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**THEME: WAYS OF TEACHING SPEAKING SKILLS OF SOME ENGLISH TEACHERS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**

**Seminario de graduación UNAN-MANAGUA.**

**Research submitted as a requirement for a B.A. degree in teaching English as a foreign language.**

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**TOPIC:**

**WAYS OF TEACHING SPEAKING SKILLS OF SOME ENGLISH TEACHERS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**

**PROBLEM:**

**HOW THE WAYS OF TEACHING SPEAKING SKILLS OF SOME ENGLISH TEACHERS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA TO THIRD YEAR STUDENTS IN DAYTIME SHIFT HAS TURNED INTO LOW INTEREST ON THE PART OF STUDENTS IN THE ENGLISH SUBJECT DURING THE FIRST SCHOOL SEMESTER I 2007.**

**SUB-PROBLEM:**

- 1 LOW INTEREST OF THE STUDENTS FOR ENGLISH SUBJECT.**
- 2 THE FACTORS THAT INFLUENCE IN LOW AVERAGES BY THE STUDENTS BASED ON THE WAYS OF TEACHING SPEAKING SKILLS BY SOME ENGLISH TEACHERS.**
- 3 THE TRADITIONAL METHODS AND TECHNIQUES USED BY SOME ENGLISH TEACHERS OF THE WAYS OF TEACHING SPEAKING SKILLS AT TOMAS RUIZ HIGH SCHOOL In CHINANDEGA.**

## **DEDICATORY.**

First of all, we dedicate this work to someone who is the biggest in the world "Our Lord" because without his help we would not have finished this hard assignment. He never forgets us and we are here and we were created by his hands and his love.

After this, we can not forget our parents because they have been with us all the time. They have given us their support since we were little boys until nowadays and this has been our inspiration to get to the end.

Also we want to dedicate our work to Professor Pedro Vazquez Umaña who was our tutor and a nice person and a real friend. Therefore we congratulate him for being our guide and to have been working with us this time.

We do not omit to talk about someone who always wanted to see us where we are now and by the way we dedicate this to him: the principal of English Department "Wilman Garcia Arbizu".

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To our big example as person, as professor, and as principal of English Department: Wilman Garcia Arbizu.

We will never forget those professors who allowed us to finish our final job with all our sacrifice and dedication.

From us our love, to our parents.

God bless their lives and future.

## Abstract:

Speaking skills could be the most important ability to speak any kind of language because human beings have to communicate in this world to survive, to get a good life, to study and so on. After this we have to analyze the way of teaching speaking skills in the English language. So we have a classroom that we took into account to observe the strength and weakness in some English teachers at a high school. This paper aims to identify the English language which presents difficulties for students in third year of the English subject. According to the results obtained at the end of the first semester 2007 we applied the following methods: two questions and two observations guides. So many reasons that we took into consideration to improve this situation. This research suggest that for many people one of the great fears is public speaking when English teachers ask students speak to the whole class and in a foreign language the potential for stress is greater. Such stress of fear can create the block to concentration necessary for speaking in a foreign language.

Talking about the problem Teaching Speaking Skills we found many reasons to say that is related with education. The following things which have created these problems are:

1. Little interaction in the foreign language.
2. Using the mother tongue into the classroom in some teachers.
3. Little vocabulary that students have acquired.
4. Lack of practice with both influence and accuracy.
5. Little knowledge about principles for teaching speaking.
6. Little opportunity for students to talk by using group work or pairs work, and limiting teachers talk.
7. Lack of motivation by teachers and students.
8. Plan speaking that involve negotiation for meaning.
9. Feedback, both teacher and students have a great view of the weaknesses aspects that have to be checked.

If we believe that people learn languages by interaction, then learners should interact during lessons. As a result a method called communication language teaching arose.

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## **INTRODUCTION:**

In this research we attempt to teach speaking skills. We want to help and give information on how to teach speaking skills to students to develop the learning and teaching process.

Also we are going to see how much motivation there is in English teachers and their students' using different factors, elements, techniques, methodology and the usage of didactics materials.

Of the four skills in English language the most difficult to reach has been speaking. This means that we have to be aware of how important it is. In this case we have found many reasons that stop the learning and teaching process like lack of regular oral activities, teachers only using the mother tongue, they focus only on grammar and do not motivate their students to develop speaking skills, so there is not any interaction between teachers and students or from student to student, besides there is not a detailed plan to follow that procedures step by step into a classroom. Also there is not enough time and frequency in the English classroom, because the English program is poorly organized by the Ministry of Education of Nicaragua.

As we know this problem belongs the educational field and we have been doing a research project at Tomas Ruiz high school of Chinandega city. Therefore we will demonstrate using the real educational situation and relating it with our theories and our experience.

We considered this research about teaching speaking skills has a great value and we expect this work to become the key to successful learning to students and to teachers.

## **PROBLEM:**

**HOW THE WAYS OF TEACHING SPEAKING SKILLS OF SOME ENGLISH TEACHERS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA TO THIRD YEAR STUDENTS IN DAYTIME SHIFT HAS TURNED INTO LOW INTEREST ON THE PART OF STUDENTS IN THE ENGLISH SUBJECT DURING THE FIRST SCHOOL SEMESTER I 2007.**

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**THE TRADITIONAL METHODS AND TECHNIQUES USED BY SOME ENGLISH TEACHERS OF THE WAYS OF TEACHING SPEAKING SKILLS AT TOMAS RUIZ HIGH SCHOOL In CHINANDEGA.**

## **HYPOTHESIS:**

**THE USE OF POOR MEANINGFUL TECHNIQUES, MENTAL COMPETENCE, LOW PERSONAL INTEREST, AND DAY TO DAY TRAINING IN TEACHING SPEAKING SKILLS HAS CREATED UNINTEREST IN THE CLASSROOM AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**



# THEORETICAL FRAMEWORK.

## **Theories.**

### **What is speaking?**

It is the act or an instance of uttering words. Capable of speaking a specified foreign language. (Oxford, R. 1990.)

Make articulate verbal utterances in an ordinary (not singing) voice.

It is the productive oral skills. It consists of producing systematic verbal utterances to convey meaning.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive.

Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (oral or written).

Spoken language and written language differ in many significant ways.

### **Speaking Skills.**

Many language learners regard Speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress of their accomplishments in spoken communication. (Brown and G. Yule 1983 vol. 2. page. 16-20).

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/ information exchange) and when precise understanding is not required (interaction/ relationship building).
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations.

They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

## **The demands of speaking.**

Speaking is not simply written language spoken aloud. Although it relies on almost the same systems of grammar and vocabulary that are necessary for writing, the moment by moment and (usually) interactive nature of speaking makes different demands of the participants. (Rivers, W. M. 1981. second ed. Pages 20-28)

Bellow is a description of some of these demands or sub-skills.

### **Coherence and real time.**

Individuals are expected to produce usually with no time for planning or rehearsal – speech that has a logical flow.

### **Relevant responses.**

In addition to this, as most talk is constructed between two or more participants in a conversation have to pay attention to what the other says in order to make a response that makes sense in relation to what said before. Together, participants cooperate to construct a logically developing spoken next.

### **Appropriacy.**

The purpose of our talk will inform the many choices we have to make moment by moment, for example, our choice of words (grammar and vocabulary), our intonation, the length of our turn. Therefore, appropriacy is another demand: the words and syntax we use may be technically correct but it may not be appropriate for the purpose of our talk. For example, “please remove yourself will not work as a polite request in a crowded lift”.

### **Repair and repetition.**

The moment by moment nature of talk means that the participants are constantly making sure that what is being said is being understood. This sometimes means it is necessary to “repair” (correct) parts of the conversation when misunderstandings occur. “Repair” (of things said by oneself or the person we are speaking to) often results in repetition. Repetition of part of an utterance, or individual words, can be used to correct oneself or to seek clarification and/ or correction from the person we are speaking to. Repair is necessary to keeping the discussion or conversation on track. (Richard A. Via. 1977 forum vol. 40. number 2 pp. 41)

## **Strategies for Developing Speaking Skills.**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language – which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

## **1. Using minimal responses.**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. (Mary F. 1977 forum vol. 40 number 2 pp. 42)

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

## **2. Recognizing scripts.**

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

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

## **3. Using language to talk about language.**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself.

As they develop control of various clarification strategies students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

## **Goals and Techniques for Teaching Speaking.**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. (Harmer J. 1991 London pp. 77)

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be / more appropriate than one in the target language.

