

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

“RUBEN DARIO” CAMPUS

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARMNT



THEME: The methodological strategies in the learning-process of the English language during the second semester of 2014

Authors:

Fátima Castillo Mejilla.

Lucelia Benedith Calero.

Karen Álvarez Salgado.

Tutor: Msc Manuel Rivera

DEDICATORY AND ACKNOWLEDGEMENT

First of all this research is dedicated to God for giving us life and bring us time to begin and finished this research work. To our parents for giving us their support on this research, in addition to our tutor Manuel Rivera for helping us and giving us some of their knowledge and for his advice in the beginning and completion of this research and especially for his patience in the realization of this one and to everyone who took part on this.

Also thank our colleagues for their support and help in our difficult times and uncertainty where for one reason or another was hesitated to move forward, in addition to share some of their knowledge in research. Another important person in this research is the director of the public Chiquilistagua school Ivania Ordonez that gave us access to make our project and to the teacher Norma Aragón for allowed us to have an interviewed with students and for giving us the opportunity to observe the class, which was a great help to our research

INDEX

I. Abstract.....	1
II. Introduction.....	2
III. Justification.....	3
IV. Problem and Sub-problems.....	5
V. General Objectives and VI. Specifics Objectives.....	6
VII. Research Questions.....	7
VIII. Theoretical framework.....	8
8.1. English backgrounds.....	8
8.2. English importance.....	8
8.3 Method.....	10
a- What is a teaching method.....	10
b- Teacher- centered Approach to learning.....	11
c- Student- centered Approach to learning.....	12
d- Types of Teaching Method.....	13
8.4 Techniques.....	17
 a- Examples.....	18
8.5 Strategies.....	19
 a- the cognitive approach.....	20
 b- The affective Approach.....	20
8.6 Differences between Strategies, Techniques, Method and Approach	
 In the terms of teaching.....	21
8.7 Importance of teaching Materials.....	23
8.8 Speech vs. language.....	24
8.9 Language is different from speech.....	25
8.10 speaking.....	26

a-What is speaking.....	26
b- Speaking importance.....	26
8.11 Strategies for developing the speaking skill.....	27
a- using minimal responses.....	28
b- Recognizing Scripts.....	28
c- Using language to talk about language.....	29
8.12 Assessing Speaking skill.....	31
8.13 Listening.....	36
a- What is listening.....	36
8.14 Strategies for developing Listening skill.....	38
a- Strategies.....	38
b- Listening for meaning.....	39
8.15 Assessing Listening proficiency.....	40
8.16 Environmental Factors.....	42
a- Internal Factors.....	43
b- External Factors.....	44
8.17 The Teacher`s role in the language learning process.....	45
IX. Methodological design.....	48
X. System of variables.....	49
XI. Data Analysis.....	51
XII. Conclusions.....	72
XIII. Recommendations.....	74
XIV. References.....	77
XV. Annexes.....	78

I. ABSTRACT

This document is qualitative and quantitative research work which is focused on verifying the effectiveness of the strategies used by the teacher in developing the skills of speaking and listening in the seventh grade B at Chiquilistagua school in the second half. Before the realization of this research we decided to make an observation in the classroom to know the strategies and resources that the teacher used to develop the skills of listening and speaking, in which we observed the reactions of students when the teacher gave the class as the time given for each skill and the total class time, besides an interview was conducted to the teacher to know her opinion and working way.

The realization of this survey was by convenience, of 40 students in the classroom 32 students agreed to participate voluntarily in this research work. They answered the questions according to their criteria and the way how they see their teacher work and finally we proceeded to do the analysis obtained from the application of these instruments which information was introduced in the graphics to display information on each one.

II. INTRODUCTION

Today is well known the importance of learning English as a foreign language. As students of five years from the Faculty of Education and Language Department of English at UNAN Managua was decided to do a research on the effectiveness of the strategies used by the teacher to develop speaking and listening skills in the seventh grade B at the Chiquilistagua public School in the second semester 2014. This research was initiated with the purpose of analyzing these strategies.

At the beginning of this semester was made an observation in the classroom of the seventh grade B to study all the strategies and the effectiveness of them to develop the listening and speaking skills. These skills are very important for learning English; this research has the objective to identify effectiveness of such strategies. Speaking is one of the most important skills, it's necessary to practice this ability every day to get better results in the learning process. For many students the listening skill is very difficult because they do not feel enough motivation to develop that skill. Often the resources that the teacher uses aren't enough for that reason the development of this skills is more difficult for them.

III. JUSTIFICATION

Today in Nicaragua has increased the demand to speaking English to get better opportunities and have a much wider field to choose, for that reason was decided to do a research in two of the main skills of English as it is speaking and listening. Starting from teaching of this in high school, level of learning and the importance of strategies to develop each of them by the teacher at the end have chosen the seventh grade where the real development of English as a second language begins and how the teacher applies these strategies for each one.

All the strategies applied by the teacher to develop the speaking –listening skills of students on seventh grades B at the Chiquilistagua School on second semester in 2014 will be analyze to consolidate strategies that stimulate to the students to integrate in a communication in the English language at the same time that develop their abilities in listening skill and open the doors for a better future in their life because the English is one of the most important language in the world

To get strategies applied by the teacher on the speaking and listening skills; will be applied different kind of method like an interview, survey ,observation and questionnaires to achieve a better conclusion and help to the teacher to obtain a better students in the English class. The seventh grade is basic to determine all the potential of students and show them what kind of importance has the English class for their future at same time that will be attracted the interest of them to be able to express your ideas in English .At the end the school is going to be helped by the recommendations of activities that the teacher can do and found the principal problem that student have to .

IV. PROBLEM AND SUB-PROBLEMS

The strategies applied by the teacher to develop the speaking-listening skills of students on seventh grade 'B' in the morning shift at the Chiquilistagua School during second semester in 2014.

SUB PROBLEMS:

1. Types of strategies designed by the teacher.
2. The level of effectiveness of the strategies applied on the student by the teacher.
3. The Resources used by the teacher to develop speaking-listening skill activities.
4. External and internal conditions to have influence on the students to develop speaking-listening skills.

V. General Objective:

To analyze the teaching strategies applied by the teacher to develop the speaking-listening skills in the English language at the Chiquilistagua School.

VI. Specific Objectives:

- To describe the strategies applied in the development of speaking-listening skills.
- To analyze the level of effectiveness of the teaching strategies used in the development of the speaking and listening skills.
- To find out the didactic resources used in the teaching learning process of speaking-listening skills.
- To determine the level of influence of the environmental factors to development the speaking and listening skills'
- To provide recommendations to increase the level of the strategies to development of speaking and listening skills

VII. Research Question

1. What kind of strategies does the teacher use to develop speaking –listening skills of English class?
2. What kind of the resources used by the teacher are appropriate to develop the speaking and listening skills?
3. Does the teacher motivate to the students to participate in the English class?
4. What teaching strategies are more effective to develop the speaking-listening skills?
5. Is the teaching method applied in a correctly way by the teacher?
6. Have the environmental factors influenced on the teaching learning process to develop the speaking and listening skills?
7. Are the students involved in the teaching -learning process to develop the speaking and listening skills?

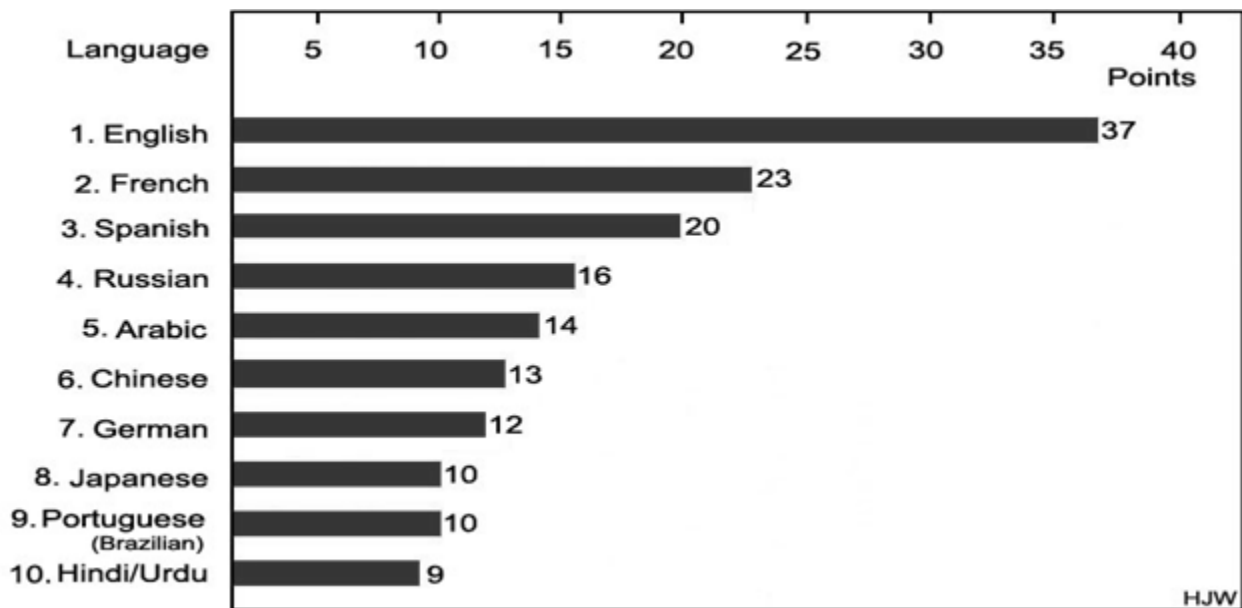
VIII Theoretical framework

8.1 English background:

English is the world's leading international language. (David's English teaching world, 2007). It is the principal language spoken in Britain, the USA, Canada, Australia, New Zealand, and some other countries such as Uganda and Botswana. About 320 million people speak English as their first language - about the same number as Spanish, but less than Mandarin Chinese or Hindi. The total number of English speakers in the world is estimated to be about 460 million - second only to Mandarin Chinese (2001). English is the main second language in India, South Africa and many parts of Africa and Asia. But - more and more - it is also the language of international commerce, of business, of diplomacy and of tourist (Cogan D, 2011).

