



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

**LANGUAGES CAREER**

**TITLE OF RESEARCH WORK**

**ANALYSIS OF THE FACTORS THAT INFLUENCE INTO THE LOW STUDENTS' PERFORMANCE IN LISTENING AND SPEAKING SKILLS WITH THE STUDENTS AT FOURTH AND FIFTH LEVEL AT LANGUAGE CENTER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016 - MARCH 2017.**

**Autor:** Karla León

**Tutor:** Mr. Luis Machado

**Riobamba – Ecuador**

**2016 - 2017**



## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

#### LANGUAGE CAREER

#### COMITE MEMBERS CERTIFICATED

Los miembros del Tribunal de Graduación del proyecto de investigación de título: Analysis of the Factors that Influence into the Low Students' Performance in Listening and Speaking Skills with the Students at Fourth and Fifth Level at Language Center of Universidad Nacional de Chimborazo, in the City of Riobamba, Chimborazo Province, During the Academic Term October 2016 - March 2017, presentado por: Karla Mikaela León Mazón y dirigida por: Ingeniero Luis Alberto Machado Cevallos.

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 de la UNACH.

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### **INFORMO O CERTIFICO:**

Que el presente trabajo “**ANALYSIS OF THE FACTORS THAT INFLUENCE INTO THE LOW STUDENTS’ PERFORMANCE IN LISTENING AND SPEAKING SKILLS WITH THE STUDENTS AT FOURTH AND FIFTH LEVEL AT LANGUAGE CENTER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016 - MARCH 2017**” de autoría de la señorita Karla Mikaela León Mazón, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.



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Ing. Luis Machado

## **AUTORSHIP**

I, Karla Mikaela León Mazón, student of language career, declare that I am the only author of the research named “ANALYSIS OF THE FACTORS THAT INFLUENCE INTO THE LOW STUDENTS’ PERFORMANCE IN LISTENING AND SPEAKING SKILLS WITH THE STUDENTS AT FOURTH AND FIFTH LEVEL AT LANGUAGE CENTER OF UNIVERSIDAD NACIONAL DE CHIMBORAZO, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016 - MARCH 2017” , ideas and commentaries specified in this document are responsibility of the author.

**Riobamba, 08 de Diciembre del 2016**



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**Karla Mikaela León Mazón**  
**171784330-2**

## **ACNOWLEDGEMENT**

The development of this Project has been possible through help, collaboration and responsibility of my thesis tutor, Mr. Luis Machado who was the guide during development of this project. Without his knowledge and recommendations it had not been possible. Also, thank you so much to all my teachers at the Universidad Nacional de Chimborazo because, they transmitted to me their knowledge to be applied in my personal and professional live.

Sincerely,

Karla

## **DEDICATORY**

I want to dedicate this thesis to God who has been my guide during all my life. Also I dedicate this job to my lovely mother, Elsa Mazón, and my wonderful brother, Kristopher León, who always have helped me through this process and, who have been my support to finish my career and make my dreams come true. Also, this project is dedicated to my teachers at the Universidad Nacional de Chimborazo because they have transmitted us their knowledge to be applied in my personal and professional live.

Thank you for everything.

Sincerely,

Karla

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## **RESUMEN**

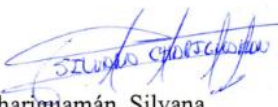
El problema de la presente investigación es el bajo rendimiento en las destrezas de escuchar y hablar en Inglés. Consiste en un estudio de los factores que influyen en el bajo rendimiento de las destrezas de escuchar y hablar. Se lo ejecutó en el cuarto y quinto nivel del Centro de Idiomas de la Universidad Nacional de Chimborazo durante los meses de octubre a diciembre de 2016. El propósito general de esta investigación describir los factores que influyen en el bajo desempeño en las destrezas de escuchar y hablar. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de 40 estudiantes de cuarto nivel, 25 estudiantes de Quinto Nivel y 1 profesor. El método cualitativo empleado es etnográfico. Como técnica empleada es la observación no participativa ya que los investigadores protagonizan un rol pasivo; el instrumento de recolección de datos es una hoja de cotejo diseñada por los ejecutores de la investigación. Se concluye que el bajo rendimiento en las destrezas de escuchar y hablar en inglés se deben a la falta de interés de los estudiantes por aprender el idioma, los estudiantes no saben mucho vocabulario, no practican con audios, videos o conversaciones, tienen miedo de equivocarse al momento de hablar por eso no utilizan el inglés para comunicarse.

## Abstract

The problem of this research is poor performance in listening and speaking skills in English. It consists about a study of factors which influence into the low performance of listening and speaking skills. It was performed in the fourth and fifth level of the Language Center of National University of Chimborazo during the months of October to December 2016. The overall purpose of this research is to describe the factors that influence poor performance in listening and speaking skills. The type of study is qualitative of exploratory level. The study was carried out with a population of 40 students of fourth-level, 25 students of Fifth-level and 1 teacher. The qualitative method used is ethnographic, the technique used was observation, Participatory as researchers play a passive role, and the data collection instrument is a collating sheet designed by the executors of the research.