Structure output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with

the message.(Bailey, K 2001 TESOL Journal,10 (4), pp 5-9)

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants.

Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balance activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.(Anson p. 2003 forum vol. 42 number 4 pp 30-60)

### **Developing Speaking Activities.**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

### **Communicative Output Activities.**

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of the language functions that may be used expands considerably.

Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.(Brown D. 1994 pp. 25-30)

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first.

To succeed with role plays:

1 **Prepare carefully:** Introduce the activity by describing the situation and making sure that all of the students understand it.

2 **Set a goal or outcome:** Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.

3 **Use role cards:** Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that the person might use.

4 **Brainstorm:** Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

5 **Keep groups small:** Less-confident students will feel more able to participate if they do not have to compete with many voices.

**Give students time to prepare:** Let them work individually to outline their ideas and the language they will need to express them.

7 **Be present as a resource, not a monitor:** Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

8 **Allow students to work at their own levels:** Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

9. **Do linguistic follow-up:** After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

1 **Prepare the students:** Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

2 **Offer choices:** Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television program, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on

students' linguistic competence.

3 **Set a goal or outcome:** This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

4 **Use small groups instead of whole class discussion:** Large groups can make participation difficult.

5 **Keep it short:** Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

6 **Allow students to participate in their own way:** Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

7 **Do topical follow-up:** Have students report to the class on the results of their discussion.

8. **Do linguistic follow-up:** After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway. Through well-prepared communicative output activities such as role plays and discussion, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make.

## **Model of Language Teaching and Learning**

Language instructors at the university level in the United States are often in one of three situations:

1.They are language instructors with experience teaching in their countries of origin, but little or no training in the teaching approaches commonly used in the United States.

2.They are professionals in other fields who are native speakers of the language, but are not trained as teachers.

3.They are graduate students who have extensive knowledge of language, literature, and culture, but are not trained as language teachers.

These instructors often must begin their work in the classroom with little or no guidance to help them appreciate which methods, how, and why. In response, they may fall back on an outdated model for understanding language teaching and language learning.

**Older model:** Language learning is a product of transmission. Teacher transmits knowledge. Learner is recipient.

This teacher centered model views the teacher as active and the students as fundamentally passive. The teacher is responsible for transmitting all of the



information to the students.

The teacher talks; the students listen and absorb (or take a nap).(Rivers W. M. 1981 First ed. Pp. 51-59)

The teacher centered model may be attractive to new language instructors for several reasons:

- 1 It is method by which they were taught.
- 2 It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not.
- 3 It requires relatively little preparation: All the teacher needs to do is present the material outlined in the appropriate chapter of the book.
- 4 It requires relatively little thought about student or student activities: All students listen to the same (teacher) presentation, and then do related exercises.

However, experienced language instructors who reflect on their teaching practice have observed that the teacher centered model has two major drawbacks:

It involves only a minority in actual language learning.

- 2 It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them.

To overcome these drawbacks, language teaching professional in the United States and elsewhere have adopted a different model of teaching and learning.

Newer model: Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes.

Teacher models language use and facilitates students' development of language skills.

In this learner- centered model, both student and teacher are active participants who share responsibility for the student's learning. Instructor and students work together to identify how students expect to use the language. The instructor models correct and appropriate language use, and students then use language themselves in practice activities that simulate real communication situations. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable.

Language instructors who have never experienced learner centered instruction can find it daunting in several ways.

- 📁 It requires more preparation time: Instructor must consider student's language learning goals, identify classroom activities that will connect those with the material presented in the textbook, and find appropriate real world materials to accompany them.
- 📄 It is mysterious: It's not clear what, exactly; an instructor does to make a classroom learner centered.

- ☐ It feels like it isn't going to work: when students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics.
- ☐ It feels chaotic: Once student start working in small groups, the classroom becomes noisy and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected.
- ☐ It sounds like a bad idea: The phrase "learner centered" makes it sound as though the instructor is not in control of the classroom.

This final point is an important one. In fact, in an effective learner centered classroom, the instructor has planned the content of all activities, has set time limits on them, and has set them in the context of instructor modeled language use. The instructor is not always the center of attention, but is still in control of students' learning activities.

This site is designed to help new language instructor become comfortable with learner centered instructor and put it into practice in their classrooms.

The pages on Teaching Goals and Methods, Planning a lesson, and Motivating Learners provide guidelines and examples for putting learning centered instruction into practice. The pages on teaching Grammar, Teaching Listening, Teaching Speaking, and Teaching Reading illustrate learner centered instructions in relation to teach of these modalities.(Brown and G. Yule forum vol. 1. pp. 10-15)

## **How should assessment instruments be selected or designed?**

Identifying an appropriate instrument depends upon the purpose for assessment and the availability or existing instruments. If the purpose is to assess a specific set of skills for instance, diagnosing strengths and weaknesses or assessing mastery of an objective the test should match those skills. If the appropriate tests are not available, it makes sense to design an assessment instrument to reflect specific needs. If the purpose is to assess communication broadly, as in evaluating a new program or assessing district goals, the test should measure progress over time and, if possible, describe that progress in terms of external norms, such as national or state norms. In this case, it is useful to seek out a pertinent test that has undergone careful development, validation, and forming, even if it does not exactly match the local program.

Several views of oral communication tests are available (Rubin and Mead 1984). The Speech Communication Association has compiled a set of **RESOURCES FOR ASSESSMENT IN COMMUNICATION**, which includes standards for effective oral communication programs, criteria for evaluating instruments, procedures for assessing speaking and listening, an annotated bibliography, and a list of consultants.

## **Achieving success with learning strategies.**

Students learning a language have two kinds of knowledge working for them:

- Their knowledge of their first language.
- ☞ Their awareness of learning strategies, the mechanism they use, consciously or unconsciously, to manage the absorption of new material.

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using “how to learn” techniques, that is, learning strategies. Classroom researches demonstrate the role learning strategies in effective language learning:

- ☞ Good learners are able to identify the best strategy for specific task; poor learners have difficulty choosing the best strategy for a specific task.
- ☞ Good learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety strategy in their repertoires and stay with the first strategy they have chosen even when it doesn't work.
- ☞ Good learners have confidence in their learning ability; poor learners lack confidence in their learning ability.
- ☞ Good learners expect to succeed, fulfill their expectation, and become more motivated; poor learners: expect to do poorly, fulfil their expectation, and lose motivation.

## **Motivating learners**

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them to understand the language acquisition process, connect language learning with their educational and life goals, and succeed as language learners. (Brown D. 1994 pp. 52.)

### **Motivation: The key to success.**

#### **Tips for promoting intrinsic motivation: Alive.**

☞ **Authenticity:** Materials: news, letters, TV, movies, songs.

Practice: group and pair work, info gap activities, role play “personalization”: discussion, debates, and expressions of opinions.

☞ **Learning:** Meaningful assignments.

Multimedia Resources (Internet, movies).

Strategies (reading, listening, vocabulary building)

Continuous feedback (individualized, supportive).

- Interest:** Hot topics (news, debates, special interest)  
 Celebrity personalities (actors, singers, athletes)  
 Strange news (true stories from newspapers).
  
- Variety:** Topics activities. Practice (controlled, guided, communicative). Evaluation (alternative assessment, self-assessment). Learner styles (visual, auditory, kinesthetic, inductive-deductive). Multiple intelligences (linguistic, creative, interpersonal).
  
- Entertainment:** Role plays (re-enactment, improvisation). Games, songs (vocabulary, grammar, structures). Jokes, funny stories, cartoons.

