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GRADUATION SEMINAR



Topic : Analysis of factors influencing the learning of listening and speaking skills in English learners of 11th grade at Lilly Pedroza Institute in Ochomogo, Nandaime during the second semester of 2016

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Dedication

Firstly, we want to dedicate our research to Jehovah God our creator, who gives us wisdom, understanding, strength and Patient to finish our research successfully.

Secondly, we want to thank our Family: Parents, wife, Husband and children who were our great support and helping hands who gave us courage all the time.

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I-Introduction

The present research paper is intended to find out and analyze the factors that influence the lack of learning in listening and speaking skills in the students of 11th grade at Lilly Pedroza high school, in Ochomogo, Nandaime.

It has been observed that these students have many difficulties in making a short conversation in English, and also they are not able to understand when someone speaks to them in this language. As far as we know, listening and speaking skills are quite difficult to be developed.

Therefore, this research paper has the purpose of finding out the factors that affect the well-performance of the students in these abilities, and identify some strategies and teaching techniques that have been applied in the classroom. Based on the results obtained, it was identified which factors are not allowing the acquisition of the new language. These factors include: lack of didactic materials, technological resources and misuse of teaching methodologies and others. At the end of the research, some conclusions and recommendations were provided to improve the type of methodology implemented by the teacher and therefore, strengthen the development of the listening and speaking skills for students in this school.

The methodology used in this research is mixed because we used qualitative and quantitative data. It contains descriptive information and the analysis of quantitative data is shown in tables and graphics, in order to have a better understanding of the results.

To get the information, three types of instruments were used. The first one was a questionnaire for students; an interview for the English

teacher and the head of the school; also an observation guide which provided the necessary information for the analysis.

This research will help provide some solutions to this problem faced by the students of 11th grade at Lilly Pedroza high school, in Ochomogo, Nandaime. This means that teachers and students will be benefited from this research work and it will help improve the teaching learning process.

II-Background of the problem

This research work was carried out at Lilly Pedroza public institute. It is located fourteen kilometers south to Ochomogo, Nandaime.

This school was built in 1981. At the beginning it had just four classrooms. Since its foundation it has offered two modalities, Elementary School and Secondary school. It began with a population of 87 students in Elementary school and 102 students in secondary school with 8 teachers assisting both modalities.

Nowadays, this institute has 9 classrooms and even though it has the basic services, not all the classrooms have electric outlets. It also has 1 computer laboratory with 17 computers with no internet connection. It has a video projector, which it's seldom used during English sessions.

At present, Lilly Pedroza institute has a school population of 495 students distributed in the morning primary school with 244 students and 10 teachers. In the afternoon, the high school works with 251 students and 15 teachers. Two of these teachers are in charge of teaching English. One of them teaches English to eleventh grade.

It has been observed that learners of 11th grade at Lilly Pedroza Institute, have a low level of performance in listening and speaking skills of the English language. Supposedly, these students should be able to use English language in a communicative way because they are in the last year of high school but these students are not able to understand when someone is speaking English, neither they are able to communicate their ideas in English.

Due to the low performance of the listening and speaking skills of the English language of the learners of 11th grade it is necessary to do a research to analyze the factors that are affecting the development of these skills. Some of the factors that could be influencing these abilities are lack of didactic materials and the kind of methodologies and strategies that the teacher is using in this grade.

Through our lives as teachers, we have experienced that in most of the public schools, English is not considered a very important subject and "Lilly Pedroza" public school is not the exception.

One of the reasons, why we discuss this is the fact that primary public school learners do not study English subject because that is the instruction given by the Ministry of Education (MINED). As a result of this reality, they have to start their English learning process from 7th grade and not in previous years, that is why many learners find it really frustrating when they start high school and do not know any English command.

To make things worse, public secondary school has many limitations that go from lack of didactic material, technological resources to pedagogical English training. These are mainly the problems that this public Institute faces.

It would be important to mention that the National Education Program of MINED has helped "Lilly Pedroza" public school by providing English textbooks for high school students from 7th to 10th years. Eleventh graders did not get this help. This decreases the possibilities of having access to meaningful didactic material. The use of these textbooks would improve the listening-speaking skills in the students' English teaching-learning process.

III-Previous studies

In this part of the research, some previous studies related to our study will be mentioned.

These studies were carried out to identify some difficulties that affected the learners' speaking and listening performance and generated a sequence of speaking and listening problems.

Maksud Lukitasari in 2008 conducted a study focused on the student strategies in overcoming speaking problems in the classroom. The population of this study was the first semester students of **Muhamadiyah University of Malang**. There were nine classes of speaking and the researcher took two classes as the sample of this study. The results of his study suggested that in speaking class, the students faced some speaking problems including *inhibition, nothing to say, low or uneven participation and mother tongue use*. The findings of his study also revealed that the students speaking performance was not good because they did not master *vocabulary, grammar and pronunciation* as three of the most important elements of speaking.

Park and Lee in 2005 studied the relationship between second language learners' anxiety, self-confidence and speaking performance. The participants of the studies were one hundred and thirty two Korean college students who enrolled in the English conversation classes. The results of their studies indicated that the learners' anxiety level was negatively related to their oral performance. Both researchers concluded that the lack of self-confidence affected the second language learner's oral performance enormously. They stated that if the learners were more confident, they would have better oral performance.

Tan Veer in 2007 investigated the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his results is similar to what Park and Lee figured out. On the other hand, Tan Veer suggested that students feeling of stress,

anxiety or nervousness may interfere in their language learning and performance abilities. He stated that the higher the anxiety, the lower the performance.

In the year 2010 **Nguyen Hoang** conducted a study to examine the speaking problems of the students at the **Thanh Hien high School** and the factors that affected their speaking performance. The population studied was two hundred and three students of the eleventh grade and ten English teachers at the University of **Thu Dau Mot**. (Vietnam). The research instruments used in this study were: questioners, and class observations. The findings of this study revealed the students always used their mother tongue instead of English whenever they had to interact with one another. They have the habit to translate.

There were many factors affecting students' performance such as:

1. Topical Sentence
2. Listening Abilities
3. Motivation to speak
4. Teacher' feedback
5. Confidence
6. Pressure to perform well.

According to these previous studies carried out by different researchers related to strategies to overcome the speaking problems and some factors that cause language anxiety in English learners. They both concluded the higher level of anxiety, the lower the performance is. These results are similar to ours in our research study, which is going to very helpful for our research.

IV-Justification

This research work is an analysis of the factors that influence the learning of listening and speaking skills in students of Eleventh grade at Lilly Pedroza public school in Ochomogo, Nandaime during the second semester 2016.

The main benefited of this research will be the learners of secondary school at Lilly Pedroza because it will help them to gain interest and confidence in the learning of English Language as a second language which is very important for them when starting their studies at the university. Another benefit will be for the English teacher because it will help the teacher to determine the incidence of active methodology in teaching learning process of English Language, so that, the teacher will make the necessary changes to improve her teaching methodology in this school.

Furthermore, this research work will be useful as a reference material to other public schools and institutes to improve their teaching methodologies in the subject of English as a second language

Also, based on the results of the research project, some suggestions and recommendations will be given in order to increase the level of performance of the students in speaking and listening of the English language. That way, the learners will have more job opportunities in order to help and improve their families' life quality.

V-Research Questions

- 1) What are the main factors that have been affecting the lack of listening and speaking learning skills of the English language learners of eleventh grade at Lilly Pedroza public high school?
- 2) Why is it important to learn about the characteristics of this public institute in order to find out a possible solution?
- 3) What strategies and teaching techniques are put into practice with the English language learners in this institute?
- 4) What are the different ways the learners are involved in the process of listening and speaking in the classroom?
- 5) What methodological advice can be given to improve the listening and speaking learning of in this school?

VI-Objectives

General Objective:

To analyze the factors that influence the learning of Listening and Speaking skills in students of Eleventh grade at Lilly Pedroza public institute in Ochomogo, Nandaime During the second semester 2016.

Specific Objectives:

1. To characterize the public Institute Lilly Pedroza in Ochomogo, Nandaime during the second semester of 2016.
2. To identify strategies and teaching techniques that are put into practice with the learners of English language of the 11th grade Of Lilly Pedroza Institute in Ochomogo in the second semester of 2016.
3. To analyze the different ways the learners are involved in the process of Listening and speaking in the classroom.
4. To find out the factors that affect the development of Listening and Speaking skills of the English Language.
5. To suggest methodological proposals to improve the Listening and Speaking skills in English language Learners.

VII-Theoretical Framework

In order to understand this Research it is necessary to comprehend the meaning of some concepts and ideas; it would also be important to consider some definitions and some theories related to this topic. At the end, they will be helpful to make a better judgment about the gathering results.

1. Listening Skills

According to **Tomlinson**, he defines the ability of Listening as “Active Listening” which is very important for an effective communication among people. On the other hand, this skill also can be defined as more than just hearing, understanding and interpreting the meaning of a conversation. Therefore, within the English Teaching Learning Process, it is very important to consider the fundamental skills (***Listening and Speaking, Reading and Writing***) to be developed and acquired as meaningful learning of this ability. Furthermore, Listening comprehension is very important in the English learning process because the ear recognizes the sounds, and then they become familiar with the accent of the native speakers.

Wipf, gives another definition of listening and says that listening is an invisible mental process that is difficult to be described. The listener must discriminate among sounds, understand vocabulary and grammatical structures, and interpret stress and intonation, within a socio-cultural context.

It is also important to learn how listeners acquire the information when it is heard.

1.1 Listening Theories

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in

an exploratory fashion. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details.

Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message (**Byrnes, 1984**). Therefore, teachers need to help students organize their thoughts, to activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener.

1.2. Strategies for Developing Listening Skills

Language learning depends on listening. Listening is the base to learn a new language and students can use this ability when interacting with people in different situations.

Here there are some strategies that make listening more meaningful to acquire and use this ability for learners to get auditory information.

1.2.1 Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-Down strategies include

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

1.2.2 Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

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

Strategic listeners also use **metacognitive strategies** to plan, monitor, and evaluate their listening.

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

1.2.3 Listening for Meaning

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

- *Figure out* the purpose for listening. Activate background knowledge of the topic in order *to predict* or *anticipate* content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they **use top-down and bottom-up strategies simultaneously** to construct meaning.
- *Check* comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

2. Speaking skills

Many experts define Speaking skill in different ways. **Tarigan**, mentioned that speaking is a *language skill that is developed in the childhood*, which is produced by listening skill. Speaking is one of the four basic competences that the students should gain well. Also, it has an important role in communication. Students face some difficulties when speaking; one of them is about language itself. In fact, most of students get difficulties to speak even though they have lot of vocabulary and have written them well.