8.2 English importance

Today the English became the official language of many countries in the world by increasing the number of people using this language to communicate (Smith, 2000). English is the dominant language in business and has become a necessity to speak and management of this language. More than two billion people all over the world speak English and that number increases every day (McArthur, 1990). Being an English speaker has many benefits and there are many reasons to learn English. Studies have shown, that the presence of English language skills is related to social and economic indicators, such as income and other factors. With this in mind in Chile the amount of foreign language speakers is surprisingly low. Only 4% of Chileans can speak English. Today a good knowledge in English belongs to the most important requirements in many professions (McArthur, 1990). A person that speaks English well also has a better chance of finding a good job abroad. Many multi-national companies when dealing with Cross border business communication will do it in English.



(McArthur, 1990)

8.3 Method

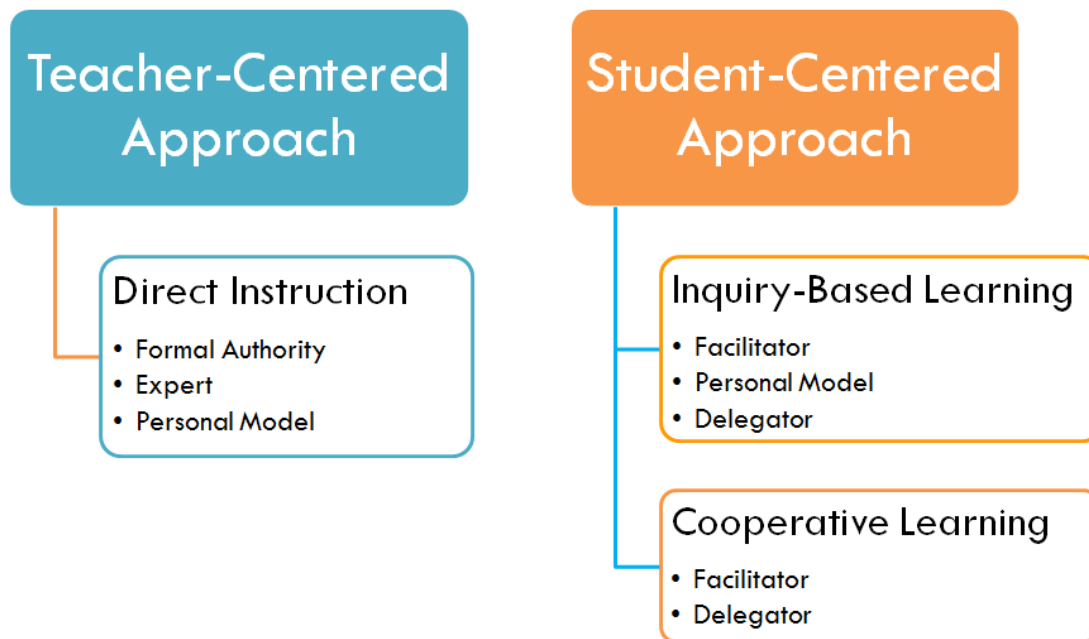
A method is a description of the way that information or a behavior is carried forward or consolidated during the instructional process (Madhavan, 2011). The method is essential in the development of class, because it is the way that the teacher prepares the student to develop their abilities and learn more easily than when they don't have a method. It is classified after the type of interaction in the classroom:

- "no interaction": lecture
- "teacher centered interaction": interactive lecture
- "group centered interaction": group work

Also understood as a method in object-oriented programming, a procedure that is executed when an object receives a message (Cran). A method is really the same as a *procedure*, *function*, or *routine* in procedural programming languages (Cran). The only difference is that in object-oriented programming, a method is always associated with a *class*.

a-What is the teaching method?

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these (Bryson, 20003). The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students. (Bryson, 20003)The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or “approaches” — teacher-centered and student-centered:



(McArthur, 1990)

b-Teacher-Centered Approach to Learning

Teachers are the main authority figure in this mode, (Nelson, 2003) and Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment (Nelson, 2003). It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.

C-Student-Centered Approach to Learning

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process (Watkins, 2005). The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. (McNeil, 1999) Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction (McNeil, 1999).

To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning (Crystal, 2001). Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement instruction and connect with their students (Crystal, 2001). Within each of these three main teaching styles are teaching roles or “models.” Theorist A.F. Grasha explains the five main teaching models in her publication teaching with Style (1996): Expert, Formal Authority, Personal Model, Facilitator and Delegator. To gain a better understanding of the fundamentals of each teaching style, it’s best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching

d- Types of Teaching Methods

Total physical response: it is based on coordination on speech with the actions and body movements, for example commands such as sit down, stand up, open the door etc. moreover, to learn a second language is similar to first language development it passed a long process of listening and speaking and understanding before to produce themselves (Cran). PR is used according to Freeman (2000) was developed to reduce the stress people who studying foreign language and it is to teach oral proficiency at the beginning level. (p.108)

Communicative approach: focus on communication skills, emphasizes in the interaction as both the means and the ultimate goal of learning a language (David's English teaching world, 2007). however according to (oliveira, 2013) to produce effective communicative competency in learning, the focus is on meaning and functions of language and the teacher is facilitator in language acquisition.

On this method many materials to develop the language as role-play cards, pair work tasks, magazine, vegetables, maps newspaper, a book or thing from the real world outside the classroom and it is possible to associate with others method (Crystal, 2001).

Audio lingual method_ the principal action in this method is that student listen to or view tapes of language model acting in real situation. (Wright, 1987) Sometimes this method it is called the silent method because the teacher can't speak leaving the classroom only for the students to talk and explore the language because they need to develop their own criteria and error correction and learn by repetition (Nelson, 2003).

Besides audio lingual method can be:

- Repetition: they repeat words when it appears.
- Inflection: when the word appears in other way.
- Replacement: a word is replaced by another

- Restatement: the students re-phrase an utterance.

The natural method: this method is referred to acquire as large vocabulary as fast as possible and then they increase and sharpen their management structures (McArthur, 1990). The teacher used text to introduce the vocabulary and structures and they repeat this every day .in Nicaragua principally in the public school use this method because have a big is the most easiest method. The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners (Watkins, 2005). It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used. Terrell outlines three Basic principles of the approach:

- "Focus of instruction is on communication rather than its form."
- "Speech production comes slowly and is never forced."
- "Early speech goes through natural stages (yes or no answers, one- word answers, lists of words, short phrases, and complete sentences.)"

These principles result in classrooms where the teacher emphasizes interesting, comprehensible input and low-anxiety situations. Lessons in the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules (Crystal, 2001). They also emphasize learning of a wide vocabulary base over learning new grammatical structures. In addition, teachers using the natural approach aim to create situations in the classroom that are intrinsically motivating for students (Crystal, 2001).

Terrell (1995) sees learners going through three stages in their acquisition of speech: comprehension, early speech, and speech emergence. In the comprehension stage Terrell focuses on students' vocabulary knowledge. His aim is to make the vocabulary stick in students' long term memory, a process which he calls *binding*. Terrell (1995) sees some techniques as more binding than others; for example, the use of gestures or actions, such as in Total Physical Response is seen to be more *binding* than the use of translation.

Grammar translation method: The grammar translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional). In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language (Cran). Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

The method by definition has a very limited scope (Cran). Because speaking or any kind of spontaneous creative output was missing from the curriculum, students would often fail at speaking or even letter writing in the target language (2001). A noteworthy quote describing the effect of this method comes from Bahlsen, who was a student of Plötz, a major proponent of this method in the 19th century. In commenting about writing letters or speaking he said he would be overcome with "a veritable forest of paragraphs, and an impenetrable thicket of grammatical rules (McArthur, 1990)."

According to (Richards and Rodgers), the grammar-translation has been rejected as a legitimate language teaching method by modern scholars: "Though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates" (McArthur, 1990). It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory "There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language" (McArthur, 1990). The skill exercised is reading, and then only in the context of translation.

8.4 Techniques

A technique is a detailed list of rules or a guideline for any (teaching) activity. It is based on the description of steps, or a set of do's and don'ts, and can often be linked to a method or strategies (Bryson, 20003). According to (National center of educational research and

training, 2006) the techniques are design to engage learners in a pragmatic, authentic and functional use of language for meaningful purposes. It means that technique is required for students to learn the English language the most natural and real possible (Bryson, 20003).

a- Examples

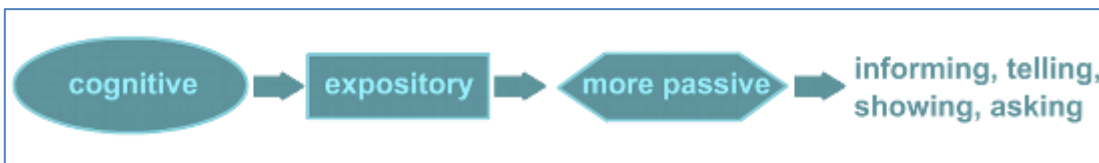
- With **mind mapping** you apply guidelines for devising content in a holistic way. This is a technique that can be used in an individual working situation, in a group work, or by the teacher as a means of demonstrating something.
- **Brainstorming** is a group centered interaction method. The brainstorming technique describes a way of collecting ideas or information in a creative and uninhibited way.
- **Lecturing** – a classroom lecture has always been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher *uses to convey information effectively often accompany a typical lecture.
- **Demonstrating**– Demonstrations in the classroom can raise students’ curiosity while reinforcing memory retention. Students remember their lessons better when a demonstration has been done in class or outdoors. By proving that a concept can be applied in the real world, students will appreciate it better.
- **Collaborating** – Collaborating with fellow students is a great way to interact with one another and learn things while discussing them. Many student collaborations, such as group assignments and team-building activities have resulted in better understanding of the topic as well as improving student participation in class.
- **Oral Reporting** – Oral reporting has been an age-old teaching method that has become even more popular due to it-s effectiveness in teaching students several necessary skills for them to succeed in the real world. Standing in front of the class and assuming the role of the teacher allows students to take charge of the class and

teach their fellow students a certain subject. Not only will they study and master the topic, but they will also practice their oral communication skills.

- **Assignments** – Teachers often assign certain tasks to students to take home or accomplish in between periods. Assignments are effective ways to teach students how to conduct self-study as well become independent from the teacher in acquiring information.

