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General Topic: The methodological Strategies in the teaching Learning process of the English Language during the period of March- October of 2014

“The effectiveness of the teaching techniques used by the teacher in the acquisition of the four English skills of Integrated English I- II in the morning shift at Universidad Nacional Autónoma (UNAN-Managua) during the period of March – October of 2014”

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I- Summary

The purpose of this research paper is to make academics and personnel related to the teaching of English aware of the importance on how teaching techniques and strategies are used to improve and develop the acquisition of the fourth English skills on students from UNAN-Managua University.

There are some specific methods that the teacher has been using to teach each skill and make the process easier not just for the students, but also to the teacher. The following methods are mentioned: Grammar Translation Method, Audio Lingual Method, Direct Method, Communicative Approach, Total Physical Response (TPR), Natural Approach, Suggestopedia, Silent way. In addition, there are some specific techniques to teach each skill for instance for reading are the following: scanning, skimming, main idea, context clue, inference, pre viewing. Predicting, guessing from context, paraphrasing; in the case of writing the following techniques are used prewriting, rough draft, peer editing, revising, editing, final draft. Also to teach listening the teacher make use of these techniques such as before ,During and after listening including bottom -up and top -down strategies depending on the activities and teacher´s objective.

The area of teaching English, which was analyzed in this document, was focused on the four skills and its strategies already mentioned before. In addition, these strategies and techniques such as role plays, simulation, information gap, brainstorming, and storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture description, finding the difference are all used in each session of the class which were integrated for the teacher to increase students input of the target language as well as some other skills that must be developed by the learners. Other interesting factors that were considered in this paper were students' characteristics and needs, personality, motivation and experience. Those aspects already mentioned affect positively or negatively the learning and teaching process.

II- Introduction

The integration of the four main strategies has been of the primary concern in the field of language teaching, mainly in this area has been provided a series of methods, strategies, and activities to approach this target language to increase the acquisition of the language fast. In addition, the analysis of these four skills; Listening, Speaking, Reading and Writing which are essential for the development of language. It also includes teaching approaches, didactic resources and learning styles.

Another important issue that arose while this analysis was in process, was that the students were studied to track their progress while these strategies were being integrated in their process of their lessons, so integrating the language skills also promoted their learning of contents, and real situations. Furthermore, the teacher was very receptive to implement these strategies to gain more access in their approach of teaching and using their skills to succeed with their students.

Finally, this research paper tries to orient teachers in the use of these strategies to implement and manipulate them to improve the effectiveness, validity, reliability and most of all their truthfulness that any teacher can integrate them to strengthen his area of language teaching and learning.

III- Problem

How effective are the teaching techniques used by the teacher in the acquisition of the four English skills of Integrated English I-II in the morning shift at Universidad National Autónoma (UNAN-Managua) during the period of March –October of 2014?

I. Sub problems:

1. Does the teacher use appropriate teaching techniques in the development of the four English skills?
2. Does the teacher use didactic resources to develop these English skills?
3. Does the teacher have enough time so that students practice these abilities during the class?
4. Are the students learning the four English skills?

IV- Justification

This research paper provides an insight analysis on how the English language is been taught by practicing the four main skills: speaking, listening, reading and writing. In addition, it shows how some of the basic teaching strategies cover a broad field of sub-skills and abilities, which are influential for the learners to improve their knowledge and succeed in an English environment.

It also, engages in a higher level of development multi-task in the classroom environment. Besides, the didactic resources that the teacher uses and how she manipulates them to increase student's input of the target language. This paper will show the strengths and weaknesses in the teaching learning process in order to see how well the skills are been developed by the implementation of these strategies. On the other hand, learning styles are going to be taken into account when analyzing every learner's style and environmental conditions.

Finally, not only the results of this English research will contribute to improve teacher's techniques during the teaching process, but also it will be useful for students because they can get ideas about the way they are conducting the learning process in order to do it in a significative way to become better students. In addition, this paper will benefit the institution in order to take into account the weaknesses and work focusing on them to reinforce some of those mentioned in the paper.

V- General objective

To analyze the effectiveness of the teaching techniques used by the teacher in the acquisition of the four English skills of Integrated English I- II of the morning shift at Universidad Nacional Autónoma (UNAN-Managua) during the period of March-October of 2014.

II. Specific objectives:

1. To determine the appropriateness of the teaching techniques used by the teacher to develop the fourth English skills
2. To identify the didactic resources that the teacher is using in the acquisition of these skills
3. To assess the efficiency of the time devoted to achieve the goals in the learning process
4. To evaluate the student's learning in the teaching process.
5. To provide some useful recommendations to improve the acquisition of the language in the teaching-learning process

VI- Theoretical framework

VI. 1. Methodology

Methodology is a system of methods and techniques that play an important role to accomplish the teaching process successfully. According to D. Espinoza; M. Espinoza & Cerda (2012), the word **methodology** is generated from three words of Greek origin. Meta ("beyond"), vineyards ("paths") and logos ("study"). Methodology is the application of a set of regular and systematic methods designed to achieve significant student learning through activity and direct experience of this, build their knowledge not only theoretically but also practically”.

VI. 2. Difference between Method and Methodology

D. Espinoza *et al* (2012) says, “Method refers to the way a set of activities within the teaching-learning process are provided. The method is essentially the way a teacher picks to explain or teach the material to students, so it might be said that the method is logical and general procedure used to guide a purpose. As Condor (2005) ensures, "the method is considered as the set of ordered and procedures that point the way to an end, while the methodology is the branch that studies the methods”. Method and Methodology are correlated but at the same time, they are different. Therefore, method is a systematic event of established practices where the activities are given in the teaching-learning process, while the methodology is the area that is in charge of the study of the methods.

There are different methods that a teacher can use to teach English, however, the teacher and the institution do not know it for sure what the most effective one is to achieve the objectives established. During the years, many methods have been developed in the teaching process to cover the students’ needs. Such examples of the numerous methods in the early years which were developed to teach English to the Latino and non- native speakers of the language were introduced to gain the best of the results, consequently nowadays these methods serve as cornerstone to guide some of the contemporaneous in used.

VI. 2.1. Grammar-Translation Method

The Grammar-Translation method is not new and refers to the learning, which is made by translation in the target language. Grammar rules are memorized and long lists of vocabulary are learned by heart. There is little or no emphasis placed on developing oral ability. According to Zainuddin *et al* (2011), the grammar-translation method (also known as the classical method) was based on the belief that different kinds of knowledge were located in separate sections of the brain.

The name of the method, grammar-translation, captures the main emphases of itself (i.e., the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension). Communication in the language was not a goal, so classes were taught primarily in the students' native language, and the teacher made no effort to emphasize correct pronunciation of the language. Grammar study was the focus of the lessons, with more memorization of grammatical aspects such as verb conjugations and recitation of rules that described language functions. It was not surprising, then, that even students who spent several years studying a foreign language were not able to speak that language. Much time was spent in learning about the language, not the language itself.

Fortunately, this method is not widely used today in teaching English to English language learners. Yet, unfortunately, some aspects of this method are still employed to teach modern languages in the United States, primarily at the high school and university levels. Emphasis on reading and translating passages, conjugation of verbs, and explanation and memorization of grammatical rules still are observed in foreign language classrooms today.

VI. 2.2 Audio-Lingual Method (ALM)

This method states that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. According to Zainuddin *et al* (2011), in

the audio-lingual method, the emphasis is on the memorization of a series of dialogues and the rote practice of language structures. The basic premises on which the method was based were that language is speech, not writing, and language is a set of habits. It was believed that much practice of the dialogues would develop oral language proficiency. The use of the native language was avoided. The belief was that students, through much practice, would form a “habit” and be able to speak the language when needed.

VI. 2.3 Direct Method

In this method, the learner is not allowed to use his or her mother tongue; the use of the target language is emphasized at all times. In this method, the primary goals are for students to think and speak the language. Teachers employ objects, visual resources, and realia to make the input comprehensible.

Lanser- Freeman (2009) says, “The direct method is not new. Language teachers have applied its principles for many years. The direct method has a basic rule: No translation is allowed. In fact; the direct method receives its name from the fact that meaning is to be conveyed directly in the target language using demonstration and visual aids, with no recourse to the students’ native language.

VI. 2. 4 Communicative Approach

This approach means to learn the language as a communication tool for the student to interact with the environment through conversations and discussions about real situations, which will significantly learn the language to implement what students have learned and share it with others. According to Zainuddin *et al* (2011), the communicative approach to language teaching was based on several theoretical premises:

- The communication principle: activities that involve communication and promote the acquisition of language.
- The task-principle: activities that engage students in the completion of real-world tasks and promote language acquisition.

- The meaningfulness principle: learners are engaged in activities that promote authentic and meaningful use of language. The main goal in this approach is for the learner to become communicatively competent. The learner develops competency in using the language appropriately in given social contexts. Much emphasis is given to activities that allow the second language learner to exchange meaning in activities that require oral communication in the second language.

In the communicative approach, it is important to create an “information gap” between speakers. Thus, the need to communicate is authentic because communication must take place to narrow the gap and accomplish the task (i.e., “I/we have what you need, and you have what I/we need to complete our task”). The task cannot be completed individually; partners must work together to successfully complete the assigned task. Classroom activities must be varied and include interactive language games, information sharing activities, social interactions, need for impromptu responses, and the use of authentic materials, such as the newspaper for oral discussions on current events.

Sauvignon (1983) suggests that designing the curriculum to include language arts (language analysis activities), language for a purpose (content based and immersion) activities, personalized language use, theatre arts (including simulations, role-plays, and social interaction games), and language use “beyond the classroom” (including planning activities that take the learners outside the classroom to engage in real-world encounters). The communicative approach embraces the principle of “learning by doing,” encouraging the use of English from the beginning of instruction. Thus, language acquisition takes place because of using the second language in meaningful communication from the onset in the process. Kagan (1995) say that one of the greatest proponents of cooperative learning in the classroom has described how this strategy is very effective in ESL classrooms, particularly when employing the communicative approach.

VI.2.5 Total Physical Response (TPR)

TPR works by having the learner respond to simple commands which mean there is a mixed of mental and physical work where all students are involved. According to Zainuddin *et al* (2011), “this method is based on the principle that people learn better when they are involved physically as well as mentally. In TPR, students are required to respond nonverbally (physically) to a series of commands. As the teacher gives a command and the students respond physically, the teacher ascertains students ‘comprehension of the command. TPR is an excellent method to employ with students who are in the preproduction/silent stage of language development. Students who are not yet speaking are able to be involved in lessons and respond nonverbally. Thus, these students begin to feel a sense of belonging and success as they participate in the lessons. The students benefit from the involvement in the lessons, and the teachers are able to ascertain whether or not the students are developing listening comprehension”.

VI.2.6 Natural Approach

In the natural approach, the emphasis is on developing oral language proficiency. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

Terrell (1977) developed the natural approach based on Krashen’s monitor model (discussed in detail in Chapter 10). The main goal of this method is to develop immediate communicative competency. For this reason, most, if not all, classroom activities are designed to encourage communication. Terrell (1977) suggested that the entire class period is devoted in communication activities rather than to explanation of grammatical aspects of language.

This method is based on Krashen’s monitor model, so it should be easy to understand why the emphasis would be on providing the students with the opportunity to acquire language rather than forcing them to learn it, by emphasizing language form. In this method, the key to comprehension and oral production is the acquisition of vocabulary. Thus, much opportunity for listening/speaking (when

ready) is afforded to students. Class time is not devoted to grammatical lectures or mechanical exercises. Any explanation and practice of linguistic forms should be done outside of class for the most part. Outside work is planned carefully and structured to provide the necessary practice with language forms. Although this was Terrell's position in his earlier writings, he seemed to amend his position in his last writings (1991). He suggests that there might be some benefit to providing form-focused instruction as a means of establishing form-meaning relationships in communicative activities. Teaching grammar for the sake of grammar instruction is not effective. However, clarifying it in context, using advanced organizers to tie it in with communicative activities, does have some value.

According to Terrell (1977), "error correction is negative in terms of motivation and attitude; thus, he does not advocate the correction of speech errors in the process of oral language development. This position reflects Krashen's affective filter hypothesis, which purports that when students experience an embarrassing situation, the affective filter goes up, interrupting the language acquisition process. Thus, error correction would have a negative effect on the process. The natural approach bases language acquisition on the natural order of native language development.

Because native language development follows a progression (as discussed in Chapter 10), during the silent period, students would be allowed to respond in their native language. The emphasis is on listening comprehension, so if students respond in their native language, they are demonstrating comprehension. At the same time, students can be exposed to a wide variety of topics and still be comfortable in the communication process. It is imperative, in this method, that teachers provide comprehensible input at all times.

The use of visuals (graphs, charts, pictures, objects, and realia), gestures, demonstrations, and motherese/parentese (slower speech, simpler language repetition, rephrasing and clear enunciation) is required. In addition, the use of yes/no type questions, either/or type questions, and questions that require short answers is strongly suggested in the beginning stages of second language

acquisition. The use of total physical response (TPR) is emphasized, particularly during the comprehension (silent/preproduction) stage.

VI. 2. 7 Suggestopedia

This method says that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods, it is suggested to the student that the language is easy - and in this way, the mental blocks to learning are removed. This method takes into consideration the use of drama, art, physical exercise. According to Zainuddin *et al* (2011) in this method, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success. The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue. Classrooms are equipped with comfortable seating arrangements and dim lighting in an effort to provide an inviting and appealing environment. Soothing music is employed to invite relaxation and allow students to feel comfortable in the language classroom. The use of the native language is also allowed, especially to give directions and to create that welcoming atmosphere. The use of drama, songs, and games provides for much practice, yet in a less-threatening and more enjoyable fashion. As in the ALM, dialogues are employed, but they are presented in an enhanced fashion through creative dramatics.

