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General Topic: Methodological strategies in the teaching-learning process of English during the second semester 2014.

Theme:

Methodological strategies in the teaching-learning process of listening and speaking skills of the students of 11th grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014

Authors:
Delving Geovani Méndez Cerda
Juan José Torrez Téllez

V year Saturday shift

Teacher: MSC. Manuel Rivera R.

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I. Dedicatory.

This Research Paper is dedicated to our respective parents who have been our constant source of inspiration. They have given us support at all-time no matter the difficulties we confronted to achieve our goals. Without their determination and constant support this project would not have been made possible

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III. Abstract.

The purpose of this research is to analyze the factors which affect the development of the speaking and listening skills from the students of eleventh grade at Salinas de Nagualapa public high school. The first phase of the project involves collecting data in order to determine why these students cannot speak English fluently and can not understand simple English conversations. During the process some instruments were design to collect the data and to obtain the information. These instruments were an observation guide that was applied three times in order to obtain accurately information, a teacher's interview and a student's survey to cover all the aspects required for this research paper.

Our research questions were intended to find out what was the teacher's approach. The main purpose was to understand how the English teacher focused her class, and also how the students felt about her approach. Moreover, the teaching techniques were analyzed in order to determine what were the classroom actives and the effectiveness that the teacher applied to conduct listening and speaking skills. Finally, it was important to find out about the didactical materials. They are one of most important tools in the education process. And they constitute a very important tool for students and teachers feedback.

It was found that the students of eleventh grade of the public high school Salinas de Nagualapa had serious difficulties using the target language. The teacher is conducting the English class more in Spanish than English. There is a lack of didactical materials, especially for teaching listening. This means the teacher cannot develop this skill as it should.

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V. Introduction.

Currently in the middle of a globalization process English language has become an international language. For example, the majority of the scientific information around the world is written in English. Moreover, people who keep business relation with people from different countries with different languages, use English to communicate among them. In addition, international TV programs are presented in English. Furthermore, tourists who visit different countries from any part of the world know English a mother tongue or as a second language. So it is clear that English is being used all over the globe.

Because of the increase of the use of English language in the world, it is of huge importance for all new generations to learn English as a second language. Usually employees are required to speak English as a second language. So peoples who attempt to get a good job need to learn the international language. For this reason, English is being taught in almost all levels of the educational systems; however; the students usually do not achieve the competences established for each level of the educational systems. Consequently, it is necessary to apply efficient strategies in the classroom to improve the teaching-learning process of English. It is also important to utilize properly the resources available to achieve successfully the goals in terms of English language learning.

This research project is going to describe the factors that have affected the development of the communicative skills of a group of students in 11^{th} grade in a public school located in Rivas. The factors involved in the teaching process to be considered in this research are: the approach of the professor, the teaching strategies she applies, the level of effectiveness of the teaching strategies, the teaching material accessible for English instruction and the effectiveness of those teaching resources. After analyzing the data, a set of recommendations is going to be presented in order to help the teacher to overcome the weaknesses in the teaching of English.

VI. Problem

Methodological strategies in the teaching-learning process of listening and speaking skills of 11th grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014

6.1 Sub problems

1. Teaching approach for conducting listening and speaking skills.
2. Teaching strategies applied by the professor for teaching listening and speaking.
3. Effectiveness of the teaching strategies used by the educator.
4. Didactic materials used by the teacher to achieve the goals in terms of the listening and speaking skills of his students.

VII. Research Questions

1. What is the teacher's approach for teaching listening skill?
2. What is the teacher's approach for teaching speaking skill?
3. What are the techniques applied by the teacher for mastering listening skill?
4. What are the techniques applied by the teacher for mastering speaking skill?
5. How the teacher conducts the activities for teaching listening and speaking skills?
6. How effective are the techniques that the teacher apply to achieve the goals?
7. What is the influence of the, lack of didactic materials in the developing of the communication?

VIII. Theoretical framework.

8.1 History background.

Salinas de Nagualapa School where this research was conducted is located in the indigenous community of Salinas de Nagualapa in the municipality of Tola, Department of Rivas. It was established in 1940, at first only modality of primary from first to fourth grade was attended. Nowadays, Salinas's school attends the modality of preschool, primary and secondary complete with morning and afternoon shifts. The staff who work there are, 3 teacher of initial education, 7 teachers of primary and 9 teachers of secondary education and the principal and vice-principal working in the administration area.

It is important to remark that in this School Salinas de Nagualapa English has being taught for 23 years in the modality of secondary. However, it was found that no research project has ever been conducted in the area of English language teaching in this public high school.

Theories

In order to deal with this research problem, some broad terms which are involved in the educational field are going to be defined. Such basics terminologies are: teaching and learning, methodology, approach, method and techniques.

8.2 Teaching and learning

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The teacher´s understanding of how the learners learn will determine her/his philosophy of education, her/his teaching style, and her /his approach, method and classroom techniques. .A theory of teaching, in harmony with the teacher's integrated understanding of learning and of the subject matter will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. In other words, your theory of teaching is your theory of learning (Brown, 2000, p. 7-8).

Methodology

Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Kvint, 2009). In the point of view of Brown (2000) methodology is: "The study of pedagogical practice in general (including theoretical underpinnings and related reserch. Whatever considerations are involved in how to teach" (Brown, 2000, p.42)

"The systematic study of methods that are, can be, or have been applied within a discipline" (Baskerville, 1991)

8.3 Approach, Method and Techniques.

An approach, according to Anthony (1963), was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques are the specific activities manifested in the classroom that were consistent with a method and therefore were on harmony with an approach as well.

For dealing with the issue of what English teaching method should a professor choose, Brown (2000) said:

> Today, language teaching is not easily categorized into methods and trends. Instead of that, each teacher is called on to develop a sound overall approach to various English language classrooms. This approach is a principled basis upon which the teacher can choose particular designs and techniques for teaching a foreign language in a particular context. There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. Every learner- teacher relationship is unique, and every context is unique. The teacher's task is to understand the properties of those relationships. Using a cautious, enlightened, eclectic approach, teachers can build a theory based on principles of second language learning and teaching (p. 14).

The most relevant teaching methods in the last decades (Grammar Translation, Direct Method, The Audio Lingual Method, Total Physical Response and Communicative Language Teaching) are going to be analyzed. Through the analysis of these methods, teachers can formulate their own teaching approach for dealing with the teaching learning process in their own and unique context.

8.4 The Audio-lingual Method:

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.

Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native- Like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

Hints for Using Audio-lingual Drills in L2 Teaching

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the auxiliary verb has should not suddenly switch to have as a main verb.

2. Drills should be conducted as rapidly as possible so as to insure automaticity and to establish a system.

3. Ignore all but gross error of pronunciation when frilling for grammar practice.

4. Use of shortcuts to keep the pace o drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.

5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
8. Introduce the drill in this way:
    a. Focus (by writing on the board, for example)
    b. Exemplify (by speaking model sentences)
    c. Explain (if a simple grammatical explanation is needed)
    d. Drill
9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
10. Use the "backward buildup" technique for long and/or difficult patterns.

a) --tomorrow
b) --in the cafeteria tomorrow
c) --will be eating in the cafeteria tomorrow
d) --Those boys will be eating in the cafeteria tomorrow.

11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.

8.5 Total Physical Responses:

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. This approach was developed by James Asher, a professor of psychology at San Jose State University, California. TPR method draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to TPR.

Total Physical Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined *tracing* activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals which share the belief that

(a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress.

Teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when they were studying foreign language and thereby encourage students to persist in their study beyond a beginning level of proficiency.

Initially, the teacher is the director of all students' behavior. The students are imitators of her/his nonverbal model. At some point (usually after ten to twenty hours of instruction), some students will be "ready to speak". At point there will be a role reversal which is developed by students when they already master this function, they will be directing the teacher and the other students.

Generally, the first phase of a lesson is modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances.

These commands, which students perform, are often humorous. After learning to respond some commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games. Vocabulary and grammatical structures are emphasized over other languages areas. The spoken language is emphasized over written language. Techniques like using commands to direct behavior, role reversal, and action sequence can use in the TPR.

Hence, this teaching method have been selected because it attempts to teach language through physical activity, and by repetition in association with motor activity which reduce the shyness, nervous, fear and the stress of the students, and encourage them to produce verbal responses.

8.6 Communicative Language Teaching:

The Communicative Language Teaching (CLT) method aroused In the 1970s. It was a reaction to traditional language teaching approaches and soon it spread around the world as older methods such as Grammar Translation and the Audio Lingual Method fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence (Richard, 2006)

In concordance to this topic Harmer (1998) expressed: ‘‘Communicative Language Teaching has had a thoroughly beneficial effect since it reminded teachers that people learn language not so that they ‘know’ them, but so that they can communicate’’ (P. 32)

Richards (2006) provides a set of assumptions taken into account in the Communicative Language Teaching method. These principles are:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

4. Communication is a holistic process that often calls upon the use of several language skills or modalities.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

10. The classroom is a community where learners learn through collaboration and sharing. (p. 22-23)

Techniques and materials applied in CLT

- Authentic materials. To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situation, adherents of CLT advocate the use of language materials authentic to native speakers of the target language. The teacher can use a real newspaper article. He also assigns the

students homework, requiring that they listen to a live radio or television broadcast.

- Language games. Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

- Role play. Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

- Picture strip story. Many activities can be done with picture strip stories. In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like.

CLT is an excellent method that the English teacher can use in the classroom. It is important to integrate all of the aspects of language in order to develop students' communicative competences.

8.7 Teaching strategies

Strategy is a high level plan to achieve one or more goals in a lesson class. Strategy is important because the resources available to achieve these goals are usually limited. We can find a list of strategies which can be useful for education development. Each strategy is accompanied by a short description.

Problem-based learning/ Project-based learning

Problem-based learning is a teaching methodology that actively involves students in the acquisition of knowledge and abilities through the presentation of a complex problem or situation. In order to solve the problem correctly, they must investigate, understand and integrate the basic concepts of the subject. Another version of this methodology is project based learning. In this case, instead of being presented with a problem, in groups, students must develop a project following a set of steps and

a logical sequence of actions. The steps and specific sequence to follow is given by the teacher and/or designed by both agents (professor and student) together so as to instill a greater sense of ownership and responsibility. The content is presented as the project advances.

Buzz group

Buzz groups is a cooperative learning technique consisting in the formation of small discussion groups with the objective of developing a specific task (idea generation, problem solving and so on) or facilitating that a group of people reach a consensus on their ideas about a topic in a specific period of time. So, buzz groups allow covering the discussion about different aspects referred to the same study themes, maximizing the possibilities of partition of the members of the group.

After the initial presentation of the task to be developed, big groups are divided into smaller groups, among three and six people. Each group names a spokesperson to inform the rest of the groups about the results of the discussion of their group.

Role Playing

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

Through the exercise the students:

- Learn to collaborate with others to achieve solutions to problems as they arise.
- Learn the roles that they themselves represent.

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students.

Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Concept maps

A concept map is a strategy, method or resource to represent by means of a diagram the whole knowledge regarding a discipline or a field of a discipline. Its objective is to organize and present visually this knowledge bearing in mind the abstraction levels, that is to say, placing general and more inclusive knowledge on the top and specific and less inclusive knowledge on the bottom. Therefore, concept maps differ from other resources for graphical representation because of the capacity of hierarchy, synthesis and visual impact. Using a concept map enables significant learning since it makes it easier for students to understand knowledge and helps them to connect new concepts with the ones they already had. In order to make concept maps a useful tool, they should be checked by both teachers and students, so they can discuss meanings. Thus, they become efficient tools for meaning exploration and negotiation although they can also be really useful for the evaluation of students' learning.

Pyramid or Snowball

The PYRAMID (also known as SNOWBALL) is a technique based on the exchange of ideas or solutions. Students must work on a particular subject individually or in couples for some minutes. After discussing with another couple, the four of them will discuss with other members, and so on, ending up on a discussion.

This technique fosters the involvement of students and helps developing their capacity to put forward their own ideas. Not only students learn to participate but also to become aware that their ideas take part of the whole effort of a group. It is a way to expand the variety of conceptions: every time the group expands, a new idea is evaluated, improving the quality of the overall result. In order to avoid that students

become bored because of the repetitive discussion on a subject, a good strategy to use is increasing the difficulty of the subject to be discussed every time the group becomes bigger.

Brainstorming

Brainstorming is a tool for group work that facilitates the generation of ideas related to a particular topic or problem. The desired result in a session of brainstorming is the accumulation of a great number of ideas whether or not these are applicable in reality. To achieve this, it is necessary to establish a set of rules conduct: all ideas are acceptable and no one can criticize another's ideas.

The participants present new ideas as soon as these occur to them and all ideas are recorded. The brainstorming process ends when no new solutions are generated. It is then that the critical discussion begins, analyzing the value of each contribution made, as well as reflecting upon, and arguing for or against the viability and pertinence'

Portfolios

A portfolio can be defined as a technique of recapitulation, compilation, and collection of documents (reports, exercises, solved problem sets, maps, recordings, etc.) that allow students to demonstrate the completion of class objectives as well as the acquisition of the professional competencies needed in order to successfully complete the subject.

In this sense, the portfolio is a method of teaching, learning and evaluation through which the teacher can judge the abilities of the students within the frame of a particular subject or unit of study. In this way, the professor can evaluate how each student has benefitted from the course, what process he or she has followed to reach his or her goals, and can appreciate not only what has been learned, but also the students' learning capacities and abilities. During the compilation of the portfolio, the students, in turn, are conscious of their effort and achievements in relation to the learning objectives, as well as the evaluation criteria that have been established by the professor.

The professor's task is to provide comments and suggestions that guide the student in his or her process of familiarization with the material, correcting any possible errors or misconceptions.

- **Poster**

A poster is a communication strategy which enables a clear and concise presentation of ideas, studies, projects and experiences by means of a visual, appealing and interactive presentation of the information. This technique for the presentation of information entails a set of benefits and disadvantages in comparison to other communication strategies. On the one hand, it enables a major flexibility and more interaction (faster content analysis), saves space, and involves a transmission of information more effective than with other strategies. On the other hand, not all the information can be presented in this format since its preparation requires more time. The use of the poster in university teaching enables the introduction of professional and scientific world to students, introducing them to communication and presentation of ideas.

- **Roundtable**

The Roundtable is a social work strategy based on exposition and demonstration technique which fosters the development of communication, information search, organizational, decision make and social skills. This strategy lets us also discover and compare different perspective on a single topic. This allows the student increase his or her knowledge on the topic.

In order to use this methodology, a group discussion must be prepared (6 or 8 participants) after the students have worked on an individual project focused on a field or topic common for all participants. This discussion should be taken in a democratic atmosphere where the teacher's role as moderator is crucial.

This strategy can be deployed both at the end or the beginning of a topic unit. If deployed at the beginning, the student can participate in the learning building process actively. On the other hand, if used at the end, this strategy makes the learning acquisition process easier for the student.

8.8 Strategies for teaching listening

Mendelsohn (1994) sited by Richards (2006), summarizes the assumptions underlying current methodology for teaching listening as:

- Listening materials should be based on a wide range of authentic texts.
- Schema-building tasks should precede listening.
- Strategies for effective listening should be incorporated into the materials.
- Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks.
- Learners should know what they are listening for and why.
- Tasks should include opportunities for learners to play an active role in their own learning.

According to The National Capital Language Resource Center (2003, 2004) Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-downs strategies include

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

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

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

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

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

Then, it is include the types of activities that can be performed by learners in the listening process which has been separated in three stages. These stages are before, during and after listening.

Before listening

In order to get the most out of your lectures and seminars, you not only need to sit, listen and think, you also need to prepare for them. You may already do some of the following, but if not, try them out before your next lecture or seminar.

Read up on the content beforehand

Each lecture series is usually accompanied by a list of texts which you should read in advance of the lecture. This will familiarize you with the ideas and information you will hear. It also gives you the opportunity to check important vocabulary which is likely to be used in the lecture. In addition, it will help you to remember the content better, as the more ways you access information, the more likely you are to learn it. If you can't read the recommended texts, you should at least spend a few minutes trying to predict what you expect to hear, or think about questions you would like answered.

Predicting the content of the lecture

As we listen, we unconsciously compare what we hear with what we already know. This allows us to identify what is new information and what is already known. In order to help this process, spend a few minutes before the lecture thinking about what you expect to hear. Focus on the title of the lecture and think about what you already know, or questions that you would like answered.

During listening

Listening in lectures and seminars is an active process. Following it is shown some techniques that listening-learner can apply in order to become proficient in listening skill.

Selecting what is important or useful

Listen for signposts which tell you what the lecturer thinks are important, eg. "There are three main points ...", "On the other hand ...", "Interestingly,".

Like paragraphs in writing, the lecturer's voice will tell you when they are starting a new point. Listen for changes in their intonation: loud and high sounds often indicate importance.

Develop your own note-taking style

Develop your own method for writing different types of information in different ways. You could use:

1. Color (e.g. different colors for main points and examples).
2. Abbreviations (gov't, aesth, pysch'y, globn).
3. Symbols (–», +).
4. Pictures.
5. The space on the page (e.g. write the lecturer's points on the left, your ideas on the right, new words in the margin).

Look at the lecturer.

Don't forget to look at the lecturer from time to time: a large part of communication is visual, and try writing without looking at your pen.

Don’t listen for every word.

We all have lapses of concentration or find that we have missed or not understood something while we are listening for a long time. When this happens we have a choice: either we try to recall what we have just heard and try to reconstruct it from memory, or we leave it and move on. Unless you can remember things extremely easily and quickly, it is often best to just move on. You can always ask someone else later. By thinking about what it was, you can often miss even more of what is being said.

After listening

Recycling

By trying to remember what you have heard, you will increase your chances of remembering it later. Try:

1. Talking about it with your classmates.
2. Making a mind-map of the lecture content.
3. Writing a few sentences which summarize the main points.

Practice - Watch and listen to video clips of Goldsmiths lectures to practice your listening and note-taking skills.

8.9 Strategies for teaching speaking

What speaking is?

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). They are recognized as critical for functioning in an English language context, both by teachers and by learners. These skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a predominantly oral tradition. Further, with the drive to incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving (Grognet, 1997).

WHAT A GOOD SPEAKER DOES

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997). For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.

- Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension.