It is concluded that poor performance in listening and speaking skills in English are due to the lack of Students' interest in learning the language, students do not know much vocabulary, do not practice with audios, videos or conversations, the students are afraid to make mistakes when speaking so they do not use English to communicate.



  
Reviewed by: Chariguamán, Silvana  
Language Center Teacher

## **INTRODUCTION**

The research project work was developed to know the principal factors that influence into the low students' performance in listening and speaking skills. It was researched to determine benefits in the English teaching-learning process with students at fourth and fifth level at language center of Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017.

Listening and speaking skills are very important in English because these two skills we use more than reading and writing; listening and speaking skills we use daily in English class to greet our teacher and classmates, communicate our ideas and maintain a communication during all class. These two skills are very difficult to practice to some people for many reasons such as: they do not pronounce the words well, they can not maintain a fluently conversation, they do not understand what other person say.

The vision of Language Center is "The Languages Center at Universidad Nacional de Chimborazo will become leader in the teaching of Foreign Languages. The University has nationwide recognition and the ability to provide a high quality service in every level of

human performance. Students are characterized by motivation to acquire meaningful learning to be applied in daily social and academic environments” and the mission of Language Center is “To provide students with a solid and high quality scientific and technological foundation in the learning of a foreign language. This will enable users will be able to strengthen their accomplishments and meet the challenges of the globalized world in personal and professional settings” .Here we could find 8 teachers, 300 students, the Language Center Coordinator is Magdalena Ullauri.

The classroom environment in Fourth level “D” and Fifth Level “A” was acceptable, the physical environment was appropriate to develop the class because here each student had his chair and table in good condition, the fittings and furniture were in good condition to perform the class. The room was fully painted; the lamps were in good condition all provided good energy. The ventilation of the classroom was very good; it had big windows and small ones which were open because the day of observation was a very hot day.

The social environment was a lot of democracy and respect because all students participated regardless of the grammatical errors they have; at the same time they respected the ideas and mistakes that their colleagues had. None of the students mocked or laughed at the speaking errors that others had.

All students were collaborative, when teacher said please answer this question many students raised their hands to answer teachers’ questions; during all class they participated in each exercise that teacher did. Also they were competitive because teacher will put at the end of the class an extra point to the student who had the most amount of extra points; thus teacher encouraged and motivated students to lose the fear of speaking and expressing their ideas in English.

In fourth and fifth level of Languages Center of Unach with students of 21 and 22 years old during the academic term it has been able to show that English is not so beloved by students for various reasons and so they do not give much interest to learn. Therefore we could find some factors that influence in the underperformance of the listening and speaking, some factors are English is hated by students, Students don not pay attention to

class, All the time students copy homework, and finally students do not practice vocabulary.

Students study English with the unique purpose to pass the level, they are not aware about the importance of English nowadays. A 20% of students of fourth and fifth level of Language Center know the importance of English and they want to learn this language to communicate with their friends or family that they have in other countries.

The overall purpose of this research is to describe the factors that influence into the low students' performance in listening and speaking skills.

According some studies presented in Languages Center of Universidad Nacional de Chimborazo we could find some factors that influence in the poor students' performance such as: motivation, disinterest in English, lack of reading, lack of vocabulary to understand the audios and convey the message that students should communicate.

The research problem is the Underperformance of the listening and speaking skills. This problem was chosen because the majority of the students have big problems to develop this two skills; also many students of language Center believe that speak and listen in English is so difficult

In the research were studied methods and techniques that teacher used, classroom environment, aids that teacher use, students' attitude, teacher's attitude and classroom management to be able to know the factors that influence into the low students' performance in listening and speaking skills.

The overall purpose of this research is to describe the factors that influence in poor performance in listening and speaking skills.

This research was performed with students at fourth and fifth level at language center of Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017 in order to explore different strategies, techniques and methods that teacher use for developing in students listening and speaking skills in an effective way.

Five chapters had been applied, which are detailed below:

**CHAPTER I: REFERENTIAL FRAMEWORK**

- The Problem Research
- Problem Definition
- Problem Formulation
- Questions Guidelines
- Objectives
- Justification

**CHAPTER II: THEORETICAL FRAMEWORK**

- Background of Investigations
- Regarding the Problem
- Theoretical Foundation
- Definitions of basic terms

**CHAPTER III: METHODOLOGICAL FRAMEWORK**

- Type of Research
- Level of Research
- Research Design
- Population and Samples
- Procedures
- Techniques for processing and interpretation of data.

**CHAPTER VI: ANALYSIS AND INTERPRETATION OF RESULTS.**

It is detailed the analysis and description of the Tally Sheet

**CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS V**

It is described the conclusions and recommendations from the description of observation tally sheet.

Finally, it is presented the references and some annexes.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1. THE PROBLEM RESEARCH**

Problem: Underperformance of the listening and speaking skills.

#### **1.2. PROBLEM DEFINITION**

In this research we are going to analyze the principal factors that influence into the low students' performance in listening and speaking skills with the students at Fourth and fifth level at Language Center of Universidad Nacional de Chimborazo.