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

Speaking is one of the skills that have to be acquired by students when learning English. It is required to express the needs request, information, service, and so on.

The Author **Yuliantono, 2012** writes, "Speaking is one of language skills that must be mastered by any foreign language learners because speaking is an essential tool for communicating, thinking and learning (p.1) Meanwhile, **Amir, 2010**, (p.10) assumed that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing information".

So speaking is an ability to communicate orally to other people with the aim is to express their idea and feeling. Speaking depends on the context or the situation; context includes the physical environment and the purposes for speaking. It requires learners to know grammar, pronunciation, vocabulary and also understand when, where and in what ways to produce language.

3. Teaching Methodology.

A teaching methodology is essentially the way in which a teacher chooses to explain or teach the content material to students so they can use the material to learn the language. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, it may also be influenced by the aptitude and enthusiasm of the students.

There are many different methodologies that can be used by a teacher, and the methods chosen often depend on the level of knowledge and preferences of a teacher.

It is also not common for a teacher to utilize multiple methods within a single lesson or over the course of several lessons. (*What is a teaching methodology? 2001*)

Adamu, says that method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of students. (*Learning and Teaching Methodology. 2012*).

3.1 Learning and teaching styles

It is important to know that there are different ways in which students learn: some people are visual learners. Others learn best through listening. Some learn best when they combine action with speaking and other learn best through reading and writing. It is important to be sensitive to your students learning styles and be aware of your own style of teaching\learning.

Your students will vary in the learning preferences because people do not all learn in the same way.

Alice Omaggio Hadley, suggests that students as well as teachers have differing need, styles and preferences. Some people learn best through the senses. How teacher approaches learning situations affects how students learn. Teachers may use a responsive, collaborative, learner-directed way of teaching or a more controlling, teacher-directed way. Both can be effective, and teachers often practice an eclectic approach, incorporating elements of both.

To establish an effective learning climate, teachers must blend their teaching styles with their students. Whatever the learning and teaching styles of teachers and students, learning is more effective when sensitive and careful planning, a willingness to adapt and enthusiasm and patience are part of each session.

4. Methodological strategies

Methodological strategies refer to the structure, system, methods, techniques, procedures, and processes that teacher uses during the instruction. A strategy defines the basic procedure of how the content is elaborated during the teaching process.

These are strategies that the teacher applies in order to assist students learning. The use of creative methodological strategies promotes students speaking skills when they have friendly competition with each other, so each student will participate in the classroom.

Brandt, says “The methodological strategies, techniques and learning resources prior to the learning capabilities of the potential participants, and the limitations of each one. (*Estrategias de Aprendizaje .2014*). This means methodological strategies for teaching are integrated procedures and resources used by the trainer in order to develop student’s skills for acquisition, interpretation and information processing sequences; and using these in the generation of new knowledge. Strategies should be designed in a way that encourages students to observe, analyze, review, formulate hypotheses, seek solutions and discover knowledge for themselves.

5. Methodological strategies to develop listening and speaking skills

5.1 Games:

Using games is a fun way to develop auditory skills and social development. Listening is a key to following directions and developing the ability to remember concepts taught in the classroom. Games serve as repetitive activities that enhance these skills and cultivate auditory and literacy development. You can even use game as a way to exercise the brain and promote retention of academic content. Listening activities condition students to develop new vocabulary and recognize appropriate grammar. Games serve as excellent communicative activities. The use of games can be a powerful language learning tool. The aim of all language games is for students to “use the language”; however, during game, learners also use the target language to persuade and negotiate their way to desired results.

5.2 Role plays:

Role playing activities are an enjoyable teaching technique, allowing students to pretend to be other people, while demonstrating and practicing important lessons. You can use role – playing in your classroom to teach effective listening skills by placing student in roles which highlight specific- listening elements. With the use of a few props, students can carry out ordinary situations with their partners. Some situations could be:

- a. Answering the telephone
- b. Asking directions
- c. Shopping in various kind of stores
- d. Telling a doctor about pain or illness
- e. Ordering in a restaurant
- f. Visiting a friend
- g. Cashing a check at a bank
- h. Making a recommendation at work

Students will be more motivated and eager to participate if you present them with a realistic situation that they might encounter in their daily lives. For example, asking students to role play about daily routines and they can speak about it. Using realistic situations gets the students to practice essential vocabulary and phrases in such a way they will be better able to retain what they learn.

5.3 Dialogues

Dialogue helps the student practice speech, pronunciation, intonation, stress and also improves vocabulary. Dialogue brings people naturally sit down together and talk about important issues.

Dialogues have advantages and disadvantages. The first advantage is dialogue promotes better understanding and more creative cooperation between different people. Second, dialogue can make the situation more relaxed. For example, dialogues about hobbies, daily activities, advertisement, and so on. Besides that, students identify different accents, understand the topic and acquire good pronunciation of words.

5.4 Songs

Music is a wonderful bond between people as well as an excellent tool for helping students feel the rhythm of the new language and build vocabulary, because they rhyme and are usually repetitive, songs can help develop pronunciation as well.

Student could bring tapes from songs around the world that have been translated into English. Play the tape through then together hum the melody along with the tape. Try inserting some of the words. You'll be surprised how many words the student can repeat. Do this several times, finally give them a sheet with the word they have sung printed on it? Then sing them.

Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language.

Teacher can apply singing a song to improve their speaking skill, the teacher needs to motivate students through sensing a song that make students more interested in this technique. Singing a song can improve speaking skill also pronunciation, vocabulary and fluency by using song may give new atmosphere for the student give them fun and enjoyment also to enrich students' ability to achieve the best goal.

Teachers should be able to make students speak English fluently by singing songs; it has a profound impact on other skills including speech and language, also even the ability to convey emotions vocally.

5.5 Oral presentation

Oral presentation is the action of communication in which one speaker is doing most of the sending and a number of listeners are doing most of the receiving. Here are some tips to make oral presentations:

- Use the planning time to prepare what you're going to say.
- If you are allowed to have a note card, write short notes in point form.
- Use more formal language.
- Use short, simple sentences to express your ideas clearly.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas.

- Speak clearly and at the right volume.
- Look at the people who are listening to you.

6 Teaching techniques to motivate students

There are some ways to motivate students to learn and participate in the classroom leading to increase students' success. Let's see some of them.

1. Use nonverbal cues: facial expressions, hand gestures and other nonverbal cues are a great way to overcome the language barrier e.g. When explaining the concept ***of short*** put the ***hand down***.
2. Use visual aids: sometimes a picture is worth a thousand words, this is true when teaching English as a second language. Visual aids can be useful to teach everything from vocabulary to prepositions. This will help learners to keep attention to the lesson. If possible, get access to a slide projector for an effective presentation.
3. Group work: group work gives students an opportunity to practice the language. It is advisable to form groups of 2 – 5 people.
4. Repeat and rephrase. Teachers of English as a second language need to repeat everything at least three times. Even if the student does understand a concept upon first explanation, he or she will still benefit from the repetition and variation of language.
5. Do not over correct. Overcorrection can make students reluctant to use the language. Of course, there are appropriate times to correct language mistakes.
6. Create a safe atmosphere. Learning English as a second language is not an easy thing emotionally. The job of the teacher of English as second language

is to create a safe and supportive environment, in which the students will be comfortable with the language.

7. Factors affecting speaking performance

There are some ways to help students overcome problems in speaking-English learning. It is necessary for the teacher to comprehend factors that affect their speaking performance.

According to **Nation** and **Newton (2009)** the speaking performance could be affected by factors that come from different conditions such as:

- Environmental and time pressure.
- Planning.
- Standards of performance.
- Amount of support.

During speaking activities, according to Nation and Newton, there are relevant factors such as motivation, confidence and anxiety, listening ability and feedback that directly affect the students' speaking performance.

According to Bachmann and Palmer (1996) the speaking performance is also affected by the lack of what they call ***Topical Knowledge***, which is relevant information known by the speaker and it becomes of great help for them to use the language in reference to the world in which they live.

Feedback during speaking activities: most students expect their teachers to give them feedback on their performance, but speaking production should not be dealt in the same ways. Harmer (1991) says that decision that the teacher makes on how to react to students' performances will depend upon the stages of the lesson. If the students are corrected all the time, they can find this very demotivating and become afraid to speak.

Speaking problems Ur (1996) says that there are some speaking problems that the teacher can come across in getting students talking.

Inhibition: It happens when the students try to say something in the foreign language. They often get inhibited because they are worried about making mistakes, they get fearful of criticism or feel embarrassed.

Lack of topical knowledge: It is when the learner has nothing to say because the teacher has chosen a topic that is not suitable for him or her. It means that he or she has very little knowledge about the studied topic.

Low or uneven participation: It is when a large group of students have very little *talking time* because only one of them constantly participates by talking all the time, and the others just keep on listening to him or her.

Mother tongue use: It is when a number of learners have the same mother tongue and they tend to use it because they find it easier to do so. (*Harmer, 1991*).

8. Assessment

According to Nancy Mead the method for assessing oral communications depends on the purpose of the assessment method that is appropriate for giving feedback to students who are learning .a new skill is not appropriate for evaluating students at the end of the course. However, any assessment should adhere to the measurements principles of reliability, validity and fairness.

The instruments must be accurate and consistent. It must represent the abilities we wish to measure and it must operate in the same way with a wide range of students.

There are two methods using for assessing speaking skills. In the observational approach the students' behavior is observed and assessed discreetly. The other method is the structure approach. The students are asked to perform one or more specific oral communication task, his or her performance on the task is evaluated. Tasks can be administered in one setting with the test administrator, one student or in a group or class setting.

In either setting students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, and also students should be giving the opportunity to collect information related to the topic.

Summative assessment provide evidence of students' achievement for the purpose of making a judgment about student competence or program effectiveness. It a summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status of other.

Listening tests typically resemble reading comprehension test except that the student listen to a passage instead of reading it.

Important elements in all listening test are

1. The listening stimuli,
2. The questions
3. The test environment.

Stimuli should represent typical oral language and not considering simple oral reading of a passage designed to be written material. The material should model the language that the student might typically be expected to hear in the classroom, media or a conversation.

Relating to the questions multiple choice items should focus on the most important aspect of the passage not trivial details. It should measure skills from a particular area. Correct answers should derive from the passage without reliance on the student's prior knowledge or experience.

The testing environment for listening assessment should be free of external distractions if stimuli are presented from a recording the sound quality should be excellent.

Having analyzed the different theories related to the learning of listening and speaking skills and different strategies and teaching techniques it is noticeably that these theories have incidence with the problem of the student of 11th grade at the Lily Pedroza who have low level of performance in the listening –speaking skill of English language.; accordingly, It is intended throughout the analysis provided by specialist in these areas which would encourage to have a better understating of this this research work.