### **Involving the learners. The classroom atmosphere must be the conducive to communication and learning.**

The most important condition for learning is that the learners should be ready to engage themselves without constraining in the activities and interactions which take place in their classroom environment. They have to be induced to give up willingly the security of their mother tongue and to accept the “frustration of non-communication and initial intellectual and emotional shock” (Stern, 1983:398) which accompanies the first stages of language learning.

It is therefore important that the environment should be one which enables them to feel sufficiently secure to make this leap into the unknown.

Over recent years a lot of attention has been paid to the importance of learners’ feelings (their affective state) in determining the quality of learning that takes place in the classroom. Much of the initial impetus came from trends in education outside language teaching. Humanistic psychologist such as Carl Rogers (1969) emphasized the importance of the whole learner in education and the same message was introduced into language teaching by Curran (1976) and others. They stressed that learners are not simply processors of information who, when they enter the classroom, leave the deeper layers of their identity outside: they are real people who bring with them a whole array of personal attributes and feelings. These have to be respected, if individual development and growth are to take place.

One of the fundamental tasks of the teacher as a facilitator of learning is therefore to make space for the learner in the classroom (cf. Spanvent, 1980).

A first step towards making space for the learner is to reduce the dominance of the teacher. This is obviously related to the need for learners to perform active roles (cf. section 7.5). However it is not only a question of assigning more active roles. It would be possible to do this in a threatening spirit and make learners feel that their new responsibility is more likely to lead them to fail than to succeed.

Active roles can only be exercised creatively if the learners also feel that there is no threat to their egos (which are so openly exposed in the foreign language classroom) from a critical and incepting audience.

The teacher must signal, through his or her way of acting and being, that the classroom is a human environment in which all members are listened to positively

and accepted as co-contributors to the events.

This is partly a matter of how these events are organized but, even more; it depends on the quality of the interpersonal inter-action which the teacher is able to stimulate.

Making space for the learner means that each individual learner should not feel threatened by focus outside his or her control (e.g. a negatively disposed audience) and should not feel that his or her social identity is submerged anonymously within the class. When these conditions exist, they also make possible a further aspect of the involvement of the whole person in the learning process: those learners should have opportunities to express their own identities. One way of achieving this is through the active roles mentioned in section 7.5 below: whenever learners make a choice between alternative meanings, roles or activities, they are expressing their own identities indirectly. More direct forms of self-expression can occur when we relate the content of an activity to the learners' own circumstances, e.g. in the course of a discussion or through techniques for personalizing language practice (8cf. Harmer, 1983.95-8).

Opportunities for self-expression such as those just described demand comparative little overt exposure of the individuals' feelings and, as such, are likely to be acceptable to all learner. Beyond this, however, we need also to remember that many people do not enjoy talking openly about themselves and that in many cultures it is considered inappropriate to do so (cf. Valdes, 1987).

Providing opportunities for self-expression should therefore not be confused with organizing activities in which learners are compelled to talk about matters which they regard as personal (cf. Brumfit, 1982; Stevich, 1990). For many groups, the more self-revelatory forms of communication such as those required by some humanistic techniques (cf. Moskowitz, 1978) will prove inappropriate. This is a domain in which it is important for the teacher to be sensitive to the preferences and needs of each specific group of learners.

### **Learners must perform active roles in the classroom.**

When learning was believed to be a simple matter of habit formation, the role of language learners was seen as correspondingly passive. Infants were regarded as blank slates onto which first language habits were engraved. Foreign language learners needed to have these habits changed through controlled repetition and drilling of new forms. In each case the active stimuli for learning were to be found outside the learner.

We saw in chapter 3 and 4 that, whether we regard language learning as skill learning or natural growth, the emphasis has now shifted onto the active roles that learners themselves must play. Both the internalization of cognitive skills through conscious learning and the creative construction of a mental system through subconscious acquisition depend crucially on the active processing that is carried out by the learners themselves. This depends, in its turn, on the learners' active involvement in shaping their own interaction with and through the language.

This emphasis on active learner involvement lies at the heart of learner centered approaches to foreign language teaching ( 8cf. Burton, 1987; Dickinson, 1987; Litde, 1991; Nunan, 1988).

Adopting active roles implies that the learners make choices and decisions which affect their own learning activity. These choices can vary widely in their scope and complexity, however, and teachers can manipulate this variation in order to ensure that the choices suit the capability of the learners and nature of the activity. Since using a language involves making choices in any case, it is largely a question of extending these choices further up a scale so that, as their course progresses, learners become more and more capable of operating independently both in their communication and in their learning.

This emphasis on active roles for learners can be justified not only in terms of the demands of the learning process and of the independent use they must later make of the language. It is also related to the learners´ broader personal development. As they become able to accept more active roles in the social context of the classroom, they will also become better able to take responsibility for organizing their own learning in later life and to develop greater autonomy as individuals in other situations of life.

### **Teaching conversation skills content based on materials.**

With a little imagination, teachers can create fun lessons that integrate conversation skills and tasks with various content no matter what the content is and what level the class is. Through trial, error, and determination, I have found that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content courses. Basically, it is a matter of slipping content into activities commonly used in conversation classes. (Acy L. J. forum vol. 42. number 3. pp. 24-27)

The “find someone who...” activity is very easy to slip content into. In a art college where I taught English for art I used this activity, and in an environment studies class I have also used this activity. In English for Art class, which I taught for foreign students in America, I gave each student a small card with information such as the following:

- Your name is Dali. You are a surrealist. I also attached a small picture of one of his works.

Your name is Hansel Adams. You are a famous black and white landscape photographer. I included a small picture of his.

All students received this handout:

Find someone who... writes names of the artists below:

1. Is a surrealist\_\_\_\_\_
2. is a sculptor\_\_\_\_\_
3. is a landscape photographer\_\_\_\_\_

4. is a modernist\_\_\_\_\_

This was followed up by a discussion activity in which talked about their favorite types of art and artists. They also expressed their opinions about the pictures.

My environmental studies class concentrates on using environmental content and issues as a spring board for improving communication skills. I recently wanted my students to understand and communicate about endangered species, and I found the “find someone who...” activity very useful. In this class, after pre teaching necessary vocabulary, I gave each student a card such as the following:

📁 You are an African elephant. You are endangered because of habitat destruction and poaching for your ivory. I also attached a picture.

📄 You are an Atlantic blue fin tuna. You are endangered because of over fishing. I also attached a picture.

Students received a handout like the one below:

Find someone who... Write the name of the endangered species below.

1. endangered because of poaching for fur\_\_\_\_\_
2. endangered because of poaching for ivory\_\_\_\_\_
3. endangered because of over fishing\_\_\_\_\_
4. endangered because of habitat destruction\_\_\_\_\_

Various types of content can be used with the speaking game normally referred to as “20 Questions”. In my environment studies class my students have played this to practice using vocabulary related to animal classification. Students asked questions such as below:

📁 Are you mammal?

📄 Do you have sharp teeth?

📄 Are you a carnivore?

📄 Are you a tiger?

In a mass media based EFL class, my students played “20 Questions” to help them remember vocabulary related to various types of media related to occupations. Each student pretended to have a job in the media. Example questions were.

📁 Do you work in the print media?

📄 Do you work in the electronic media?

📄 Do you appear on television?

📄 Do you report news?

📄 Are you a sports reporter?

🕒 Are you an entertainment reporter?

Jig saw activities offer opportunities for mixing content of any with English conversation skills. Jig saw activities can be made for teaching all aspects of conversation. With the jig saw activity described below, I concentrated on speaking and listening skills.

For the environmental studies class, I cut pictures out of a nature magazine. One set of picture was about scientists trying to restore bald eagles to states in America where they no longer live. The other was about marine biologists trying to preserve habitat for sea horses.

Then, using the pictures, I made a poster for each story. The posters were put at opposite ends of the class. Along with each poster, I placed a cassette player with a tape recording, which explained the pictures. Using vocabulary which I felt most of the students knew, I recorded the stories of the pictures, and I added a few relevant words. I pre taught the new vocabulary to the whole class, and then divided the class into the eagle and sea horse group and assigned each student a partner who was with the other group. Then, I explained half of the class would listen to one tape while taking notes, so that they could explain the pictures and story to their partner with the other half of class. Students could play the tape over and over again. They could stop it when they wanted. I informed them that at the end of class we would play game, using the information from the posters and cassette tapes.(Brown D. 1994. pp. 78-85)

I let the students go to their pictures. They listened and wrote notes. I observed the class and at the point wthey they appeared to be finished with note taking, I told each student in the eagle group to pair off with their sea horse group partner and explain eagle poster.