VI. 2.8 Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say, in this method there is no use of the mother tongue.

Developed by Caleb Gattegno, the Silent Way requires that the teachers remain silent much of the time, thus its name. In this method, students are responsible for their own learning. Based on the belief that students are initiators of learning and capable of independently acquiring language, the Silent Way provides a classroom environment in which this can take place. The teacher models once and then students are given the opportunity to work, together to try to reproduce what has

been modeled. Beginners are initially taught the sounds of the new language from color-coded sound charts. Next, teachers focus on language structures, sometimes using colored, plastic rods to represent visual parts of words or sentences. As students begin to understand more of the language, they are taught stories using the rods as props. At all stages of the method, the teacher models as little as possible, and students try to repeat after careful listening with help from each other. The teacher leads them toward correct responses by nods or negative headshakes (Ibid).The Silent Way is a complex method that requires the teacher to receive extensive training in the use of the methodology. Students also need to be well versed in the use of the charts and the rods to participate effectively in the lessons. Because, according to research, teachers speak from 65 percent to 95 percent of the time in traditional classrooms, it is difficult to find teachers who are comfortable with the required “silence” of the Silent Way, thus limiting the number of teachers available to teach employing this method.

VI. 3 Techniques

A technique is a method or procedure used to achieve a task. In addition, it can be the way of doing something by using a special skill. According to Methods, Techniques and Strategies (n.d), “a technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategy”. As it is said, a technique should be a guideline that teachers can use for developing learning activities.

VI. 4 The importance of techniques in teaching English

Nowadays, teaching techniques are very important in the teaching process because they determine a successful development in student's learning. Teaching Strategies (n.d) said “the fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques... teaching strategies help students take more responsibility for their own learning and enhance the process of teaching for learning”. Therefore, it is stated that teaching techniques have a vital role in the teaching process because they make teacher's job and student's learning easier.

VI. 5 Teaching techniques for Reading

In order to teach a skill, a teacher should know what every skill is about and its purpose. So, what is reading? According to Teaching Reading (n.d):

“Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to comment on a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language. The purpose(s) for reading guide the reader's selection of texts”.

As is it said, reading is an activity which purpose mostly depends on the reader. However, what can a teacher do to develop this skill in students? There are many teaching techniques that a teacher may uses and they should be selected according student’s level and learning styles. Reading Stronger, Faster, and Better: Five Activities for Teaching Reading Strategies (n.d) mentioned some teaching techniques that would help students understand any text given.

Scanning

One of the most essential reading skills is scanning for specific information. By training students to scan the page to look for key words, they learn to group specific letters together and quickly identify words, thus improving their fluency over time. Scanning is also a critical test-taking skill that allows students to read questions carefully and know how to look back in the text quickly to find the answer.

Skimming

Skimming is an essential skill because it previews the text for the learner. Just like knowing, the topic of a conversation beforehand helps us to be better listeners, knowing the main idea of a text is extremely beneficial before students begin to read closely. A general understanding of the broad topic will prepare them to read for understanding and allow them to read faster.

Main idea is one of the most difficult skills for students because it is one of the only test questions where the answer cannot always be found in an exact line within the text. Students need to be able to comprehend an entire text and then decide what the big picture idea is. While the skimming strategy described above helps students to determine the main idea before reading, the main idea strategy is for students to understand the “big picture” after reading the text.

Context Clues

Many times students are too reliant on their dictionaries; they use their dictionaries every time they encounter an unfamiliar word, which disrupts reading fluency and sentence comprehension. A better and more realistic approach to help them master unknown words is discovering meaning through context. Context clues can be found in other words nearby and from the grammatical structure of the sentence.

Inference

Like main idea, inferences cannot be found directly in the lines of the text; you must teach your students to read between the lines. Being good at making inferences relies a lot on critical thinking skills, which can be a difficult thing to teach.

However, there is an amount of techniques that instructors can use. That is the reason why teaching reading (n.d) said, effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

Predicting using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

VI. 6 Teaching techniques for Writing

Writing is a process used to communicate thoughts and ideas in a written form. The writer's purpose can be either a hobby or a task. According to Teaching Reading (n.d), "writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. A writer may write for personal enjoyment or use for an audience of one person or more".

In order to develop this skill, teacher should help students learn the writing process and practice its steps. Spivey (n.d) said, "Most teachers in grades as early as kinder garden use a writing process. This process involves several steps to guide children from the beginning of writing to creating a finished piece. Teachers use these steps to provide structure and continuity in all forms of writing:

Prewriting - Children brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

Rough Draft - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what,

when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling.

Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

VI.7 Teaching techniques for Listening

Listening is the ability to hear and interpret the message in the communication process. According to *What Is Listening?* (n.d), “listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us”.

Because, this skill goes together with speaking, you should be a good speaking ability in order to have listening skills. *What is listening?* (n.d) claimed that to become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes your speech easier for other people listening to you to understand.

Many activities can be used for teaching listening. So, these activities can be from a simple one to a compound one. Therefore, these activities might be responding a command respond (for example, "please open the door"), selecting an appropriate picture or object, circling the correct letter or word on a worksheet, drawing a route on a map, or filling in a chart as learners listen. (*Teaching Listening*, n.d).

However, there is a good structure to follow in order to develop a listening task. According to Teaching Listening (n.d), good listening lessons go beyond the listening task itself with related activities before and after the listening.

a.-before Listening

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussions questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

b.-during Listening

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

C.-after Listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

What is more, many listening techniques can be used to develop and improve learner's listening skills. All of them should be chosen according the learner processes the input. Teaching Listening (n.d) said that good listening strategies are

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

- a) Listening for the main idea
- b) Predicting
- c) Drawing inferences
- d) 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

- a) Listening for specific details
- b) Recognizing cognates
- c) Recognizing word-order patterns

VI. 8 Teaching techniques for Speaking

Speaking is process where a message is sent orally. To speak, people make sounds using parts of their body such as lungs, vocal chords, tongue, teeth and lips. According to what speaking is (n.d), “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”.

Nowadays, teachers are using the communicative approach where students should be able to make themselves understood. In addition, they should speak as clear as possible without using complex words and use the cultural and social context in every communication experience. Teaching speaking (n.d) said

“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”.

There are some techniques that a teacher can use in order to develop the speaking skill. All of them should promote a communicate environment where learners have real-life situations and meaningful tasks.

VI. 8.1 Discussions

After a content-based lesson, a discussion can be hold for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the teacher set the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so

that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The teacher can either assign the group members or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

VI. 8.2 Role Play

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 "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

VI. 8.3 Simulations

Simulations are very similar to role-plays but what makes simulations different from 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.

VI. 8.4 Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

VI. 8.5 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to share new ideas.

VI. 8.6 Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

VI. 8.7- Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

VI. 8.8- Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

VI. 8.9- Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

VI. 8.10- Playing Cards

In this game, students should form groups of four. Each suit will represent a topic.

For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

- What do you think about lottery? Etc.

VI. 8.11- Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

VI. 8.12- Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

VI. 8.13- Find the Difference

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls

playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

VI.9- Didactic Resources

Didactic resources are instruments or tools that teachers use help students develop the English skills. According to D. Espinoza *al*(2012), “Teaching resources are a set of elements that the teacher uses to develop the content, facilitate the assimilation and have students' interest towards them”.

For teaching English, there are many materials that instructor may use and are classified as follows

- The Print Resources might be textbooks, workbooks, reference books (dictionaries, grammars and encyclopedias), teaching sheets (color posters, large, introducing specific topics) and press cuttings (newspapers, magazines, flyers, etc.). (D. Espinoza *et al*, 2012; Silva, 2006).
- The visual aids are not only important to establish vivid and accurate images but as means to stimulate interest and to focus attention on the desired objective. Because of them, it is possible to maintain interest and favorable attitudes toward the learning process, which is often impossible when the work is verbal. (D. Espinoza *et al* 2012; Risk, 1964). Visual materials should be used to help establish appropriate images of particular objects, places, people and related topics or events being studied. Some of these are:
 - a) Blackboard.
 - b) Blackboard felt (or flannel)
 - c) Objects specimens and models
 - d) Maps, charts, graphs and diagrams.
 - e) Pictures, prints, posters, drawings and cartoons.
 - f) Tours observation.

It is said that there are many didactic resources in order to teach English, but according to D. Espinoza *et al* (2012); Madrid (1998) stated that the most used ones are:

- a. Whiteboards or waxed.
- b. Textbooks (consultation or exercises).
- c. Language laboratories and multimedia room (recordings, radio, videos and internet).
- d. Magazines and newspapers (news and features).
- e. Murals and prints.
- f. Posters and flipcharts.
- g. Observation guides and creative works
- h. Photographs and illustrations

VI.10 to create timeline

Going over the time is not an easy job, so running out of it and not covering the main points is sometimes frustrating. Instructors also agree that they often need to adjust their lesson plans during class depending on what the students need. The list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline no matter which skill is going to be practiced.

- a) Estimate how much time each skill will take, so to be practiced then plan some extra time for each one.
- b) When you prepare your lesson plan next to each activity, it is important to indicate how much time you expect it will take.
- c) Plan a few minutes at the end of class to answer any remaining questions and to sum up key points of the lesson.

- d) Plan an extra activity or discussion question in case you have time left and something else can be covered.
- e) Be flexible and ready to adjust your lesson plan to students' needs focusing on what seems to be more productive rather than sticking to your original plan.

When planning which skill is going to be practiced, one of the most important aspect is to take into account the time. For instance, if there are 45 minutes for a class, it can accomplished an ECRIF lesson plan. Two skills can be practiced by scaffolding the activities. They can be combined in the following order or way: it can be speaking and reading. So, let's see an example of how the 45 minutes can be developed:

- a) Ten minutes for the encountering part, which is one of the most important part in a lesson. In this part student schema can be activated by presenting the topic and the vocabulary that the text contains.
- b) Five more minutes for clarifying the vocabulary and having students do a matching exercise.
- c) Ten more minutes for a remembering activity. Students may complete some statements taken from the reading and they must use the vocabulary that was already introduced.
- d) The other ten minutes might be used for internalizing the activity. Here students will complete a true or false exercise and they have to justify both cases.
- e) The last ten minutes are for the fluency or production part. In this activity, the teacher should plan activities such as performing a role-play or a discussion about the texts topic. A useful strategy to avoid repeating instructions is that the teacher can make use of CCQ and students are going to do it by themselves. Then, the teacher will monitor learners by analyzing the interaction among students-students.

TPS (team pair share) must be used in all the stages if it is possible. The more learners interact, the more knowledge or the more understanding they will acquire with excellent results.

Regarding to the amount of time used to practice every single skill in the classroom will depend on the program, curriculum, purpose and focus on the skills; for instance, as experience When you have been working with different grades and levels, one of the

most important skills to practice is speaking. Also, depending on the numbers of students sometimes it is necessary to make changes and adapt the activities according to student's interest. Thus, to accomplish the goals, there should be focus on the objective and what it is wanted on students to do and learn from the class.

VI.11 Learning

Learning is a relatively permanent change in behavior or knowledge that comes from experience or training. But what does this really mean? We all "know" things and we can all perform lots of behaviors. But where did they come from? Some things are innate - we are born with the knowledge. But others must be acquired actively. Thus, any knowledge or behavior that we now possess that we were not born with, was somehow "learned". Psychologists have studied learning in a variety of ways, to offer children rewards for doing what is asked of them, to examining how people are able to tie their shoelaces. Today, learning remains an important concept in numerous areas of psychology, including cognitive, educational, social, and developmental psychology.

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. The idea of individualized learning styles originated in the 1970s, and has greatly influenced education. Besides that, many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. A result is that we often label those who use these learning styles

and techniques as those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb".

By recognizing and understanding your own learning styles, you can use techniques better suited to yourself and it is the best way to improve the quality of your own learning styles.

VI. 12 the Seven Learning Styles

Why Learning Styles? Understand the basis of learning styles

Learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style. For instance:

Visual: The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation learners who possess this particular style of learning prefer using pictures, images, and spatial understanding.

Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it is easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

Aural/auditory: The temporal lobes handle aural content. The right temporal lobe is especially important for music; those people who are auditory musical learn easier and better by listening to music than those who do not.

Auditory learners would rather listen to stories being explained than read about them. Reciting information aloud and having music in the background may be a common study

method. Other noises may become a distraction resulting in a need for relatively quiet place.

Verbal: The temporal and frontal lobes, especially two specialized areas called Broca's and Wernicke's areas is located (in the left hemisphere of these two lobes). Those people are verbal linguistic they prefer using words, both in speech and writing.

Physical/ kinesthetic: the cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement. Those people who have this particular learning style prefer using their body; hands and sense of touch instead of being sit just listening. Kinesthetic learners process information best through a "hands-on" experience. Actually doing an activity can be the easiest way for them to learn by demonstrating their physical abilities and movements.

Logical: The parietal lobes, especially the left side, drive their logical thinking. Those learners with this particular learning style are good at solving math problem because they prefer using logic, reasoning and systems; talking about real life, they are more practical at solving any type of problem than those who have a different learning style.

Social: The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression those learner prefer to learn in groups or with other people they are always looking for somebody who they can talk to and exchange ideas opinions etc.

Solitary: The frontal and parietal lobes, and the limbic system, are also active those learner with this learning style have better performance working alone and using self-study.

There are three main types of learning styles: **auditory**, **visual**, and **kinesthetic**. Most people learn best through a combination of the three types of learning styles, but everybody is different.

