



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
LANGUAGES SCHOOL

**Work presented as a part of requirements to obtain the Degree of “Licenciatura en
Ciencias de la Education, Maestro de idioma Inglés.”**

TITLE

**“THE USE OF AUDIO LINGUAL METHOD TO DEVELOP LISTENING AND
SPEAKING SKILLS IN THE STUDENTS OF 10TH“C” AT CHAMBO HIGH
SCHOOL DURING THE SCHOOL YEAR 2016-2017”**

Authors:

Margarita Del Rocío Ramos Cuadrado
Cristina Maricela Ramos Cuadrado

Thesis Tutor

Msc. Luis Machado

RIOBAMBA- ECUADOR

2016

MIEMBROS DEL TRIBUNAL

Los miembros del tribunal de graduación del proyecto de investigación de título:

“THE USE OF AUDIO LINGUAL METHOD TO DEVELOP LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF 10TH“C” AT CHAMBO HIGH SCHOOL DURING THE SCHOOL YEAR 2016-2017”

Presentado por: **Cristina Maricela Ramos Cuadrado y Margarita del Rocío Ramos Cuadrado**

Dirigida por: **MsC. Luis Machado**

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación Humanas y Tecnologías UNACH

Para constancia de lo expuesto firman:

MsC. Mónica Cadena
PRESIDENTE DEL TRIBUNAL



FIRMA

MsC. Elsa Basantes
MIEMBRO DEL TRIBUNAL



FIRMA

MsC. Lucy Pazmiño
MIEMBRO DEL TRIBUNAL



FIRMA

Riobamba, 12 de diciembre del 2016

CERTIFICACIÓN

Certifico que las señoritas estudiantes CRISTINA MARICELA RAMOS CUADRADO y MARGARITA DEL ROCIO RAMOS CUADRADO con número de cédula 060444593-2 y 060462695-2 respectivamente, egresadas de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Carrera de Idiomas, realizó el proyecto de investigación con el tema: "THE USE OF AUDIO LINGUAL METHOD TO DEVELOP LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF 10TH "C" AT CHAMBO HIGH SCHOOL DURING THE SCHOOL YEAR 2016-2017, " el mismo que ha sido analizado por el sistema, anti-plagio y en el que se detectó un 11% de plagio

Es todo cuanto puedo informar en honor a la verdad, facultando a la interesada hacer uso del presente documento para el trámite respectivo.

MsC. Luis Machado.C
TUTOR DEL PROYECTO

AUTHOR OF RESEARCH

The responsibility for the content in this Project of Graduation belongs exclusively to the authors Cristina Maricela Ramos Cuadrado and Margarita del Rocio Ramos Cuadrado, English language school students with the research work entitled:

“THE USE OF AUDIO LINGUAL METHOD TO DEVELOP LISTENING AND SPEAKING SKILLS IN THE STUDENTS OF 10TH“C” AT CHAMBO HIGH SCHOOL DURING THE SCHOOL YEAR 2016-2017”


The intellectual heritage of this thesis belongs to the National University of Chimborazo

Riobamba, November 30th, 2016



Cristina Ramos Cuadrado

060444593-2



Margarita Ramos Cuadrado

060462695-2

ACKNOWLEDGMENTS

I thanks to God because of his eternal love. An eternal gratitude to my parents Jorge and Fanny who showed me the correct way to follow in my life. Andres, he is my son that has changed my life to be a better human being. I also want to express my gratitude to my thesis advisor, MSc. Luis Machado and to the teachers from Language Career especially MSc. Monica Cadena, Language Career Director. Thanks for helping me to achieve my dreams.

Cristina Ramos Cuadrado

My gratitude to my God for giving me the privilege to be part he loves and bless me every day, to all my family without their support I never could have start this project, special to my mother Fanny Cuadrado, for helping me all the time, in the same way to the teachers from Language Career at Universidad National de Chimborazo specially to Master Luis Machado the thesis tutor who has given all their support patient and help, an eternal gratitude to all the people who contributed in one way or another to achieve this goal.

Margarita Ramos Cuadrado

DEDICATION

This project is dedicated to God, to my family, to my teachers and my son Andres, because with their help, patience, support and love I was able to complete this work successfully and achieve one of the most important goals of my life. Thank and with much love to all of you.

Cristina Ramos Cuadrado

I want to dedicate this investigation with special love and gratitude to my Mighty and Everlasting God who gave me the life and the first teachers of my life: my parents Fanny and Jorge, my husband, to my little daughter Sophia whom have given me the enough help, love and all their unconditional support to achieve one of the goals in my life, I love all of you, with all my heart thank you so much.

Margarita Ramos Cuadrado

INDEX

AUTHOR OF RESEARCH	ii
ACKNOWLEDGMENTS	ii
DEDICATION	iii
SUMMARY	vii
RESUMEN	viii
INTRODUCTION	ix
CHAPTER I	1
1. REFERENTIAL FRAMEWORK	1
1.2. The problem definition	1
1.3. Formulation of the problem	2
1.5. Objectives	2
1.5.1. General objective	2
1.5.2. Specific objectives	2
1.6. Problem justification	3
CHAPTER II	4
2. THEORETICAL FRAMEWORK	4
2.1. Investigation antecedents related to the problem	4
2.2. Theoretical foundation	4
2.2.1. Methodology Defining	4
2.2.2. Principles for language teaching methodology	4
2.2.3. Strategy Description	5
2.3. Audiolingual method	5
2.4. What is Language?	8

2.5.	Languages skills	8
2.5.1.	What is a Skill?	8
2.5.2.	Importance of Language Skills	9
2.5.3.	English Language Skills	9
2.5.4.	The Process of listening	10
2.6.	Speaking skill	12
2.6.1.	Definition	12
2.6.2.	Types	12
2.6.3.	The Teaching of Speaking	13
2.7.	Reading skill	14
2.8.	Writing skill	15
2.9.	Objective operationalization	16
2.10.	Definition of basic terms	17
 CHAPTER III		 18
3.	METHODOLOGICAL FRAMEWORK	18
3.1.	Design of the research	18
3.2.	Type of research	18
3.3.	Levels of research (exploratory)	18
 CHAPTER IV		 20
4.	ANALISIS AND INTERPRETATION OF RESULTS	20
4.1	Descriptions of students develop of their listening and speaking skills using audio lingual method.	21
4.1.1	Analysis and Description of Observation Guide No. 1	21
4.1.2	General Observation Guide	27
4.1.3	Analysis and Description of Observation Guide No 2	31