In Ecuador English is not the official language, for this reason in Universidad Nacional de Chimborazo we found various factors that seriously affect poor performance and learning this language and therefore also in the development of the skills that language has, such as listening and speaking skills.

According to research in Universidad Nacional de Chimborazo located in Riobamba, Ecuador was studied in an exploratory manner, some factors affecting to development of listening and speaking were: motivation, lack of interest learns English, styles and learning strategies.

Ecuador is one of the countries also adopted English language as a subject in the curriculum of educational institutions because nowadays English is an indispensable language to communication. The performance of students in listening and speaking skills in University is generally very poor. Many students seeking admission into higher institution of learning could not be admitted because of their failure to obtain a credit grade in English Language. The importance of English language in the Ecuadorian Education process has remained unchallenged. In the other hand, teacher is a very significant figure in the school environment where he works and so his attitude to work tends to have significant implications which cannot be dismissed if academic excellence is to be achieved in our educational institutions. It is very clear that teachers' way of thinking and beliefs guide his/her behavior in decision making in or outside the classroom. (Abiola, 2013)

The vision of Language Center is “The Languages Center at Universidad Nacional de Chimborazo will become leader in the teaching of Foreign Languages. The University has nationwide recognition and the ability to provide a high quality service in every level of human performance. Students are characterized by motivation to acquire meaningful learning to be applied in daily social and academic environments” and the mission of Language Center is “To provide students with a solid and high quality scientific and technological foundation in the learning of a foreign language. This will enable users will be able to strengthen their accomplishments and meet the challenges of the globalized world in personal and professional settings” .Here we could find 8 teachers, 300 students, the Language Center Coordinator is Magdalena Ullauri.

According some studies presented in Languages Center of Universidad Nacional de Chimborazo we could find some factors that influence in the poor students’ performance such as: motivation, disinterest in English, lack of reading, lack of vocabulary to understand the audios and convey the message that students should communicate.

The classroom environment in Fourth level “D” and Fifth Level “A” was acceptable here we are going to describe the items analyzed:

The physical environment was appropriate to develop the class because here each student had his chair and table in good condition, the fittings and furniture were in good condition to perform the class. The room was fully painted; the lamps were in good condition all provided good energy. The ventilation of the classroom was very good; it had big windows and small ones which were open because the day of observation was a very hot day. The social environment was a lot of democracy and respect because all students participated regardless of the grammatical errors they have; at the same time they respected the ideas and mistakes that their colleagues had. None of the students mocked or laughed at the speaking errors that others had.

All students were collaborative, when teacher said please answer this question many students raised their hands to answer teachers’ questions; during all class they participated in each exercise that teacher did. Also they were competitive because teacher will put at the end of the class an extra point to the student who had the most amount of extra points; thus teacher encouraged and motivated students to lose the fear of speaking and expressing their



ideas in English. In fourth and fifth level of Languages Center of Unach with students of 21 and 22 years old during the academic term it has been able to show that English is not so beloved by students for various reasons and so they do not give much interest to learn. Therefore we could find some factors that influence in the underperformance of the listening and speaking, some factors are English is hated by students, Students do not pay attention to class, All the time students copy homework, and finally students do not practice vocabulary.

Students study English with the unique purpose to pass the level, they are not aware about the importance of English nowadays. A 20% of students of fourth and fifth level of Language Center know the importance of English and they want to learn this language to communicate with their friends or family that they have in other countries. The overall purpose of this research is to describe the factors that influence into the low students' performance in listening and speaking skills.

### 1.3. PROBLEM FORMULATION

What are the factors that influence the students' low performance in listening and speaking skills with the students at fourth and fifth level at Language Center of Universidad Nacional de Chimborazo, in the City of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017?

AREA	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDES	GENERAL	ESPECIFIC
Methodology	What factors influence the students' low performance in listening and speaking skills with the students at fourth and fifth level at Language Center of Universidad	What are students' abilities and attitudes to development their listening and speaking skills?	To describe the factors influence in fourth and fifth level students' low performance in listening and speaking skills at Language Center of Universidad	To identify the principal problems that students have to develop their listening and speaking skills in an effective way.

	Nacional de Chimborazo	What problem do students present to understand audios?	Nacional de Chimborazo, in the City of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017.	To analyze the principal students' problems to understand the audios.
		What are the principal causes for students can not speak English?		To examine the principal causes for students can not speak English.

Preparado por: Luis Machado, Tutor

#### 1.4. QUESTIONS GUIDELINES

What are students' abilities and attitudes to development their listening and speaking skills?

What problem do students present to understand audios?

What are the principal causes for students can not speak English?

#### 1.5. OBJECTIVES:

##### 1.5.1. GENERAL OBJECTIVE

To describe the factors influence in fourth and fifth level students' low performance in listening and speaking skills at Language Center of Universidad Nacional de Chimborazo, in the City of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017.

##### 1.5.2. SPECIFIC OBJECTIVES

- To identify the principal problems that students have to develop their listening and speaking skills in an effective way.
- To analyze the principal students' problems to understand the audios.
- To examine the principal causes for students can not speak English.