- using gestures or body language; and
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Based on current approaches to the teaching of speaking, Richards (2006) has provided the following principles for speaking instruction:

- Speaking and oral interaction is seen as the basis for learning.
- Non-native usage as well as native usage, both serve as models.
- English for cross-cultural communication is a primary goal.
- Models in classroom materials are often informed by corpus analysis.
- Functional or other types of communicative syllabus predominate.
- Both accuracy and fluency are a primary goal with a greater tolerance of errors.
- Oral proficiency is viewed as dependent upon mastery of lexical phases and conversational routines.
- Cultural awareness is addressed.
- Pair and group activities predominate in the classroom.

8.10 Teaching material:

If we walk into some language classrooms around the country we will find a wide variety of teaching resources. For example in some classes there are data projectors, interactive white boards, computers with internet access. In other classes, there is a whiteboard, an overhead projector and a tape recorder. Other schools only have a whiteboard or perhaps a blackboard. In such schools there may not be a photocopier, though hopefully the students will have exercises books. Finally, there are classrooms where neither teacher nor students have anything in terms of educational technology or other learning aids.

Although technological resources are helpful for language instruction, there is a lot teachers can do with minimal or even no resources. For example, Jill and Charles Hatfield describe one situation in which they taught in, there was aboard and the children had exercises book, but apart from that there were no other educational aid. However, using a washing line and clothes pegs they were able to hang up pictures for students to work with. Simple objects like a selection of pebbles became the focus for activities such as telling the story of the pebbles' existence; different words from sentences were written on pieces of paper or card and then put on students' back and the rest of the class had to make them stand in order to make a sentence from the word; paper bags with faces drawn on them became puppets; the classroom desk was rearrange to become a plan so students could practice giving and responding to directions. Finally and the most importantly, the students themselves were used as source material, as informants in discussions about families or as imaginers of rivers scenes based on teachers description. The internal world of student is the richest, deepest seam of gold that you have.

The technological resources that are currently available are truly amazing. It is clear how they facilitate the discovery of knowledge. Even though, we should not see them as methodologies for learning. Instead of that, we have to keep in mind that they are just tools to help us in whatever approach and techniques we have chosen to use. So the lack of technological resources should not prevent students from learning. (Harmer, J 2007)

IX. Justification of the research.

A research which title is “Methodological strategies in the teaching-learning process of listening and speaking skills of eleventh grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014”, is being conducted. This is a mix research because it contains quantitative and qualitative data that are going to be analyzed in order to determine the factors affecting the speaking and listening skills. It is also a transversal research because the data is going to be processed at the end of the investigation.

The foundation of this research problem consist on the fact that it has been observed that students of eleventh grade in public high school Salinas de Nagualapa have a low level of performance in listening and speaking skills. In fact, it is supposed these students should be able to use the English language in a communicative way, but it has been observed that these students are not able to understand the English language while someone is talking. Neither they are able to communicate their ideas in English.

The main purpose of this research is to identify the factors which affect the developing of the speaking and listening skills of the students. The possible factors that are going to be considered in this research are: teaching approach; teaching strategies; effectiveness of the teaching strategies and the didactic materials used for training listening and speaking skills.

One of the most important contributions of this research is that it is going to reveal the weaknesses in the teaching-learning process of listening and speaking skills. Consequently, the professor could start improving his teaching strategies and be able to help the students to improve listening and speaking weaknesses. Furthermore, the communicative competences of the learners are going to become better. Moreover, the students will have better opportunities in the educational field and also they could have more and better jobs opportunities. Finally, the public high school Salinas de Nagualapa will be benefit by becoming aware of the weaknesses of the English language teaching and the needs for teaching resources to overcome the problem.

X. Objectives

10.1 General Objective

To analyze the factors which affect the developing of the speaking and listening skills of the students of eleventh grade in the public high school Salinas de Nagualapa.

10.2 Specific Objective

1. To determine the approach of the professor for teaching listening and speaking.
2. To identify the teaching strategies applied by the professor for training listening and speaking.
3. To determine the level of effectiveness of the teaching strategies used by the English teacher.
4. To discriminate the efficiency of the didactic materials to achieve the objectives of the contents.

XI. Methodology design.

11.1 Variables

Specific Objectives	Variables	Sub Variable	Indicators	Instruments
	General Information	Sex	Male Female	Survey
To determine the teacher's approach for teaching listening and speaking	Teaching approach for conducting listening and speaking	Teaching Methods	a) Grammar-Translation method b) The Direct Method c) The Audio-lingual Method d) Total Physical Responses e) Communicative Language Teaching	Observation Guide Survey Interview
To identify the teaching strategies applied by the professor for training listening and speaking.	Teaching strategies for teaching listening and speaking	Classroom activities for teaching listening Classroom activities for teaching speaking	a) Listen to recording presentations b) To watch videos c) Listen to music d) The teacher reads something for you to listen a) To present dialogues b) To describe pictures c) To tell short stories by using pictures d) To present oral reports e) Roll playing f) To make simulations g) Brainstorming h) Discussions	Observation Guide Survey interview
To determine the level of effectiveness of the teaching strategies used by the English teacher	Effectiveness of the teaching strategies	Level of Effectiveness of the teaching strategies	a) A lot b) A little c) Nothing	Observation Guide Survey

To discriminate the efficiency of the didactic materials to achieve the objectives of the contents.	Didactic materials	Didactic materials for teaching listening Didactic materials for teaching speaking	a) Teacher's book b) Student's book c) Pamphlets d) Tape recorders e) Recordings (in CD, USB memory, SD memory) f) Television g) DVD player h) Data show a) Teacher's book b) Student's book c) Pamphlets d) News papers e) Magazines f) Wall papers g) Pamphlets h) Realia	Observation Guide Survey

11.2 Methodology

This is a transversal and descriptive research because it describes factors that interfere in the communicative skills of the students in the eleventh grade of the public school Salinas of Nagualapa, located in Rivas, Tola, Las Salinas community. To obtain information three types of instruments were designed. These were a survey for the students, an interview for the English teacher and observation guide.

The survey contains 14 questions that were designed in English but they were applied in Spanish. Some statistics data were taken by a personal interview to the professor. Moreover, an observation guide was applied two times in order to improve the level of reliability of the information.

11.3 Population

The population was 37 students from eleventh grade of secondary school Salinas of Nagualapa in the municipality of Tola, Department of Rivas during the first semester 2014. The group was constituted by 19 women and 18 men. The student's age is between 15 and 22 years old.

11.4 Sampling

A sample of 22 students was selected by convenient method. The sample represented 64.86% of the population. This percentage was selected in order to get a high level of reliability on the results obtained. All the chosen students belong to 11^{th}grade Salinas of Nagualapa and they take English classes 2 times per week. 11 women who represent 50% and 11 men which represent 50% of the sample participated in the research.

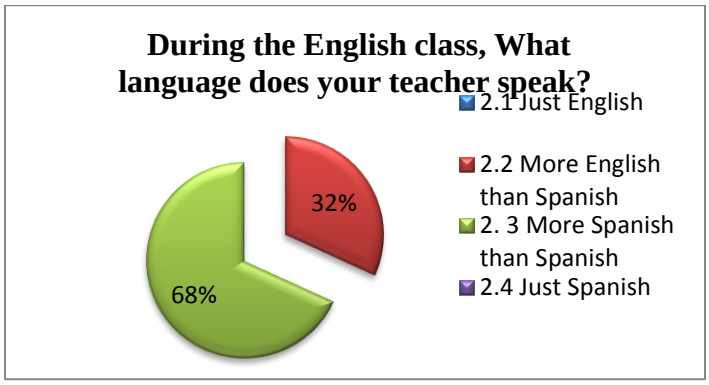
XII Data Analysis

12.1 General information

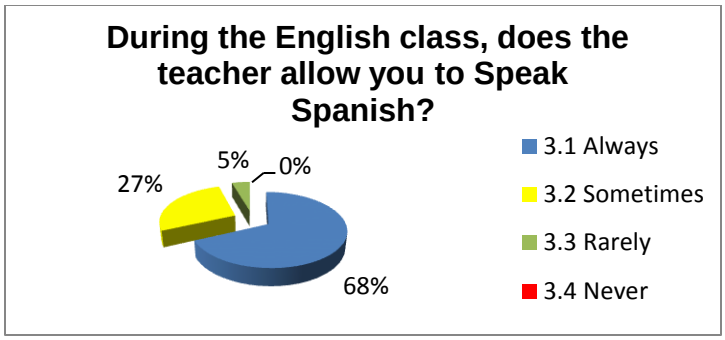
In this research 22 students were selected to provide relative information to the problems that affect the student's speaking and listening skill. From the sample taken 11 students were females and 11 were males. **(See graph 1)**

12.2 Teaching approach

In order to determine the approach of the educator for teaching listening and speaking, five questions were asked to the students. First of all, they were asked what language the teacher speaks during the English class. The majority of them, (68%) answered that the teacher spoke more Spanish than English. Moreover, in the teachers' interview she said that she had to use Spanish because the majority of the students would not be able to understand. Finally, it was observed in the lesson class that the teacher of the time spoke in Spanish.



In accordance with the level of English performed in the classroom, the students were asked if the teacher allowed then to speak Spanish during the English class. The result obtained was that 68% of them said that they were always allowed to speak Spanish. Furthermore, in the English class was observed that the students hardly ever used the target language in the classroom and also the English teacher did not encourage them to speak in English.



Regarding to the participation, the students were questioned if they participated in the English class activities. The majority of the student representing the 68.18 % said that they sometimes participated in the activities. Also, it was notable in the English class a few oral participation of the students while the teacher was conducting some activities.

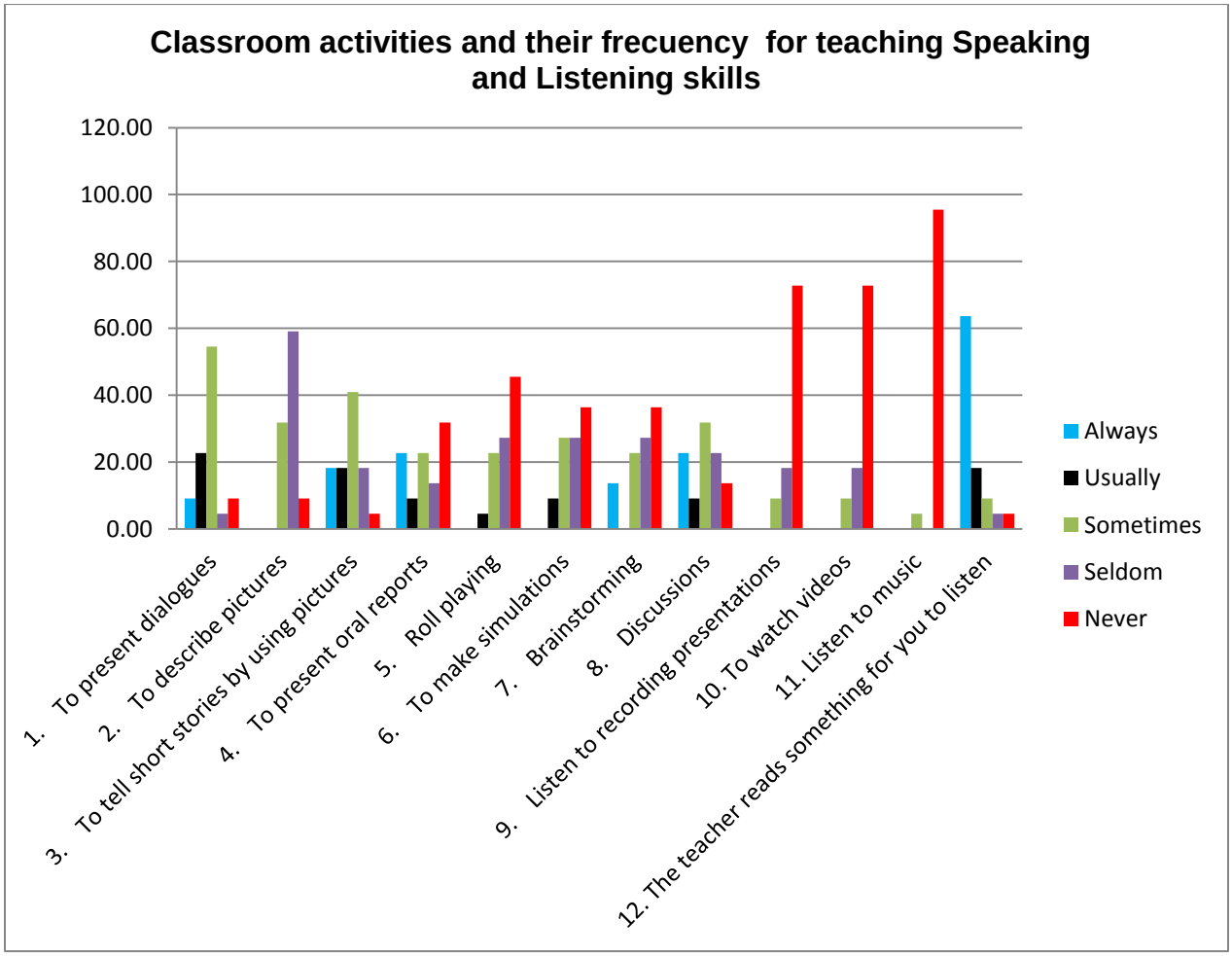
Finally, in respect of teaching approach, it is important to know how and when the teacher corrects student´s mistakes. It was found that 50% of the students replied that the teacher corrects them when they finish speaking. The 31.82% of the students said that they were corrected immediately. Also 70.83% of the students claim that the English teacher leads them into self-correction. In the teacher interview she said that the way she corrected the students was when they finish talking by writing on the board the words or expression that they miss pronounced. However, in the English class the teacher did not use any of the corrections techniques. (**See graphs 2, 3, 4, 5, and 6)**

12.3 Teaching Techniques

In order to determine the strategies the educator bring into play to conduct listening and speaking skills, the learners were asked about the frequency of some activities performed in the class room. The results, according to the majority of the students were as follow: the students performed sometimes dialogs (54.55%), they hardly ever describe pictures (59.09%), and they sometimes do pictures narration (40.91%), sometimes discussions (31.82%). It is important to see that activities for listening are not developed in the English class except for some reading for the students. These are Reports, never; roll play, never; simulations, hardly ever;

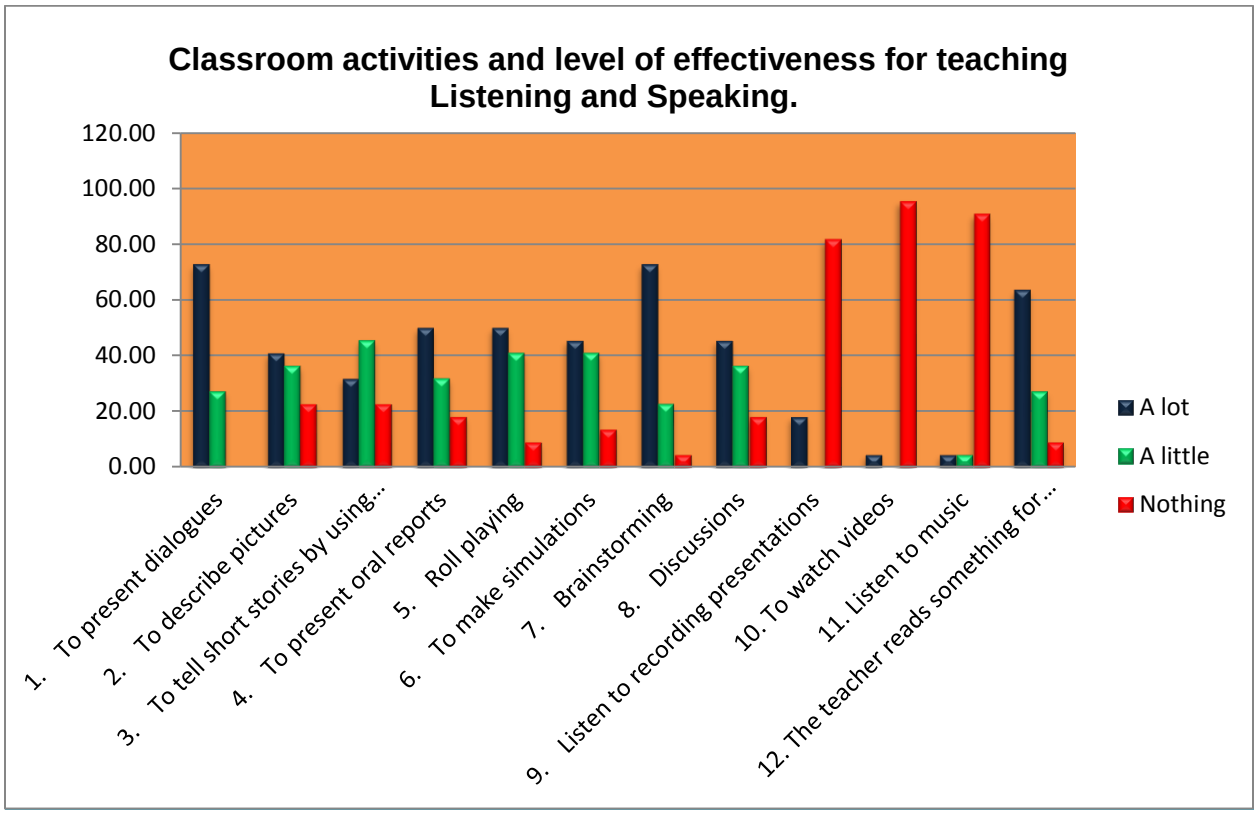
brainstorming, never; listen to recordings, never; watching videos, never; listen to music, never; the teacher reads, always (63.64 %). In contrast to this, in the interview the professor did not mention any of these activities, but she said the students performed oral presentations and dictations. Furthermore; the facilitator was asked how students could improve their speaking and listening skill, and she just said that they need to learn vocabulary. (**See graph 7)**

This information leads the research into the conclusion that the set of teaching techniques the professor uses to achieve the goals are too limited. For example, for conducting listening she just read. Moreover for speaking conduction, she only uses (with a low level of frequency) dialogs, picture narration, simulations, discussions and oral presentations.