Although, most people use a combination of the three learning styles, they usually have a clear preference for one. Knowing and understanding the types of learning styles is important for students of any age. It is advantageous for students to understand their type of learning style early on so that homework and learning may become easier and less stressful

in the future. In addition, it may be tempting to stick with what works, it is important to practice and train the other types of learning styles early on so that, as he grows, the child can utilize the other types just as effectively. However, have you ever wondered why you have difficulty learning from a particular instructor, whereas another seems to explain things in just the right way? Did you ever question why the course that your friend said was so easy turned into a struggle for you? Do you notice that you and your roommate have different opinions on whether or not to have the radio on while you are studying? The reason behind some of these discrepancies may be differences and the answers is because of learning styles. As a conclusion People learn most effectively when the strategies used are closely matched with their preferred learning style. Sometimes we can improve our learning by knowing what our strengths are and then doing more of what we are good at. Often we can improve our learning by knowing what our weaknesses are and trying to enhance our skills in these areas. Different situations and learning environments require different learning strategies, so it is best to have a large repertoire from which to draw.

VII- Research questions

1. What are the teaching techniques applied by the teacher in the teaching learning process?
2. What is the approach that the teacher is using in order to achieve the development of the fourth English skills?
3. Which are the didactic resources that the teacher is using to accomplish the learning of these abilities?
4. What are the most abilities developed and the less ones during the class?
5. How frequently does your teacher devote to develop each one of the skills?

VIII- Variables and Sub-variables

Objective	Variable	Sub variable	Indicator	Instrument
To determine the appropriateness of the teaching techniques used by the teacher to develop the fourth English skills	Teaching techniques	Reading	<ul style="list-style-type: none"> ▪ Scanning ▪ Skimming ▪ main idea ▪ Guessing from context ▪ Inference ▪ Paraphrasing ▪ Predicting 	Interview and Survey
		Listening	<ul style="list-style-type: none"> 📌 Before listening <ul style="list-style-type: none"> • To introduce the topic. • To find out what they already know about the topic. • To have a brainstorming session. • Discussion questions about the topic. • To provide any necessary background information and vocabulary 	

			<ul style="list-style-type: none"> ✚ During listening <ul style="list-style-type: none"> • Students can listen for finding the main idea. • Students can practice predicting. • Learners may identify inferences. • Learners are asked to summarize. • Students may listen for specific details. • Students should recognize cognates. • Students should order word-patterns ✚ After listening <ul style="list-style-type: none"> • To help students learn new vocabulary. • To make a discussion group. • To craft project. • To assign a writing task. • To practice a game. 	
		Speaking	<ul style="list-style-type: none"> ▪ Discussions ▪ Role play ▪ Simulation ▪ Information gap ▪ Brainstorming ▪ Storytelling ▪ Interviews ▪ Story completion ▪ Reporting ▪ Playing cards ▪ Picture narrating and describing ▪ Find the difference 	

		Writing	<ul style="list-style-type: none"> • Prewriting • Rough Draft • Peer editing • Revising • Editing • Final Draft 	
To identify the didactic resources that the teacher is using in the acquisition of these skills	Didactic resources	Print resources	<ul style="list-style-type: none"> • Textbooks • Workbooks • reference books (dictionaries, grammars and encyclopedias) • teaching sheets (color posters, large, introducing specific topics)press cuttings (newspapers, magazines, flyers) 	Interview and Survey
		Visual aids	<ul style="list-style-type: none"> • Blackboard. • Blackboard felt (or flannel) • Objects specimens and models, • Maps, charts, graphs and diagrams. • Pictures, prints, posters, drawings and cartoons. • Tours observation 	
To assess the efficiency of the time devoted to achieve the goals in the learning	Time's efficiency	Alternative activities to adjust timeline	<ul style="list-style-type: none"> ▪ Estimate how much time each skill will take, so to be practiced then plan some extra time for each one. ▪ When you prepare your lesson plan next to each activity, it is important to 	Interview and Survey

<p>process</p>			<p>indicate how much time you expect it will take.</p> <ul style="list-style-type: none"> ▪ Plan a few minutes at the end of class to answer any remaining questions and to sum up key points of the lesson. ▪ Plan an extra activity or discussion question in case you have time left and something else can be covered. ▪ Be flexible and ready to adjust your lesson plan to students' needs focusing on what seems to be more productive rather than sticking to your original plan. 	
<p>To evaluate the student's learning in the teaching process</p>	<p>Learning styles</p>	<p>Learning styles with different parts of the brain</p>	<ul style="list-style-type: none"> • Auditory • Visual • Kinesthetic 	<p>Interview and Survey</p>

IX- Methodology

This research is a transversal one because it is established in a specific time or it is supposed to be carried out during the period of March -October of 2014 of Integrated English I and II in the morning shift at Universidad Nacional Autónoma de Nicaragua, UNAN-Managua. Besides, the approach is mixed and the information that will be gathered is qualitative and quantitative using observations, an interview and surveys. These will be assessing the teacher and students. Then, it will be analyzed in order to answer the research questions above and find a conclusion.

Population and Sampling

In this section, we will be appointing the population that was used to get the sample.

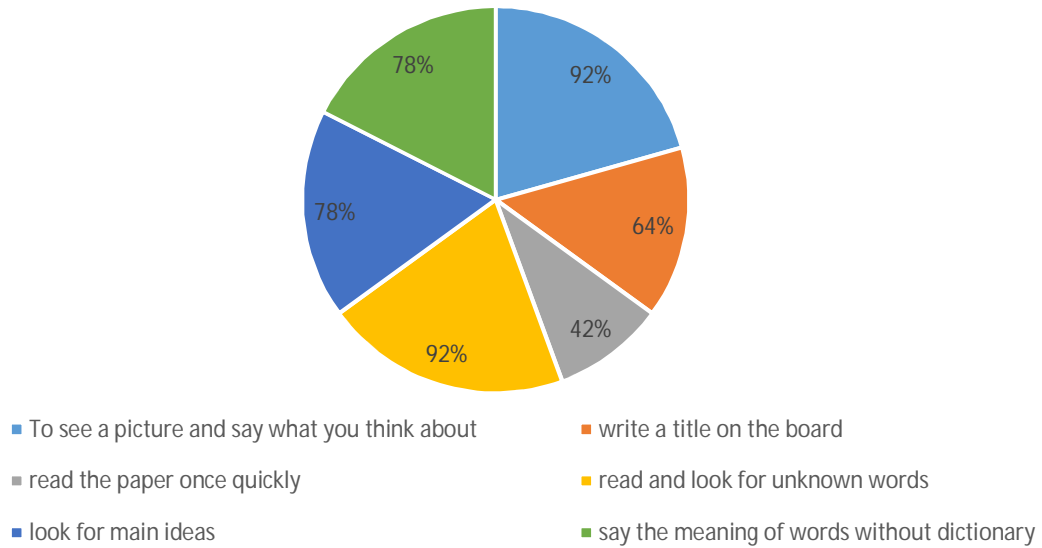
The population of 27 students was taken from integrated English I and II in the morning shift at Universidad Nacional Autónoma de Nicaragua, Managua (UNAN- Managua). Besides, the population was twenty-one women and six men. It was decided to get a sample of fourteen students. Then, it was taken in the following way: students were sat in a semicircle named from number one to number three. After that, students who got number three were selected as sample so the method used to take the sample was randomly aleatory.

X- Data Analysis

X.1- Reading techniques

Regarding to teaching techniques, thirteen students argued that the teacher uses seeing pictures and ask them to say what they think about and to read the paper a second time paying attention to the unknown words. Eleven students mentioned that the teacher develops looking for the main idea and ask students to say the meaning of words without looking at the dictionary. Nine students said that the teacher ask them to write the title on the board and Six students stated that the teacher ask them to read the paper once quickly.

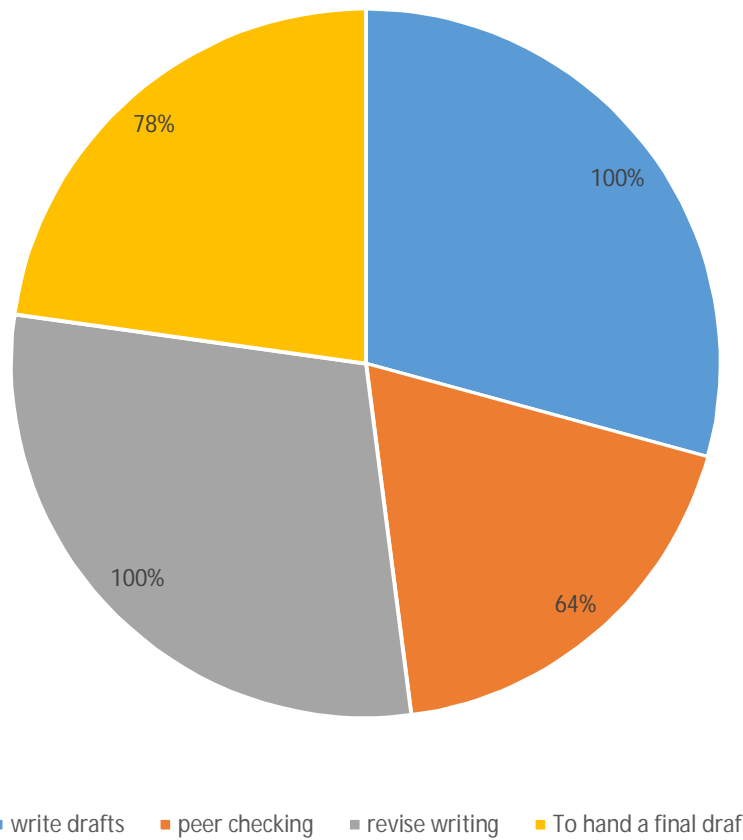
What do you do to practice reading in the classroom?



X.2- Writing techniques

Regarding to writing, the fourteen students argued that teacher uses written drafts activities and revise writing base on coherence, spelling, etcetera. Eleven students said that after they check the writing they hand it. Finally, nine students mentioned that the teacher asks them to practice peer checking.

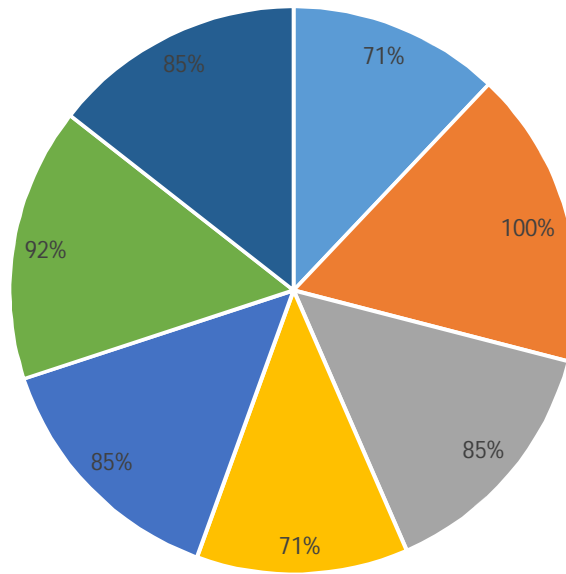
What do you do to practice writing in the classroom?



X.3- Speaking techniques

Related to speaking, the fourteen students mentioned that the teacher asks them to practice dialogs and role-plays. While thirteen students said that, the professor ask them to narrate stories. However, twelve students stated that the teacher asks them to interview a classmate about a topic assigned, describe pictures and sing songs in the classroom. To conclude ten students marked that the teacher asks them to report what a classmate said and participate and discussions, debates or presentations.

What do you do to practice speaking in the classroom?



- Participate in discussions/debates/presentations
- practice dialogs/ role-plays
- sing a song
- Reporting
- Describe pictures
- narrate stories
- interviewing

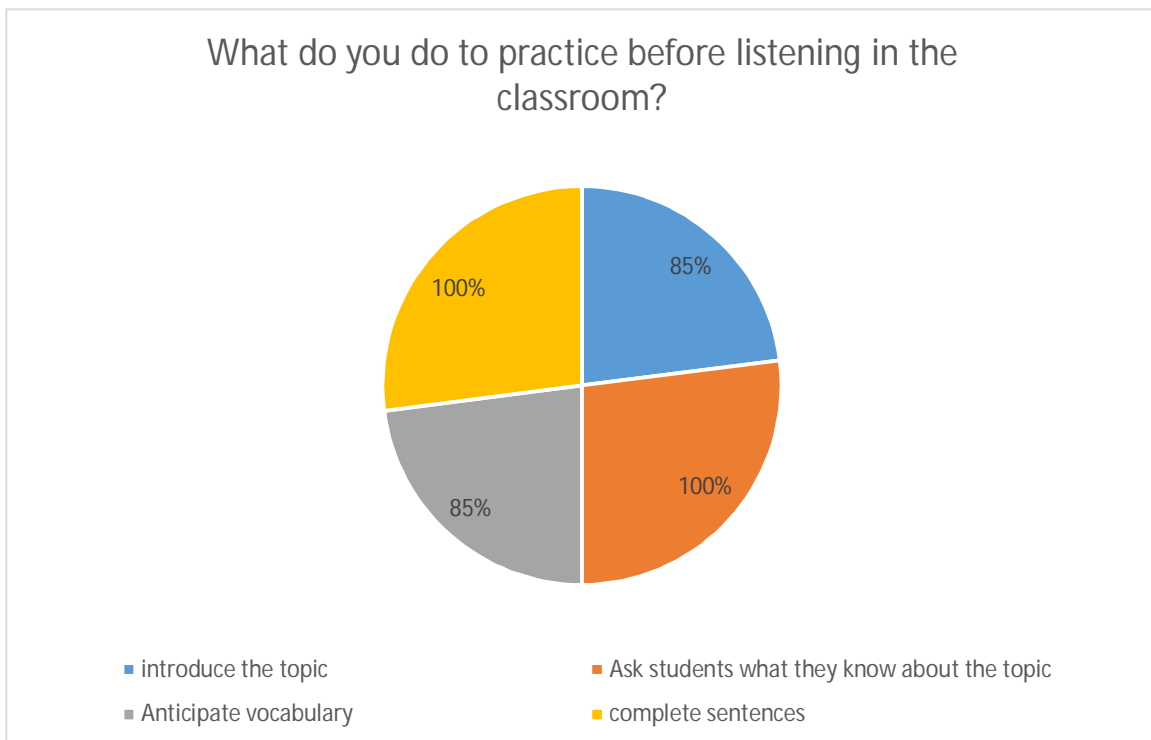
X.4-Listening

- Before listening

Fourteen students claimed that the teacher asks them to share what they know about the topic and she gives them a paper where they have to complete sentences. On the other hand, twelve students mentioned that the teacher introduces the topic and she provides them vocabulary before playing the recording.