Next, the sea horse group explained the sea horse poster: After this, I had the class return to their seats with the partners sitting together. Each pair was assigned a number. I read questions about the poster stories aloud. The first pair to correctly answer the questions received a point. Within each pair, sea horse group students could only answer questions about the sea horse story. They could explain the answer to their partner, but their partner would have to announce the correct answer to me. The pair with the most correct answers received a small prized.

These are three examples of mixing content with conversation activities. If you are not teaching content based course, but interested in these ideas, I suggest you suggest you do a survey of your class to find out what interest your students. Then, combine the topics they like with your conversation class activities. Most of my students in Japan respond that they want to communicate and learn about music, travel, and foreign cultures. I have found that students respond favorably to English lesson in which I have integrated their content choices.

### **Communicative Realism.**

Speaking is practiced after listening as preparation for actual communication in English, and the best speaking is what which simulates realistic communication. Appropriate gestures, a cheerful rather than stilted attitude, and other concomitants of affective communication enhance and therefore provide criteria for its evaluation, insofar as these are taught to the students.



At the junior high school level, dialogues can be sought or adapted to be as realistic as possible, sounding natural to the ALT. whereas in Oral Communication classes at the high school level, teachers could make speaking quiz actually communicative by helping the students individualize their dialogues in terms of their own information or what they really wish to say to their partner in English.(Richard A. forum vol. 39. number 1. pp 40.

### **Avoiding reliance on memorization.**

This activity aims to evaluate the improvement in speaking skills resulting from regular classroom practice. The quality of speaking thus needs to be isolated from variable such as memorization which may take the place of communicative skills. Recitation of a prepared speech is even more vulnerable to this problem, but even in the case of dialogues memorization can overwhelm the communicative variables and be mistaken for skills in English speaking. That is, the words can be uttered without understanding, merely as memorized sounds. Instead of listening to their partners, students are a mechanical performance unnatural in speed, rhythm, turn-taking timing and other communicative criteria.

To counteract this tendency, dialogues need to be selected for adjust to challenge speaking skills such as pronunciation, intonation, accent, stress, listening and turn-taking. If each turn at talk is brief, there can be more turns at talk rather than long passages to memorize.

Communicative criteria are valuables for the students to know in general, so the students can be cautioned that signs of reliance on memorization will be evaluated negatively. Some telltale signs are a staccato monotone; speaking memorized chunks too rapidly; cutting in before the partner finishes speaking, or waiting too long after the partner finishes because the student was not listening.

### **Pronunciation.**

The more carefully students listen to the dialogues presented by the teachers, the more correctly they are liable to reproduce them. The speaking quiz could thus become a means of rewarding a positive attitude toward communicating in English, one of the objectives of foreign language education in secondary schools.

Once the model of spoken English has been selected, a certain pronunciation can be considered correct. The students have sufficient practice time and are offered the opportunity to ask about the pronunciation of language they find difficult they are expected to enunciate their sentences as in the model they learned.

Every aspect of pronunciation is involved, including loudness overall, accented syllables in words, reductions and other combinations pronounced differently from the words in isolation.

Then at the sentence level there are the patterns of stress, pitch, intonation, breathe groups and speech rhythm. These patterns carry information beyond the words, and changes therefore carry a special meaning, such as changes in

the tone of voice or speech rhythm.

Basically, in speaking English the students are changing from syllable time rhythm at the sentence level. This can be explained to the students as a continuous sort or "jet coaster" intonation that they should listen for and attempt to reproduce. They need to pronounce English smoothly without rendering in into syllables as they do with foreign loanwords in Japanese sentences. That is , they to pronounce English as they hear it, not as they read it on render in into Japanese.

These points are fundamental enough to emphasize to the students and evaluate as pronunciation criteria. (Kramersch 1993 pp. 25.)

### **Loudness.**

A louder voice has a better chance of being understood; therefore it is generally to be positively evaluated. Whereas a softer voice may mask doubtful areas where the student failed to listen or ascertain the correct pronunciation form a teacher.

Since a demure voice is considered properly modest and respectful in Japanese society, this criterion also needs to be clarified to the students for fairness in grading.

It could be explained that a louder voice sound more positive, confident, enthusiastic and cheerful, besides being more easily understood. Thus, short of excessive loudness which becomes noise, loudness is an important communicative criterion of speaking.

## **HISTORICAL BACKGROUND:**

Tomas Ruiz high school is one of two public high schools in Chinandega.

Tomas Ruiz high school is one of the best in the city. It is located at the south of the department. It was founded in September, 1992. It is organized by three pavilions, and distributed in 12 classrooms: the principal's room, one room's lab, room show and performance, there are three bathrooms, there is a library and one teachers' room for free time, and thirty- three classrooms are charges in teaching learning process. Also there are three fields: a green field area to play soccer, a basketball court and a volleyball field too.

Tomas Ruiz high school works three shifts and has thirty four teachers in the court high school level. This school is well known in the whole country as a big model in education of Chinandega because of its successful learning in the students.

Nowadays it has a population of 3086 students distributed in three parts: the morning shift (1004 students) the afternoon shift (964 students) and the Sunday shift (1118 students) in third year there are 266 students.

Nowadays Tomas Ruiz high school is working with the new program implemented by the Minister of Education based on competences. In this program the students have the opportunity to develop their skills especially speaking skill because the purpose of this new program is that the students participate more actively in the learning and teaching process.

Also the students can participate in others activities like singing in English with this kind of activities the students can motivate each other. The Tomas Ruiz High school have participate four times.

If we believe that people learn languages by interaction, then learners should interact during lessons. As a result a method called communication language teaching arose.

Tomas Ruiz high school has been related with values (parents, teachers and students).

## **Justification.**

Teaching Speaking Skills is a problem that influence on the rest of skills in English language to learn.

We think that this dissertation paper is very important for those people who are involved in the educational field such as students, teachers, parents, and whole the community what we live in.

We have chosen this kind of topic because it is going to be very useful to the future English teachers like us, so we will analyze the best way to carry on Teaching Speaking Skills at Tomas Ruiz high school of Chinandega city.

This work is based on the scientific theory and the analysis of how to apply it into practice.

Therefore, in this case we will obtain the most useful information to solve this problem working together (teachers, students, and parents)

# OBJECTIVES:

## **A: GENERAL OBJECTIVES:**

**1 TO ANALYZE THE WAYS OF TEACHING SPEAKING SKILLS BY SOME ENGLISH TEACHERS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**

## **B: SPECIFIC OBJECTIVES:**





**2 TO IDENTIFY HOW THE MOST IMPORTANT ELEMENTS SUCH AS THE TEACHERS AND THE TEACHING MATERIALS WHICH HELP IN THE TEACHING OF TEACHING SPEAKING SKILLS INFLUENCE ON THE STUDENTS LEARNING AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**

**3 TO DETERMINE THE MAIN FACTORS OF THE STUDENTS' LOW INTEREST IN THE ENGLISH SUBJECT.**

**4 TO VISUALIZE THE KINDS OF METHODS AND TECHNIQUES USED BY SOME ENGLISH TEACHERS INTO THE CLASSROOMS AT TOMAS RUIZ HIGH SCHOOL IN CHINANDEGA.**

**VARIABLES:**

## System of variables:

Variable.	Sub variable.	Indicators.
Ways of teaching speaking skills.	<ul style="list-style-type: none"> <li>▪  Methods used in the classroom.</li> <li>▪  Activities applied in the English class.</li> </ul>	<ul style="list-style-type: none"> <li>▪  Kinds of methods.</li> <li>▪  Different types of techniques and tools.</li> </ul>
Usage of mother tongue very often in the English class.	First language and foreign language.	Explanation and instruction.
Educational factor.	<p>Background Knowledge.</p> <p>Speaking Skills.</p> <p>Speaking English Materials.</p> <p>Techniques for improving the Oral Communication.</p> <p>Evaluation Rates for speaking.</p>	<p>Private Class____ Learning with Foreign people____ Traveling to other country____</p> <p>Excellent____ very good____ Regular____ Bad____</p> <p>Flashcards____ Drawing____ Realia____ Written dialogue____ ____ All of them.</p> <p>Role plays____ games____ Conversations____ Interviews____ Oral presentations____ Debates____ Group discussion____ Reading in loud voice____ Pair works____</p> <p>Excellent____ Very good____ Regular____ Bad____</p>
Motivating students in the English class.	Factors that influence on motivation.	Social, psychological, educational and economical.



