UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

LANGUAGES CAREER

THESIS PROJECT

"CLASSROOM MANAGEMENT IN THE ENGLISH LEARNING PROCESS AT 9TH LEVEL"B" IN THE ESCUELA DE EDUCACIÓN BÁSICA DR. NICANOR LARREA LEÓN, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014 -2015".

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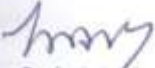**RIOBAMBA, MAY, 2015**

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I hereby certifies that:

The present thesis: "CLASSROOM MANAGEMENT IN THE ENGLISH LEARN-ING PROCESS AT 9TH LEVEL"B" IN THE ESCUELA DE EDUCACIÓN BÁSICA DR. NICANOR LARREA LEÓN, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014 -2015", carried out by Sandra Elizabeth Cujilema Pilco and Aida María Jaya Pacheco have been directed and reviewed along the research process. It meets all the methodological and essential requirements as per of the general ruling for undergraduates. It has been authorized to present the public dissertation and the corresponding evaluation.

Riobamba, May 28th, 2015.

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COMMITTEE MEMBERS CERTIFICATE

CLASSROOM MANAGEMENT IN THE ENGLISH LEARNING PROCESS AT 9TH LEVEL"B" IN THE ESCUELA DE EDUCACIÓN BÁSICA DR. NICANOR LARREA LEÓN, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014 -2015, written work for English –Teaching Bachelor's degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of May, 2015.

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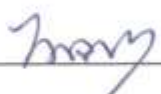**COMMITTEE PRESIDENT**

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CERTIFICATE OF AUTHENTICITY

The undersigned, as undergraduate students of the Languages Career, confirm that the contents of this research study are original, authentic, personal and of sole academic and legal responsibility of the authors.

Riobamba, May 28th, 2015

_____   _____
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DEDICATION

I dedicate this research study to my God, husband and my daughter. Thanks for your love, patience and supporting during all these years. In especially to my daughter that has been my inspiration and strength in this long path to achieve my goal.

Sandra

The present research is dedicated to God because He was a special person that gave me enough wisdom and intelligence, to my parents Mercedes and Agustin for helping with economic, advise and for your love, patience and support during the four years and my brothers Alex and Luis because they have been fundamental pillar in my live and my inspiration to achieve my goals.

Aída

ACKNOWLEDGEMENT

God is our guide, strength and life because He is our friend that is in the good and bad moments of our live. We want to express a general thankfulness to all the teachers that helped us during the university years especially to our tutor, Ing. Luis Machado, for his patience, advice and time in working with us. Which were very significant in carrying out this work. God bless you.

Sandra   Aída

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SUMMARY

The aim of the study was emphasized in previous observation to identify the principal problem in the students of 9th "B" at Escuela de Educación Básica Dr. Nicanor Larrea León during English Learning Process (listening skill) and establish whether the teacher uses appropriate classroom management during the class. The researchers observed low participation from students and the lack of application of a current methodology from teacher. For this reason was necessary establish two strategies which were based on bottom–up and top-down though meaningful activities related to content "lemon tree" song and teaching resources such as: video, flashcards, pictures, worksheet to improve listening skill involved classroom Management aspects such as: lesson plan, class decoration, class organization, classroom rules, teaching resources, motivation, work group with the aim encourage participation from learners and reduce the misbehavior from students through meaningful activities involving an appropriate classroom management.

INTRODUCTION

Classroom management requires of effective teaching, meaningful strategies, positive supportive teaching resources and appropriate classroom environment. Classroom Management helps to teachers motivate students through active involvement in their own learning with the goal to improve learning in the English skills through current methodology and responsible behaviors from students. When these components are integrated in the classroom through effective teaching and classroom rules to facilitate learning in the students.

In the present research, the topic Classroom management in the English learning process (listening skill) to the students 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea Leon, in the city of Riobamba, during the school year 2014-2015. It is divided into five chapters which provide specific information about strategies and teaching resources emphasized an appropriate classroom management to improve listening skill in the students.

The first chapter explains the problem to be solved, the objectives and justification of why the researchers chose this theme. The most important points are identifying the problem because it is important mention some drawbacks that researchers observed in the class during English learning process.

 In the next section or second chapter, is related to theoretical framework. In this chapter there are theories about two variables such as: classroom management and English Learning process (listening skill). The researchers have considered some important aspects which are involved in two variables with their respective categories and indicators.

The third chapter includes the scientific method that was used for the development of this research that contains information about types of investigation that were used such as: Scientific, predictive, factual, bivariable and field research. Another aspect of this chapter is the research design that was develop by the researchers for then be applied through strategies and teaching resources for fostering listening skill and the participation from students involved appropriate classroom management

The four chapter is about analysis and interpretation of results with the population and sample, data collection test and the instruments for data collection with the corresponding table, graph, analysis and interpretation for establishing relationships in accordance between the objectives and hypotheses.

Finally, the last chapter refers to conclusions and recommendations. At the end of the present work, there are bibliography and the attached documents.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1. TOPIC

Classroom management in the English learning process at 9th level" B" in the Escuela de Educacion Básica Dr.Nicanor Larrea Leon, in the city of Riobamba, during the school year 2014 -2015. " "

1.2 PROBLEM SETTING

English is an important language that influences the level of development of a country. In Ecuador, the Ministry of Education has confirmed its importance by giving English a new place in the Ecuadorian Educational Curriculum. Despite all the efforts being made to improve the teaching of English in Ecuador, this process is affected by several factors related to classroom management from teacher.

Classroom Management it is important tool in the current education during the teaching-learning process because it helps to improve the learning in the students. Through previous observation during the pre-professional practice, the researchers identified the following problem low participation from students in the development of different activities specially in listening skill activities. This drawback occurs to the students of 9th "B" at Escuela de Educación Básica Dr. Nicanor Larrea León. This aforementioned problem is because the teacher does not apply lesson plan, teaching resources, classroom organization, classroom decoration and classroom rules, all these aspects are involved in classroom management.

Cited this drawback, the researchers will proceed with the following proposal to better the learning and participation from students in listening skill. First is necessary apply listening strategies through meaningful activities related to content of the song with purpose to improve listening skill in the learners through of the use teaching resources as pictures, flashcards, video, song, games, worksheets which going to be

applied through lesson plan as guide to researchers during the application. All this activities are focused in a current methodology to reduce distraction from learning and achieve the objectives proposed in our research.

The following research will be applied to students 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea León which contains 30 students. Learners receive four hours of English classes per week. Students are teenagers aged from 12 to 13 years old, their social and backgrounds are medium to low.

1.3. PROBLEM FORMULATION

How does classroom management influence in the English Learning process (listening skill) in the students of 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea León, in the city of Riobamba, during the school year 2014 -2015?

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

To determine the influence of Classroom Management during English Learning Process in listening skill to the students of 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea Leon, in the city of Riobamba, during the school year 2014 - 2015.

1.4.2. SPECIFIC OBJECTIVES

➢ To apply listening strategies and teaching resources for fostering listening skill during English learning process involving an appropriate classroom management.

➢ To assess the results obtained from the students through application of listening strategies and teaching resources for fostering listening skill during English learning process.

1.5.   JUSTIFICATION

The proposed research was planed through an appropriate classroom management emphasized in how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning influences in the student´s interest for developing listening skill during English learning process .

Nearly every teacher agrees that classroom management is an important aspect of successful teaching. Fewer agree on how to achieve it. For this reason it is important identified that drawbacks affect during the English learning process. In this case the researchers identified low participation from students of 9th "B" at Escuela de Educación Básica Dr. Nicanor Larrea León.

It is appropriate to solve this problem because through this it will be possible to help students to improve your participation in listening skill of a better way through the application listening strategies involved an appropriate classroom management from researchers.

This research will benefit students, teachers because the results will assist as a source for future researches.

Furthermore, this research is feasible because as future teachers we are interested in knowing the influence of classroom management during English Process (listening skill). Finally this research has all the resources such as time and material as internet, computers etc. Which are coordinated and necessary for developing this research. Besides of that, at Escuela de Educación Básica Dr. Nicanor Larrea León and authorities support the development of this research.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH BACKGROUND RELATED TO THE PROBLEM TO BE INVESTIGATED.

Previous researches about this project have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación´ Library there are not similar researchers about: "CLASSROOM MANGEMENT IN THE ENGLISH LEARNING PROCESS AT 9TH LEVEL "B" IN THE ESCUELA DE EDUCACION BASICA DR. NICANOR LARREA LEON, IN THE CITY OF RIOBAMBA, DURING THE SCHOOL YEAR 2014-2015. But nationally there are the following thesis topics:

"CLASSROOM MANAGEMENT AND ITS IMPACT ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS". (ARMIJOS MOROCHO JUAN CARLOS 2011-2012). This author points out that classroom management is a useful aspect for teaching learning process because when the teacher uses enough strategies and techniques, the students feel motivated for learning English language.

"CLASSROOM MANAGEMENT AND STUDENTS´ INTEREST TO LEARN THE ENGLISH LANGUAGE". (CHILLOGALLO ORDÓÑEZ DIANA MARISOL 2012-2013).Classroom management is a key aspect for fostering English teaching-learning process at the same time students do not have drawbacks during learning process, all students will have interest for learning second language.

THEORETICAL FOUNDATION

2.2. CLASSROOM MANAGEMENT

Classroom Management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learners in different activities to create and maintain an effective learning experience. (Krause, 2003)

Classroom management is all the things that teacher does to organize students, space, time, and materials so that student learning can take place. (Steve Ames,1998, pg.92)

Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. (Al-Zu'bi , 2013, pg.140-149)

Classroom management is usually defined as the actions teachers undertake to create an environment that facilitates both academic and social emotional learning. It is clear that classroom management has two distinct purposes: it seeks to establish an orderly environment so students can engage in meaningful academic learning and it aims to enhance student social and moral growth.(Evertson and Weinstein ,2006 pg.268)

Based on these authors classroom management are all things that teacher uses in the teaching English learning process, it contains some main aspects as planning, behavior ,teaching resources , classroom decoration, classroom rules and classroom organization. Each one them play an indispensable role to create and maintain positive learning environment. Moreover when there is a better classroom management exist a control in how the learners should work and develop any activities to successful learning.

2.3. CLASSROOM MANAGEMENT STRATEGIES

Classroom management strategies facilities keep the students motivated, connected, and keep students busy through task or meaningful activities during class time. (Lim,2003,pg66)

Based on author idea the strategies are main factors for decreasing the misbehavior in the classroom because when the teacher applies strategies during the class, it will help to improve the behavior, the learning from students and maintain classroom atmosphere in the classroom.

The following strategies are to improve English learning of a better way during the class.

- At the beginning of the class academic, it is important that teacher establishes clear rules and procedures.
- Explain the consequences about misbehavior from students.
- To apply different skills and activities.
- Giving a feedback about the last class.
- Creating activities where all students have the opportunities to share ideas, opinions and suggestions about topic.
- Creating cooperative learning where most learners use the spontaneous language in real situations and there is meaningful communication with their partners and teacher.
- The teacher must be dynamics and monitor to students during the activities with aim stimulate student learning.
- Increase teaching resources according to necessities to improve learning.

2.4. PLANNING A CLASS

A lesson plan is the guide to teacher to lead the students along the lesson. Doing a lesson plan is essential factor because the teacher already knows when apply the activities and the class will be organized at the same time the students feel comfortable.(Neil Johnson,2004,pg 44)

There are many factors that teacher should consider when is planning such as:

- Choosing appropriate material for the class.
- A variety of activities and skills.
- Sequencing of activities in a logical order.
- Be conscious in the organization of lesson plan.
- Set a time to each activity or step.

Steps of a lesson:

- **Warm up activity:** Related to captures students´ attention and gets them interested in the current lesson. These activities should be fun and quick.
- **Review**: Related to previous knowledge because the learners make feedback about what they learned.
- **Pre-teaching phase:** Related to introduce the topic from teacher.
- **While-teaching phase:** In this aspect the teacher applies activities using teaching resources, strategies with the purpose to improve listening skill to students.
- **Post-teaching Phase:** Refers to provide time for independent practice from students.
- **Follow-up phase:** Through activities do to students helps you clarify and reinforce students´ performances about the content of the activity.
- **Assessment or Evaluation:** the teacher needs to write the assessment procedure to know whether or not the objectives were reached.
- **Assignment:** Finally give homework to the students.

2.5. CLASSROOM RULES

Classroom behavior that seriously interferes with either the instructor's ability to conduct the class or the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action.(Zondi ,1997,pg,26)

According to author Classroom Rules are disciplinary problem from students. Furthermore it is essential establishes at the begging of school year rules to avoid misbehavior in the students through the following disciplinary rules as:

- Not chewing gum
- Not hitting between partner
- Not using bad language
- Not talking without raising hands
- Not snitching between students.
- Not arriving late.
- Respect to your classmates, and your teachers
- Raise your hand before speaking or leaving your seat.
- Listen, the instructions, and do questions one by one.

2.6. TEACHING RESOURCES

Teaching materials form an important part of most teaching programs. From textbooks, video types and picture to the internet, teacher relies heavily on a diverse range materials to support their teaching and their students´ learning. (Jocelyn Howard, 2000)

Based on author mentioned, teaching resources is a main component for fostering the learning for following reason when the teacher prepares and use extra resources the students have the interest and they feel motivated during English learning process, but the application of the materials should be according to student´s necessities and levels.

The resources are meaningful tools because it helps to improve the listening skills. There are different teaching resources that teacher can use to acquire a good learning from students though of the following resources as: flashcards, pictures, internet, worksheet, slide projector, markers, board, photographic, technology programs, etc.

2.7. CLASSROOM ORGANIZATION

Classroom Organization focuses on the physical environment. Effective teachers organize a safe classroom environment. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions. (Regina Oliver, 2007)

Based on author idea the classroom organization is involved in the physical space refers to furniture, equipment, stimulating sights; relaxing sounds and good ventilation from classroom.