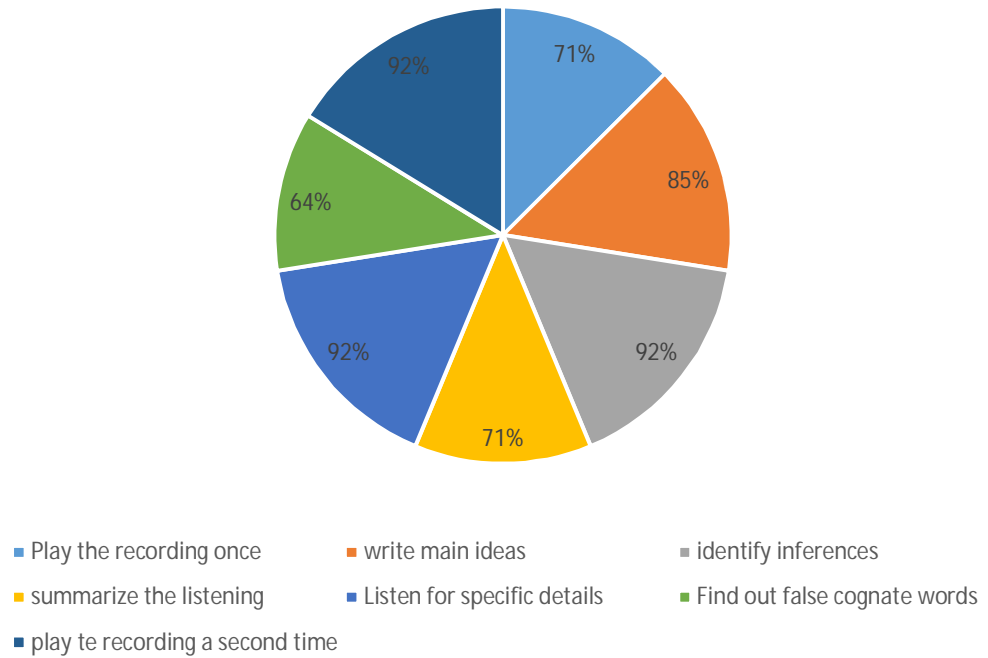
X.5- During Listening

Concerning to during listening thirteen students remarked that the teacher plays the recording a second time, also listen for specific details and identify inferences.



Although twelve students added that, the teacher asks them to write main ideas. Nevertheless, ten learners affirmed that the teacher plays the recording once and asks them to summarize the listening. At the end, nine students declared that the instructor asks them to find out false cognates words.

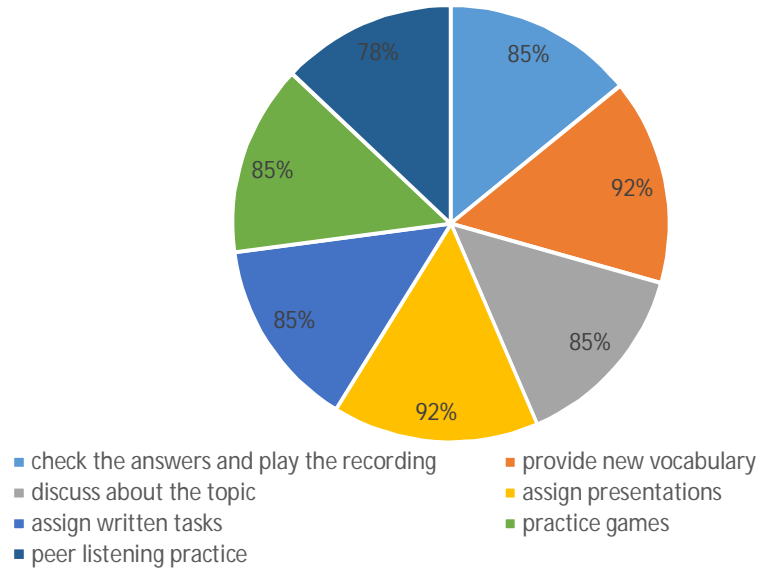
What do you do to develop during listening in the classroom?



X.6- After Listening

Associated to after listening, thirteen students decided that the instructor encouraged them to learn new vocabulary and prepare presentations. Nonetheless, twelve students said they were asked to check answers, discuss about the topic, also prepare written tasks and prepare games related to the topic. Finally, eleven students agreed that the teacher asks them to do peer listening practice.

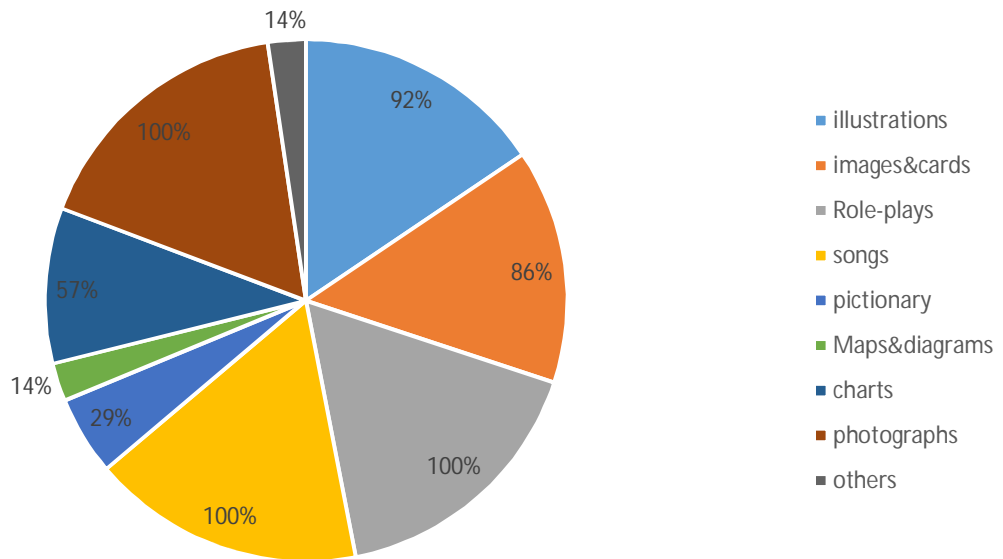
What does your teacher do to develop after listening in the classroom?



II- Didactic resources

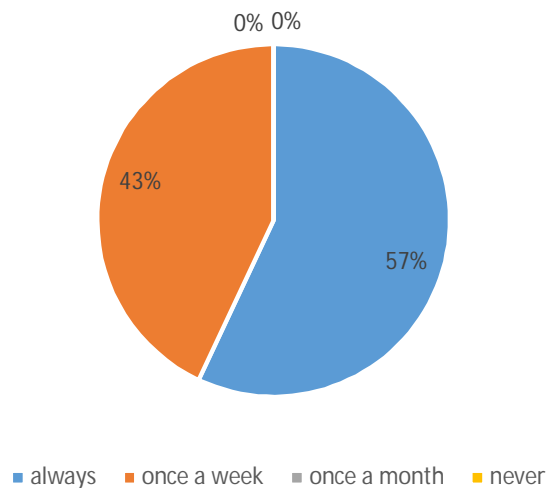
Fourteen students said that the didactic resources most used by the teacher are role-plays with specific topics, songs, photographs but thirteen students argued that the teacher also uses illustrations. On the other hand, twelve students stated that the teacher also has the habit to use images and cards. However, eight students said that the teacher use dictionary's images and only two students pointed out that the teacher uses maps or diagrams and the last two ones specified that the uses additional resources such as Cd player and videos.

What are the didactic resources the teacher uses?

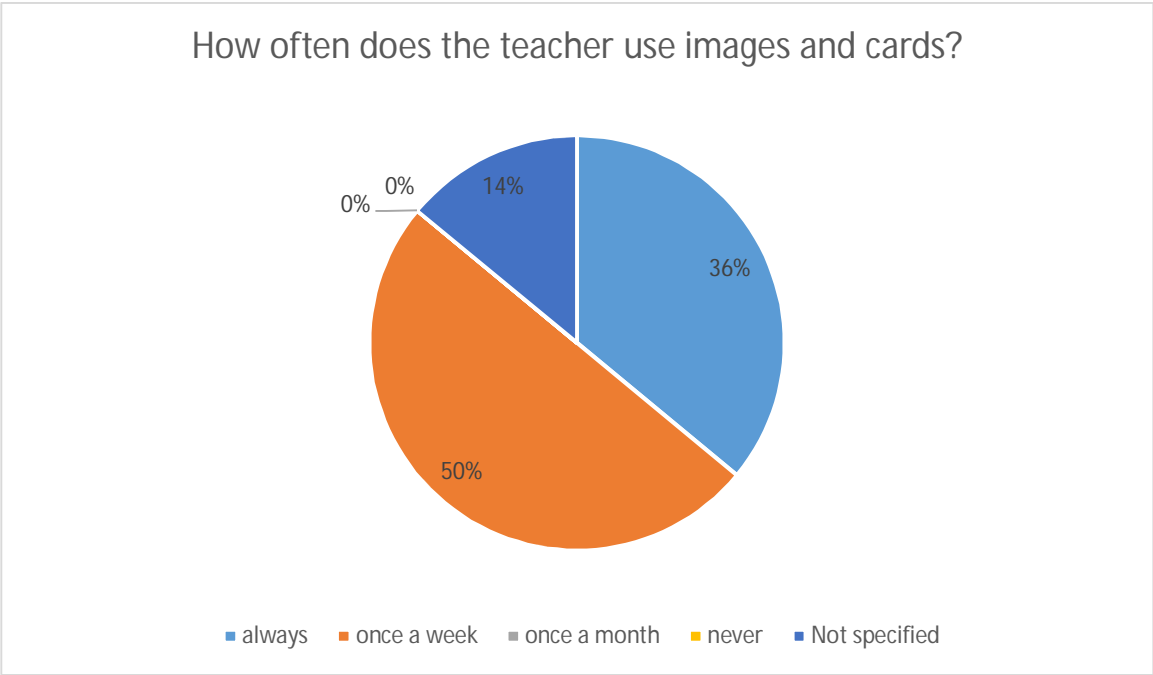


Regarding to the frequency of the didactic resources used by the teacher eight students affirmed that the teacher uses illustrations always but six more said that she does it once a week.

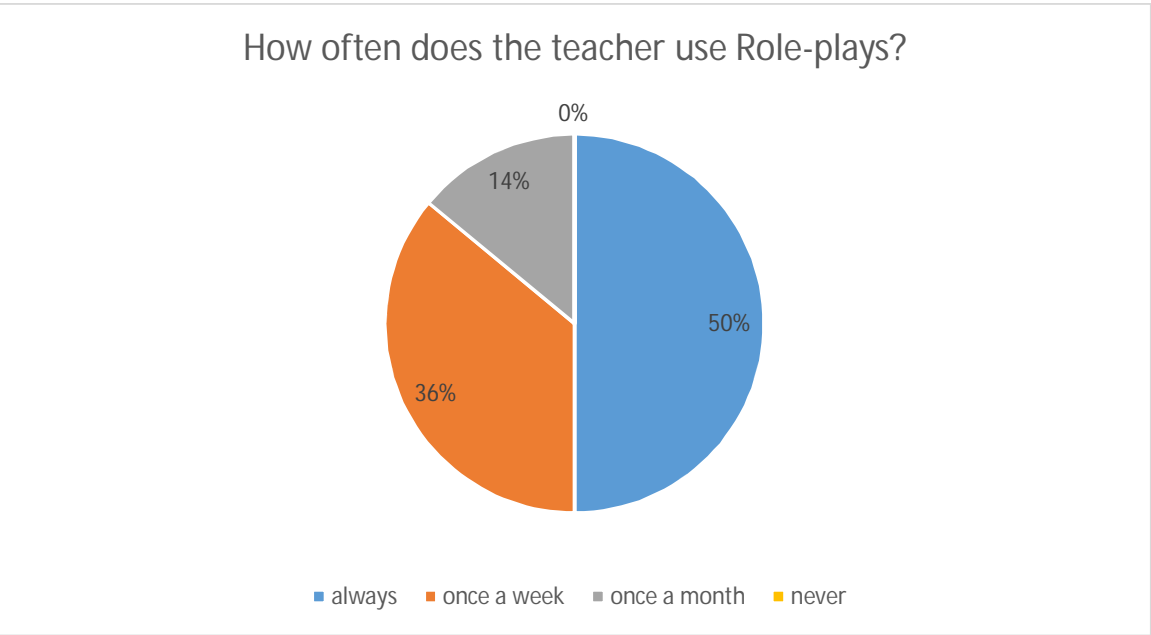
How often does your teacher use illustrations?