In conclusion, to develop the listening speaking skills teachers must apply these strategies analyzed in this research. .

VIII-Research Methodology

1. Sociological approach

This was a mix research because it contained quantitative and qualitative data which was analyzed in order to determine the factors affecting the speaking and listening skills of the learners. It was also a transversal research because the data was processed at the end of the investigation. Creswell et al in 2008 explained that both methods provides more specific information one provides numbers and statistics, and the other one must be related to the first one, providing evidence of the gathering results through the instruments .So, the theories are determined by the facts.

2. Type of research

This research is looking for determining the factors that influence the learning of Listening and speaking skills. In Methodology there are different types of research. Roberto Hernández Sampierie, (Metodología de la investigación 5^o edición, 2010)

For Instance, he talks about the experimental and non- experimental research .According to this research; this is a type of non- experimental research. Since the problem is a determined situation in the classroom. It was detected through the observation and evaluation of the phenomena in a specific context and people involved in. In other words, this study is a descriptive research because its main objective is to find the factors that affect that learning of Listening and Speaking skills in 11th grade students.

3-Population and Sample

The Population is represented by the students of 11th grade of the Institute public Lilly Pedroza in Ochomogo –Nandaime. Then, the researchers took into account their own characteristics and the environment in which are involved. According to Sampierie (1991) the sample could be a no probabilistic sample. In this case, the

sample is based on the main objective which is determining the factors that are affecting the learners in the Teaching-Learning process in Foreign Language. The sample of study was all the students of 11th grade, who are 38 learners. 17 are young men and 21 are young women. It was selected all the learners because this give more confidence and credibility in the final result of our research.

4- Techniques and Instruments to collect data

The following methodology has been accomplished in different stages:

a) Validation of the Instruments

Summary about the validation given by different judges about questionnaires that were applied to students, teacher and high school principals of the Institute Lilly Pedroza to 11th grade students in Ochomogo –Nandaimé, especially in English subject with the purpose of knowing the factors that influence the learning of Listening and Speaking skills.

According to MSc Albert Sanchez for question # 1 He gave an average of 3 scores. He suggested us to improve because of lack pertinence and relevance according to criteria of valuation. For the rest of the questions he gave an average of 4.8 and 5 scores. It means that we can apply them to the students of 11th grade.

According to MSc Rolando Fuentes for the question # 1 He gave an average of 3.8 scores and suggested to improve it. For the rest of the questions he gave an average of 5 scores for each one. It means that they could be applied to the students.

Teacher Questionnaires.

MSc Sanchez and MSc Fuentes also validated the instruments to be applied to the English Teacher of 11th grade of the Institute Lilly Pedroza in Ochomogo – Nandaimé. They gave an average of 5 scores for each question. It means that they could be applied to the teacher.

Principals Questionnaires.

MSc Sanchez and MSc Fuentes also validated the Instruments to be applied with the high school principals of the Institute Lilly Pedroza, both judges gave an average of 5 scores for all the items written for the principal. It means that they could be applied to her.

For students questions.

Both judges gave a total average of 3.4 scores for question# 1. For the other questions they gave 5 scores.

For the teachers interview.

Both judges gave an average of 5 scores for all 17 questions.

For the principals interview.

Both judges gave an average of 5 scores for all the 11 questions

b) Observations to the class:

This had the purpose to find the factors that affect the acquisition of the Listening and speaking skills, this observation took place in three different periods of class, in different days according to students' class schedule. The researchers observed the class in order to identify strategies and teaching techniques such as: Games, Oral presentation, Discussion, Role plays, Small groups etc. applied during the teaching learning process.

c) Teacher Interview

The teacher was interviewed about her English Teaching Methodology practice, some of the most common and useful techniques and strategies used in the class, didactical resources, assessment methods and classroom management, in order to determine that factors that affect the students listening and speaking skills in the English learning process. The interview was developed by using open-questions, starting softly to create confidence in the interviewee. According to **Roger and Bouey**, it is recommendable to apply the interview in a quiet place away from noise and distraction, it helps create a comfortable environment. It is also recommendable to have the interview addressed by two people; one might take note while the other one asks the questions; the first one, should not interrupt the other to avoid confusion to the interviewed people.

d) Students Questionnaires

Learners answered a series of close – ended questions, including multiple choice. The questions were read and explained in a clear and simple way one by one, to avoid that students to let questions unanswered. Furthermore it would be of great importance for students to know that their teacher will never know their answers.

5) Analysis plan

At first, the quantitative results were analyzed in percentage after being calculated. In addition, all the calculated data were presented in tables and graphs (figures) for a better visualization. Secondly, qualitative data were presented in the form of summary in the sections **Results and Analysis**. All the results from the different applied instruments were compared to find relation of the information from the elements of this research (students vs. teacher) and the objectives or the variables; finally, when the review information is finished, the qualitative and quantitative results will be ready to be explained.

6) Research Matrix

Specific Objectives	Variables	Definition	Indicators	Sources	Techniques
1. To characterize the public Institute Lilly Pedroza in Ochomogo, Nandaime.	Characteristics of the public Institute Amount of qualified teachers Number of students in the school	Description of the school and total amount of students graduated teachers who guarantee the quality of teaching	Location foundation of the school Conditions of the Classroom Electric service Furniture for students. graduated teachers Number of students	Principal	Interview
2. To identify the strategies and teaching techniques that are put into practice with the learners of English of the 11th grade at Lilly Pedroza Institute in Ochomogo.	Didactic Strategies and teaching techniques	Techniques and activities the teacher applies to grasp the attention and effectiveness with the English language learners.	Games Oral Presentation Discussion Role Plays Pairs-Work Small Groups Pair work	Teacher The classroom	Interview Class observation
3. To analyze the different ways learners are exposed to the ability of listening and speaking in the classroom	Ways the learners are exposed to the ability of listening and speaking	Different styles the learners learn English language specially listening and speaking skills	- Students interaction in simple conversation (greeting, farewell). - Watching movies in English - Listen to music in English	Classroom Students.	Teacher. Students.

<p>4. To find out the factors that affect the development of listening and speaking skill of English language.</p>	<p>Factors that affect the development of listening and speaking skills. Social factors Economic factors Teacher Methodology</p>	<p>Difficult situations that do not allow to carry out an activity with success, in this case: listening and speaking skills.</p>	<ul style="list-style-type: none"> - A lot of learners in each classroom - Classroom management - Inadequate Classroom for learning - Lack of English Laboratory - Student's motivations. - Misuse of teaching methodology - Lack of audio-visual aids - Under graduate English teacher 	<p>Teachers Student</p>	<p>Interview Observation</p>
<p>5. To suggest methodological proposals to improve the listening and speaking skills in English language learners</p>	<p>Listening and speaking strategies</p>	<p>Technological tools and suitable techniques that allow the well development of the English language teaching</p>	<ul style="list-style-type: none"> - Use of tape recorders - Visual-aids - Classroom laboratories - Games - Songs - Small Groups - Pair - works 	<p>Resources Center Internet Articles Monograph</p>	<p>Documentary and social artifacts analysis</p>

IX-Results and analysis

B. Student data analysis

Based on the information obtained during the investigation about the factors that influence the learning of listening and speaking skills of the students of 11th grade at Lilly Pedroza institute in the city of Ochomogo, Nandaime. The analysis was made in the following way: the different instruments applied to the teacher, students and principal were analyzed individually first and then compared, later those the results were analyzed by objective. After these analysis the following aspects were found:

Measure if the students like English Language.

Q1	Frequencies	%
Nothing	1	3
A little	22	58
A lot	15	39
Total	38	100

According to the results obtained from question #1, 22 students answered that they like English a little. It is shown in the chart above this number represents the majority of students who like English but 15 of them said they like English a lot this also represent an important fact to acquire listening and speaking skills of the English language .On the other hand only 1 student said he/she did not like the English language maybe because he/she does not understand or listen proper because English Class is very difficult for him/her. Due to that English has its own grammatical rules which are very complicated for some students.

Frequency of English lessons per-week

Q2	Frequencies	%
1 hour	0	
2 hours	2	5
3 hours	33	87
4 hours	3	8
Total	38	100

According to the results from question#2, 33 students said they have English lessons 3 hours a week it represents the 87% of students. This is very important because most of the students agree to have this schedule. 2 students said they have only two hours of English lessons, it represents the 5% of the total of students. 3 students said they have four hours of English lesson a week it represents the 8% of the total of students.

It is also very important to mention that the 87% of the students are in constant weekly attendance. This information leads us to question # 3 that shows that 23 students who are 61% of the students would like to have more hours of English lesson per week.

It means that 15 students who are the 39% would not like to have more hours of English lessons.

Measure if the students would like to have more English lessons.

Q3	Frequencies	%
Si	23	61
No	15	39
Total	38	100

Measure if the teacher gives clear instructions to the learners to develop speaking and listening activities.

Q4	Frequencies	%
Never	0	
Seldom	4	10
Usually	3	8
Always	31	82
Total	38	100

Now, see question#4. Which pretends to determine if the teacher is teaching the speaking and listening skills in the class. Notice that the majority of the students who are 82% are satisfied with the explanation of the teacher in class but the rest of the students who are 18% said the contrary. Maybe they were not very clear of this question or many of them are not interested in listening the explanation.

The Teacher motivates students.

Q5	Frequencies	%
Si	34	89
No	4	11
Total	38	100

Preferences in practicing English in class.

Q6	Frequencies	%
Alone	3	8
In pairs	17	45
In groups	18	47
Total	38	100

Moving to the question #5 and #6, these questions pretend to determine if the teacher is taking care about teaching the students to speak English during the class .In these results is evident that their teacher encourages them to participate and speak English in class, Moreover they feel confidence to speak English when they are working in groups or in pairs (see chart#6) Despite this a very little group prefer to speak English alone.

Use of the teaching strategies applied by the teacher.

Q7 Teaching Strategies	Frequencies
Oral presentations	16
Dialogues	33
Interviews	12
Role-play	1

According to the objectives in this study, it is important to remark that the strategies and didactical resources are essential in the learning teaching process of Listening and Speaking skills. The results about teaching strategies that the teacher applies show that the strategies used the most is Dialogues, but students express that the teacher does not use it frequently. Oral presentation, Interviews and Role- play are seldom used (see chart 7.8). Comparing both charts we can say that teaching strategies are not used as it is required in order to accomplish the purposes of the teaching English skills.

The frequencies use of the teaching strategies in class.