Furthermore it is important organize the furniture according to activities that teacher will do during the class with the aim of help to students feel comfortable and dynamics showing meaningful participation in the activities. Sometimes most students prefer to work in columns or circular shape. All this depends on the activity and the teacher Perform during class.

The classroom must be appropriate to students where the learners could see the board, slide projector. The windows should be covered with shades to control the light, and the resources as pencil, ruler, dictionary, scissor, glue, eraser and pen must be available to students.

2.8. MOTIVATION

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. Motivation involves the processes that energize, direct and sustain behavior (Špela, 2003)

As the author mentioned above, the motivation is major component in learning process because when students are highly motivated learn quickly, while other students are unmotivated they do not have interest to learning. For this reason it is important fostering the motivation through the following aspects:

- **Intrinsic motivation:** It comes from internal part of learners. Intrinsic motivation is related when something is done to satisfy one´s interest.

- **Extrinsic motivation:** It comes from outside the learner and they feel motivated when the learning is relevant and useful for their lives.

2.9. STUDENTS´ ATTITUDES

The development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. (Ostrosky, 2008, pg.140-149)

As the author mentioned to create and maintain learning environment depends on how teacher maximizes or minimize learning. However it is important considers students´ attitudes to know whether the students are showing responsible, honest, patience, respect for themselves and the cooperation during the development of the different activities.

2.9.1. Group work

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Tzu-Pu Wang,1999, pg.5)

Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. (Barbara Gross ,1999,pg 98)

Based on both authors the group work is the key element to improve the students participation because it helps to students master concepts and apply them to situations and better learning increase opportunities to use the language . Of this way the interaction in the classroom will improve to learners to maximize their learning

through activities. Each members group has a useful role that accomplishes inside the group for the following reasons:

- The learners will get more confidence speaking with their partners and teacher.
- The learners practice the second language.
- The students will abandon the fear for speaking into the group and in front of the whole class.
- The students will have the interest for learning and increase the learner´s participation.
- All students will master and know the foreign language.

2.9.2. Students´ Participation

Participation is an extremely crucial element for learning. It is a proven fact that students learn better and retain more when they are active participants. Learning is an active process and should involve talking. (Jon Cieniewicz, 2006, pg.5)

Participation is often equated with discussion, which typically involves a lengthy conversation with the whole class. However, participation can also include short exchanges between instructors and students, or within small groups of students.

To acquire a new skill it is important the participation of students all the time in different meaningful activities. Where students put in practice through communicative activities for example: information gap, role plays, games, project etc. Where they can development the skills themselves and collaborate with teacher during English learning process.

2.10. CLASSROOM DECORATION

The arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relationships, and the sharing of information and knowledge (Siegel,2003,pg,62.)

Based on this author the classroom decoration is another main aspect of classroom management that consisted in decorates around the class with materials such as pictures, flashcards, image, photo graphics that called the attention of the students to improve your learning.

Finally the teachers could decorate the objects available of the classroom with flashcards. For example: write door, windows, board etc. in each object. Of this way the students look the flashcards and understand with more facilitated new vocabulary.

2.11. THE ENGLISH LEARNING PROCESS

The English Learning Process for years, was undergone significant transformations, which has allowed evolve through educational models centered on teaching, and application of new methodologies for meaningful learning. (Nelson H Brook, 1964,sp)

Today, education has been a change in the profiles of teachers and students. The new educational models require that teachers changes their role of knowledge exhibitors to Learning supervisors , and students, can be viewers of teaching as participatory members and critics in the construction of their own knowledge. Students learn through numerous teaching strategies from teacher. Each student has a different abilities and capacities to acquire a new knowledge during English learning process. It is important to establish that without education there is not any kind of learning because the learning is the most powerful instrument of education to achieve desired changes in students.

2.11.1. Learning

It is the process by which a skill is acquired. A new information is assimilated and it is adopted a new strategy of knowledge and action.

Learning is the process of acquiring knowledge, skills, values and attitudes through study, learning and experience. This concept is part of the structure of education, which includes a learning system. Learning also occurs intuitively, through the discovery of how to solve problems.

In terms of education, there are students who learn certain topics more easily than others. These learning problems from students are evident in our classrooms currently. The mishandling of class emphasizing in the following aspects like: the lack of preparation and planning, lack of resources didactic and teaching strategies from teachers, low academic performance and little interest in the subject from students are aspects important that involved in the English learning process. The teacher and student role is it important in environment classroom through active participation from students in meaningful activities where students can acquire a new knowledge through practice of different skills as listening to acquire meaningful learning.

2.11.2. Second language learning

Second Language learning takes place where the target language is the language spoken in the language community that differs from the mother tongue "first language" and distinguished from Foreign language in which the language is absent from the setting of that community. (Marjolijn Verspoor, 2007)

Second Language Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout a person's lifetime. To define learning is necessary emphasized in some aspects:

2.12. LISTENING SKILL

Listening is the absorption of the meanings of words and sentences (letters, stress, rhythm and pauses) by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication. (Vilmantė Liubinienė, 2009)

Currently there is a basic knowledge of English Language because students are afraid to make mistakes when they are talking or expressing your ideas in the class. Therefore it is advisable raise the awareness of students about their learning of a new language. Students must put in practice these skills through appropriate academic methodology and comfortable classroom environment where student can learn by themselves to improve the English learning through speaking, listening, writing and reading skills.

2.12.1 Listener

The role as a listener is to show interest as you listen to someone speak you take notes to help yourself understand the message. Is important listening skill to develop in learners because language learners need it:

- To obtain information.
- To understand and
- To learn to communicate using a spontaneous language.

Language learning depends on listening. When you listen to a conversation in English, you try to understand every word. Listening to songs and radio programs in English are two of the best ways to learn the language.

This learning strategy should be according to the level of student where teachers use cd or conversations of native speakers and students can learn and recognize new vocabulary through this skill. For developing listening skill is important considered the following aspects:

- Create strategies for the comprehension of aural input inside and outside the classroom.
- Identify relevant and non- relevant information.
- Tolerate less than word by word comprehension.
- Develop Students´ awareness of the listening process.
- Allow students to practice authentic listening tasks.

2.12.2. STRATEGIES FOR DEVELOPING LISTENING SKILL

Are techniques or activities that contribute directly to the comprehension and recall of listening input. (Marley,1984, pg. 44)

Can be classified by how the listener processes the input. These are**:**

2.12.2.1. Top – down listening strategy: Refers to content. Students can predict the content of listening activity and use various materials such as: pictures and key words to understand the meaning. This strategy is more broad approach than bottom – up and related with daily lives. When we listen to news programs to grasp overall content and music by understanding the whole meaning and not just structures or forms. Teachers can use authentic information. When students listen to real – life story or songs, it can increase their interest and make them think about main idea the content.

Top-down listening strategies include:

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

2.12.2.2. Bottom- up listening strategy: Is to know about details and segments. It concentrates on forms and structures. Thus, this activity is more related with academic study. English learning students use this activity to enhance their listening ability. Dictation and listening tests are included in this. In class, fill in the blanks space according to activity can increase students´ awareness of forms. The listener relies on the language in the message (sounds, words, and grammar that creates meaning).

Bottom-up strategies include:

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

Successful listening depends on the ability to combine top-down and bottom – up processing. Activities which work separately should help students to combine top-down and bottom-up processes to become more effective listeners in real- life or lo longer classroom listening.

2.12.2. STEPS FOR DEVOLOPING LISTENING STRATEGY

BEFORE LISTENING:

➢ Decide in advance what to listen for.

➢ Decide if more linguistic or background knowledge is needed.

➢ Active students´ previous knowledge.

➢ Clarify and cultural information which may be necessary to comprehend passage.

➢ Make students of the purpose of the listening activity.

➢ Provide opportunities for collaborative work and discussion activities.

PRE-LISTENING ACTIVITIES:

➢ Looking at pictures, maps, diagrams or graphs.

➢ Reviewing vocabulary or grammatical structures

➢ Reading something relevant.

➢ Predicting the content of the listening text.

➢ Going over the directions for the activity.

➢ Doing guided practice.

DURING LISTENING:

➢ Verify predictions and check for inaccurate guesses.

➢ Decide what is and is not important to understand.

➢ Listen again to check comprehension.

➢ Use questions to comprehension.

➢ Give immediate feedback whenever possible.

AFTER LISTENING "EVALUATE"

> ➢ Evaluate comprehension.
> ➢ Evaluate overall progress.
> ➢ Decide if the strategies used were appropriate.
> ➢ Modify strategies if necessary.

2.12.3. LISTENING ACTIVITIES

Listening activities provide students with the aural component of the target language to help them better hear the intricate sounds, enunciations, and content and develop their abilities to communicate with others in a target language. Educators try to help students enhance their listening skills by assigning them videotape, audiotape or computer-based activities to complete either at home or in the language lab setting. With these materials, students can practice hearing vocabulary words, sentence structures, and dialogues in the target language. (Mayer, 1997- 2001, pg.41-65).

According to author it is important puts in practice the taught by teacher through of meaningful activities, where students are busy development task that allow to improve the learning in the students. There are activities that teacher can apply as use a song and do activities related to content of the song with purpose of teach vocabulary, or grammatical points.

2.12.3.1. Activities using songs

The lyrics of popular songs make interesting language texts to use in the classroom. They can perform different functions in language teaching. Songs are invaluable tools to develop students´ abilities in four skills. They can be used to teach a variety of language items such as sentence patterns, grammar, vocabulary, pronunciation, intonation, rhythm and stress of the language.

2.12.3.2. Split song: This activity is related to improve the comprehension ability. The process is the following. The teacher first identifies several stanzas and divides

each sentence of the stanza in two parts, then teacher jumbles the order of the second half of the sentences and students are required to restore them.

2.12.3.3. Song dictation: The purpose of this activity is to sharpen students´ listening ability. The teacher should teach the vocabulary related to content of the song. Then student should listen the song and try to work out the missing words, then filling in the gaps and finally checking the answers are correct or not **.**

This activity is used to learn and practice any part of the language. The teacher can decide which language items he/she wants to practice .In this case the researchers will practice the new vocabulary related to lemon tree song to improve listening skill.

2.12.3.4. Spot the mistakes: This activity is related to write out the lyrics of the song with some mistakes. For example change the tense of the word, write an opposite or synonym instead of the correct word.

2.12.4. LISTENING COMPREHENSION SKILL

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

 How to practice English listening comprehension skill

- Learners should listen to each sentence several times. At the same time they should see each sentence in the transcript.
- Learners need to make sure they understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar.
- Without looking into the transcript, learners should try to repeat each sentence say it aloud exactly as they heard it. Without being able to repeat a sentence, a learner cannot understand it.

Finally it is necessary that learners listen to the whole conversation or story without interruption several times, and try to tell the content of the whole conversation or text they heard. They can write key words and phrases, or main ideas as a plan, or ques-

tions on that particular dialogue or text to make easier for them to convey their content in English. It is important for learners to compare what they said to the transcript.

2.12.4.1. Vocabulary Recognition

 In this category the basic objective of the exercise is to listen and identify a series of targeted terms or expressions, equivalents or synonyms which are listed.

It is necessary that teacher is monitoring the activities during English learning process in listening skill because there are situations where students do not understand the content of activity or they need to listen again to understand and to do the activity. Teacher clarifies with clear instructions and examples the different tasks in classroom.

2.3. BASIC TERMS DEFINITIONS:

- **The process of learning:** The most powerful instrument of education to get the desired changes in students.

- **Environment:** Is a major element of classroom management and it is based in the physical environment, its surroundings, and a specific setting.

- **Teaching**: It is the intervention that involves the planning and implementation of activities and experiences focused on teaching - learning according to a plan of teaching for meaningful learning.

- **Strategies:** Are procedures, activities, exercises and tasks used in the classroom to achieve the objectives of a lesson.

- **Resources:** Are tool or didactic material that the teacher uses to improve the learning in the learners.

2.4. HYPOTHESIS

Classroom Management influence positively in the English Learning Process (listening skill) at 9th level "B" in the Escuela de Educación Básica Dr. Nicanor Larrea León, in the city of Riobamba, during the school year 2014-2015.

2.5. VARIABLES

2.5.1. INDEPENDENT VARIABLE: Classroom Management

2.5.2. DEPENDENT VARIABLE: Learning Process (listening skill)

2.6. OPERATIONALIZATION OF VARIABLES.

INDEPENDENT VARIABLE: Classroom Management

CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
All those decisions those teachers take to facilitate the learning process and to provide the students maximum opportunity for learning.	Essential Activities	Lesson Plan Teaching Resources Class Organization Class Decoration Classroom Rules.	**TECHNIQUE:** Observation **INSTRUMENT:** Observation guide
	Student's Attitudes.	Group´ work Student´s participation	

DEPENDENT VARIABLE: Learning Process (listening skill)

CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRMENTS
It is the process by which a skill is acquired. A new information is assimilated and it is adopted a new strategy of knowledge and action.	Listening skill	Vocabulary comprehension (6 words) Use of words in new situation.	**TECHNIQUE:** Test **INSTRUMENT:** Questionnaire

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1. SCIENTIFIC METHOD

For the development of this research it will be applied the synthetic analytic method because the collected data will be analyzed and then they will be separated in parts in order to study them individually.

3.2. TYPES OF INVESTIGATION

Scientific Research: Since the theoretical framework comes from previous scientific information.

Predictive Research: Predictive research aims to predict or anticipate future situations require exploration, description, comparison, analysis and explanation of the problem will be researched.

Factual or empirical Investigation: Because it is based in the experimentation and observation.

Bivariable Investigation: Since the present research has two variables: dependent and independent variable.

Field research: Because it will be developed in the facts that are happening, at Escuela de Educación Básica Dr. Nicanor Larrea León, in the city of Riobamba , during the school year 2014-2015.