CHAPTER V	32
5. CONCLUSIONS AND RECOMENDATIONS	32
5.1 Conclusions	32
5.2 Recommendations	33
6. BIBLIOGRAPHY:	34
7. ANNEXES	36

ABSTRACT

Nowadays English language is spoken around the world. This language opens many opportunities in the labor, educational, technological, commercial and social field. Learning English is easy, fun, and fast in relation to other languages. Learning English is fun, fairly quick and easy to learn in relation to other languages. The importance to talk this language permits people to develop in efficient and effective way. Knowing of methodologies to teach it in educative institutions is basic. All methods were and are created to benefit teaching-learning process. One of the most used methods is Audio lingual. It is focused on improve the students level knowledge through an accurate pronunciation and grammar and promotes the ability to respond quickly and accurately in speech situation. Furthermore it contributes in acquire enough vocabulary using grammatical patterns. This research has been developed on how the use of Audio lingual method helps on the performance of students' listening and speaking skills. This research was applied in students of 10th "C", whom presented a low level in vocabulary due to the teacher only followed the topics of the book and did not look for other options to increase students' learning, so this did not allow them to understand the English language as a second language. This research design is qualitative because through application of techniques and instruments students' behavior in class was described, also it is inductive and exploratory because students were observed during a month to collect information that was processed and analyzed to get conclusions and recommendations.

Reviewed by: Solís, Lorena
Language Center Teacher



RESUMEN

En la actualidad el idioma Inglés se habla alrededor todo el mundo. Este idioma abre muchas oportunidades en el campo laboral, educacional, tecnológico, comercial y social. Aprender inglés es fácil, divertido, y rápido en relación con otros idiomas. La importancia de hablar este idioma permite a las personas desenvolverse de una manera eficiente y eficaz. El conocimiento de metodologías para enseñar este idioma en las instituciones educativas es fundamental. Todos los métodos de aprendizaje fueron y son creados para facilitar el proceso de enseñanza aprendizaje. Uno de los métodos más utilizados es el audio lingual. Se centra en mejorar el nivel de conocimiento de los estudiantes a través de la pronunciación exacta y la gramática, promoviendo así la capacidad de responder con rapidez y precisión. Este a la vez contribuye en el aprendizaje de suficiente vocabulario usando patrones gramaticales. Esta investigación se ha desarrollado sobre la manera en la que el método audio lingüístico promueve las habilidades de escuchar y hablar de los estudiantes. Esta investigación fue elaborada con los estudiantes de 10^{mo} "C" quienes presentaron un bajo conocimiento de vocabulario, debido a que el maestro se limita a seguir el texto y no buscaba otras metodologías para incrementar el aprendizaje del estudiante, esto no les permitía comprender el idioma Inglés como un segundo lenguaje. El diseño de la investigación es cualitativa, porque a través de técnicas e instrumentos describimos el comportamiento de los estudiantes en clases, también es inductiva y exploratoria, ya que nosotros los observamos a todos los estudiantes por un mes para recopilar información que fue procesada y analizada para obtener las conclusiones y recomendaciones

INTRODUCTION

The importance to improve aim of language is communication. It is important recognize that methodologies and learning techniques are really useful at the moment to teach English. So in this research is important emphasis in audio lingual method and in its use to develop listening and speaking English language skills that help students of 10th “C” at Chambo high school

Chapter I: In this chapter the topic and the problem are presented, the formulation of the problem , questions, general and specific objectives that pretend to be reached are mentioned on it.

Chapter II: It is about theoretical framework. This chapter named where the research is supported. This is focused on the backgrounds of previous researches, then theoretical part that supports the project, finally the definition of basic terms for an adequate understanding of the research.

Chapter III: This provides deals about the research design. In which includes the objectives operationalization, then the type and level of research, next the population and sample that was directed the project, finally the techniques and instruments for data collection and interpretation.

Chapter IV: The interpretations of results got of the observation sheet are analyzed in detail.

Chapter V: It refers to the conclusions and recommendations that are clearly descript. This could be useful to solve problems to the any similar project.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The use of audio-lingual method to develop listening and speaking skills

1.2. THE PROBLEM DEFINITION

English has become a major language of education and business .Learning English can be the gateway to countless opportunities to study and work; is so vitally aspect, given that the labor and commercial market is increasingly competitive. It has also become an essential tool of communication for human development and social interaction in different knowledge areas of professional and economical life.

Today the English language has overcome barriers and has converted in an important tool in nations develop. Bilingual education in Ecuador has become very important in institutions education; schools and private schools are developing and improving their bilingual programs each year.

Therefore to develop a correct teaching and learning process, teachers constantly are looking for strategies and methods that facilitate English language acquisition. An effective and efficient method applied at the moment to share classes is audio lingual . This method promotes to improve the listening and speaking skills at the same time to increase vocabulary and fluency to talk, so it is necessary to bear in mind the difficulties in which students have to learn, to thus assist the needs of each student, looking for appropriate strategies and through it to get a meaningful learning.

This research was developed at “Chambo” high school, located in Chambo city, parroquia Matriz. It has around 600 students whose economic status is medium and low. The school possesses an excellent substructure with around 16 classrooms for all the students. It has 1 ground for sport activities, computing labs, administrative offices. Besides of that, Chambo high school has almost 20 teachers, 4 of them belong to the English area.

In Tenth “C” at “Chambo” high school there is a trouble in the acquiring of vocabulary and as its consequence in the English teaching-learning process, because the practices for teaching vocabulary are not always used. They are indispensable for students to get more knowledge so then they will be able to communicate effectively. One of the reasons for the existence of this problem is because the teacher just follows the topics of the book and do not look for other options to increase students’ learning so that it is limited the students feel restricted because they do not understand the second language, and this undoubtedly affects their motivation and their interest in learning this second language. So it requires applying an efficient method, thus to increase students interest in learning of English

1.3. FORMULATION OF THE PROBLEM

How audio-lingual method is used to develop listening and speaking skills in the students of 10th “C” at Chambo high school during the school year 2016-2017?

