening:

In this final stage the teacher writes on the board some questions, and the students answer these questions to test whether they understood what they have listened. For example;

The students have to answer these questions about the reading.

- 1) Where is the Taylor family?
- 2) What are Mr. and Mrs. Taylor doing?

- 3) What color of roses are they growing?
- 4) Where are the children?

These stages are important and useful for the teaching of listening now that is very easy for the students to gain previous knowledge, these be useful for the students in to obtain a more clear idea in what the teacher wants to say.

On the other hand, for a good teaching listening the teacher has to speak the most clearly possible so that the students have to do the best, because some teachers forget their pronunciation when they are talking, and this is very difficult for the students.

Listening for comprehension is divided in three stages:

- 1- Listening and making no response.
- 2- Listening and making short responses.
- 3- Listening and making longer responses.

In the first stage is following a written text, informal teacher talk.

In the second one obeying instructions physical movement, building models, picture dictation.

The last one repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing.

To teach listening skills, a teacher should firstly state the difficulties.

For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his/her learners to acquire this skill which provides the very foundation for learning and functioning in a language.

Helping the learners to distinguish sounds, teaching to isolate significant content and informational items for concentration may be provided by controlled listening exercises.

For listening comprehension exercises, we tend to read passages, record news or broadcast, or prepare lectures. All of them have value, but they are extremely difficult sources for early practice in selective listening, because this type of listening exercises doesn't present the redundancies, the colloquialisms, the hesitations, the gestures and the facial expressions that are an inseparable part of spoken language.

2. THE CHALLENGE OF TEACHING LISTENING SKILL

“Teaching listening skill is one of the most difficult tasks for any ESL teacher”.
(Beare, K., Your Guide to English as second language, Handout, P.1: 2005.)

This listening skill is the most complicated for some teachers because in some schools there are not any resources and any support for example tape recorder, television, cassettes and CDs. In this case is the most important to have these help. But other schools or colleges have these aids.

However, there are some teachers that they do not use, because they do not like to do it apply. But others teachers would like to have these resorts.

By another hand they do not give importance this ability because they say acquired over time and with lot of practice. For example, if they go to practice a songs pronunciation they need lots of time for what students pronounce a song in this language. It is most difficult for them, although there are some students that have more developed your ears those other students.

So that it is frustrating for students because there are no rules as in grammar teaching. But this is not to say that there are not specific exercises that can lead to improve this skill. But it exists very many techniques to teach, however they are difficult to quantify.

One of the largest inhibitors for students is often mental block. While another student suddenly decides that he or she does not understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying translating a specific word. But some students convince themselves that they are not able to understand spoken English well and create problems for themselves, but always it give when it apply or practice dialogues with our students. Because there are teachers that have some problems when they try to pronounce any words or phrases in this case the students try to confuse them, because they could be to learn another pronunciation of that

word or phrase. Therefore we have to be careful, when it pronounce any word, phrases or sentences if we do not know pronounce, them looking for help with another teacher or we look it up in the dictionary its phonetic this word.

“Students need to apply the same approach to listening skills”. (Beare K, Your guide to English as second language, Handout, P1: 2005)

This is something real, that happen in our students, they do not interesting to listen and watch a film, because they manifest. I do not understand what he or she is talking about in this film. We looking for some alternatives or strategies for what students it interesting this skill, for examples we carry a tape recorder and we apply different listening exercises as fill in the blanks, circle the correct word or phrase that they listen, writer a simple word in their notebook or that they listen something, could be a small paragraph or an easy song in English five to ten minutes. This should happen four or five times a week but this is not could be because our time table only have three frequencies and we do not have enough time to apply this. But we perhaps improve it twice a week or once week.

However, for this strategy to work, students must not expect improved understanding too quickly. The brain is capable of amazing things if given time; students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skill will greatly improve.

Acquiring listening skills is frustrating. This is because successful listening skills are acquired over time and with lots of practice.

3. DIFFERENT PROBLEMS IN METHODOLOGIES OF THE LISTENING

There are very much problems in this skills, according the teacher's interview and my experiences as English teacher. I have seen and detect some difficulties in this ability in what to see some methodologies in the listening.

I know there are many methodologies, but we do not apply with our students. This has to see with a lot factors as:

- The lack of time in our class.
- The lack of visual materials and audio materials.
- The biggest amount of students in our classroom.
- There is not an economic support of the principal to the English teacher now we need to buy some materials, as cassettes, CDs, magazines, posters, book now that it is very important for us.

However, we work with some of them maybe it is not the correct for that class, but there are other teachers that lack of methodology they do not apply this skill.

Also we do not get round the bad intonation and bad pronunciation, because if there is not a good pronunciation perhaps listen us very bad. Now the listening is very important for us in the foreign language and the intonation is another factor in the pronunciation and if we do not a good intonation could be we have some problems and we could not ask another speaker. Because without listening we will not have a verbal communication and practice.