### **1.5.3. JUSTIFICATION**

This research is important because many students do not know the importance of the listening and speaking skills. Listening is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives. Throughout this study we will learn that Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking. (Bueno, Madrid and McLaren, 2006:282).

This study is very important because throughout the Observation we can find the principal factors that influences in the poor students' in listening and speaking skills. To identify these factors we created a Checklist to evaluate some standards that students should fulfill during their English class. Then identify the factors we will think new techniques or methods to develop a good and interesting class for a future we can apply to develop a good listening and speaking skills of our students.

Through this research will serve to study, analyze and recognize the principal factors that affect to our students 'performance in listening and speaking skills and how the teachers can to motivate, inspire and stimulate to his students to learn and develop the best way the listening and speaking, because the English language is principal to can communicate around the world and thus achieve the students to increase their knowledge and grades, also will present data, figures and percentages of the population with low academic performance we will work according to the results.

This project is possible to do in Languages Center because the director, teacher and students are willing to work whatever is necessary during the process of study. This study was done with a lot of knowledge and experience that has been obtained by observing, internet, books and lectures about the topic already mentioned. The estimated time for the study is six months which is a considerable time to achieve the results. The cost of the study is moderate because the researcher did not spend much money to conduct the study.

The doors of the Universidad Nacional de Chimborazo and the Languages Center are open to do the study because the authorities of Unach, the director of the Languages Center, teacher and students will provide the support necessary to make a deep and important study.

## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND OF INVESTIGATIONS REGARDING THE PROBLEM.**

In the Unach there aren't researches similar to the present one.

#### **2.2. THEORETHICAL FOUNDATION**

Many years ago people have been experimented big problems in the development of listening and speaking skills such as bad methods and techniques that teachers use, the bad environment in that teacher develops his class these are some things for that exist the poor students' performance in listening and speaking skills. The causes of poor academic performance are varied based upon each country and region.

According to results gathered at in many institutions, poor academic performance in listening and speaking skills might be yielded because of poor teaching, due to a gap between materials used to teach and evaluation instruments especially those used for international purposes. These gaps have to be bridged.

The expansion of the English language has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds. English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world.

##### **2.2.1. METHODS AND TECHNIQUES THAT TEACHER USE**

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject area(s) and school mission statement.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach, students speaking strategies using minimal responses, recognizing scripts, and using

language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn. (NCLRC, 2004)

## **ASSESSMENT**

Assessment is the process of documenting knowledge, skills, attitudes and beliefs, usually in measurable terms. Assessment is the process of describing, collecting, recording, scoring, and interpreting information about learning. Teachers must be all the time the monitor and assessor of your students, to be effective in the classroom, educators must understand learning style differences among the learners. Learning style is personal biological and developmental characteristics that make identical instruction effective for some students and ineffective for others.

### **2.2.2. CLASSROOM ENVIRONMENT**

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all subspecializations of educational psychology. Researchers are interested in relationships between environment constructs and multiple outcomes, including learning, engagement, motivation, social relationships, and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment. (Cunningham, 2011)

### **2.2.3. AIDS THAT TEACHER USES**

To develop memory and listening skills, poetry, rhymes, songs, audio-taped materials and mnemonics may improve performance.

Ways to improve vocabulary and comprehension can include a student-developed file of vocabulary words and the use of word webs and visual organizers to relate words and ideas heard or read on paper. A dictionary or thesaurus, suited to the child's learning level, is also an excellent tool for building vocabulary, spelling and reading comprehension. (Design, 2016).

### **2.2.4. STUDENTS' ATTITUDE**

#### **2.2.4.1. Student-Related Factors**

Some reasons for poor performance are specific to the students and not related to external factors. For example, a learning disability is student-centered and may create an obstacle to reaching certain academic standards. A student may be fully capable of learning high grades but might simply not care enough about education to exert the effort. Issues of motivation could be placed upon the parents or even the school, but sometimes a child simply does not enjoy learning.

#### **2.2.4.2. Teacher-Related Factors**

Teachers play a significant role in student performance and also can be responsible for poor student performance. If a teacher lacks experience or is dispassionate about teaching, the children might not be able to develop comprehensive understandings of the subject material. Furthermore, if the teacher suffers from a classroom management problem -- such as extreme authoritarianism -- the classroom environment might hinder fruitful class discussions and collaborative learning. It also can deter students from applying themselves to the best of their abilities.

#### **2.2.4.3. School-Related Factors**

Schools themselves can be contributing factors to low student performance. For example, the state of Florida responded to low scores on the FCAT -- the state's standard achievement test -- by lowering the passing standard so more students could pass. In a situation like this, students then have to put forth less effort because the expectations placed upon them have been lowered. Furthermore, school funding can play a role as well. In schools that can't afford more teachers or building expansions, classes sometimes become

overcrowded to the point that teachers have to spend more time on classroom management than on teaching, which can result in lower student performance.