1.4. QUESTIONS OR PROBLEMS ARISING GUIDELINES

- Why is important audio-lingual method?
- How is used audio-lingual to develop listening and speaking skills?
- How does audio lingual method contribute in teaching-learning process?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To observe the use of audio lingual method in the develop of listening and speaking skills in the students of 10th ”C ”at Chambo high school during the school year 2016-2017

1.5.2. SPECIFIC OBJECTIVES

- To recognize the importance of audio-lingual method in learning students process
- To determine the use audio-lingual method in a listening and speaking skills
- To explain how audio lingual method contributes in teaching-learning process

1.6. PROBLEM JUSTIFICATION

The present paper stems from the need to improve the learning of English, considering that this language is essential to get good opportunities to have a successful future.

It was relevant to develop this research because through this work we were able to help students and teachers to increase their English level applying audio-lingual method at the moment to develop listening and speaking skills.

It was important to determine how audio-lingual method is applied and the effects that it caused in students on the improvement of the listening and speaking skills. Performing worksheets to get the teacher and students work together in order to promote their interest and self-confidence, creating a friendly environment to facilitate the teaching-learning process.

Therefore, the beneficiaries were the students and the teacher of 10th C” at Chambo high school during the school year 2016-2017. They use audio-lingual method like a tool that allows real achievements in learning English language.

Finally, this research project was feasible because all the needed resources were accessible for developing it. Economical and technology resources were grant by our families. The time estimated was optimum to develop our investigation. The scientific knowledge was acquired in university library or through internet.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. INVESTIGATION ANTECEDENTS RELATED TO THE PROBLEM

In the files of the library of Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación there are not similar researches about The use of Audio lingual Method to develop Listening and Speaking skills.

2.2. THEORICAL FUNDATION

Method Definition

According Nunan (1999) method is a single variety of procedures which teachers are to fallow in the classroom. Methods are also usually based on a set of principles about The way of language and acquisition. According Torres (2010) method is a systematically set of teaching practices based on a particular theory of language learning, stated to accomplish linguistic objectives.

According to these authors a method is a set of procedures and teaching practices based on a theory that explain us how to teach.

2.2.1. Methodology Defining

According to Brown (1994) defines Methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences (Nunan 1999). “Methodology in language teaching has been characterized in a variety of ways. It has been usually conceived as a way a teachers goes about his/her teaching.” (Torres M. 2010, pg. 55). English language teaching is characterized by a variety of methodologies, which are taken by teachers depending on student learning style.

2.2.2. Principles for language teaching methodology

Nunan suggest two principles for language teaching methodology:

a. - **Emphasis on students learning**

A learner-centered classroom is very important because is one in which learners are actively involved in their own learning process. To this learner involvement Nunan (1999) suggest to dimensions; in first dimension the learners decide what to learn, how to learn, and how to be evaluated, the second is in maximizing the class time in which the learners, further than the educator, do the work.

b. - **Develop your own personal methodology.**

Such as each learner has their own learning style; teachers also have their own learning style, so they can teach the student in different ways, but all the teaching process have to be focused in the acquisition of the new knowledge.

According to Nunan s principles for language teaching methodology both learner and teacher are actively involved and focus in the learning process .

2.2.3. Strategy Description

According Richard and Platt (1992:209) says that learning ways are intentional acts and own opinions used by students during learning so as to better help them understand, learn, or recall learned information A strategy is a planned set of actions over time systematically carried out to achieve a particular purpose. The strategies are rules that allow appropriate decisions at any time of the learning process, so there are ways of working to improve performance. Chomsky, N. (1965)

2.3. AUDIOLINGUAL METHOD

The Audio lingual method was developed to build competence, through very intensive courses focusing on aural-oral skills.

This Method is based on the concept of teaching linguistic patterns in combination with the formation of habits through constant drilling or repetition followed by positive or negative reinforcement from the teachers part. Through mimicry memorization and learning of

language patterns and forms students were able to communicate in different circumstances (Torres M. 2010, pg. 59).

However Richards and Rodgers (2001) express that foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes. (p.57)

According to these authors the Audio-Lingual Method helps to develop communicative competence of students using dialogues and drills. The practice of memorization of phrases is useful in foreign linguistic teaching as they carry out the students to produce speech. Repetition of the dialogues will let to the learners answer quickly and accurately in verbal language.

In fact, learning process is always related with the appropriate use of a learning method; it is reflected in the student achievement if it is applied appropriately as long as the educator takes appropriate decisions to fulfill the stated objectives. Taking in mind these factors, audio lingual method carries out the teaching learning process to facilitate it with motivation, discipline and respect.

2.3.1 The Audio-lingual method Objective

The principal objective is precise the learners pronunciation through constant repetition and they will be able to an own and proper habit response and be able to communicate effectively and According Brown (1994:57) express : the principal Objectives Just as with the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "overlearn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only way to overcome this problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied. This information is retrieved from Brown (1994:57) and adapted from Prator and Celce-Murcia (1979).

Teacher want their Teacher Want their students to be able to use the target language communicatively. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language. Charles Fries (1945) of the University of Michigan.

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

2.3.2 Advantages

- It aims at developing listening and speaking skills which is a step away from the Grammar translation method
- The use of visual aids has been proven its effectiveness in vocabulary teaching.
- It is focus on an intensive drilling and systematic attention to pronunciation. Taught by means of direct associations with objects and actions Teachers can uses mime, realia, pictures, etc to demonstrate this method process.

• 2.3.3 Disadvantages

- The behaviorist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky (“Chomsky, Noam (1959). “A Review of B. F. Skinner’s Verbal behavior”) has written a strong criticism of the principles of the theory.
- This method is ancient and it does not be according with new methodological strategies that promotes the new technological era.
- It is emphasized on the oral use of language as the main objective for udertakig studies I language learning

2.4. What is Language?

“It is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work”. (Cambridge, 2016).

Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures and written symbols, it is the most important aspect in the life of all human beings, because through it, we can express our thoughts and emotions, needs and desires. Behaviorists often define language as a learned behavior involving a stimulus and a response. (Ormrod, 1995) Often times they will refer to language as verbal behavior, which is language that includes gestures and body movements as well as spoken word. (Pierce and Eplin , 1999) in the definition of language we have to be careful not to exclude symbols, gestures, or motions because it is the language of the deaf community. All human languages share basic characteristics, some of which are organizational rules and infinite generativity; it means the ability to produce an infinite number of sentences using a limited set of rules and words (Santrock and Mitterer , 2001).