3.3. RESEARCH DESIGN

The present research was made at Escuela de Educacion Básica Dr.Nicanor Larrea León with the participation of 30 students and English teacher. Trough previous investigation the researchers observed low participation and academic performance from students during English learning process in listening skill. For this reason the researchers established listening strategies and teaching resources to improve this aforementioned drawback during 3 months, 4 hours every week. The researchers applied two listening strategies which were based on bottom up and top down and teaching resources which were: video, song, flashcards, pictures and worksheets, board.

Each listening strategies were applied in activities such as: splint song, song dictation, and spot the mistakes through the "lemon tree" song with a purpose of taught new vocabulary according to the content of the song to improve listening skill with a meaningful participation from students.

For developing these strategies and activities was necessary developed a lesson plan as guide to researchers during the application. This lesson plan was developed by the following steps:

- **Warm –up**: Is related to motivation to the student through "Crisscross" game with the purpose of active participation in the students.

- The following step was **Pre- listening**, where researchers first introduced the topic through video related to content of "lemon tree" song. The students watched the video that was interesting and dynamic. After the students answered some question about the video. These questions were with the purpose of known whether the students understood the content of the video.

- In this **While – listening** step. The researchers applied the top- down listening strategy. This strategy is emphasized in use pictures or key words to understand the meaning. For this reason we taught (6 unknown words) about vocabulary of the three stanzas of the "lemon tree" song . Through of use of extra resources as pictures the students understood the meaning of the differ-

ent words of better way. Then the researchers applied the split song activity which consisted in listen to 1st stanza and match with the other halves of the song and underline the topic of the song. Of this way the students put in practice the vocabulary learned before.

- The other step is **Post- listening** through this step the researchers applied the other listening strategy called Bottom –up. This strategy is emphasized in know forms or grammatical structures. In this case the students learned new vocabulary related to content of the three stanzas of "lemon tree" song. The students put the vocabulary through the song dictation activity which consisted in fill in the blanks with the words in the box.

- **Follow-up listening** is the last step. The researchers applied the spot the mistakes activity which consisted in listen to the three stanza of the "lemon tree" song, and then students should choose the right word. For this activity the students work in group with the purpose of discuss between group members and choose the correct answer.

- Finally it was necessary assess to the students through vocabulary comprehension which was previously taught by the researchers. It is important that the students put in practice the vocabulary in new situation through the following activity which consisted in listen to three stanzas of the "lemon tree" song and write the words that students understand or hear. The last activity was related to use of words in a new situation, where the students did the following activity that consisted in write a one sentence according to image.

Chart No. 3.3.1. Listening strategies, activities and questions which were applied by the researchers to improve listening skill to the students of 9ᵗʰ"B"at Escuela de Eduación Básica Dr. Nicanor Larrea León.

LISTENING STRATEGIES	DESCRIPTION	ACTIVITIES	QUESTIONS
Top – Down Listening Strategy	• Refers to content using pictures, and key words to understand the meaning. • Listening for the main idea. • Predicting • Drawing inferences. • Summarizing	ACTIVITY I: SPLIT SONG	1.Underline the correct picture is related to the topic of the song. 2.Match with the other half of the song.
Bottom- Up Listening Strategy	• Is to know about details and segments. It concentrates on forms and structures. • Listening for specific details. • Recognizing cognates. • Recognizing word-order patterns.	ACTIVITY II: SONG DICTATION ACTIVITY III: SPOT THE MISTAKES	3. Fill in the blanks with the vocabulary related to song. 4. Underline the correct words according to the content of the song. .

3.4. POPULATION AND SAMPLE

3.4.1. Population

The project worked with the population 30 students of 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea León.

3.4.2. Sample

The Project was developed with all population of 30 students, because they are direct beneficiaries of our research.

3.5. TECHNIQUES AND INSTRUMENTS
3.5.1. Techniques procedure for analysis

- Elaboration and reproduction of instruments for the data collection.
- Application of the respective observation guide.
- Tabulation of data.
- Review the information collected, that is to say, select suitable information for example: detect errors, contradictions etc.
- Elaboration of statistical tables and graphics, using excel.
- Analysis of the statistical results for establishing relationships in accordance with the objectives and hypotheses.
- Interpretation of results supported by the theoretical framework.
- Checking hypothesis
- Make conclusions and recommendations.

3.5.2. Instruments

- **Observation guide**: The observation was done to the students of 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea León with the aim of known whether the classroom management influences during English learning process (listening skill).

- **Questionnaire:** The researchers applied the questionnaire to get outcomes emphasized in activities related to listening skill and determine conclusion and possible recommendations about factors that involve classroom management.

CHAPTER IV

DATA PROCESSING AND ANALYZING STRATEGIES

4.1.Test addressed to the students of 9th "B" at Escuela de Educación Básica Dr. Nicanor Larrea León before the application of listening strategies without in-volved classroom management show the following results:

1. Underline the correct picture that is related to topic of the song.

TABLE N°4.1.1. Analysis and Interpretation of the first question which provides information about underline the picture related to topic of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	10	33%
Underlined Incorrectly	20	67%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N° 4.1.1. Analysis and Interpretation of the first question which provides information about underline the picture related to topic of the song.
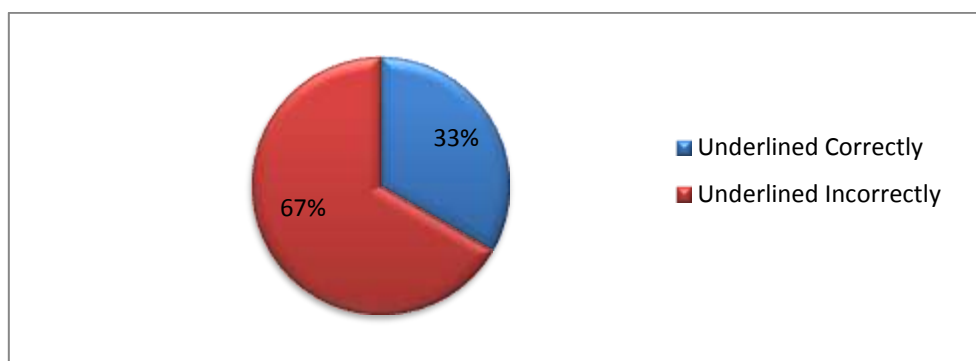
Source: Table N° 4.1.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above showed that 33% of the students underlined correctly the activity above mentioned and 67% of the rest of students underlined incorrectly.

Interpretation of results: The results obtained showed that most students did not identify correctly the picture related to topic.

2. Listen to the 1st stanza of the song. Then match with the other half of the song.

    (1) I'm sitting here in a boring room   (a) and I wonder

    (2) Sunday afternoon   (b) I'm waiting for you

    (3) I'm hanging around   (c) I'm wasting my time I got nothing to do

    (4)But nothing ever happens   (d) it's just another rainy

TABLE N°4.1.2.1. Analysis and interpretation of the first sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	7	23%
Matched Incorrectly	23	77%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya.

STATISTICAL GRAPH N° 4.1.2.1. Analysis and interpretation of the first sentence related to second question which provides information about match with the other half of the song.
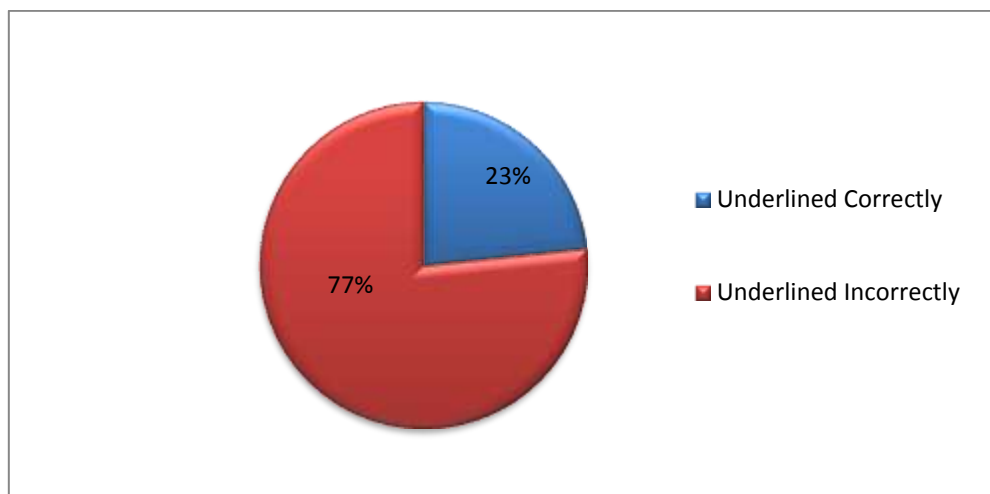
Source: Table N°4.1.2.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It is observed that 23% of students matched correctly and the 77% of students matched incorrectly.

Interpretation of results: The results obtained from the test addressed to students show that most students did not match correctly the 1st sentence with other half of the song.

2. Listen to the 1st stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder

(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

TABLE N° 4.1.2.2. Analysis and interpretation of second sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	11	37%
Matched Incorrectly	9	63%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya.

STATISTICAL GRAPH N°4.1.2.2. Analysis and interpretation of second sentence related to second question which provides information about match with the other half of the song.
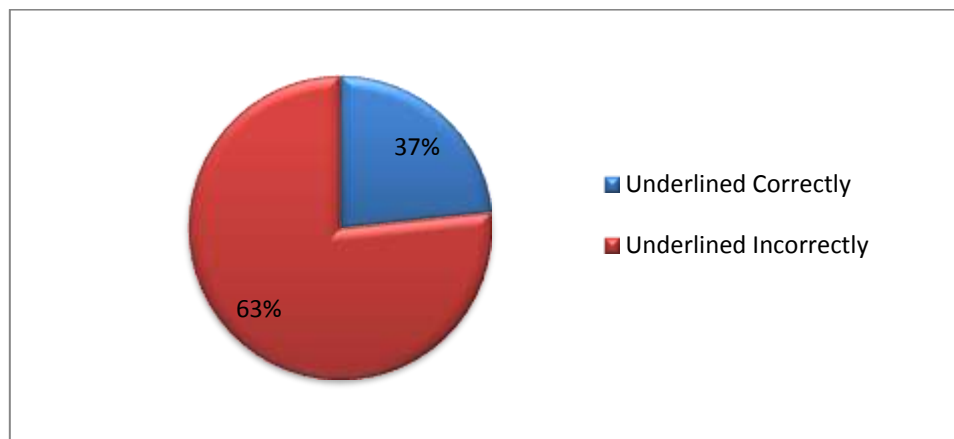
Source: Table N° 4.1.2.2.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: Through graph it is possible see that 37% of students matched correctly, the 63% of students matched incorrectly.

Interpretation of results: The results obtained from the test addressed to students showed that most students had problems in matched the 2nd sentence with the other part of the lyrics of the song.

2. Listen to the 1st stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder

(2) Sunday afternoon   (b) I'm waiting for you
(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

TABLE N° 4.1.2.3. Analysis and interpretation of third sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	8	27%
Matched Incorrectly	22	73%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N°4.1.2.3. Analysis and interpretation of third sentence related to second question Analysis and interpretation of third sentence related to second question which provides information about match with the other half of the song.
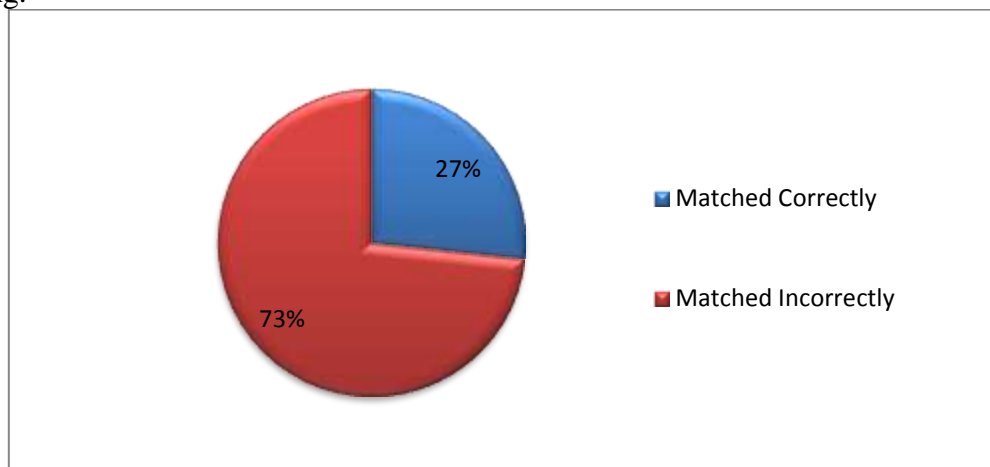
Source: Table N°4.1.2.3.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above shows that 27% of students matched correctly, 73% of students matched incorrectly the activity aforementioned.

Interpretation of results: The results were not significant in the 3rd sentence because the most of the students matched incorrectly.

2. Listen to the 1st stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder

(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

TABLE N° 4.1.2.4. Analysis and interpretation of fourth sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	13	43%
Matched Incorrectly	17	57%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N° 4.1.2.4. Analysis and interpretation of fourth sentence related to second question which provides information about match with the other half of the song.
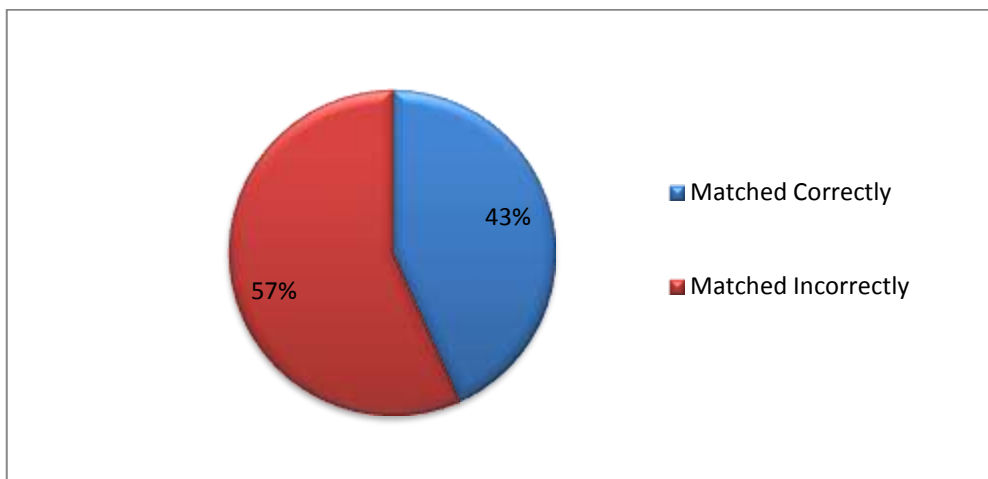
Source: Table N°4.1.2.4.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: As graph shows that 43% of students matched correctly, 57% of students matched incorrectly.