Teaching Strategies (Games)

Q8	Frequencies	%
Never	13	34
Seldom	22	58
Usually	3	8
Always	0	

According to the results obtained from teaching strategies related how the teacher uses games during the teaching learning process 22 students said that their teacher seldom uses it who are the 58%. On the other hand 13 students who are 34% said that their teacher never uses games during the learning process of English class, but 3 students who are 8% said the contrary, it was observed in the chart above that the majority of the students said that their teacher seldom uses game in the teaching learning process.

Oral presentations

Q8	Frequencies	%
Never	1	3
Seldom	21	58
Usually	11	26
Always	5	13
Total	38	100

Debates.

Q8	Frequencies	%
Never	20	53
Seldom	15	39
Usually	1	3
Always	2	5
Total	38	100

Role-play

Q8	Frequencies	%
Never	18	47
Seldom	18	47
Usually	1	3
Always	1	3
Total	38	100

Moving to the teaching strategies (Oral presentation, debates and role play) the students said their teacher seldom and never used them (see charts above about teaching strategies) But Debates and Role-play the students said that their teacher seldom and never use them during the teaching learning process (see chart above teaching strategies).Therefore, the teacher most emphasize those strategies in order to help the students improve their listening and speaking skills.

Group work

Q8	Frequencies	%
Never	4	10.5
Seldom	4	10.5
Usually	20	53
Always	10	26
Total	38	100

Pair-work

Q8	Frequencies	%
Never	0	
Seldom	8	21
Usually	20	53
Always	10	26
Total	38	100

Individual

Q8	Frequencies	%
Never	0	
Seldom	20	53
Usually	6	13
Always	12	31
Total	38	100

Making reference to the methodologies, they show that these teaching strategies (Group-work, Pair-work and Individual) have helped improve the confident of students and to reduce the lack of motivation in the learning of English language as is shown in chart above #8. However 20 students said that their teacher seldom assigns them work individually.

Analyze if the students are able to carry out communicative activities.

Q9	Frequencies	%
Si	23	53
No	15	47
Total	38	100

According to the results obtained from question # 9, 23 students answered that they are able to carry out communicative activities. This number represents the 53% of the students. On the other hand, 15 students said they are not able to carry out these activities who are 47%, probably because they do not like English class as shown in the chart above.

Way how the teacher checks miss-pronunciation

Q10	Frequencies	%
Never	0	0
Seldom	0	0
Sometimes	0	0
Always	38	100
Total	38	100

Remarking the results in the chart above it was seen that the total of population of 11th grade mentioned that their teacher always correct their mistake when they are speaking English. As a shown in the observation class made by the researchers of this study. According to Hammer (1991) page (18) He said that it is not recommendable to correct students mistakes when the student is speaking because this causes demotivation and afraid to speak in next speaking activities.

Development of communicative abilities by the students

Q11	Frequencies	%
Barely	26	68
Not much	8	21
A lot	4	11
Total	38	100

According to the results obtained related to communicative abilities 26 students who are 68% of the total of population studied said: they have not developed properly their communicative abilities in foreign language (see chart 11). It means that there are

some factors that could be influencing in the well performance of the English language.

Economical support for the student’s education.

Q12	Frequencies	%
Parents	22	58
Grand-parents	2	5
Relatives	4	11
Myself	10	26
Total	38	100

Moving to question #12, related to the economic students’ support, it was found that the majority of the students who are 58% of the total of population studies, said that their parents help them in their education, but 10 students who are 26% said that they have to work hardly every day to support their own studies. This reality must be taking into account by the teacher at the moment of the assessment in the teaching learning process. Because it is not easy for them to study and work at the same time.

Physical and environmental conditions for practicing listening and speaking skills.

Q13	Frequencies	%
SI	10	26
No	28	74
Total	38	100

To conclude with the analysis of this study, it is important to remark that the physical and environmental surrounding conditions play an important factor in the acquisition of a second language. But in the case at the institute Lilly Pedroza, it does not have necessary conditions to develop listening and speaking activities as shown in the chart above, because 28 students who are 74% of the total population said that their classroom does not have outlets in order to use a play recorder for listening activities in the classroom. It is noticeable that this could be one of the most important reasons why the students have not developed those important skills (Listening and Speaking).

C. Teacher data analysis

According to the teacher's personal information and her labor experience, it was found that she has an English Teaching degree and has been teaching for 20 years. It means she has a lot of experience but there is a negative factor in this aspect, which is the fact that she has never attended any English update program. Therefore, it is recommendable that MINED gives support to her in this discipline in order to improve the teaching learning process.

Moving to other aspect of this study related to the labor management conditions, it was found that the 45 minutes to develop the English class were not enough to carry out all the English language activities. At the same time the objectives of the class were not achieved successfully. The teacher did not have time to assess the students and assign any homework. Another factor that was seen was that the conditions of the classroom were not so well to develop the listening and speaking skills. There was so much surrounding noise, which did not permit the students listen to the teacher's instructions very well. Now making reference to the teaching strategies it was found that the most used by the teacher were dialogues, pair work and small groups) which is a positive factors for the students because they have the opportunity to interacts each other's to improve English language. On the other hand she said that some of students show lack of motivation and interest for English class, so that, teacher must implements different teaching strategies in order to make more dynamic and interesting class, for the students.

Related to the way that teacher assesses the learning acquiring by the students is through dialogues, practice classes and checking homework which is considered very well because through these assessments the students develop confident to practice the target language.

Regarding to punctualities for English class and the participation of the parents in the teaching learning process, it was found some negative factors that are affecting the well performance of the acquisition of the foreign language such as: sometimes they have to walk long distance to arrive on time at the school. As a result they feel so

tired and they are not willing to involve in the different activities carried out in the classroom, Another factor that are affecting the learner in the English learning process is that 10 students who are 26% work in part time and have to collaborated in the family responsibility at home which is not allow them to study and have success.

D. Principal data analysis

Based on the results obtained in the interview made to the principal of Lilly Pedroza, it was found that there is a school population of 251 students in High school in the afternoon shift which is very well because this school attends different communities surrounding which indicate that the students have to travel or walk long distance to arrive on time at their schools and frequently they have to miss classes due to the bad weather as were observed in the three different observation made by the researchers. As a very important aspect related to both English teacher who are in charge of the English teaching, one of them has an English degree the other is studying at the university to get a degree.

Another aspect found it regarding to didactic material for English class that the teacher do not have support by the principal Lilly Pedroza which is affect the process of teaching learning process of listening and speaking skills, and another factors that is influencing negative in the English language acquisition is that conditions of the classroom that it does not have suitable conditions to develop English activities , due to the outlets are not working so well, Therefore the teacher cannot use a tape recorders to practice listening activities which is very important to the students to improve their English language. As it was seen in the three classes' observed by the researchers.

E. Analysis of the three observed classes

Based on the three class observed in different periods. It was observed that the class environment did not have the necessary condition to develop listening and speaking skills. Other negative factor that was observed was the teacher explained everything in Spanish. Another things to mention is that students did not have a textbook, or information to be heard in the target language which would help enormously to students to improve the understanding and communications of the English language, this would prepare them to speak the language better when they leave high school.

Therefore, it is recommendable for the teacher make an effort to speak English to give instructions and explanations of the different topic studied in class. At the same time, the teacher should use different strategies and teaching techniques during the teaching learning process in order to motivate student to use English in class, For example: games, songs, and role-plays.

Regarding attendance and punctuality not all the students were benefited from the class period, because 12 students were not present in the class which represented 32% of the population. Attendance could improve if the teacher tries to make the class more dynamic to motivate students to learn the English language which is a useful tool for their future.

F. Analysis of the results by objectives.

After gathering and analyzing the applied instruments to students, the teacher and the principal at Lilly Pedroza public institute in Ochomogo, Nandaime, during the second semester 2016, we want to characterize the main aspects found in this research:

According to the interview made to the principal at Lilly Pedroza public institute, it was found that, this institute has 35 years of foundation and since its begins has attended both modalities (primary and high school). It is very important to mention that this students are from of rural area who have to walk long- distance to arrive on time to their school, sometimes they miss classes, due to the bad weather which

affect their learning process. Because they do not receive the development of English classes. Furthermore, 10 students work in the farm part-time who are 26% this reality is noticeable when they do not arrive in time at the school because they feel so tired due to the work hardly that they do.

Related to the teaching strategies that the teacher put into practice during the teaching learning process, the results found through our investigation were that the teacher and students said that the most used strategies were: dialogues, pair work and group work, which indicates that might be the biggest factors why the students are not making any progress in their English listening and speaking skills, apart from the constant use of the Spanish language from both parts, teacher and students. Therefore, It is recommendable that the teacher uses more methodological strategies such as: didactic games, oral presentations, interviews, songs, filling the banks exercises, poems, dictation exercises, picture description, movies as well as audio-visual aids like tape recorder, picture, photocopies sheets, these strategies could improve the listening and speaking performance of learners.

Another point related to the teaching strategies is the way how the teacher assess the knowledge acquired by the students through practice classes, checking homework and quizzes, here it can be seen a weakness, where there is a negative factor that influence the good performance of the students, due to the lack of using listening activities by teacher during the assessment period of the learners, because she does not have tape-recorders and neither the outlet are working so well in the classroom.

Therefore in order to improve assessment techniques it is advisable to use roles plays which allows students to situate themselves in real-life situations, and use correct intonation, rhythm, pronunciation, vocabulary, grammar structures; oral presentation can also be used to assess students' vocabulary, fluency, acquisition of knowledge about different topics, songs which provide real-life language, and can also be used to assess idiomatic expression, proper intonations, movie watching activities to evaluate understanding, giving opinions, vocabulary, grammar patterns, summarizing.

Based on the results found about the ways the learners are involved in the process of listening in the classroom is just through teacher, they are not interacting in the classroom by listening to music in English, or radio programs in English, or watching movies, nor internet use; and outside the classroom they are not listening to any English. But some of the students listen to popular music in English, even though they do not know what the lyrics says.

Students from this school do not greet themselves in English nor say goodbye in English. They do not use English outside the classroom; they only use it when they have to do in the classroom and under the teacher's supervision. It is recommended for the teacher to speak more English to help students understand a little bit more of the English language.

According to Piaget's research, it is said that the students actively construct their knowledge rather than simple absorb ideas orally delivered by teachers. It means that the teacher must implement a variety of strategies such as games because it is a way to exercise and promote retention of academic content; thought games students develop new vocabulary and recognize appropriate grammar making English classes more interesting and dynamics, oral presentations it is another strategy that the teacher should implement during the English class because the learner pretend to be another person in a realistic situation such as: answering the telephone, asking directions, and visiting a friend. Songs, singing a song can improve speaking skills, pronunciation, vocabulary and fluency. By using song, the class can become fun and with a cheerful atmosphere for students; and also, enrich students' ability to achieve the best goal because not all the learners learn at the same speed and in the same way. Therefore the teacher must take into account these characteristics to teach a class that fulfill students 'needs.