2.5. Languages skills

2.5.1. What is a Skill?

It is an ability and capacity acquired through deliberate, systematic, and sustained effort and habits to smoothly and adaptively carry out complex activities or job functions involving ideas they are cognitive skills and things technical skills. (Longman, Longman Dictionary online , 2016)

When we are learning a language, there are four skills that we need for a complete communication. These four skills are engaged to each other. When learning one of them, it is necessary to bear in mind that all four skills are acquired and developed together through practice. But when we learn our native language, we usually learn to listen first, after that to speak, then to read, and finally to write, in a foreign language such as English these are called the four "language skills": Listening, Speaking, Reading, and Writing.

2.5.2. Importance of Language Skills

(Charter R, 2013) Defines: language is absolutely central to students learning: without it, they cannot make sense or communicate their understanding of a subject, people will need to develop their language skills, and specifically, their academic English, in order to:

- Understand and make the most effective use of your study materials
- Develop the specialized language and vocabulary relevant to your subject
- Interpret assignment questions and select relevant and appropriate material
- Write well-structured and coherently presented assignments, without plagiarism
- Communicate your needs to your tutors
- Work productively with other students.

2.5.3. English Language Skills

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

a. Listening skill: (Thomlison, 1984) defines listening as, “Active listening, which is very important for effective communication, it is a receptive skill and an important communication competence because it involves the process of receive and interpreting the words and sentences in the brain in other words the understanding of the message.

The skill of listening with comprehension is an essential part of communication and basic to second language learning. The goal of the listening skill is to enable the learners to perceive the second language in the way native speakers perceive it. (Robinett, 1978).

Listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking). Smith (1975, pp. 98- 99) emphasizes: —... good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command.

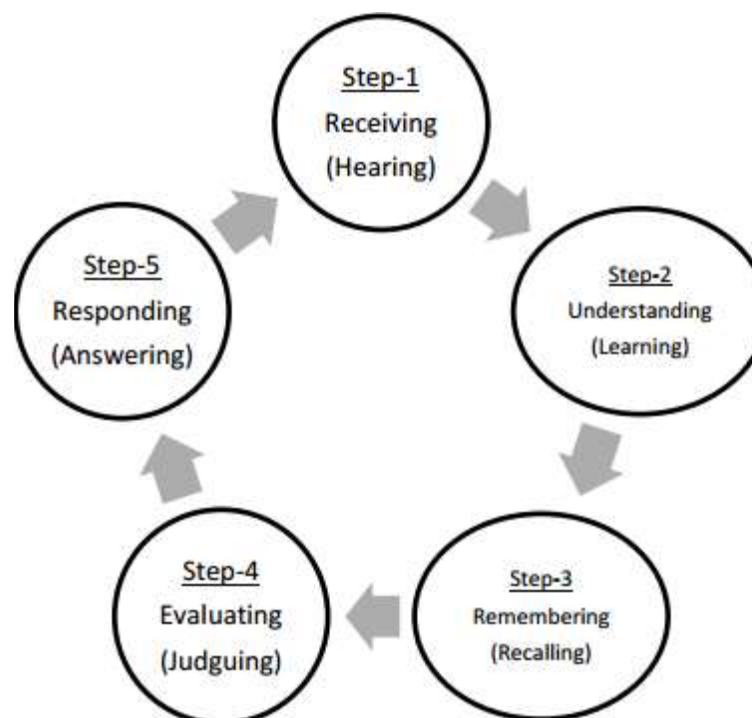
Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems. Third, listening constitutes half of the communication process. Fourth, children get the majority information through listening. (Kurniasih, 2011)

For Tyagi B, listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

According to these authors listening is the main skill of Language because who know how to listen carefully, learn indirectly creating a positive climate for communication, making it more effective.

2.5.4. The Process of listening

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.



2.5.4.1. Hearing – It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).

Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

2.5. 4.2. Understanding- This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

2.5.4.3. Remembering- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

2.5.4.4. Evaluating- Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message- as a result, the listening process ceases.

2.5.4.5. Responding- This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has Step-1 Receiving (Hearing) Step-2 Understanding (Learning) Step-3 Remembering (Recalling) Step-4 Evaluating (Judging) Step-5 Responding (Answering).

According to these authors the lack of communication skills may be caused by the common characteristics of passively listening, such as inattention, distraction and the response process. It is possible to develop the amount of information that is internalized in

a conversation by practicing active listening. Following these steps to learn how to listen actively.

Listening skill is an active process that has three basic steps: hearing, understanding and judging, the use of these steps in a correct way will benefit to students.

2.6. Speaking skill

2.6.1. Definition

Speaking skill: "Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

- Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues
- (Burn and Joyce, 1997) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, the participants and the purpose of the speaking, according to this definition speaking can be divided in two ways: formal and informal:

2.6.2. Types

- **Informal speaking:** it occurs typically with family and friends, or people well known.
- **Formal speaking:** it occurs in academic situations, business or when meeting people for the first time.

2.6.3. The Teaching of Speaking

- The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.
- Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through groupwork, task work, and other strategies (Richards, 1990).
- Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse (McCarthy and Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones (1996:12) comments:
 - In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. (Richards J, 2008 pg. 19)
 - Writing is vital to develop several human skills such as attention, concentration, memory, organization and methodology. write in a good will make our ideas are understood and will help us in the learning process.

Therefore there are some aspects of how learners can develop speaking skill:

Using minimal responses: Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a

learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts: Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.7. Reading skill

2.7.1. Definition

According to William (1984), reading is a process whereby one looks at and understands what has been written. On the other hand; "Reading is an act of communication in which information is transferred from a transmitter to a receiver" (Smith 1973:2), in this case the readers have to use their knowledge to understand the meaning of the ideas that the authors are expressing through the texts because they present letters, words, sentences, and paragraphs that encode meaning.

2.8. Writing skill

Definition

It is a form of communication to express feeling through written form. (Harmer, 1991). It is a productive skill because people can express their ideas using symbols (letters of the alphabet, punctuation marks), creating words, sentences and paragraph that have sense, the ideas expressed by the writers must be organized to let the reader or receptor understands clearly the message.

