UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

RUBEN DARIO CAMPUS

ENGLISH LANGUAGE DEPARTMENT

Graduation Seminar

General Topic: The methodological Strategies in the teaching-learning process of English Language.

Specific Topic: Analysis of methodological factors that affect the development of oral communication skill in the communicative English V, morning shift III year French Translation major at UNAN- Managua from March until October 2014.

Tutor: MSc. Manuel Rivera Ramírez

Authors:

Isamar Delgado Tijerino

Emilce Gonzáles Muñoz

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Dedicatory

With love we dedicate this Research to God who is the author of all knowledge, abilities and gifts who allowed us to breathe each day and gave us the straight to finish this paper and to all those teachers who helped us through our way.

To our parents who always have been our support for several years.

Acknowledgment

Abstract

The purpose of this research project is to identify and to analyze the different weaknesses in the teaching of oral communicative English in the third year of French major translation at UNAN- Managua. It is very important to find out about the methods or strategies that are being used to develop oral communicative skill and also to analyze the factors involved in the teaching and learning process of oral communicative English such as resources, strategies and students involvement in and outside the classroom.

It has been considered that this work is going to be useful for those teachers who want to improve the development of the oral communication ability in English in the classrooms.To facilitate the acquisition of the language different strategies and methods that promote the communication in the classrooms should be applied in order to motivate the learning of English as a foreign language.

There is no literature review at Unan-Managua on this field. This is the first one that will provide information about how is the teaching of oral communicative english at french translation major.

This research includes interview guide and survey guides . As a result, this research will provide some recommendations that can be taken into account in order to improve the teaching and learning process of oral communication skill of the different majors at Unan-Managua.

Contents

Introduction

Everyone knows the importance of learning English as a Foreign Language. English can be useful for different purposes such as building a successful career or reaching individuals goals, for that reason the different educational organizations are trying to improve the teaching of English, especially on oral communication skill. Harmer (2013) refers: Many people learn English because they think it will be useful in some way for international communication and travel.

In the beginning of this Semester it was decided to do some observation at the communicative English V. The purpose of these observations was to know the developing of an oral communicative English class. Through this it was realized that the students presented difficulties in speaking field, For example: some students do not participate in the class because they do not have self-confidence and they do not feel highly motivated. Besides some students expressed that English class is just a requirement of their career and they do not practice English in order to improve their level. Therefore they are not interested in acquire English language for any specific purpose.

Teaching of English as a Foreign Language has become to be a real challenge area for teachers of UNAN-Managua, especially for teachers who are working in different majors; such is the case of this research where it is trying to find out the methodological Factors that affect in the teaching learning process of oral communicative English. Harmer (2013) express "there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities- chance to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become".

The importance to develop communicative skills in any language is substantial, because of this, it is important that teachers should try to use strategies which really motivate students to speak in and outside the classroom.

Problem

Methodological factors that affect the development of oral communication skill in the communicative English V, morning shift III year French Translation Major at UNAN-Managua from March until October 2014.

Sub Problems

- The teaching strategies do not promote the oral communication in the classroom.
- Teaching strategies are not effective to practice communication.
- The resources do not motivate the interaction among students and the teacher.
- The poor participation of students in speaking skill.
- Student's attitude toward English class.

Stating the problem

This research is basically focused on speaking skill, because it is consider the most important aspect in communicative English. Thus students from French major must develop the ability to communicate in English language.

General Objective

To analyze the methodological factors that affects the development of oral communication in the communicative English class of French Translation Major Students.

Specifics Objectives

- To identify the teaching strategies used by the teacher in the classroom.
- To analyze the teaching strategies used to teach oral communication.
- To identify the resources used to teach communicative English.
- To determine the effectiveness of resources in the teaching-learning process.
- To describe the level of participation of students in the communicative English class.
- To propose recommendations to improve the teaching of oral communicative English.

Justification

Nowadays English is considered as an international language and is one of the most important requirements to get a good job. Hence it is very important to improve the teaching of communicative English language in the different majors at UNAN-Managua. Students should be motivated through different strategies and methods which promote the oral communication in the classroom.

This project has been done to identify the different weaknesses in the teaching of oral communicative English in the third year of French major translation at UNAN-Managua. It is very important to find out about the strategies and resources that are being used to teach English as a foreign language not just in English major, even in other majors such as French major as in this case. It is essential to analyze the methodological factors involved in the teaching and learning process of communicative English such as teaching strategies, materials use in the class and students and teacher involvement in this process.

It has been considered that this work is going to be useful for those teachers who want to improve the development of oral communication skill in English in the classrooms, students and people who are interested in acquire English with a communicative purpose. To facilitate the acquisition of the language, different strategies and resources should be applied and used in order to motivate the learning of English as a foreign language.

Research Questions

1. What strategies are being used to develop communicative English in the classroom?

2. Are the strategies effective to teach communicative skill?

3. What kinds of resources are being used for teaching and promoting communication in English as a second language? Are they used properly?

4. Are the students developing speaking skill in the teaching-learning process?

5. Does the teacher motivate the students to participate and communicate in proper English?

6. Is teacher clear about the goals of teaching communicative English?

7. How is the involvement of students in the teaching-learning process?

8. Are students clear about their responsibility in their own learning process?

9. What possible solutions can be proposed to improve the weaknesses of teaching communicative English?

Theoretical Framework

9.1 The importance of learning English

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course only learn English because it is on the curricula at primary or secondary school. Many people learn English because they have moved into a target community language and they need to operate successfully within the community. Some students need English for a specific purpose (ESP) such students of ESP may need to learn legal language, or the language of tourism, banking, nursing for example.

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and also read and write) the language for effectively for wherever and whenever this might be useful for them Harmer (2013).As it said before English has become the international language all over the world, for businesses, tourism, education, medicine and literature. Because of that, people from different countries have taken the challenge or has made the decision to study English in order to facilitate interaction between human beings.

The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. For the millions of immigrants who travel the world from non-English-speaking countries every year, learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can create many opportunities in international markets and regions. In lingua Malta (2013) lists the different reasons for learning English such as:

- International Language

English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

Digital Age

While progress has been made in language-translation software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English. English is typically the language of latest-version applications and programs and new freeware, shareware, peer-to-peer, social media networks and websites. Software manuals, hardware-installation guides and product fact sheets of popular consumer electronics and entertainment devices usually are available in English first before being made available in other languages.

Higher Learning

In universities and colleges in Great Britain, the Unites States, Canada, Australia, New Zealand and Singapore, which attract the most number of international students, the primary language of instruction is English. Most of the top business schools, medical centers and advanced-study institutes are located in North America and Great Britain, and English is the language used in every activity at these institutions of higher learning. Most peer-to-peer journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English.

Anglo-Saxon Influence

The influence of the United States and Great Britain on political affairs and international relations for the past 100 years has ensured the proliferation and acceptance of English as the primary spoken language in many countries. The widespread acceptance of American pop culture also has contributed to the primacy of the English language. A working knowledge of English is important for diplomats

and high-ranking officials in such major countries as Germany, Japan, France, South Korea, Brazil, Italy, and Russia so they can better understand the nuance and craft of global affairs and international diplomacy.

- Job Opportunities

Knowing English opens job and employment opportunities in many countries and markets. Multilateral institutions and agencies in the four United Nation cities of New York, Vienna, The Hague and Geneva recruit professionals with multilingual skills but also expect the candidates to have good English-speaking skills. The Commonwealth of Nations, made up of 50-plus countries that were former British colonies or dependencies, also offers numerous employment opportunities to those who understand and communicate in English.

As mentioned above it has been realized the huge great importance of learning English nowadays, English is considered one of the most worldwide spoken language, not just for get a better job or develop a successful career. Also English is an important means of communication which permits establishes relationships with people around the world and at the same time exchange our cultures and lifestyles.

9.2 The importance of student motivation

A variety of factors can create a desire to learn. Perhaps the learners love the subject they have chosen, or maybe they are simply interested in seeing what it is like. Some students have a practical reason for their study: they want to learn an instrument so they can play in an orchestra, learn English so they can watch American TV or understand manuals written in English.

Harmer (2013) refers: This desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act. For an adult this may involve enrolling in an English class. For a teenager it may be choosing one subject over another for special study. This is the kind of motivation which comes from outside of the classroom. According to this author teachers should always take into account the importance of motivate students in class, because if students feel motivated they will be able to learn or acquire the language much better.

According to Harmer (2013) there are two types of motivation. Extrinsic motivation or the motivation students bring into the classroom from outside and intrinsic motivation on the other hand is the kind of motivation that is generated by what happens inside the classroom, this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure.

One of the teacher's main aims should be to help students to sustain their motivation. Teachers can do this in plenty ways. The activities we ask student to take part in will, if they involve the students or excite their curiosity and provoke their participation help them to stay interested in the subject. We need, as well, to select a level of challenge so that things are neither too difficult nor too easy. We need to display appropriate teacher qualities so that students can have confidence in our abilities and professionalism. We need to consider the issue of affect, that is, how the students feel about the learning process. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to learn. One way of helping students to sustain their motivation is to give them, as far as is feasible, some agency(a term borrowed from the social sciences) which means that students should take some responsibility from themselves and that they should be the doers in the class. This means that they will have some decision, making power, perhaps, over the choice of which activity to do next. But however much we do foster and sustain student motivation, we can only, in the end, encourage by word and deed, offering support and guidance. Real motivation comes within each individual, from students themselves.

9.3 Communicative Approach

According to Richards (1985) Communicative Language teaching is best considered an approach rather than a method, it could be that one version among the various proposals for syllabus models, exercise types, and classroom activities my gain wider approval in the future.

Communicative Language Teaching appeared at time when British language teaching was ready for a paradigm shift. Situational Language Teacher was no longer felt to reflect a methodology appropriate for seventies and beyond.

The rapid adoption of a communicative approach also resulted of the fact that it quickly assumed status of orthodoxy in British language teaching circles, receiving the sanction and support of leading British applied linguists, language specialists, publishers as well institutions.

The adoptions of communicative approach raise important issues for teacher training, material development, testing and evaluations.

Common to all versions of the communicative language teaching, however is a theory of language teaching that start from a communicative model of language and language use, and that seek to translate this into a design for an instructional system, for materials, for teachers and learner roles and behaviors, and for classroom activities and techniques.

The goal in approach in language teaching is to develop communicative competence. As we can see, communicative approach list some important aspects such as teacher training, the use of materials to facilitate the learning process and also the main goal of this approach, which is to develop the communicative competence. That's means students who are being taught with communicative purpose must develop the oral communication skill to be in touch with the world.

The levels of objectives in a communicative approach:

1. An integrative and content level (language as a mean of expression).
2. A linguistic and instrumental level (language as a semiotic system and an object of learning).
3. An effective level of interpersonal relationships and conduct(language as a means of expressing values and judgments about oneself and others);
4. A level of individual learning's needs(remedial learning bases on error analysis);
5. A general educational level of extra-linguistic goals (language learning within the school curriculum). Piepho (1981)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular

needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

Types of learning and teaching activities in the communicative approach

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information or information sharing.

Learner's role: the role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the groups and within the classroom procedures and activities which the group undertakes.

Teacher's role: several roles are assumed for teachers, the importance of particular roles being determined by the view of CLT adopted. Breen and Candling describe teacher roles in the following terms:

- First role: is facilitating the communication process between all participants in the classroom, and between these participants and the various activities and texts.
- Second role: is to act as an independent participant within learning-teaching group.