12.4 Effectiveness of the teaching techniques

In accordance with the effectiveness of the teaching strategies, the students were questioned about the level of effectiveness of the techniques employed in the classroom. They consider that dialogs (72.73%), brainstorming (72.73 %,) and the reading of the professor (63.63%) have helped them a lot to improve their listening and speaking skills. It is interesting to see that even though the students consider these teaching techniques much effective the English teacher performed them sometimes. Moreover, it is clear that the teaching activities for listening are not fully developed, for that reason the students showed again that the teaching techniques are not helping due to the lack of use. In addition, the teacher considers that dictations are effective for improving their listening skill. However; the 100% of the students support the idea that more activities should be performed in the class room in order to improve their speaking and listening skills. (**See graphs 8, 9 10, and 11)**

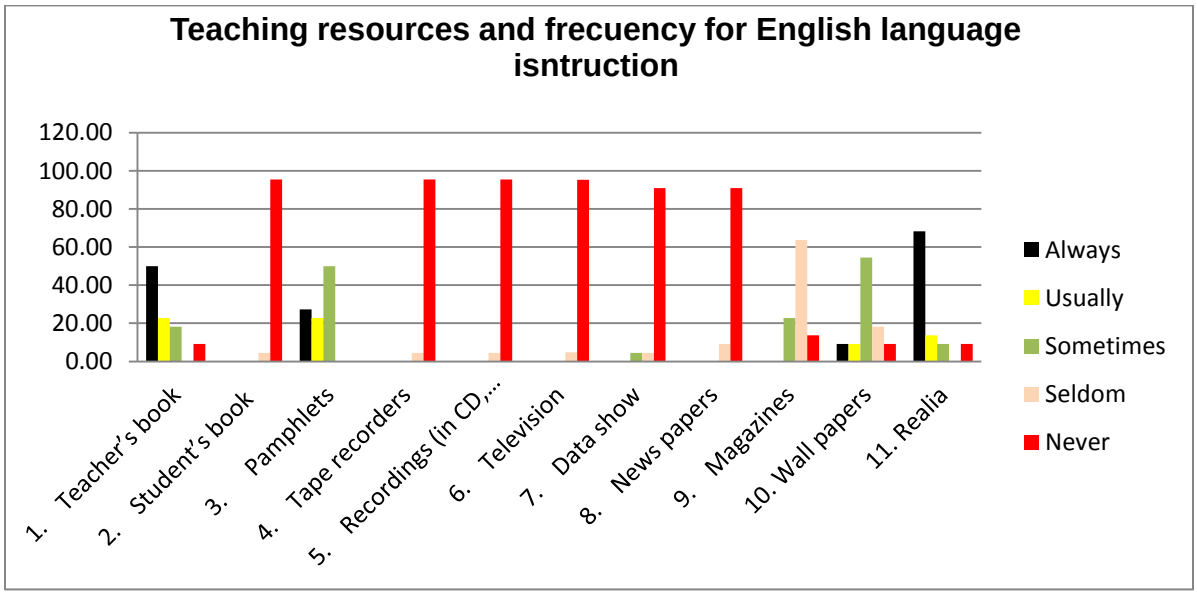


12.5 Didactic material

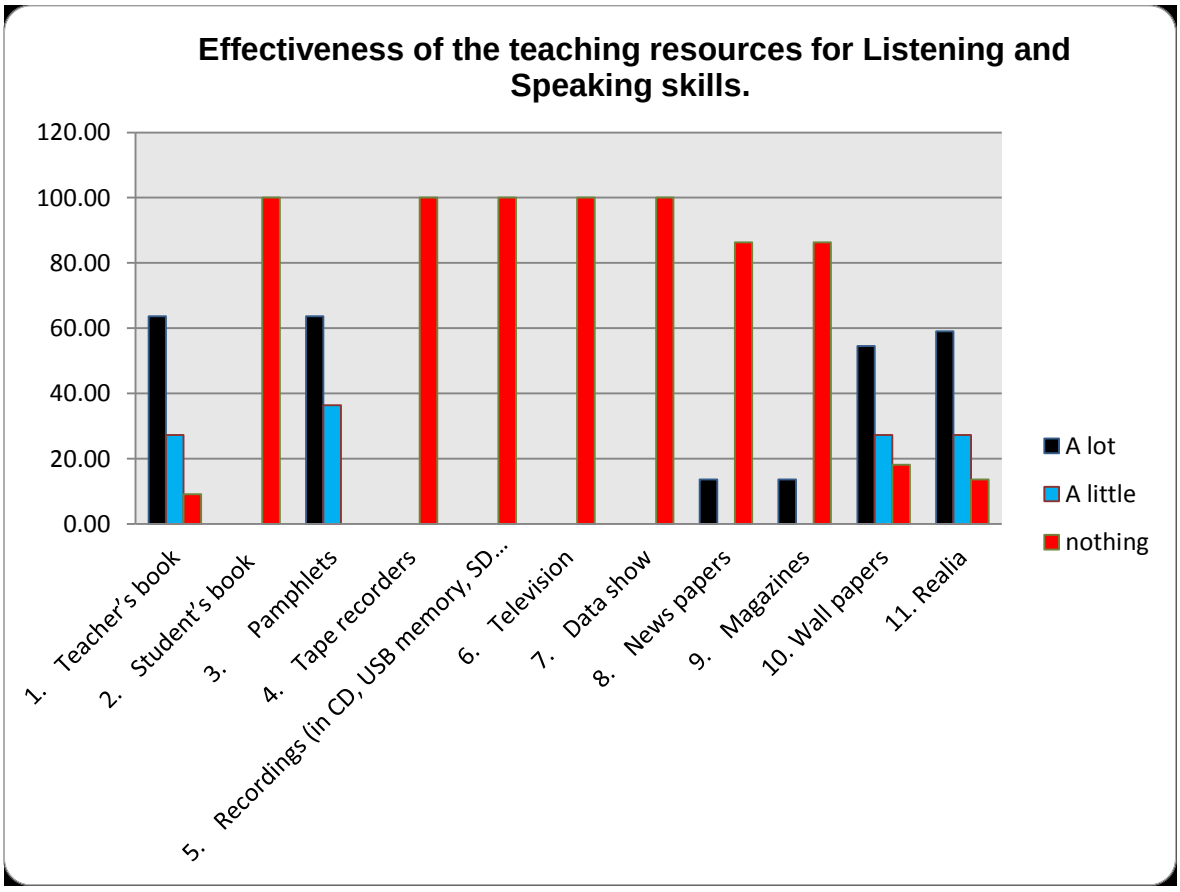
Didactic material is very important in the education process. They constitute a very important tool for students and teachers feedback. In the case of the public School Salinas de Nagualapa, it was cleared that they do not have enough didactic materials for teaching English. The main objective was to discriminate the efficiency of the didactic materials they use for teaching English. It was found that 58.33% of the sample taken said that they always use a teacher's book. However, the students do not have a text book. Also it was found that the other resources like pamphlet, newspapers, magazines wallpapers are rarely used despite of the high importance for develop the speaking skill. (**See graph 12**)

In the case of listening skill, the students were asked about the types of resources used for this skill. It was found that none of the resources that should be used for teaching listening are used. In the interview, the teacher held that he does not teach listening because she does not have teaching resources to do it. So is it clear that the students have not developed listening skill because the professor has not worked on that.

(**See graph 12**)



In addition, it was analyzed the efficiency of those didactic materials for speaking and listening skills. The results obtained showed that pamphlets, (66.67%), wall papers (54.55%), and Realia (55.56%) had helped to improve the speaking skills. However, there are more teaching resources like books, newspaper, magazines that are very important and that can help to develop the speaking skill too. In the case of the efficiency of the didactic materials for teaching listening, it was found that there is not use at all of tape recorder, audios en Cds, data show and others that are helpful to developed this skill. In the teachers interview the professor said that the only thing she did for listening was dictation something that is not enough for this skill**. (See graph 13**) Finally, the students were asked about the need of using more didactic materials all of the students replied that they need these resources in order to develop accurately speaking and listening skill. It is inferred that the students have weaknesses due to the lack of didactic material and the poor use of those 2 skills. **(See graph 14)**



XIII Conclusions

1. In conclusion, the teacher applies kind of eclectic approach because of she uses principles from the different teaching methods. These are some characteristics of the teachers approach for English instruction.

- Little use of the target language
- The teaching learning process is a teacher-centered process.
- The target language is not used for communication in the classroom.
- Listening is taught by using Bottom-up strategies
- Error correction is in the moment of commit them.
- Accuracy- based activities for correcting speaking mistakes.
- Dealing students into self-correction

2. There are few classroom activities the professor employs for teaching listening and speaking. (dialogs, readings, describing pictures, pictures narration, and discussion)

3. The conduction of listening and speaking activities is not frequently enough.

4. The classroom activities the teacher performs are useful to develop students' listening speaking skills. The students claimed that more activities should be performed in order to strength their learning process however.

5. There is a lack of resources for English language instruction, particularly for teaching listening.

6. The lack of teaching resources prevents the conduction of more teaching techniques.

7. The students consider the teaching resources the teacher uses help them to improve their listening and speaking skills. However, they claim that more resources should be used for teaching English in their school.

13.1 Recommendations

1. The teacher should facilitate communication in the classroom. (Harmer, 1998)
2. During the activities she should act as an adviser, monitoring the students' performance of communicative competence in the classroom. (Richards, 2006)
3. Students should use the language productively and receptively. (Richards, 2006)
4. Bottom-up strategies, top-down strategies and metacognitive strategies should be taught for teaching listening skills. (NCLRC. 2003,2004)
5. The teacher must perform more activities for mastering listening and speaking skills.
6. The educator must conduct activities for teaching listening and speaking skill more frequently.
7. It is important that the teacher and authorities of the school promote a project in order to obtain resources for teaching listening and speaking skills.

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Annexes

National Autonomous University of Nicaragua
UNAN-Managua
Language and Education Faculty
English Department
Observation Guide

The effect of the teaching strategies in the development of the speaking and listening skills of the students of eleveth grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014.

The purpose of this observation guide is to obtain information related to the factors that affect the student's speaking and listening skill.

Teaching approach

1-Does the teacher speak English in the classroom during the class?

1.1 Never ☐ **1.2**Seldom ☐ **1.3**Sometimes ☐ **1.4**usually ☐ **1.5** Always ☐

2-Do the students speak English in the classroom?

2.1 Never ☐ **2.2**Seldome ☐ **2.3**Sometimes ☐ **2.4**Usually ☐ **2.5** Always ☐

3-Who speaks more during the speaking activities?

3.1. Student 10% ☐ **3.1.2** 30% ☐ **3.1.3** 50% ☐ **3.1.4** 70% ☐ **3.1.5** 90% ☐

3.2.1 Teacher 90% ☐ **3.2.2** 70% ☐ **3.2.3** 50% ☐ **3.2.4** 30% ☐ **3.2.5**10% ☐

4-When does the teacher correct the students' speaking mistakes?

4.1 Immediately ☐ **4.2** When the student finishes talking ☐

4.3 At the end of the activity ☐ **4.4** at the end of the class ☐ **4.5** Never ☐

5-How does the teacher correct students speaking mistake?

5.1 He asks you to make a choice between what you said and an alternative answer supplied by him. ☐

5.2 He repeats what you have just said, using a questioning voice. ☐

5.3 He repeats what you said stopping exactly before the error. ☐

5.4 He performs-in some lesson class- activities in which he teaches you to speak accurately. ☐

Teaching techniques

6-What of the following techniques does the professor apply for conducting speaking?

6.1 Discussion ☐ **6.5** Brainstorming ☐ **6.9** Reporting ☐

6.2 Roll plays ☐ **6.6** Storytelling ☐ **6.10** Picture narrations ☐

6.3 Simulation ☐ **6.7** Interviews ☐ **6.11** Picture describing ☐

6.4 Information Gap ☐ **6.8** Story completion ☐ **6.12** others (which) _____.

7-How does the teacher conduct the speaking activity?

7.1 She encourages all the students to participate. ☐

7.2 She promotes the students to feel confident to speak. ☐

7.3 She facilitates real and significant communication. ☐

7.4 She promotes student-student interaction and teacher-student interaction. ☐

8-What kind of listening sub skills does the professor teach?

8.1 Listening for general information ☐ **8.2** listening for details ☐ **8.3** Inferences ☐

9-Does the professor teach techniques for listening?

9.1 Before listening ☐ **9.2** while listening ☐ **9.3** after listening ☐

10-What activities does the educator perform with his students before listening?

10.1 Read up on the content beforehand

10.2 predicting the content of the lecture ☐

10.3 Other (which one). ----------

11-What strategies does the educator suggest to his students to perform while listening?

11.1 Develop your own note-taking style ☐ **11.2** Look at the lecturer ☐

11.3 Others (which). ----------

12- What strategies does the educator suggest to his students to perform after listening?

12.1 Talking about it with your classmates. ☐

12.2 Making a mind-map of the lecture content. ☐

12.3 Writing a few sentences which summarize the main points. ☐

12.4 Others (which). ----------

13-Who speaks more during the speaking activities?

13.1.1 Student 10% ☐ **13.1.2** 30% ☐ **12.1.3** 50% ☐ **13.1.4** 70% ☐ **13.1.5** 90% ☐

13.2.1 Teacher 90% ☐ **13.2.2** 70% ☐ **13.2.3** 50% ☐ **13.2.4** 30% ☐ **13.2.5** 10% ☐

14-When does the teacher correct the students' speaking mistakes?

14.1 Immediately ☐ **14.2** When the student finishes talking ☐

14.3 At the end of the activity ☐ **14.4** at the end of the class ☐ **14.5** Never ☐

15- How does the teacher correct students speaking mistake?

15.1 He asks you to make a choice between what you said and an alternative answer supplied by him. ☐

15.2 He repeats what you have just said, using a questioning voice. ☐

15.3 He repeats what you said stopping exactly before the error. ☐

15.4 He performs-in some lesson class- activities in which he teaches you to speak accurately. ☐

Didactic materials

16-What kind of material does the teacher use for teaching speaking?

16.1 Authentic material ☐ **16.3** Text book ☐

16.2 Recordings ☐ **16.4** none of them ☐

17-What kind of resources does your teacher use for teaching listening?

17.1 Recorder ☐ **17.2** television ☐ **17.3** none of the ☐

National Autonomous University of Nicaragua
UNAN-Managua
Language and Education Faculty
English Department
Teacher Interview

The effect of the teaching strategies in the development of the speaking and listening skills of the students of eleveth grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014.

Dear Teacher:

A research is being conducted to analyze the effect of the teaching strategies of speaking and listening skills. The information given will be useful to find out the problem that affects the student's speaking and listening skill and also it will help us to get a solution that can be taken into account to overcome this issue.

1) How do you think students develop effectively their listening skill?
2) How do you think students develop effectively their speaking skill?
3) Is your English class taught one hundred percent in English? Explain?
4) What are the teaching techniques that you use for teaching Speaking?
5) How effective are the techniques that you use for teaching Speaking?
6) What are the teaching techniques that you use for teaching Listening?
7) How effective are the techniques that you use for teaching Listening?
8) How do you conduct speaking activities?
9) When a student commits an error during she or he is speaking, in what moment do you correct her or his error?
10) How do you correct student's speaking mistakes?
11) How do you think student's speaking and listening weaknesses can be Improved?
12) What kind of didactic materials do you use for teaching speaking and Listening?

National Autonomous University of Nicaragua
UNAN-Managua
Language and Education Faculty
English Department

The effect of the teaching strategies in the development of the speaking and listening skills of the students of eleventh grade in the public high school Salinas de Nagualapa, Tola, Rivas during the second semester 2014.

The purpose of this survey is to obtain information relative to the problems that affect the student's speaking and listening skill.

Instructions: Dear Students, please read carefully each question and mark with an X your answer. Thanks a lot for your time.

1-General information.

1. Gender: **1.1**Female ☐ **1.2** Male ☐

Teaching approach

2-During the English class, what language does your teacher speak?

2.1 Just English ☐
2.2 More English than Spanish ☐
2. 3 More Spanish than Spanish ☐
2.4 Just Spanish ☐

3-During the English Class does the teacher allow you to speak Spanish?

3.1 Always ☐
3.2 Sometimes ☐
3.3 Rarely ☐
3.4 Never ☐

4-Do you participate in the English class?

4.1 Always ☐ **4.2**Usually ☐ **4.3**Sometimes ☐ **4.4**Never ☐

5-When you commit a mistake (during speaking) in the English class; in what moment does your professor correct you?

5.1 Immediately ☐ **5.2**When you finish speaking ☐ **5.3** at the end of the lesson class ☐

6-How does the professor correct your speaking mistakes?

6.1 He asks you to make a choice between what you said and an alternative answer supplied by him. ☐

6.2 He repeats what you have just said, using a questioning voice. ☐

6.3 He repeats what you said stopping exactly before the error. ☐

6.4 He performs-in some lesson class- activities in which he teaches you to speak accurately. ☐

Teaching techniques

7-Which of the following activities are developed in the English class?

Activities	Always	Usually	Sometimes	Seldom	Never
1. To present dialogues					
2. To describe pictures					
3. To tell short stories by using pictures					
4. To present oral reports					
5. Roll playing					
6. To make simulations					
7. Brainstorming					
8. Discussions					
9. Listen to recording presentations					
10. To watch videos					
11. Listen to music					
12. The teacher read something for you to listen					

8-Do you consider the activities you perform in the English class had helped you to develop your listening and speaking skills?

Activities	A lot	A little	Nothing
1. To present dialogues			
2. To describe pictures			
3. To tell short stories by using pictures			
4. To present oral reports			
5. Roll playing			
6. To make simulations			
7. Brainstorming			
8. Discussions			
9. Listen to recording presentations			
10. To watch videos			
11. Listen to music			
12. The teacher read something for you to listen			

9-Do you consider that in the English class more activities should be developed in order to improve the listening and speaking skill of the students?

9.1 Yes ☐ **9.2** No ☐

10-When you perform some listening activities like listening to recordings, watching videos, listening to music or the teacher reads something for you, what do you do to get information?

10.1 To read the head line before listening ☐

10.2 Try to predict the content of the lecture before listening it ☐

10.3 Take notes by applying note taking techniques ☐

11-When you perform some listening activities like listening to recordings, watching videos, listen to music or the teacher read something for you, what kind of exercises do you do after listening?