Variable.	Sub variable.	Indicators.
General Information.	Sex.	Female___ Male___
	Age.	11-13 13-16
	Shift.	Morning___ Afternoon___
Psychological Situation.	Motivation.	Internal___ External___
	Anxiety.	Shy___ Afraid___ Nervous___ Self confident___
Economical Situation.	Parents Work	Yes___ No___
	Parents Income.	High___ Medium___ Low___

Methodological design.

# **Methodology.**

Based on our research paper, we made the following job:

First of all, we asked permission to the principal of Tomas Ruiz high school to introduce us and carry on our researchable project.

Then we went to different places to get some information about our problem what have chosen to finish the English career. Those places were: our own tutor, some professor at UNAN, Leon, research center, Internet, libraries such as UNAN Leon, Central bank, at same school Tomas Ruiz and according our own experiences.

After this, we made our chronogram which allowed us to go step by step and distributed it at the best way with enough time and frequency.

We also made use of data collection, techniques such as: survey, observation guides and questionnaires.

We interview some parents, students and English teacher to take into account the real situation and solving the problem.

## **Population and sample.**

We have found a large school with a population which is 3086 students taking classes in Tomas Ruiz high school of Chinandega city. In this list, we took into account the school itself, the principal of the center, teachers, and parents.

Our sample was 38 students who take English class in third year in the diurnal shift in Tomas Ruiz high school of Chinandega. As second sample were the English teachers.

# DISCUSSION OF RESULTS:

## DISCUSSION OF RESULTS:

A questionnaire (see annexes) was distributed to 38 students, and another questionnaire (see annexes) to 2 teachers to discover their attitudes toward way of Teaching Speaking Skills in the English class. The questionnaire items focused on the subject opinions toward the way of Teaching Speaking Skills, the various occasions when they think way of Teaching Speaking Skills can be used and the perceived effectiveness of way of Teaching Speaking Skills in their EFL classroom.

Classroom observations:

Two randomly selected third year (of about 45 minutes in length) conducted by two teacher in different classroom and different day which were observed and recorded to find out how frequently and on what occasions mother tongue was used and what motivation have the teacher and students with respect the class. To obtain more authentic classroom data, the teachers and students were not informed of the observation purpose beforehand.

Table 1 show the way of Teaching Speaking Skills was used in an English class which lasted 45 minutes. The table means that there are a lot of ways of teaching an English Class, in this case we can see many factors that we need to take into consideration such as: methods used by teacher into the classroom. From 38 students, four of them told that they know the methods used by the teacher. This point of view makes us see that there is a problem in that English class to get a good learning process. The percentage of these four students who know exactly what the teacher does. It is the 10.52%.

On the other hand, we can analyze that the rest of the students (34) are not aware of what the teacher does (taking the method used in the classroom) this means that these students are in trouble because they need to improve the English language with the teachers help. So this teacher has to change his way of teaching to solve this situation with affects the learning process. The percentage of this case is 89.48%. Other element is that there are some students like methods used by the teacher (15 students) this reflect that these students enjoy the class obtaining a percentage of 39.47%. Few students like the English class and methods of teaching it. This case meets 10 students which its percentage is 26.31%. Students do not like the methods of teaching at all which 13 candidates are.

They obtain a percentage of 34.21%. Other point is the quality of techniques used by the teacher into the classroom according the results that students express that the quality of techniques used by the teacher. It obtained 21.05% (8 students) said that is regular. Other aspect is the Speaking Skill development which 18 students (47.36%) established that have improved their English language.

The rest of students (20 students) with 52.64% they felt that they have not learned the English language.

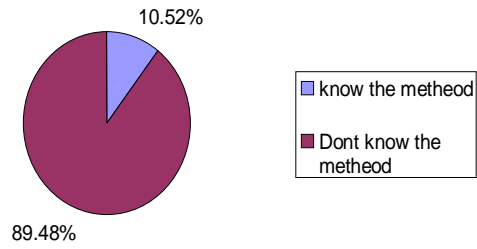
And finally with this last aspect: Teachers competences, we can see that 15 students (39.47%) are aware of teachers' knowledge and the rest of the students (23) their percentage is 60.53% do not know what their teachers does.

The table 2 reflects English teachers. Taking notes we analyze the following aspects to see both teachers: first was the development speaking skill. Teacher 1 said that 50% has developed speaking ability while teacher 2 said 40% has improved the speaking skill. Other elements that frequency that speaking skill activities teacher 1 stated that he has applied the activities to develop the speaking skill about 60%. Teacher 2 said that he has developed the speaking abilities with 55%. The following factor was if students need more training. Teacher 1 explained that his students need more training (70%) after teacher 2 said that if students need an 80%. And finally we have the last element value teaching speaking skill, which teacher 1 valued the English class with 80% and teacher 2 valued the English subject with 75%.

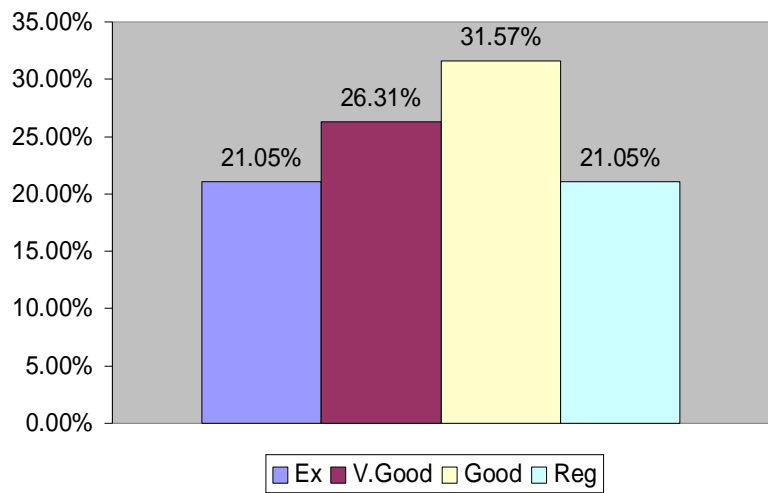
Table 3 shows the number of times and occasions Spanish was used in the 45 minutes English class. The table shows that Spanish was used by one teacher in third year English class to give instructions and to explain the meaning of words, complex ideas, and complex grammar forms. The usage greatest of Spanish, was 13 times. The teacher used Spanish to explain the words after his English explanations with proved to be quite effective judging from the students' responses. This teacher gave instructions using mother tongue to make it clear twice. He explained the meaning of words in Spanish 7 times when his students did not understand his English explanations. Teacher explained complex ideas twice. And finally, we could see the teacher explained complex grammar rules when students did not understand when use it. Most of the students speak Spanish in the English class (see table 3.1).