“The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting”. (Yangang F., Listening problems and solutions, Handout, P. 1: 2000)

But we have other problems more specific inside the listening what these do not allow to listener has a good reception in the communication and comprehension in this skill, they are as:

1- The Message:

a) Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper.

b) In many cases listeners cannot predict what speakers are going to say.

c) Messages on the radio or recorded on tape cannot be listened to at a slower speed.

2- The Speaker:

Learners tend to be used to their teachers' accent or to the standard variety of British or American English. They find it hard to understand speaker with other accents.

3- The Listener:

Foreign language students are not familiar enough with cliches and collocations in English to predict a missing word or phrase.

4- Physical Setting:

a) Noise, including both background noises on the recording and environmental noises, can take the listener's mind off content of the listening passage.

b) Listening material on tape or radio lacks visual and aural environmental clues.

c) Unclear sound resulting from poor-quality equipment can interfere with the listener's comprehension.

All these problems do not allow that listener does not catch with clarity the message. Now it is very important to take note. Which we do not allow to communicate us better. This influence a lot in this ability.

By another hand, the message in the listening is a big problem, maybe for learners see the work more difficult to listen a message in a tape recorder than someone read the same message on a notebook or sheet of paper. This not the same, because the listener is watching the mouth, eyes movement. But also there is another type of message as on the radio and on the tape recorder. Now we cannot listen slowly, because is impossible that speaker to repeat again the idea or if it is an interlocutor on the radio, so happen the same. He does not go to repeat again.

But we do not let outside the others problems as speaker, listener and physical setting.

The speaker has to see with the accent of his pronunciation, there are some speakers that he or she changes of accents where they confuses to listener.

The listener is more difficult familiar with the language, because he does not know a lot phrases or words or confuse the writing, spelling or the pronunciation to it.

3.1 LISTENING WITHOUT A TAPE RECORDER

“It is not always necessary to have a tape recorder if you want to do listening exercises with your students”. (Luxon T. and M., NicaTESOL handout, P.1: 1994).

If we do not have tape recorder it is not a problem, because there are a lot of excellent resources that can be usual, for example: the teacher’s own voice, this not requires electricity, so it can be used no matter what the conditions are like. Also, the students can see the teacher and this can make understanding easier.

On the other hand, another advantage is that the teacher can adapt any of the exercises in the textbook for listening activities and is not just restricted to those prescribed by the textbook.

The teachers can help to develop their students’ listening ability without the use of a tape recorder.

We are going to show six different listening tasks that can be adapted for use with many of the texts.

1- Filling in a table:

The students listen to a text dialogue and then use that information to fill in a table. The headings on the table make the students focus on specific information. For example:

(That is the text that the students have to listen)


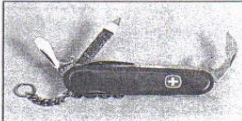







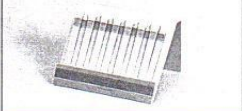
According to a recent survey, most men in the United States carry a wallet, four to six keys, a pocket knife, change, a comb, and matches in their pants pockets.

Most women carry a lot more in their purses.

They usually have a wallet, six to eight keys, lipstick and other make up, a comb or a brush, a pen or a pencil, tissues, sunglasses, and change.

Women's purses are usually heavy.

Now the students have to fill in a table according that they hear.

	<i>Both women's purses and men's pants pockets</i>	<i>Men's pants pockets only</i>	<i>Women's purses only</i>		<i>Both women's purses and men's pants pockets</i>	<i>Men's pants pockets only</i>	<i>Women's purses only</i>
							
							
							
							
							

2- Supplying the missing word:

The teacher reads out a text with the key word missing. The students have to guess the missing word from the context. They write the words down as they listen. For example;

Students have to listen the song and supplying the missing word.

Hold time meet stay show understand leave again comeback
nothing know surrender ship door life return
where were say thing love promise always

WHITE FLAG

By dido

I know you _____ that I shouldn't still _____ you or tell you that
But if I didn't _____ it while I still be felting _____ the sense is mad
I _____ I'm not trying to make your _____ harder and _____ to where we _____

Chorus

I will go down with this _____
But I won't put my hands up and _____
There will be not white flag above my _____
I'm in love and _____ will be

I _____ I left too much message
And destruction to _____ again
That could _____
But trouble I _____ if you can't talk to me _____
And if you _____ by the rules that is over
And I _____ that, that it makes sense

Chorus

And when we _____, some show we will
I won't _____ will be there still
I let it pass and _____ my _____
And you will think that I moved on

Chorus (4x)

3- Listening for specific items:

The students listen out for particular words or items. They can either write them down or mark them on a list. For example;

Students have to listen the following dialog.