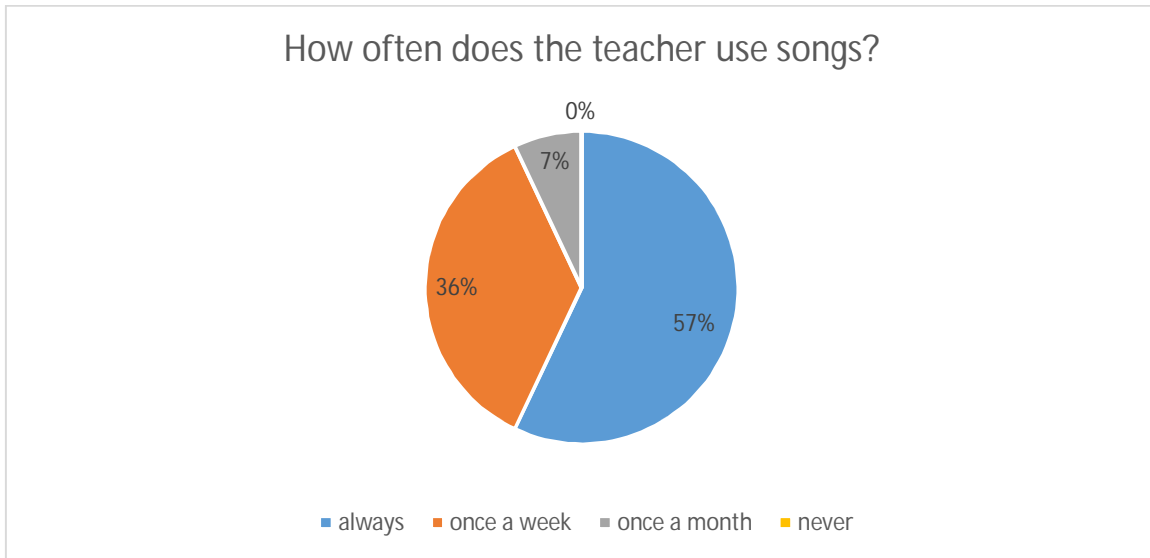
Regarding to images and cards seven students stated that the teacher make use of images and cards once a week although five of them argued that she always does it.



Besides that, seven learners indicated that the teacher uses role-plays always, but five more students detailed that the teacher uses them once a week, even though two students specified that role-plays are practiced by the teacher once a month.

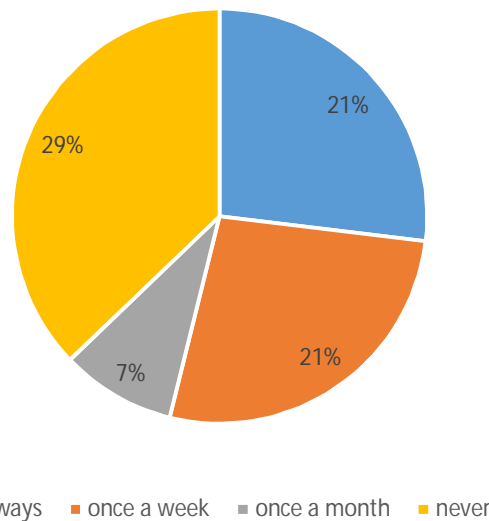


Moreover, eight students mentioned that the teacher always practices songs, nevertheless five apprentices claimed that the educator uses songs once a week but only one of the students concluded that the instructor uses them once a month.



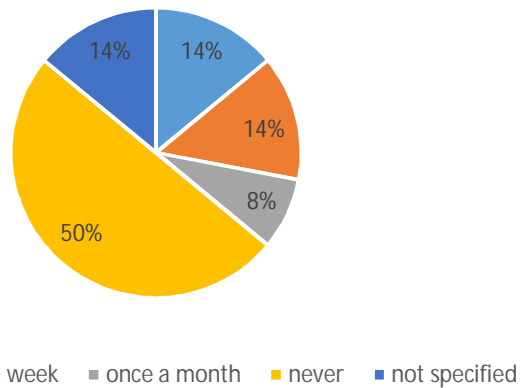
In addition to that, four students asserted that the professor never uses flashcards but three people affirmed that the teacher is accustomed to use the resources once a week and three students more said that they are use always and only one student said that the teacher put into practice those resources once a month.

How often does the teacher use flashcards?



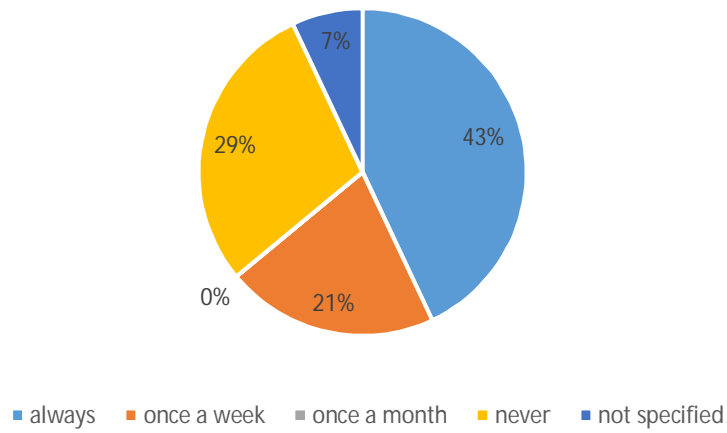
Additionally, seven students sustained that the instructor never uses maps or diagrams, on the other hand two students believed that the teacher develops those materials once a week but also two more students added that maps and diagrams are practice always, while one student considered that above mentioned resources are used by the professor once a month.

How often does the teacher use maps & diagrams?



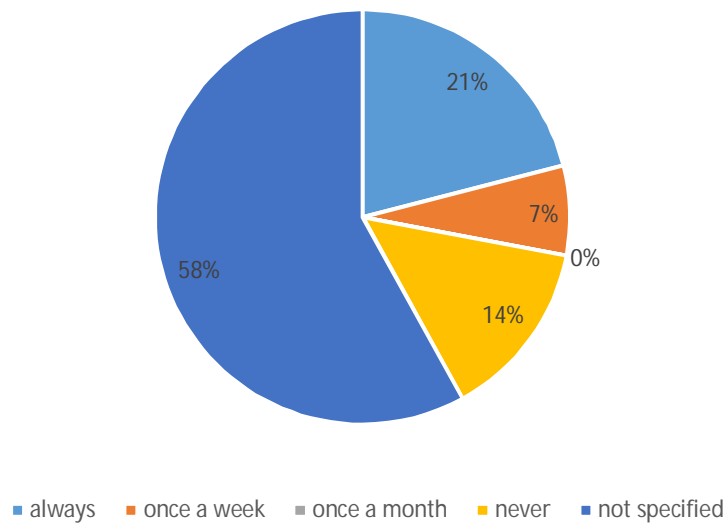
Concerning to the use of charts by the teacher six students claimed that the teacher use this tool always, in spite of that four students detailed that this instrument is never used by the instructor, also three more students pleaded that this tool is used by the teacher once a week.

How often does the teacher use charts?



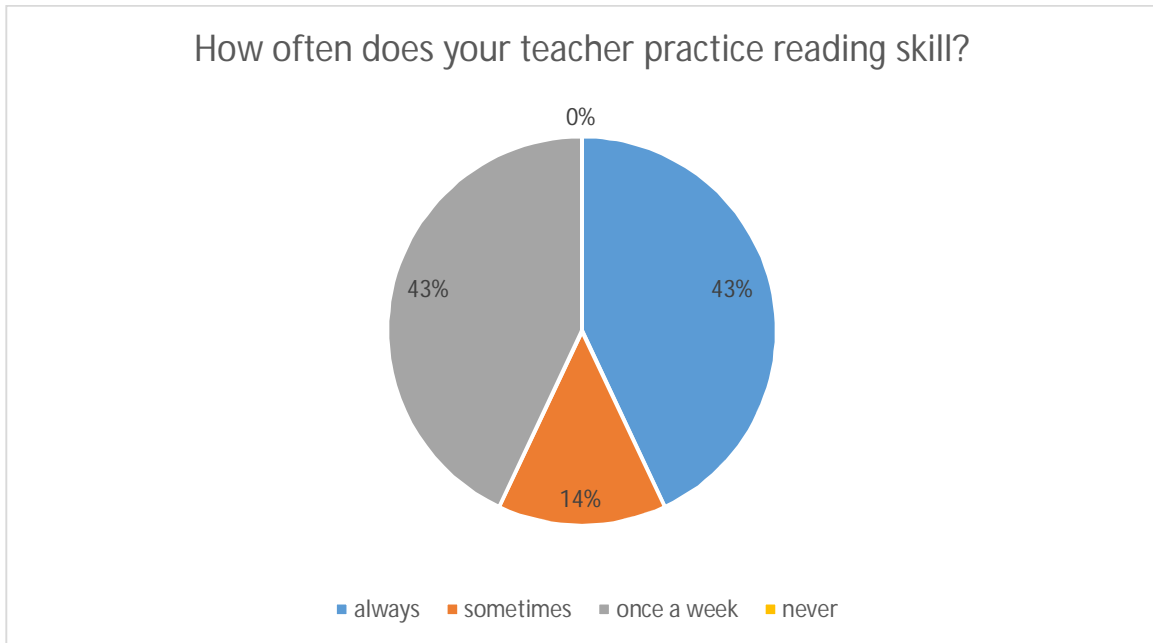
Finally, three students alleged that the teacher is using photographs always, but one student said that it is being used once a week. To conclude two more students affirmed that this resource are not being used.

How often does the teacher use photographs?

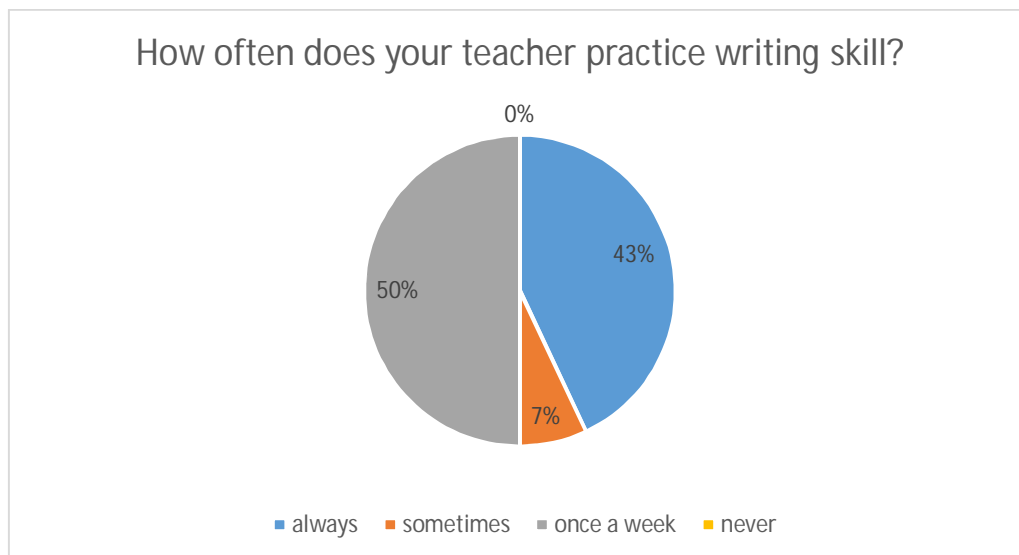


III- Time efficiency

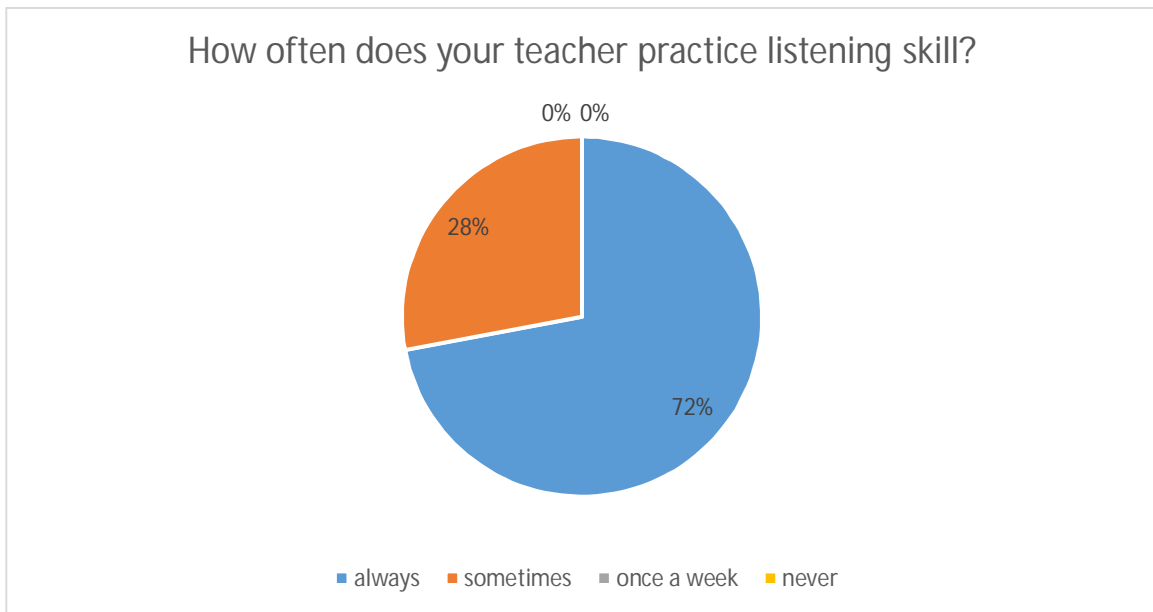
According to the survey, six students argue that always practice reading, but six more students said that they develop reading once a week and two more students affirmed that they sometimes work on reading.