8.5 strategies

A strategy defines the basic procedure of how the content is elaborated during the teaching process (freeman). There are two possible alternatives: **a- the cognitive approach:** The Cognition refers to mental activity including thinking, remembering, learning and using language (freeman). When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts break down information and rebuild with logical connections, then our retention of material and understanding will increase. **Cognitive approach:** is expository, as information is given in a structured and organized process (Dick Taylor, 1996). The student's role in this is passive, consuming and "breathing in". The teacher is the constitutive element: he informs, tells, shows, asks corrects, etc.



(Dick Taylor, 1996)

b- The affective approach: The affective approach is based on "discovering", and uses the curiosity of the student to let him find out something on his own (freeman). There is little or no information given, just an issue to explore. Students have to be active and

inquisitive to solve the problem. The teacher is not involved. In this student centered strategy, students learn by doing, by experiencing, and by observing (freeman). (A reaction to the general lacks of affective considerations in both audio lingual and cognitive code).

a. Respect is emphasized for the individual (each student, the teacher) and for his/her Feelings.

b. Communication that is meaningful to the learner is emphasized.

c. Instruction involves much work in pairs and small groups.

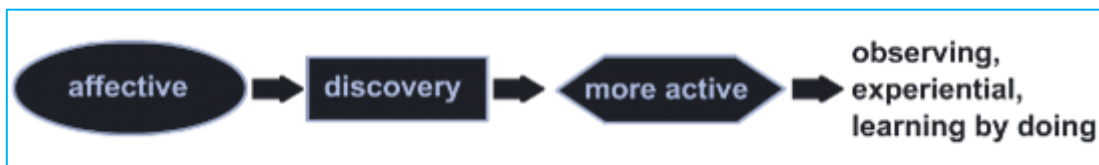
d. Class atmosphere is viewed as more important than materials or methods.

e. Peer support and interaction is needed for learning.

f. Learning a foreign language is viewed as a self-realization experience.

g. The teacher is viewed as a counselor or facilitator.

h. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.



(Dick Taylor, 1996)

8.6 What is the difference between strategy, technique, method and approach in terms of teaching?

Strategy usually requires some sort of planning. You'd probably use strategy when faced with a new situation, i.e. the strategy to win a game (McArthur, 1990). A plan of action designed to achieve an overall aim. Strategy means a method. Such as when playing a football game, "That was a great strategy! It always works!" or when playing a video "Ok, our strategy is to go around the enemy". Your example, "What's your strategy for setting goals?" is ok to say but some people might not know what you mean (McArthur, 1990). Strategy is almost like the word 'tactic'.

Example:

- A) What tactics do you use?
- B) My team's tactics are going around.

Technique

Technique is a procedure or skill for completing a specific task. I'd imagine this would be used for predictable events, i.e. solving a long division equation (Nelson, 2003). Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again (Bryson, 20003). Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work. This is really where someone with loads of experience can help another teacher improve her abilities (freeman). These are the tricks that can be taught to another teacher. Sort of "I find this really helps during math class" (freeman) type of suggestions. Also a lot of the in-services and workshops all teachers attend offer little tidbits of games, activities, and actions that teachers can use to achieve certain goals in the classroom (freeman). Everything from sending a note home to mom and a trip to the principal's office to giving out 'points' for good behavior are examples of techniques teachers can use to keep ahead of the pack.

Method

Method is a way something is done. Perhaps used for routine tasks (lynch, pág. 520). Teaching Method: Refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students (lynch). Do you follow the textbooks and curricula to the letter with everything? Are you more of a Socratic teacher and prompt discussion by asking questions to lead students to understanding? Do you advocate learning by doing? Are your students expected to simply listen attentively and take notes (not that any student really does that) with the hopes that

they can memorize the facts for assessment? This is not really a question of 'what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?

Approach

An approach is treating something in a certain way. Experiments must be approached the same way to repeat (Bryson, 20003).

Teaching Approaches: I would say that this is the own personal philosophy of teaching (McArthur, 1990). What is the nature of education? What is the role of the teacher, the student, the administration, and the parents? To be an effective teacher, does one need to strive to be authoritarian, to be autocratic, or is the best way to engender a sense of trust and familiarity, to be an 'educating/leading friend' to your students (lynch). To understand one's personal teaching approaches, one must first look to answer these types of questions. And of course, your opinion will change as time goes on - and it may vary depending on the students and the way you teach (lynch).

8.7 Importance of teaching material

"Teaching resource" is a generic term used to describe the resources teachers use to deliver instruction (Kurdziolek, pág. 685). Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning (Kurdziolek). Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulative (learning tools or games that students can handle to help them gain and practice facility with new knowledge -- e.g. counting blocks) (Bryson, 20003). Teaching materials are different from teaching "resources," (Bryson, 20003) the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching Materials.

8.8 Speech vs. language

Speech is the ability to express thoughts, desires and ideas regardless of linguistic code that used for communication, and language is the code, or written signs typical for the country (freeman). According to this speech is equal to speaking and speaking skill having an important place in language to establish and maintain the relation in human interaction (freeman).

8.9 Language is different from speech.

Language is made up of socially shared rules that include the following:

- What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
- What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating (Cran). Speech consists of the following:

Articulation: How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit") (Cran).

Voice: Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).

Fluency: The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

When a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings completely (expressive language), then he or she has a language

disorder (Cran). When a person is unable to produce speech sounds correctly or fluently, or has problems with his or her voice, then he or she has a speech disorder.

In our example, Tommy has a speech disorder that makes him hard to understand. If his lips, tongue, and mouth are not moved at the right time, then what he says will not sound right (freeman). Children who stutter, and people whose voices sound hoarse or nasal have speech problems as well.

8.10 Speaking

a- What speaking is?

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking (Crystal, 2001). It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

b- Speaking importance

The importance of speaking skill hence is enormous for the learners of any language. Without speech a language is reducing to a mere script (Kurdziolek). The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production (Bryson, 20003). Speaking is interrelated with the other skills, its development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people learning to speak English confidently is nowadays a need (Bryson, 20003). It is no more an issue of status however it is of supreme necessity for a good quality job and to flourish in one's career. Lots of accomplishments in life are greatly dependent upon the way you conduct yourself with the global customers and delegates, particularly in the international companies (Watkins, 2005). Even in the management jobs the high profile people also require a fluency in English. Yet again, it is not just to leave an impression of stylishness however it is necessary to converse your important points in a Smart way.

8.11 Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process (Nelson, 2003). Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it (lynch). These instructors' help students learn to speak so that the students can use speaking to learn.

a- Using minimal responses

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

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

b- Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts (Watkins, 2005). So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated (Bryson, 20003).

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain (Bryson, 20003).

c- Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them (Kurdziolek). Teacher can help students overcome this reticence by

assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check (Cran).

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself (McArthur, 1990). As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (McArthur, 1990).

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them (Watkins, 2005).

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language school (Bryson, 20003). And are

given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom Learning to communicate in another language takes a long time (Watkins, 2005). It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succeed as language learners.

A self-evaluation worksheet, available in, allows instructors to assess their current and potential motivation techniques. A supervisor observation worksheet enables supervisors to support instructors' development of such techniques (McArthur, 1990).

8.12 Assessing speaking skill

1. **Create a Rubric:** Most teachers will be familiar with the concept of grading with a rubric, a table with different criteria and a grading scale. If you have never created a rubric before, it's really quite easy. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations." The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student, determine at which level he or she is performing. Take the average level among the

criteria and you have an objective grade with suggestions for areas in which your student can improve (Bryson, 20003).

2. **Pronunciation:** Pronunciation is a basic quality of language learning. Though most second language learners will never have the pronunciation of a native speaker, poor pronunciation can obscure communication and prevent an ESL student from making his meaning known (Bryson, 20003). When evaluating the pronunciation of your students, listen for clearly articulated words, appropriate pronunciations of unusual spellings, and assimilation and contractions in suitable places. Also listen for intonation. Are students using the correct inflection for the types of sentences they are saying? Do they know that the inflection of a question is different from that of a statement? Listen for these pronunciation skills and determine into which level your student falls.

3. **Vocabulary:** After noting your students' pronunciation levels, move to vocabulary. Vocabulary comprehension and vocabulary production are always two separate banks of words in the mind of a speaker, native as well as second language. You should encourage your students to have a large production vocabulary and an even larger recognition vocabulary. For this reason it is helpful to evaluate your students on the level of vocabulary they are able to produce (Bryson, 20003). Are they using the specific vocabulary you have instructed them in this semester? Are they using vocabulary appropriate to the contexts in which they are speaking? Listen for the level of vocabulary your students are able to produce without prompting and then decide how well they are performing in this area.

4. **Accuracy:** Grammar has always been and forever will be an important issue in foreign language study. Writing sentences correctly on a test, though, is not the same as accurate spoken grammar. As your students speak, listen for the grammatical structures and tools you have taught them. Are they able to use multiple tenses? Do they have agreement? Is word order correct in the sentence? All these and more are

important grammatical issues, and an effective speaker will successfully include them in his or her language (Bryson, 20003).

5. **Communication:** A student may struggle with grammar and pronunciation, but how creative is she when communicating with the language she knows? Assessing communication in your students means looking at their creative use of the language they do know to make their points understood (Nelson, 2003). A student with a low level of vocabulary and grammar may have excellent communication skills if she is able to make you understand her, whereas an advanced student who is tied to manufactured dialogues may not be able to be expressive with language and would therefore have low communication skills. Don't let a lack of language skill keep your students from expressing themselves (Bryson, 20003). The more creative they can be with language and the more unique ways they can express themselves, the better their overall communication skills will be.

6. **Interaction:** Being able to say what you mean with a foreign language is one thing, being able to interact with others is another (freeman). Ask your students questions. Observe how they speak to one another. Are they able to understand and answer questions? Can they answer you when you ask them questions? Do they give appropriate responses in a conversation? All these are elements of interaction and are necessary for clear and effective communication in English (freeman). A student with effective interaction skills will be able to answer questions and follow along with a conversation happening around him. Great oratory skills will not get anyone very far if he or she cannot listen to other people and respond appropriately (Bryson, 20003). Encourage your students to listen as they speak and have appropriate responses to others in the conversation.