#### **2.2.4.4. Family-Related Factors**

Finally, family-related factors can play a critical role in a student's academic performance. For instance, when parents either don't care or are too busy to care about their children's performance, the kids can lose their academic focus. Furthermore, living in poverty also can distract a child from academics because survival becomes a more immediate and pressing priority. Both of these examples include situations in which the parents are not intentionally harming a child's education, but such cases still can impact the problem. In extreme examples, if a parent or other family member is abusive, that situation easily can consume a student's attention and cause his or her academic performance to decline dramatically. (Synonym)

#### **2.2.5. TEACHER'S ATTITUDE**

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses:

- a) Cognitive component, which is the knowledge about an attitude object, whether accurate or not.
- b) Affective component: feelings towards the object and
- c) Conative or behavioral component, which is the action taken towards the object.

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programmer cannot rise above the quality of its teachers. In medical colleges it is the teacher who is responsible for influencing a student's learning of the subject. (Elia, 2002 )



### 2.2.6. CLASSROOM MANAGEMENT

The teacher is essentially the center in classroom management. The leadership style of the teacher in the classroom is worthy of note, as this will likely affect the performance of the students. Effective use of class discipline with adequate reinforcement is also part of classroom management reflecting the teacher's positive attitude to work. Classroom management had led to poor academic performance. Thus, failure to effect adequate classroom management depicts the teacher's negative attitude to work. From the review of related literature, it is deduced that teachers' attitudes, method of teaching and classroom management could be associated with performance of learners. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. (Partnership, 2014)

### 2.3. DEFINITIONS OF BASIC TERMS

- **Traditional methods:** These methods were developed many years ago, but nowadays teachers use.
- **Feedback:** Teacher must be a guide all the class.
- **Teaching-learning process:** It is a process through which professor do his class.
- **Poor students' performance:** It is when the students have a low development in the class.
- **Student Cohesiveness:** The extent to which students know, help and are supportive of one another.

- **Involvement:** The extents, to which students have attentive interest, participate in discussions, do additional work and enjoy the class.
- **Equity:** The extent to which students are treated equally by the teacher.
- **Differentiation:** he extent to which teachers cater for students differently on the basis of ability, rates of learning and interests.
- **Smoothness and momentum in lessons:** Maintaining a brisk pace and giving continuous activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students).

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. TYPE OF RESEARCH**

The type of study in this research is qualitative. This study is qualitative because in this kind of research the researcher wants to know the phenomenon studied in his natural environment because the researcher is the main instrument for the generation and collection of data, with which he interacts.

##### **3.1.1. LEVEL OF RESEARCH**

**EXPLORATORY:** Because this research design provides greater penetration and understanding of the problem the researcher whose primary objective is examine an unknown subject, little studied, or interesting. It provides the basis for further studies. The process is flexible; the sample is small and unrepresentative and also analyzes qualitative data.

##### **3.1.2. RESEARCH DESIGN**

The present research will focus in inductive method.

The research design is Ethnographic because it is well suited for the educational field. This qualitative research method was chosen to describe learning and classroom practice and what specifically do teacher and students in the classroom context regarding the use of leisure for teaching and learning English receptive skills activities.

This research was done with the students at fourth and fifth level at Language Center of Universidad Nacional de Chimborazo, in the city of Riobamba, Chimborazo province during two weeks.

#### **3.2. POPULATION AND SAMPLES**

The population was chosen were the students at fourth and fifth level at Language Center of Universidad Nacional de Chimborazo, in the City of Riobamba, Chimborazo province, during the academic term October 2016 - March 2017. This population was chosen because in Unach many times we have heard that students hate English, for two principal reasons; first was they do not understand the audios, teacher's instructions and explanations. And

second was that they have several problems to communicate their messages and exchange ideas with their classmates and teachers.

### **3.3. PROCEDURES**

To develop this study the researcher had to take some necessary steps to get the results. The following are the steps that the researcher followed to collect the data and results.

First Step: Field Access, Field recognition, Report writing, draft, Gathering tools recognition, Participant definition, Observation with teacher and students.

Second Step: Productive data gathering, Class observation N° 1, Class observation N° 2 and Tutor revision.

Third Step: Data reduction, Data transformation, Objectives review, Objectives Vs. Data confrontation, Tutor revision, Final report draft revision, Tutor revision, Final report presentation.

This research belongs to the **METHODOLOGICAL FIELD**. This topic was chosen because people have the most common problems in these two skills during classes, conversations or homework, also in class observation we found that the methodologies to develop listening and speaking are not interesting, funny to catch the students' attention.

This information was collected through online materials, online thesis and books, printed books, scientific articles among others.

This project is possible to do in Languages Center because the director, teacher and students are willing to work whatever is necessary during the process of study. First researcher talked with the Director of the Language Center, then Msc. Magdalena Ullauri who is the Director of Language Center, she authorized with a document the petition and appointed the teacher and the classes with which the study was to be carried out. The main aspects observed were:

- Methods and techniques that teacher use.
- Classroom Environment
- Aids that teacher uses
- Students' Attitude
- Teacher's Attitude
- Classroom management

To develop the study Msc. Monica Guerra was the teacher who opens the doors of her English class; the study was done November 21th, 2016 in the Language Center of Universidad Nacional de Chimborazo with students at Fifth Level “A”, the technique used to the research was the observation and the instrument applied in this class was a Tally sheet. The following day, November 22th, 2016, the observation was made on the Fourth level "D" with the same teacher, the technique used to the research was the observation and the instrument applied in this class was a Tally sheet.