11.1 To answer questions like: what was the lecture about? ☐

11.2 To answer questions about specific information ☐

11.3 To infer something by analyzing the information you listened ☐

Didactic materials

12-What types of teaching resources are used in your English class?

Didactic Materials	Always	Usually	Sometimes	Seldom	Never
1. Teacher's book					
2. Student's book					
3. Pamphlets					
4. Tape recorders					
5. Recordings (in CD, USB memory, SD memory)					
6. Television					
7. Data show					
8. News papers					
9. Magazines					
10. Wall papers					
11. Realia					

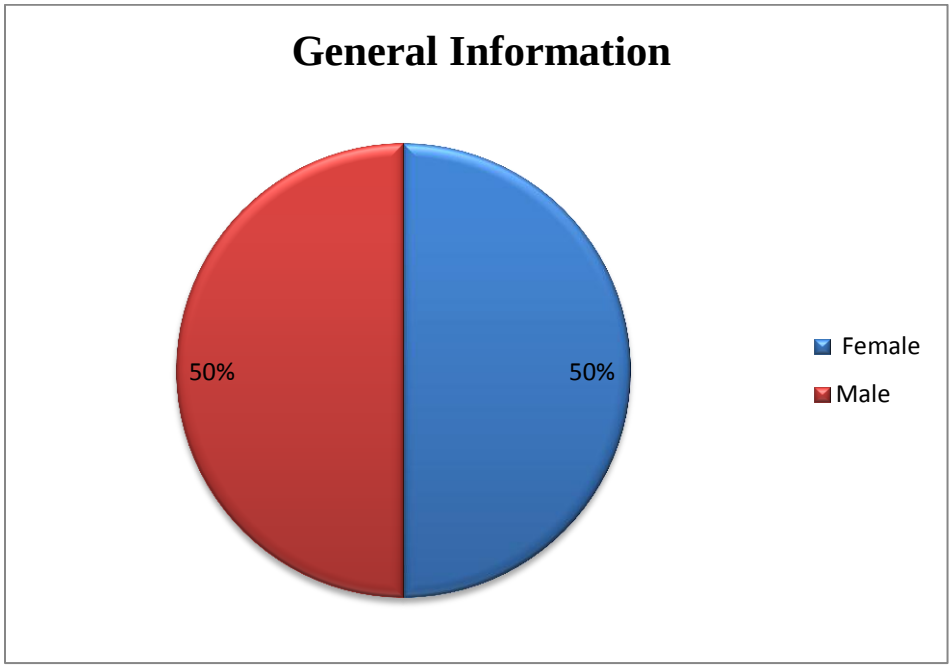
13-Have the materials used in the English class helped you to develop your listening and speaking skills?

Didactic Materials	A lots	A little	nothing
1. Teacher's book			
2. Student's book			
3. Pamphlets			
4. Tape recorders			
5. Recordings (in CD, USB memory, SD memory)			
6. Television			
7. Data show			
8. News papers			
9. Magazines			
10. Wall papers			
11. Realia			

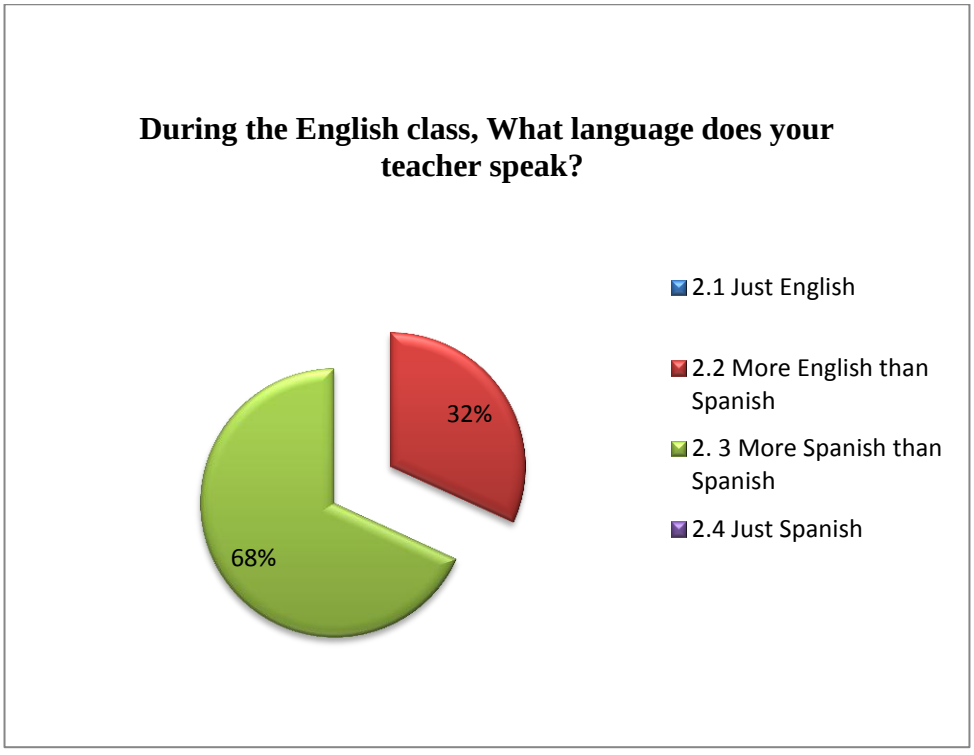
14-Do you consider more resources for teaching English should be used?