7. Fluency: Fluency may be the easiest quality to judge in your students' speaking. How comfortable are they when they speak? How easily do the words come out? Are there great pauses and gaps in the student's speaking? If there are then your student is struggling with fluency. Fluency does not improve at the same rate as other language skills. You can have excellent grammar and still fail to be fluent (McArthur, 1990). You want your students to be at ease when they speak to you or other English speakers. Fluency is a judgment of this ease of communication and is an important criterion when evaluating speaking (Watkins, 2005). These criteria, pronunciation, vocabulary, accuracy, communication, interaction and fluency are all markers of a student's overall speaking abilities.

Students may excel in one and struggle in another, and not necessarily the ones you might think (McArthur, 1990). Help your student understand these qualities of effective speakers. Let your students know that you will be listening for these qualities when you evaluate their progress and encourage them to improve their English in these areas (Watkins, 2005). Also, listen to them both when they talk to you and when they talk with other students. They should be able to speak well with one another. After all, most of the English they will use in the future will be with other nonnative speakers. Finally, remember that a true evaluation will take into consideration more than just the oral interview on the final exam. Listen to your students throughout the semester. Note how they improve in these areas (McArthur, 1990). Encourage them as speakers and learners, and you are sure to reap the benefits, too.

8.13 Listening

a-What is listening?

Listening is one of the four core skills of language acquisition. The other three are speaking, reading and writing. Listening and reading are passive or receptive skills; speaking and writing are productive or active skills (Cran).

Listening is how a baby first starts to become aware of language, so it is clearly important for learners of any language. What's more, in a study in 1950 ("A Study of Teacher

Awareness of Listening as a Factor in Elementary Education”) in Journal of Educational Research. 43 (1950)]which is still cited today, it was found that 45% of communication was listening, 30% speaking, 16% reading and 9% writing.

Clearly, if these figures are correct, and people can judge from their own experience, then listening is a skill which has to be at the forefront of English language learning skills (Nelson, 2003). Combining this with another study (, "The Importance of Listening Ability,") English Journal (College Edition), (17 October 1928).] Which showed that 70% of waking time is spent communicating, only serves to underline how essential the skill of listening is.

For learners of English listening is vital because it is through this sense that they receive information on vocabulary, grammar, pronunciation, spoken word order, as well as the stress patterns of words, phrases and sentences (Watkins, 2005). Added to these is the effect that different accents, voice tone and pitch can have on their comprehension of the message.

Through the listening the learner picks up vital clues, some consciously, others subconsciously, about what constitute idiomatic spoken English? The learner may also register and retain words and phrases which, having heard them from a native speaker or their teacher, they know to be acceptable for their own use later on (Bryson, 20003).

Listening is not only crucial for the learner to understand how to learn the language, for example via instructions in the classroom or via audio devices, but also because it is a core life skill. Sometimes called Active Listening, it involves not only the sense of hearing, but also being aware of body language and being able to empathize with the speaker to ensure that the message being transmitted is received correctly (Bryson, 20003).

Whether it's a simple "Excuse me, could you please tell me the way to the train station?" to a discussion on cultural differences, the goal is the same – effective communication. And without both parties being able to listen actively, the chance of real communication is diminished (Watkins, 2005). Without the skill of listening, there can be no language

learning, and hence no communication – surely the most important interaction human beings are involved in.

8.14 Strategies for Developing Listening Skill

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication (Watkins, 2005).

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation (Watkins, 2005).

a-Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input (Crystal, 2001). Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next (Crystal, 2001). Top-down strategies include

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

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning (Crystal, 2001). Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

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

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

b-Listening for Meaning

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

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies (Nelson, 2003).
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively (Bryson, 20003). Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

8.15 Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts (Watkins, 2005). A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities (Nelson, 2003).

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening (Crystal, 2001).

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends (Kurdziolek).

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text. (See Assessing Learning for more on checklists and rubrics.)

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations (Cran).

8.16 Environmental factors.

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

a-Internal Factors

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. According to the Sara Davila (1983) are:

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.
- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students

will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

- **Motivation:** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend, are likely to make greater efforts and thus greater progress.
- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.
- **Cognition:** In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

b- External factors

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into the mainstream program without

any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

- **Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.
- **Culture and status:** There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.
- **Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.
- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

8.17 The Teacher's Role in Language Learning Process

I think that school is a place where one goes to learn but I also believe that there should be times where fun is a necessity. That is why I think that a teacher should also have fun with the students. Kids learn faster when they feel attracted to an exciting lesson. Teachers must not forget that kids get bored fast that is why creative lessons must be planned ahead.

The teacher must create a warm and protective environment but at the same time it could be professional. If students feel secure in the classroom the result will be shown in the

academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first day's most of the students are afraid of the teacher because they do not know how the teacher's personality is. It will change until the point that the teacher and students discover to have common hobbies with each other.

The teacher needs to show respect toward the students so the students also respect the teacher. Teacher must not forget to teach the different students and different traditions and customs because the students come from different backgrounds. "One of the keys that are useful for teachers is to understand and accept the way students are acting."

The following is a list of suggested activities which when presented may facilitate development during the student/teaching experience. 1) Handle classroom routines such as attendance, dismissal and perhaps lunch distribution. 2) Assume teacher's duties – conduct assembly, clubs and other co-curricular activities. 3) Check students' written work and keep necessary records, such as progress report, assignments and projects and mark them. 4) Keep students' in a healthy environment and thus keep them safe.

IX. METHODOLOGICAL DESIGN

This research is a transversal because it is carried out in a defined time. It is descriptive and describes a particular effect in a population especially in a moment determined. The samples were obtained through the non-probabilistic method of intentional sampling, also called convenience sampling in order to get reliable information. The students were just asking who like to participate in our research and the volunteers were 32.

CHARACTERISTICS

At the same time it has characteristics qualitative and quantitative because it is describing strategies applied by the teacher to develop the speaking and listening.

POPULATION

The population of this research is 40 students from the Chiquilistagua School, there are 22 boys and 18 girls which age range 11 to 13.

SAMPLE

The sample of this research was decided by convenience where was obtained sample of 32 students which are divided into 18 boys and 14 girls.

TECHNIQUES

The techniques used in this research are direct observation, student survey, teacher interviews and it will be the same instruments to collect the data. To process the final data it will be compared the result of the surveys, interview and observation supported in the theoretical framework.

X. System of variable

SYSTEM OF VARIABLES					
SPECIFIC OBJECTIVES	VARIABLES	SUB VARIABLES	INDICATORS	INSTRUMENTS	SOURCES
To obtain the strategies applied by the teacher.	Teaching strategies applied in the development of listening and speaking skills	Using minimal response Recognizing scripts Using language to talk about languages Listening for the main ideas Predicting Drawing inference summarizing	The usage of each strategies	Survey Questionnaires Interview observation	Teacher interview Teacher interview
To determine the effectiveness on the strategies.	Level of effectiveness of the strategies	Level of effectiveness	Stating these level of effectiveness	Survey Observations	Student survey

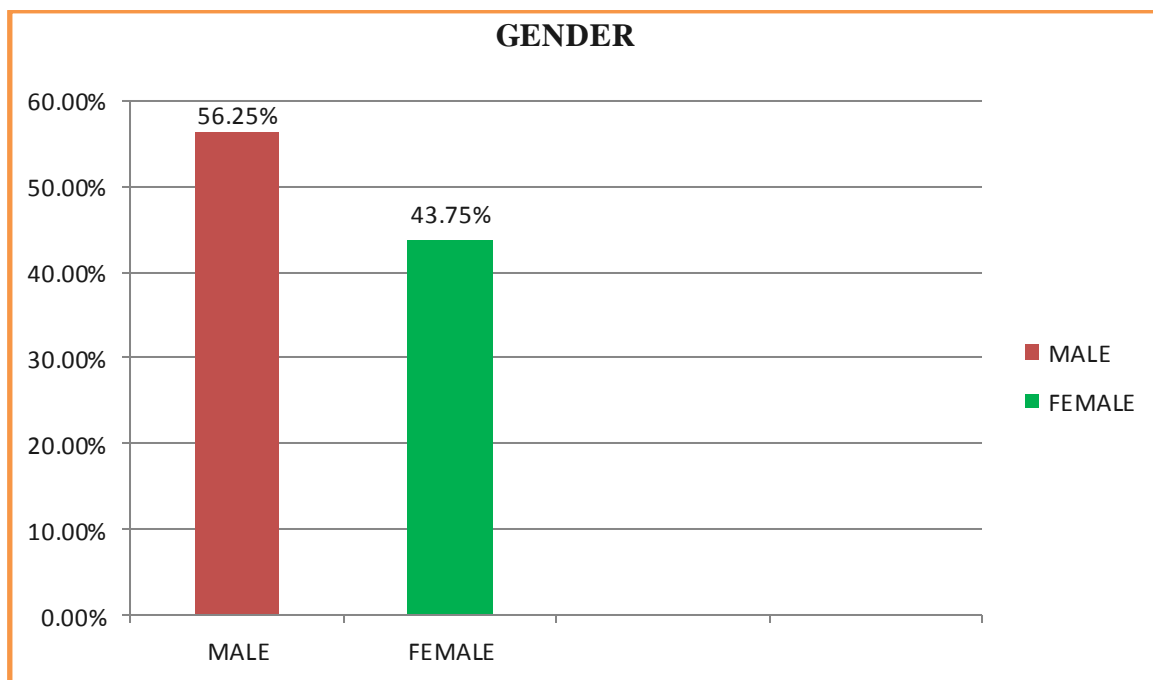
<p>To identify the didactic resources to teach speaking-listening.</p>	<p>Identification of the resources using by the teacher</p>	<p>Flashcards advertisement Photos Books Magazine Handout News paper Videos Tapes Radio computer</p>	<p>Stating these level of effectiveness of the resources</p>	<p>Observation interview</p>	<p>School Students</p>
<p>To determine the influence of the environmental factors to development the speaking and listening skills.</p>	<p>Identify the external and internal conditions that affect the developing of speaking and listening skill</p>	<p>Personality Age Motivation Experience Cognition Mother tongue Curriculum Cultures and status Access to English</p>	<p>Verifying the appropriate Environmental conditions To develop the speaking and listening skills.</p>	<p>Survey observations</p>	<p>Students teacher</p>