Other negative factors that affect the development of listening and speaking skills found were that students are not interested in learning the English language because they do not find it very interesting, just going to class to listen to the teacher speaking Spanish; they do not practice the English much; moreover, they do not seem to improve in learning English. Besides, they are not motivated by the teacher during

the English class, opinion based on chart#1 shows that 22 students, which represents the 58% do not like the English language much.

It is the role of the teacher to create a safe atmosphere because learning English is not an easy thing emotionally Bialystock Ellen (1990), because some students are shy and feel afraid when they have to interact to each other's. And other students are nervous and it does not allowed them to interact properly.

Another negative factor is the lack of didactic material and technological resources such as; text books, workbooks, tape-recorder, CD players, videos and so on. Which are important tools to get the effective of the leaning of the English language? Material can enrich the class and it is recommended to elaborate material using recycling material such as paper, magazines, posters, books, activity books, realia, coloring books, and newspapers.

On the other hand, , it was found in the classes observed that the teacher has lack of classroom management because some students were playing with their cellphone while some other were talking to one other instead of paying attention to the class activities, or working on them . It is suggested to write classroom rules that have to be followed by students while they are in class, such as not using cellphones if it is not necessary.

Using a variety of activities can lead to motivations and having students more attentive and participating in the class activities.

It is recommended for the teacher to have a well. Lesson-plan which will help to have an organized class with interesting activities.

G. Methodological Proposal

1. The teacher should include more strategies; for example, **Top-down strategies** which are related to the previous knowledge of topic studied.: this background activates a set of expectations that help listener interpret what is heard and anticipate what will come next like predicting , and drawing inferences. **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. These strategies include listening for specific details, and recognizing cognates; to develop the students' language skills in order to succeed in the teaching learning process.
2. It would also be very important for the teacher to speak more English than Spanish during the class sessions in order to be a model for the students and familiarize them with the language.
3. The teacher should use authentic and meaningful didactic material (visual aids, realia, photocopies, worksheets, games, videos, songs, poems, riddles, tongue twister, etc.) in order to make more effective the process of English language learning.
4. The teacher should use songs, interviews, discussions, dialogues, movies, TV documental, etc.
5. The teacher needs to innovate her assessment methods, by practicing more speaking and listening activities which will help students achieve the foreign language acquisition in an easier way. As a result, these classes will be more dynamic and interesting for the students

X. Conclusions

Through our research we want to point out some negative factors that affect the learning of the speaking skills in the students of eleventh grade at Lilly Pedroza public institute in Ochomogo- Nandaime. All the difficulties that were found in this research were gathered through the application of different instruments such as: questionnaires, teacher and principal interviews and observed classes.

During this research the following results were found:

- 1) The atmosphere of the classroom does not contribute to the acquisition of the English language, because there is too much noise to develop listening and speaking activities.
- 2) The most used strategies by the teacher are: dialogs, pair work and small groups.
- 3) The strategies used by the teacher are not focused on the development of listening and speaking. Students are never involved in real in the process. English songs and didactic games which are useful to develop the English language are part of that real process.
- 4) The teacher used more Spanish than English during the teaching – learning process, it means students are not interacting by using the ability of listening and speaking in the target language as they are supposed to be. The students are only exposed to the English language when they listen to music on the radio even if they don't know the meaning, and when they watch movies in English on television.
- 5) During the three classes, it was observed lack of dynamic activities on the teacher's part. She always used the same monotonous manner, and did not give the students the opportunity to practice the listening skill.
- 6) It was found that 58% of the students do not like English class, they do not make an effort to learn the English language, and this could be due to the misuse of the different methodological strategies.
- 7) The students lack of their own text book which impedes the development of the abilities of listening and speaking skill outside the classroom.

- 8) The students' lack of motivation because English language learning is a mandatory subject so that their interest level is low.
- 9) The most commonly used methods to assess the students' knowledge is through written test and quizzes. (structural approach).

XI. Recommendations

Taking into account all the results gathered in this study and according to the conclusions mentioned, these are the general recommendations:

1. It would be very valuable for the teachers that the Ministry of Education (MINED) to improve the creation of workshops in the field of speaking and listening teaching-learning process of the English language.
2. It is important to take into account the use of all the school resources such as video project and the computers in the lab which could provide a better learning of the subject. Also, the school should invest in acquiring a tape recorder, a television and internet service to improve the learning process.
3. The school electric system should be repaired in order to offer a better service in the developmet of listening and speaking activities in the classrooms.
4. The teacher should implement the methodology suggested in this research in order to improve the quality of the teaching process of English language such as:
 - a) The teacher should use authentic and meaningful didactic material (visual aids, realia, photocopies, worksheets, games, videos, songs, poems, riddles, tongue twister, etc.) in order to make more effective the process of English language learning.
 - b) The teacher should use songs, interviews, discussions, dialogues, movies, TV documental, etc.

- c) The teacher needs to innovate her assessment methods, by practicing more speaking and listening activities which will help students achieve the foreign language acquisition in an easier way. As a result, these classes will be more dynamic and interesting for the students

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XIII. Annexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Facultad de Educación de Idiomas

Departamento de Ingles

Topic: analysis of the factors that influence the learning of listening and speaking skills in the students of eleventh grade at Lilly Pedroza public school in Ochomogo – Nandaime, during the second semester 2016.

Dear students:

We would like to ask you some questions about the methods and teaching strategies that help you to develop the skills of listening and speaking. In fact, this is not a test that makes you feel nervous and will not be evaluated. You do not even have to write your name. We need your opinion because you represent the source of our investigation. Please carefully read the following statements and answers it .mark an x with the response that best represents your opinion.

- 1) How much do you like the English language?
a) Nothing-----b) a little-----c) a lot-----
- 2) How many hours of English lessons do you have per week?
a) One hour---b) two hours-----c) three hours-----d) four hours-----
- 3) Would you like to have more hours of e English lessons?
a) Yes-----b) no-----
- 4) Does your teacher give you clear instructions in order to develop speaking and listening activities?
a) Never-----b) seldom-----c) usually-----d) always-----

- 5) Does your teacher encourage you to speak English in class?
a) Yes-----b) no-----
- 6) How do you feel more confident to practice English in class?
a) Alone-----b) in pairs-----c) in groups-----

- 7) What type of teaching strategies does your teacher use in class?
 a) Oral presentation-----b) dialogues-----c) interviews-----d) role play-----
- 8) How often does your teacher use these teaching strategies?

Teaching strategies	Never	Seldom	Usually	Always
Games				
Oral presentations				
Debates				
Role plays				
Group work				
Pair work				
Individual work				

- 9) Are you able to carry out communicative activities such as: introduce you self in English, give clear directions?
 A) yes-----b) no-----
- 10) How often does your teacher check your pronunciation mistakes?
 A) Never-----b) seldom-----c) sometimes-----d) always-----
- 11) Do you think you have developed your communication skills with your classmates and teacher?
 A) Barely-----b) not much-----c) a lot-----
- 12) Who supports your studies?
 A) parents-----b) grandparents-----c) relatives-----d) myself-----
- 13) Does your classroom have the physical and environmental conditions to perform the speaking and listening activities?
 A) yes-----b) no-----

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Facultad de Educación de Idiomas

Departamento de Ingles

Interview for teacher.

Topic: analysis of the factors influencing the learning of listening and speaking skills in English learners of 11th grade at Lilly Pedroza institute in Ochomogo – Nandaime during the second semester of 2016.

Purpose of the interview is to gather information about some factors that are affecting the learning of listening and speaking skills in English language. And your answer will be very useful to achieve our purpose.

Before you begin, please read the following information.

I-Personal Information:

1.1- School: Lilly Pedroza

1.2- Gender: a) f----- b) m----- age 53----

1.3- Do you have an English teaching degree?

a) yes----- b) no-----

1.4 - Have you gotten attended English programs update your teaching skills?

a) yes----- b) no-----

II- Work experience:

2.1- How long have you been teaching English?

I have been teaching English 20 years.

2.2-What level have you been teaching English?

a) kindergarten----- b) elementary----- c) high school-x----

2.3 - In what other places have you been working?

Only here

III. Classroom management

3.1- How long does English class last?

45 minutes

3.2- Is the 45 minute session enough to carry out your language activities?

No, it is not

because sometimes I can finish all the activities related to the content, which is not so good because the objective of the class is not achieved due to the lack of time.

3.3- How often do your students receive English class?

Three times a week.

3.4- Do you consider your classroom has good teaching condition to develop listening activities?

No it does not, because there are some noise around the classroom and the student do not pay attention.

3.5- Does your school provide you didactical materials to develop your English class? Which ones?

Yes only markers.

3.6- Is there any person in charge of coordinating the English subject?

No

3.7- Do you receive any supervision of the school authorities?

No

3.8- How often do you have supervision?

Never

IV- Teaching experience

4.1- Do you know these methodological strategies in your teaching practices?

- a) games----- b) oral presentation--x---- c) discussion----
d) Role –plays---- e) pair work-x--- f) small-groups-x--

4.2- Which of these methodological strategies do you use in your class?

Dialogues, pair-work and small groups

4.3- What factors do you think are affecting the development of the students in listening and speaking skills?

Lack of interest and motivation and also lack of didactic material

4.4- What didactic material do you use to develop the listening and speaking skills?

- a) tape- recorders --- b)video--- c)audio-visual aids---- d)video-project----e)
realia--

4.5- Do your students have an active participation during the class?

Not at all.

4.6- Are they using the English language to ask and answers-question during the class?

Not at all, a few students are not able to answer questions in English

4.7- How do you assess learners listening and speaking skills?

Dialogues, practice classes, pair work, small groups and also checking homework.

4.8- Do your students arrive on time at your English class?

Not at all, because some of them work and arrive late.

4.9- Do your students' parents get involved in the students English learning process?

No, they never go to the school to know how their sons are doing, because they have to work hardly.

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Interview for principal

Topic: analysis of factors influencing the learning of listening and speaking skills in English learners of 11th grade at Lilly Pedroza institute in Ochomogo –Nandaime during the second semester of 2016.

Purpose of this interview is to collect information about some factors that are affecting the learning of listening and speaking skills in English language and your answer will be very useful to achieve our purpose.

Read carefully the following questions, before given your answers.

1) How long have you been the principal of this school?

I have been the principal of this school one year and a half.

2) In what years was the school built?

In 1981.

3) How many students are enrolled this year?

251 students.