The role of instructional materials:

Richards (1985) said: A wide variety of materials have been used to support communicative approaches to language teaching.

Text-Based Materials:

There are numerous textbooks designed to direct and support communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of a language practice not unlike those found in structurally organized text.

Task-Based Materials:

A variety of games, role plays, simulations and task-based, communications activities have been prepared to support communicative language teaching classes, these typically are in the form of one – of – a- kind items: exercise, handbooks, cue cards, activity cards, pair-communication, practice materials and student-interaction materials.

Realia:

Many proponents of communicative language teaching have advocated the use of authentic, from lives materials in the classroom, these might include language – based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be build, such as maps, pictures, symbols, graphs and charts. Different kind of object can be use just support communicative exercise, such as plastic model to assemble from directions.

9.4 Teaching speaking

Harmer (2013) express "there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities- chance to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become". As a result students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thoughts.

Good speaking activities can and should be extremely engaging for students. If they are all participating fully and if the teacher has set up the activity properly and can

then give sympathetic and useful feedback- they will get tremendous satisfaction from it.

On the other hand Alatis (2007) determine that "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.

9.5 Strategies for teaching speaking

There are a lot of strategies that can be used by teachers in the classroom to create good opportunities to practice speaking skill in order to promote the ability to communicate in proper English. Harmer (2013) suggests the following strategies:

Information Gap activities: an information gap activity is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information- because they have different information, there is a "gap`" between them.

One popular information gap-activity is called Describe and draw. In this activity one student has a picture which they must not show their partner. All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the artist will ask questions.

Telling stories: We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English too.

We can encourage students to retell stories which they have read in their books or found in newspapers or on the internet. Another way is given to students a sequence of pictures which tell a story.

Student's presentations: Individual student give a talk one given topic or person. In order for this to work for the individual (and for the rest of the class) time must be given for the student to gather information and structured accordingly. The students listening to presentations must be given some kind of listening tasks too- including, perhaps giving feedback.

Surveys: surveys can be used to get students interviewing each other. For example, they can design a questionnaire about peoples sleeping habits etc. A variation of this is a popular activity called find someone who. In this activity, students list activities (e.g. Climb a mountain, swim, listening to music, play an instrument etc.) And they go round the class asking, have you ever climbed a mountain? Etc.

Balloon debate: a group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive(the others) have to jumped out) individual students representing famous characters (Napoleon, Gandhi, Cleopatra etc.) or professions(teacher, doctor, lawyer) have to argue why they should be allowed to survive.

Role play: many teachers ask students to become involved in simulations and role plays. In simulations, students act as if they were in a real life situation. We can ask them to simulate a check-in encounter at an airport, for example, or a job interview, or a presentation to a conference. Role- plays simulate the real world in the same kind of way, but the students are given particular roles- they are told who they are and often what they think about a certain subject. They have to speak and act from their new characters point of view.

Famous people: students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or death) they would most like to invite for dinner, what they would talk about and what food they would give them.

Discussions: A discussion is an oral exploration of a topic, object, concept or experience. All learners need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and

accept students' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.

Conversations: Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

Conversation Scenarios: this is a useful activity to involve pupils in a variety of telephone conversations. Pupils work in pairs and are given a scenario card. They plan and discuss the card and type of conversation in which they will engage and then with the use of real phones, carry out the telephone conversation. Questioning; Questioning encourages higher order thinking and forms the basis of enquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between students and teachers and influences student's use of questioning to promote their own learning. Self-questioning enables students to reflect and assess their own results and efforts with a view to making them better.

Arguments and Formal/Informal Debates: The purpose of debating and developing arguments is designed to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Students will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class, or local concerns such as pollution, phone masts, and current affairs.

Act It Out: This is a small group activity designed to give pupils time to decide what they would do in different situations. It provides them with the opportunity to discuss the information they need to include and to try to find ways of improving their speaking and listening.

1. At the table pick a scenario card and discuss these questions, what is happening? How do we know? What will we say and do so that everybody knows what we mean? How can we say this so that it sounds like the talk we use in school? What will we do to show that we understand what is being said?

2. You need to decide who will act out the part and where the action will start, before, during or after the event on the card.

3. Try acting it out.

4. Students can then reflect on these questions, what made sense and why? Where else could we listen like this? Where else could we speak like this? What would we say differently next time and why?
Oral Reports

Oral Reports: give students experience in selecting and organizing information that will suit specific purposes, situations and audiences. Reports can be planned such as reporting on a project ("The Lion") and unplanned such as the plenary part of a lesson (How did your group get on?). Oral reports are those based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organizing reports e.g. a report on the life-cycle of the butterfly, a report on volcanoes, especially if students have been involved in group work first.

The strategies listed before are quite important to promote communication in the classroom and the positive interaction between students- students and teacher-students. As soon as we apply the huge variety of strategies in the classroom we will reach good results in the learning of our students.

9.6   Material and resources

Classroom equipment

Over the last few decades the growth in different types of classroom equipment has been incredible. Once upon a time teachers only had pens, boards and chalks to work with. But then along came the tape recorder, the language laboratory, video machines, the overhead projector, computers, data projectors and interactive whiteboards.

Some teachers are more comfortable with these various pieces of educational technology than others. This will always be the case. There is no reason why everyone should be equally proficient at everything. However, students will expect

that teachers should know how to use the equipment that they have elected to use. Learning how to use various types of equipment is a major part of modern teacher training.

However, we should do everything in our power to avoid being overzealous about the equipment itself. It is only worth using if it can do things that other equipment or routines cannot. The essentials of good teaching –i.e rapport, professionalism, using good activities- will always be more important that the actual means of delivery.

By Benkley (2014) there is an update list that teachers use to have a successful class and to reach good and advance results, motivating students to go on and reach their personals goals. It is important to keep in mind the importance of the resources can provide if we use these materials to motivate our class, to facilitate the acquisition of the language through the daily use of it in the classroom.

Audiovisual aids strengthen an instructor's verbal presentation while helping his students capture a specific message. Audiovisual aids keep an audience's attention throughout a presentation and help them remember particular information. If instructors use simple, efficient aids, they will enhance their teaching.

Training Aids

- Usually instructors will use training aids, for instance, instructional videos, to help students understand a particular subject or idea. DVDs or videotapes cover an assortment of topics, allowing the teacher to select premade material to enhance his subject. Training aids can be played on an MP3 player, laptop, TV or CD player.

Presentation Slides

- Teachers create their own presentation slides to add personality to lessons. They can use graphics, music, photos and charts as needed for each component of a topic. Computer programs that create slides include Microsoft PowerPoint, Goggle Presentation, Adobe Publisher and Apple Keynote.

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Digital Projectors

- Digital projectors allow instructors to display 3-D images large enough for the audience to view and to demonstrate material or simulate assembly of components for a particular project.

Audio Recordings

- Instructors who want to include a speech or lecture from an authoritarian source use audio recordings to supplement class discussions.

Multimedia

- Multimedia combines elements from a variety of audiovisual aids, allowing a teacher to use his own materials with others'. Multimedia may use websites, slide shows, computer-based training courses and TV in one teaching session. Multimedia offers an arrangement of communication tools for an audience that may include several learning styles.

As we mentioned before the use of resources in the classroom is really useful for the teaching-learning process, especially when we as teachers want to develop communicative skill and obviously improve speaking field. Through the use of this resources students could feel more comfortable because it can help them to reinforce something they did not understand in the class and also they can do workbook activities at home. The use of resources in the class really motivates students to participate in the class and consequently they will have a better acquisition of the English language.

9.7 The significance and implications of classroom interaction

Talking to the students

By Harmer (2013) the way that teachers talk to students- the manner in which they interact with them is one of crucial teacher skill, but it does not demand technical expertise. It does not; however require teachers to empathize with the people they are talking to by establishing a good rapport with them. What this author tries to say is that teachers just need to be able to communicate with students in a polite way, being a good listener is another important aspect to take into account if we as teachers want to achieve the goal of our students trust on us. Give them the opportunity to express their ideas, feelings and thoughts could be beneficial for both students and the teacher

Though the teacher- student relationship is not the same as that between a parent and a child, this subconscious ability to rough-tune the language is a skill that teachers and parents have in common. Rough tuning is the simplification of language which both parents and teacher make in order to increase the chances of their being understood. In order to rough-tune their language, teachers need to be aware of three things: firstly they should consider the kind of language the students are likely to understand. Secondly, they need to think about what they wish to say the students and how best to do it. And thirdly, they need to consider the manner in which they will speak (in terms of intonation, tone of voice, etc.).

Apart from adapting their language, teachers also use physical movements and gestures (these are often quite exaggerated) such as shrugging the shoulders for "who cares? Many teachers also use gestures to demonstrate things like the past tense. They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking.

Students talk and teacher talk

There is continuing debate about the amount of times teachers should spend talking in class. Classes are sometimes criticized because there is too much TTT (teacher Talking time) and not enough STT (student talking time). Overuse of TTT is

inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking and it is the students who need the practice not the teacher. Good TTT may have beneficial qualities, however. If the teacher knows how to talk to students, if they know how to rough tune their language to the students as discussed above, then students get a chance to hear language which is certainly above their own productive level, but which they can more or less understand. The best lesson, therefore, are ones where STT is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarized what is happening, tell a story or enter into a discussion. Good teachers use their common sense and experienced to get the balance right

According to Komar & Mozetic (1994) these are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

a) Teacher – learners

b) Teacher – learner/a group of learners

c) Learner – learner

The first form of interaction (teacher – learners) is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity. The primary function of such interaction is controlled practicing of certain language structures or vocabulary. Mostly, they are in the form of repeating structures after the teacher (the model). This type of practice is also referred to as 'a drill'.

The second arrangement is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

The third type of interaction is called 'pair work'. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work. The last type of classroom interaction is called 'group

work'. As with pair work, the teacher's that of a consultant and individual groups report on their work as a follow-up activity.

All types of classroom interaction are very important to create a good climate in between students and teacher. Is very important students interact with their classmates to practice different language skills, and in this case the most important ability that students should develop is oral communication. Teacher might apply strategies and techniques to promote oral interaction in class. In this way students can acquire the language in a natural way, in other words the learning process become unconsciously.

In a traditional classroom the teacher had the dominant role of an all-knowing leader who 'filled' students' empty heads with knowledge. This role has changed and the teacher has now got many roles depending on different classroom situations. In a broad sense, he is a 'facilitator of learning', which includes the following stated by (Littlewoods 1981, 92):

- A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
- In free communicative activities he will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor student's progress, strengths and weaknesses.
- Sometimes he will participate in an activity as a 'co-communicator' with the learners. He may encourage learners without taking their main role.
- These roles are frequently interrelated and some others (e.g. assessor, observer as explained.

9.8 **Error Correction in second language acquisition**

For the time being, we will limit ourselves to saying that error in SLL is usually identified as a form that deviates in a certain way from the typical form produced by native speakers. This comparison to native speaker's language is called the native speaker norm (Allwright & Bailey, 1991). Although such comparison is not ideal, it is the most widespread one.