XI. DATA ANALYSIS

I. GENERAL INFORMATION

1. Gender

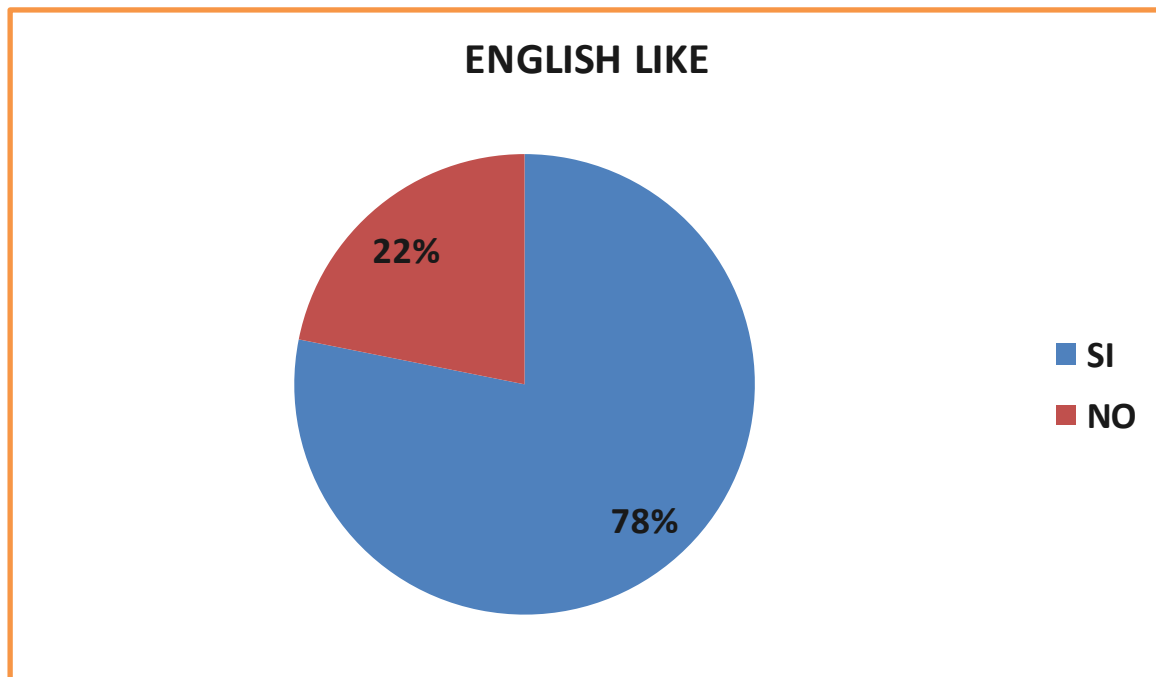
Genders	Populations	# Students	Percentage
Male	18	32	56.25%
Female	14	32	43.75%



According to the data Obtained 56.25% are male and 43.75% are women. In participation is more noticeable the women than the men, that shows who has attitude to learn more or are consistent with the strategies used by the teacher .In our observation verified as boys were maintained, with no interest in class and preferred to chatting to be boring and monotonous.

2. Do you like the English class?

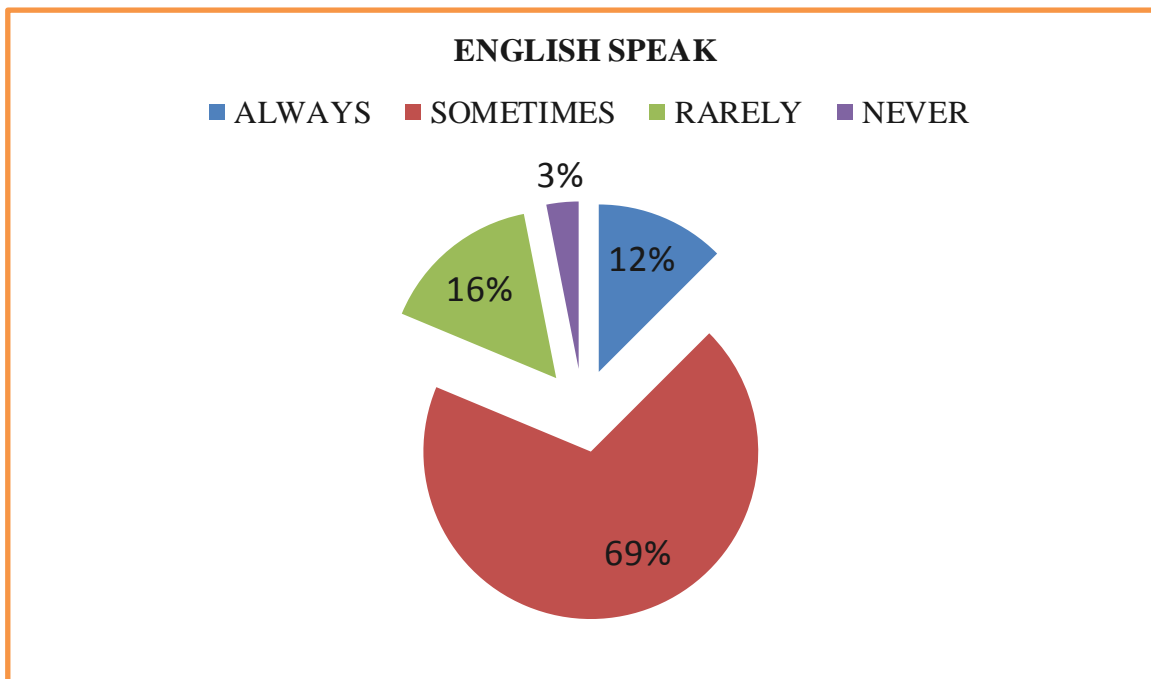
# students	yes	no
32	25	7
100%	78.12%	21.87%



Reviewing data from Student about the likes of English or not, it was found that most like the English but IS NOT developed by the teacher properly because many of them have no motivation in the English class. It provokes a bad academic performance.

3. Do you speak English class?

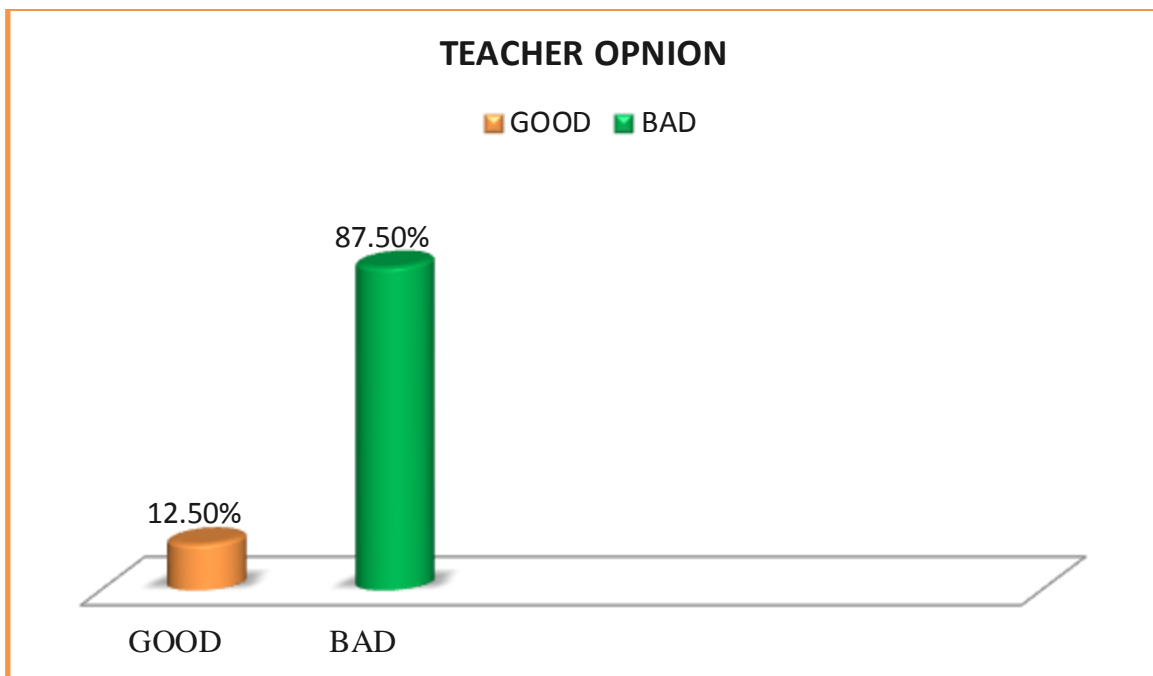
Frequency	Always	Sometimes	Rarely	Never
# Students	4	22	5	1
Percentage	12.5%	68.65%	15.6%	3.1%



Regarding that if students speak English during class and the frequency with which we have 69% of students say they sometimes lack of motivation for many of the master and activities are very complicated in their most thing we noticed that the teacher does not use properly the communicative approach method that does not promote interaction between students where the teacher is a facilitator in the acquisition of language.