Table 4 shows teacher motivation we will see the percentage of the teacher selecting each grade range. When we were in class we could see that the teacher motivated the class with activity giving importance to the English subject with the 70%. Also we could see that he reflected the participation in English students with 65%. And finally he valued the assignment and participation with 75%. Other aspect was students' motivation which we observed students motivated in English class performing in group work with 60%. They express ideas with trust their doubts with 65% (see the table 4.1)

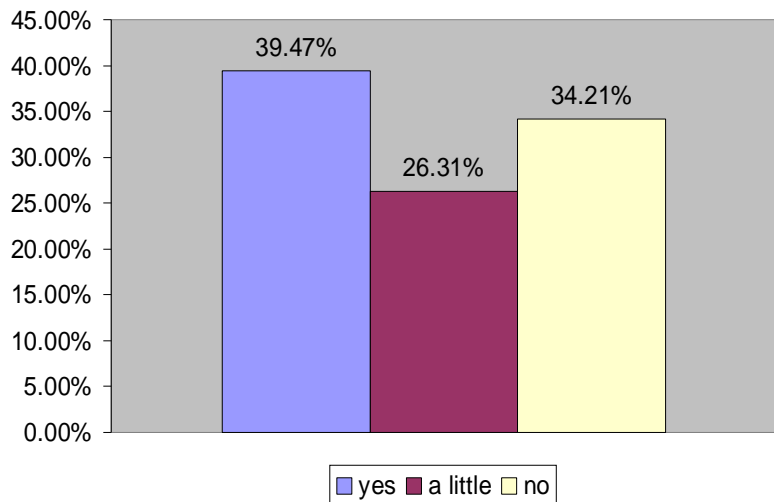
### Methods used by the teacher

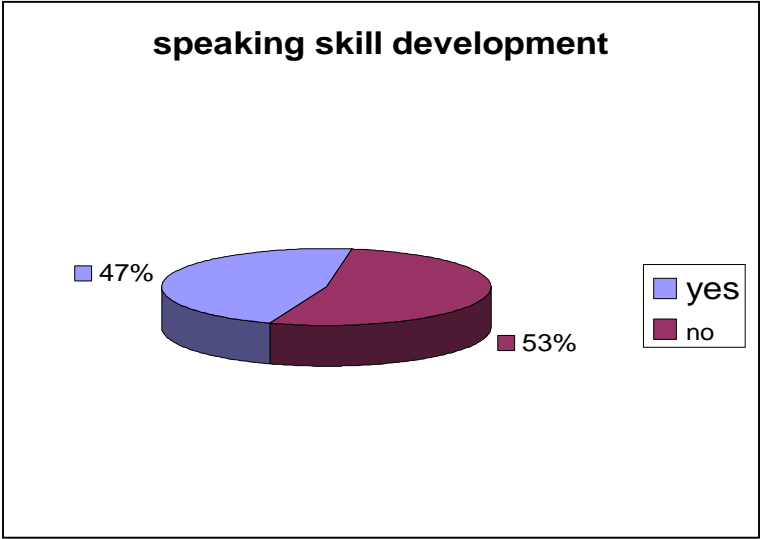


### Quality of techniques used by the teacher

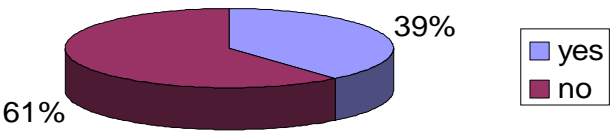


### Like and dislike methods used by the teacher

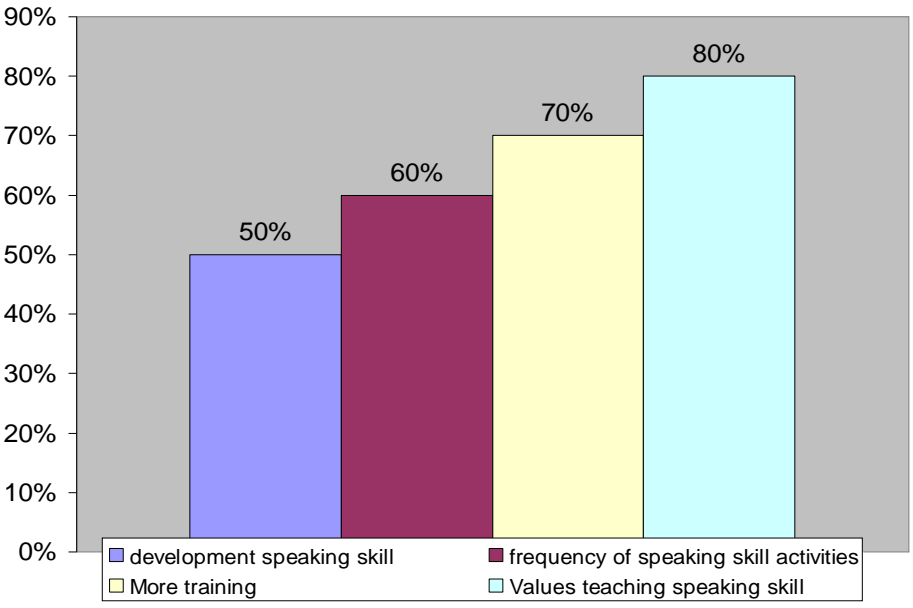




**teachers competence**

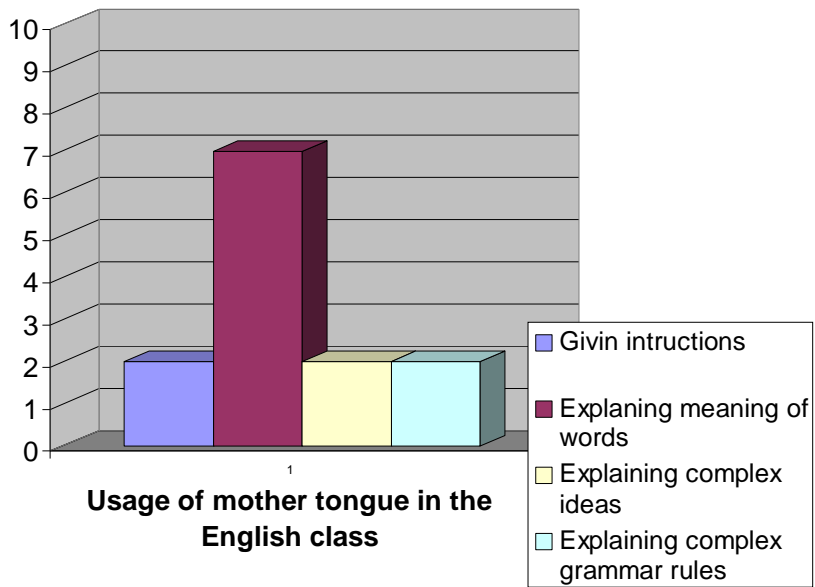
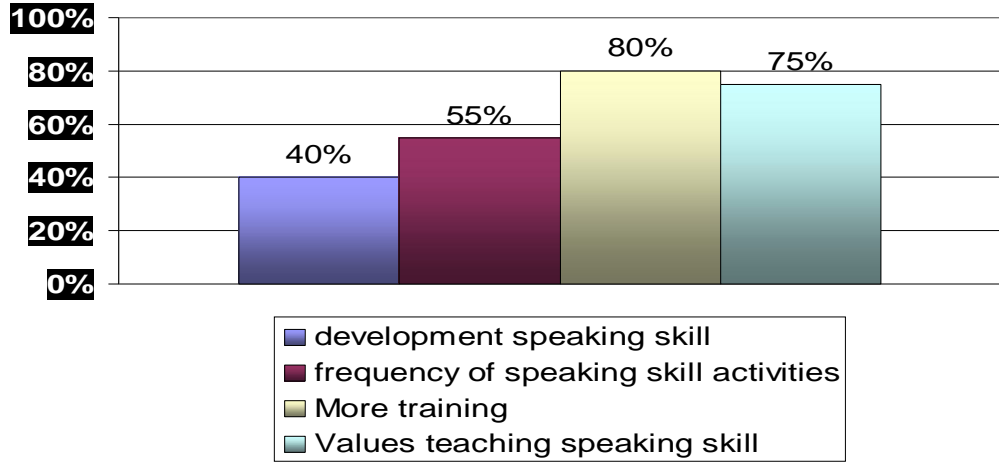