Writing skill help the learner convert their thoughts into words in a meaningful form and to mentally interact with the message, gaining independence, comprehensibility, fluency and creativity in writing

Students the opportunity to involve students in learning and allow them to practice the language skills. The benefits of use games in the learning process are more cooperative group, dynamics and as a result of this the students are highly motivating, developing the language skills and the most important they are learning the language.

2.9. OBJECTIVE OPERATIONALIZATION

2.9.1. Objectives operationalization

SPECIFIC OBJECTIVES	TECHNIQUE	INSTRUMENTS	STUDIED GROUP
<ul style="list-style-type: none"> To recognize the importance of audio-lingual method in learning students process 	<ul style="list-style-type: none"> Observation teacher class. Bibliographic research. Internet research. 	<ul style="list-style-type: none"> Observation sheet University library Internet 	<ul style="list-style-type: none"> Teacher students
<ul style="list-style-type: none"> To determine the use audio-lingual method in a listening and speaking skills 	<ul style="list-style-type: none"> To develop observation sheets. To apply observation sheets. 	<ul style="list-style-type: none"> Observation sheets Observation sheets 	<ul style="list-style-type: none"> Teacher Students
<ul style="list-style-type: none"> To identify how audio lingual method contributes in teaching-learning process 	<ul style="list-style-type: none"> To apply and develop observation sheets To apply and develop observation sheets 	<ul style="list-style-type: none"> Observation sheet Observation sheet 	<ul style="list-style-type: none"> Teacher Students

Source: Specific objectives.

Elaborated by: Cristina Ramos, Margarita Ramos

2.10. DEFINITION OF BASIC TERMS

Method: According (Nunan, 1999) method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning.

Methodology: (Brown H. D., 2000) defines Methodology as the study of pedagogical practices including theoretical underpinning and related research, in other words it is a variety of ways of teaching that explain us how to teach. Methodology has to do with selecting, sequencing, and justifying learning tasks and experiences (Nunan, 1999)

Language: It is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work. (Cambridge, 2016).

Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures and written symbols, it is the most important aspect in the life of all human beings, because through it, we can express our thoughts and emotions, needs and desires.

Skill: It is an ability and capacity acquired through deliberate, systematic, and sustained effort and habits to smoothly and adaptively carry out complex activities or job functions involving ideas they are cognitive skills and things technical skill (Longman, Longman Dictionary online , 2016)

Sub-skill: (in language teaching) a term sometimes used to refer to the individual processes and abilities which are used in carrying out a complex activity. (Longman, 2010)

Learning: It is the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such a process. (Longman, 2010)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF THE RESEARCH

This research is a qualitative approach, based on the description of the subject to be studied. The investigative process is carried out by applying techniques such as direct observation and unstructured interviews. This approach is widely used by researchers who study human behavior.

3.2. TYPE OF RESEARCH

The research is inductive, since it was seek to obtain general conclusions from observation, classification and study of facts or phenomena. It is also considered like a field research, since it is based on direct collection of information from reality to be investigated. Finally, it is a documentary research because it was required collecting and analyzing the information, as bibliographic and academic.

3.3. LEVELS OF RESEARCH (EXPLORATORY)

The level of research is exploratory, therefore aims to respond to the problem of research, studying the relationship between factors and events. The estimated time to realize the observation was September month. In which was possible to collecting relevant information about their behavior in class.

3.4. POPULATION AND SAMPLE

POPULATION

The population where the study was carried was at “ Chambo ”High School with the students and the teacher of 10th “C”. In this classroom exists 14 man and 16 women

SAMPLE

In this research was not got a sample because the population is small, so that the work was on its total.

3.5. TECHNIQUES AND INSTRUMENTS OF DATA COLLECTION

3.5.1. TECHNIQUE

OBSERVATION.- This technique has the proposal of observing directly to the teacher and perceive the reality where the students were evaluated in order to get previously defined data of interest in the investigation using observation sheets.

INSTRUMENTS

Observation sheets: this technique contributed to collect relevant information that was analyzed to obtain conclusions. These sheets recollected information directly to the students of 10Th “C” of Chambo high school

CHAPTER IV

4. ANALISIS AND INTERPRETATION OF RESULTS

This research was aimed to the students of 10Th “C” of Chambo high school. This project was focused on the use of audio lingual method and the develop of listening and speaking. This work was developed with the collaboration of the University authorities, Tutor, English teacher and students of 10Th “C” of Chambo high school.

The aspects used to gather information were “audio lingual method” and “language skills”. During the time the use of internet and books were elemental for looking information. At the same time the observation sheets were useful to collect directly relevant information about students and get conclusions about the topic

The observation guides were applied from September 5th until September 30th , 2016. This guides permitted us evaluate teacher and students behavior in class. All this was possible because of authorities, teachers and students collaboration.

Concluding the observation, all guides were analyzed carefully to get results and emit comments about the use of audio lingual method to develop listening and speaking skills.

4.1. DESCRIPTIONS OF STUDENTS DEVELOP OF THEIR LISTENING AND SPEAKING SKILLS USING AUDIO LINGUAL METHOD.

4.1.1. Analysis and Description of Observation Guide No. 1

Developing this research was appropriate to apply different guides. This were used to determinate how audio lingual method is used in students listening and speaking skills into the classroom. First guide contains indicators to observe students one by one during daily classes. Second presents general parameters of the school, teacher and students were consider in the observation.

Student 1- Observed from September 6th to 9th of 2016. This student always attend English teacher instructions and understood. Also he talks applying audio lingual method. He tries to research and use new vocabulary in their oral participation

Student 2 - Observed from September 6th to 9th of 2016. This student had interest to learn English. He could understood teacher instruction. .He is able to speak with fluency in English conversations. He enjoy interacting among them.

Student 3 - Observed from September 6th to 9th of 2016This student is a teacher problem. He did not pay attention , also he did not like speak in English. He did not participate in classes. At the moment to talk he did not knew to say because he did another things less pay attention. English teachers in may times called his attention.