There are several problems that the native speaker norm has to face. Firstly, a vast majority of language learners all over the world are taught by non-native speakers of English. Thus the model they receive might actually deviate from the native speaker norm, too, depending on the proficiency level of the teacher. This makes trying to achieve the native-speaker norm even more difficult for the learners, since the input they are exposed to is already different from the norm as well. Secondly, it is often the 33 case that even native speakers of a certain dialect produce and use the same linguistic forms differently. The question is whether all the different forms should then be regarded as the native speaker forms, or just some of them, and how we should decide.

It is indeed impossible to avoid making errors in any occupation we have – not excluding language learning. In SLL, however, errors can be a very positive aspect in that they show us that "learning is taking place and that learners are taking risks with the language" (Spratt et al., 2010, p. 143). Errors are thus not to be seen as signs of failure or inhibition, but rather as evidence of students experimenting with language.

Definition of error correction

Error treatment is a complex phenomenon and it is important to note that it is not synonymous to error correction. Before I move to individual types of error correction and the various decisions teachers have to make before performing any correction, it is necessary to clearly define what is meant by error correction in general.

As Brown (2007) explains, not all error treatment automatically includes error correction: "Error treatment encompasses a wide range of options, one of which – at the extreme end of a continuum – may be considered to be a correction" (p. 348).

The term error correction is generally used in SLL in several meanings.

Typically, it refers to a corrective activity aimed at elimination of a recognized discrepancy (Kulič, 1971). Jefferson (1977) determined that the term usually refers to the "replacement of an 'error' or 'mistake' by what is 'correct'" (p. 363). Carl James (1998) observes that there are three main meanings of the term correction:

1. Informing the learners that there is an error and leaving them to discover it and repair it themselves.

2. Providing treatment or information that leads to the revision and correction of the specific error without aiming to prevent the same error from recurring later. In addition to indicating that the present attempt is wrong, the corrector can specify how and where, suggest an alternative, give a hint.

3. Providing learners with information that allows them to revise or reject the wrong rule they were operating with when they produced the error. Although this three-way definition looks concise, I would object to the first meaning mentioned. When the teacher lets learners to correct themselves and only signals that an error or a mistake has been made, then we cannot talk about error correction, but rather error treatment or feedback in general.

Feedback on error

There are several types of error feedback (or treatment), error correction being just one of them. On the most general level, feedback on error can be positive or negative.

According to Ellis (2009), Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. (p. 3)

The opposite is negative feedback. As Ellis (2009) observes, a lot of careful attention has been paid to negative feedback from the side of language teachers and L2 theorists, much more than to the positive feedback. Negative feedback signals that the learner's utterance is linguistically deviant or lacks enough veracity. Error

correction is then a type of negative feedback; as Ellis (2009) points out, it "takes the form of a response to a learner utterance containing a linguistic error" (p. 3). The individual parts which error correction can consist of will be dealt with in the following sections.

Corrective feedback in SLL is a very complex phenomenon. Although it is addressed in majority of handbooks for teachers, has been subject of many studies (in 2006, Russell & Spada talked about fifty-six) and it commonly occurs in language classrooms, there are still no simple conclusions regarding successful ways of providing correction. On the whole, it is not possible to form clear instructions for teachers that would form informed advice (Ellis, 2009). The reason for this, as Ellis states, is the 68complexity of error correction "as an instructional and interactive phenomenon and as a potential tool for acquisition" (p. 11-2). Bartram & Walton (1991) further support this opinion. As Julian Edge (1989) argues, teachers' job is much more difficult and interesting than just passive listening for learners' deviations.

Correction options

Kathleen Bailey (1985) came up with a useful taxonomy of seven basic options and eight complementing features for each option regarding the choices teachers face when deciding on correction:

Basic options:

1. To treat or to ignore

2. To treat immediately or to delay

3. To transfer treatment (to, say, other learners) or not

4. To transfer to another individual, a subgroup, or the whole class

5. To return, or not, to the original error maker after treatment

6. To permit other learners to initiate treatment

7. To test for the efficacy of the treatment

Ways of correcting errors

The model proposed by Lyster and Ranta (ibid) was used for this study. As they suggest that their research on teacher feedback and student uptake does not yield conclusive results related to language, more research in different settings is believed to bring more insights into the issue of spoken error correction. As language learning input comes mainly from teachers, teaching materials and students in EFL contexts, such studies will help practicing teachers realize their correction behaviors in the classroom and shape the way they approach to spoken error correction. In their study that was conducted in an ESL setting, they made a categorization of error, feedback, and uptake to investigate the relationship between error types and types of feedback, and learner uptake. They focused on phonological, grammatical, and lexical errors and came up with a model of corrective feedback types such as recasts, explicit correction, elicitation, clarification, repetition of error, and metalinguistic feedback. Another focus of their study was on uptake that can be grouped as "self-" or "peer-repair" and "teacher-repair". Corrective feedback types as suggested by them can be further explained and illustrated with the transcribed data of the videotaped classroom as follows (for transcription conventions, see Appendix A):

1. Explicit correction: Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

S: there is a little milk in fridge.

T: + in the fridge

2. Recast: The teacher implicitly reformulates the student's error, or provides the correction without directly pointing out that the student's utterance was incorrect.

S: he like pop-music.

T: yes, he likes pop-music

3. Clarification request: The teacher indicates that the message has not been understood or that the student's utterance included some kind of mistake and that a repetition or a reformulation is needed by using phrases like "Excuse me?"

S: there aren't many /hotɪls/ in this town.

T: again?

4. Metalinguistic clues: The teacher poses questions like "Do we say it like that?" or provides comments or information related to the formation of the student's utterance without providing the correct form.

S: there isn't any book.

T: + there isn't görünce uncountable, yani sayılamayan bir şey kullanmamız gerekiyormuş.

Ds: there isn't any money

5. Elicitation: The teacher directly elicits the correct form from the student by asking questions (e.g., "How do I ask somebody to clean the board?"), by pausing to allow the student to complete the teacher's utterance (e.g., "He is a good…") or by asking students' to reformulate the utterance (e.g., "Can you say that again?").

S: there are a few books in my /lıbrari/

T: in my…?

6. Repetition: The teacher repeats the student's error and changes intonation to draw student's attention to it.

S: How much money do you have in your /pakıt/?

T: /pakıt/?

DS: /pokıt/

T: yes

Throughout their studies, students will make lots of mistakes. It is an important part of the learning process. If they are not making mistakes then they are not being given difficult enough topics and structures to work with. You have to choose material that is challenging but manageable for your class and correct mistakes in positive ways. Singling out students who make errors will make students feel self-conscious and shy so some tact when correcting mistakes is important.

How to Proceed

Practice

When introducing new vocabulary, emphasize correct pronunciation and during the drilling exercises have students practice using choral repetition. This means students are not immediately singled out to pronounce new and unfamiliar words and they can become accustomed to the sound of the words together. The next step is generally to call on students or have students volunteer to pronounce words or phrases. It is an important step to check pronunciation on an individual basis however it means that a student is being singled out to perform independently in front of the entire class. Correcting mistakes at this level is the most challenging but you can use the same process to correct errors in any situation.

Self- Correction

The best way to correct mistakes is to have students correct themselves. Ideally a student will realize a mistake has been made and fix it automatically but that is not always the case. If a student answers a question incorrectly you can gently prompt them to revisit their answer. One of the ways to do this is to repeat what the student said placing emphasis on the incorrect portion, for instance "I have play baseball." and saying it in a questioning way. At this point the student has an opportunity to think about and revise his initial response. You may have your own method of prompting students with a facial expression or phrase which they associate with being incorrect but avoid saying words such as wrong, incorrect, or no in response to mistakes. They are negative and will have ill effects on your students' confidence in the classroom.

Peer Correction

When a student is unable to self-correct, peer correction might be appropriate. If a student raises his hand while you are waiting for a student to self-correct, you may want to call on that student for the correct answer or, after waiting a short time for a student to self-correct, you could ask the whole class the same question and encourage a choral response. Especially with challenging questions, this is a good method because then it is unknown who in the class has the right answer and who does not. Just repeat and emphasize the correct answer by writing it on the board and explaining why it is correct. This is a good method of correcting mistakes because it shifts focus away from the student that provided the original incorrect answer.

Providing the answers last resort

Sometimes individual students as well as entire classes have no idea what the answer to your question is. If providing hints and examples does not lead them to the correct answer, you will have to provide it. Generally this is a last resort and means that a lot of review activities may be in order but keeping a positive attitude and explaining the answer good-naturedly will do a lot to keep your students positive about learning English. Asking similar questions in a simpler form will build student confidence again so that the lesson can continue smoothly.

At every stage of an activity, praise should be given. If a student volunteers to answer a question, you can thank him immediately for volunteering which will boost his self-confidence. At that point if the student provides an incorrect answer you can correct in an encouraging way by saying "Almost." If the student gives the correct answer, be sure to say "Good job!" or "Excellent work!" As long as you are positive in your method of correcting errors, reassure your students that they are doing well, and do not get upset with them for making mistakes, they will continue to volunteer and try their best because making mistakes is OK. That is how learning should be. If students never take risks, they will not improve.

Variables

Specific objectives	Variables	Sub- Variables	Indicators	Instruments
1-To identify the teaching strategies used by the teacher in the classroom	General Information	a)Academic Background	Primary High School College	Interview, observation guide, surveys.
		b) working experience	Less than one year Between 1 and 5 years More than 5 years	
		c)Program	Primary High school College	
	1) Teaching Methodology	Strategies for teaching communicative English	Role play Group interaction Presentations Telling stories Surveys Famous people Balloon debate Discussions	

Specific objectives	Variables	Sub- Variables	Indicators	Instruments
2. To determine the resources used to teach communicative English.	2. Resources for the teaching-learning process	a)Teaching resources	Tape recorder Videos Cards Dictionaries Book Workbook Handouts Media	Surveys, observation guide.
		b) Effectiveness of using teaching resources	Very poor Poor Average Good Excellent	
		c)Frequency use of the resources	Always Very often Rarely Never	
3-To describe the level of motivation of students in the communicative English class.	3.Students involvement in the teaching-learning process	a)Level of participation of students in class	Good Fair Poor	Surveys guide, observation guide.
		b)Frequency of participation in the class	Always Sometimes Seldom Never	
		c) Level of satisfaction with the class	Very low Low Moderate High Very high	

Research Methodology

Type of Research:

This is a transversal project that took place from March until October besides it's a mixed research because it is describing the level of motivation in each students, resources and strategies used for teaching oral communicative English in class including qualitative and quantitative results.

Population:

The population involved in this research is 10 students of third year of French Major Translation at UNAN-Managua.

Sampling:

The sampling of this research was decided by convenience, including the hundred percent of students. It is the same amount of students in the population in order to get reliable information.

Techniques and instrument to gather data:

The techniques for collecting the information are: interview and surveys and the instruments are: interview guide and surveys guides, which permit to collect truthful information from the students and professor.

Analysis Plan

Surveys Applied

The surveys that were applied contains 35 questions and was focus in three main aspects: teaching methodology, student's involvement in the class and the use of materials in the communicative English class. These surveys were applied to 10 students of 3rd year of French translation major at UNAN-Managua. It is important to add that one interview was applied to the teacher to contrast the information given by the students and the teacher.

In the following graphics was decided to show the results through the analysis of each variable of our research. The variables are teaching methodology, the use of resources in class and student involvement in the teaching-learning process.