Interpretation of results: The results obtained show that most of the students matched incorrectly the 4th sentence with the other half of the song.

3. Listen to the 2nd stanza of the song and fill in the blanks with the words in the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my …………. I'm driving too …....

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I ………..

TABLE N°4.1.3.1. Analysis and interpretation of first word related to third question which provides information about fill in the blanks with the words in the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	11	37%
Filled the blanks Incorrectly	19	63%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N°4.1.3.1 Analysis and interpretation of first word related to third question which provides information about fill in the blanks with the words in the box.
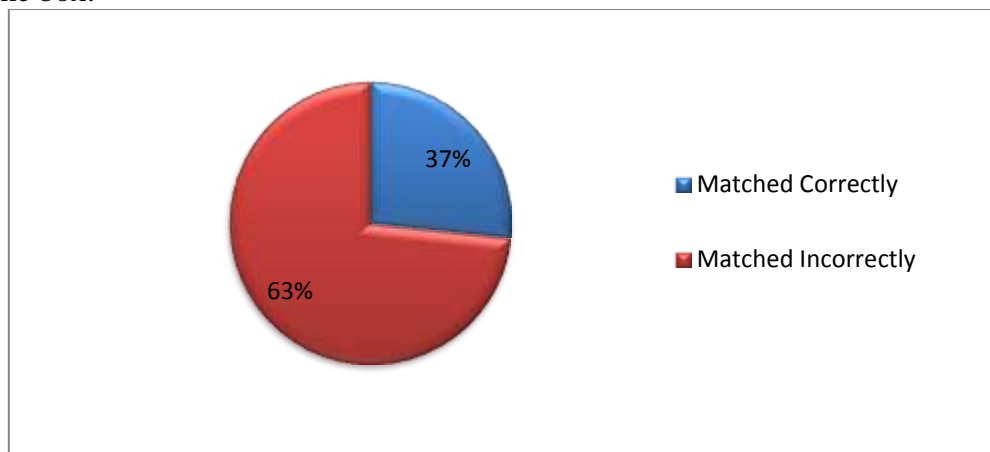
Source: Table N°4.1.3.1
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph indicated that 37% of students filled in the blanks correctly the 63% students filled in the blanks incorrectly.

Interpretation of results: According to result of graphic. Most students did not fill in the blanks with 1st word.

3. Listen to the 2nd stanza of the song and fill in the blanks with the words in the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my …………. I'm driving too …......

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I ………..

TABLE N° 4.1.3.2. Analysis and interpretation of second word related to third question which provides information about fill in the blanks with the words in the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	13	43%
Filled the blanks Incorrectly	17	57%
Total number of students	30	100,00%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N° 4.1.3.2. Analysis and interpretation of second word related to third question which provides information about fill in the blanks with the words in the box.

Source: Table N°4.1.3.2
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph showed that 43% of students filled in the blanks correctly and 57% students filled in the blanks incorrectly.

Interpretation of results: The graphic showed that most students had some difficulties to fill in the blanks with 2nd word.

3. Listen to the 2nd stanza of the song and fill in the blanks with the words in the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my …………. I'm driving too …......

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I ………..

TABLE N° 4.1.3.3. Analysis and interpretation of third word related to third question which provides information about fill in the blanks with the words in the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	8	27%
Filled the blanks Incorrectly	22	73%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

STATISTICAL GRAPH N° 4.1.3.3. Analysis and interpretation of third word related to third question which provides information about fill in the blanks with the words in the box.
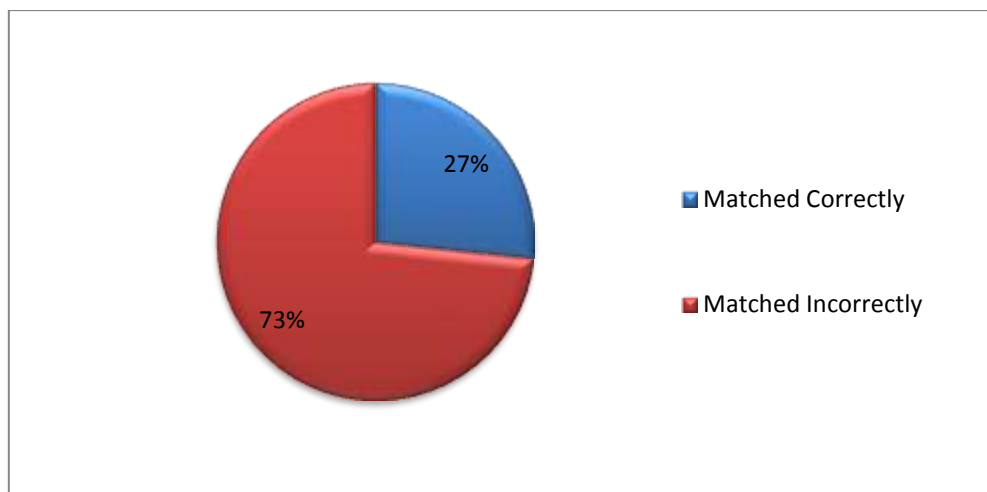
Source: Table N°4.1.3.3.
Authors: Sandra Cujilema and Aída Jaya

Analysis of results: It is observed that 27% of the students filled in the blanks correctly; the 73% of students filled the blanks incorrectly.

Interpretation of results: Based on this result most students whether had some problems in did the activity.

4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE 4.1.4.1 Analysis and interpretation of first word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERECNTAGE
Underlined Correctly	14	47%
Underlined Incorrectly	16	53%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.1.4.1 Analysis and interpretation of first word related to fourth question which provides information about underline the right word.
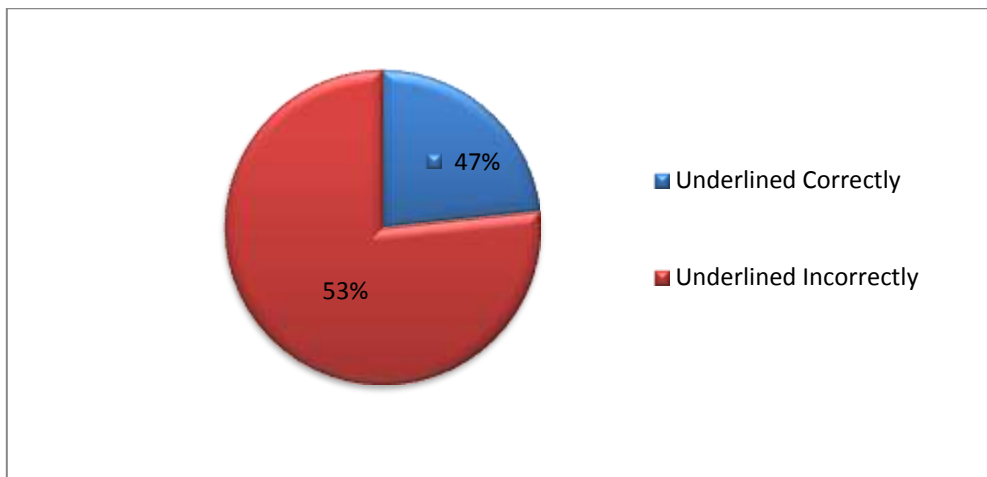
Source: Table N°4.1.4.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It was observed that 47% of the students underlined correctly and 53% of the rest of students underlined incorrectly.

Interpretation of results: The result of the graphic showed that most students had some drawback in underlined the 1ˢᵗ word of the stanza.

4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE 4.1.4.2. Analysis and interpretation of first word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	15	50%
Underlined Incorrectly	15	50%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N°4.1.4.2. Analysis and interpretation of second word related to fourth question which provides information about underline the right word.
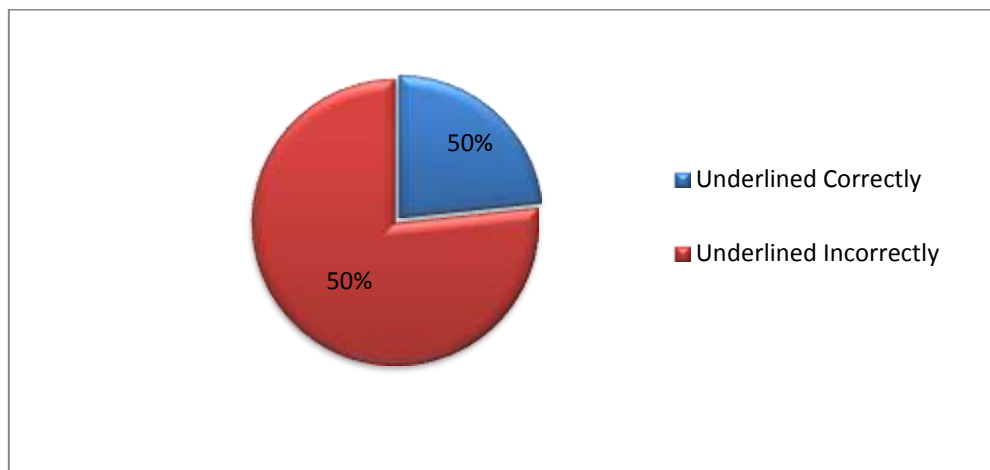
Source: Table N°4.1.4.2.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above showed that 50% of the students underlined correctly and 50% of the rest of students underlined incorrectly.

Interpretation of results: According to result of the graphic showed that was an equal results during the application of this activity.

4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE 4.1.4.3 Analysis and interpretation of third word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	11	37%
Underlined Incorrectly	19	63%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

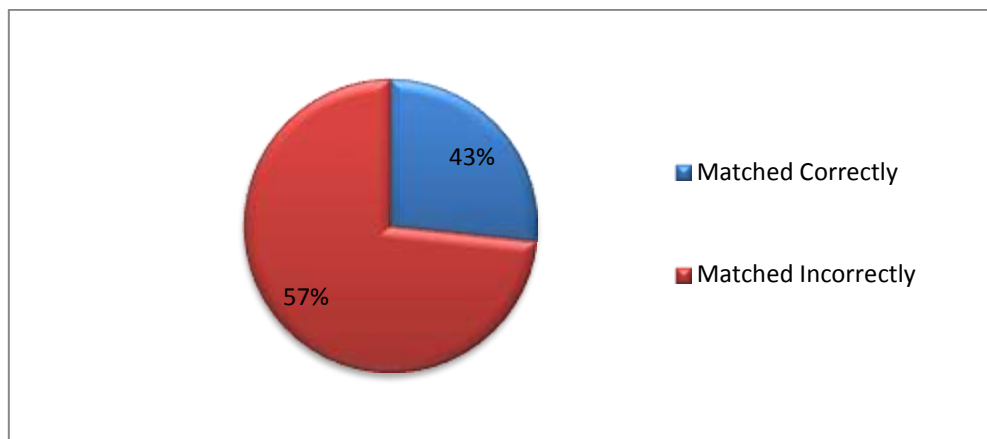**Statistical Graph N° 4.1.4.3.** Analysis and interpretation of second word related to fourth question which provides information about underline the right word.
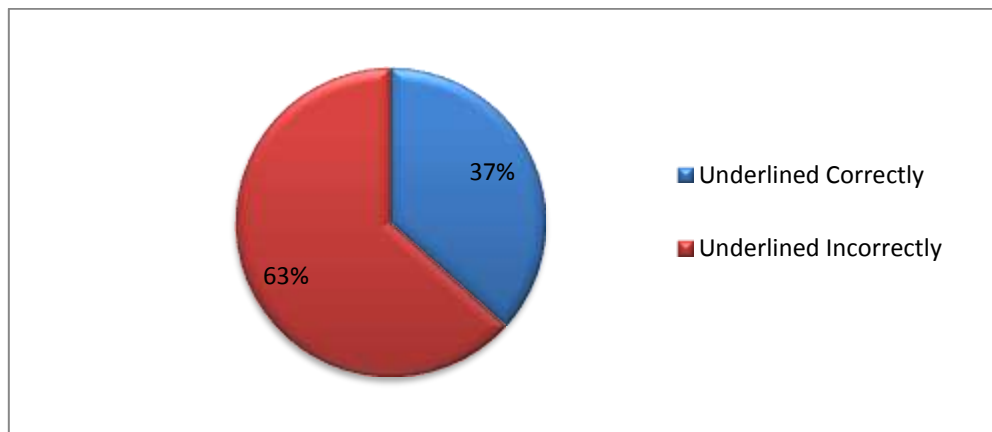
Source: Table N°4.1.4.3.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It was observed that 37% of the students underlined correctly and other 63% of the students underlined incorrectly.

Interpretation of results: The results report that most students had difficulty in underlined correctly the 3rd word of the stanza.

5. Write the words that you hear about three stanzas of the "lemon tree" song.

....

....

TABLE 4.1.5. Analysis and interpretation of the fifth question which provides information about vocabulary comprehension.