14.1 Yes ☐ **14.2** No ☐

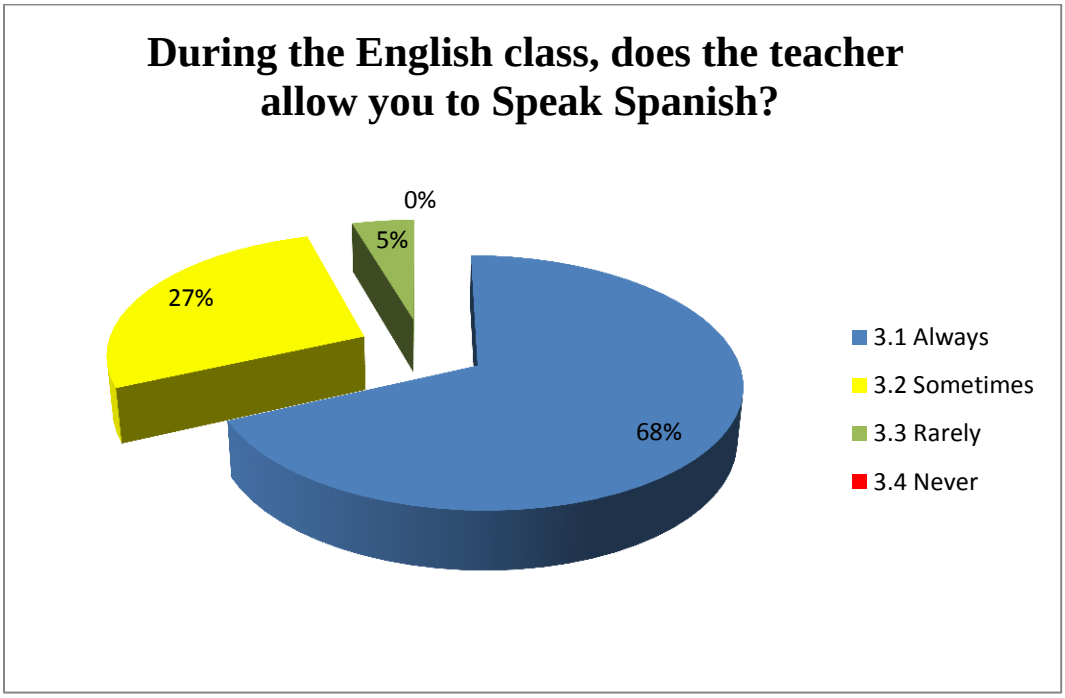
Graph 1



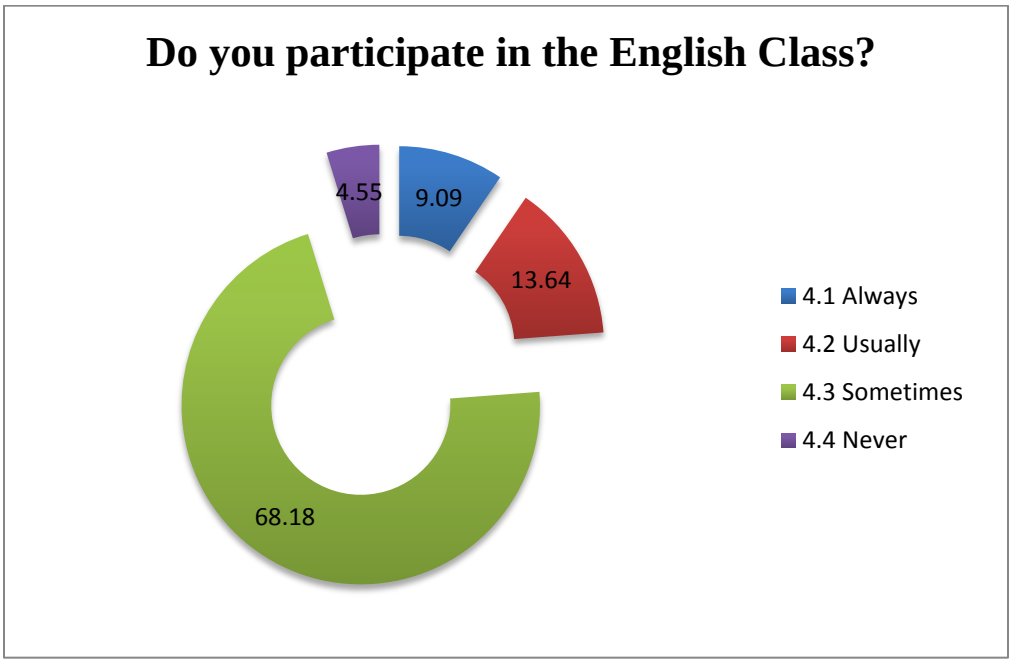
Graph 2



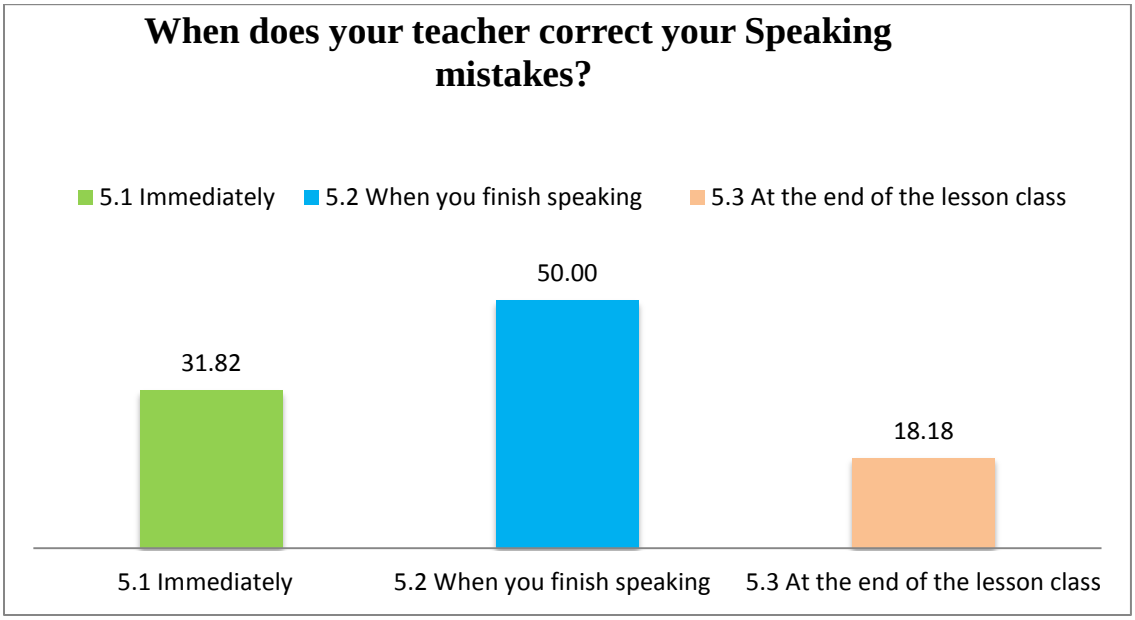
Graph 3



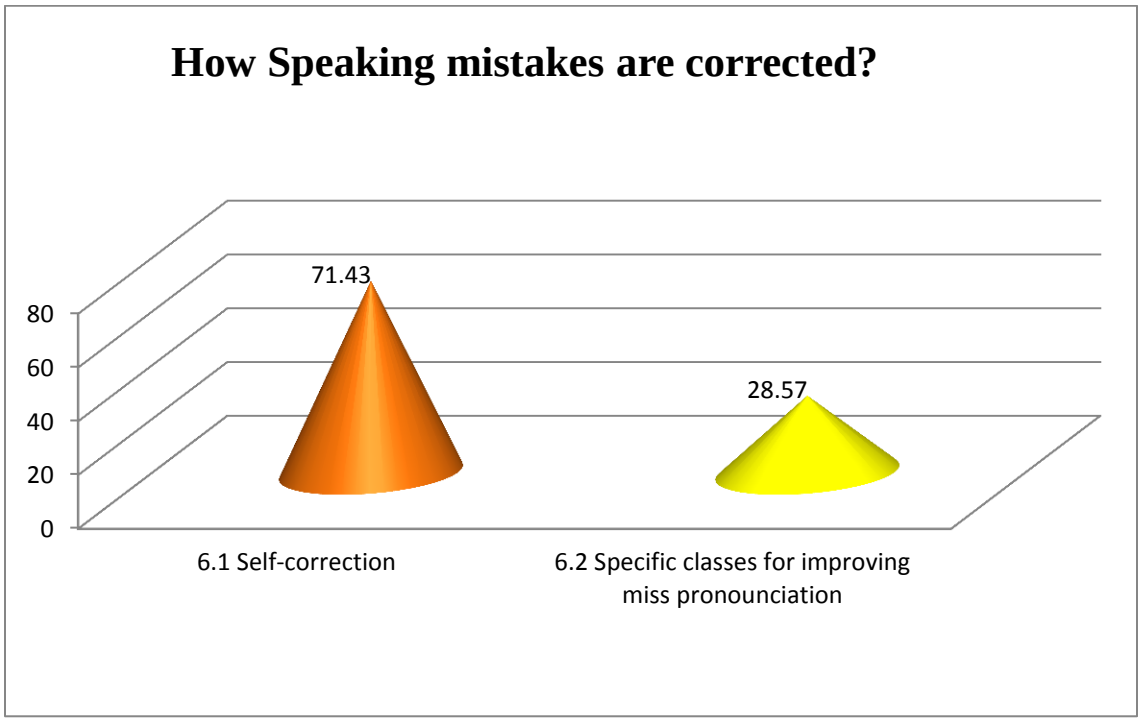
Graph 4



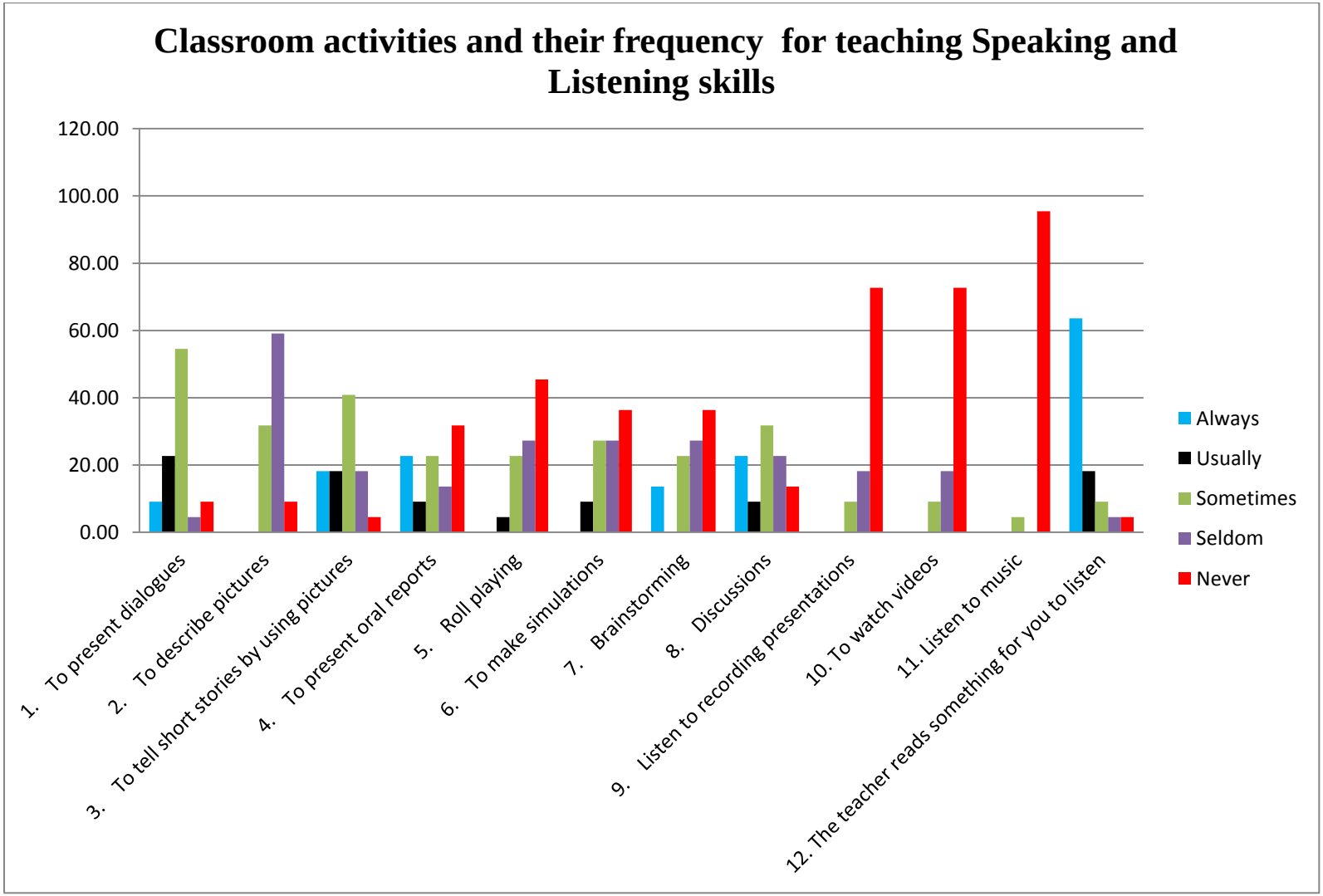
Graph 5



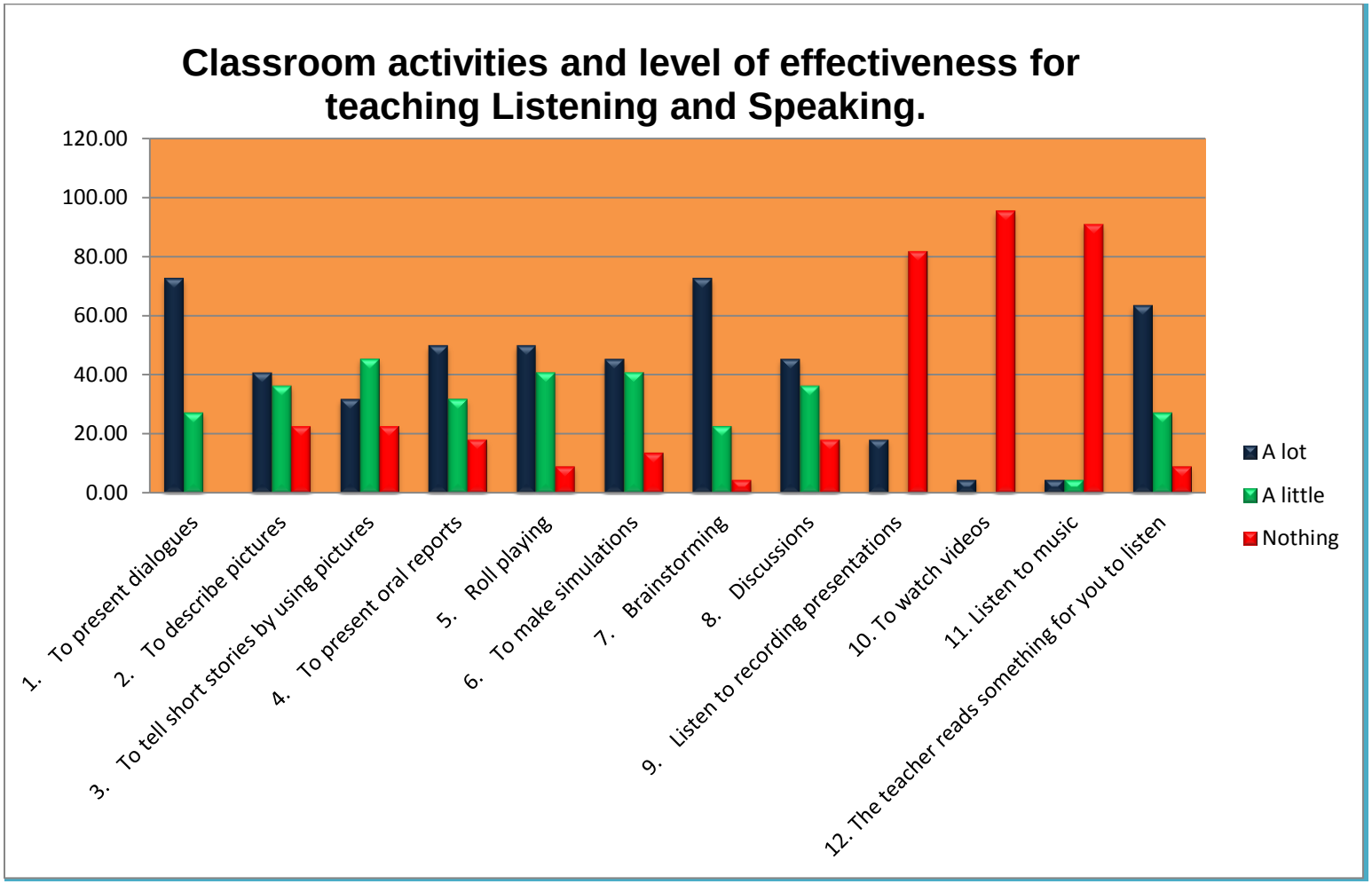
Graph 6



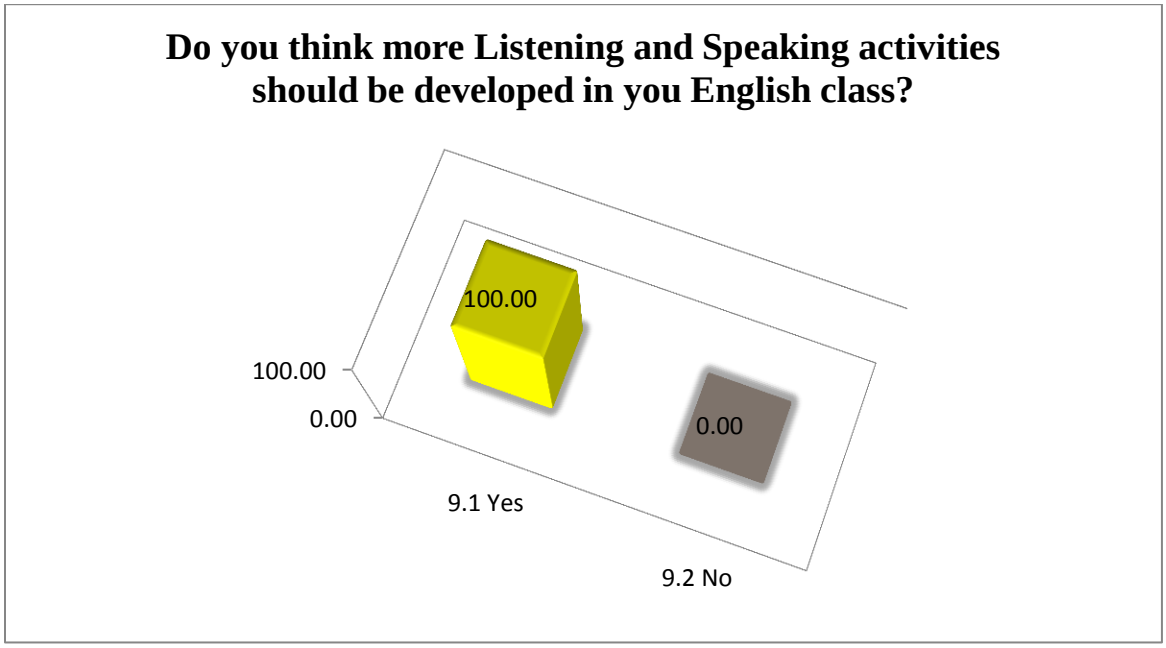
Graph 7


Classroom activities and their frequency for teaching Speaking and Listening skills
120.00
100.00
80.00
60.00
40.00
20.00
0.00
1. To present dialogues
2. To describe pictures
3. To tell short stories by using pictures
4. To present oral reports
5. Roll playing
6. To make simulations
7. Brainstorming
8. Discussions
9. Listen to recording presentations
10. To watch videos
11. Listen to music
12. The teacher reads something for you to listen
Always
Usually
Sometimes
Seldom
Never

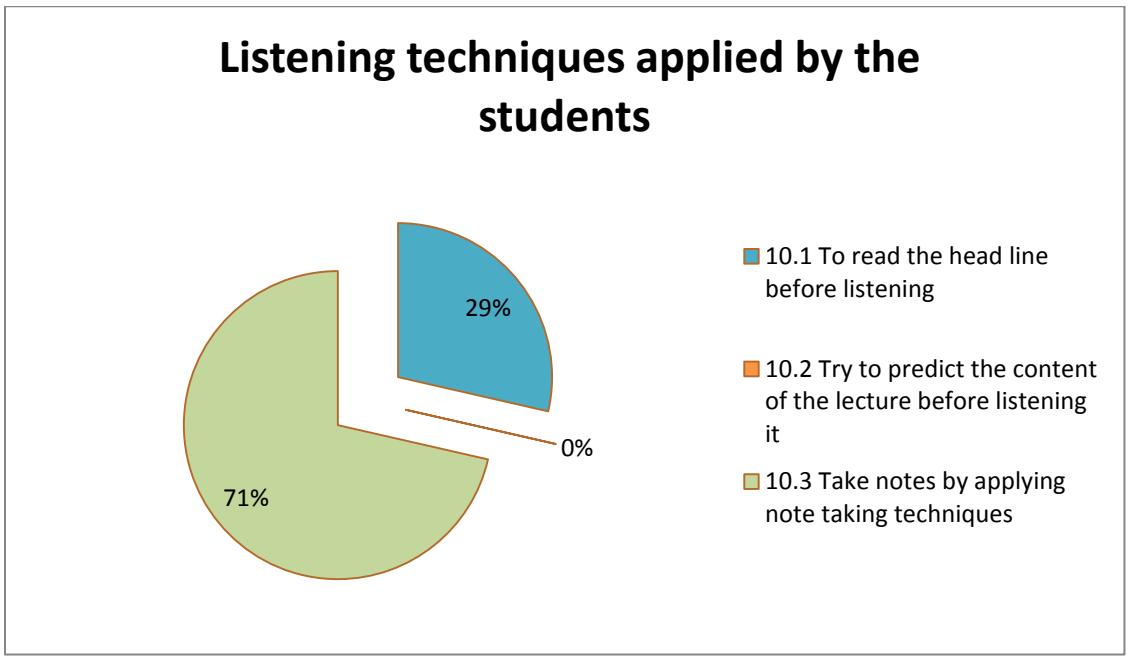
Graph 8


Classroom activities and level of effectiveness for teaching Listening and Speaking.
120.00
100.00
80.00
60.00
40.00
20.00
0.00
1. To present dialogues
2. To describe pictures
3. To tell short stories by using pictures
4. To present oral reports
5. Roll playing
6. To make simulations
7. Brainstorming
8. Discussions
9. Listen to recording presentations
10. To watch videos
11. Listen to music
12. The teacher reads something for you to listen
A lot
A little
Nothing