Analysis of the Results

I.   Teaching methodology

1. The teacher promotes communication activities such as:

a) Role play and simulations
b) Dialogues c) Presentations d) Discussions
e) Story telling f) Picture describing g) interviews

TEACHER'S ACTIVITIES

- ■ Dialogues
- ■ discussions
- ■ presentationes
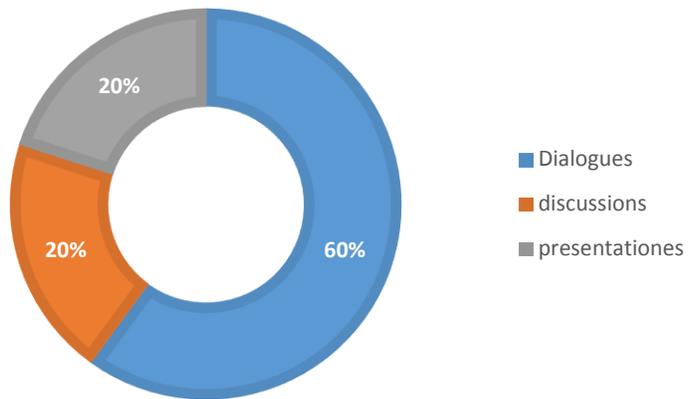
According to this graphic students said that the teacher use only 3 types of activities. The 60 % of students pointed that the mainly activity used in the class is Dialogues (refer to dialogues in the textbook), Discussions 30% and presentations. It is true that the teacher use activities to promote communication in the classroom but it is consider that he must use more than two because the purpose of teaching communicative English is to develop communicative competence. In other words students should be able to interact with people who speak English. Through the use of a variety of strategies such as the ones we mentioned before students could practice speaking skill in different and indirectly ways, they are going to acquire or increase their ability to communicate in proper English.

2. The activities in the class are interesting for me

1. Always   2. Often   3. Sometimes

4. Never

CLASSROOM ACTIVITIES

For this question students respond in some cases (50%) the activities are interesting for them. 17 % of students said they often like the activities used in the class and 33% of students considered that they never enjoy the activities used by teacher in class. A communicative English class should be interesting for all students but teacher in this course use the same activities for each class, therefore the class become monotonous and students are not motivated for learning the English language.
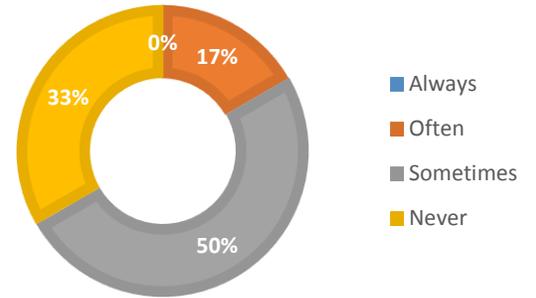
3. The strategies used by the teacher are effective for teaching speaking

a) Strongly disagree   b) disagree   c) no opinion or uncertain d) agree

e) Strongly agree

TEACHING STRATEGIES

For this question 60% students said the activities used for teaching speaking are not effective. As it is referred in the first question, the teacher in this class just uses three types of activities; maybe this is one factor that affects the effectiveness of the activities used in the class. These activities do not help students to be familiar with the language, the real purpose of learning English within a communicative purpose.
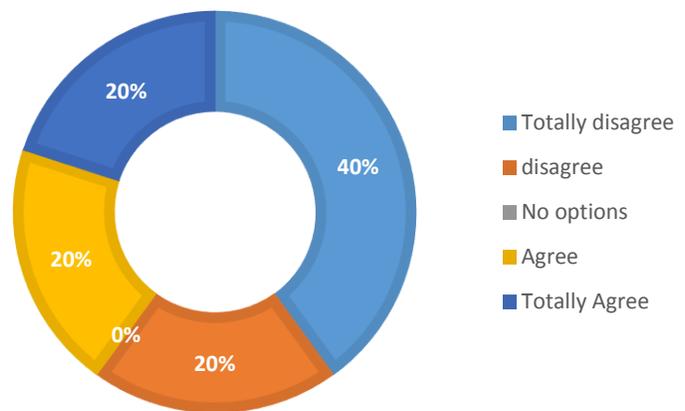
4. What are the difficulties for learning speaking according to you?

a) Methodology   b) Resources   c) self-confidence   d) level of interest

e) Motivation

DIFFICULTIES

According to this graph 50% of students said that they do not have self-confidence at the moment to speak in from other people. 33% of them responded that the methodology used by teacher is difficulty in their learning process. In the interview was asked to teacher what kind of methods does he use

- Methodology
- Resources
- Self-confidense

Self-confidence 20%

50%

30%

for teaching communicative English and he expressed that he use a mix of methods to teach communicative English, but according to the goal of communicative English he should base his teaching process on communicative language teaching in order to promote and clarify students their perception about learning communicative English. For the aspect, self- confidence should be improved by teacher in conjunction with students. If the teacher motivates students through different activities, students would select the most they like. At the end students will strength their self-confidence and will be ready to reach a good level of English.
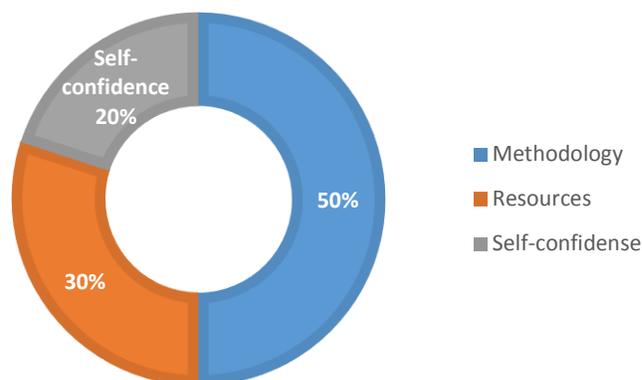
5. For what reasons can it be a good idea to practice oral communication in English?

REASONS

- I learn how to speak English fluently
- I become more motivated to learn English
- I can understand what my classmate's talks
- I can be more effective in the class
- I become more self-confident
- I will need it in the future
- It can provide me self- confident to talk in English with someone else
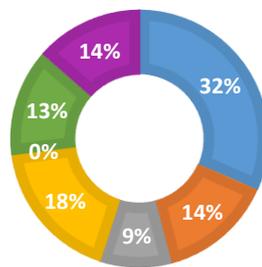
As it is noticed students believe that by practicing they will be better speakers of the language so it going to provide them self-confidence, fluency and also they are going to feel more motivated to acquire the language for different purposes.

Harmer refers: "Good speaking activities can be extremely engaged for students". If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it.

6. What should the teacher do for you to speak more English in the lessons?

THE TEACHER SHOULD DO

- Use fun assignments
- Provide me confidence
- Let us talk in small groups
- Use topics which are interesting to me
- Ask me more questions
- Motivate me to talk doesn't matter if I having grammars mistakes
- Blank answers
- Other answers

0%
27%
30%
13%
7%
13%
10%
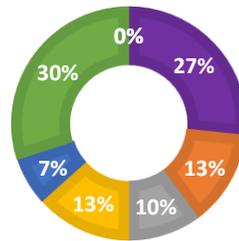
In the previous question students expressed why to practice the oral communication is remarkable important and also they realized what kind of activities the teacher can apply in the classroom that make students feel motivated to learn, there are several options that the teacher can use and it's going to provide successful results.

7. Does the professor check your mistakes?

They are totally agreed about how important when teacher checks their mistakes. They express that in that way they are going to improve other sub skills such as: grammar, pronunciation and vocabulary.

CORRECTS YOUR MISTAKES

0%

- yes
- No

100%
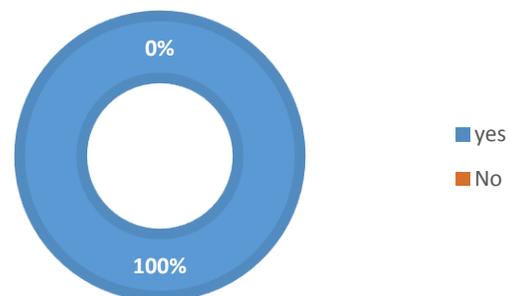
8. How the teacher corrects your mistakes?

WAYS OF CORRECTION

- He teachs me the correct pronuntiation
- He corrects me in a rude way
- He laugh at me in front of the classmates
- He doesn't pay attention to my mistakes
- He uses media to correct me
- He repeats the pronuntiation
- He gives me common examples
- He uses native language
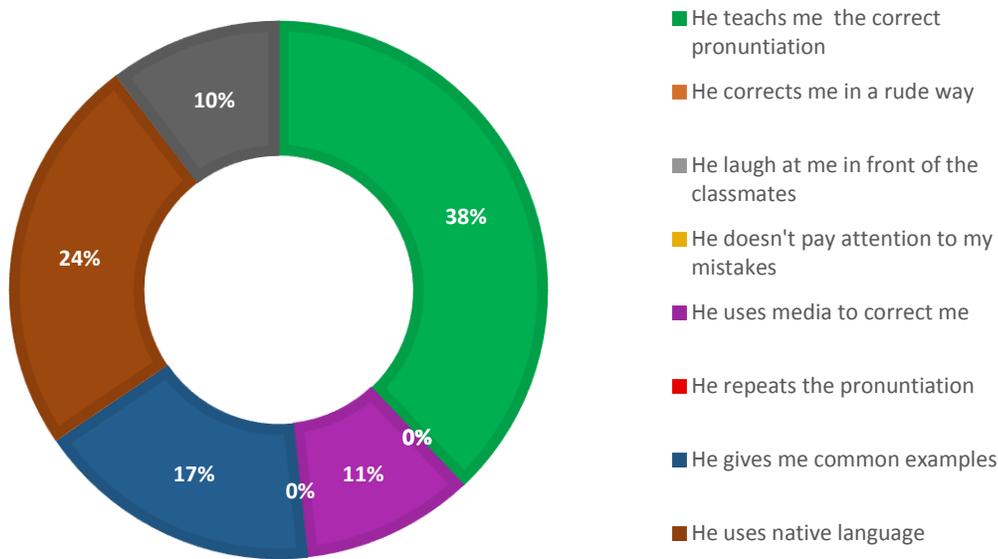
In this graphs students referred the different ways of correction that they have been through and they believe that the best way is when teacher correct mispronounced words, phrases, sentences.

As a result of checking their mistakes students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thoughts.

9. Are you in agreement if the teacher corrects your mistakes?

Students totally agree because they are conscious about how worthy it is According to Ellis (2009), Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory positive

TEACHER CORRECTIONS
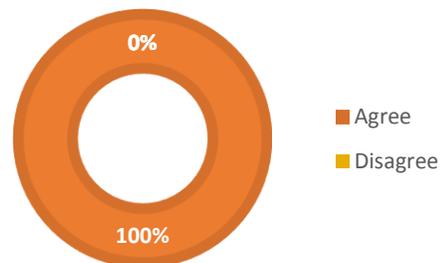
- Agree
- Disagree

feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. (p. 3).

They become greater speakers when they are receiving feedback and in that way they are able to increase their knowledge.

II.   Students involvement in the teaching-learning process

10.   *Do you think English class is fun?*

In previous questions was noticed that the teacher is not using a variety of activities and resources in the classroom. As a result English class is not catching their attention and the 83% of students manifested that English class is not fun at all.

ENGLISH IS FUN

8% 0%
9%

83%

- Not fun at all
- quite fun
- fun

A variety of games, role plays, simulations and task-based, communications activities have been prepared to support communicative language teaching classes, these typically are in the form of one – of – a- kind items: exercise, handbooks, cue cards, activity cards, pair-communication, practice materials and student-interaction materials.