Jennifer: And what would you like, ma'am?

Mrs. Nash: I'd like the roast chicken.

Jennifer: Would you like potatoes or vegetables with that?

Mrs. Nash: What vegetables do you have?

Jennifer: Peas and carrots.

Mrs. Nash: I'll have some carrots, please.

Jennifer: What kind of salad dressing would you like?

Mrs. Nash: French, please.

Jennifer: Thank you. And you, sir?

Mr. Nash: I'd like to try the trout.

Jennifer: I'm sorry sir; we're out of trout today. We have salmon, shrimp....

Mr. Nash: I think I'll have the steak filet mignon, medium rare.

Jennifer: Potato or vegetable?

Mr. Nash: I'd like a baked potato, with sour cream. And I'll have Italian dressing on my salad.

Jennifer: Would you care for something to drink?

Mrs. Nash: Shall we order a bottle of wine?

Jennifer: The house wine is a dry red.

Mr. Nash: That sounds fine. One bottle of red wine, please.

Brandon: And three glasses!

While the students are listening, they are writing in the list.

NAME	FOOD	DRINK
Mr. Nash		
Mrs. Nash		

4- Picture dictation:

The students will listen to the teacher's words and draw picture based on this information. Excellent for practising prepositions. For example;

(This is the small paragraph that students have to listen and draw)

There is a bed and above the bed there are two pillows, and next to the bed there is a wardrobe, in front of the wardrobe there is a lamp and under the bed there is a pair of shoes.

5- Matching exercise True or False exercise:

The students will have to match the correct word or phrase from one list with another. They will then have to answer true or false questions based on this information. For example;

Listen carefully these sentences and matching and then answer true or false according the sentences.

1. Mrs. Morales is in a meeting today.
2. Mr. Manzanares is in his office today.
3. Mr. Montes is at the trade show today.
4. Robert is at the stadium.
5. Nancy and her sister are at home today.
6. Those boys are at a baseball game today.

MATCHING:

- | | |
|-------------------|-------------------|
| 1. Those boys | at the stadium |
| 2. Robert | baseball game |
| 3. Mr. Manzanares | at the trade show |
| 4. Mrs. Morales | in his office |
| 5. Nancy | in a meeting |
| 6. Mr. Montes | at home |

TRUE / FALSE:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

6- Filling in a diagram:

The students have to complete the information on a diagram according to what they hear the teacher say. For example;

(This is the lecture that the students have to listen)

There are some important things that we cannot forget when we are going to buy a house. The first one thing is the bedrooms; the second one is the living room, the third is the kitchen, the four one is the garage, the fifth one is the yard, and the last one is the garden.

And they are going to complete the following diagram.

1	2	3
4	5	6

3.2 LISTENING ENABLING SKILLS

Enabling skills are a series of micro-skills of listening what an able listener is competent to do these.

Enabling Skills are:

1- Predicting what people are going to talk about.

We have to predict and pay attention to the speaker, so we have to listen carefully what speaker is going to talk to does not lose the concentration.

2- Guessing at unknown words or phrases without panic.

A listener does not have to panic to speak. He tries to guess or take out by context in this case if the word or phrase is unknown for him.

3- Using one's own knowledge of the subject to help one understand.

In this case the person has to own knowledge and comprehension about what he/she listened to speaker. The listener has to broad vocabulary.

4- Identifying relevant points; rejecting irrelevant information.

When we say something if we have a lot knowledges of that one immediately listen what it say but if we do not have any ideas we reject the information or in other case if we have some ideas we accept the information.

5- Retaining relevant points (note-taking, summarizing)

This one happens when it applies a dictation, maybe of a small paragraph or sentences. The student retain the most relevant or the most principals points for examples, a summary or a small reading. But we could apply in high level for example, ten grade or eleventh grade of high school.

6- Recognizing discourse markers.

This is a procediment to capt in the listening. Because we can recognize discourse markers, this it we apply when the speaker cannot communicate the verbal way.

7- Understanding different intonation patterns and uses of stress, which give clues to meaning and social setting.

It is very important that speaker has a good intonation and stress because to listener he will listen better and so that he able responds well. This will give clues to meaning and social setting.

4. TECHNIQUES IN THE LISTENING SKILL

“An effective way to demonstrate your attentiveness is to use active listening, a technique extraordinary”. (Hawkins L., MED/CUR-UNAN Matagalpa, Handout, P. 1: 2004.)

It's very important show some techniques and strategies for what the students feel motivates and take an interest in this language and specially in the listening.

The techniques for example can be:

- ☞ Listening a cassette.

- ☞ Dictation of words, sentences or small paragraph.

- ☞ Song, videos.

- ☞ Sound discrimination

- ☞ Drawback

- ☞ Using listening material in the classroom.

- ☞ Making use own voice.

- ☞ Listening task.