**teacher 1**

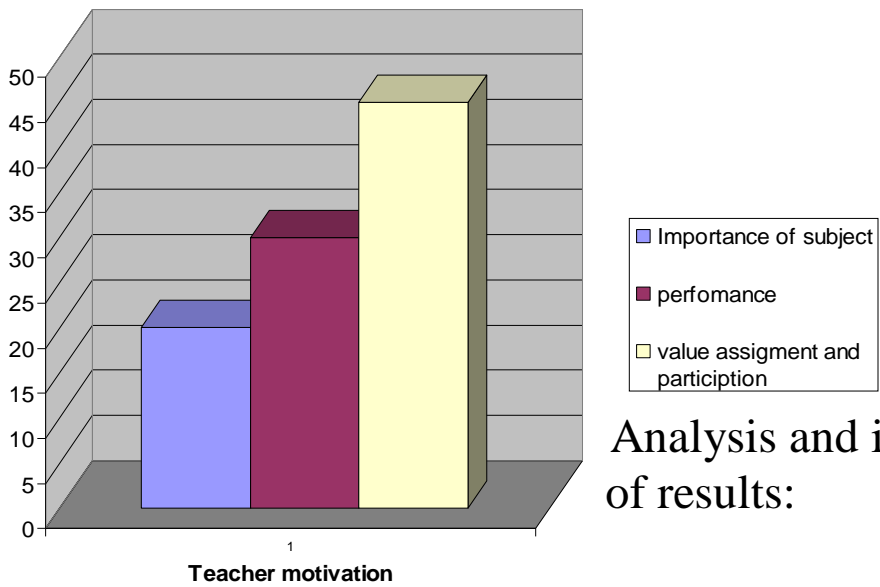
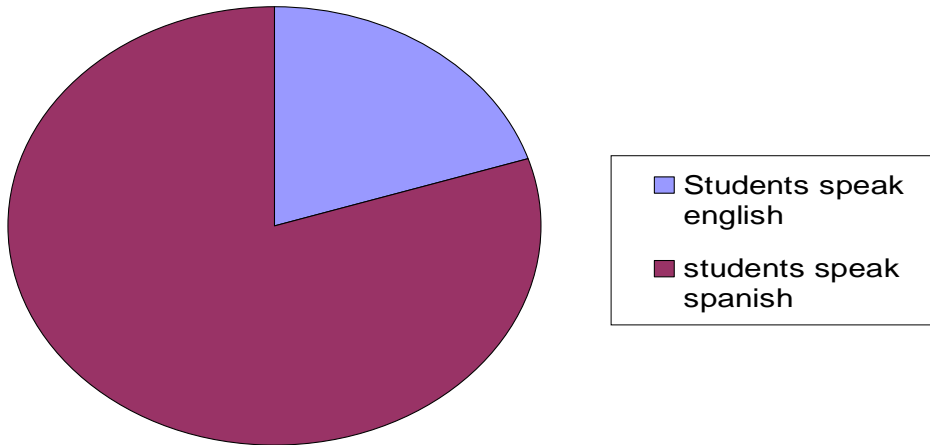




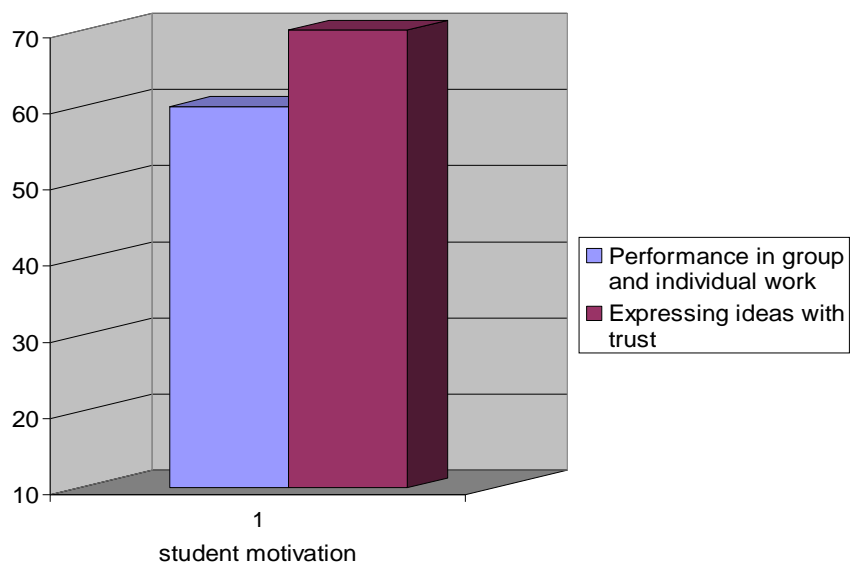
**Teacher 2**



## Training



Analysis and interpretation of results:



## Analysis and interpretation of results:

Table 1 Way of teaching speaking skills.					
Percentage of SS selecting each grade range.				Total	
Methods used by the teacher.	yes	No			100%
	10.52%	89.48%			
Like and dislike methods used by the teacher.	yes	A little	No		100%
	39.47%	26.31%	34.21%		
Quality of techniques used by the teacher.	Ex	V.good	good	reg.	100%
	21.05%	26.31%	31.57%	21.05%	
Speaking skill development.	yes		No		100%
	47.36%		52.64%		
Teacher's competence.	yes		No		100%
	39.47%		60.53%		

Table 2.		English teachers.		
Teachers selecting each grade range.				
L1	development speaking skill	Frequency of speaking skill activities	More training	values teaching speaking skill
Teacher 1	50%	60%	70%	80%
Teacher 2	40%	55%	80%	75%

Table 3.1 Training.			
Students speak English.	Majority	Half	Minority
			X
Students speak Spanish.	X		

Table 4. Teacher Motivation.	
Percentage of teacher selecting each grade range.	
Importance of subject.	70%
Performance.	65%
Value assignment and participation.	75%

Table 4.1 Student motivation.	
Percentage of students selecting each grade range	
Performance in group and individual work.	60%
Expressing ideas with trust.	65%

**CONCLUSIONS:**

# Conclusions:

According to the results of this research and looking forward to the purpose of our objectives we can conclude with the following:

Students from third year at Tomas Ruiz high school in Chinandega present a lot of difficulties in the speaking skill into the classroom and talking about teachers, we could see some elements that they applied with all their sacrifice to get a successful learning process but teaching speaking skill is not an easy job to do because this ability is the main tool to carry on a conversation in any language (in this case, English language).

Next we want to say that they have psychological problems like motivation, anxiety and self confidence that affect them in the process of speaking skill because according to the surveys that we made, they feel nervous and uninteresting.

Research suggest that for many people one of their great fears is public speaking when English teachers ask students speak to the whole class and in a foreign language the potential for stress is greater. Such stress or fear can create the block to concentration necessary for speaking in a foreign language.

Moreover the different activities that teachers use with them are good because they encourage them to overcome those problems that affect them in the process of learning English.

Finally speaking is a problem that students must face and it can be solved by working together students and teachers, also students and students to improve on this skills and give to the school a good prestige by being efficient students.

# RECOMMENDATIONS:

## **We have some recommendations to improve the teaching speaking skills.**

As future teachers, it is very important to take into account the following recommendations to improve the teaching speaking skills at Tomas Ruiz high school of Chinandega.

First of all we must be aware of teachers are in charge of students learning, in this case the way of teaching speaking skills. We recommend teachers that they have to reflect intrinsic motivation in their subject.

1. If teachers give a nice example to speak English students are going to do the same.
2. Teachers have to interact with all their students any way because interaction is the birth of speaking skill.
3. Teachers should encourage students to observe proficient speakers doing similar task especially if the dialogues is transcribe, will raise the awareness, and provide useful model of aspect of natural interaction.

Teachers also have to point out to speaking practice options and opportunity outside of class time. For example, encourage students to meet each other to carry out practice for speaking tasks. Encourage to students to listen and observe conversation and interviews on the radio, TV, and internet.

Teachers may also access to cassettes and books for pronunciation practices.

Teachers should get students to do speaking activities in small groups, and pairs this will provide a safer environment for practice and for taking risks. Also encourage them to practice with friends classmates in their own time should increase confidence. Speaking in pairs of small groups also reflect the format for real life tasks.