4) How many English teachers are there in your school?

There are two English teachers.

5) Do they have an English degree?

Only one has an English degree, the other has a curriculum but she is studies at the university to get a degree.

6) Do your teachers have didactic material for English class provide by the school in all sessions of the classes?

No, they do not.

7) Do the English teachers use the audio-visual tools for teaching English?

No, only the tele-classes. But they are not enough.

8) Do you consider that classroom conditions are good to develop listening and speaking activities?

No, because there is too much noise around due to the school is near the main road and also the outlet in the classroom are not working so well.

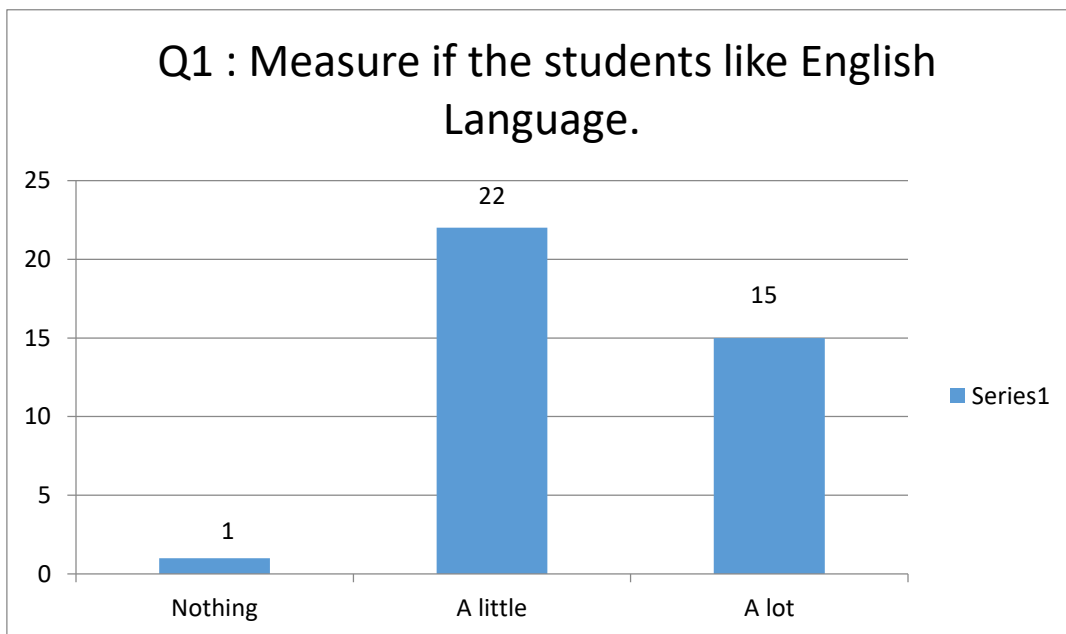
9) Do the classroom have good outlet?

No, it does not.

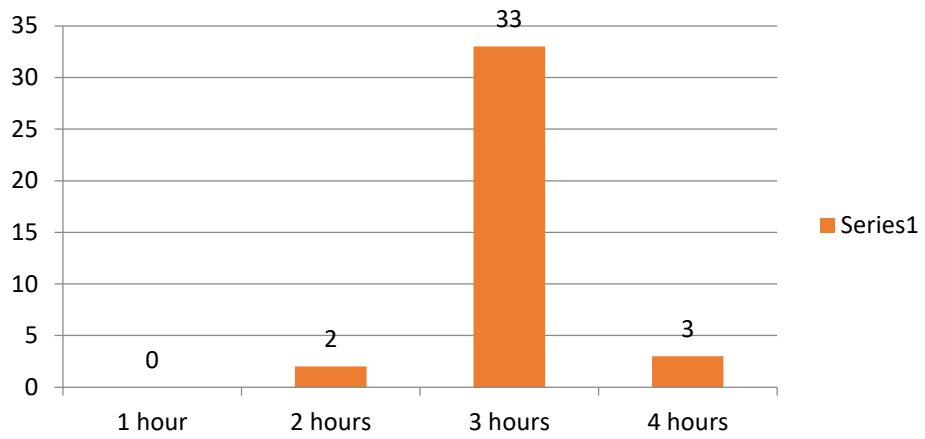
10) Is there permanent electricity service?

Yes, there is.

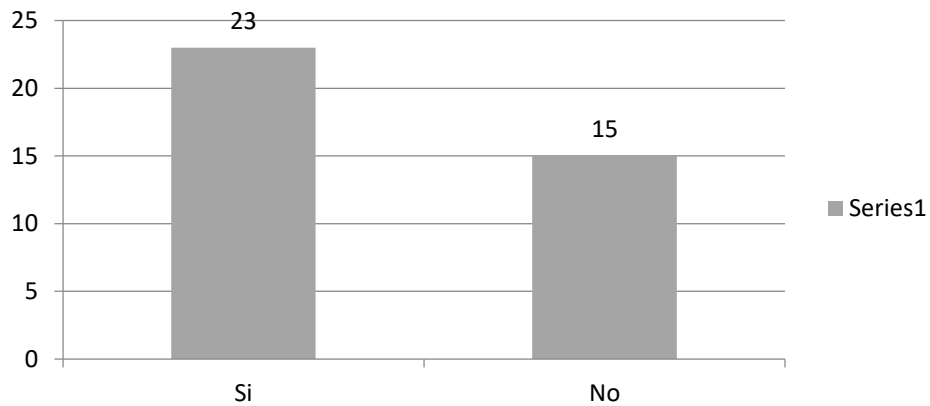
Quantitative data: tables and graphics



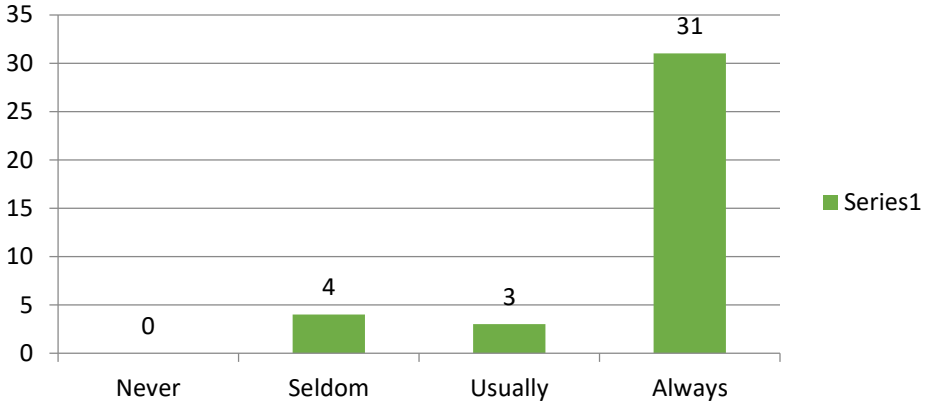
Q2: Frequency of English lessons per-week



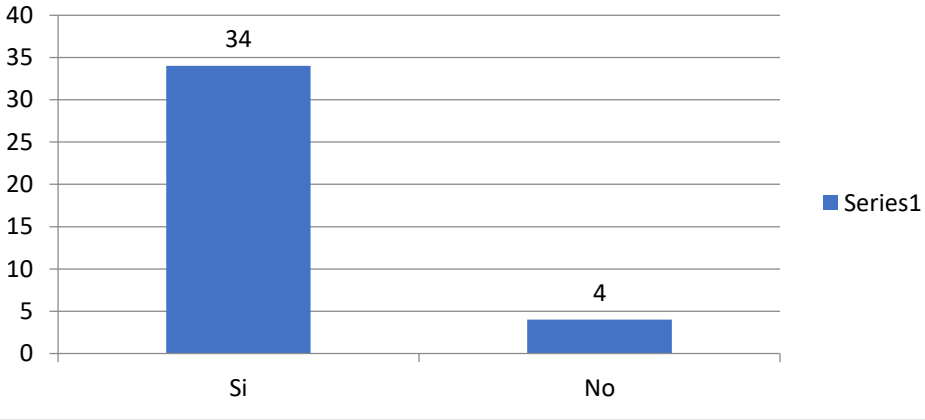
Q3: Measure if the students would like to have more English lessons.



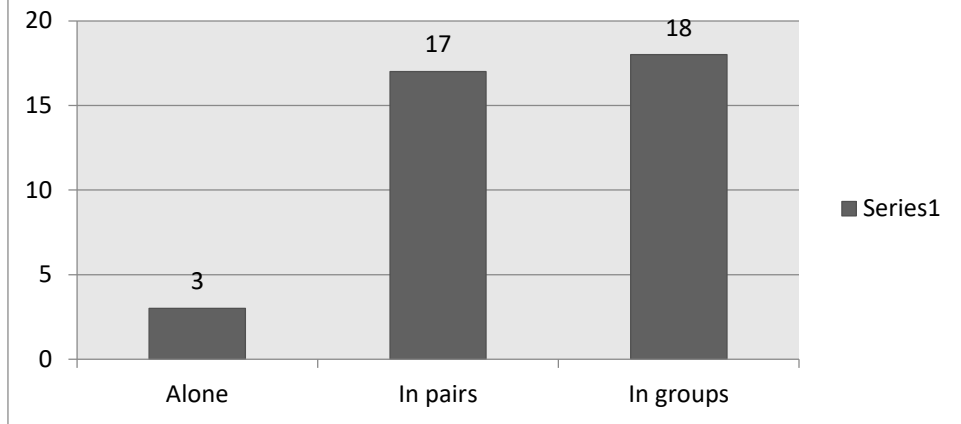
Q4: Measure if the teacher give clear instructions.....



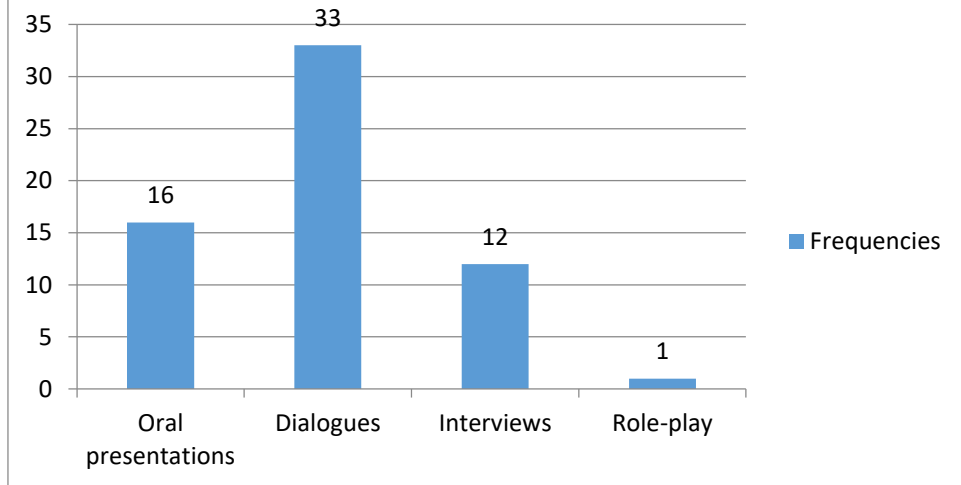
Q5: The Teachers motivating students.