4.1 LISTENING TECHNIQUES IN THE CLASSROOM

- ❖ Using a cassette recorder.
- ❖ Getting students to predict.
- ❖ A few more tips about listening.

The first one technique: There are some advantages of using a cassette recorder for listening activities and also some problems.

The cassette recorder gives a change for students to listen to a variety of voices.

Recorded material is useful for listening to dialogues, interviews, discussions, etc.

The second one technique: when doing listening activities in class, we can also ask students to guess what they are going to hear next, this will help them develop listening skills, and is also a good way to keep the class actively involved in listening. This technique is especially useful for telling stories to the class, a natural part of listening to an interesting story to wonder what will happen next.

Listen for the speaker's purpose

In this technique the student is giving the message another student which the purpose of the student is capt some ideas through the listening.

Learn to follow a speaker's main points a speaker has made clear what he intends to talk about, your task is to follow his ideas and apply them to your them to your own interests.

4.1.1 USING A CASSETTE RECORDING

There are some advantages of using a cassette recorder for listening activities.

1- "The cassette recorder gives a chance for students to listen to a variety of voices apart from the teachers". (Listening Activities, handout, P.1, 2003)

It is important this activity, because the students have the opportunity to listen native speakers' voices and they are going to create a habit in listen a variety of voices and it is easier to understand other people.

2- "Recorded material is useful for listening to dialogues, interviews, discussions, etc." (Listening Activities, handout, P. 1, 2003)

This activity is more useful than others, because the teacher has to interpret more than one person such as in different kind of dialogues and other activities.

On the other hand, for some teachers this activity is more used in their classrooms, because not all the teachers have the capacity to obtain a cassette recording.

3- "Listening to a cassette recording is much more difficult than listening to the teacher". (Listening Activities, handout, P. 2, 2003)

Of course that it is more difficult because we are not seeing the face, gestures, lip movement, etc, which these visual clues help the student to listen, instead when we listen to a cassette these clues are missing. However, in a large class with bad acoustics, listening to a cassette may be very difficult. Trying to listen to something that is not clear can provide good listening practice, but if it is too difficult it will just be frustrating.

An important part of listening is being able to catch words and phrases that we hear, students who have not had much chance to listen to English often fail to recognize words that they already know.

The cassette recorder is very useful for giving practice in this, because the cassette can be stopped and a phrase played over and over again.

4.1.2 GETTING STUDENTS TO PREDICT

“An important part of the listening skill is being able to predict what the speaker is going to say next”. (Listening Activities, handout, P. 2, 2003)

When we doing listening activities in class we can also ask students to guess what they are going to hear next, this will help to the students to develop listening skills, and it is a good way to keep the class actively involved in listening.

This technique is especially useful for telling stories to the class, a natural part of listening to an interesting story to wonder what will happen next.

In our school, this technique is very used for the teachers in different kind of listening exercises, and in my point of view it is good as a motivation to the students and then they are more mindful to the exercises.

4.1.3 A FEW MORE TIPS ABOUT LISTENING

1- Empathize with the person and try to put yourself in his or her place to help you see the point.

We as a teacher should put in their place, when they are doing some activities, in my point of view we have to put in practice and I know that works, so we have to be in the some place of our students, and be in their same level.

2- Do not interrupt; give them time to say what they are trying to say.

This tip we have to use with our students, even if we do not understand them what they want to express, so we do not interrupt them and of course, give them the necessary time that they need to put in order their ideas.

3- Leave your emotions behind and control your anger. They will prevent you from listening well.

In this case we do not allow that student get angry because he/she does not captured very well the information, that he/she was listening. We have to help him/her repeating again, the same information now verbal, in the tape recorder or CDs.

4- Get rid of distractions.

That is an important point, because if they are working in other things it is a problem and then they do not put attention to the classroom activities.

5- Do not argue mentally.

With this tip we are agree for the reason that a student never should argue with his mind, because he will get nought the logic mental about his listen.

6- Do not antagonize the speaker. This could cause someone to conceal important ideas, emotions, and attitudes.

In this case the listener has to respond to speaker the idea that he spoke. The listener does not lose the emotional control. He always have to ready and interested to speaker, but we have to has a good concentration from the listener.

7- Avoid jumping to assumptions. They can get you into trouble. For example, do not assume that the speaker is using the words in the same way that you are interpreting them. Ask for clarifications if you are unsure.

We are agree with this one, but there are cases that a lot of listeners apply that. But we think the most correct is looking for others words for what students understand it interpreted for the speaker. However if there are doubts we can ask their level of comprehension that they capted.

4.2 LISTENING STRATEGIES

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are 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. Top-down strategies include

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

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. Bottom-up strategies include

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

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.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- 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 strategies.