4. Do you consider that your English teacher is good or bad?

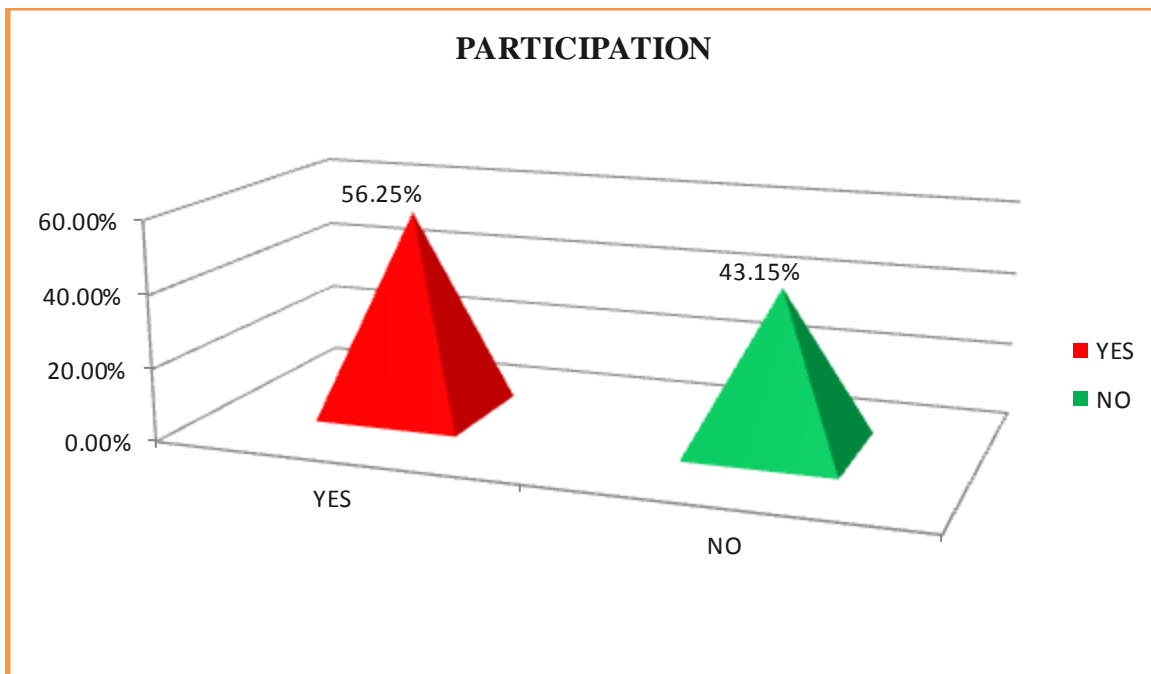
Opinion	Good	Bad
# Students	4	28
Percentage	12.5%	87.5%



Reviewing the questions on the teacher is bad or good for students. Was obtained that they think that is bad for motivation and interaction Lacks. At the same time they consider that she doesn't have teaching techniques. On our observation we found that the students tend to compare to the teacher with the others teachers of Saturday courses Where They feel further development and acceptance so the teacher should make a rating on the use of vocabulary with the level of students.

5. Do you participate in The English class?

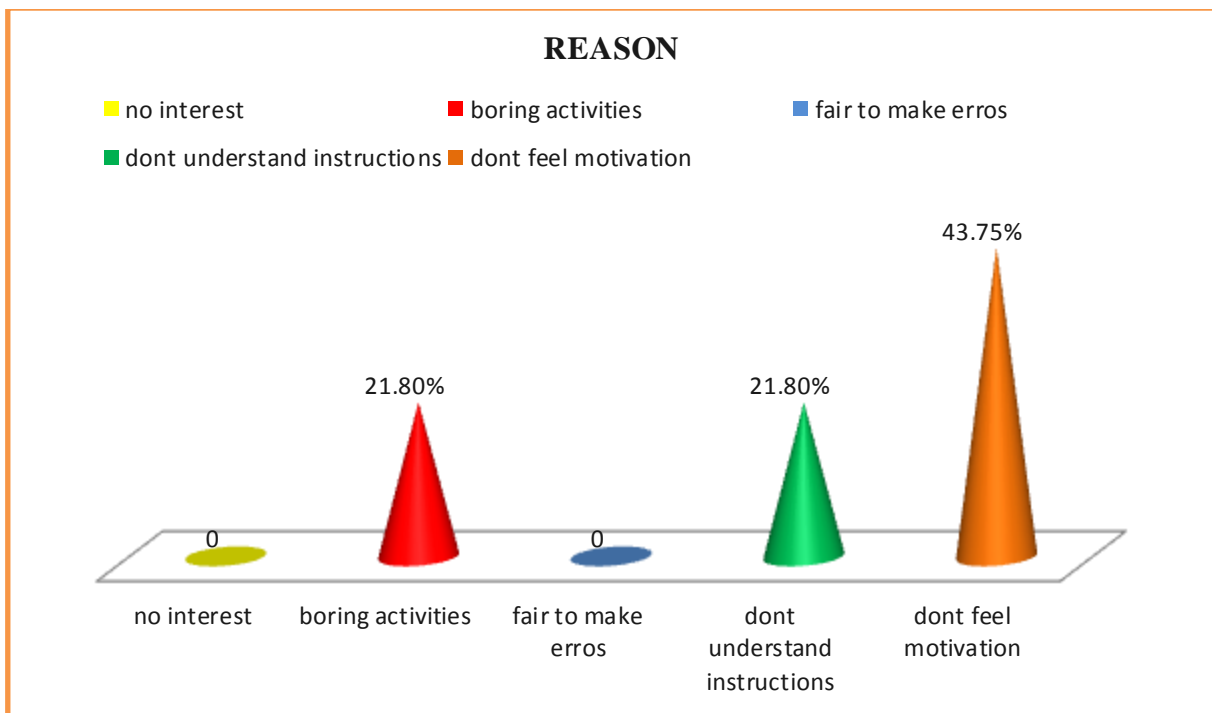
# Students	Yes	No
32	18	14
100%	56.25%	43.75%



Analyzing the opinion of the students about their participation in the English class, was answer by the majority that represents 56.25% of our sample; They said they rarely spontaneously because the teacher is sometimes hardly accessible, when activities does an introduction lacks a brainstorming thereby preventing students associate their previous knowledge of the subject to be provided with a better understanding.

6. Reason which do not participate

Reason	No interest	Boring activities	Fair to make errors	Don't understand the instructions	Don't feel motivation
# students	0	7	0	7	14
percentage	0	21.8%	0	21.8%	43.75%

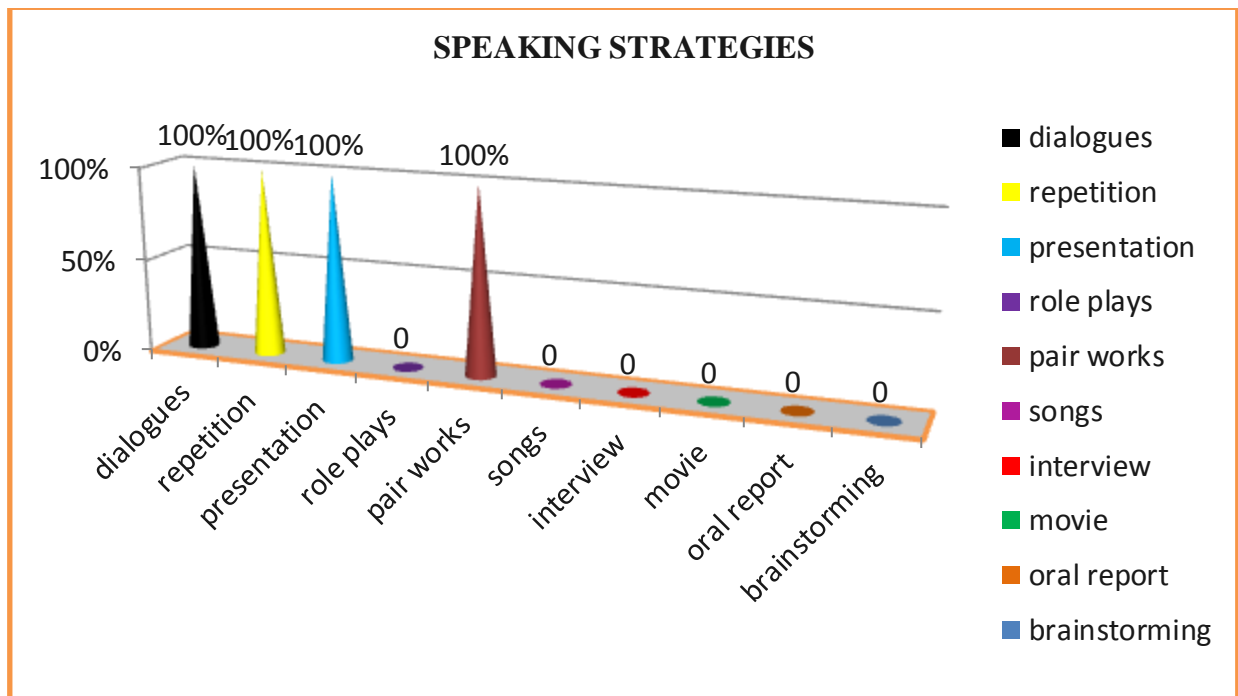


By organizing the data of the reasons why students participate on not in English class was found the following answers: low motivation, low compression in the instructions and boring activities being the most percentages motivation with 43.75% follow of the above 21% what we noticed that affective strategies the approach is being mismanaged that students do not explore or understand the activities to be performed.

II. TEACHING STRATEGIES

7. Which of the following strategies does the teacher use to develop the speaking skill during the English class?

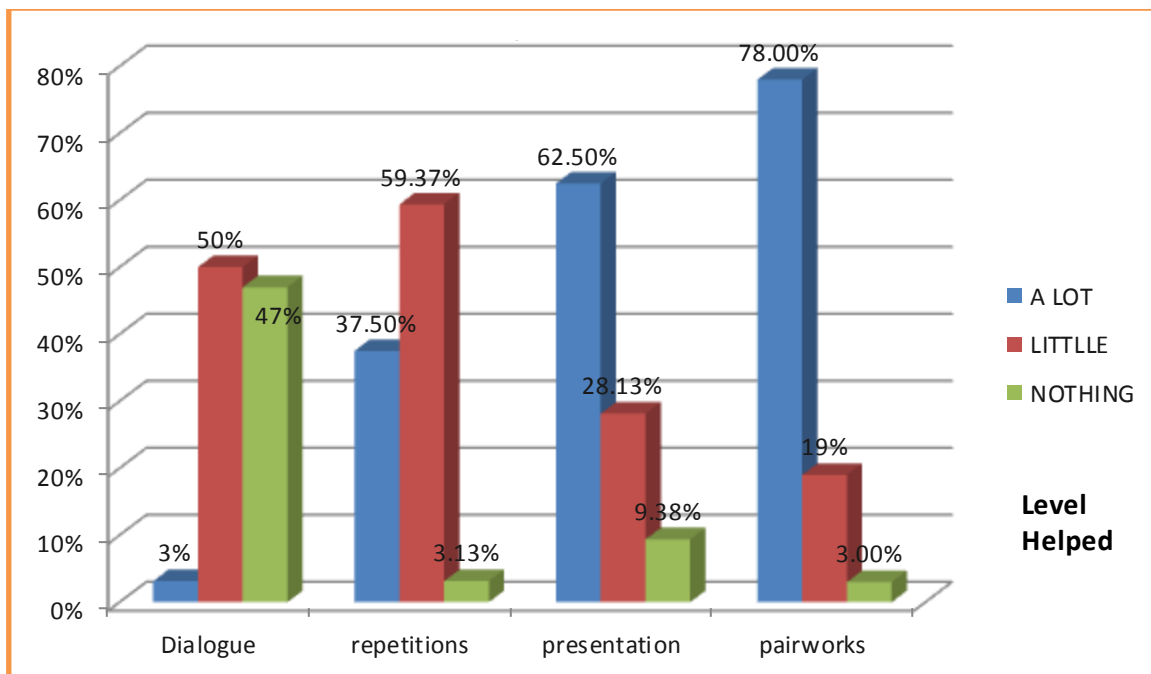
Strategies	dialogues	rept	presnt	rol play	Pair .works	song	interview	movie	Oral report	brainstm
# students	32	32	32	0	32	0	0	0	0	0
Percentage	100%	100%	100%	0	100%	0	0	0	0	0



Organizing the data obtained from students of the strategies used by the teacher to develop the speaking was found the following answers: dialogues, repetition, role play and pair work all these with a 100% other strategies are not used to anyway, you would notice that the teacher uses very few strategies to develop this skill such strategies are also being misdirected and do not allow the level of skill development is high. Better results with the minimal responses and other similar tools it would be obtained.