The observation technique was used to see how students developed listening and speaking skills and knew what the students´ attitudes are during the English class, to analyze the principal students´ problems to understand the audios, to identify the principal problems teacher and students developed their class in an effective way, to discover the principal causes for that the students can not speak and listen English.

#### **3.4. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF THE DATA.**

For the developing of the Processing and Interpretation Data must indicate the techniques that will allow analyze narrative.

1. Preliminary analysis of narrative of the facts.
2. Sorting of data according to the objectives.
3. Establish the logical chain of evidence and factors, providing meaning by linking categories.
4. Build frameworks and formats where it will organize the information obtained as to determine the methodology and objectives.

## **CHAPTER VI**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS.**

The research work was developed at Fourth and Fifth Level at Language Center of Universidad Nacional de Chimborazo, in order to observe how students develop the listening and speaking skills in the teaching and learning process.

With the data obtained, applied observation guides. It was applied from November 21th to November 22 for 3 hours every day in Fourth and Fifth Level at Language Center of Universidad Nacional de Chimborazo. The observation helped to analyze how students develop listening and speaking skills in the teaching and learning process.

#### **4.1. ANALYSIS AND DESCRIPTION OF TALLY SHEET**

##### **FOURTH LEVEL**

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALISIS	CONTRAST WITH THEORY
TO IDENTIFY THE PRINCIPAL PROBLEMS THAT STUDENTS HAVE TO DEVELOP THEIR LISTENING AND SPEAKING SKILLS IN AN EFFECTIVE WAY.	Activities in this class are clearly and carefully planned.	The activities are very clear because teacher talked and explained the activities slowly, before the class teacher planned her class very carefully, she used some interesting materials such as: pictures, a little audio about the class and she presented some examples to students can understand how they must develop the activity, then students applied all teacher's instructions.	The term Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach, students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.
	Teaching approaches allow students to proceed at their own peace	Teaching approaches allowed students to proceed at development of their speaking and listening skills with freedom and peace, they spoke without fears and they caught all the ideas of the little reading.	
	Assessment	At the beginning of class teacher assess to her students about the last class, students answered some questions and teacher evaluated if students learned and understood all things for pass to the next topic.	
	Feedback	During of the class teacher answered the student's questions and also she explained and guided to students had some problems with the speaking and listening activities.	

		Teacher was friendly and patient with her students all the time.	
TO ANALYZE THE PRINCIPAL STUDENTS' PROBLEMS TO UNDERSTAND THE AUDIOS.	Aids that teacher used	Teacher used a Cd player in which she had the conversation that students listened and completed the activity of their work book. Also she used a computer and a projector with these materials she presented the same sheets of the book; it means that she presented the same exercise and things that students' book. Teacher did not use radio, videos and music.	To develop memory and listening skills, poetry, rhymes, songs, audio-taped materials and mnemonics may improve performance. Ways to improve vocabulary and comprehension can include a student-developed file of vocabulary words and the use of word webs and visual organizers to relate words and ideas heard or read on paper. A dictionary or thesaurus, suited to the child's learning level, is also an excellent tool for building vocabulary, spelling and reading comprehension.
		<p>The teacher sometimes did not decide which students should work together, she allowed students to choose who they want to work.</p> <p>The teacher did not decide how much movement and talk there should be in the classroom.</p>	The teacher is essentially the center in classroom management. The leadership style of the teacher in the classroom is worthy of note, as this will likely affect the performance of the students. Effective use of class discipline with adequate reinforcement is also part of classroom management reflecting the teacher's



	Classroom Management	Classroom rules of conduct were so important in the class; every student had to raise her/his hand to speak and wait for the teacher to allow them to speak, in class students could not speak in Spanish only in English.	positive attitude to work. Classroom management had led to poor academic performance. Thus, failure to effect adequate classroom management depicts the teacher's negative attitude to work. From the review of related literature, it is deduced that teachers' attitudes, method of teaching and classroom management could be associated with performance of learners.
TO EXAMINE THE PRINCIPAL CAUSES FOR STUDENTS CAN		Preventing disruptions, smoothness and momentum in lessons in the class teacher did not apply lesson for this reason the researcher could not saw this aspects.	
		Students gave their opinions during discussions, they participated and answered to teachers' activities, they did groups of two people, they discussed with their classmates about the topics and finally they presented their answers to their teacher and classmates.	Among different factors contributing to foreign language learning, affective variables such as attitudes, orientations, motivation, and anxiety are of paramount importance. Among these various factors, learners' attitude towards language learning is considered as one of the key factors in motivating the learners to learn that language.
		Students found out the answers to questions from textbooks rather than from investigations.	