Student 4 - Observed from September 6th to 9th of 2016. This student is excellent. She practically apply all knowledge acquired in class She helped her friends. At the moment to talk she combined her ideas and words talk she expressed were understood by the teacher and the rest of classmates. She tried to learn English vocabulary using audio lingual method

Student 5 - Observed from September 6th to 9th of 2016. This student rarely attend teacher instructions, for this reason did not understand what did he had to do. He in may times was playing with his cell. He did ot participate in classes and frequently is calling his classmates attention. When he talked was impossible understood because he did not

pronounce words appropriately and sentences were structured using grammatical patterns.

Student 6 - Observed from September 6th to 9th of 2016. This student understood teacher instructions but he needed that teacher repeat again. He demonstrated that he could express ideas and to establish conversation. He liked interact in classes. Even though teacher frequently called his attention because he did not permit those others can participate in class. He is an active student.

Student 7 - Observed from September 6th to 9th of 2016. The student sometimes paid attention and understood teacher instructions. She tried to make questions about meanings of new words. She sometimes felt nervous to express her ideas but with teacher help she could did an activity. She liked improved her pronunciation and increase her vocabulary.

Student 8 - Observed from September 12th to 16th of 2016. This student participated and collaborated in all the activities made in classes. He paid attention to the teacher explanations and understood clearly instructions. Even though to understand the explanation she usually asked questions to reinforce his knowledge. At the moment to participate she did not feel nervous because she was sure about what he said.

Student 9 - Observed from September 12th to 16th of 2016. During the observation this student understood teacher explanations. He enjoyed interacting with other classmates. When he did not know a word he asked to his teacher. At the moment to develop speaking skill he did not feel fear because he knew how to say or talk appropriately. He could not establish dialogues and perform his learning.

Student 10 - Observed from September 12th to 16th of 2016. This student was a problem in class. She always was doing other things less attend English teacher. She did not understand teacher instructions. She did not like participate in oral activities. Her behavior was bad. Her teacher frequently needed her parent's presence because she did not present homework or studied lessons.

Student 11 - Observed from September 12th to 16th of 2016. This student understood English instructions. She tried to practice and reinforce her knowledge studying in other center called ILE. She applied her knowledge learned in class. She enjoyed helping her

other classmates. She did not like teacher correction. At the moment to talk she felt sure about her ideas. She participated successfully in oral activities.

Student 12 - Observed from September 12th to 16th of 2016. This student did not attend teacher. He did not like learn English. In many times he did not do his homework. He said that he did not understand what to do. In classes he always was using cell even though they are prohibited in class. The teacher asked his parents supervision but there was not a good answer.

Student 13 - Observed from September 12th to 16th of 2016. This student paid attention to the teacher instructions; the most of teacher explanation was understood by him. She liked learn new vocabulary using her dictionary. She asked questions to fulfill her doubts. In oral activities she use grammatical structures and her ideas are clearly understood by her friends

Student 14 - Observed from September 12th to 16th of 2016. This student was concentrated in class and paid attention to the teacher instructions. She processed the instruction in her own way. She knew what and how to do activities. She reinforced her knowledge develop extra activities in her home.

Student 15 - Observed from September 12th to 16th of 2016. During the observation this student was interested in learn day by day. Even though his vocabulary and spell were not good he always tried to do well English activities. He asked question, review in his dictionary. He tried to improve and increase English level

Student 16 - Observed from September 19th to 23rd of 2016. This student is excellent. He went a language center to study English. She liked to interact in class. She practiced language using songs. She enjoyed each English hour. Her pronunciation was excellent. Her effort and dedication converted her how the best student in her class. She frequently expressed her ideas without fear.

Student 17 - Observed from September 19th to 23rd of 2016 This student paid attention to the teacher instructions; the most of teacher explanation was understood by him. She liked learn new vocabulary using her dictionary. She asked questions to fulfill her doubts. In oral activities she use grammatical structures and her ideas are clearly understood by her friends

Student 18 - Observed from September 19th to 23rd of 2016. This student rarely presented interest for English learning. Her lack of vocabulary and the less interest to learn were evident in this student. She did not understand the instructions because of his lack of vocabulary. In a did not permit her a clear oral explanations. She usually talked in Spanish to ask question. Teacher had to explain gestures, mimics and other resources. She usually felt nervous at the moment to talk with others

Student 19 - Observed from September 19th to 23rd of 2016. During the observation was possible notice that this student understood the explanation. When he did not understand he asked to clear doubts. He was attentive in class and cooperated in all activities. He memorized grammar patterns and new vocabulary. This facilitated his oral presentations.

Student 20 - Observed from September 19th to 23rd of 2016. During the observation this student was interested in learn day by day. Even though his vocabulary and spell were not good he always tried to do well English activities. He asked question, review in his dictionary. He rarely felt nervous at the moment to talk. He applied grammatical patterns to express his ideas. His pronunciation was fluency

Student 21 - Observed from September 19th to 23rd of 2016 This student did not attend teacher. He did not like learn English. In many times he did not do his homework. He said that he did not understand what to do. In classes he always were using cell even though they are prohibited in class. The teacher asked his parents supervision but there was not a good answer. At the moment to do an activity he did o know what to do because he was doing other things

Student 22 - Observed from September 19th to 23rd of 2016 This student was boring in classes because he did not like to stay in classes. English teacher frequently call his attention. In may times he did not do his homework with the excuse that he had to work and it did not permit do his homework: he constantly use his cell that distracted his attention. The teacher asked his parents supervision but there was not a good answer.

Student 23 - Observed from September 19th to 23rd of 2016 . This student liked participates in class. He was able to understood quickly teacher instructions. He was ready to develop his speaking and listening skills. He was dedicated and studious. He practice her

knowledge with others and through this he reinforced his knowledge. He expressed their thoughts and ideas without fear.

Student 24 - Observed from September 19th to 23rd of 2016. During the observation this student was interested in learning day by day. Even though his vocabulary and spelling were not good he always tried to do well in English activities. He asked questions, reviewed in his dictionary. He tried to improve and increase his English level. He knew that he was able to learn he demonstrated effort and was constant to talk in English.

Student 25 - Observed from September 19th to 23rd of 2016. This student usually attended English teacher. She liked answers to clear doubts. He participated actively in oral activities. She had a great amount of vocabulary; it permitted that her development in classes will be successful.

Student 26 - Observed from September 26th to 30th of 2016. This student had a positive attitude to learn. He asked questions and cleared doubts. He analyzed what to say and the proper way to do it. He increased his vocabulary using his dictionary. Unknown words he underlined and reviewed their meaning. Applying this technique he increased his English level.