8. Which of the following strategies have you helped to develop the speaking strategies?

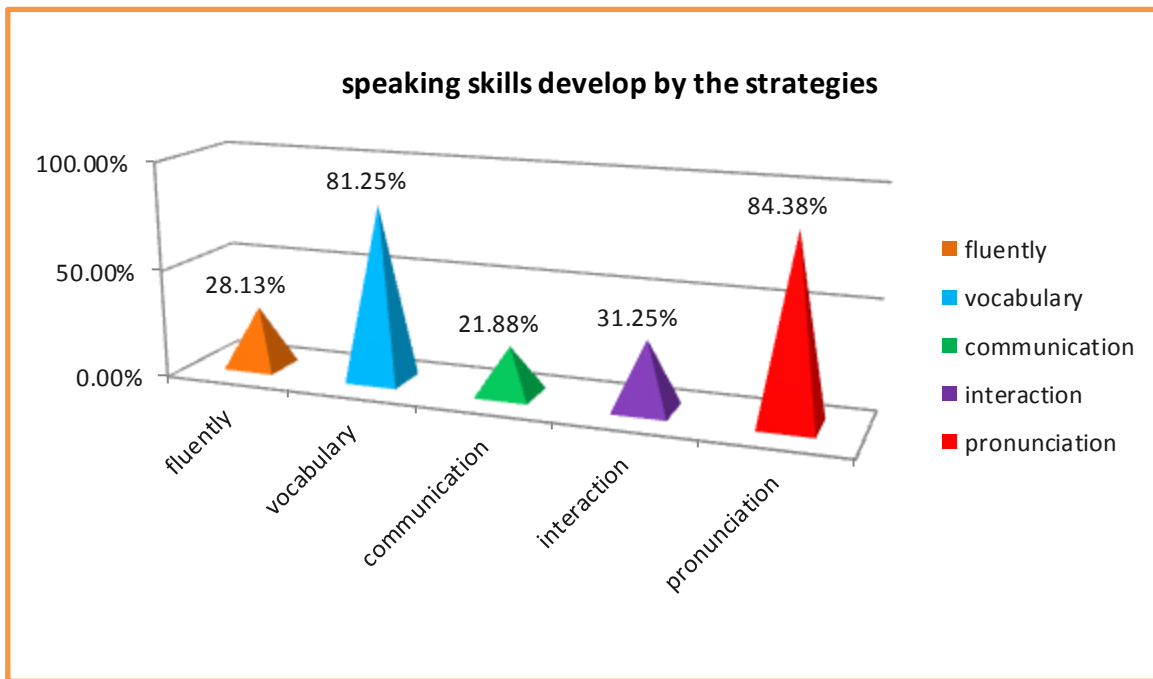
strategies	A Lot	Little	Nothing
Dialogue	3%	50%	47%
repetitions	37.50%	59.37%	3.13%
presentation	62.50%	28.13%	9.38%
Pair Works	78%	19%	3%



Referring to the question about the level help of the strategies used by the teacher have to working in pair is the highest percentage because the students consider that working in pairs can develop his speaking they feel and their high confidence by not be corrected by the teacher following is the presentations. Where they try to practice the acknowledgement learn in extracurricular courses but the least feel is role play because they dislike participate in such activity so they are not involved 100%.

9. What skill have these strategies developed in your speaking performance?

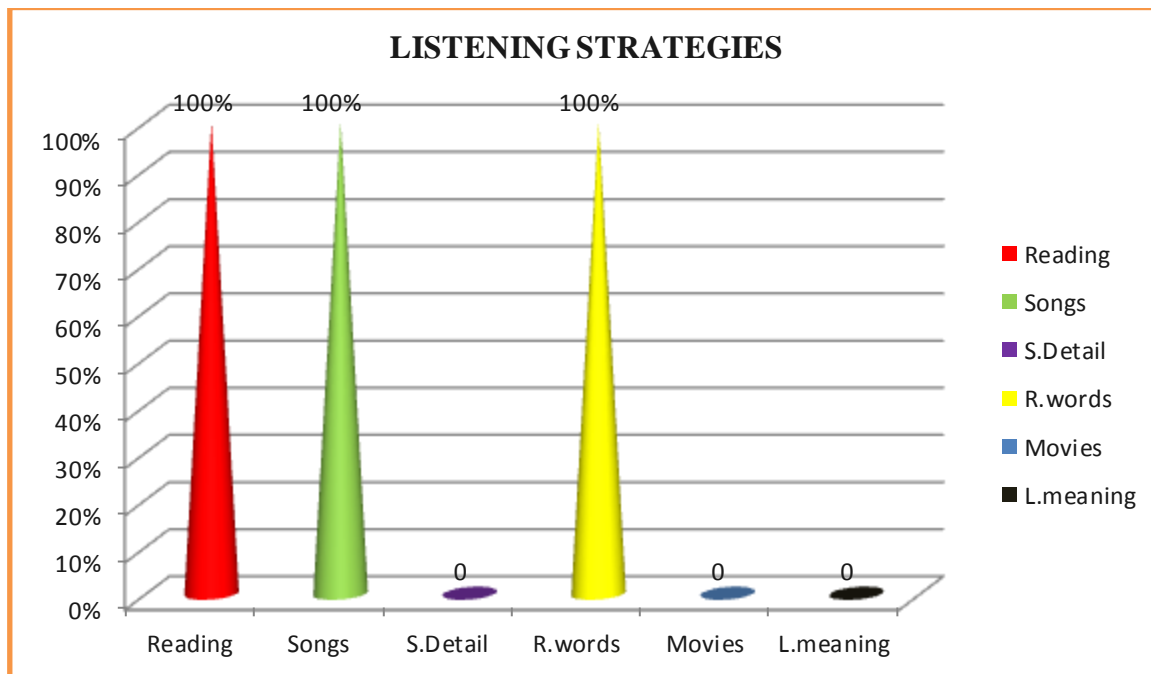
skills	vocabulary	communication	interaction	pronunciation	fluently
# students	26	7	10	27	9
percentage	81.25%	21.875%	31.25%	84.375%	28.125%



Referring to the strategy used by the teacher who helped to develop the speaking of students was obtained pronunciation with 87% followed by vocabulary with 84% and less communication relevance which look that interaction which is a of special activities for the development of speaking is not widely used or promoted in developing.

10. Which of the following Teaching strategies are used by the Teacher to develop your listening skills during the class?

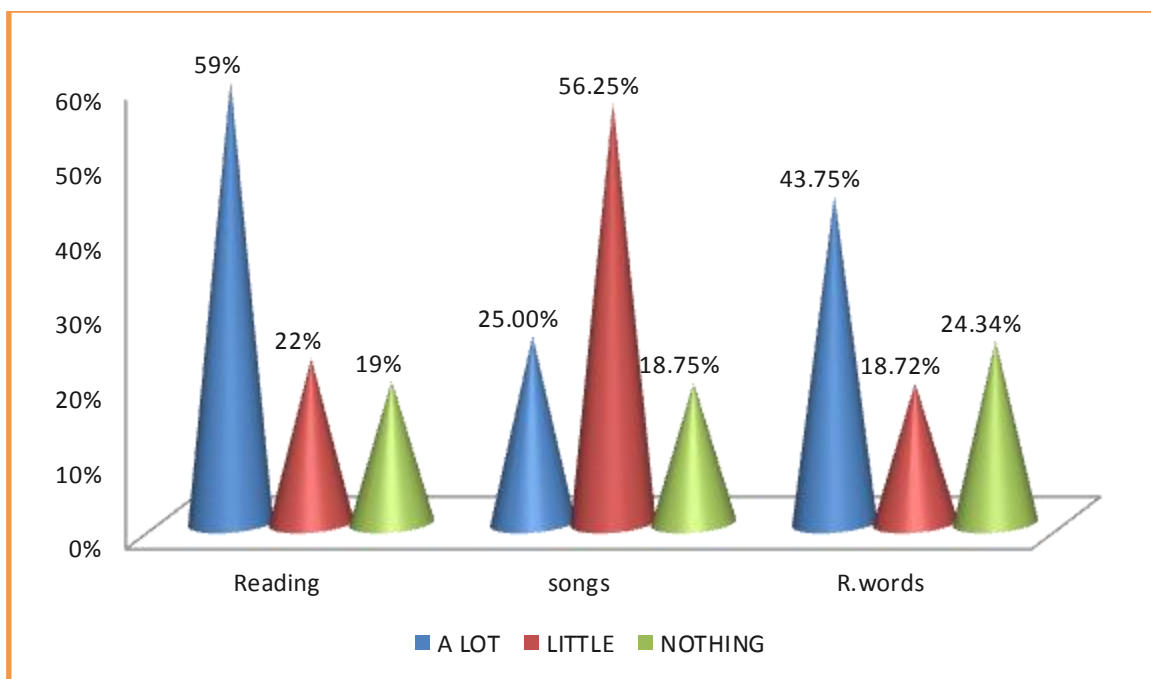
strategies	reading	song	S. detail	R.words	Movies	Meaning
# students	32	32	0	32	0	0
percentage	100%	100%	0	100%	0	0