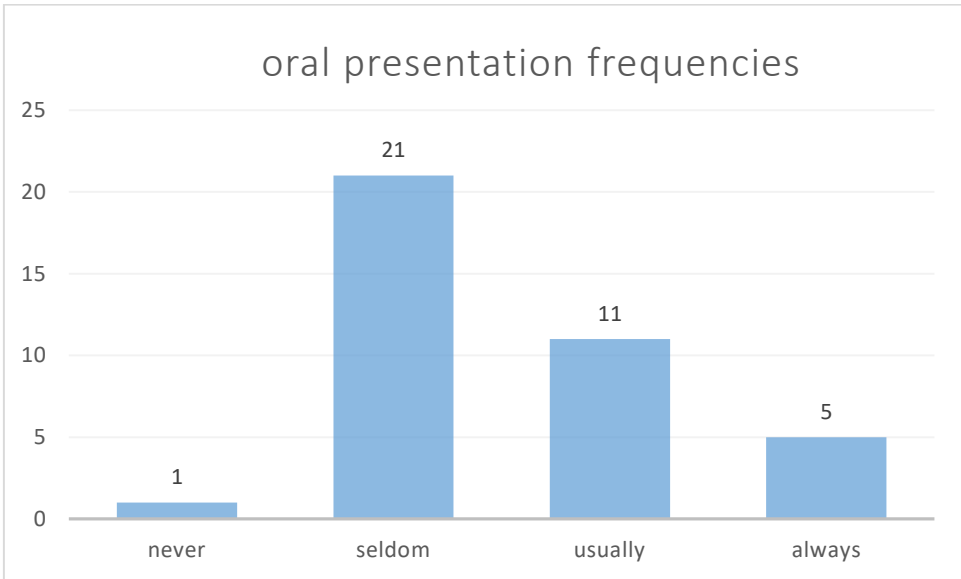
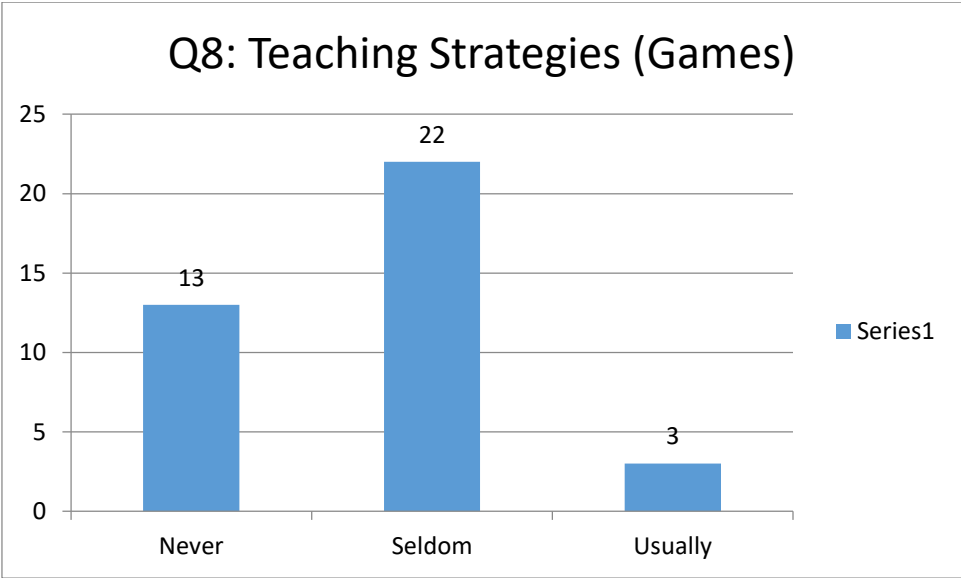


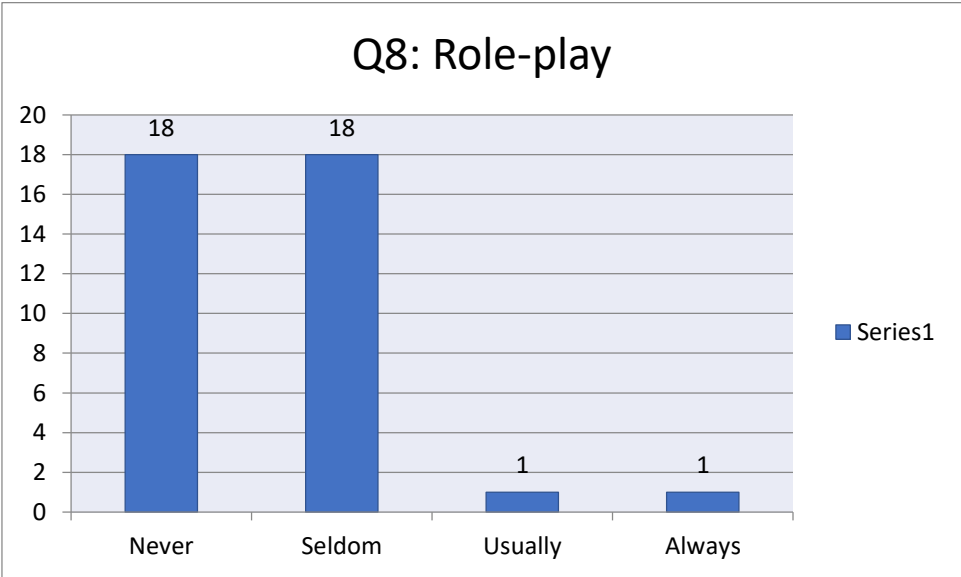
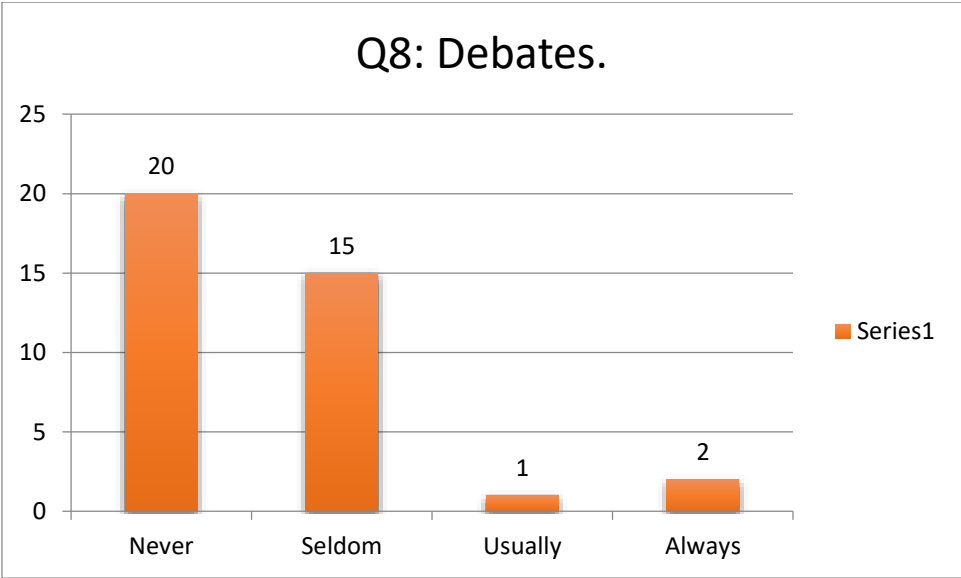
Q6: Preferences in practicing English in class.

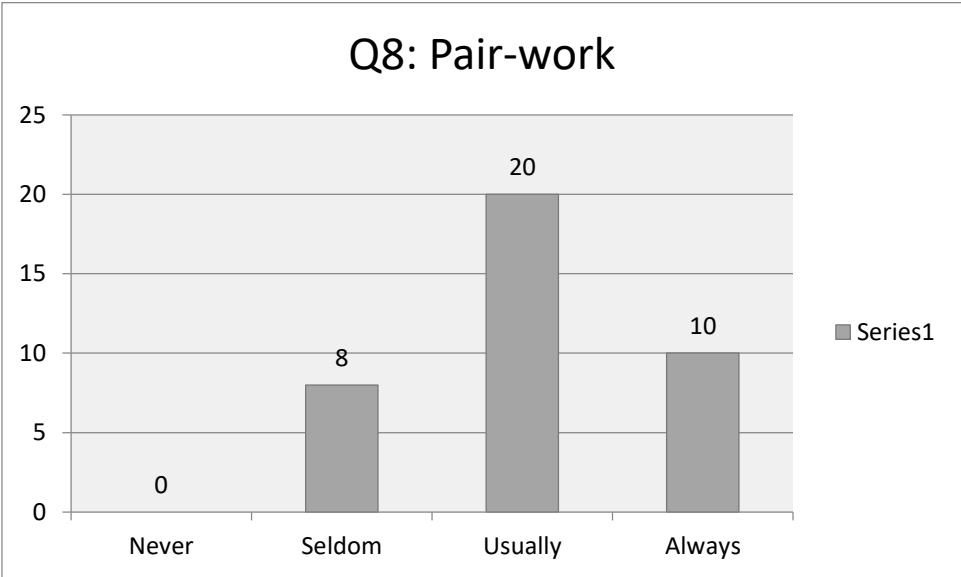
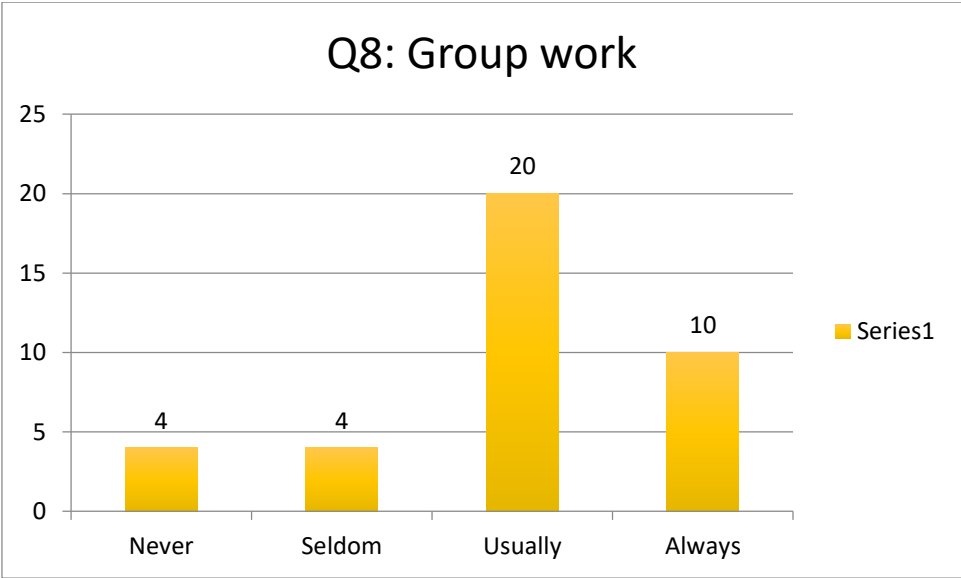