Student 27 - Observed from September 26th to 30th of 2016 This student was unable to understand teacher instructions. He was sitting at the back and always doing other things. He did not talk. He had a pronunciation problem. He could not express his ideas in English. He did not respect others.

Student 28 - Observed from September 26th to 30rd of 2016. This student presented many problems. He did not like attending classes. He was playing with others. He just copied answers from others. He was not able to make sense sentences. He did not want to collaborate in classes.

Student 29 - Observed from September 26th to 30th of 2016. This student liked participating in language developing skills. She collaborated in all the activities. At the moment to talk she tried to use appropriate words and connect ideas. She constantly made questions to clear doubts.

Student 30 - Observed from September 26th to 30th of 2016. This student understood teacher explanations. She frequently expressed her ideas without fear. When she was speaking applies grammatical structures. It helps that her ideas will be understood by their classmates.

Student 31 - Observed from September 26th to 30th of 2016 . During the observation this student was interested in learn day by day. Even though his vocabulary and spell were not good he always tried to do well English activities. He asked question, review in his dictionary. He tried to improve and increase English level

Student 32 - Observed from September 26th to 30th of 2016 This student did not attend teacher. All the time he show lack interest to learn. He did not like speak with others. He is playing with his cell or making jokes to his classmates. His lack interest is reflected on his grades

Student 33 - Observed from September 26th to 30th of 2016. This student was able to understand teacher instructions. He enjoyed during classes. He practiced oral activities constantly to increase his pronunciation. At the moment to talk he did not feel shy because he was sure what to say.

4.1.2. General Observation Guide

INDICATORS	LISTENING (A= Always ; S= Sometimes ; R= Rarely; N= Never)												SPEAKING (A= Always ; S= Sometimes ; R= Rarely; N= Never)																			
	Be attend to the teacher instructions				Understand clearly teacher instructions				Know what they have to do				Identify and organize main ideas				Participate actively in oral interaction				Fluency to express ideas											
FRECUENCY	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N				
STUDENTS																																
1	X				X				X				X				X				X				X							
2		X				X				X			X				X				X				X							
3		X					X				X				X				X				X				X				X	
4	X				X					X			X				X				X				X							X
5			X				X				X				X				X				X				X				X	
6		X				X				X				X				X				X				X				X		
7		X				X				X				X				X				X				X				X		
8	X				X				X				X				X				X				X							
9	X					X				X			X				X					X				X						
10			X				X				X				X				X				X				X				X	

11	X					X				X				X				X				X			
12		X				X				X				X					X				X		
13		X			X				X				X					X				X			
14	X					X				X				X				X				X			
15		X				X				X				X				X				X			
16	X				X				X					X				X				X			
17		X				X					X				X				X					X	
18			X				X				X				X				X					X	
19	X				X				X					X				X				X			
20	X				X				X					X				X				X			
21		X				X				X				X				X				X			
22			X				X				X				X				X				X		
23	X				X				X					X				X				X			
24		X				X				X				X				X				X			
25		X				X				X				X				X				X			
26		X				X				X				X				X				X			
27			X			X					X							X					X		
28			X				X				X							X					X		
29	X				X				X					X				X				X			
30	X					X				X				X				X				X			
31		X				X				X				X				X				X			

32			X				X				X							X				X		
33		X			X				X			X				X				X				
TOTAL																								

Source: Observation guide directed to students of 10th “C” at Chambo High School

Elaborated by: Cristina Ramos and Margarita Ramos.

General Analysis of Observation Guide N° 1

The general observation guide was applied to students of 10th “C” at Chambo High School. With this applied technique it was possible to identify the following results:

From 33 students, 12 of them showed attention to the teacher instructions. They were able to do the activities satisfactory and successfully. They were optimists and enthusiasts to develop each activity. Teacher felt satisfied with those students. The other 14 students tried to do all teacher asks. They used more time to develop activities but at the end they could finish it. This problem happened because they did not have good vocabulary and in the moment to speak they do not apply grammatical patterns. The rest of students showed that were not interested to learn. They played with cell, make a lot of noise, they mocked others and in some cases did activities that were not related with the subject

All the students whom showed interest and paid attention, teacher's explanations was easier to process and understood. They develop activities in a proper way really fast. They caught important and relevant aspects for doing task. For the rest of the students it took more time but at the end they concluded with activities. Finally for the students whom did not pay attention, were doing other things, it was really difficult. The teacher had to repeat instructions, provide them vocabulary.

During class time around 10 participate actively. They did not care to commit mistakes they only wanted learn. The rest did not participate. The teacher asked them to obtain an answer. They felt shy and uncomfortable to talk in front of their classmates. This reaction was because their lack of vocabulary and fluency to interact with others. because they did not know enough vocabulary and they could not pronounce

At the moment to talk most of the students felt shy and nervous It happens because they were not sure about their knowledge. They felt afraid to commit mistakes. At the moment to speak they did not pronounce clearly words and the rest did not understand.

4.1.3. Analysis and Description of Observation Guide No 2

This observation guide was applied to students of 10th “C” at Chambo High School, the English language teacher, from September 6th to 30th, 2016.

Initially started with general aspects of the class, there was order and cleanliness. There was enough furniture for students and teacher. It was comfortable and created a peaceful atmosphere in class. Classroom was decorated with signs that presented vocabulary that can be used by students

Second it was possible to observe teacher aspects. The control of the order in class was evident. All students must be sitting on their desks in silence. The teacher provided students clear explanations using an appropriate methodology with an easy language according to students' age and knowledge level. At the end of teacher explanation, questions and doubts related with activities were clarified. If students did not understand teacher explain them in Spanish language.

Finally the students were observed. It was possible to identify that students that paid attention in class time were able to develop activities efficiently. They are concentrated and focus to learn more. They asked questions to clear doubts and did not feel shy to talk. However other students did not work in class they usually are doing other things instead of pay attention and develop activities. They feel nervous to talk in English class

Suggestions given to the teacher by the authors of the project

Actually technology is an important tool for developing of learning for this reason teacher should be accord with new tendencies and styles.

Because of the students age teacher must to do interactive activities in which they do not feel boring. Their ages are among 14 to 15 years

Teacher can also dialogues with the students and ask some activities that they would like to do before to start English classes. .This activities will encourage students in learning English acquisition.