ANSWERS	FREQUENCY	PERCENTAGE
Wrote one word		0
Wrote two words	20	67%
Wrote three words	7	23%
Wrote four words	3	10%
Wrote five words		0
Wrote six words		0
Wrote > 6 words		0
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N°4.1.5. Analysis and interpretation of the fifth question which provides information about vocabulary comprehension
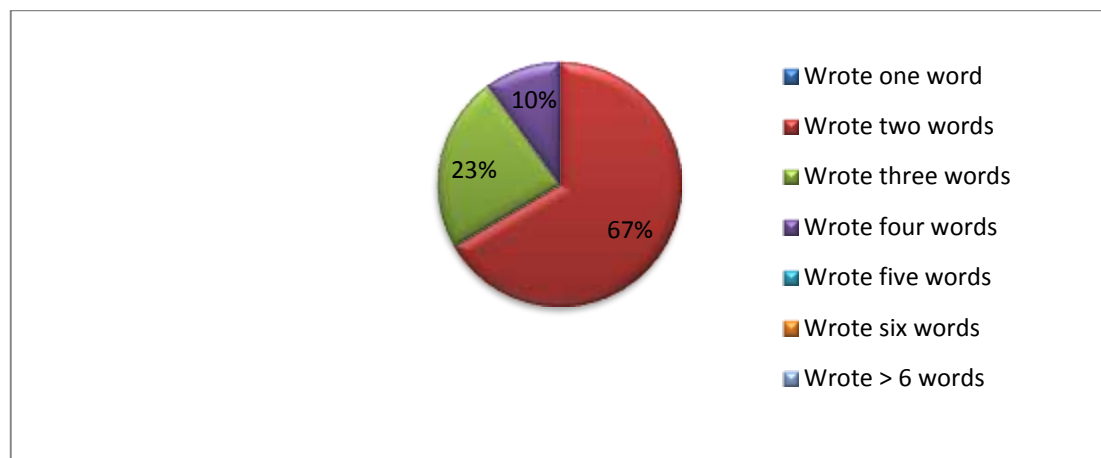
Source: Table N°4.1.5
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: Trough of evaluation addressed to students the following graphic showed that 67 % of the students wrote two words, the 23% of the students wrote three finally the 10% of the students wrote four words.

Interpretation of results: The results obtained show that most students had some difficulty in wrote words related to content of "lemon tree" song.

6. Write a sentence according to each picture related to "lemon tree" song.

TABLE 4.1.6. Analysis and interpretation of the sixth question which provides information about use of words in a new situation.

ANSWERS	FREQUENCY	PERECNTAGE
Wrote one sentence	4	13%
Wrote two sentences	23	77%
Wrote three sentences	3	10%
Wrote four sentences		
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.1.6 Analysis and interpretation of the sixth question which provides information about use of words in a new situation.
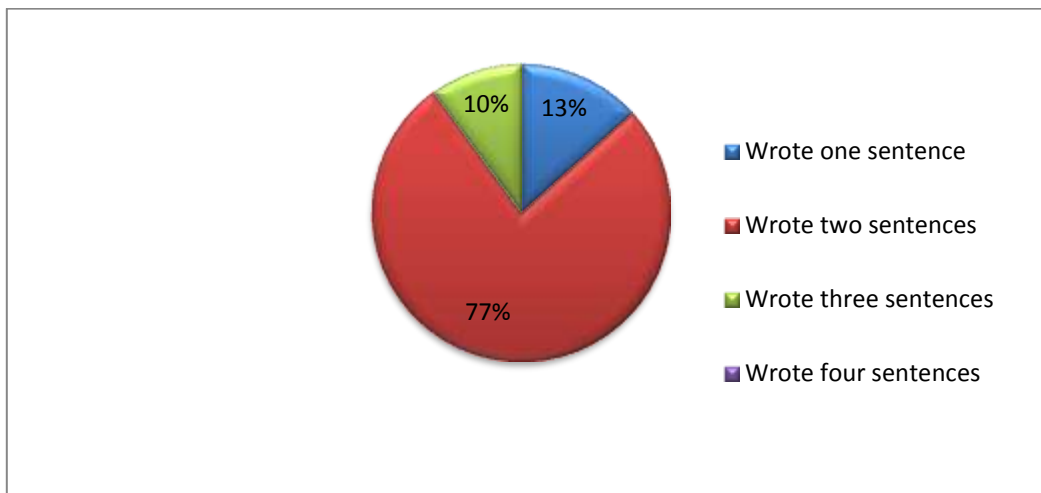
Source: Table N°4.1.6.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: According to graphic showed that 77% of the students wrote two sentences, 13% of the students wrote one word; finally the 10% of the students wrote three sentences related to each image.

Interpretation of results: These results showed that most students had some difficulty in using the words in a new situation.

4.2. Test addressed to the students of 9ᵗʰ "B" at Escuela de Educación Básica Dr. Nicanor Larrea León after the application of the listening strategies involved appropriate classroom management show the following results:

4.2.1. Application of Top-down listening strategy: Is refers to content using pictures or key words to understand the meaning or main idea. In this case the researchers applied this strategy through teaching resources such as flashcards, video, pictures, worksheets etc. All these aspect are involved in the classroom management with the purpose to teach the meaning of unknown word related to content of the "lemon tree" song of better way to improve listening skill in the students through the following activities:

ACTIVITY I: SPLINT SONG

1. **Underline the correct picture that is related to topic the song.**

TABLE 4.2.1.1. Analysis and interpretation of the first question which provides information about underline the correct picture related to topic the song.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	28	93%
Underlined Incorrectly	2	7%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.1. Analysis and interpretation of the first question which provides information about underline the correct picture related to topic the song.
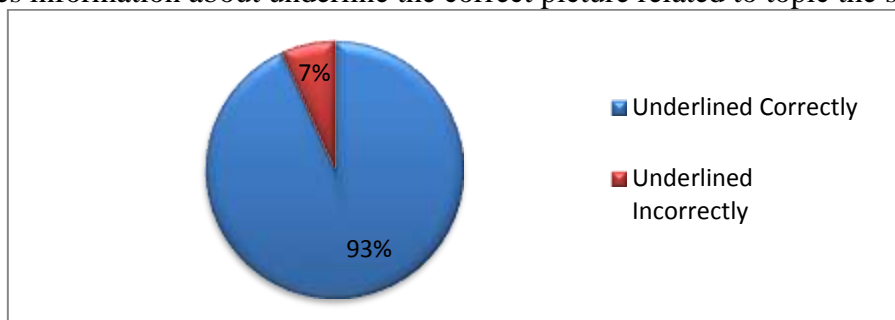
Source: Table N° 4.2.1.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above showed that 93% of the students underlined correctly the activity above mentioned and 7% of the rest of students underlined incorrectly.

Interpretation of results: The results obtained from the test addressed to students showed that most students identified the topic without any difficulty.

ACTIVITY I: SPLINT SONG

2. Listen to the 1ˢᵗ stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder
(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4)But nothing ever happens   (d) it's just another rainy

TABLE 4.2.1.2.1. Analysis and interpretation of the first sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	24	80%
Matched Incorrectly	6	20%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya.

Statistical Graph N° 4.2.1.2.1 Analysis and interpretation of the first sentence related to second question which provides information about match with the other half of the song.
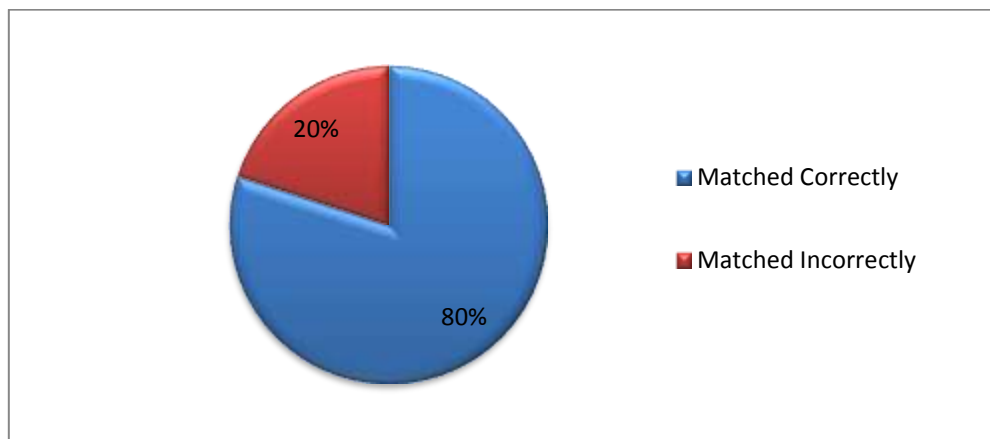
Source: Table N°4.2.1.2.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It is observed that 80% of students matched correctly the first sentence with the other part of the lyrics of the song and the 20% of students matched incorrectly.

Interpretation of results: The results obtained from the test addressed to students showed that most students matched the 1ˢᵗ sentence with other half of the song without any problem.

ACTIVITY I: SPLINT SONG

2. Listen to the 1st stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder
(2) Sunday afternoon   (b) I'm waiting for you
(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

TABLE 4.2.1.2.2. Analysis and interpretation of the second sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	20	67%
Matched Incorrectly	10	33%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya.

Statistical Graph N° 4.2.1.2.2. Analysis and interpretation of the second sentence related to second question which provides information about match with the other half of the song.
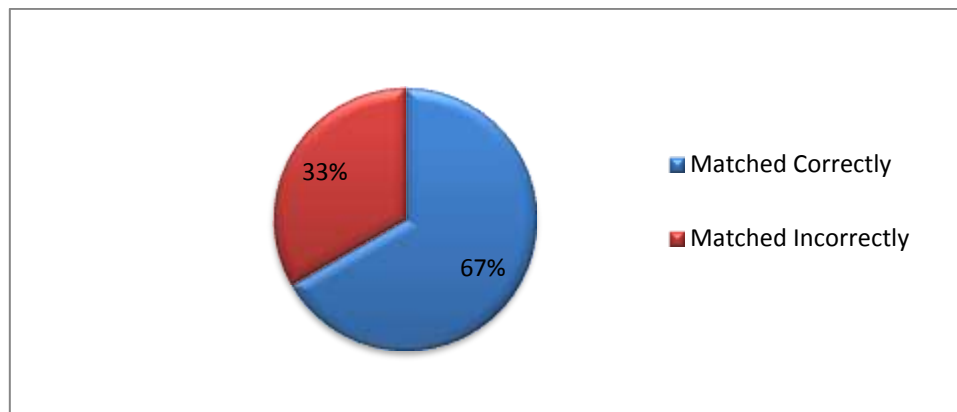
Source: Table N° 4.2.1.2.2.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: Trough graph it is possible see that 67% of students matched correctly, the 33% of students matched incorrectly.

Interpretation of results: The results obtained from the test addressed to students show that most students matched the 2nd sentence with other half of the song without any problem.

ACTIVITY I: SPLINT SONG

2. Listen to the 1ˢᵗ stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder
(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

TABLE 4.2.1.2.3. Analysis and interpretation of the third sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	18	60%
Matched Incorrectly	12	40%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.2.3. Analysis and interpretation of the second sentence related to third question which provides information about match with the other half of the song.
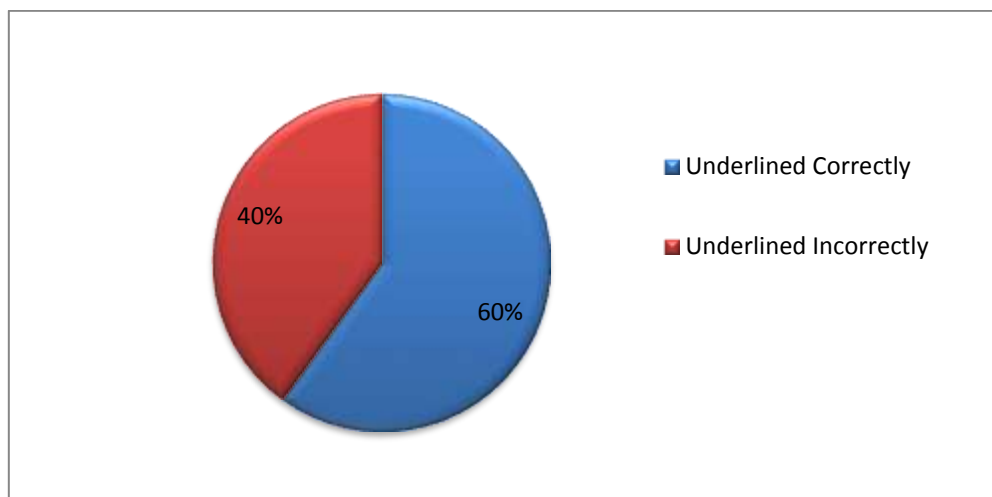
Source: Table N°4.2.1.2.3.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above showed that 60% of students matched correctly, 40% of students matched incorrectly.

Interpretation of results: The results were significant in the 3ʳᵈ sentence because the most students matched correctly.

ACTIVITY I: SPLINT SONG

2. Listen to the 1ˢᵗ stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder

(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

Table 4.2.1.2.4. Analysis and interpretation of the fourth sentence related to second question which provides information about match with the other half of the song.

ANSWERS	FREQUENCY	PERCENTAGE
Matched Correctly	23	77%
Matched Incorrectly	7	23%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.2.4. Analysis and interpretation of the second sentence related to third question which provides information about match with the other half of the song.
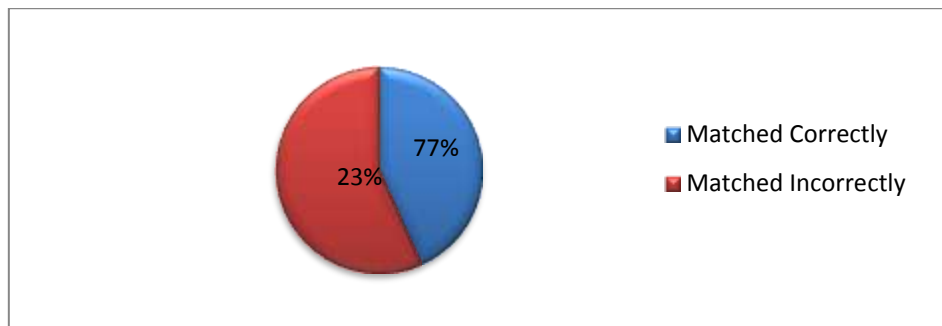
Source: Table N°4.2.1.4.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: As graph showed that 77% of students matched correctly, 23% of students matched incorrectly.