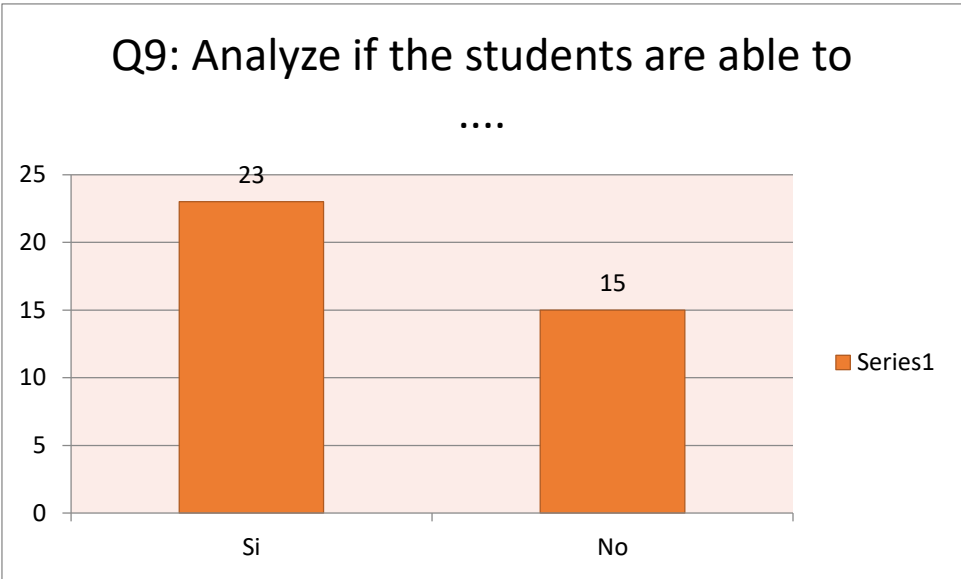
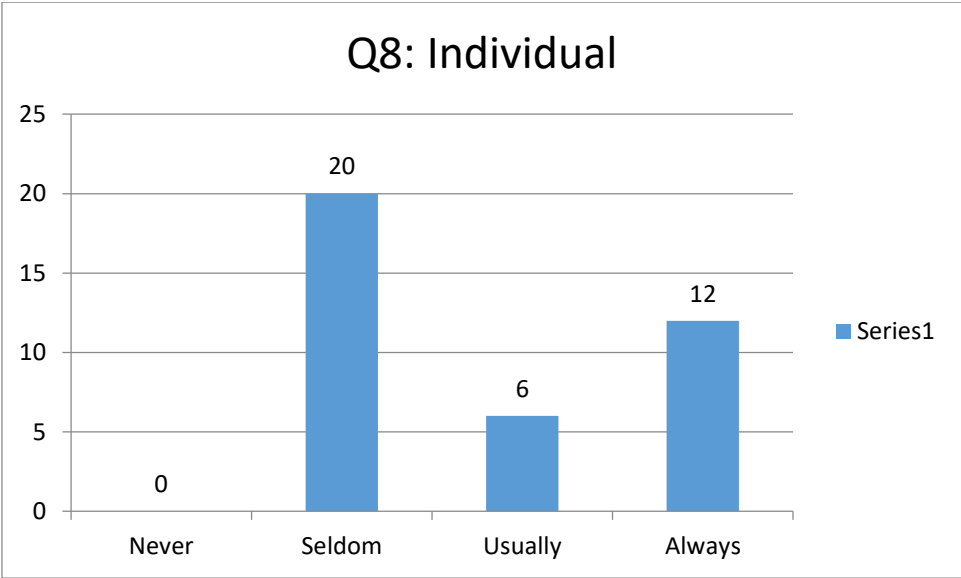
Q7 Teaching Strategies



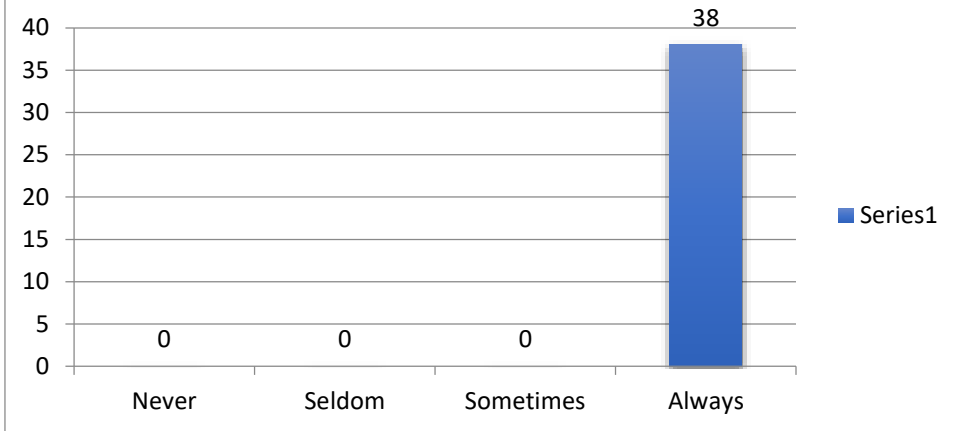




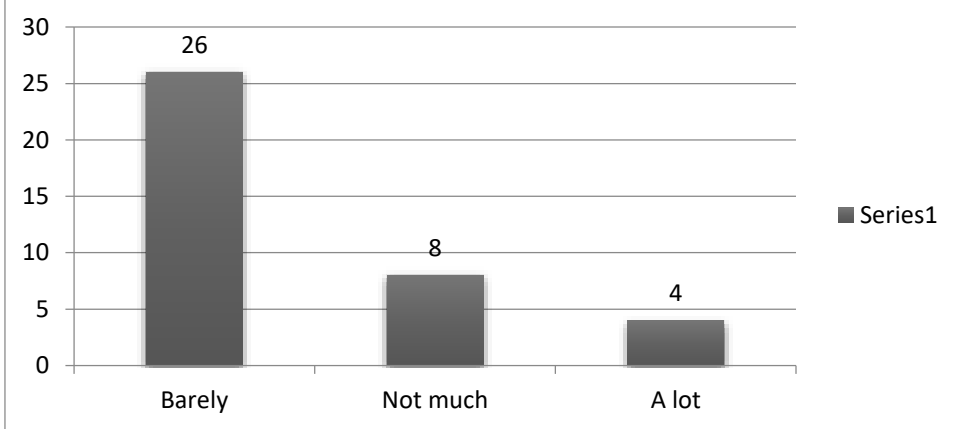




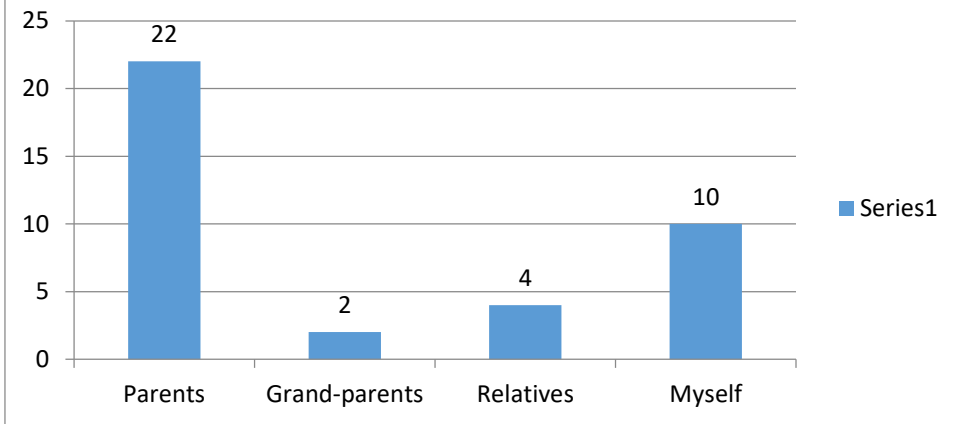
Q10: Way how the teacher checks miss-pronunciation.



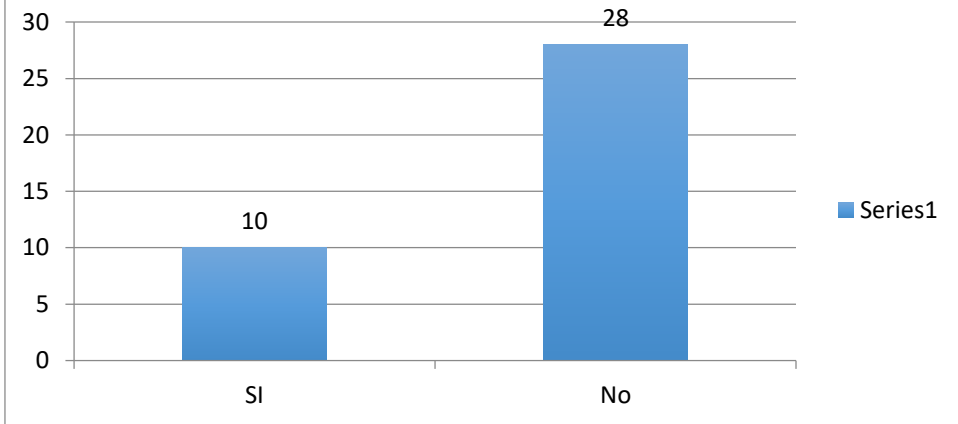
Q11: Development of communicative abilities by the students.



Q12: Economical support for the student's education.



Q13: Physical and Environmental conditions for practicing





Principal's office at Lilly Pedroza Institute, in Ochomogo Nandaimé



Lilly Pedroza Institute, in Ochomogo Nandaime



11th grade classes observed at Lilly Pedroza, high school, Ochomogo, Nandaime.



Students doing an activity in pairs



Group work at Lilly Pedroza High school



Students working in groups during the English class



Teacher checking students' work at Lilly Pedroza.



Students working in groups during the English class