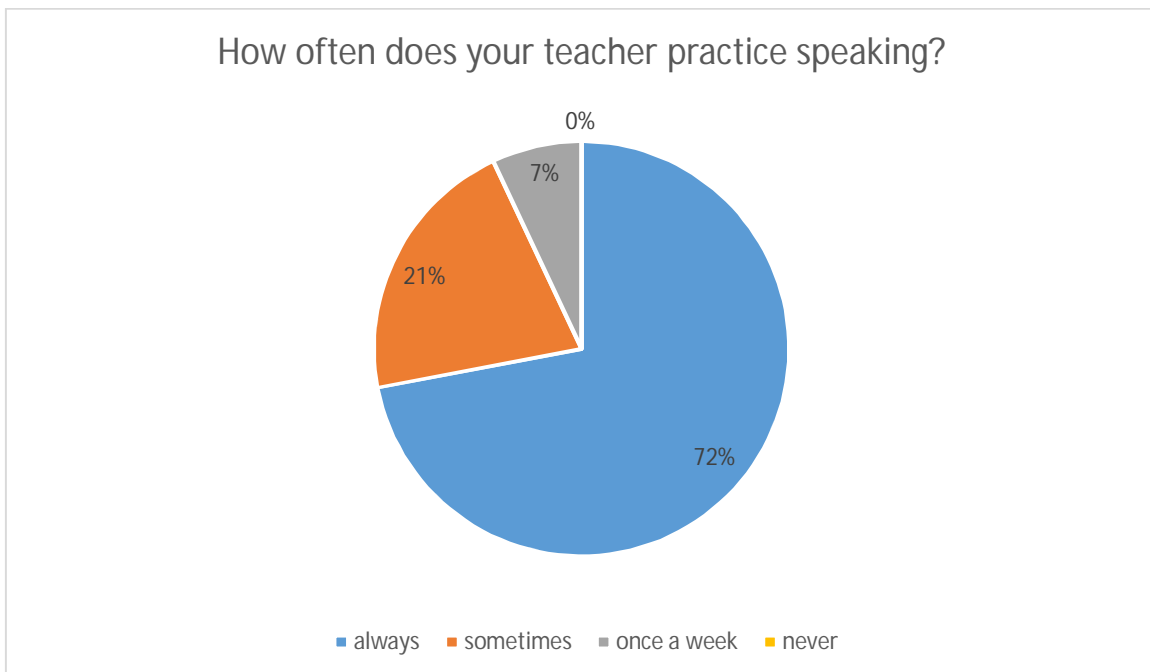
Regarding to the time devoted to practice *Writing*, seven students assumed that they develop writing once a week, while six learners expressed that they always put into practice writing skill. Although, one student believed that sometimes they practice the skill already mentioned.



Regarding to listening ten students argued that they always practice this skill, in spite of four students said that they sometimes put into practice it.



Related to speaking skill, ten apprentices decided that they always practice this ability, and three students said that they sometimes do it but only one said that they practice this skill once a week.



IV- Learning strategies

The minority of students argued that the didactics materials used by the teacher help them to develop their imagination, improve their vocabulary and also they feel more motivated when the teacher develop the Teaching- learning process through dynamic activities. On the other hand, the rest of students did not answer these questions.

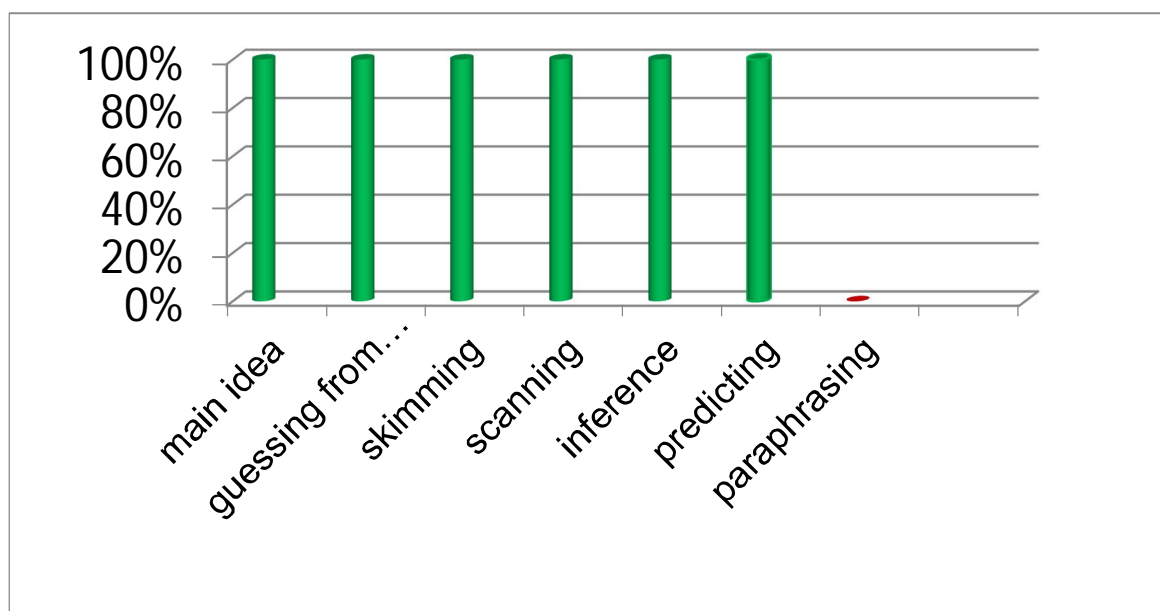
Students express that the resources that they use to practice their English skills are the following trying to talk to their friends in English, listening to English music, watching movies in English and looking for the unknown words in the dictionary.

Teacher's interview

The interviewed teacher is a graduated, she has had experience between 1- 2 years in kinder, secondary, university and she affirms that she has worked in an English Academy.

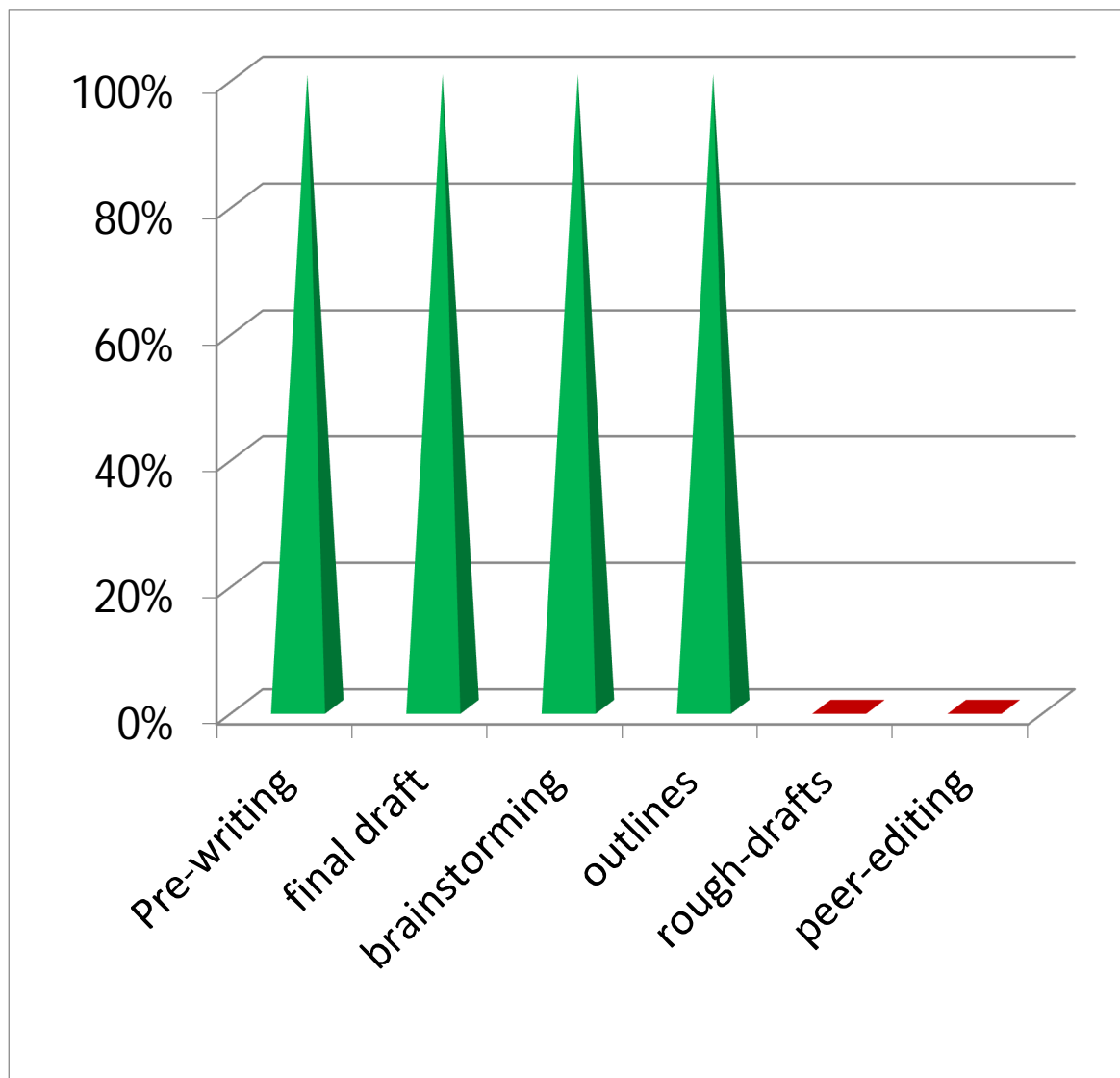
Reading

The professor says that the teaching techniques she uses to teach reading are five techniques such as scanning, skimming, main idea, guessing from context, inference, predicting and she expresses that uses jig saw/ elicit information, but she does not make use of paraphrasing.



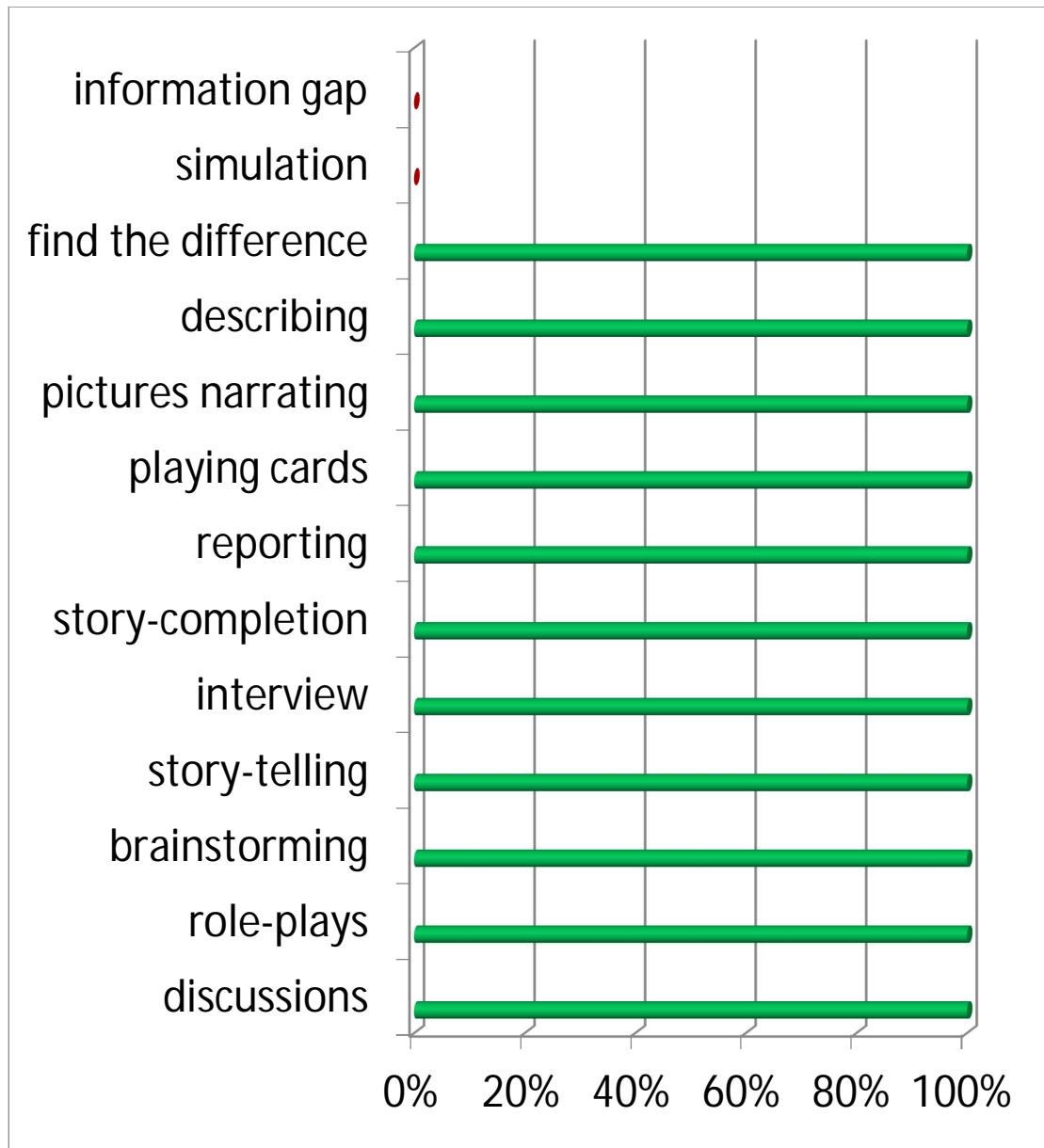
Writing

Regarding to writing skills the teacher argued that the activities she uses in order to develop them are pre- writing and final draft. Besides that, she also practices brainstorming and outlines. However, the teacher does not practice rough drafts, peer- editing, revising and editing.