11. How often do you practice oral communication in the English lessons?

HOW OFTEN

0%
17%
41%
42%

- Not so often
- Quite often
- Often
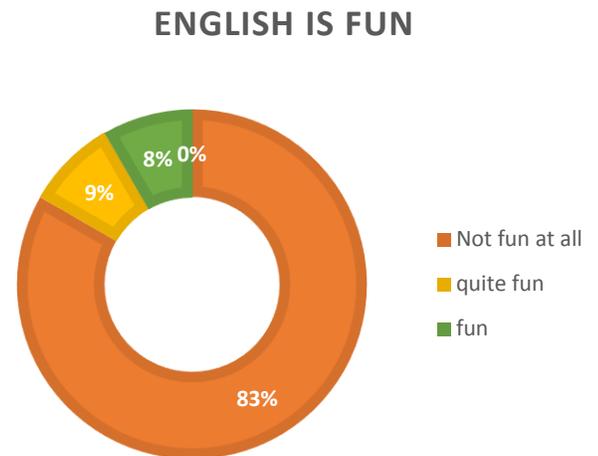
The 42% of students are not practicing oral communication because they have poor vocabulary, self-confidence and the activities that the teacher is doing are not helpful to make them speak.
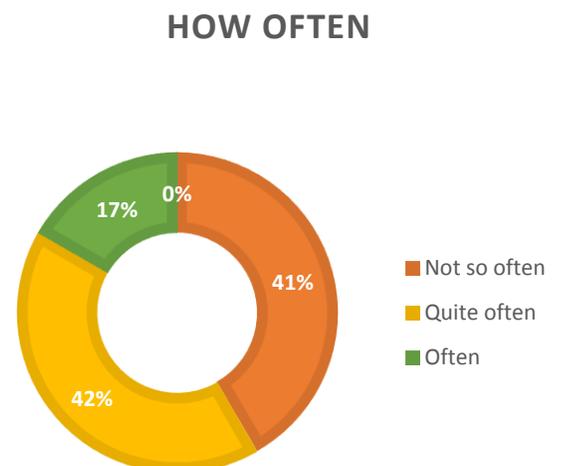
12. What factors affect how active you are when you practice the oral communication?

In this graph students said that the lack of vocabulary, public speech and when they are not familiar with the topic are the main points that affect them. As mentioned before students are not accustomed to practice oral communication and because of that when they are exposed to speak they get in trouble with language,

- The pupils in my Group
- If the topic is Interesting
- If the teacher is Present
- If I feel confident in the classroom
- If the teacher assesses me
- If I don't know all the words in English
- If I don't know the Topic
- To talk in front of people

(Chart values: 18%, 0%, 41%, 23%, 18%)
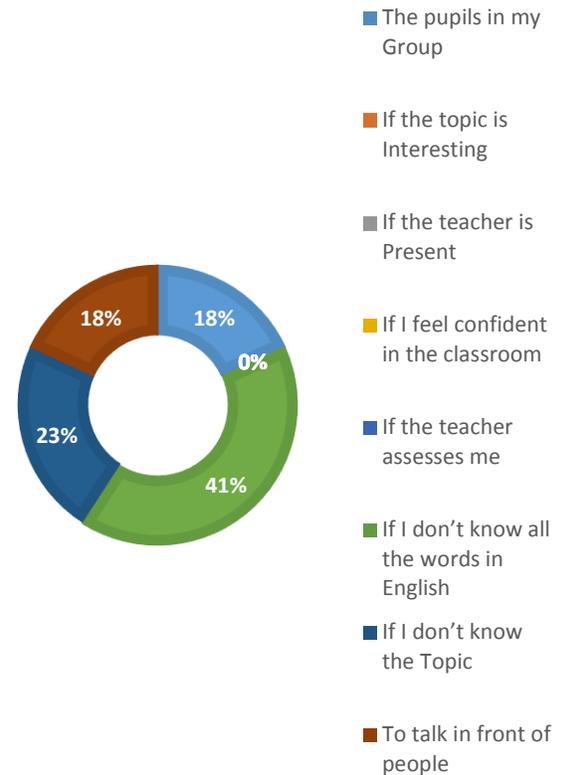
13. What are your reasons to learn English?

REASONS

Results are clear in this graph; just the 37% of students consider that the main reason to learn English is to communicate. The other 63% of students chose other reasons which mean that they are not clear about the purpose of communicative English. Even though the teacher manifested that he explains the purpose of every single class to student they are in disagreement with his answer. This question is related to question number 4 about the level of satisfaction about English class. 67 % of students mentioned other reasons because they are studying communicative English. They do not feel interested at all about English as an important and beneficial language.

- To Comunicate
- It's a Requirement
- I like it
- Other
- To Get a Job
- To Learn other language

(Chart values: 37%, 18%, 18%, 0%, 9%, 18%)
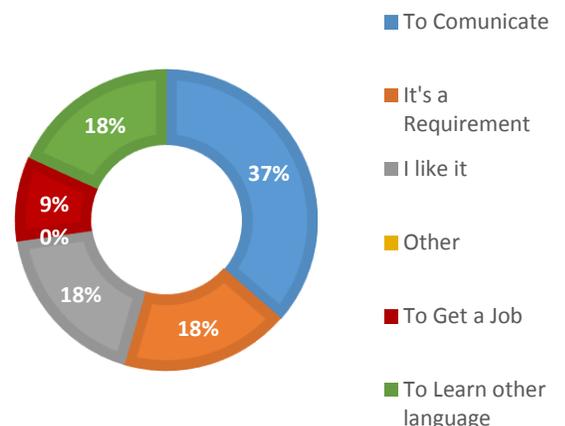
14. I feel encouraged to participate in section and respond to others

**1.** Always 2. Often   3. Sometimes

4. Never

CLASSROOM ACTIVITIES

This graph shows that 60% of students do not participate continuously in the class. Because they do not feel motivated by the teacher and also they lack of self-confidence to speak in the class. Just the 30% of students are available to participate in each class. It is important to keep in mind that in communicative English class all of students need to participate in the class in order to become good speakers. Teacher- students' interaction and student- student interaction is really important, give them the opportunity to express their ideas, feelings and thoughts could be beneficial for both students and the teacher.

15. Do you talk in English with your classmates and teacher in class? How often?

SPEAKING ENGLISH IN CLASS
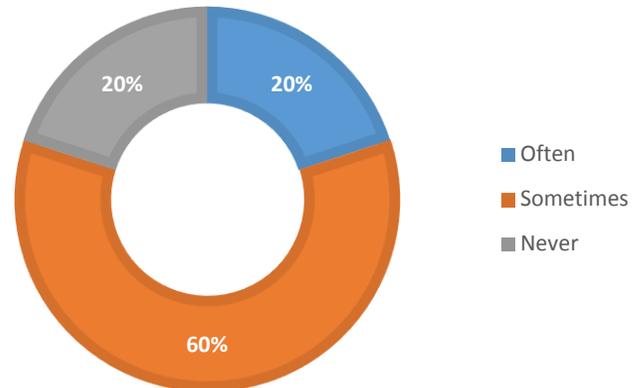
In this question students said that they sometimes talk in English with their classmates and teachers, but it is important to remind that the more students practice speaking skill inside and outside the classroom, better speakers of English they will be. To practice English sometimes it is not enough to reach the main goal of communicative class.
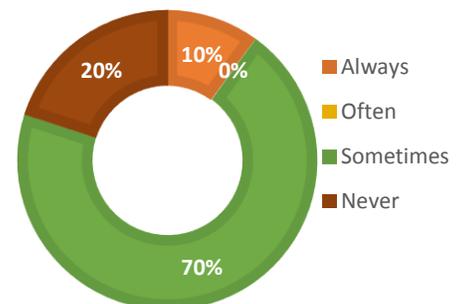
16. **Are you responsible of your own Learning Process?**

Students are clear about their responsibility in the teaching-learning process. But the point is that they do not do not assume their responsibility seriously, they do not practice English outside the classroom, do not make an effort to increase their vocabulary, and one of the reasons is because they do not consider English language as their main goal.

RESPONSIBLE

27%
18%
11%
44%

- Totally disagree
- Disagree
- No opinion
- Agree
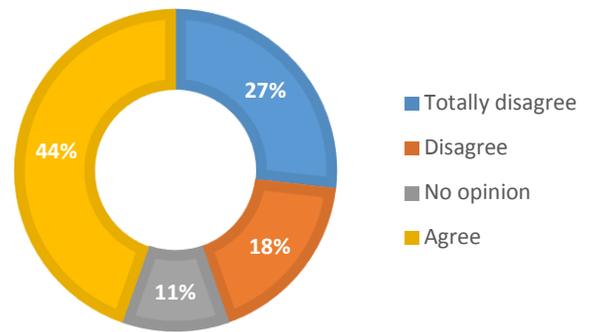
17. **I attend English class in each session.**

The fifty percent of students attend every single English class; this is a teacher concern about the teaching-learning process. In order to develop a successful oral communication skill all students must attend every English class.

ATTENDANCE

0%
30%
50%
20%

- Always
- Often
- Sometimes
- Never
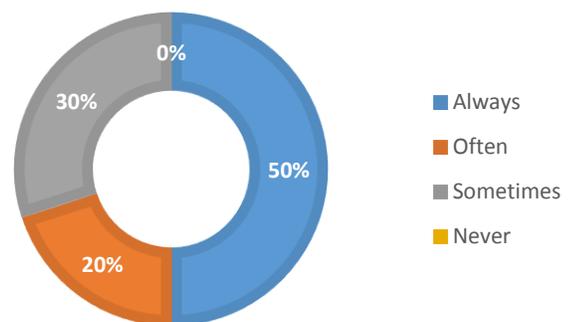
18. **What is your availability to learn English?**

The majority of students are not sure about learning English in a substantial way, this reason because they are not acquiring the oral communication skill. Teacher is not the only responsible of their learning process. He is just a facilitator; students need to make an effort in order to get better results.

AVAILABLE TO STUDY

STUDY AT HOME

30% A lot
60% A little
10% None
0%
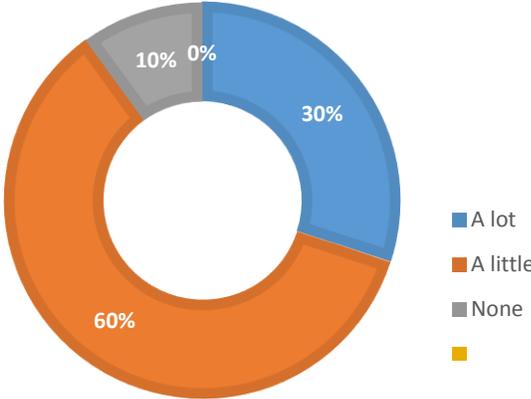
19. Do you study English every day at home? If yes how many hours?

Practicing the different skills at all-time it's really helpful to acquire a good level of the language. The most time that these students devote to study English at home is poor. By practicing reading, listening, writing and the sub skills, students will enhance their level.