It is like you apply each techniques of whatever listen task or work. Now it is necessary involve and looking for some strategies what for students do well their work or understand that it is trying to say. So for the teacher is good because for he the work will be easier for him and he feeds to satisfied with his students. The strategies are very important now that without them our students will have problems to do whatever task or work. Also for the teacher could be more difficult to teach the listening to students.

This it gives through in an informal discussion, the main points will be scattered, and there will be opposing opinion. We must think as you listen, separating the main ideas from the details. Listening to a prepared talk is easier, because the main points are likely to be presented in a more organized form.

“Understanding spoken English (listening) is probably the most difficult of all the skills”. (Hawkins L., MED/CUR-UNAN Matagalpa, Handout, P. 1: 2004.)

According to this. I think without this skill we cannot support a communication, because if we do not listen very well, we cannot response. Therefore we say this ability is the most complicated for our students. In this case we have to looking for some manners or solutions. Now our classmates need to practice and understand this language, because it needs student learn to listen for what he/she can speak very well, now that maybe our classmates some day they use the language outside the classroom they can express their ideas with foreign people or no native English speakers, anyone won't have any problem in the listening or whatever things.

However, according the results of teachers said that they sometimes put in practice this skill in the language although for them are the most difficult to put in practice with theirs students and according they do using tape recorder or using their own voices, making different activities in the listening as words dictation, multiple choice, listen English songs, and listen an English small conversation or paragraph of the reading.

4.3 PHONETIC SYMBOLS

“Some languages have a close fit between sounds and letters of the alphabet”.
(Dan Lu, Forum October English Teaching Forum Magazine, P. 39: 2002).

But in my opinion this does not apply to English, however is essential the phonetic teaching and listening, too. Now it's necessary for a non native speaker, because he will have serious difficulties in his language that he is learning.

We see some strategies we can use in our classroom for teaching phonetic symbols according Dan Lu linguistic teacher.

1- Make analogies from the known to the unknown.

Sometimes ESL learners can solve pronunciation problems by applying what they know about familiar sound to unfamiliar teachers may start with some sound that are common in English.

2- Teach unfamiliar sound symbols.

We should be placed on those sounds that are unique to English so learners become aware of the differences between the target language and take extra caution when they have to read words containing these unique sounds.

3- Select and prepare some common letter combinations and show students the normal way to pronounce them.

4- Have students practice phonetic symbols communicatively.

For example, teachers may ask learners to create an alliterative shopping list of all sorts of things (real and imagined) that a store might sell.

5- Challenge learners to look for words spelled with letter combinations that more than one sound.

For example, students might look in reading material for words that have a combination, such as cook and school. They then put words into columns according to the sound. But without the listening we do not apply these strategies in the phonetic.

4.3.1 WEAK FOUNDATION AT THE BEGINNING STAGES

“What is worse, the teaching of English does not start with phonetic lesson”.
(Dan Lu, Forum October 2002, English Teaching Forum Magazine, P. 38:
2002.)

In my point of view is through the intonation that require of a better practice in listening and speaking. Now the student needs to practice these skills which for them is the most important if they want to communicate they have to clear their ear and memorise the pronunciation to them for example according Don Lu Linguistic teacher, she say, a least in my country Hong Kong do not make to difficult pronounce now they use the same way people were taught their own language as is the Japanese. Another advantage is that Japanese students from they are little boys taught to pronounce, to speak, to listen and intonate words by words, sentences until a complete a conversation.

While in Nicaragua our students do not opportunity to learn the language in the Primary school or when they are very little boys. Now there is not opportunity in the Publish school in this case the MECD of Nicaragua do not interesting that children do not learn the foreign language to early age. Therefore our students have these problems in this language.

4.4 LISTENING TESTING TECHNIQUES

Testing is an important part to evaluate the different English skills; in this time we are going to talk about listening testing techniques.

Testing listening is very important to put in practice because:

- ❖ To help find precise areas of difficulties encountered by students.
- ❖ To find out which parts of the language program have been difficult to achieve by the students.
- ❖ Students should be able to learn from their weaknesses.

There are a number of ways to test listening, but particularly when testers' listening proficiency gets more advanced, testing listening becomes more difficult to separate listening from other skills, and combining skills can put great demands on the tester.

Some ways of testing listening do not reflect real world listening tasks. In choosing tasks for listening, the teacher should be aware of these problems.

Some teachers do not know about testing, they do not know how to test listening, what exercises they can use to evaluate the different listening tasks. Other teachers know something about testing listening, but may be they do not know with the correct exercises indicated for each tasks.

It is necessary that our English teachers know more about testing listening; so we are going to present some listening testing techniques like:

- ☞ Testing phoneme discrimination

- ☞ Discriminating stress and intonation

- ☞ Tasks using visual materials that involves:

☞ Matching and True/False tasks

☞ Map tasks

☞ Drawing tasks

☞ Tasks involving talks and lectures

4.4.1 TESTING PHONEME DISCRIMINATION

“Sounds are sometimes difficult to discriminate in a language other than one’s native language”. (S. Kathleen, Kitao D., Internet handout, P 1. <http://www.ling.lancs.ac.uk/staff/visitors/kenji/>)

Epecially if the sounds are not distinguished in the native language.