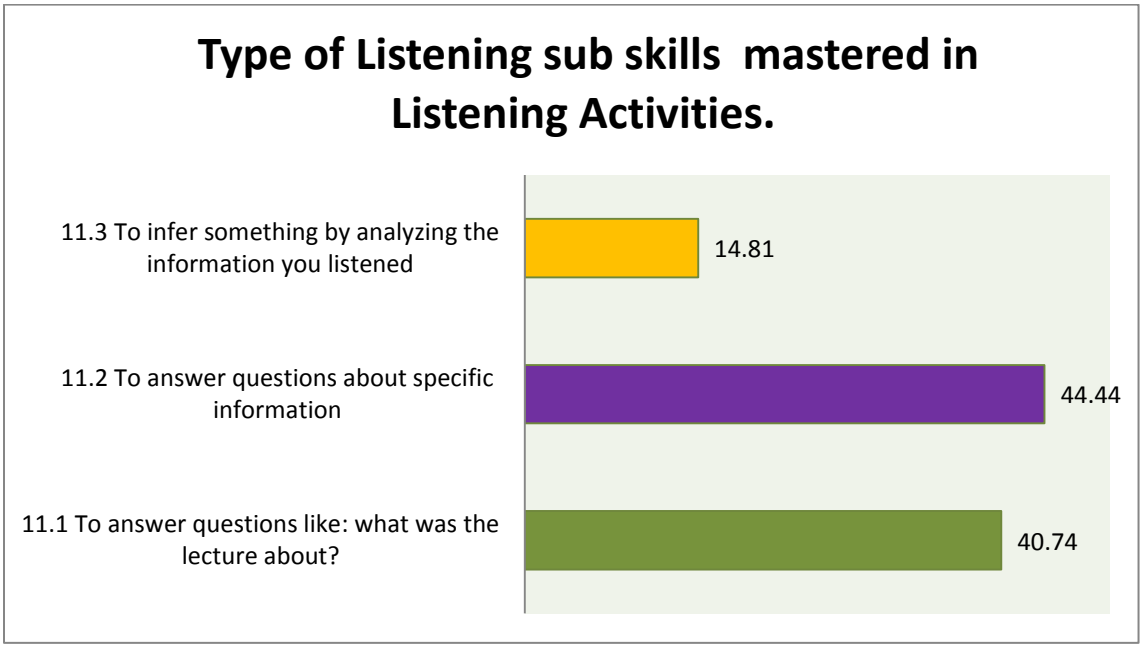
Graph 9



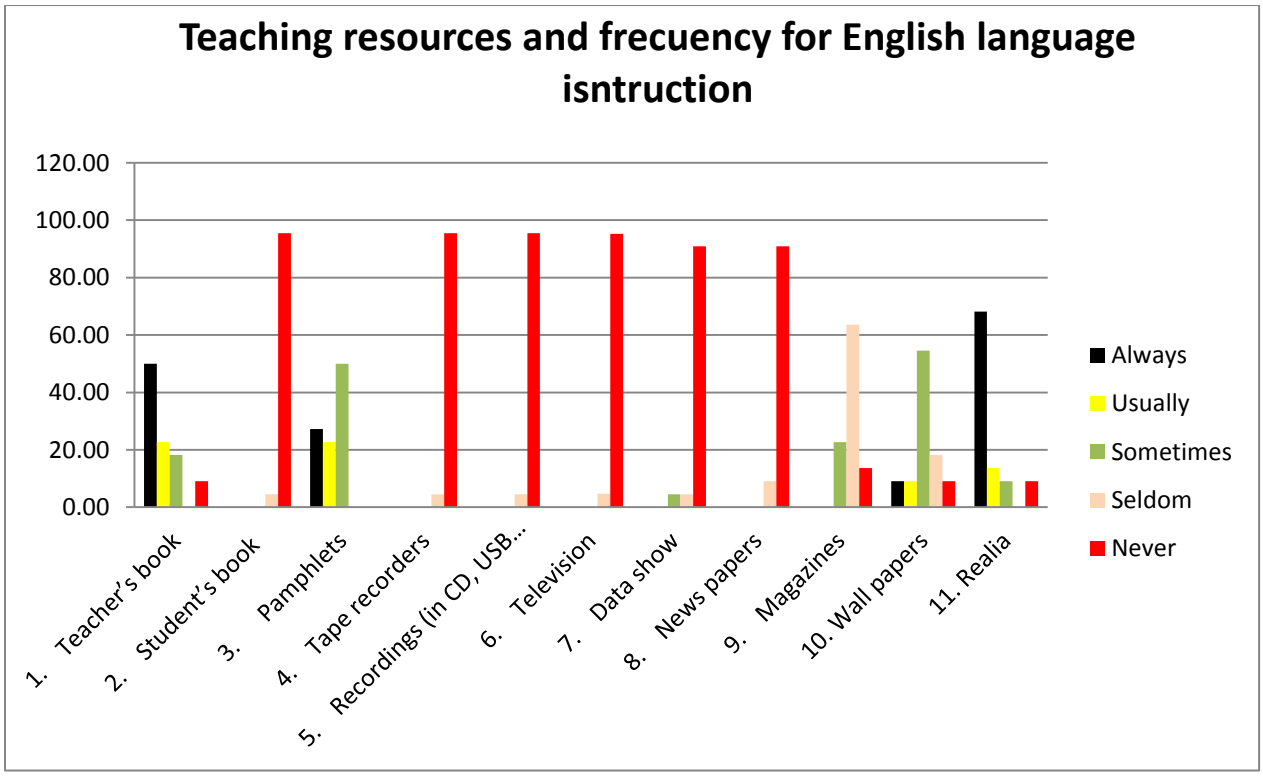
Graph 10



Graph 11



Graph 12



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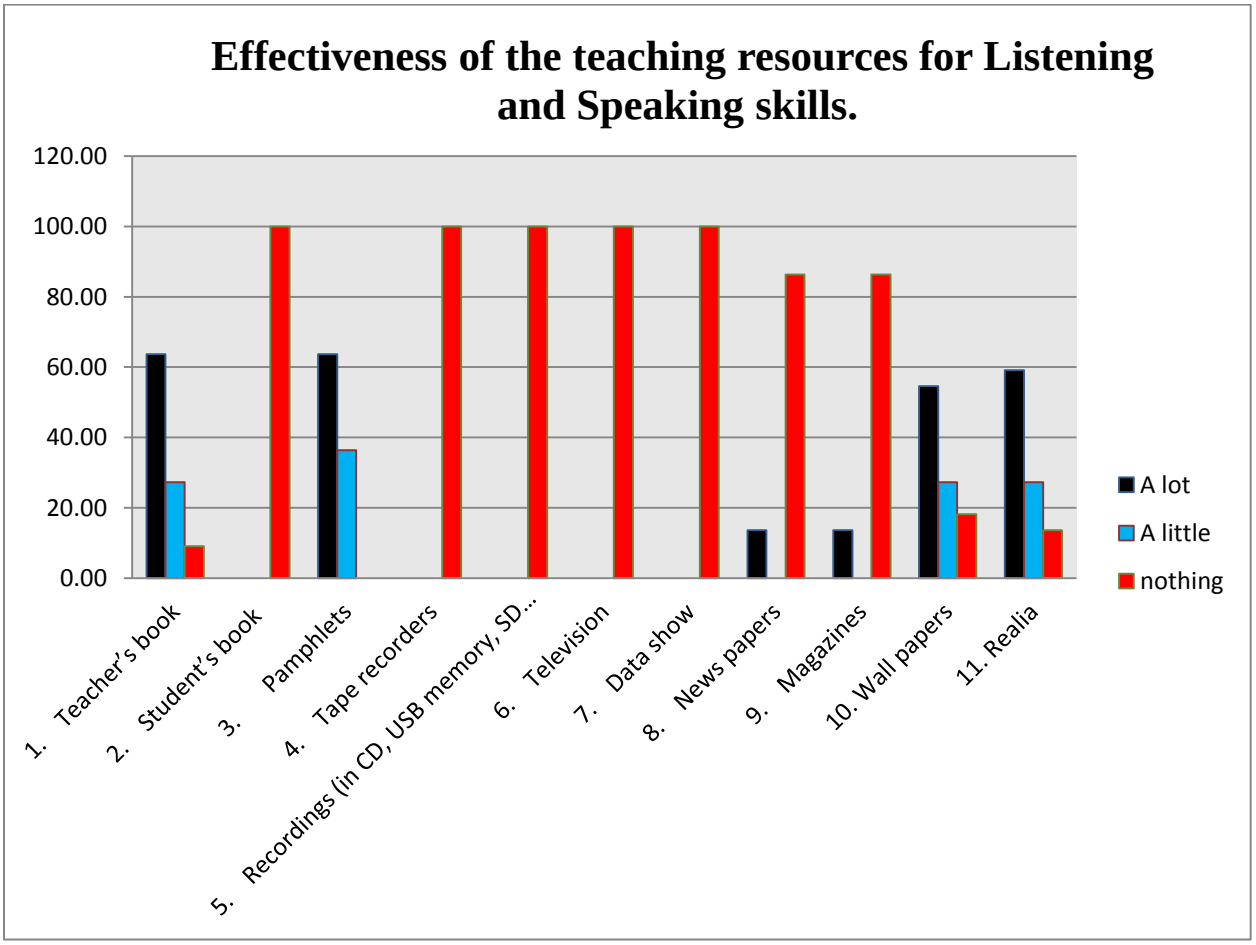
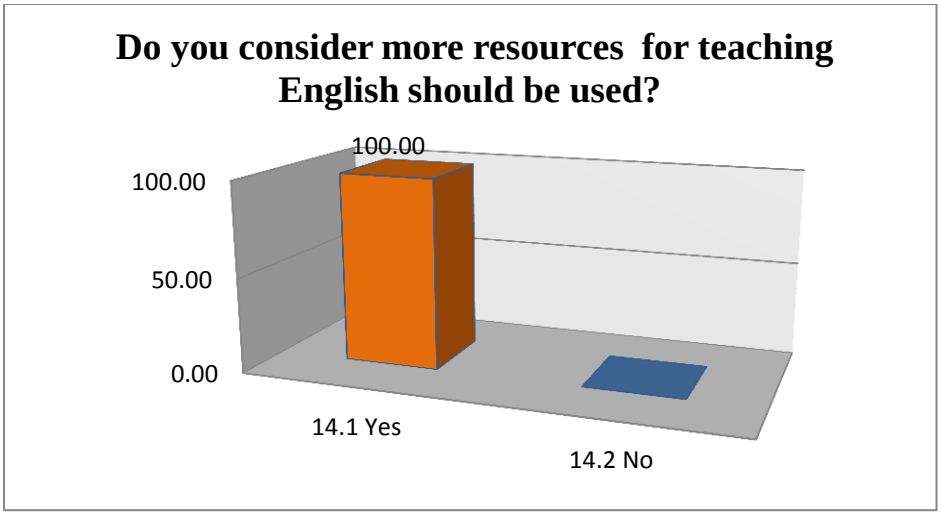
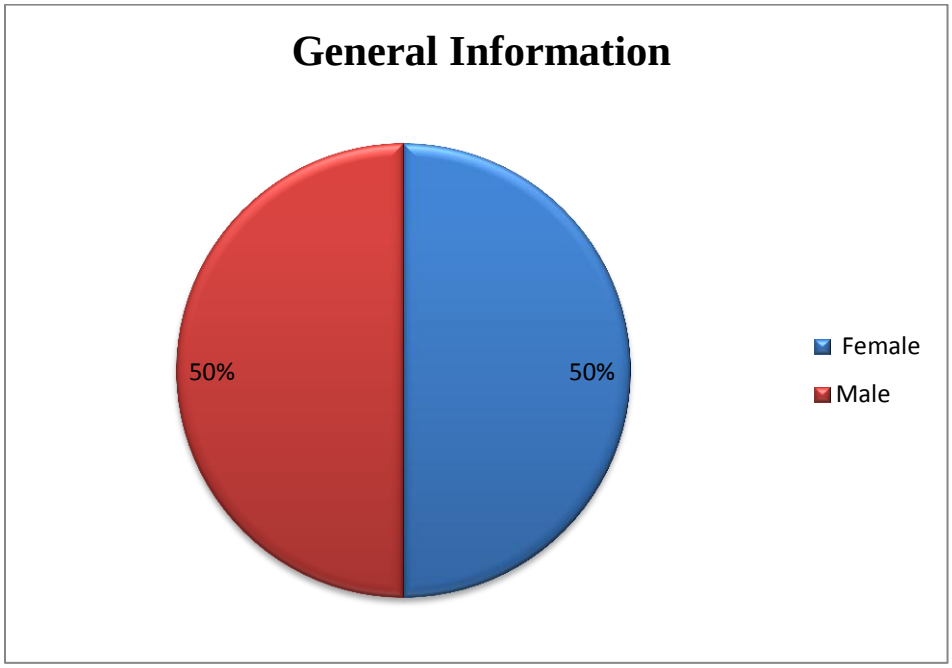


Graph 14



Graph 1



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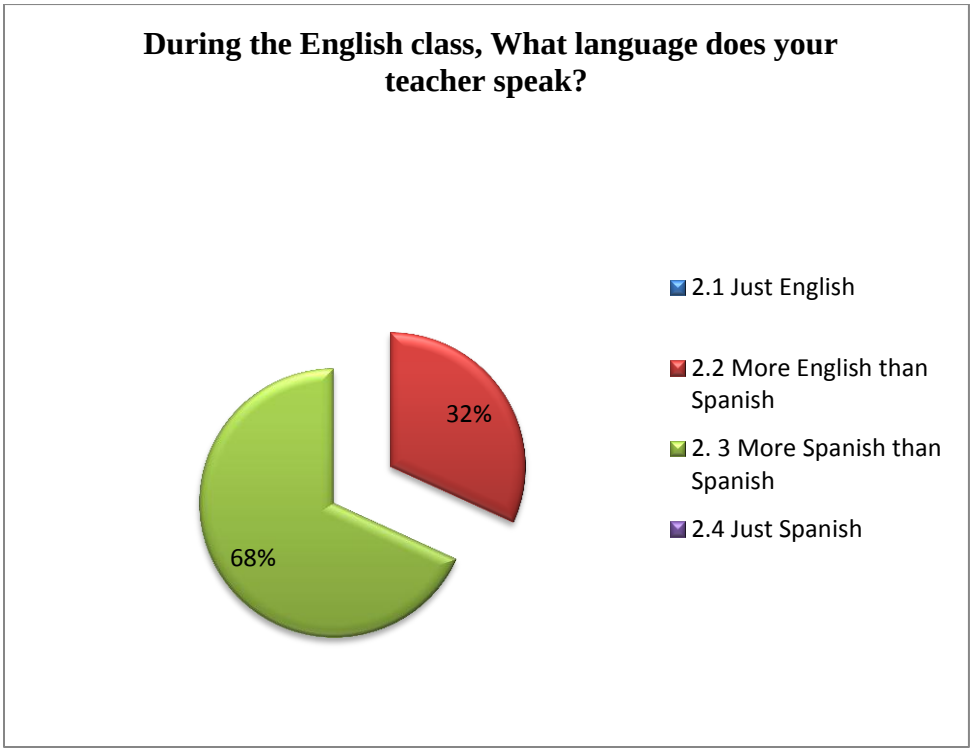

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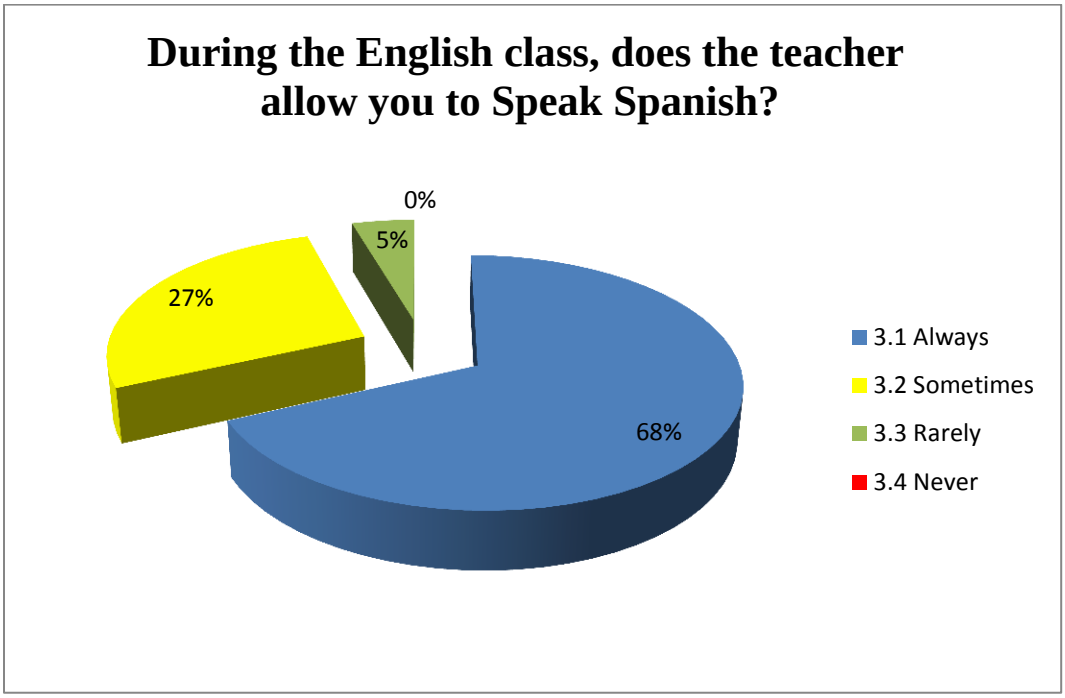

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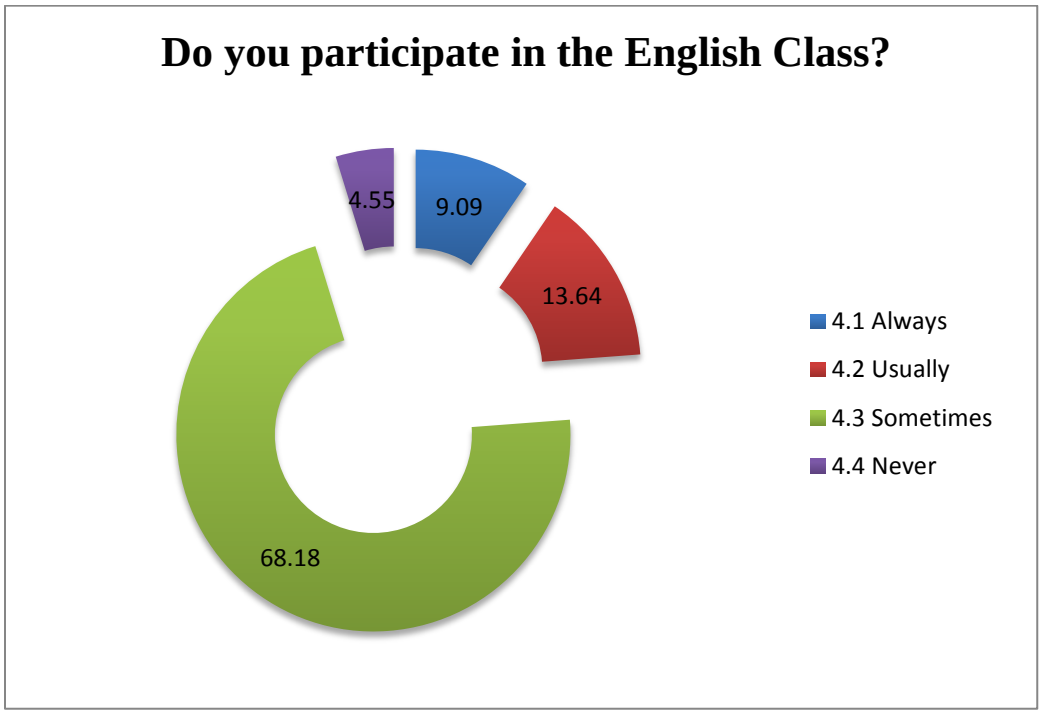

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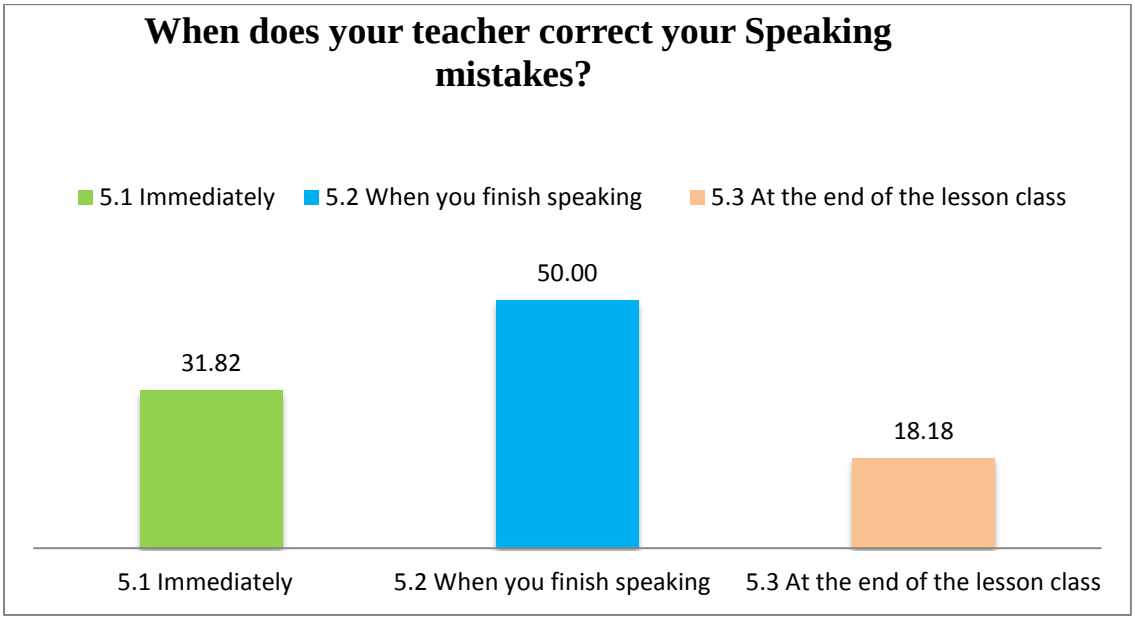

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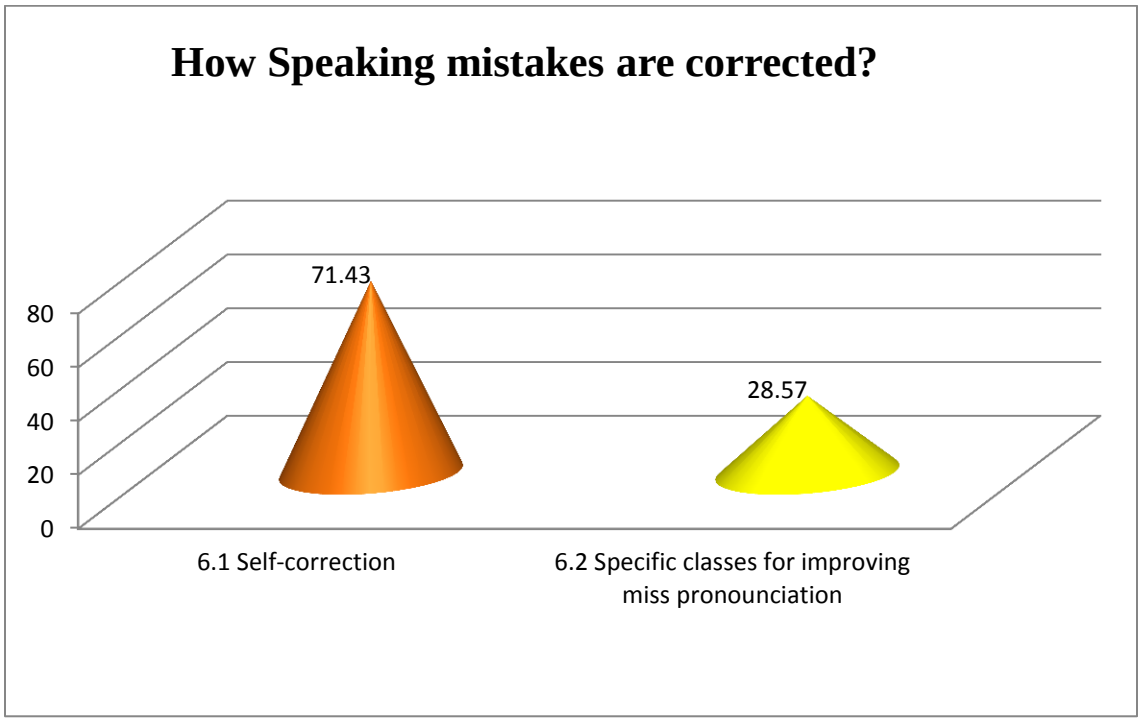
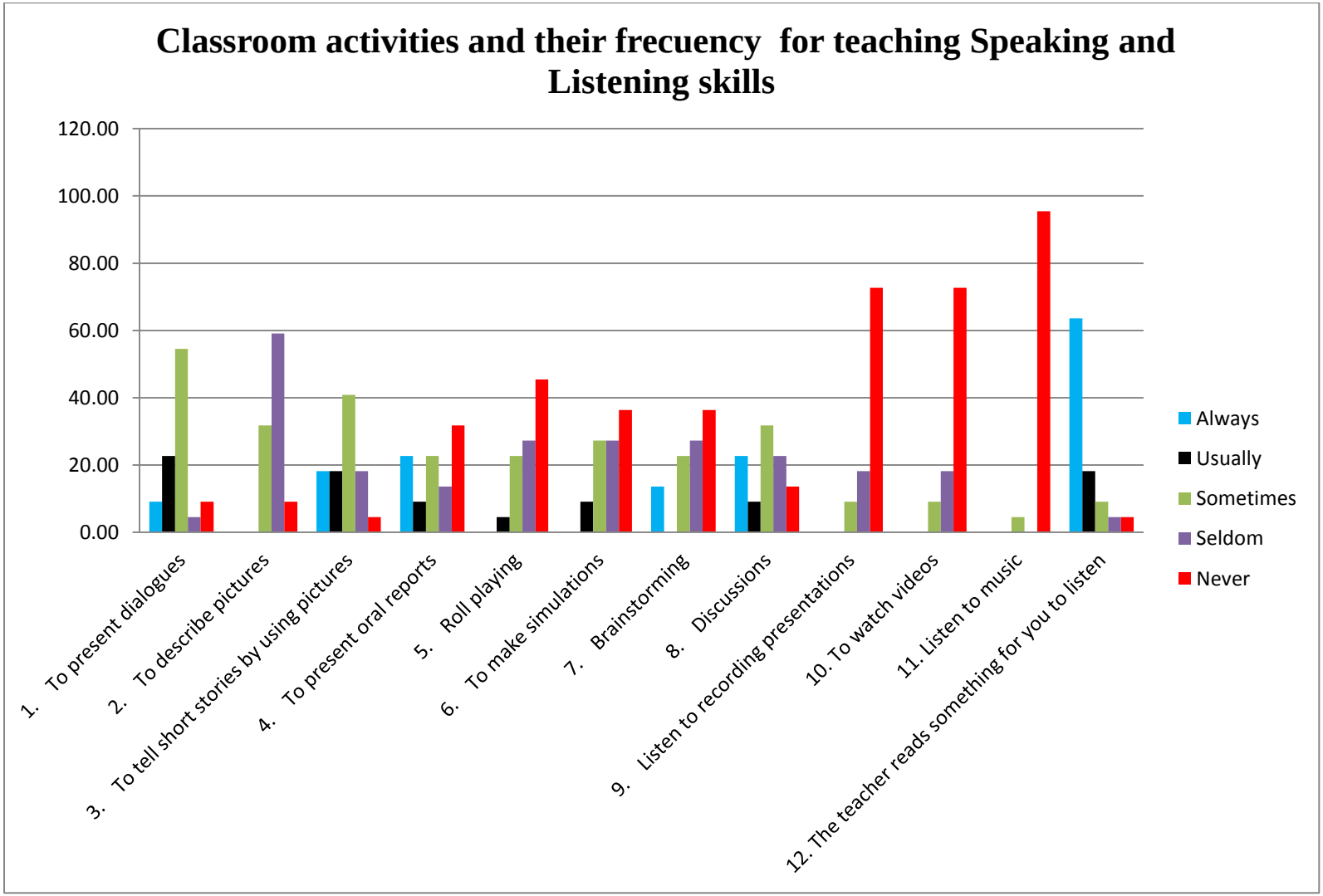