20% One Hour
10% More than Two Hours
30% Half Hour
40% None

III.   Resources for the teaching- learning process

20. What type of materials use the teacher for teaching communication skill?

a) Tape recorder   b) videos   c) cards   d) Books   e) Media

f) Pictures   g) short- stories

In this graph students and teacher are in agreement with their answer. The 50% of students said teacher use books and the other 50% said teacher use tape recorded as materials to teach the class. However there is not enough if he as a teacher wants to accomplished good results because there are a huge variety of materials of resources that can be very useful for teaching communicative English. By Benkley (2014) there is an update list that teachers use to have a successful class and to reach good and advance results, motivating students to go on and reach their personals goals. It is important to keep in mind the importance of the resources can provide if the teacher uses these materials to motivate the class, to facilitate the acquisition of the language through the daily use of it in the classroom.

MATERIALS

50%   50%

- Tape Recorder
- Books
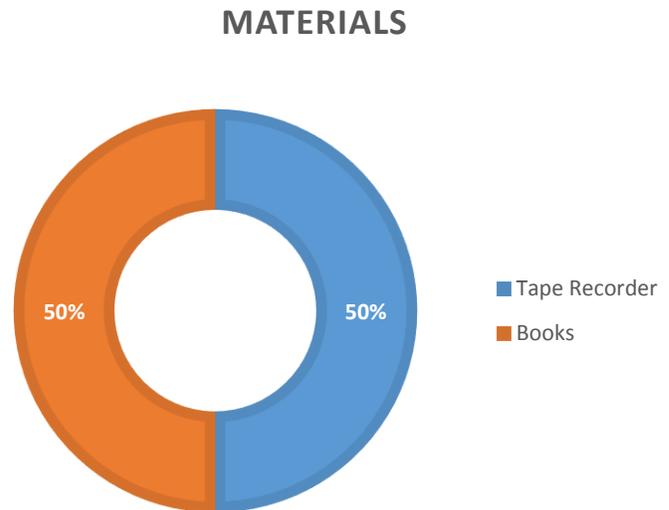
21. Do you think the use of these materials is very effective to learn English?

The 70% of students believe that the type of materials that teacher uses in class are not useful for them. In a communicative English class teacher should apply a variety of games, role plays, simulations and task-based, communications activities have been prepared to support communicative language teaching classes, these typically are in the

MATERIALS

- Not at All 10%
- A little bit 60%
- Very useful 10%
- Useful 20%

form of one – of – a- kind items: exercise, handbooks, cue cards, activity cards, pair-communication, practice materials and student-interaction materials.
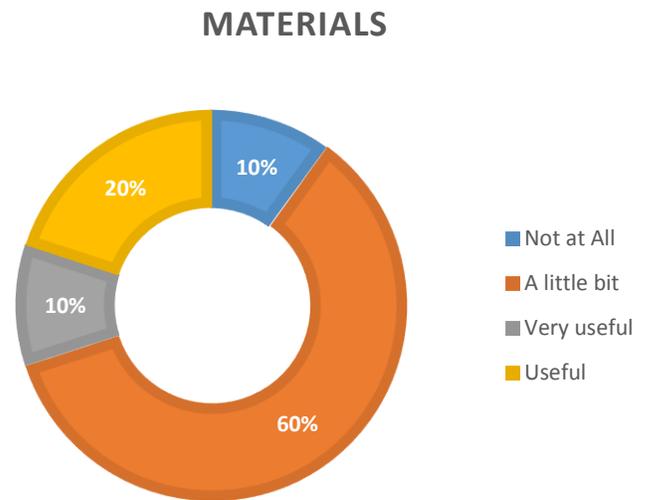
22. How often does the teacher use teaching resources in class?

According to this graph students said that teacher does not use resources in class always, in the question before was noticed that teacher use just two types of resources. This result really does not help students to learn English in a good way. Teacher should use resources as much as he can, in order to facilitate students, to

FRECUENCY

- Always 20%
- Often 10%
- Sometimes 70%

provide feedback. The use of resources can be helpful for students and also for teacher, resources make a class interesting, students can be creative and can improve their weaknesses.
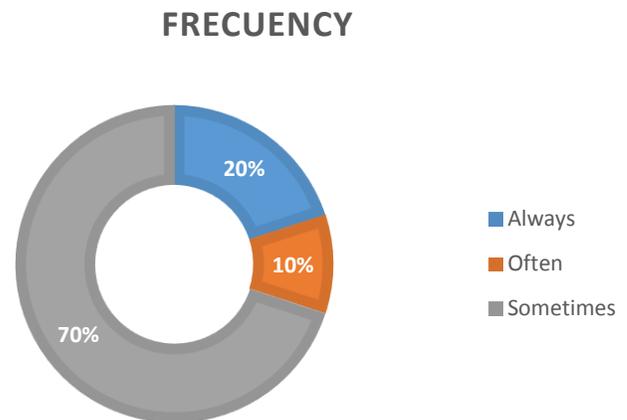
23. Which resources should the teacher use in order you get better learning English?

If the teacher wants to reach the goal of developing communicative competence, he/ she should apply better resources than the ones that ones that are being used.

RESOURCES

- ■ pictures
- ■ Power point presentations
- ■ cards
- ■ Games
- ■ Songs
- ■ videos
- ■ books

18%
0%
9%
26%
23%
24%
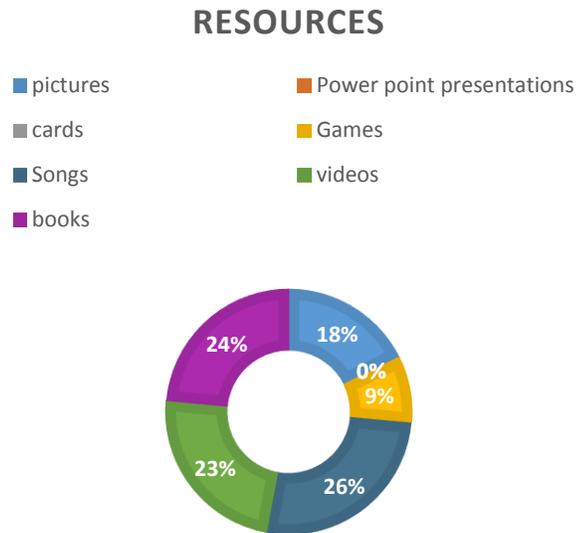
Resources like videos, songs and everything with media are really effective and they help to have an interesting class, they can catch the attention of the young brain because young people are getting connected with technology every day.

24. Dou you think the teacher have to use this kind of resources more frequently?

The 100% of students totally agree with this statement because they think they can get a lot of benefits in English class, so they are getting familiar with this kind of resources and they acquired the confidence to talk or do what is necessary to do

RESOUCES

- ■ yes ■ no

0%

100%
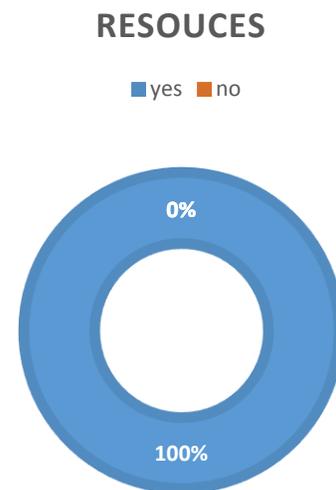
Conclusions

At the end of this paper it can be concluded that there are some aspects that can affect the development of oral communication skill in communicative English language. One of these aspects is the poor use of strategies in the class. Strategies motivate students to learn and practice proper English, and interact with teacher and their classmates. It is important to take into account that the more strategies teachers use in the classroom the better skills students will develop in English; Richard (1985) refers: the range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information or information sharing. Finally it is very important to take in consideration that the more strategies the teacher uses in the classroom the better practice of oral communication will have.

Another aspect that affects directly the development of communicative skill is when the teacher does not use different and appropriate resources that help student to reach the goal of communicative competence. Throughout the daily use of resources teacher can facilitate the acquisition of the language. According to Benkley (2014) "there is an update list that teachers use to have a successful class and to reach good and advance results, motivating students to go on and reach their personals goals". It is important to keep in mind the importance of the resources can provide if the teacher uses these materials to motivate the class, to facilitate the acquisition of the language through the daily use of it in the classroom. There are infinite types of materials that teacher might use in class such as: multimedia, videos, cards, pictures, audiovisual aids. Many proponents of communicative language teaching have advocated the use of authentic, from lives materials in the classroom, these might include language – based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be build, such as maps, pictures, symbols, graphs and charts. Different kind of object can be used just to support communicative exercise, such as plastic model to

assemble from directions. To conclude it is important to know that there is a strong connection between strategies and resources. For instance, if a teacher wants to apply the strategy picture-describing in the class, teacher needs a picture or a power point presentation to develop this activity.

The third but not least important aspect is the involvement or participation of students in their own process. As it is noticed in questions applied in the surveys, the students do not practice oral communication activities as they should do and also they consider that English class is not fun at all. In addition these students need to be clear about their responsibility during the learning of English language. They must be conscious of their participation in class, the time they use at home to practice English. To achieve the goal of develop good oral communication skills students need to assume their performance in class. In this aspect it can be included the importance of teacher-student interaction and student-student interaction. If the teacher knows how to talk to students, if they know how to rough tune their language to the students as discussed above, then students get a chance to hear language which is certainly above their own productive level, but which they can more or less understand. The teaching-learning process includes two important agents that are student and teacher. The results of this process will depend on the good participation of students in the class. Therefore students need to practice English skills inside and outside the classroom; they need to devote enough time to practice speaking, listening, reading and writing because in this way they will get a high proficiency of the language. It is not just teacher s responsibility that students learn to speak fluently; it is student's responsibility too.

Recommendations

Through this research it is found several things that might affect in the teaching-learning process of oral communicative English, as a result it is important to provide some recommendation that can be useful for all English teachers who want to achieve a successful class and also for those students who want to reach a high level of proficiency in English language.

1. To be effective, students need to be and feel motivated to learn something new, so it's mean it is a task for each teacher to prepare something that look attractive for their students. A new topic can mean new knowledge and students can feel so motivated to take this challenge. Therefore, teachers need to be very creative and have a high level of charisma in order to have a proper influence in the student's behavior. As Harmer (2013) explain: One of the teacher's main aims should be to help students to sustain their motivation. Teachers can do this in plenty ways. The activities we ask student to take part in will, if they involve the students or excite their curiosity and provoke their participation help them to stay interested in the subject

2. Students need to develop self- confidence, as teachers we need to be prepared to talk and do something about this situation, so it is necessary to help students to develop self-confidence about their participation in their own learning. Some things we as teachers can do are:

- To develop a really good level of confidence with your students
- To help them o rise a really good thinking about their own capacity.
- To motivate students frequently
- To have really good base about what they are learning.
- To show really good attitude in from of them.
- To show security about what you are saying when you are in front of them.

3. Try to use another kind of activities, because for students some of the normal activities you are using in the classroom are so boring, try to convey your knowledge with your ability as a professor as a dynamic professor, teaching is not just methods

or activities, teaching is create something new by having documentation, so improve methods plus your own creativity, search in books, internet, ask some professors about that, ask your students what they are expecting about their own learning.

4. Encouraging students to participate in class, the students need to feel that they can talk and their teacher needs to correct their mistakes in that way they are going to learn the language in an effective way.