Interpretation of results: The results obtained showed that most students matched correctly the 4ᵗʰ sentence with the other half of the song with any difficulty.

Application of bottom –up listening strategy: This strategy is focused mainly on providing students with the practice grammar structures or word – order patterns. In this case the researchers taught to identify vocabulary (6words) related to content "lemon tree" song.

ACTIVITY II: SONG DICTATION

3. Listen to the 2nd stanza of the song and fill in the blanks with the words from the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my …………. I'm driving too …....

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I ………..

TABLE N° 4.2.1.3.1. Analysis and interpretation of first word related to third question which provides information about fill in the blanks with the words from the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	29	97%
Filled the blanks Incorrectly	1	3%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.3.1 Analysis and interpretation of first word related to third question which provides information about fill in the blanks with the words from the box.
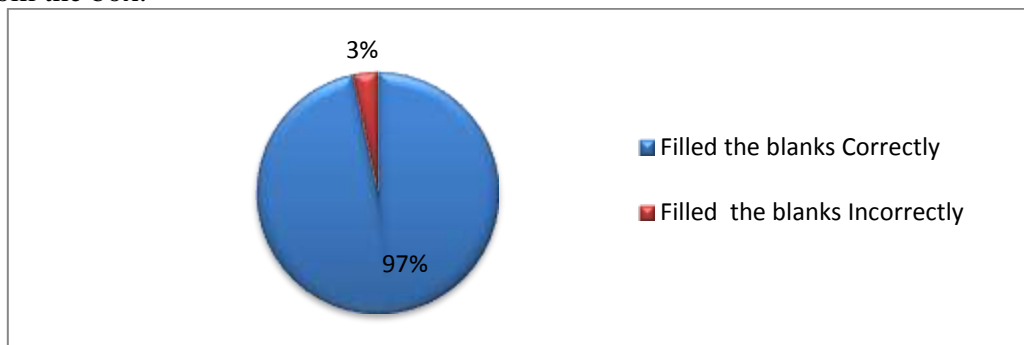
Source: Table N°4.2.1.3.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph indicated that 97% of students filled in the blanks correctly the first word and 3% students filled the blanks incorrectly.

Interpretation of results: According to result of graphic. Most students filled in the blanks with 1st word without any serious drawback during the application of the activity.

ACTIVITY II: SONG DICTATION

3. Listen to the 2nd stanza of the song and fill in the blanks with the words from the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my ………… I'm driving too …......
I'm driving too far I'd like to change my point of view
I feel so lonely I'm waiting for you
But nothing ever happens- and I ………..

TABLE. 4.2.1.3.2. Analysis and interpretation of second word related to third question which provides information about fill in the blanks with the words from the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	28	93%
Filled the blanks Incorrectly	2	7%
Total number of students	30	100,00%

 Source: Test administrated to students
 Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.3.2. Analysis and interpretation of second word related to third question which provides information about fill the blanks with the words from the box.
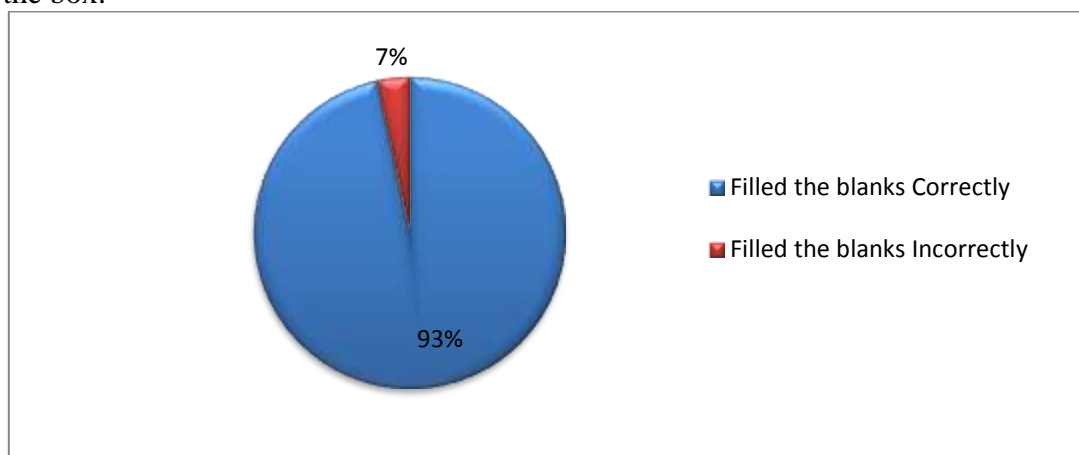
 Source: Table N° 4.2.1.3.2.
 Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph showed that 93% of students filled in the blanks correctly and 7% students filled in the blanks incorrectly.

Interpretation of results: Though this graphic showed that most students filled in the blanks with 2nd word without any problem.

ACTIVITY II: SONG DICTATION

3. Listen to the 2ⁿᵈ stanza of the song and fill in the blanks with the words from the box.

1. Wonder	2. Car	3. Fast

I'm driving around in my …………. I'm driving too …......

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I ………..

TABLE N° 4.2.1.3.3. Analysis and interpretation of third word related to third question which provides about fill in the blanks with the words from the box.

ANSWERS	FREQUENCY	PERCENTAGE
Filled the blanks Correctly	30	100%
Filled the blanks Incorrectly		
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.3.3. Analysis and interpretation of third word related to third question which provides about fill in the blanks with the words from the box.
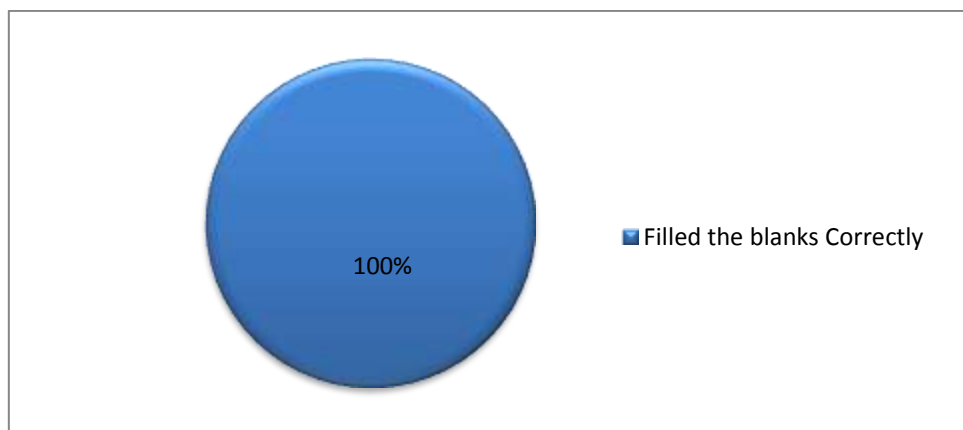
Source: Table N° 4.2.1.3.3.
Authors: Sandra Cujilema and Aída Jaya

Analysis of results: It was observed that 100% of students filled in the blanks correctly.

Interpretation of results: Based on this result all the students filled in the blanks with the last word without any difficulty.

ACTIVITY III: SPOT THE MISTAKES

4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE N° 4.2.1.4.1. Analysis and interpretation of first word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	30	100%
Underlined Incorrectly		
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.4.1. Analysis and interpretation of first word related to fourth question which provides information about underline the right word.

100%

■ Underlined Correctly
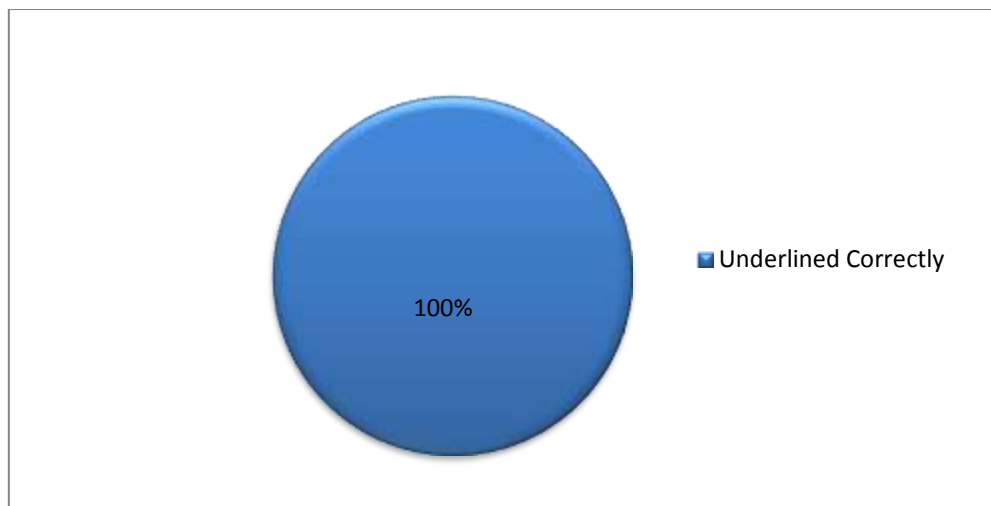
Source: Table N° 4.2.1.4.1.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It was observed that 100% of the students underlined correctly.

Interpretation of results: The result of the graphic did not show any serious drawback during the application the activity because all students underlined correctly the 1st word.

ACTIVITY III: SPOT THE MISTAKES

4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE N° 4.2.1.4.2. Analysis and interpretation of second word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	28	93%
Underlined Incorrectly	2	7%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.4.2 Analysis and interpretation of second word related to fourth question which provides information about underline the right word.
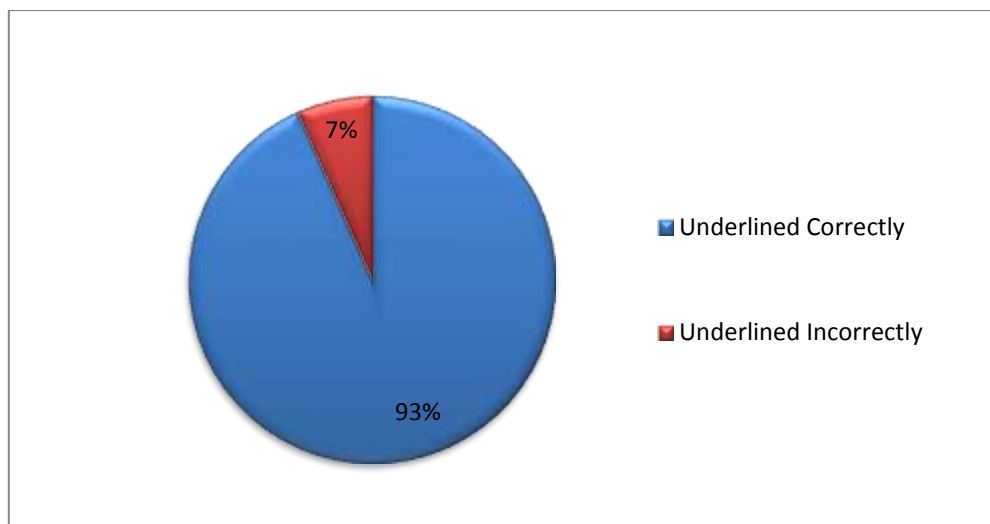
Source: Table N° 4.2.1.4.2.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: The graph above showed that 93% of the students underlined correctly and 7% of the rest of students underlined incorrectly.

Interpretation of results: According to result the graphic there was not any serious drawback during the application of this activity.

ACTIVITY III: SPOT THE MISTAKES
4. Listen to the three stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

TABLE N° 4.2.1.4.3. Analysis and interpretation of third word related to fourth question which provides information about underline the right word.

ANSWERS	FREQUENCY	PERCENTAGE
Underlined Correctly	29	97%
Underlined Incorrectly	1	3%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.4.3.   Analysis and interpretation of third word related to fourth question which provides information about underline the right word.
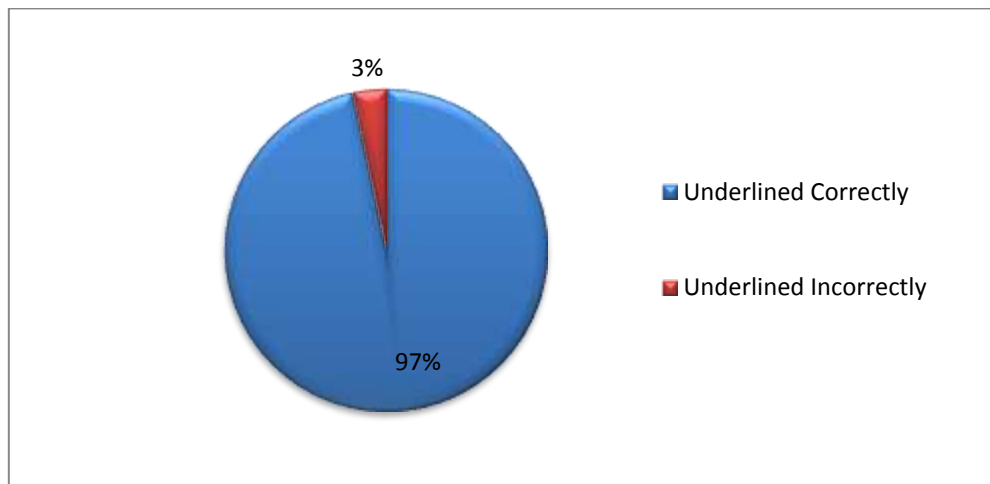
Source: Table N° 4.2.1.4.3.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: It was observed that 97% of the students underlined correctly and other 3% of the students underlined incorrectly.

Interpretation of results: The results report that most students underlined correctly the 3rd word without any difficulty.

5. Write the words that you hear about three stanzas of the "lemon tree" song.

....