NOT ENGLISH.	SPEAK	Students' Attitude	Students chose their partners for group work because in this way every student worked with whom they felt more comfortable and gave him more confidence to develop his listening and speaking.	
			All students in the class did the same work at the same time because teacher gave them a set time to do the activities.	
			Students all the time asked the teacher questions because they had some difficulties and doubts about the topic of their classwork.	
		Teacher's attitude was fundamental to develop the class because teacher was the guide and the secondary actor into the all class. Teacher talked with all students at the beginning of the class, she asked how they are? How felt that day? and How are they weekend?. In this way teacher knew how students felt to begin the class.	The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear , think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's	

	Teachers' Attitude	Teacher did not decide where students sit because she thought that students must sit where they felt comfortable and happy.		<p>prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses:</p> <p>a) Cognitive component, which is the knowledge about an attitude object, whether accurate or not.</p> <p>b) Affective component: feelings towards the object and</p> <p>c) Conative or behavioral component, which is the action taken towards the object.</p> <p>Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programmer cannot rise above the quality of its teachers. In</p>
		Teacher took a personal interest in each student because she want to all students learn, practice and talk in English it is the principal objective that teacher had.	Teacher did not unfriendly with her students conversely she has very friendly with her students during all class.	
		Students are told how to behave in the classroom at the beginning of the class because teacher love punctuality, respect, the order and the cleaning in the class.		
		The teacher considered students' feelings all the time she thought that students' feelings are so important to develop a wonderful class because if they are happy they will participate during the class. In her class students were		

		<p>happy and funny because they participated during all class and they were not yawning or sleeping in class.</p>	<p>medical colleges it is the teacher who is responsible for influencing a student's learning of the subject.</p>
		<p>The equity was very important during the class because all students had to participate in each activity; Men and women participated with their ideas none was more or less than another all had their time of participation.</p>	

**FIFTH LEVEL**

<b>SPECIFIC OBJECTIVES</b>	<b>COLLECTED INFORMATION</b>	<b>ANÁLISIS</b>	<b>CONTRAST WITH THEORY</b>
<p>TO IDENTIFY THE PRINCIPAL PROBLEMS THAT STUDENTS HAVE TO DEVELOP THEIR LISTENING AND SPEAKING SKILLS IN AN EFFECTIVE WAY.</p>	<p>Activities in this class are clearly and carefully planned.</p>	<p>The activities are very clear because teacher talked and explained the activities slowly, before the class teacher planned her class very carefully, she used some interesting materials such as: pictures, a little audio about the class and she presented some examples to students can understand how they must develop the activity, then students applied all teacher's instructions.</p>	<p>The term Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement.</p> <p>Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach, students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help</p>
	<p>Teaching approaches allow students to proceed at their own pace</p>	<p>Teaching approaches allowed students to proceed at development of their speaking and listening skills with freedom and peace, they spoke without fears and they caught all the ideas of the little reading.</p>	
	<p>Assessment</p>	<p>At the beginning of class teacher assess to her students about the last class, students answered some questions and teacher evaluated if students learned and understood all things for pass to the next topic.</p>	
	<p>Feedback</p>	<p>During of the class teacher answered the</p>	

		<p>student's questions and also she explained and guided to students had some problems with the speaking and listening activities. Teacher was friendly and patient with her students all the time.</p>	<p>students learn to speak so that the students can use speaking to learn.</p>
<p>TO ANALYZE THE PRINCIPAL STUDENTS' PROBLEMS TO UNDERSTAND THE AUDIOS.</p>	<p>Aids that teacher used</p>	<p>Teacher used a Cd player in which she had the conversation that students listened and completed the activity of their work book. Also she used a computer and a projector with these materials she presented the same sheets of the book; it means that she presented the same exercise and things that students' book. Teacher did not use radio, videos and music.</p>	<p>To develop memory and listening skills, poetry, rhymes, songs, audio-taped materials and mnemonics may improve performance. Ways to improve vocabulary and comprehension can include a student-developed file of vocabulary words and the use of word webs and visual organizers to relate words and ideas heard or read on paper. A dictionary or thesaurus, suited to the child's learning level, is also an excellent tool for building vocabulary, spelling and reading comprehension.</p>
		<p>The teacher sometimes did not decide which students should work together, she allowed students to choose who they want to work.</p>	<p>The teacher is essentially the center in classroom management. The leadership style of the teacher in the classroom is worthy of note, as this will likely affect the performance of the students. Effective use of class</p>
	<p>The teacher did not decide how much</p>		

	Classroom Management	movement and talk there should be in the classroom.	discipline with adequate reinforcement is also part of classroom management reflecting the teacher's positive attitude to work. Classroom management had led to poor academic performance. Thus, failure to effect adequate classroom management depicts the teacher's negative attitude to work. From the review of related literature, it is deduced that teachers' attitudes, method of teaching and classroom management could be associated with performance of learners.
	Classroom rules of conduct were so important in the class; every student had to raise her/his hand to speak and wait for the teacher to allow them to speak, in class students could not speak in Spanish only in English.		
	Preventing disruptions, smoothness and momentum in lessons in the class teacher did not apply lesson for this reason the researcher could not saw this aspects.		
TO EXAMINE THE		Students gave their opinions during discussions, they participated and answered to teachers' activities, they did groups of two people, they discussed with their classmates about the topics and finally they presented their answers to their teacher and classmates.	Among different factors contributing to foreign language learning, affective variables such as attitudes, orientations, motivation, and anxiety are of paramount importance. Among these various factors, learners' attitude towards language learning is considered as one of the key factors in motivating the learners to learn that language.
		Students found out the answers to questions from textbooks rather than from	