5. Try to use materials that can be helpful for the class. The use of variety types of materials will help students to be familiar with the activities that are being used in the class. Also through the use of material teachers can motivate students to learn the English language in a funny and interesting way. As Benkley refers; audiovisual aids can be helpful for presentations in class. also digital projectors, and presentations slides can facilitate the teaching- learning process. Moreover, the communicative approach suggests that a wide variety of materials have been used to support communicative approaches to language teaching. Exercise, handbooks, cue cards, activity cards, pair-communication, practice materials and student-interaction materials. Many proponents of communicative language teaching have advocated the use of authentic, from lives materials in the classroom, these might include language – based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be build, such as maps, pictures, symbols, graphs and charts

6. Don't be passive in the class; remember that teachers are the model so you need to be so social and charismatic with them, of course holding the boundaries. Teachers need to invite and convince students to participate in class as more as they can.

7. In order to develop oral communication skill teachers need to promote communication activities in the class, if you don't do this means that students are not going to talk! Find out about interesting activities for them, ask your students what they want to do, ask yourself what you want to achieve in your class. And finally choose the best activities that really will help you and your students to develop speaking skill. Different strategies can be used in the class such as: role play, creative dialogues, prompt speech, act it out, balloon debate, discussions, storytelling and so on.

8. Students need to be clear about what they want to achieve in class. They need to ask themselves for what purposes they are learning English. Students should take some responsibility from themselves and that they should be the doers in the class.

9. Students need to participate in class as much as they can. In order to develop the oral communication they need to be in touch with the language everywhere and at all times. As Richards list: "Learner's role: the role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the groups and within the classroom procedures and activities which the group undertakes". In other words students need to understand that they must be interacting with classmates and teachers at all time.

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Annexes

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-MANAGUA

FACULTAD DE EDUCACION E IDIOMAS
DEPARTAMENTO DE INGLES

TEACHERS INTERVIEW

I.   **Objective**: To identify the teaching methodology in the classroom.

II.   **General Information:**

Years of experience:_____   Degree:_____

Academic Level:_____

III.   **Instruction: Please answer the following questions**

1. Do you explain the purpose of every single class to your students?

    Yes_____ NO_____   why?

2. What strategies do you use to teach communicative language? You can circle more than one.

a) Role play and simulations   b) Dialogues   c) Presentations

d) Discussions   e) storytelling   f) picture describing   g) interviews

e) information-gap activities   f) Surveys   e) other: _____

_____

3. Do you consider that is important to motivate students in the class? Explain why

4. Do you encourage all your students to participate in the class? How?

5. How do you feel about your teaching process? Why?

a)Excellent   b) Very good   c) Good   d) Bad

6. What materials do you use to teach your class?

a) Tape recorder   b) videos   c) cards   d) Books   e) Media

f) Pictures   g) short- stories f) photocopies   g) other: _____

_____.

7. Are these materials effective for your teaching-learning process? Explain

8. Do you believe that your students have been developed communicative skill?
Yes_____ no_____;   if yes, what is the level of speaking of your students?

a)Advanced   b) Intermediate   c) Beginner   d) Low beginner

9. Do you promote interaction between students-students and teacher- students?
Yes_____   No_____   why?

10. According to your knowledge, what is the purpose of teaching communicative English?

11. Are your students clear about the goal of learning English?

Yes_____   No_____   why?

12. What is the method that you use to teach your class?

a)Audio-lingual method

b) Total physical Response

c) Communicative approach

d) Natural approach

e) Other_____

13. What are the difficulties that you face to teach your class?

a) Attendance

b) Materials

c) Low participation of students

d) Lack of interest in the class

e) Methodology

f) The students do not like the class.

e) Other: _____

14-¿What is the classroom groupings that you use in your class?

a)Individual

b) In pairs

c) Group work

15- How do you consider your class is?

   a) Very interesting

   b) Interesting

   c) Boring

   d) Monotonous

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

FACULTAD DE EDUCACION E IDIOMAS

Tema de Investigación: Análisis de los Factores metodológicos que afectan el desarrollo de la comunicación oral del III año de inglés comunicativo de la carrera de traducción francesa de la UNAN-Managua de marzo a octubre del 2014.

Encuesta del Estudiante nº 1

Objetivo: Determinar el nivel de participación, metodología y uso de recursos por parte de los estudiantes y docente en la clase de Inglés Comunicativo V.

Instrucciones: **Encierre el número o letra de acuerdo a su respuesta**

1 Siempre **2** Muy a menudo **3** A veces **4** Nunca

I.   Participación de los estudiantes

1-Asisten a la clase de inglés en cada sesión

1   2   3   4

2 - Las actividades en la clase son interesantes para mí

1   2   3   4

3 - Me siento alentado a participar en la sección y responder a los demás

1   2   3   4

4 - Todo el mundo tiene la oportunidad de dar su opinión acerca de la clase

1   2   3   4

5 - El instructor me estimula con eficacia para hacer preguntas y dar respuestas.

      1   2   3   4

6 - ¿Cuál es el nivel de satisfacción acerca de la clase de Inglés?

a) Muy baja b) Baja c) Moderado d) Alta e) Muy alta

7 - ¿Estudias Inglés todos los días en casa? En caso afirmativo ¿cuántas horas?

a) una hora b) más de dos horas c) medio de una hora d) ninguno

8. ¿Qué Actividades Realiza para estudiar inglés en su casa?

a) Escuchar música b) Leer libros c) ver películas d) Conversar en ingles con otras personas e) Realizar ejercicios prácticos

9 - ¿Cuál es tu razón para aprender inglés?

a) Comunicarse b) es un requisito c) Me gusta Inglés d) otra

e) Para conseguir un mejor trabajo f) quiero aprender otro idioma

10 - ¿Cuál es tu Disposición para Estudiar inglés?

a) Mucha b) Poca c) Nada

11-¿Es usted responsable de su Propio Aprendizaje?

a) Muy en desacuerdo b) en desacuerdo c) ninguna opinión o d incierta) de acuerdo

e) Totalmente de acuerdo

II.   Metodología de la Clase

12 - El docente promueve actividades de comunicación como:

a) El juego de roles y simulaciones b) Diálogos c) Presentaciones

d) Las discusiones e) narración f foto) Descripciones g) entrevistas

13 - Las estrategias utilizadas por el profesor son efectivas para la enseñanza de habla

a) Muy en desacuerdo b) en desacuerdo c) ninguna opinión o incierta d) de acuerdo e) Totalmente de acuerdo

14 - ¿Considera que es importante tener un buen nivel al hablar Inglés? Si su respuesta fue sí entonces ¿cuál es tu nivel de Inglés?

a) Avanzado b) c intermedio) principiante d) bajo nivel

15- ¿Cuáles son las dificultades que presenta usted al momento de la clase?

a) La metodología b) Recursos c) autoconfianza d) nivel de interés

e) la motivación

16 - ¿Habla en Inglés con sus compañeros de clase y profesor en clase? ¿Con qué frecuencia?

1   2   3   4

17 ¿Utiliza el docente la lengua materna en clase? ¿Con qué frecuencia?

Sí_____ No _____

1   2   3   4

III.   Recursos de la Clase

18 - ¿Qué tipo de materiales utiliza el profesor para la enseñanza de habilidades de comunicación?

a) Grabadora b) Diapositivas c) Los vídeos tarjetas d) Libros e) Medios

f) las imágenes g) cuentos f) fotocopias

19 - ¿Cree que el uso de los materiales le ayuda a aprender inglés? ¿Cuánto?

a) No ayuda en absoluto b) Un poco de ayuda c) Bastante útil d) Muy útil

20 - ¿Con qué frecuencia usa el docente los materiales de enseñanza en clase?

1   2   3   4

21. ¿Considera usted que el uso de los materiales contribuye a su aprendizaje?

a) Muy en desacuerdo b) estar en desacuerdo c) ninguna opinión o incierta
d) de acuerdo e) Totalmente de acuerdo

Encuesta de estudiante nº 2

Research topic: *Analysis of methodological Factors that affect the development of oral communication in the communicative English V and VI, morning shift III year French Translation Major at UNAN-Managua from the March until October 2014.*

Objective: To determine the level of involvement, methodology and use of resources of students and teacher in communicative English class.

I.   *Participación de los estudiantes*

1. ¿Crees que el inglés es divertido?
   _____No del todo

   _____Un poco divertido

   _____Divertido

   _____Muy divertido

2. ¿Eres bueno en inglés?
   _____No del todo

   _____poco bueno

   _____Bueno

   _____Muy bueno

3. ¿Te gusta hablar inglés fuera del salón de clase?
   _____No te gusta del todo

   _____ No te gusta

   _____ Te gusta

   _____ Te gusta mucho

   ¿Por qué? :_____

4. ¿Qué factores crees que afectan cuan efectivo eres cuando practicas la comunicación oral en inglés?

   Mis compañeros de grupo____

   Si el tema me parece interesante____

   Si el profesor está presente____

   Si me siento seguro en el salón____

   Si el profesor me está evaluando____

   Si no se todas las palabras en ingles____

   Si no se el tema del cual hablan____

   Hablar frente a personas____

   No me afecta del todo___   me afecta__   me afecta mucho___

5. ¿Con que frecuencia practicas la comunicación oral en la clase de inglés? ¿Es esto suficiente para ti?

   ____ Un poco a menudo

   ____ A menudo

   ____ Muy a menudo

   _____ Si   _____No

II.   Metodología de la Clase

6. ¿Qué opinas acerca de las clases de inglés?

   ____No te gusta del todo

   ____No te gusta

   ____Te gusta

   ____Te gusta mucho

7. ¿Para ti cual es la habilidad más importante del inglés?

   ____Lectura

   ____Comunicación

   ____Escritura

8. ¿Qué es lo que debería hacer el profesor para que hables más ingles en la clase?

_____ Utilizar tareas divertidas

_____ Brindarme seguridad

_____ Dejarnos hablar en pequeños grupos

_____ Utilizar temas que son interesantes para mí

_____ Preguntarme más

_____ Motivarme a hablar aún mas no importando si tengo muchos errores gramaticales

Respuestas en blanco

Otra respuesta _____

9. ¿Por qué razones crees que es buena idea practicar la comunicación oral en inglés?

_____ Aprenderé a hablar en inglés más fluidamente

_____ Me motivo más a aprender ingles

_____ Puedo entender lo que mis amigos dicen

_____ Puedo tener un mejor rendimiento en la clase

_____ Puedo sentirme más segura de mi misma

_____ Lo necesitare para mi futuro

_____ Puedo sentirme más segura al momento de hablar con otra persona

10. ¿El profesor corrige tus errores al momento de hablar?

Si

No

11. ¿De qué manera el docente corrige tus errores?

_____ te enseña la pronunciación correcta

_____ te corrige de manera agresiva

_____ se burla de ti ante tus compañeros

_____ no presta atención a tus errores

_____ utiliza recursos visuales para corregirte

_____ practica la pronunciación de manera repetitiva

_____ ejemplifica tus errores con palabras comunes

_____ usa la pronunciación de tu lengua materna

_____ muestra diferentes ejemplos de casos similares

Otra_____

12. ¿Estás de acuerdo con que el profesor corrija tus errores?
De acuerdo

En desacuerdo

¿Porque?_____

III.   Recursos de la Clase

13. ¿Qué materiales debería utilizar el profesor para que obtengas un mejor aprendizaje del idioma?

_____ fotografías

_____ Presentaciones en power point

_____ Tarjetas ilustrativas

_____ juegos (sopa de letras, crucigramas, el ahorcado,)

_____ Canciones

_____ Videos

_____libros

Otros_____

14. ¿Crees que el profesor debería utilizar estos materiales con mayor frecuencia?
Si

No

¿Porqué?_____

Student's survey nº 1

Objective: To determine the level of involvement, methodology and use of resources of students and teacher in communicative English class.