There are several ways to test phoneme discrimination, the ability to tell the difference between different sounds.

One way to test phoneme discrimination is to have the testers look at a picture and listen to four words and decide which words is the object in the picture. The words chosen as alternatives should be close to the correct word.

However, it is often difficult to find common enough words with similar sounds, and if unfamiliar words are used, they will not make good alternatives.

Alternatively, the testers could be presented with four pictures and be asked to choose the picture that matches the word that they hear. Another possibility is to give testers three words and ask them to indicate which two are the same. Finally, testers can listen to a spoken sentence and be asked to identify which one of four similar words were used in the sentence.

This type of discrimination item is one that can be used for diagnostic purposes to see whether students have particular problems with distinguishing between phonemes.

However, it does not give the teacher any information about the testers’ ability to comprehend spoken English.

Example of Testing Phoneme Discriminating:

Listen to the teacher and choose the word that you hear.

1. The grocery store is having a sale on _____.

a) Meat

b) Meet

2. The movie will begin in an _____.

a) hour

b) Our

3. We climb _____ into the mountains.

a) Higher

b) Hire

4. Let there be _____ on earth.

a) Peace

b) Piece

5. The trumpet needs a new _____.

a) Read

b) Reed

4.4.2 DISCRIMINATING STRESS AND INTONATION

The ability to recognize stress can be tested by having testers listen to a sentence that they also have in front of them. Testers are instructed to indicate the word that carries the main stress of the sentence. While recognizing stress patterns is useful in English, the problem with this type of test is that it lacks a context. Testers need to show that they can recognize the difference between “*John* is going today” and “John is going *today*”, but they do not need to show that they understand that there is a difference in the meaning of the two sentences or what the difference is.

Ability to understand the meaning of difference in intonation can be tested by having the testers listen to a statement and choose from three interpretations of the statement.

For example, testers might be given the statement “Alice is a wonderful musician” and be asked to decide whether the speaker is making a straightforward statement, a sarcastic statement, or a question.

Since the context is neutral, however, it is sometimes difficult to avoid ambiguity. In real communication, listeners make use of their background knowledge, the context, etc., as well as the intonation to help them interpret the communicative meaning of an utterance.

Example of Discriminating Stress and Intonation.

Listen to the teacher and underline the stress syllable.

- | | |
|--------------|-----------------|
| 1. Attention | 4. across |
| 2. Recognize | 5. refrigerator |
| 3. Bridge | 6. react |

4.4.3 UNDERSTANDING SENTENCE AND DIALOGUES

A teacher can also test the students' understanding of individual sentences and dialogues. In the simplest form, this type of item consists of a single sentence which testers listen to and four written statements from which they choose the one closest in meaning to the original spoken sentence. For example:

Spoken:

I had hoped to visit you while I was in New York.

Written:

- A. I was in New York but did not visit you.
- B. I will be in New York and hope to visit you.
- C. I visited you in New York and hope to again.
- D. I am in New York and would like to visit you.

Another type of item is one in which the testers listen to an utterance and choose from among four responses the most appropriate response. In that case, the testers are not being asked directly what the meaning of the utterance is.

Rather are being asked to show that they know what it means by showing that they recognize an appropriate response. This tests both the testers' listening ability and their knowledge of appropriate second pair parts of adjacency pairs, for example:

Spoken:

Would you mind if I visited you next time I came to New York?

Written:

- A. Yes, of course. I'd love to visit New York.
- B. No, I don't really think that much of New York.
- C. Yes, I would. You can come any time.
- D. No, not at all. I'd really love to have you.

In this example, the testers need to know that “Would you mind if I...” is a form used for asking permission, and that a positive response begins with “no (I don’t mind)”. Because this type of item requires two different types of information.

Some theorists argue that it is not a good item type, because it requires these two types of knowledge. However, this type of item can be useful if these limitations are kept in mind.

It is a more communicative type of task than many listening tasks, so it may have beneficial backwash effects, and it is relatively easy to administer.

4.5 TASKS USING VISUAL MATERIALS

4.5.1 MATCHING AND TRUE/FALSE TASKS:

Some types of tasks make use of visual materials along with the spoken material to test listening. The simplest form of this task is to present testers with a picture or other visual information, for example: a chart, graph, etc, with spoken true/false statements. Testers look at the visual and decide if the statements are true or false.

An alternative is to present testers with a series of similar pictures and to have them match the pictures with spoken sentences describing them. The testers can listen to a short dialogue, rather than just a statement, and decide which of the pictures matches the dialogue.