TABLE N° 4.2.1.5. Analysis and interpretation of the fifth question which provides information about vocabulary comprehension.

ANSWERS	FREQUENCY	PERCENTAGE
Wrote one Word	0	0%
Wrote two words	0	0%
Wrote three words	2	7%
Wrote four words	1	3%
Wrote five words	1	3%
Wrote six words	5	17%
Wrote > 6 words	21	70%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N° 4.2.1.5. Analysis and interpretation of the fifth question which provides information about vocabulary comprehension.
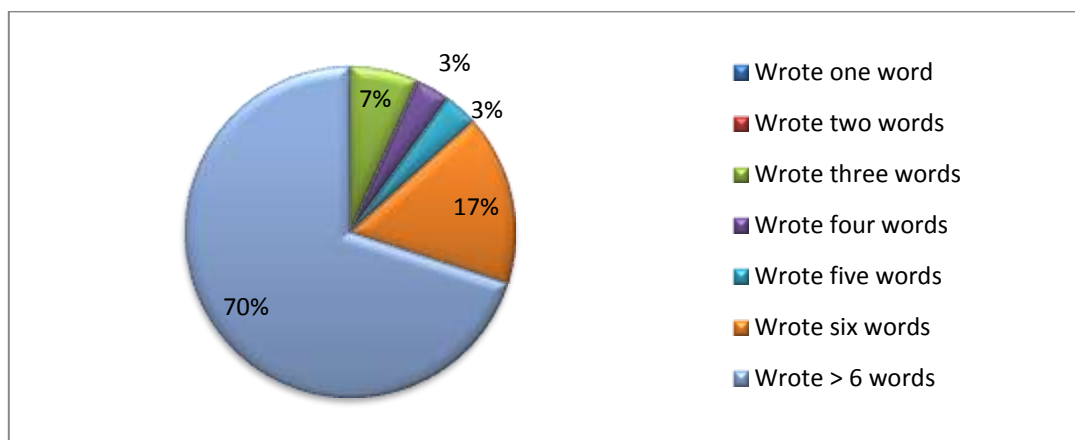
Source: Table N° 4.2.1.5.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: Trough of evaluation addressed to students the following graphic showed that was 70 % of students wrote more than six words, there is 17% of students wrote just six words which was right because this was word limit, there was 7% of students that wrote 3 words, there is 3% of students that wrote 5 to 4 words.

Interpretation of results: The results obtained showed that students exceeded the word limit because the researchers just taught six words through listening strategies emphasized in the vocabulary of the lemon tree song to improve the listening skill.

6. Write a sentence according to each picture related to "lemon trees song" .

 ………………………………………………………………..

 ………………………………………………………………..

 ………………………………………………………………

 ………………………………………………………………

TABLE N° 4.2.1.6. Analysis and interpretation of the sixth question which provides information about use of words in a new situation.

ANSWERS	FREQUENCY	PERCENTAGE
Wrote one sentence	1	3%
Wrote two sentences	2	7%
Wrote three sentences	7	23%
Wrote four sentences	20	67%
Total number of students	30	100%

Source: Test administrated to students
Authors: Sandra Cujilema and Aida Jaya

Statistical Graph N°4.2.1.6   Analysis and interpretation of the sixth question which provides information about use of words in a new situation.
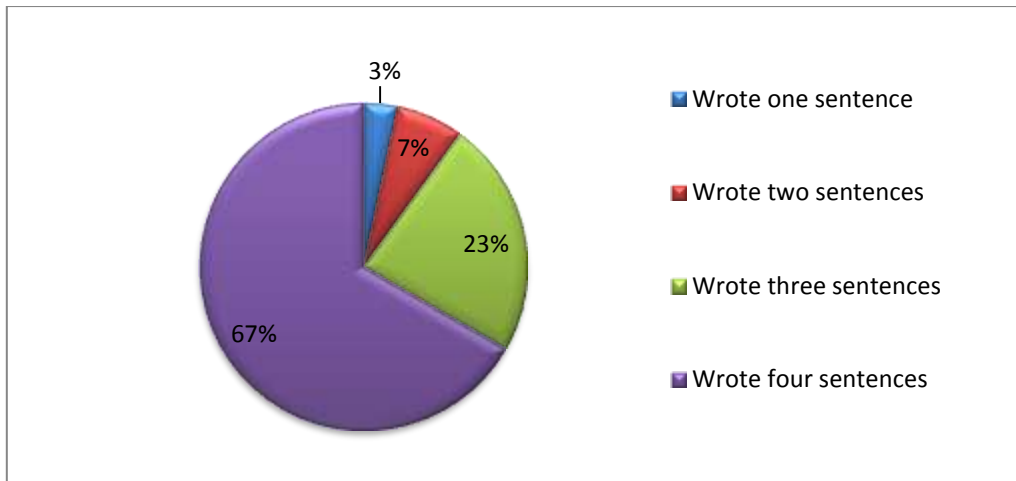
Source: Table N°4.2.1.6.
Authors: Sandra Cujilema and Aída Jaya.

Analysis of results: According to graphic showed that 67% of the students wrote four sentences for each image, 23% of the students wrote three words, 7% of the students wrote two sentences and finally the 3% of the students wrote one sentence.

Interpretation of results: These results showed that most students put into in practice the vocabulary previously taught in sentences with the aim to improve the listening skill through of activities involved appropriate classroom management.

Chart 4.3. COMPARISON FROM THE RESULTS OBTAINED FROM THE INITIAL AND FINAL TEST ADDRESSED TO THE STUDENTS OF 9TH "B" AT ESCUELA DE EDUCACIÓN BÁSICA Dr. NICANOR LARREA LEÓN DURING THE APPLICATION OF LISTENING STRATEGIES INVOLVING CLASSROOM MANAGEMENT

QUESTIONS	INITIAL EVALUATION WITHOUT THE APPLICATION OF LISTENING STRATEGIES			FINAL EVALUATION WITH THE APPLICATION OF LISTENING STRATEGIES		
	Correct Answers	Incorrect Answers	TOTAL	Correct Answers	Incorrect Answers	TOTAL
1. Underline the correct picture that is related to the topic of the song.	33%	67%	**100%**	93%	7%	**100%**
2. Listen to the 1st stanza of the song. Then match with the other half of the song.	32%	68%	**100%**	95%	5%	**100%**
3. Listen to the 2nd stanza the song and fill in the blanks with the words from the box.	36%	64%	**100%**	97%	3%	**100%**
4. Listen to the 3rd stanza the song and underline the correct word.	44%	56%	**100%**	91%	9%	**100%**
5. Write the words that you listen about three stanzas of the "lemon tree" song.	47%	53%	**100%**	93%	7%	**100%**
6. Write a sentence about each picture that is related to the "lemon tree" song.	23%	77%	**100%**	90%	10%	**100%**

4.3.1. INTERPRETATION THE RESULTS OBTAINED BETWEEN THE IN-ITIAL AND FINAL TEST DURING THE APPLICATION OF LISTENING STRATEGIES INVOLVED CLASSROOM MANAGEMENT

4.3.1.1. INITIAL EVALUATION WITHOUT THE APPLICATION OF LIS-TENING STRATEGIES

Interpretation related to first question:

The results obtained from application of listening strategies were high and low. Most students represented by 67% answered incorrect way the first question and just the 33% of students answered correct way the first question which was underline the correct picture that is related to the topic of the song.

Interpretation related to second question:

The results obtained from application of listening strategies were high and low. Most students represented by 68% answered incorrect way the second question and just the 32% of students answered correct way the second question which was listen to the 1st stanza of the song, then match with the other half of the song .

Interpretation related to third question:

The results obtained from application of listening strategies were high and low. Most students represented by 64% answered incorrect way the third question and just the 36% of students answered correct way the third question which was listen to the 2nd stanza of the song and fill in the blanks with the words from the box.

Interpretation related to fourth question:

The results obtained from application of listening strategies were high and low. Most students represented by 56% answered incorrect way the fourth question and just the 44% of students answered correct way the fourth question which was listen to the 3rd stanza of the song and underline the correct word.

Interpretation related to fifth question:

The results obtained from application of listening strategies were high and low. Most students represented by 53% answered incorrect way the fifth question and just the 47% of students answered correct way the fifth question which was write the words that you listen about three stanzas of the "lemon tree" song.

Interpretation related to sixth question:

The results obtained from application of listening strategies were high and low. Most students represented by 77% answered incorrect way the sixth question and just the 23% of students answered correct way the sixth question which was write a sentence about each picture that is related to the "lemon tree" song.

4.3.1.2. FINAL EVALUATION WITH THE APPLICATION OF LISTENING STRATEGIES INVOLVED CLASSROOM MANAGEMENT.

Interpretation related to first question:

The results obtained from application of listening strategies were high and low. Most students represented by **7%** answered incorrect way the first question and just the **93%** of students answered correct way the first question which was underline the correct picture that is related to the topic of the song.

Interpretation related to second question:

The results obtained from application of listening strategies were high and low. Most students represented by **5%** answered incorrect way the second question and just the **95%** of students answered correct way the second question which was listen to the 1st stanza of the song, then match with the other half of the song.

Interpretation related to third question:

The results obtained from application of listening strategies were high and low. Most students represented by **3%** answered incorrect way the third question and just the

97% of students answered correct way the third question which was listen to the 2nd stanza of song and fill in the blanks with the words from the box.

Interpretation related to fourth question:
The results obtained from application of listening strategies were high and low. Most students represented by **9%** answered incorrect way the fourth question and just the **91%** of students answered correct way the fourth question which was listen to the 3rd stanza of song and underline the correct word.

Interpretation related to fifth question:
The results obtained from application of listening strategies were high and low. Most students represented by **7%** answered incorrect way the fifth question and just the **93%** of students answered correct way the fifth question which was write the words that you listen about three stanzas of the "lemon tree" song.

Interpretation related to sixth question:
The results obtained from application of listening strategies were high and low. Most students represented by **10%** answered incorrect way the sixth question and just the **90%** of students answered correct way the sixth question which was write a sentence about to each picture that is related to the "lemon tree "song.

According to chart.4.3. When the researchers applied the first test without application of the listening strategies most students had problems during the development activities. However when the researchers applied the second test, the outcomes were meaningful because most students improved listening skill through the meaningful participation from students during the development of each activity.

Chart 4.4. Results obtained from observation guide addressed to the students of 9th "B" at Escuela de Educación Básica Dr. Nicanor Larrea León during the application of classroom management.

APPLICATION THE 1st CLASS WITHOUT SOME ASPECTS THAT IS RELATED TO CLASSROOM MANAGEMENT			APPLICATION THE 2nd CLASS WITH ALL ASPECTS THAT IS RELATED TO CLASSROOM MANAGEMENT		
Parameters that involved classroom management	**Applied**	**Not Applied**	**Parameters that involved classroom management**	**Applied**	**Not Applied**
Lesson plan		X	Lesson plan	X	
Motivation		X	Motivation	"Crisscross" game	
Teaching resources	Audio and song.		Teaching resources	Video, slide projector, flashcards, pictures, audio, song Worksheets, board, markers and laptop	
Strategies	Drills (repeat the song)		Strategies	Bottom-up and Top-down listening strategies	
Class decoration		X	Class decoration	X	
Classroom rules	X		Classroom rules	X	
Class organization		X	Class organization	X	
Students participate in Group Work.		X	Students participate in Group Work.	High	
Students participate in class.	Low		Students participate in class.	High	
Activity to improve listening skill.	Listen to "lemon tree" song then students sing the song together.		Activities to improve listening skill.	Split Song, Song Dictation and Spot the mistakes.	

4.4.1. INTERPRETATION THE RESULTS OBTAINED FROM OBSERVATION GUIDE DURING THE APPLICATION OF CLASSROOM MANAGEMENT

4.4.1.1. Application the class without some aspects that is related to classroom management.

Parameters that is related to classroom management:

LESSON PLAN: As the chart showed the researchers did not use lesson plan for developing the class of the better way.

MOTIVATION: During the application the researchers did not apply game or motivation. For this reason students did not feel motivated showing low interest and low participation during the class.

TEACHING RESOURCES: The researchers just used two resources such as: audio and song entitled "lemon tree".

STRATEGIES: The drills (repeat the song several times) was the strategy applied by the researchers.

CLASS DECORATION: In this parameter the researchers did not decorate the classroom.

CLASSROOM RULES: It is important establish rules to reduce the misbehavior from students .In this case the researchers established classroom rules.

CLASS ORGANIZATION: The researchers did not apply this parameter because students prefer to work in columns as always students are seated.

STUDENTS PARTICIPATE IN GROUP WORK: The researchers did not apply activities in group work.

STUDENTS PARTICIPATE IN CLASS: This aspect is very important because is related to participation of each student. However most learner showed low participation during the class.

ACTIVITY TO IMPROVE LISTENING SKILL: The researchers applied one activity which consisted in listen to "lemon tree" song, and then students sing the song together.

4.4.1.2. APPLICATION THE CLASS WITH ALL ASPECTS THAT IS RELATED TO CLASSROOM MANAGEMENT

Parameters that is related to classroom management:

LESSON PLAN: As the chart showed that researchers used lesson plan as guide for developing step by step the class of the better way.

MOTIVATION: During the application the researchers applied "CRISCROSS" game with their respective rewards. Students feel motivated showing interest and participation during the game.

TEACHING RESOURCES: The researchers used the following resources: video, flashcards, pictures, audio, song, worksheets, slide projector, laptop, board and markers to improve the listening skill in the students.

STRATEGIES: The researchers applied two listening strategies based on Bottom-up related to forms and structures. In this case the researchers taught 6 unknown word about of content "lemon tree" song and Top-down refers to content "lemon tree" song using pictures or key words to understand the meaning.

CLASS DECORATION: In this parameter the researchers decorated the classroom with image and flashcards according to object available in the class.

CLASSROOM RULES: It is important established rules to reduce the misbehavior from learners .In this case the researchers established classroom rules as pay attention during the class, and raise your hand to ask to researchers about questions or doubts from students during the application of the activities.