Teacher should provide students vocabulary through flash cards , signs etc. This vocabulary will be useful at the moment to increase their level.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1. Conclusions

- The audio lingual method is a great tool to develop students skills , specially listening and speaking
- Through audio lingual method students can memorize vocabulary and improve their pronunciation and grammar
- Audio lingual method promotes an efficient acquisition of the language helping students to get a meaningful learning

5.2. Recommendations

- The teacher should create a positive atmosphere in order to the students feel confident and comfortable strict
- The teacher should find alternatives focus on the students learning necessities to get a meaningful learning
- The students should reinforce and practice the language to improve their pronunciation and fluency using dialogues.

6. BIBLIOGRAPHY:

- Language Teaching. Cambridge: Cambridge University Press.
- Robinett, B. W. (1978). *Teaching English to speakers of other languages, substance and technique*. Iztapalapa- Mexico D.F.: Mc Graw Hill Interamerican editores S.A.
- Torres, M. (2010). *Basic Methodology for Teaching English* . Riobamba: Rio Impresiones

WEBGRAPHY:

- Bowen, Tim. Methodology Challenge. *What is Audiolingualism?*: Retrieved from: <https://thoughtsandstrengths.wordpress.com/category/audio-lingualism/>
- Brown, H. D. (2000, June). *Teaching By Principles an Interactive Approach to Language Pedagogy*. New York- EEUU: Longman. Retrieved from Google: <http://www.docfoc.com/teaching-by-principles-douglas-brown-pdf>
- Burn and Joyce. (1997). Retrieved from <http://files.eric.ed.gov/fulltext/ED523922.pdf>
- Cambridge. (2016, february 21). *Cambridge Dictionaries Online* . Retrieved from Cambridge Dictionaries Online : <http://dictionary.cambridge.org/pt/dicionario/ingles/song>
- Chomsky, N. (1972, February 3). *Bright Hub Education*. Retrieved from <http://www.brighthubeducation.com/language-learning-tips/71728-noam-chomsky-language-acquisition-theories/>
- Education, d. o. (February 2016). *Teaching and Learning* . taken from <http://www.education.nt.gov.au/teachers-educators/literacy-numeracy/evidence-based-literacy-numeracy-practices-frameework/key-elements/teaching-learning>
- Larsen Freeman. (2000). *Techniques and principles in language teaching second edition*. Taken from Google: [freemantechiniquesandprinciplesinlanguageteaching](http://www.freemantechiniquesandprinciplesinlanguageteaching)
- Longman. (2016). *Longman Dictionary online* . Retrieved from Google : <http://www.ldoceonline.com/dictionary/skill>
- Nunan, D. (1999). *Methodology* . Hong Kong- China. Retrieved from Google: <https://www.anaheim.edu/about-anaheim-university/faculty-and-staff/administrative-staff/241-about/faculty-and-staff/administrative-staff/1300-david-nunan-phd.html>

- Ormrod. (1995). *Language Development* . Retrieved from Google : <http://languagedevelopment.tripod.com/id2.html>
- Pierce and Eplin . (1999). *Language Developmen* . Retrieved from Google: <http://languagedevelopment.tripod.com/id2.html>
- Richards Jack, 2008. *Teaching Listening and Speaking From Theory to Practice* Cambridge University Press. Retrieved from: http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf
- Thomlison. (1984). *TutorVista.com* . Retrieved from <http://www.tutorvista.com/english/define-listening-skills>
- Tyagi Babita, 2013. *Listening : An Important Skill and Its Various Aspects.*-www.the-criterion.comEditor.Retrieved from: <http://www.the-criterion.com/V4/n1/Babita.pdf>
- Thornbury, S. (2000). Retrieved from Google How to teach grammar. <http://www.onestopenglish.com/methodology/methodology/methodology-articles/pdf-content/uncovering-grammar/153825.article>
- Richards Jack, 2008. Retrieved from Google: <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>
- *Teaching Listening and Speaking From Theory to Practice* Cambridge University Press. Retrieved from: http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf

7. ANNEXES

7.1. OBSERVATION GUIDES.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS

7.1.1. OBSERVATION GUIDE TO APPLY TO THE STUDENTS OF 10th “C” OF CHAMBO HIGH SCHOOL

DATE: _____

TOPIC: The use of audio-lingual method to develop listening and speaking skills.

INDICATORS	LISTENING												SPEAKING											
	Pay attention to teacher instructions				Process the instruction in their own way				Sure about what they have to do				Participate successfully in oral interaction				Identify main ideas				Be able to establish a conversation			
FREQUENCY	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
STUDENTS																								
1																								
2																								
3																								
4																								

26																									
27																									
28																									
29																									
30																									
31																									
32																									
33																									
TOTAL																									

A = Always	S = Sometimes	R = Rarely	N = Never
-------------------	----------------------	-------------------	------------------



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

7.1.2. OBSERVATION GUIDE TO APPLY TO THE STUDENTS AND TEACHER

10th “C” OF CHAMBO HIGH SCHOOL

DATE: _____

TOPIC: The use of audio-lingual method to develop listening and speaking skills.

A= Always	S= Sometimes	R= Rarely	N= Never
-----------	--------------	-----------	----------

INDICATORS	OPTIONS			
	A	S	R	N
GENERAL ASPECT OF THE CLASS				
There is an comfortable environment in the classroom?				
There is enough furniture in the classroom?				
The classroom is space?				
The place is suitable to hold classes?				
ASPECTS TO CONSIDER IN TEACHER OBSERVATION				
Chooses the appropriate teaching method?				
Speaks English to present classes?				
Explain instructions clearly?				

Develops listening and speaking skills?				
Asks students participation?				
Promotes the students interaction?				
Provides students clear explanations?				
Creates an comfortable atmosphere into the classroom?				
ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS.				
Analyze and understand the teacher's instructions?				
Use English to ask doubts?				
Speak Spanish at the moment to express ideas?				
Participate in class asking and answering questions?				
Feel comfortable in English class?				
Interact between them?				

7.2. PHOTOS



Chambo high school



Tenth "C" students



Investigators applying observation sheets at the moment to develop listening and speaking skills



Investigator analyzing and describing observation



Tent “C” English teacher