However, the advantage to use visual materials in this way is that the students can be used to test listening alone without involve other skills.

Example of matching true/false:

The students have to listen this dialogue to answer correctly.

Rafael: Is that your notebook, John?

John: Yes, it is.

Rafael: And the calculator, too?

John: No, the calculator isn't mine, and that pen isn't, either.

Carlos: Whose things are those?

John: Well, they aren't mine.

Rafael: Those aren't mine, and this scarf is, too.

Luisa: That hat is mine, and this scarf is, too.

Carlos: Are these gloves yours?

Luisa: No, these are my sister's. They're Karen's gloves.
And this school bag is hers, too.

While the students are listening, they answer TRUE or FALSE.

1. The notebook is Rafael's. _____
2. The calculator is John's. _____
3. The hat and scarf are Lisa's. _____
4. The school bag is Karen's. _____
5. The gloves are Luisa's. _____

4.5.2 MAP TASKS:

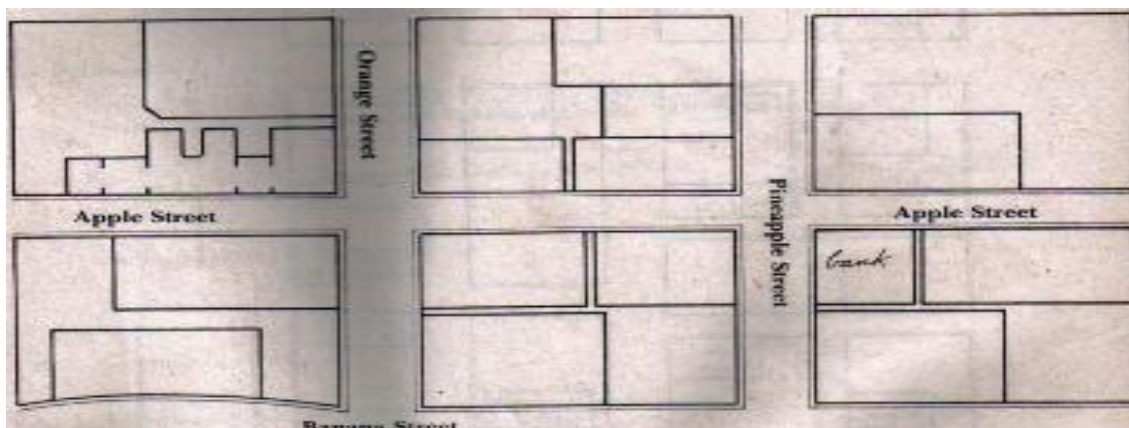
Another way to use visual material in testing listening is to use maps.

An activity involves having testers listen to directions for how to get somewhere and follow along on the map. The students respond by drawing their route or indicating where they would be at the end of the directions.

Another possibility is to have testers listen to a conversation referring to various locations on the map and having the testers identify the locations.

Students have to listen this paragraph and they have to indicate the places.

The bank is at the intersection of Pineapple and Apple. It is beside the apartment building on Apple. The newspaper office is next to the bank. The Spanish restaurant is on the corner of Pineapple and Apple. It is opposite the bank. The newspaper office is on Pineapple next to the bank. The office building is on the corner of Orange and Apple. The Chinese restaurant is on Apple next to the movie theater. The museum is on Apple opposite the Chinese restaurant. The record store is on Pineapple next to the museum and across the street from the Spanish restaurant. The school is beside the record store. The camera store is on Apple across the street from the movie theater. The department store is on the corner of Apple and Orange across from the movie theater. The library is behind the department store. The college is opposite the department store. The hospital is on Orange.



4.5.3 DRAWING TASKS:

Testers can also do drawing tasks according to instructions. For example: they can be given a simple line drawing and be asked to complete it according to certain instructions. The testers can be presented with a diagram of a room with the bed represented by a rectangle and be asked to add a table, a bookcase, a door, etc, in certain locations in the room.

It is important to keep such activities simple so that the drawing task itself does not demand too much of testers.

The activity is more interesting if it can be done as part of a simple story rather than as a list of statements, though this may depend on the level of the testers.

Example of drawing tasks:

Students have to listen the teacher and going drawing.

There's a big circle. Inside the circle at the top there's a small triangle. On the right at the side there are two small circles. On the left at the side there's a dot, and there's a cross at the bottom. In the middle there's a small square.

4.5.4 TASKS INVOLVING TALKS AND LECTURES:

Listening tests can involve listening to formal or informal talks.

For students who will be using English, there will be situations where they need to listen to lectures to talks in English and take notes and answer questions on the lecture or talk.

Using talks in listening tests is to have the testers listen to the talk and then fill in the blanks in a written summary of the talk. They also be ones that are related to the main idea of the talk, so filling in the blanks does not require remembering small details of the talk.