Speaking

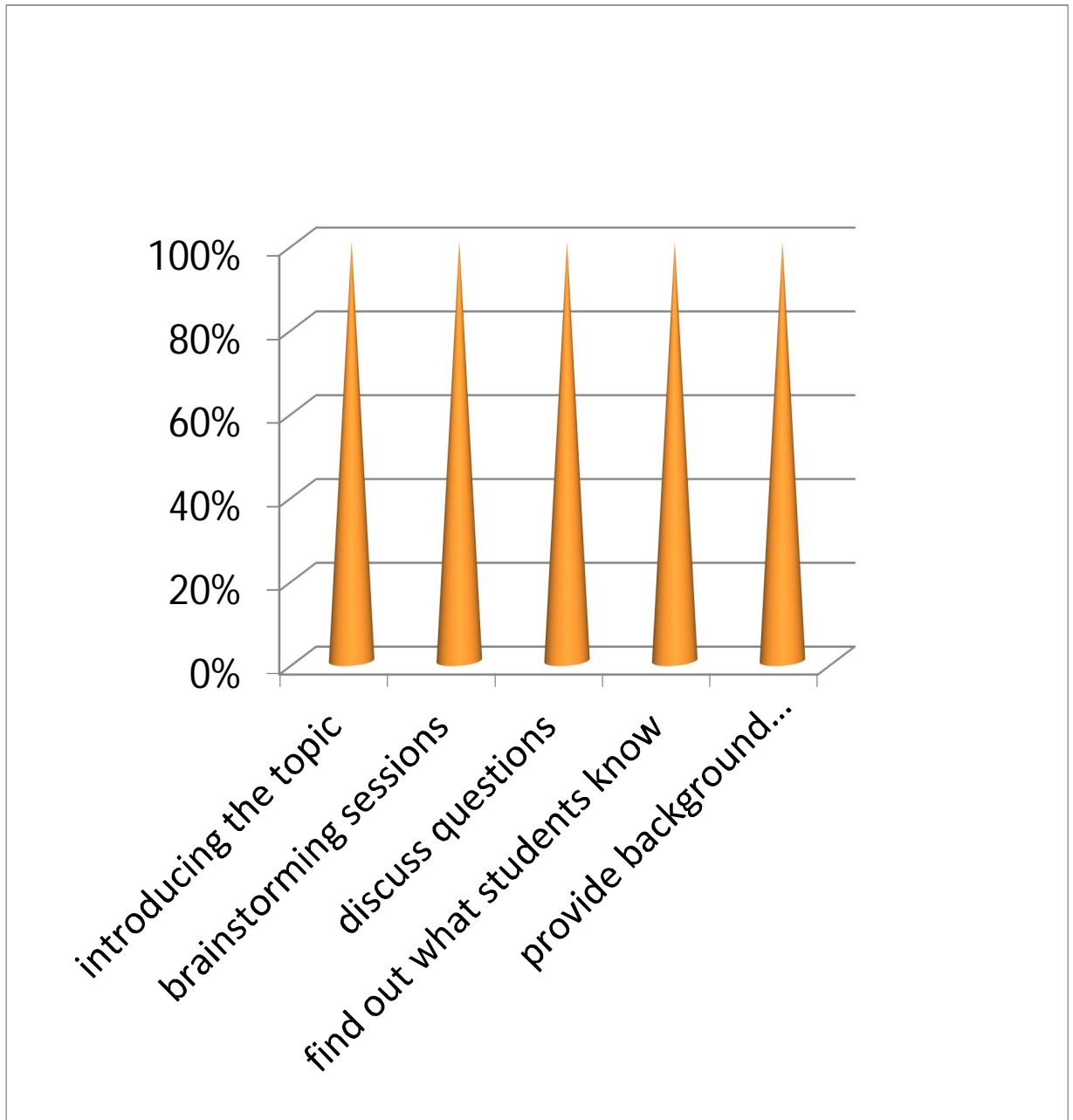
In the case of speaking activities the teacher, determine that she practices discussions, role-plays, brainstorming, storytelling, interview, story completion, reporting, playing cards, pictures narrating and describing, find the difference and also she practices this skill through giving situations, descriptions, dramas. The teacher does not make use of simulation and information gap.



Listening

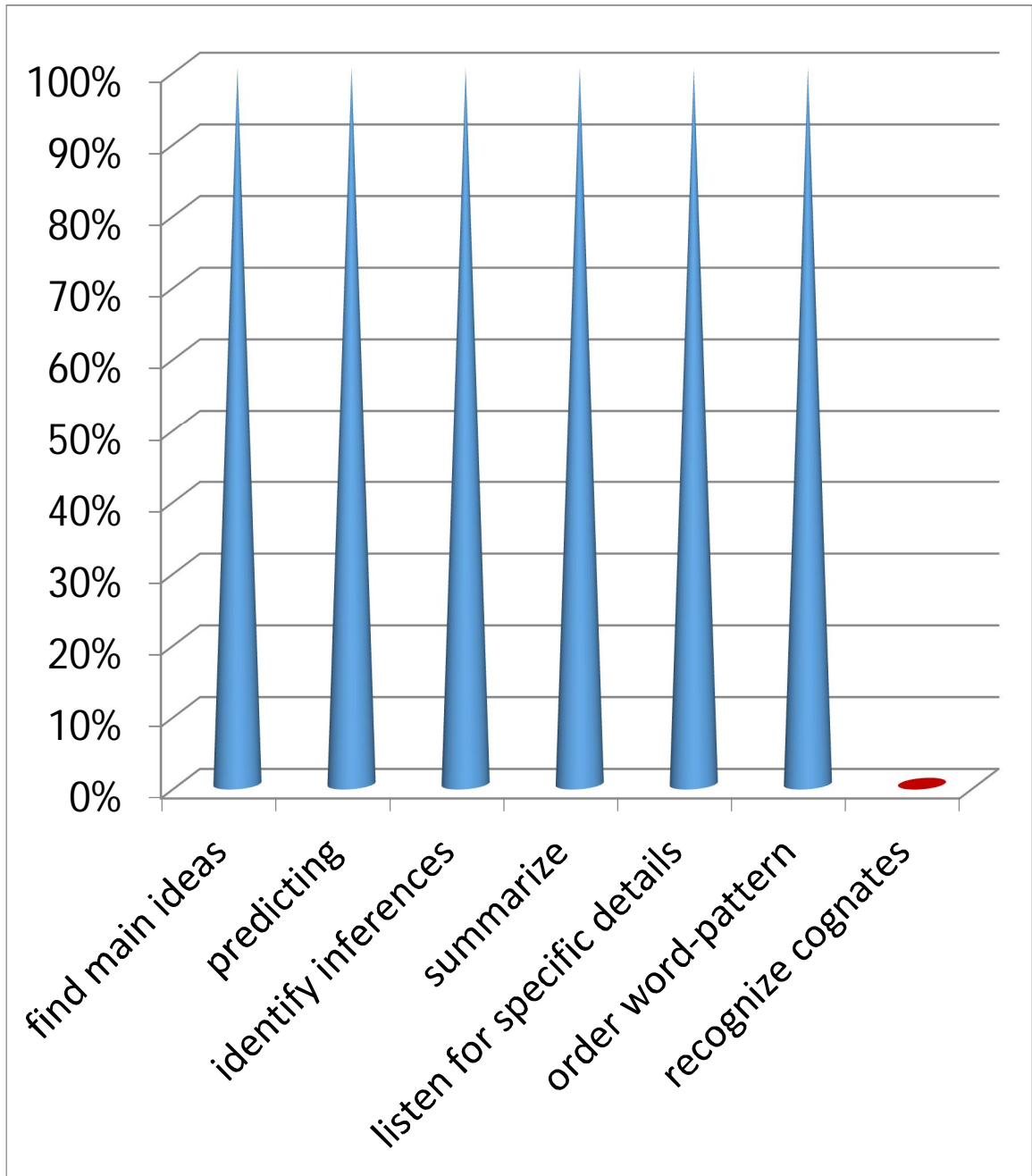
- Before listening

The teacher affirms that the activities she practices before a listening exercise are introducing the topic, finding out what students already know about the topic, brainstorming sessions, discussions questions about the topic, brainstorming sessions, discussions questions about the topic.



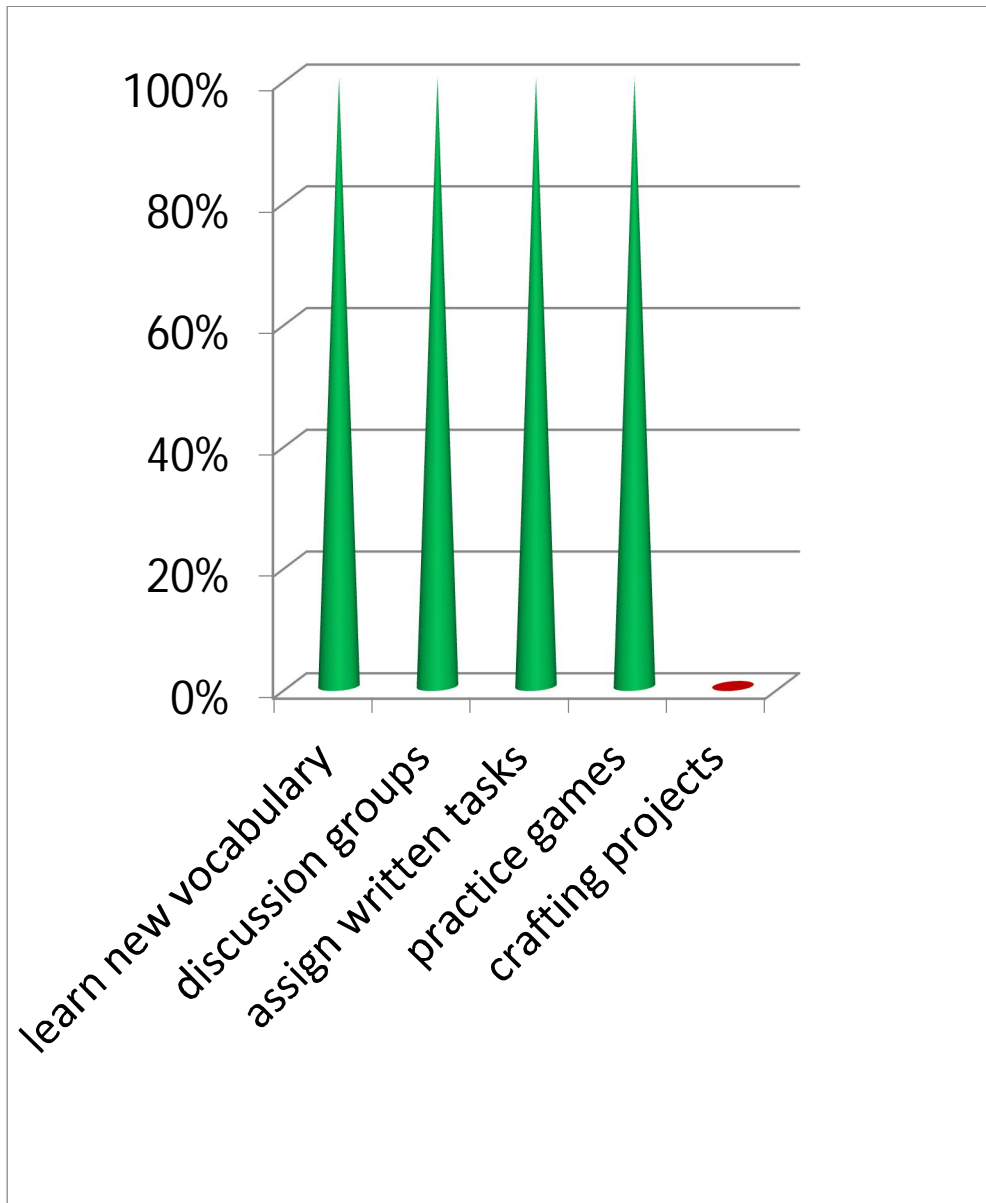
During listening

During listening the teacher practices the following techniques students listen for finding main ideas, students practice predicting , learners identify inferences, learners are asked to summarize, students listen for specific details, students should order word- pattern, but the teacher doesn't make use recognizing cognates.



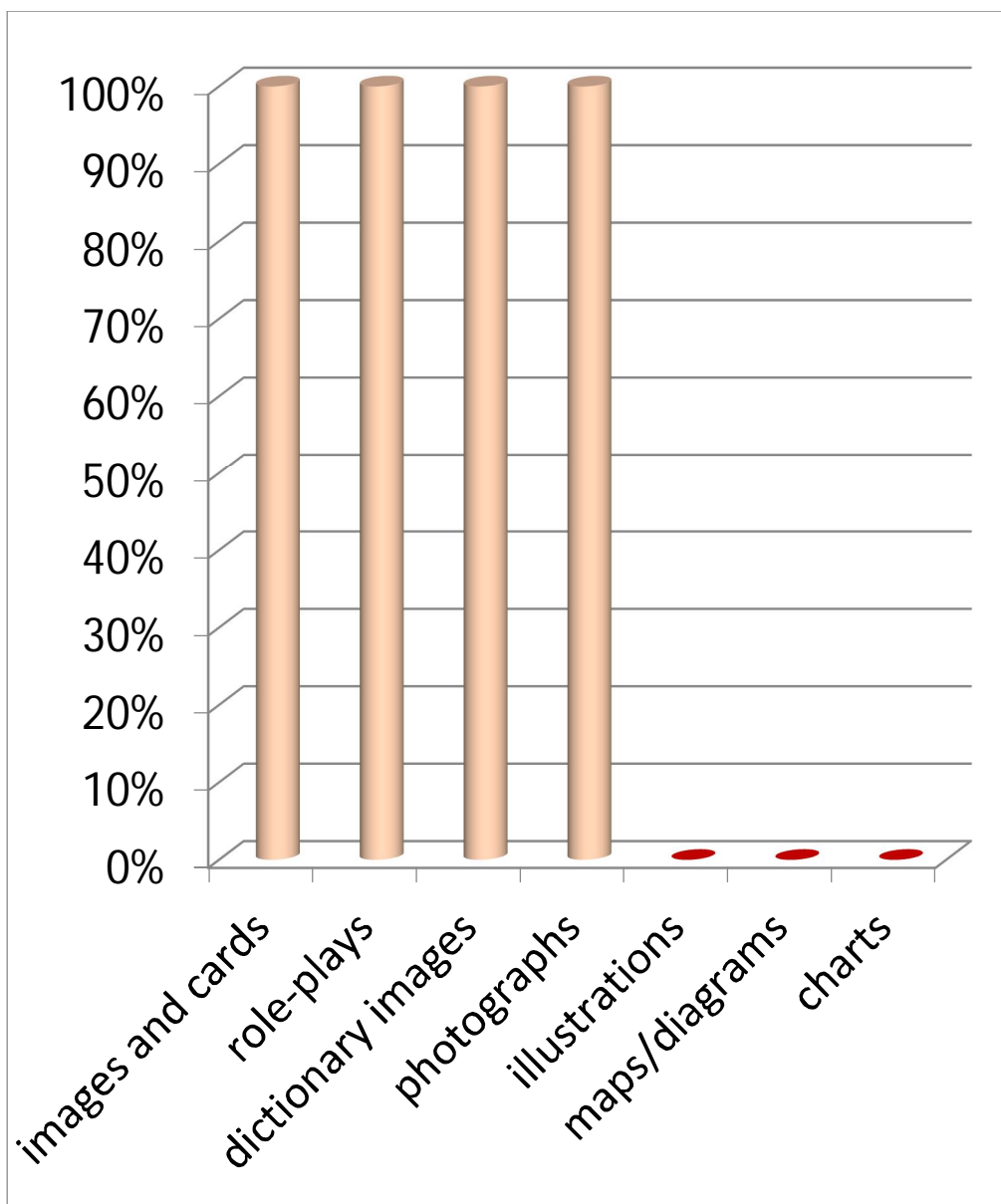
- **After Listening**

Talking about the activities teacher uses to develop after listening exercise are helping students learn new vocabulary, making discussion groups, assigning written tasks, practicing games, and the unique activity the teacher doesn't practice is crafting projects.