CLASS ORGANIZATION: The researchers applied this parameter because it is important strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions from learners.

STUDENTS PARTICIPATE IN GROUP WORK: The researchers applied activities where learners participated in group work. The results of these activities were meaningful because each group member contributed with ideas, suggestions, and opinions about activities.

STUDENTS PARTICIPATE IN CLASS: This aspect is very important because is related to participation of each student. However most learners showed high participation during development the class.

ACTIVITIES TO IMPROVE LISTENING SKILL: The researchers applied Split song which consisted match with the other half of the song and underline the topic of the song. Song Dictation which consisted fill in the blanks with the vocabulary previously taught by the researchers and Finally Spot the Mistakes which consisted underline the right words according to the content of the song titled lemon tree.

The researchers applied classroom management in both classes. The first class was applied without some classroom management aspects where most students showed low participation during listening activities. However when the researchers applied all classroom management aspects, students showed high participation during

listening activities and appropriate behavior during the class. When teacher applies strong classroom management, learners are able to focus on their schoolwork and enhance their academic performance during English learning process.

4.5. VERIFICATION OF THE HYPOTHESIS

Classroom Management influenced positively in the English Learning Process (listening skill) at 9th "B" in the Escuela de Educación Básica Dr. Nicanor Larrea León , in the city of Riobamba, during the school year 2014-2015.

It is important to determine if the lack of good classroom management had a significant impact on teacher and students´ learning. When the researchers used a good classroom management, students showed meaningful participation during the development the listening activities. Therefore the researchers maximized the learning and reduced the misbehavior from students during English learning process in listening skill.

Of this way the hypothesis and objectives proposed in our research have been probed through the application of listening strategies, teaching resources and appropriate classroom management involved aspects such as: lesson plan, didactic materials, class organization, class decoration and classroom rules to the students 9th level "B" at Escuela de Educación Básica Dr. Nicanor Larrea León, in the city of Riobamba, during the school year 2014-2015.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

According to analysis and interpretation the results. The researchers concluded the following:

- The lack of good classroom management had a significant impact on teacher and students learning because the classroom management conducive to learning.

- Classroom management is key element to improve listening skill because it allowed to students feel motivated to learn through a meaningful participation in each activity showing a good behavior and interest to improve English language.

- The results showed, that most students whether understood the activities related to "lemon tree" song through the application of listening strategies, teaching resources and appropriate classroom management from researchers.

- When the teacher uses a lesson plan, teaching resources, organization of content, classroom rules and strategies the result will be satisfactory during English learning process.

- The listening strategies becomes an essential tool during English learning process because it allows to learner to easily understand and assimilate new knowledge a better way.

5.2. Recommendations

- The components of classroom management as lesson plan, teaching and learning resources, content organization, classroom decoration and classroom rules must be used as elemental tools for fostering English learning process (listening skill) in the majority of schools because all outcomes were productive and improved the student's participation .

- English teacher should change of methodology and applied strategies and teaching resources through meaningful activities.

- It is recommendable to encourage students to practice listening skill by themselves not only in class to achieve better outcomes in the learning of the students.

- The students should reflect about how important is developing the skills, mainly listening skills because it helps to learners to obtain information, understand conversations, songs, dialogues etc.

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ATTACHED DOCUMENTS

ATTACHMENT "1"

OBSERVATION GUIDE

INSTITUTION NAME: Escuela de Educación Básica Dr. Nicanor Larrea León

SUBJECT: English   **COURSE:** 9th"B"

RESEARCHERS: Sandra Cujilema and Aida Jaya.   **SCHOOL YEAR:** 2014-2015

DATE: On March 13th, 2015   **TIME:** 1:40 – 2:40pm

Observation Guide used to check the application of the classroom management to improve the English learning process in listening skill.

PROMPTS	SCORES			
	NEVER	RARELY	SOMETIMES	ALWAYS
CONTENTS:				
According to students' level				
LEARNING DEVELOPMENT:				
Motivate to students				
Activities are related to the content				
Students show interest in every activity.				
Promotes meaningful learning				
Students participate in class				
Students participate in work group				
METHODOLOGY:				
Use of the listening strategies trough activities related to "lemon tree" song.				
DIDACTIC MATERIAL:				
The material is creative and meaningful				
CLARIFY: Instructions Doubts or questions from students.				

SOURCE: Observation guide administrate to students.
AUTHORS: Sandra Cujilema and Aída Jaya.

ATTACHMENT "2"

TEST

ESCUELA DE EDUCACION BASICA DR NICANOR LARREA LEON

Name: ……………………………..   **Course: ……………………..**

Date: ………………………

The following Test was addressed to students with the purpose to improve listening skill through activities related to "lemon tree" song involved listening strategies, teaching resources and classroom management.

TOP-DOWN LISTENING STRATEGY

ACTIVITY I: SPLIT SONG

1. Underline the correct image that is related to topic the song.

2. - Listen to the first stanza of the song. Then match with the other half of the song.

(1) I'm sitting here in a boring room   (a) and I wonder

(2) Sunday afternoon   (b) I'm waiting for you

(3) I'm hanging around   (c) I'm wasting my time I got nothing to do

(4) But nothing ever happens   (d) it's just another rainy

BOTTOM – UP LISTENING STRATEGIES

ACTIVITY II: SONG DICTATION

3. - Listen to the second stanza of the song and fill in the blanks with the words from the box.

Wonder	Car	Fast

I'm driving around in my …………. I'm driving too …...

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I …………

ACTIVITY III: SPOT THE MISTAKES

4. Listen to the third stanza of the song and underline the right word.

I wonder how I wonder why **yesterday / today** you told me

'bout the blue **blue sky/ red sky** and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that **I can see / I can hear** is just another lemon-tree

5. Listen to three stanzas of the "lemon tree" song. Then write the words that you hear or understand about song.

6.-Write one sentence for each image related to "lemon tree".

……………………………………………………………..

……………………………………………………………….

…………………………………………………………………………..

……………………………………………………………….……

ATTACHMENT "3"

ESCUELA DE EDUCACION BASICA DR. NICANOR LARREAL LEÓN

LESSON PLAN ON LISTENING SKILS

1. - INFORMATIVE DATA

CLASS: 9th "B"   **N° OF STUDENTS:** 30 students

RESEARCHERS: Sandra Cujilema and Aida Jaya   **PERIOD OF TIME:** 40 minutes

CAREER: Languages   **DATE OF APPLICATION:** On March 11th, 2015

ACADEMIC YEAR: 2014 - 2015   **TIME: 1:40 - 2:40 pm**

2. - CLASS ORGANIZATION

AREA: English

CONTENT: Vocabulary related to lemon tree song.

OBJECTIVE CONTENT: Students will be able to develop a new skill through of the application which involves an appropriate classroom management.

Aims: The main objectives of this lesson are:

- To develop the listening skill in the students through lemon tree song.

- To teach new vocabulary related to the content of the song. (Six unknown word.)

- To encourage interest in the skill of listening through of the participation of students in each planned activity

- To perform the practice listening skill in the students through meaningful activities.

- To interact with children to carry out better teamwork.

METHOD: Communicative method

STRATEGIES LISTENING: The researchers will apply two strategies such as: Bottom- up listening strategies and top – down listening strategies emphasized in classroom management during English learning (listening skill) process.

LEARNING STRATEGIES:

- METACOGNITIVE: Self- correction, comparing, reviewing.

- COGNITIVE. Using visual and audio clues as aids to meaning and evaluating.

- BEHAVIOURIST: They are repeating the song, memorizing it and students are interacting with the teacher in different activities to achieve meaningful learning.

MATERIAL: song, pictures, flashcards, worksheet .laptop and video.

ASSESSMENT: The researchers will carry out a formative assessment throughout the lesson plan. Some aspects that will be worth such as:

- ✓ Motivation

- ✓ Participation in the task.

- ✓ Understand the task.

- ✓ Interacts with other students through group work participation.

- ✓ Presents their job in an organized way.

ANTICIPATED PROBLEMS:

- Students do not have enough knowledge about listening skill.
- Students do not feel motivated and for this reason they show low participation in English class.

- Students are afraid of using the English language .For this reason is important will develop the listening skill for improving the learning.

DIRECT INSTRUCTIONS:

Procedure: The overall procedure of the lesson plan is constituted by following steps. Each one has its own purpose during the lesson .They will be discussed in the following steps:

3. - DIDACTIC PROCESS

SKILLS	CONTENT	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUA-TION	TIME
LISTENING.	**1. CONCEPTUAL:** Using a song to develop listening skill in the student **PROCEDURAL:** Make a motivation	**Warm up:** CRISSCROSS: This game consists in the following: Students look at the pictures related to classroom, and then they must guess the picture. The researchers will choose one represent of each column and says "what is this"?. If a student answers correctly the student wins a reward.	flashcards		5minutes
	Discuss about the topic.	**Pre – listening.** The researchers will introduce the" lemon three" song through video .The students will watch video and they will understand a better way the song. Then researchers will ask to students about the content of the song. For example: Did you remember some images about video? What is the topic of the song?	video		10minutes
	Identify the new vocabulary.	**While-listening** The researchers will use pictures to indicate the new vo-cabulary that contains each stanza of the song such as: Car time	Pictures		10 minutes

LISTENING		fast Sky Room wonder Then students will look up the pictures and learn this unknow word related to lemon tree song. The reserachers will apply the **top-down** listening strategy trough of the following activities : ACTIVITY I: **SPLIT SONG** The researcher will hand out the worksheet each student where students will do the following activities: Task1.- The students will underline the correct picture related to topic of the song. Task 2. - The students will listen to the 1st stanza of the song two times. Then match with the other halves of the song. Of this way the students put in practice the vocabulary learned before.	worksheet Song		
LISTENING	Reflecting	**Post- listening** The reaserchers will apply the **bottom – up** listening strategies through the following activities: **Activity II: SONG DICTATION** The researcher will hand out the worksheet each student	Worksheet Song		10 minutes

| | Reinforcement | where students will do the following activities:

Tssk1. Students will listen to 2nd stanza of the song. Then they should fill the blanks with words in the box.

Follow up listening:

The reaserchers will apply the **bottom – up** listening strategies through the following activities:

The researcher will hand out the worksheet each work group where students will do the following activities:

Activity III: SPOT THE MISTAKES

Task 1.-The students should organize in six group of five students. Each group should listen to the chorus of the "lemon tree" song two times and underline the right word according to what they heard. To complete this activity the students should discuss between group members to choose the right word related to content of the song. Then the researchers will one represent of each group. He or she should say the correct answer.

EVALUATION:

The researcher will hand out the worksheet each students where students will do the following activities:

Task 1. - The students listen to the three stanzas of the "lemon tree" song two times. Then they should write the words that they hear or understanding about song. | Worksheet Song | Listening Evaluation:

The re-searchers can evaluate to students through comprehen-sion of the song. | 5 minutes |

| | | Task 2. Finally the students should write one sentence related to vocabulary of the "lemon tree" song.

ATTITUDINAL:

To make students reflect about how important listening skill to obtain information, understand conversations, dialogues. In this case the contents of the song and to encourage the motivation and participation in each activity through classroom management and class-room environment appropriate. | | | |

4. - SCIENTIFIC KNOWLEDGE:

This song activity is designed especially for the intermediate students and is aimed to teach students some new vocabulary through a lemon tree song. The worksheet is divided into 3 main parts as pre-listening, while listening, and post listening as well as a vocabulary fills in the spaces activity.

TOPIC: New vocabulary about the content of the song **(lemon tree)**
1. car
2. lemon tree
3. sky
4. room
5. fast

ATTACHED WORKSHEETS: Fill in the gap activity and Topic for discussions

LEMON TREE
By Fool's Garden

I'm sitting here in a boring room it's just another rainy

Sunday afternoon I'm wasting my time I got nothing to do

I'm hanging around I'm waiting for you

But nothing ever happens- and I wonder

I'm driving around in my car I'm driving too fast

I'm driving too far I'd like to change my point of view

I feel so lonely I'm waiting for you

But nothing ever happens- and I wonder

I wonder how I wonder why yesterday you told me

'bout the blue blue sky and all tall that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning turning turning turning turning around

And all that I can see is just another lemon-tree

5- BYBLIOGRAPHY: To the researchers: https://www.youtube.com/watch?v=XAFS43NKFag

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Researchers' Signature

ATTACHMENT "4"

PHOTOGRAPHS RELATED TO APLICATION OF THE LISTENING STRATEGIES INVOLVED APPROPIATE CLASSROOM MANAGEMENT THROUGH LESSON PLAN.

WARM – UP MOTIVATION

PRE- LISTENING

Introduce the topic through video.

WHILE-LISTENING

Application of Top- down listening strategy through pictures related to content "lemon tree" song.

ACTIVITY I: SPLINT SONG

Students did the activity that consisted in listen to the first stanza then underline and match with other halves of the song.

POST – LISTENING

Bottom- up listening strategy related forms and structures. In this cases to learn new vocabulary related to content of the three stanzas of the "lemon tree" song.

ACTIVITY II: SONG DICTATION

The students did the following activity which consisted in listen to 2nd stanza of the song and fill the blanks with the words in the box.

ACTIVITY III. SPOT THE MISTAKES

GROUP WORK

In this activity the students worked in group of 5 students. The activity consisted in listen to 3rd stanza of the song, then discuss between group members and underline the right words.

Follow-Up Listening

The students did the activities that consisted in listen to the 3rd stanzas of the song and write the words that they hear or understood about "lemon tree" song and finally write a one sentence according to the picture of vocabulary previously taught.

ASPECTS THAT ARE INVOLVED TO CLASSROOM MANAGEMENT

Participation of the students in all Activities

Classroom Decoration

Classroom Rules

Classroom Organization

Behavior from students during the application of class

Students of 9ᵗʰ "B" at Escuela de Educación Básica Dr. Nicanor Larrea León