Research Topic: *Analysis of Methodological Factors that affect the development of oral communication in the communicative English V and VI, morning shift III year French Translation Major at UNAN-Managua from March until October 2014.*

Instruction: Read carefully and please give your answer

> ### I.   *Circle the number or letter according to your answer*

1 Always**2**   Very often   **3** Sometimes**4**Never

> ## I.   *Students involvement*

1-I attend English class in each session

1   2   3   4

2- The activities in the class are interesting for me

1   2   3   4

3--I feel encouraged to participate in section and respond to others

1   2   3   4

4- Everyone has the opportunity to give opinions about the class

1   2   3   4

5- The instructor effectively encourages me to ask questions and give answers.

1   2   3   4

6- What is the level of satisfaction about the English class?

a) Very low   b) Low   c) Moderate   d) High   e) Very high

7- Do you study English every day at home? If yes how many hours?

a) an hour   b) more than two hours   c) half an hour   d) none

8-¿What kind of activities you do to practice english at home??

a) Listen to music   b) Read books c) Watch Movies   d) talk to other people in English
e) other

9- What is your reason for learning English?

a)To communicate   b) is a requirement   c) I like English

d) To get a better job   d) I want to learn another language

10-Do you believe you are responsible of your own learning?

a) Strongly disagree   b) disagree   c) no opinion or uncertain d) agree

e) Strongly agree

11- ¿Do you feel excited about learning English?

a) A lot   b) a little   c) nothing

II.   Teaching Methodology

12- The teacher promotes communication activities such as:

a) Role play and simulations   b) Dialogues   c) Presentations

d) Discussions   e) storytelling   f) picture describing   g) interviews

13- The strategies used by the teacher are effective for teaching speaking

a) Strongly disagree   b) disagree   c) no opinion or uncertain d) agree

e) Strongly agree

14- What are the difficulties for leaning speaking according to you?

a)methodology   b) Resources   c) self-confidence   d) level of interest

e) Motivation

15- Do you talk in English with your classmates and teacher in class? How often?

1   2   3   4

16-Does the teacher use the native language in the class? How often?

Yes_____ No _____

1   2   3   4

17. What is your level of English?

A) advanced   b) intermediate c) beginner   d) low beginner

III. Teaching Resources

18- What type of materials use the teacher for teaching communication skill?

a) tape recorder   b) videos   c) cards   d) Books   e) Media

f) pictures   g) short- stories f) photocopies

19- Do you think that the use of materials help you to learn English? How much?

a)No help at all   b) Slightly helpful   c) Fairly helpful   d) Very helpful

20- How often the teacher use materials for the class?

1   2   3   4

21-Do you consider the use of materials are useful for your learning?

a) Strongly disagree   b) disagree   c) no opinion or uncertain d) agree

e) Stronglyagree

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-MANAGUA

FACULTAD DE EDUCACION E IDIOMAS

Research topic: *Analysis of methodological Factors that affect the development of oral communication in the communicative English V and VI, morning shift III year French Translation Major at UNAN-Managua from the March until October 2014.*

Objective: To determine the level of involvement, methodology and use of resources of students and teacher in communicative English class.

Instruction: please read carefully and circle the letter or number that you prefer.

Student s survey

I. *Students involvement in English class*

01. Do you think English is fun?

Not fun at all

Quite fun

Fun

Very fun

02. Are you good at English?

Not good at all

Quite good

Good

Very good

03. *What do you think of speaking English outside the classroom?*

Do not like it at all

Do not like it

Like it

Like it a lot

Why? :_____

04. *What factors affect how active you are when you practice oral communication in English?*

The pupils in my Group

If the topic is Interesting

If the teacher is Present

If I feel confident in the classroom

If the teacher assesses me

If I don't know all the words in English

The size of the Group

If I don't know the Topic

To talk in front of people

    a) Does not affect me at all   *b) affects me*   *c) Affects me a lot*

05. *How often do you practice oral communication in the English lessons?*

Not so often

Quite often

Often

Very often

II. Teaching Methodology

06. What do you think about speaking English in the lessons?

Do not like it at all

Do not like it

Like it

Like it a lot

07. For you, what is the most important English skill? (Rank with 1, 2 and 3)

Reading

Speaking

Writing

08. What should the teacher do for you to speak more English in the lessons?

Use fun assignments

Provide me self confidence

Let us talk in small groups

Be enthusiastic and encouraging

Use topics which are interesting to me

Ask me more questions

Motivate me to talk, it doesn't matter if I having grammars mistakes

Blank answers

Other answers_____

09. How often the teacher designs activities to have us interact in English with peers?

Not so often

Quite often

Often

Very often

10. For what reasons can it be a good idea to practice oral communication in English?

I learn how to speak English fluently

I become more motivated to learn English

I can understand what my classmate's talks

I can be more effective in the class

I become more self-confident

I will need it in the future

It can provide me self- confident to talk in English with someone else

I can be able to interact with other people.

I can get a good job knowing English

11. Does the professor correct your mistakes in class?

Yes____

No _____

12. In what way the teacher correct your mistakes in class?

3. Do you think that teacher needs to correct your mistakes?

Agree_____

Disagree____

III. Teaching Resources

15. What materials should the teacher use to provide you a better learning of the language?

__ Pictures

_____ Power Point Presentations

_____ Flash Cards

_____ Games (word search, crosswords, hangman,)

_____ Lyrics

_____ Videos

_____Books

Other_____

**15. Do you believe teacher should use these materials more often?**

Yes ___

No___

Why? _____

MOTIVATION
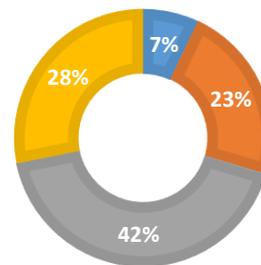
- Always
- Often
- Sometimes
- Never

7%
28%
23%
42%

Graphics

TO GIVE OPINIONS

25. Everyone has the opportunity to give opinions about the class

- Always 36%
- Often 53%
- Sometimes 0%
- Never 11%

TO ASK AND REPLY

26. The instructor effectively encourages me to ask questions and give answers.

- Always 22%
- Often 34%
- Sometimes 33%
- Never 11%
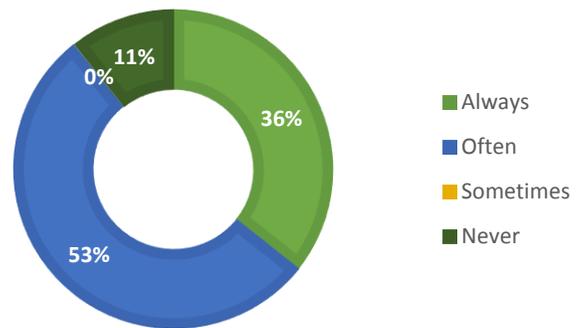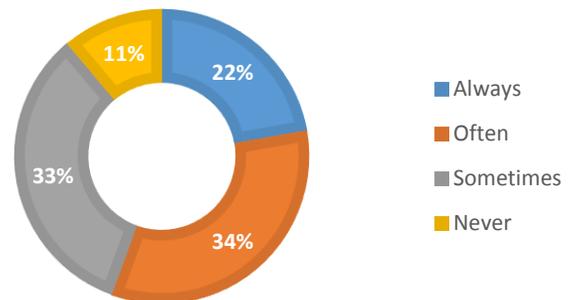
ACTIVITIES

27. Which activities do you use to study at Home?

- Listening Music 45%
- Reading Books 20%
- To whatch Movies 15%
- To talk in English 20%
- To practice Exercises at Home
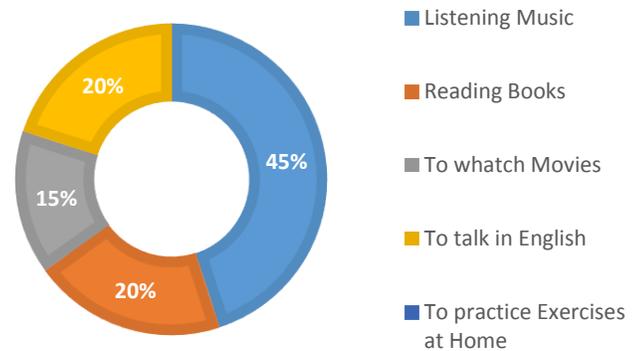
28. Do you talk in English with your classmates and teacher in class? How often?

SPEAKING ENGLISH IN CLASS
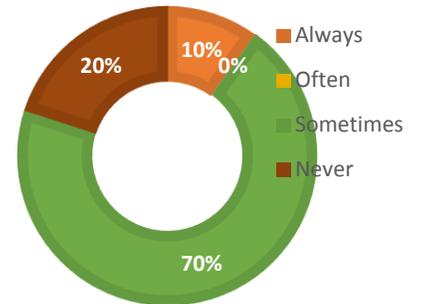
**29.** Does the teacher use the native language in the class? How often?

NATIVE LANGUAGE IN CLASS
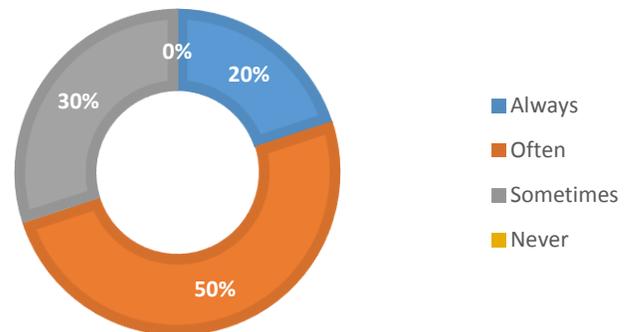
30. *Are you good at English?*

GOOD AT ENGLISH

17%	Not at all
41%	quite good
25%	good
17%	very good
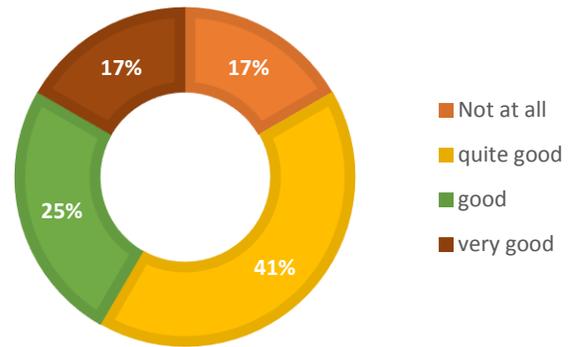
31. *What do you think about speaking English in the lessons?*

SPEAKING ENGLISH

0%	Do not like it at all
25%	Do not like it
17%	Like it
58%	Like it a lot
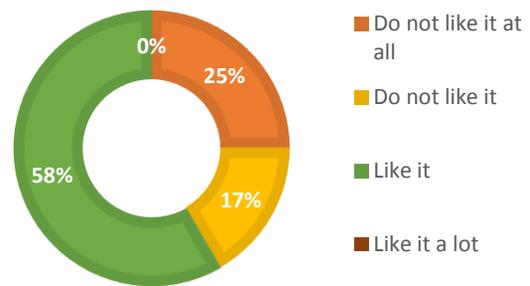
32. *What is the most important English skill?*

MOST IMPORTANT ENGLISH SKILL

0%	Reading
33%	Speaking
67%	Writing