Graph 7


Classroom activities and their frecuency for teaching Speaking and Listening skills
120.00
100.00
80.00
60.00
40.00
20.00
0.00
1. To present dialogues
2. To describe pictures
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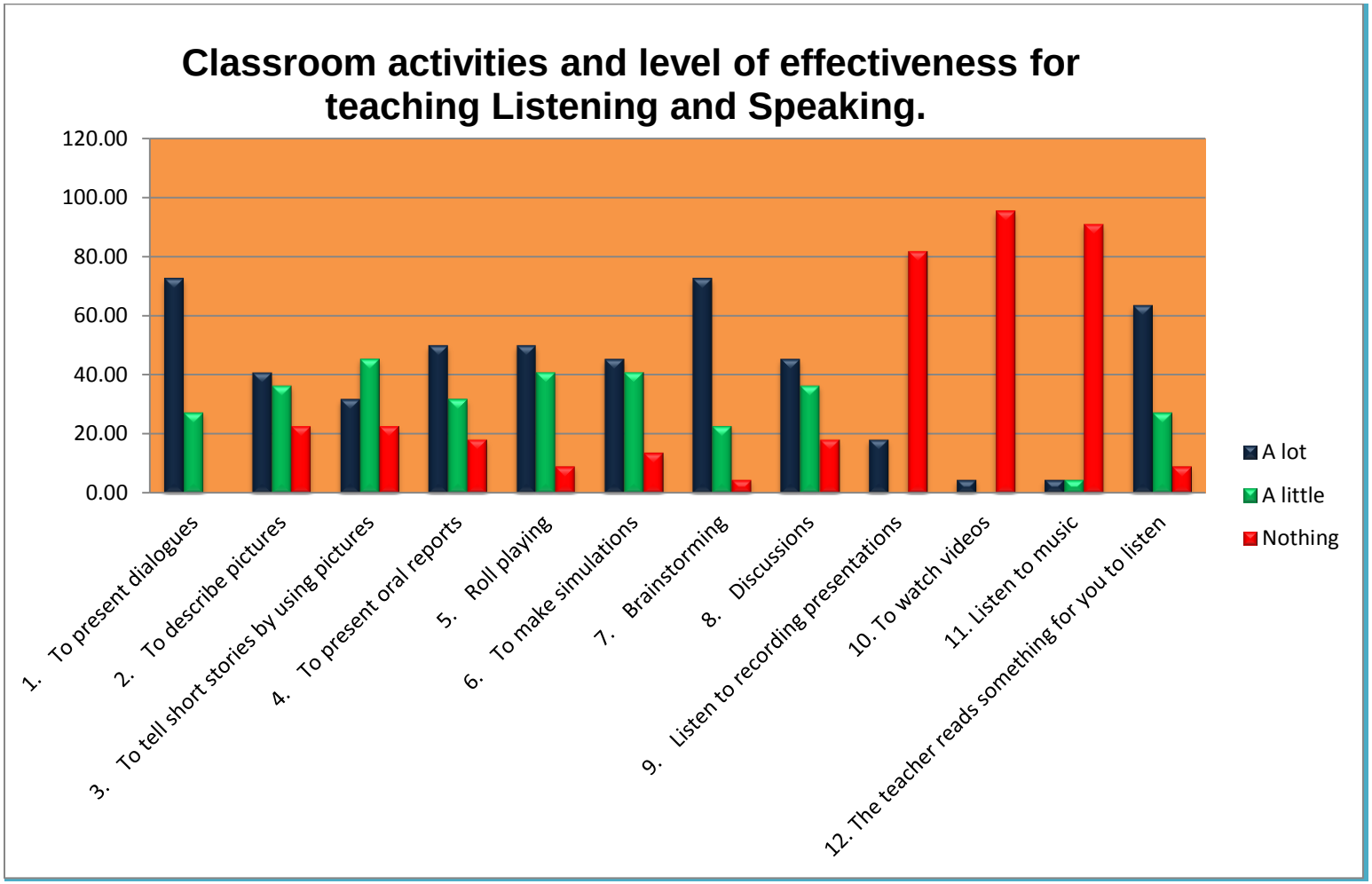
9. Listen to recording presentations
10. To watch videos
11. Listen to music
12. The teacher reads something for you to listen
Always
Usually
Sometimes
Seldom
Never

Graph 8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60.00
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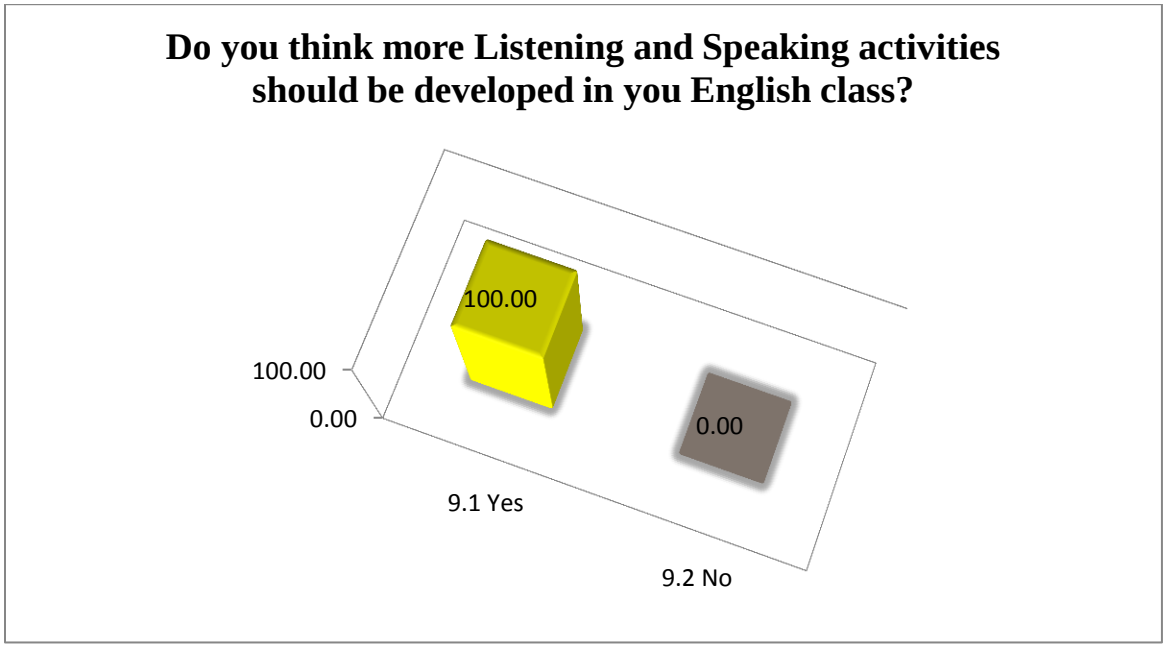
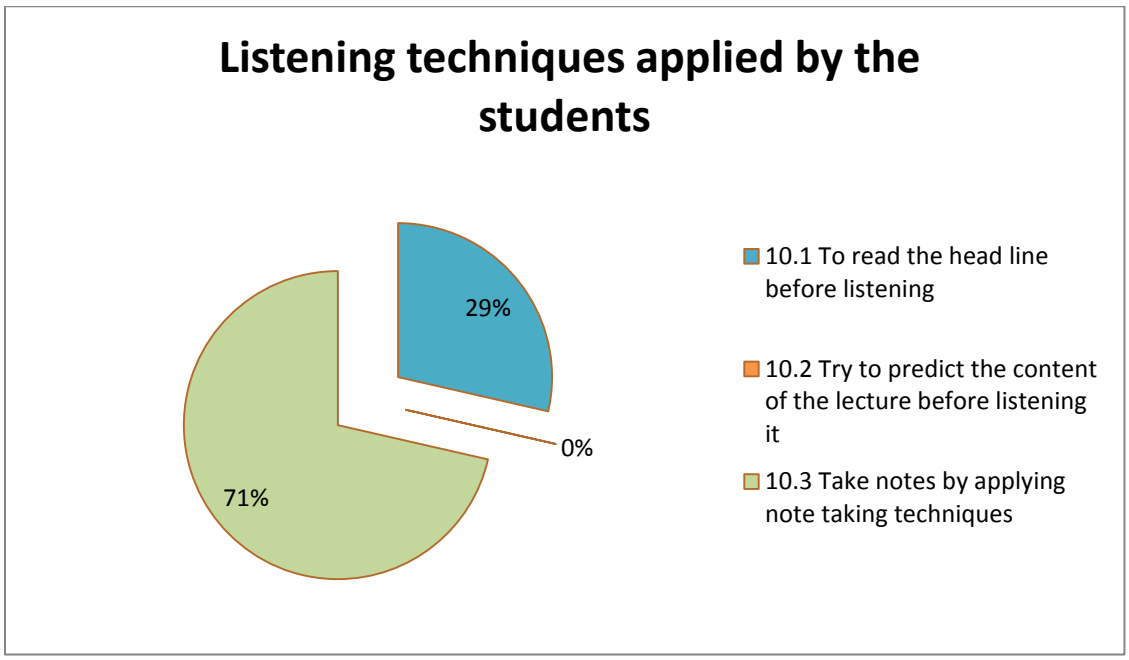
A lot
A little
Nothing