Teachers have to see ideas for assessing classes in correction and giving feedback. Teachers have to ensure that students have both motivation to speak and some information or ideas to exchange. Creating or exploiting "information gap", can provide a reason to speak. This is where one student has some information that another doesn't, for example, in pairs students are given a picture each they must find the differences without looking at each others paper. Teachers have to ask students to find out things in common in how they spent the weekend exploit a naturally occurring information gap.

Teachers should see when organizing speaking practice the means and opportunity to get some ideas before having to speak will help ensure that students something to say.

A vocabulary lesson (or stage of a lesson) or vocabulary homework related to the speaking topic before students are expected to speak should help with this. All this recommendations are the key to successful teaching and learning process.

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**Annexes :**

## Encuesta a estudiantes.

Estimados estudiantes por medio de esta encuesta pretendemos recibir información necesaria. Este trabajo es diseñado para ayudar a identificar los métodos y técnicas que su profesor de ingles usa en el aula de clase en el Colegio Dr. Thomas Ruiz Romero de Chinandega para desarrollar la habilidad del habla (speaking). Agradeciendo de antemano su colaboración dando respuestas a las expectativas educativas.

II – Por favor, conteste cada pregunta cuidadosamente basado en sus propias opiniones y experiencias de aprendizaje.

Por cada opinión, marque “x” la respuesta que usted crea que es correcta.

### I – Datos generales

Colegio:

Año: 1( ) 2( ) 3( )

Turno:

Edad:

Sexo: M( ) F( )

### II – Desarrollo:

1. ¿Sabe usted que método utiliza su profesor de ingles en el aula de clase para enseñar la habilidad del habla?

Si\_\_\_ No\_\_\_

2. ¿Le gusta el método que su profesor de ingles utiliza para impartir la clase?

Si\_\_\_ No\_\_\_

3. ¿Qué le parece las técnicas de enseñanzas que usa su profesor de ingles al impartir la clase?

Excelente\_\_\_ Muy bueno\_\_\_ Bueno\_\_\_ Regular\_\_\_

4. ¿Ha sentido usted que a través de los metidos y técnicas usados por su desarrollado la habilidad del habla en el idioma ingles?

Si\_\_\_ No\_\_\_

5. ¿Conoce alguna de las técnicas que su profesor usa en el aula de clases para desarrollar la habilidad del habla en ingles?

Si\_\_\_ No\_\_\_

6. ¿Cree usted que su profesor de Ingles logra que sus alumnos participen oralmente durante el desarrollo de la clase?

Si\_\_\_ No\_\_\_

7. ¿Como evalúa usted las actividades que su profesor utiliza para aplicar la habilidad del habla?

Regular\_\_\_ Muy buena\_\_\_ Buena\_\_\_ Excelente\_\_\_

8. ¿Con cuanta frecuencia utiliza su profesor de Ingles conversaciones, diálogos para desarrollar la habilidad del habla?

A veces\_\_\_ Raras veces\_\_\_ Usualmente\_\_\_ Siempre\_\_\_

9. ¿Estimula el profesor de Ingles la participación oral de cada estudiante?

Si\_\_\_ No\_\_\_

11. ¿Cree usted que es necesario desarrollar la habilidad del habla durante el desarrollo de la clase?

Si\_\_\_ No\_\_\_

## Encuesta al profesor de inglés.

Estimado profesor con esta encuesta necesitamos de su colaboración en darnos información acerca de la forma de enseñar la habilidad de el habla del idioma ingles. Gracias por su información.

### I – Datos generales

Colegio:

Ciudad:

II – contesta cada pregunta en su propia opinión y experiencia como profesor de ingles.

Por cada alternativa escoja que usted crea conveniente.

¿Han desarrollado sus estudiantes la habilidad de habla de ingles con los métodos y técnicas que usted utiliza en el aula de clase?

Poco\_\_\_\_ No del todo\_\_\_\_ Bastante\_\_\_\_

¿Con que frecuencia desarrolla actividades aplicando el habla de ingles?

A veces\_\_\_\_ Siempre\_\_\_\_ Nunca\_\_\_\_ Raras veces\_\_\_\_

¿Cree usted que los estudiantes necesitan mas practica en el habla del ingles; una ves terminado su clase?

Si\_\_\_\_ No\_\_\_\_ Tal vez\_\_\_\_

¿Cómo cataloga usted la enseñanza del habla del ingles?

Importante\_\_\_\_ No necesaria\_\_\_\_

¿Cree usted que es necesario tomar en cuenta el ritmo de aprendizaje de los estudiantes para desarrollar la habilidad del habla?

Si\_\_\_\_ No\_\_\_\_

¿Cómo evalúa usted la participación de los estudiantes desarrollando la habilidad del habla?

Regular\_\_\_\_ Muy buena\_\_\_\_ Buena\_\_\_\_ Excelente\_\_\_\_

¿Cree usted que los estudiantes han asimilado las técnicas que ha empleado para desarrollar la habilidad del habla?

Si\_\_\_\_ No\_\_\_\_

¿Cómo considera usted la participación oral de sus alumnos en el transcurso de la clase?

Regular\_\_\_\_ Muy buena\_\_\_\_ Buena\_\_\_\_ Excelente\_\_\_\_

¿Cree usted que el ambiente escolar, el nivel socio cultural de los estudiantes influyan en el bajo interés por desarrollar la habilidad del habla?

Si\_\_\_\_ No\_\_\_\_

¿Con cuanta frecuencia utiliza usted conversaciones y diálogos en el desarrollo de la clase para incitarlos a desarrollar la habilidad del habla?

Pocas veces\_\_\_\_ Usualmente\_\_\_\_ Siempre\_\_\_\_

# Guía de observación en el aula de clase

## Datos Generales

Nombre del observador:

Nombre del centro:

Tipo de centro:

Año:

Sección:

Asignatura:

Nº de Observación: 1

I – Ocasiones en el que el idioma Español es usado en la clase de Ingles.

1.1 La lengua madre usada en la clase de idioma extranjero.

- a) Instrucciones
- b) Vocabulario
- c) Aclaración
- d) Gramática

2. Practica de la habilidad del habla del ingles.

2.1 Los estudiantes hablan ingles en clase.

- a) La mayoría
- b) La mitad
- c) La minoría

Los estudiantes hablan español en clase

- a) La mayoría
- b) La mitad
- c) La minoría

3. Participación de los alumnos en la clase de Ingles.

1.1. Los estudiantes interactúan con el profesor.

- a. La mayoría.
- b. La mitad
- c. La minoría.

1.2. Los estudiantes interactúan entre ellos mismos.

- a. La mayoría.
- b. La mitad.
- C. LA minoría.

## Guía de observación en el aula de clase

Datos generales:

Nombre del observador:

Nombre del observador

Nombre del centro:

Tipo de centro:

Año:

Sección:

Turno:

Asignatura:

1 Formas de motivación por parte del profesor:

1.1 Destaca la importancia de la asignación oral de los estudiantes.

1.2 Promueve la participación activa de los alumnos en la clase desarrollando la habilidad del habla.

1.3 Valora y hace reconocimiento de la participación y cumplimiento de tareas por los alumnos durante el desarrollo de la clase.

2 Motivación del alumno.

2.1 Los alumnos participan activamente en discusiones y trabajo independientes o grupales desarrollando la habilidad del habla.

2.2 Expresan con confianza sus dudas e inquietudes.

2.3. El profesor crea grupos de trabajos para interactuar o realizar exposiciones y debates para evaluar y valorar la habilidad del habla.

## Chronogram:

Information	SPEND TIME			
	August.	September.	October	November.
Select the Topic. Problem + sub-problem. General and specifics objectives. Historical background. Theories.	11-25			
Methodological design: Guiding questions. Hypothesis. Population and sample. System of variables.		01-29		
Instruments for survey. Guiding questions application. Gather information for interview.		01-29.		
Analysis and interpretation of results or findings.			01-15.	
Conclusion. Recommendation			15-20	
Preparing dissertation paper.			20-27	
Submission.			27	
Pre defense and defense.			27	01-10