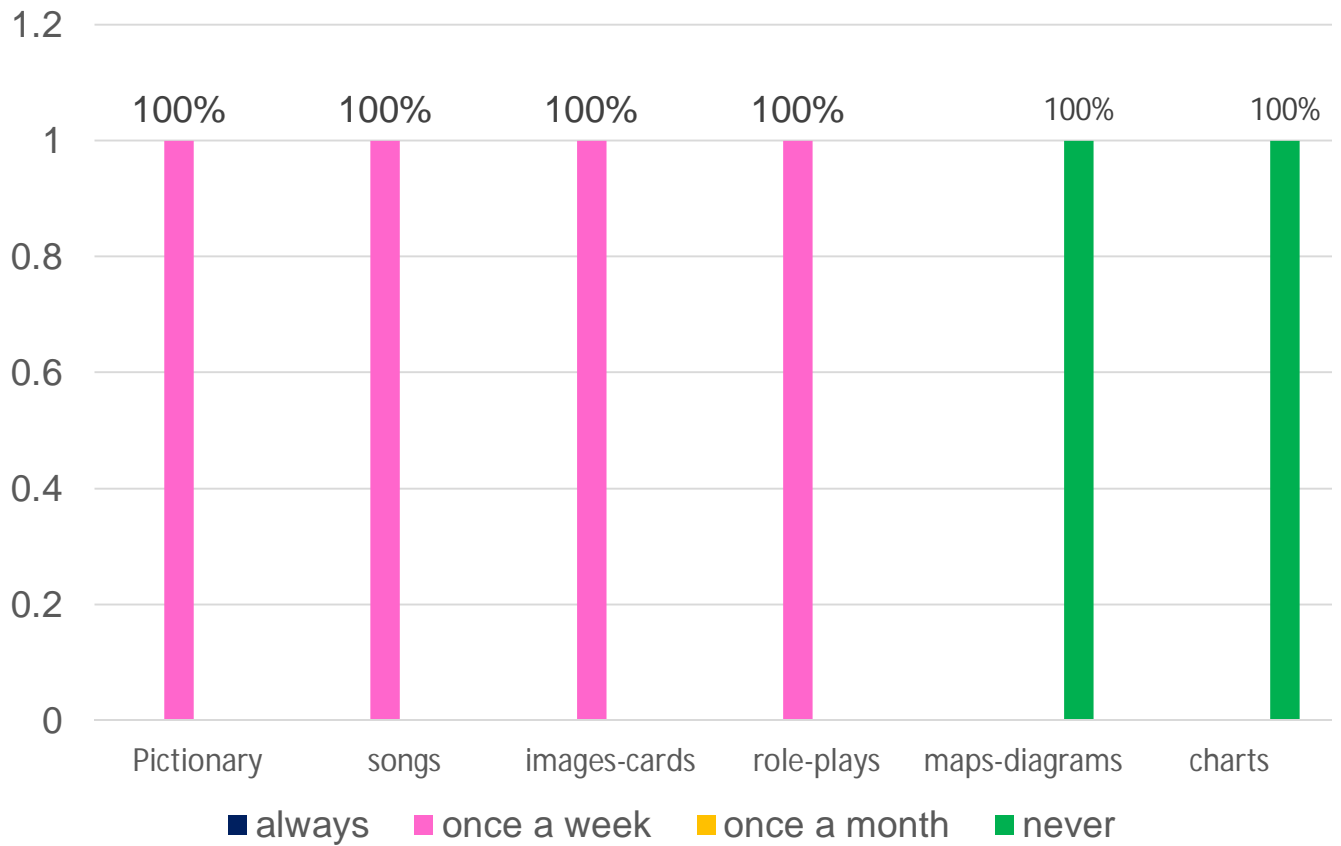


Didactic resources

The teacher argued that the didactic resources she uses to develop the English language are images and cards, role-plays with a specific topic, songs dictionary's images, photographs and she adds she uses worksheets, overhead projectors, videos, extra material (grammar activities, interviews, defining vocabulary). Nevertheless, the teacher doesn't use illustrations, maps or diagrams and charts.



The teacher uses the previous didactic resources with the following frequency



The teacher also affirms that the time assigned to develop the English skills is not enough, because students need more practice mainly in speaking. Besides that, the professor believes that the English abilities are not been developed satisfactorily because students needs to develop those skills in a deeper way. Regarding to the behavior of students during the class the teacher thinks sometimes students are shy mainly when they have speaking activities. Students try to do their best but the teacher argues that they can give more than what they have learned.

XI- Conclusion

This research paper has provided an insight on how the teacher practices a variety of activities in order to make students understand and learn easier. According to the research it has been proved that the skills that are practiced the most are speaking and Reading, however the ones that are less practice are listening and writing. It is believed that teacher needs to encourage herself to activate some of those teaching techniques already grasped to put them into practice with her learners. In addition, students must receive guided instructions and try to do their best by doing their assigned activities from their teacher on how to cope with some of their learning difficulties and overcome them.

As a result, this research has been useful because it shows the importance of teaching techniques in the classroom, making the teacher's job and students' learning process easier. Therefore, the effectiveness of the teaching techniques depends on the teacher's knowledge and creativity during the teaching process. it can be said that to have a successful learning- teaching process not just a single strategy is required to focus on some of the students learning styles, there might be a variety of strategies that are suitable to all students learning styles and needs.

XII- Recommendations

- 1) Base on the results of the use and effectiveness of teaching techniques in each skill it is recommendable not only continue practicing the strategies the teacher does but also applying the ones that are being less developed.
- 2) Students must put into practice some self-study techniques in order to complement the development of the four English skills.
- 3) On the other hand, the teacher should use print resources and make a balance between the enforcement of those and visual aids too.
- 4) Teacher should look for a way to distribute the time devoted to each skill that's because only speaking and listening are being covered in a great percent however writing and reading are not being developed with the same amount of time.

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XIV-Annexes

**UNIVERSIDAD NACIONAL AUTÓNOMA DE
NICARAGUA, MANAGUA
(UNAN-MANAGUA)
FACULTAD DE EDUCACIÓN E IDIOMAS
DEPARTAMENTO DE INGLÉS**



“The effectiveness of the teaching techniques used by the teacher in the acquisition of the four English skills of Integrated English I of the morning shift at Universidad Nacional Autónoma (UNAN-Managua) during the period of March-October of 2014”

Teacher’s interview

Objective: To identify the teaching techniques, didactic resources and time used by the teacher in the development of the four English skills.

I. General information

1. Academic level

- a) Ph. D ___ b) Master degree ___ c) Graduate ___
d) Senior technical ___ e) Bachelor ___ f) Others ___ Specify:

2. Job experience.

- a) Kinder ___ b) Primary ___ c) Secondary ___

d) Technical school___ e)University___ f) Others___ Specify:

3. Years of experience.

a) 1-2 years___ b) 3-4 years___ c) More than 5 years___

II. Teaching techniques

A. Which are the teaching techniques that you use to teach the following skills?

1) Reading

a. Scanning ___ b. Skimming ___ c. Main idea ___
d. Guessing from context ___ e. Inference ___ f.
Paraphrasing ___ g. Predicting ___ h. Others ___,

Specify

2) Writing

a) Prewriting ___ b) Rough Draft ___ c) Peer editing ___
b) Revising ___ e) Editing ___ f) Final Draft ___
g) Others___,

Specify

3) Speaking

a. Discussions ___ b. Role play ___ c. Simulations ___
d. Information gap ___ e. Brainstorming ___ f. Storytelling ___
g. Interviews ___ h. Story completion ___
i. Reporting ___ j. Playing cards ___ k. Picture narrating and
describing ___ l. find the difference___ m. Others ___,

Specify _____

4) Listening

a) Before listening _____

- To introduce the topic. _____
- To find out what they already know about the topic. _____
- To have a brainstorming session. _____
- Discussion questions about the topic. _____
- To provide any necessary background information and vocabulary. _____

b) During listening _____

- Students can listen for finding the main idea. _____
- Students can practice predicting. _____
- Learners may identify inferences. _____
- Learners are asked to summarize. _____
- Students may listen for specific details. _____
- Students should recognize cognates. _____
- Students should order word-patterns. _____

c) After listening _____

- To help students learn new vocabulary. _____
- To make a discussion group. _____
- To make craft project. _____
- To assign a writing task. _____
- To practice a game. _____

III. Didactic Resources

A. Which are the didactic resources that you use to develop the English language?

- a) Illustrations___ b) Images and cards___ c) Role plays with a specific topic___ d) Songs ___ e) Dictionary images___ f) Maps or diagrams ___ g) Charts ___ h) Photographs___ i) Others _____,
Specify

B. How often do you use each didactic resource chosen above?

Didactic resources	Never	Once a week	Once a month	Always
1. Illustrations				
2. Images and cards				
3. Role plays with a specific topic				
4. Songs				
5. flashcards				
6. Maps or diagrams				
7. Charts				
8. photographs				

C. Do you think the time assigned is enough to develop the English skills?
Explain.

D. Do you believe these English abilities are developed satisfactorily?
Explain.

E. What is the behavior of students during the class? How do they develop themselves? Explain.

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“The effectiveness of the teaching techniques used by the teacher in the acquisition of the four English skills of Integrated English I of the morning shift at Universidad Nacional Autónoma (UNAN-Managua) during the period of March - October of 2014”

Student survey

Objective: To obtain information related to student´s knowledge about teaching techniques and didactic resources used by the teacher in the classroom.

I. General Information

1. Gender
Female____ Male____
2. Age
17-18 ____ 19-20 ____ More than 20____
3. Did you graduate from high school in
5 years____ 6 years____ More than 7 years____
4. Did you take any English course before starting University?

Yes_____ No _____

If you answer, is yes, please specify the level approved

5. Are you currently working?

Yes _____ No _____

If you answer is Yes, Is it related to English?

Yes _____ No_____

II. Teaching Techniques

1) What does your teacher do to develop each skill in the classroom?

a. Reading

- The teacher asks you to see a picture and say what you think about it_____
- The teacher asks write a title in the board _____
- To read the paper once quickly _____
- To read the paper a second time paying attention to the unknown words _____
- To look for the main ideas _____
- The teacher asks you to say the meaning of the words without looking at the dictionary_____

b. Writing

- To write 1 drafts _____, 2 drafts _____, 3 drafts _____
- To check my writing with my classmates _____
- The teacher revises my writing (paragraphs, main ideas, grammar, spelling and coherence) _____
- To hand in a final draft _____

c. Speaking

- To participate in discussions, debates or presentations _____
- To practice with my classmates dialogs and role plays _____
- To sing any song in the classroom _____
- To practice reporting my classmates say _____
- To describe pictures _____
- To narrate stories _____
- To interview my classmates about a topic assigned by the teacher _____

d. Listening

- ✚ Before listening _____
 - The teacher introduces the topic. _____
 - The teacher asks us what we know about the topic. _____
 - The teacher gives us vocabulary before playing any recording _____
 - The teacher gives us a paper where we have to complete sentences _____
- ✚ During listening
 - The teacher plays the recording once _____
 - I write main ideas _____
 - I identify inferences. _____
 - I summarize the listening. _____
 - I listen for specific details. _____
 - I find out words that have a similar spelling like in Spanish. _____
 - The teacher plays the recording a second time _____

✚ After listening

- The teacher checks the answer and plays the recording to verify them ____
- The teacher helps us to learn new vocabulary. _____
- We make a discussion about the topic. _____
- We are assigned to prepare a presentation. _____
- The teacher assigns us a writing task. _____
- We practice a game related to the topic. _____
- We practice the listening in pairs _____

III. Didactic Resources

a) What are the didactic resources the teacher uses?

- Illustrations____
 - Images and cards ____
 - Role plays with a specific topic____
 - Songs____
 - Flashcards ____
 - Maps or diagrams____
 - Charts____
 - Photographs____
 - Others _____, specify:
-

b) How often does the teacher use these didactic resources?

Didactic resources	Never	Once a week	Once a month	Always
1. Illustrations				
2. Images and cards				
3. Role plays with a specific topic				
4. Songs				
5. flashcards				
6. Maps or diagrams				
7. Charts				
8. Others				

III. Time efficiency

How often does you teacher practice each skills?

Skill	Never	sometimes	Once a week	Always
Reading				
Writing				
Listening				
Speaking				

IV. Learning Strategies

- a) How do the didactic resources used by the teacher help you to develop your English skills? Explain.

- b) Which are the resources that you use to practice the English skills? Explain.