<p>PRINCIPAL CAUSES FOR STUDENTS NOT SPEAK ENGLISH.</p>	<p>Students' Attitude</p>	<p>investigations.</p>	
		<p>Students chose their partners for group work because in this way every student worked with whom they felt more comfortable and gave him more confidence to develop his listening and speaking.</p>	
		<p>All students in the class did the same work at the same time because teacher gave them a set time to do the activities.</p>	
		<p>Students all the time asked the teacher questions because they had some difficulties and doubts about the topic of their classwork.</p>	



	Teachers' Attitude	<p>Teacher's attitude was fundamental to develop the class because teacher was the guide and the secondary actor into the all class. Teacher talked with all students at the beginning of the class, she asked how they are? How felt that day? and How are they weekend?. In this way teacher knew how students felt to begin the class.</p>	<p>The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses:</p> <p>a) Cognitive component, which is the knowledge about an attitude object, whether accurate or not.</p> <p>b) Affective component: feelings towards the object and</p>
<p>Teacher did not decide where students sit because she thought that students must sit where they felt comfortable and happy.</p>			
<p>Teacher took a personal interest in each student because she want to all students learn, practice and talk in English it is the principal objective that teacher had.</p> <p>Teacher did not unfriendly with her students conversely she has very friendly with her students during all class.</p>			

		<p>Students are told how to behave in the classroom at the beginning of the class because teacher love punctuality, respect, the order and the cleaning in the class.</p>	<p>c) Conative or behavioral component, which is the action taken towards the object.</p> <p>Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. The quality of any teaching programmer cannot rise above the quality of its teachers. In medical colleges it is the teacher who is responsible for influencing a student's learning of the subject.</p>
<p>The teacher considered students' feelings all the time she thought that students' feelings are so important to develop a wonderful class because if they are happy they will participate during the class. In her class students were happy and funny because they participated during all class and they were not yawning or sleeping in class.</p>			
<p>The equity was very important during the class because all students had to participate in each activity; Men and women participated with their ideas none was more or less than another all had their time of participation.</p>			

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The principal problems that students have to develop their listening and speaking skills in an effective way were that they did not practice listening and speaking skills in their homes ; they only practice English when students stay in class.
- The principal students' problems to understand the audios are students hear music or watch movies only in Spanish; students do not practice conversations also they do not do exercise to improve their listening and understand the dialogues or exercise in class.
- The principal causes for students can not speak English are they do not use English when they talk with their classmates, they do not know basic vocabulary to express their ideas, students do not catch the ideas, questions or answers that they want to transmit, students do not respond spontaneously, they first write what they want to convey and then read the writing.

#### **5.2. RECOMMENDATIONS**

- Teacher should perform listening and speaking activities such as: conversations, dialogue tables, role plays or warm up in which students put the two skills into practice.
- Students must practice listening skill with funny and daily activities such as: watch movies, listening their favorite music or conversations about your favorite artists.

- Students must practice speaking skill all the time with their class mates in class and in their free time through social networks such as Facebook, twitter, instagram they should maintain conversations in English to improve their learning.

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## 7. ATTACHMENTS

Tally Sheet					
Dimensions	Indicators		SÍ	NO	
Methods and techniques that teacher use.	Communicative.				
	Eclectic				
Classroom Environment	Activities in this class are clearly and carefully planned.				
	Teaching approaches allow students to proceed at their own pace.				
	Assesment				
	Feedback				
	Physical environment.	arrangement of chairs			
		tables,			
		fixtures and pieces of furniture,			
		Painting			
		lighting			
		Ventilation			
	Social environment	Democratic			
		Authoritarian			
		Permissive			
Mode of students' participation:	Collaborative				
	Individualistic				
	Competitive				
Aids that teacher uses	Radio				
	CD player				
	Videos				
	Music				
	Computer				
	Projector				
Students' Attitude	Students give their opinions during discussions.				
	Students find out the answers to questions from textbooks rather than from investigations				

	Students choose their partners for group work		
	All students in the class do the same work at the same time		
	Students ask the teacher questions.		
	Student Cohesiveness.		
	Involvement		
Teacher's Attitude	the teacher talks with each student.		
	the teacher decides where students sit.		
	the teacher takes a personal interest in each student.		
	the teacher is unfriendly to students.		
	Students are told how to behave in the classroom.		
	the teacher considers students' feelings.		
	Equity.		
Classroom management	The teacher decides which students should work together.		
	The teacher decides how much movement and talk there should be in the classroom.		
	Differentiation		
	Classroom rules of conduct		
	Preventing disruptions	Smoothness and momentum in lessons	



## FOURTH LEVEL



## FIFTH LEVEL