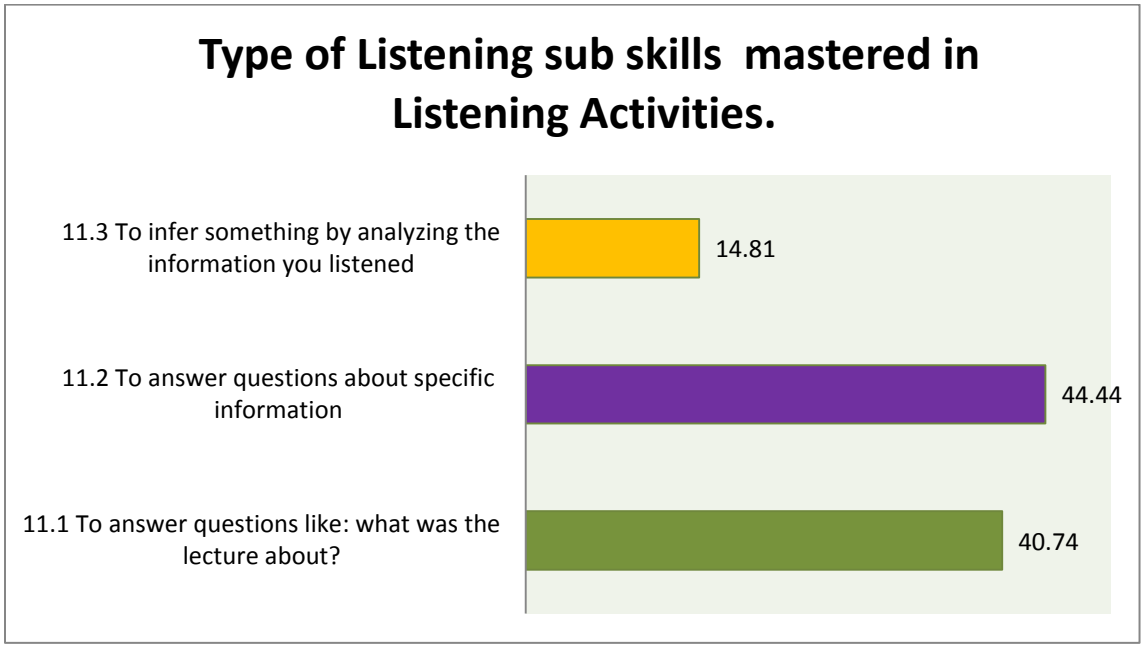
Graph 9



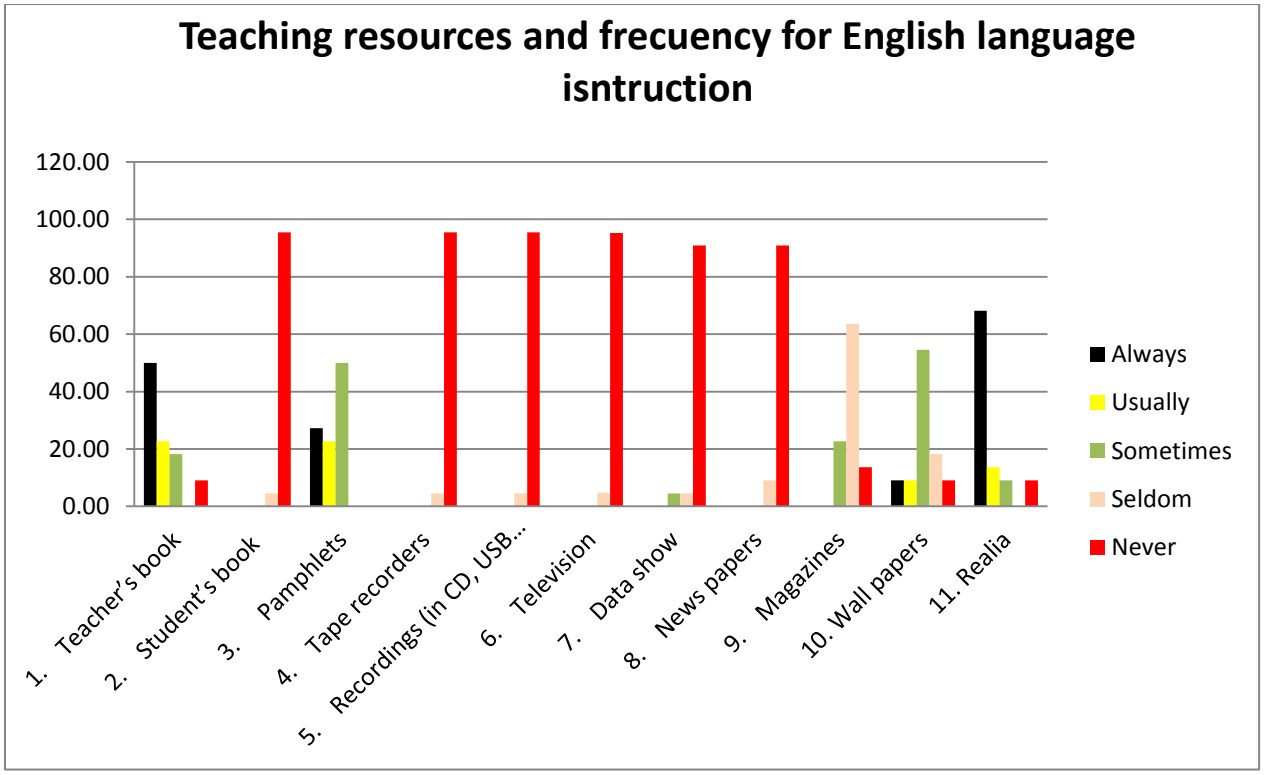
Graph 10



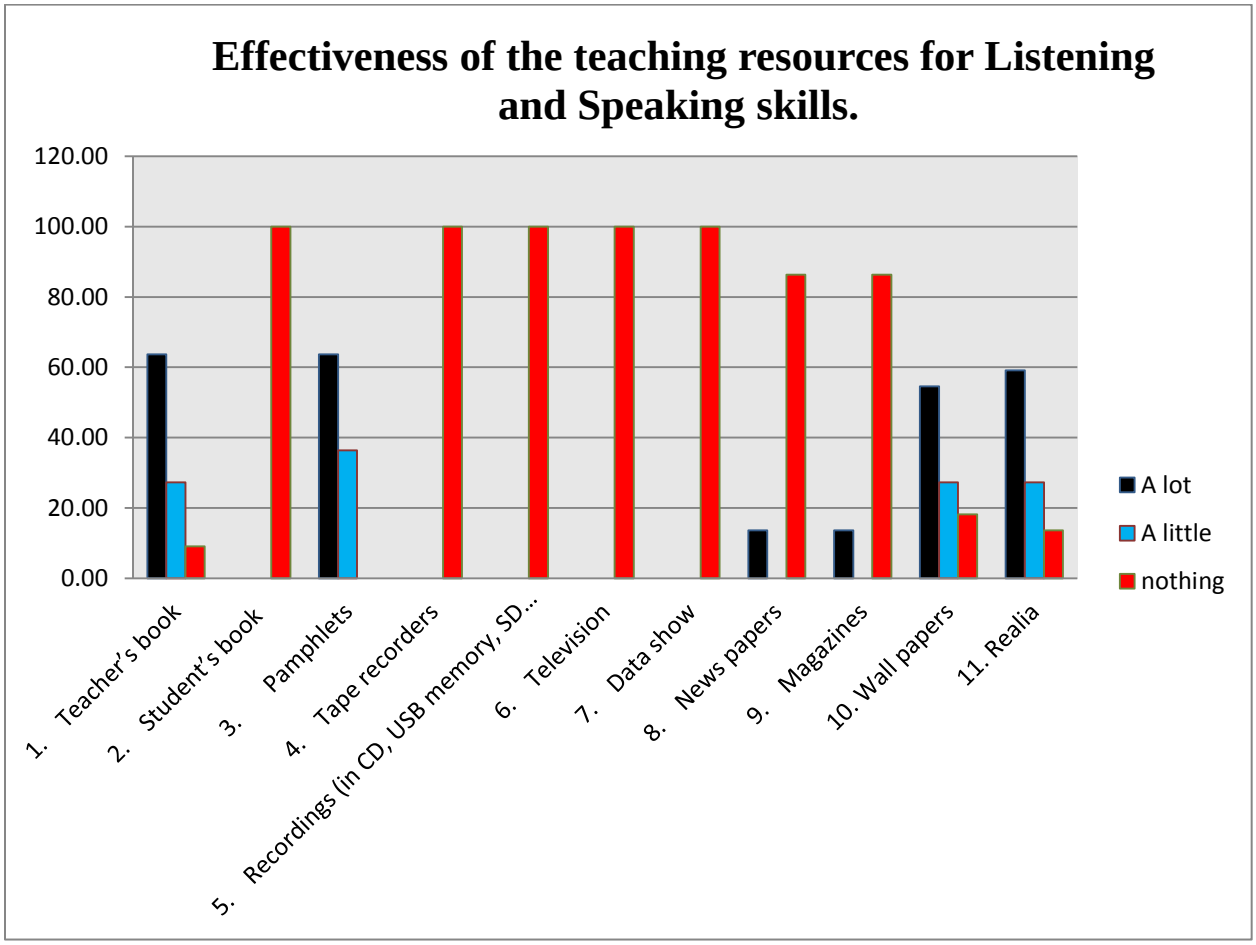
Graph 11



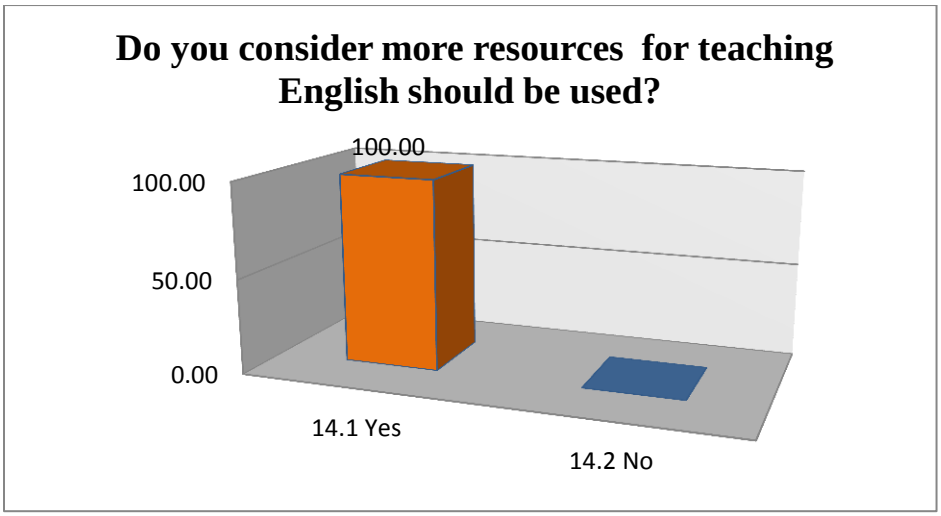
Graph 12



Graph 13



Graph 14



MATRIZ	Gender		Q2				Q3				Q4			
Caso	Men	Women	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
1		1			1		1							1
2		1			1		1						1	
3		1			1		1						1	
4		1			1			1					1	
5		1			1			1					1	
6		1			1		1						1	
7		1			1		1						1	
8		1			1			1					1	
9		1		1				1					1	
10		1		1			1						1	
11	1				1		1						1	
12	1				1				1				1	
13	1				1		1				1			
14	1				1			1					1	
15	1				1		1						1	
16		1			1		1					1		
17	1			1			1					1		
18	1			1				1						
19	1			1			1						1	
20	1			1			1						1	
21	1			1			1					1		
22	1				1		1				1			
	11	11	0	7	15	0	15	6	1	0	2	3	15	1
Porcentajes			**0.00**	**31.82**	**68.18**	**0.00**	**68.18**	**27.27**	**4.55**	**0.00**	**9.52**	**14.29**	**71.43**	**4.76**
Totales	**22**		**22**				**22**				**21.00**			

Q5			Q6				Q7									
5.1	5.2	5.3	6.1	6.2	6.3	6.4	7.1.1	7.1.2	7.1.3	7.1.4	7.1.5	7.2.1	7.2.2	7.2.3	7.2.4	7.2.5
		1		1					1						1	
		1		1					1						1	
		1			1				1						1	
	1					1			1						1	
1						1		1								1
1					1				1						1	
	1				1						1			1		
		1				1			1					1		
	1					1			1					1		
	1			1						1					1	
	1				1			1						1		
1				1			1							1		
1			1						1					1		
1					1				1						1	
	1					1					1				1	
1			1		1			1							1	
	1				1	1			1						1	
	1							1							1	
	1			1			1							1		
	1				1			1								1
	1				1	1			1						1	
1			1						1						1	
7	11	4	3	5	9	7	2	5	12	1	2	0	0	7	13	2
31.82	**50.00**	**18.18**	**12.50**	**20.83**	**37.50**	**29.17**	**9.09**	**22.73**	**54.55**	**4.55**	**9.09**	**0.00**	**0.00**	**31.82**	**59.09**	**9.09**
22			**24**				**22**					**22**				

Q7														
7.3.1	7.3.2	7.3.3	7.3.4	7.3.5	7.4.1	7.4.2	7.4.3	7.4.4	7.4.5	7.5.1	7.5.2	7.5.3	7.5.4	7.5.5
			1						1					1
			1						1					1
			1			1							1	
			1				1						1	
		1			1									
		1				1							1	
1								1					1	
1							1					1		
1							1					1		
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		1			1									
	1				1							1		
	1						1				1			
		1					1						1	
	1								1					1
		1			1									1
		1						1					1	
		1							1					1
		1						1				1		1
1					1							1		1
		1							1					1
	1								1					1
4	4	9	4	1	5	2	5	3	7	0	1	5	6	10
18.18	**18.18**	**40.91**	**18.18**	**4.55**	**22.73**	**9.09**	**22.73**	**13.64**	**31.82**	**0.00**	**4.55**	**22.73**	**27.27**	**45.45**
22					**22**					**22**				

Q7														
7.6.1	7.6.2	7.6.3	7.6.4	7.6.5	7.7.1	7.7.2	7.7.3	7.7.4	7.7.5	7.8.1	7.8.2	7.8.3	7.8.4	7.8.5
		1							1					1
				1			1							1
		1						1					1	
			1				1					1		
				1			1						1	
				1				1		1				
			1					1				1		
		1			1					1				
		1			1					1				
				1					1				1	
		1							1			1		
			1						1	1				
			1				1				1			
			1					1			1			
	1						1			1				
				1				1					1	
			1						1			1		
				1					1					1
	1							1					1	
		1			1							1		
				1					1			1		
				1					1			1		
0	2	6	6	8	3	0	5	6	8	5	2	7	5	3
0.00	**9.09**	**27.27**	**27.27**	**36.36**	**13.64**	**0.00**	**22.73**	**27.27**	**36.36**	**22.73**	**9.09**	**31.82**	**22.73**	**13.64**
22					**22**					**22**				

Q7														
7.9.1	7.9.2	7.9.3	7.9.4	7.9.5	7.10.1	7.10.2	7.10.3	7.10.4	7.10.5	7.11.1	7.11.2	7.11.3	7.11.4	7.11.5
				1					1					1
				1					1					1
				1					1					1
				1				1						1
				1					1					1
			1				1							1
		1						1						1
		1					1							1
			1					1				1		1
				1					1					1
				1					1					1
				1					1					1
			1					1						1
				1					1					1
				1					1					1
				1					1					1
				1					1					
				1					1					1
				1					1					1
				1					1					1
			1						1					1
				1					1					1
0	0	2	4	16	0	0	2	4	16	0	0	1	0	21
0.00	**0.00**	**9.09**	**18.18**	**72.73**	**0.00**	**0.00**	**9.09**	**18.18**	**72.73**	**0.00**	**0.00**	**4.55**	**0.00**	**95.45**
22						**22**				**22**				

Q7					Q8											
7.12.1	7.12.2	7.12.3	7.12.4	7.12.5	8.1.1	8.1.2	8.1.3	8.2.1	8.2.2	8.2.3	8.3.1	8.3.2	8.3.3	8.4.1	8.4.2	8.4.3
1					1			1					1		1	
1					1			1					1			1
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		1			1				1				1	1		
1						1		1				1				1
1						1		1				1			1	
1					1			1				1		1		
1					1					1	1			1		
1					1				1		1			1		
1					1			1			1			1		
	1				1							1		1		
1					1				1			1			1	
	1				1			1			1				1	
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		1			1				1			1			1	
1					1			1				1		1		
1						1				1		1		1		
				1		1		1			1			1		
1					1				1				1			1
1					1					1		1		1		
	1					1				1		1		1		
	1				1				1		1					1
14	4	2	1	1	16	6	0	9	8	5	7	10	5	11	7	4
63.64	**18.18**	**9.09**	**4.55**	**4.55**	**72.73**	**27.27**	**0.00**	**40.91**	**36.36**	**22.73**	**31.82**	**45.45**	**22.73**	**50.00**	**31.82**	**18.18**
22					**22**			**22**			**22**			**22**		

Q8														
8.5.1	8.5.2	8.5.3	8.6.1	8.6.2	8.6.3	8.7.1	8.7.2	8.7.3	8..8.1	8..8.2	8..8.3	8.9.1	8.9.2	8.9.3
				1		1				1		1		
		1			1	1					1			1
	1	1			1			1			1			1
1				1		1				1				1
1				1		1				1				1
1				1			1			1				1
1				1			1			1				1
	1		1			1			1					1
	1			1			1				1	1		
	1		1				1		1					1
	1		1			1			1					1
	1		1			1			1					1
1			1			1						1		
1					1	1			1		1			1
1			1			1			1					1
1			1			1			1					1
1			1			1				1				1
1				1		1			1					1
	1			1			1			1		1		
1				1		1			1					1
	1		1			1				1				1
	1		1			1			1					1
11	9	2	10	9	3	16	5	1	10	8	4	4	0	18
50.00	**40.91**	**9.09**	**45.45**	**40.91**	**13.64**	**72.73**	**22.73**	**4.55**	**45.45**	**36.36**	**18.18**	**18.18**	**0.00**	**81.82**
22			**22**			**22**			**22**			**22**		

Q8									Q9		Q10			Q11		
8.10.1	8.10.2	8.10.3	8.11.1	8.11.2	8.11.3	8.12.1	8.12.2	8.12.3	9.1	9.2	10.1.1	10.1.2	10.1.3	11.1	11.2	11.3
		1			1	1			1		1			1	1	
		1			1	1			1		1			1	1	
		1			1		1		1				1		1	
		1			1	1			1				1			
		1			1		1		1		1				1	
		1			1		1		1				1	1		
		1			1	1			1		1					
		1			1	1			1				1		1	
		1			1	1			1				1	1	1	
		1			1	1			1				1	1	1	
		1			1	1			1				1	1		
		1			1			1	1		1					1
1			1				1		1				1	1		
		1			1	1			1				1	1		
		1			1	1			1				1	1		
		1			1	1			1				1	1	1	1
		1		1			1		1				1		1	1
		1			1			1	1						1	
		1			1	1			1				1	1		
		1			1	1			1				1		1	
		1			1		1		1				1		1	
		1			1	1			1		1					1
1	0	21	1	1	20	14	6	2	22	0	6	0	15	11	12	4
4.55	**0.00**	**95.45**	**4.55**	**4.55**	**90.91**	**63.64**	**27.27**	**9.09**	**100.00**	**0.00**	**28.57**	**0.00**	**71.43**	**40.74**	**44.44**	**14.81**
22			**22**			**22**			**22**		**21**			**27**		

Q12														
12.1.1	12.1.2	12.1.3	12.1.4	12.1.5	12.2.1	12.2.2	12.2.3	12.2.4	12.2.5	12.3.1	12.3.2	12.3.3	12.3.4	12.3.5
	1								1			1		
	1								1			1		
	1							1				1		
	1								1	1				
1									1	1				
1									1			1		
1									1			1		
				1					1		1			
		1							1	1				
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1									1			1		
1									1		1			
		1							1			1		
1									1		1			
1									1			1		
1									1	1				
				1					1			1		
		1							1		1			
11	5	4	0	2	0	0	0	1	21	6	5	11	0	0
50.00	**22.73**	**18.18**	**0.00**	**9.09**	**0.00**	**0.00**	**0.00**	**4.55**	**95.45**	**27.27**	**22.73**	**50.00**	**0.00**	**0.00**

Q12														
12.4.1	12.4.2	12.4.3	12.4.4	12.4.5	12.5.1	12.5.2	12.5.3	12.5.4	12.5.5	12.6.1	12.6.2	12.6.3	12.6.4	12.6.5
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
			1					1					1	
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
				1					1					1
0	0	0	1	21	0	0	0	1	21	0	0	0	1	20
0.00	**0.00**	**0.00**	**4.55**	**95.45**	**0.00**	**0.00**	**0.00**	**4.55**	**95.45**	**0.00**	**0.00**	**0.00**	**4.76**	**95.24**

Q12														
12.7.1	12.7.2	12.7.3	12.7.4	12.7.5	12.8.1	12.8.2	12.8.3	12.8.4	12.8.5	12.9.1	12.9.2	12.9.3	12.9.4	12.9.5
				1					1				1	
				1					1				1	
				1					1				1	
				1					1				1	
				1					1				1	
				1					1				1	
				1					1				1	
				1					1					1
				1					1				1	
				1					1				1	
				1					1					
				1					1					1
			1					1				1		
				1					1			1		
				1					1			1		
				1					1				1	
				1					1				1	
				1					1				1	
				1				1					1	
		1							1			1		1
				1					1			1		
				1					1				1	
0	0	1	1	20	0	0	0	2	20	0	0	5	14	3
0.00	**0.00**	**4.55**	**4.55**	**90.91**	**0.00**	**0.00**	**0.00**	**9.09**	**90.91**	**0.00**	**0.00**	**22.73**	**63.64**	**13.64**

Q12										Q13					
12.10.1	12.10.2	12.10.3	12.10.4	12.10.5	12.11.1	12.11.2	12.11.3	12.11.4	12.11.5	13.1.1	13.1.2	13.1.3	13.2.1	13.2.2	13.2.3
		1					1					1			1
		1			1					1					1
			1				1				1				1
	1				1					1					1
		1			1						1				1
			1			1				1					1
		1							1	1					1
				1		1			1			1			1
		1			1					1					1
		1			1					1					1
		1			1						1				1
1		1				1				1					1
			1		1						1				1
		1			1					1					1
		1			1					1					1
			1		1					1					1
		1			1					1					1
		1			1					1					1
	1				1						1				1
1					1					1					1
										1					1
				1	1						1				1
2	2	12	4	2	15	3	2	0	2	14	6	2	0	0	22
9.09	**9.09**	**54.55**	**18.18**	**9.09**	**68.18**	**13.64**	**9.09**	**0.00**	**9.09**	**63.64**	**27.27**	**9.09**	**0.00**	**0.00**	**100.00**

Q13														
13.3.1	13.3.2	13.3.3	13.4.1	13.4.2	13.4.3	13.5.1	13.5.2	13.5.3	13.6.1	13.6.2	13.6.3	13.7.1	13.7.2	13.7.3
	1				1			1			1			1
	1				1			1			1			1
	1				1			1			1			1
1					1			1			1			1
1					1			1			1			1
1					1			1			1			1
1					1			1			1			1
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	1				1			1			1			1
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1					1			1			1			1
	1				1			1			1			1
1					1			1			1			1
1					1			1			1			1
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1					1			1			1			1
	1				1			1			1			1
	1				1			1			1			1
1					1			1			1			1
1					1			1			1			1
	1				1			1			1			1
1					1			1			1			1
14	8	0	0	0	22	0	0	22	0	0	22	0	0	22
63.64	**36.36**	**0.00**	**0.00**	**0.00**	**100.00**	**0.00**	**0.00**	**100.00**	**0.00**	**0.00**	**100.00**	**0.00**	**0.00**	**100.00**
22			**22**			**22**			**22**			**22**		

Q13												Q14	
13.8.1	13.8.2	13.8.3	13.9.1	13.9.2	13.9.3	13.10.1	13.10.2	13.10.3	13.11.1	13.11.2	13.11.3	14.1	14.2
		1			1	1				1		1	
		1			1	1					1	1	
		1			1			1		1		1	
		1			1	1					1	1	
		1			1	1				1		1	
		1			1		1			1		1	
		1			1		1			1		1	
		1			1			1			1	1	
		1			1		1		1			1	
		1			1	1			1			1	
		1			1		1		1			1	
		1			1		1			1		1	
1			1			1			1			1	
		1			1	1			1			1	
		1			1	1			1			1	
		1			1	1			1			1	
		1			1			1	1			1	
		1			1		1		1			1	
		1			1			1	1			1	
		1			1	1			1			1	
1			1			1			1			1	
1			1			1			1			1	
3	0	19	3	0	19	12	6	4	13	6	3	22	0
13.64	**0.00**	**86.36**	**13.64**	**0.00**	**86.36**	**54.55**	**27.27**	**18.18**	**59.09**	**27.27**	**13.64**	**100.00**	**0.00**
22			**22**			**22**			**22**			22	