Another way to do testing listening exercises is giving questions to answer as they listen to the talk. These questions can be short answer completion, multiple choice, or true/false. The difficulty with using short answer or completion questions is that they require the testers to both read and write while they are listening, can be difficult even for native speakers.

Multiple choice requires a lot of reading, which may also be a problem. True/false questions may be the best type for this type of task. Also, true/false question can also have “no information available”.

Another type of task that can be used is a chart that the testers fill in while listening to the talk. Testers can be allowed to take notes while listening to the talk and then use the notes to answer questions after the talk is over.

Example of tasks involving talks and lectures:

Students have to listen carefully and going answer true or false.

The World of Sports

Baseball is very popular in some countries but not in others. It's very popular in Japan and the United States. Canadians and Latin Americans enjoy baseball too. But baseball isn't popular in France, India, or Australia.

Cricket and rugby are very popular in England. They are less popular in the United States. There are fewer cricket and rugby teams in the United States than in England.

Soccer is popular all over the world. There are fewer soccer fans in the United States than in Europe. But soccer is becoming popular in the United States.







Now they have to answer true or false according that they hear.

1. Cricket is popular in India. _____
2. Baseball is popular in Canada. _____
3. Australians enjoy baseball. _____
4. The British like to play rugby. _____
5. Cricket is very popular in the US. _____
6. There are more rugby teams in England than in the US. _____
7. Soccer is popular in France. _____
8. Cricket is popular in some countries but not in others. _____




X. CONCLUSIONS

With this research we found the following conclusions as well as:

WEAKNESSES:

-  Teachers' academic preparation in our high schools.
-  Lack of visual material and audio material.
-  Teachers need more frequency in the English class.
-  Other teachers do not apply the techniques in the correct way.
-  There are teachers do not improve this ability.
-  Some teachers do not like to apply this skill for evaluate to their students.

STRENGTHS:

-  Some teachers use different kinds of techniques, and testing listening techniques.
-  A lot of teachers making use their own resources.
-  Other teachers support help about their principals.

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NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
MATAGALPA

TEACHER'S INTERVIEW

General Data

Subject: _____ Level: _____ No.Students: _____ Date: _____
School: _____ Time: _____

Dear Teacher:

We ask you your collaboration to answer some questions about how do you teach listening for students of tenth grade in you high school.

I. Answer the following questions about your reality.

1) How long have you been teaching English?

2) Do you have any English degree?

3) How do you develop the listening skill in your English class?

4) What techniques do you apply for teaching listening?

3) Do you use any English textbooks for teaching English? If so, what kind of textbook do you use in listening skill?

4) What are the problems do you observe in teaching listening methodology?

5) What are the difficulties do students have when they listen any material?

6) What kind of stages do you use when you practice listening?

7) If you don't have a tape recorder, what techniques do you apply in the classroom?

8) Have you ever practice the phonetic class in your classroom? How do you do it?

9) What kind of evaluation do you apply?

Thank you for help us with your information.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
MATAGALPA

ENCUESTA

Información general

Colegio: _____ Turno: _____ Año: _____

Querido Estudiante:

Nos gustaría tu colaboración en nuestra investigación sobre las diferentes técnicas y estrategias en la habilidad de la escucha.

I. Marca con una X en la casilla correcta.

	SI	NO
1) Tu profesor usa grabadora.	<input type="checkbox"/>	<input type="checkbox"/>
2) Tu profesor usa la clase de fonética.	<input type="checkbox"/>	<input type="checkbox"/>
3) Tu profesor usa diferentes estrategias para enseñar la habilidad de la escucha.	<input type="checkbox"/>	<input type="checkbox"/>
4) Tu profesor aplica pruebas de escucha.	<input type="checkbox"/>	<input type="checkbox"/>

II. Responda las siguientes preguntas acerca de tu realidad.

1) ¿Cuántas veces tu profesor usa la grabadora?

2) ¿Cuántas veces tu profesor aplica pruebas de escucha?

3) ¿Qué piensas acerca de practicar algunas metodologías que tu profesor te enseña?

Gracias por tu colaboración.

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
MATAGALPA

STUDENT'S SURVEY

General Data:

School: _____ Shift: _____ Level: _____

Dear Student:

We would like to collaborate in our research about the different techniques and strategies in the listening skill.

I. Match with an X

	Yes	No
1. Your teacher uses a tape recorder.	_____	_____
2. Your teacher develops a phonetic class.	_____	_____
3. Your teacher use different strategies, activities, exercises to teach listening.	_____	_____
4. Your teacher applies listening quizzes.	_____	_____

II. Answer the following questions about your reality.

1. How much time your teacher use the tape recorder?

2. How much time your teacher apply you listening quiz?

3. What do you think about the way your teacher practice listening in the class?

Thank you for your collaboration.