The referring what the students feel about the strategies to develop listening used by the teacher is: reading, song and recognizing word with 100% which means she don't use the specific details because according to students they have time to explain the words or looking for a dictionary, for the rest obtained 0%. It provoke that the students don't have alternative to discover another kind of strategy for ourselves

11. In what Extent these strategies have helped you to develop your listening skill?

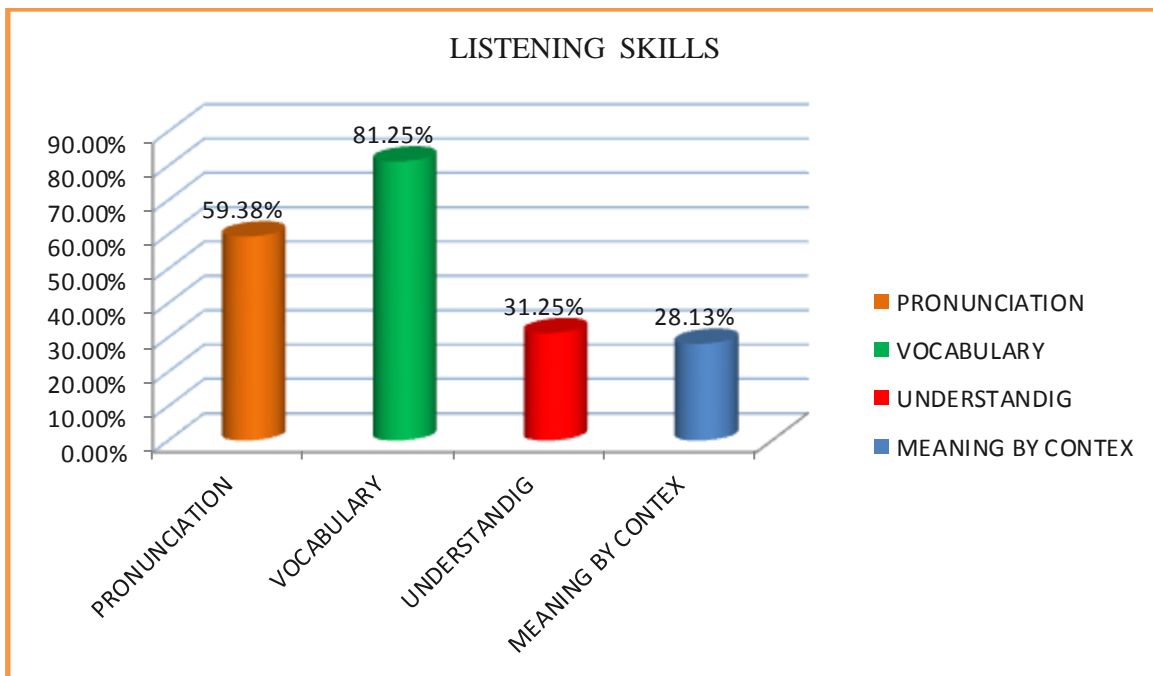
Level of help	Reading	songs	R.words
A lot	59%	25%	43.75%
little	22%	56.25%	18.72%
Nothing	19%	18.75%	24.32%



The referring what the students feel about the extent of these strategies to develop listening used by the teacher is: reading, song and recognizing word .which means reading has the most high level of help because they can practice a lot skills like a grammar and pronunciation etc. Then is recognizing words because they can practice the vocabulary and the last one is songs they don't feel a great level of help because the teacher don't use level of this according to the students

12. What skills have these strategies developed in your listening performance?

skills	pronunciation	Vocabulary	understanding	meaning by context
# students	19	26	10	9
percentage	59.375%	81.25%	31.25%	28.125%

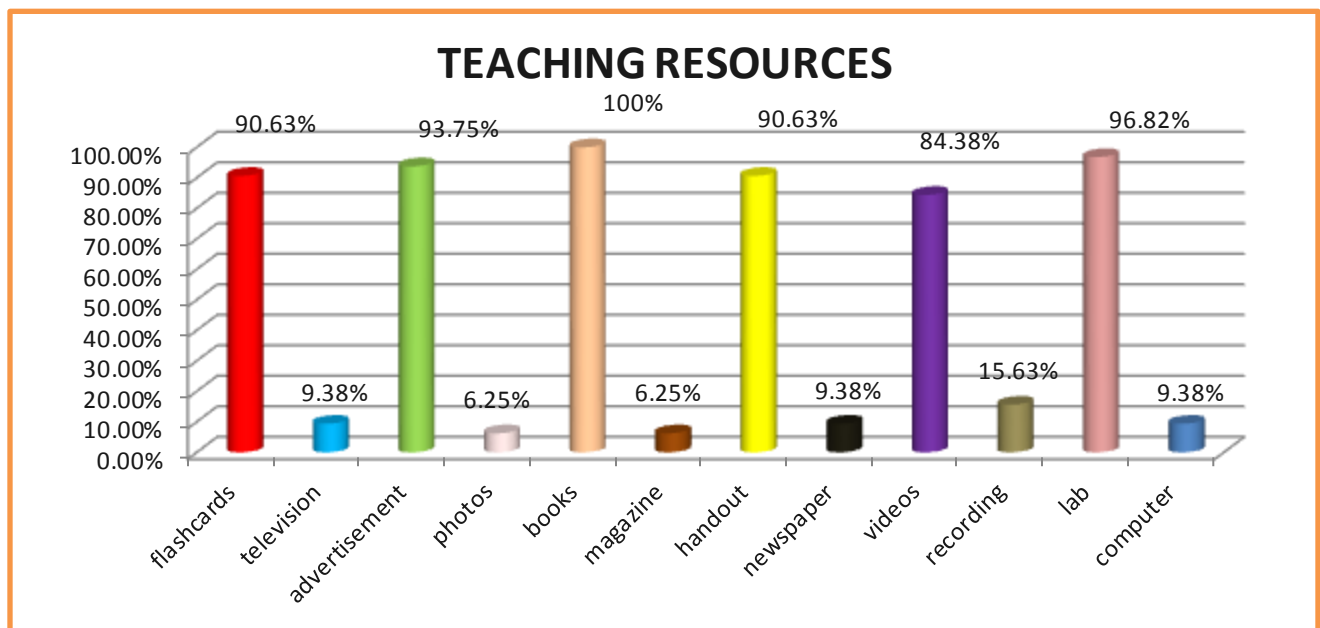


Analyzing the results of the previous question about the skills that the student develop with the strategies was founded that strategies used to develop listening skill 81% developed vocabulary followed by pronunciation with 59% and compression these skills have improved by strategies used by the teacher on the teaching- learning process. It provokes That Teacher need to working on these strategies.

III. TEACHING RESOURCES

Resources	f.cards	TV	Advert	Photos	Books	Magaz	Handout	newsp	videos	recording	lab
# students	29	3	30	2	32	2	29	3	27	5	37
percentage	90.625%	9.375%	93.75%	6.25%	100%	6.25%	90.625%	9.375%	84.375%	15.625%	96.8%

13. Which of the following resources are used by the teacher in the English class?

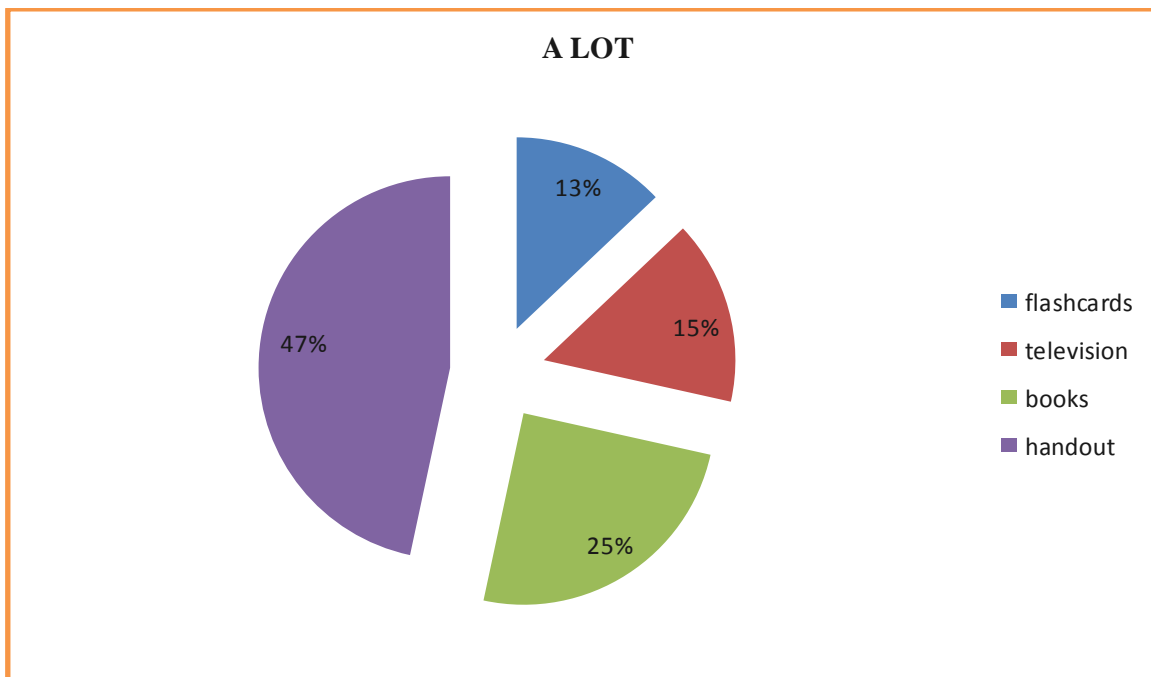


The analysis of what the students answers of the resources is used by the teacher is book with 100% are text followed by laboratories with 96% laboratory and flashcard and handout with 90% on the other hand among the least we used pictures and magazine with 6% of which according to the students recourses are very few and not interesting few tired for a week spent working on the book because it is the most used by the teacher to work it without any Instruction of it what you recommend to improve lesson plans sometimes with different activities where they can develop both skills.

14. Which of the above resources have helped you develop your speaking and listening skills in English Language

A Lot

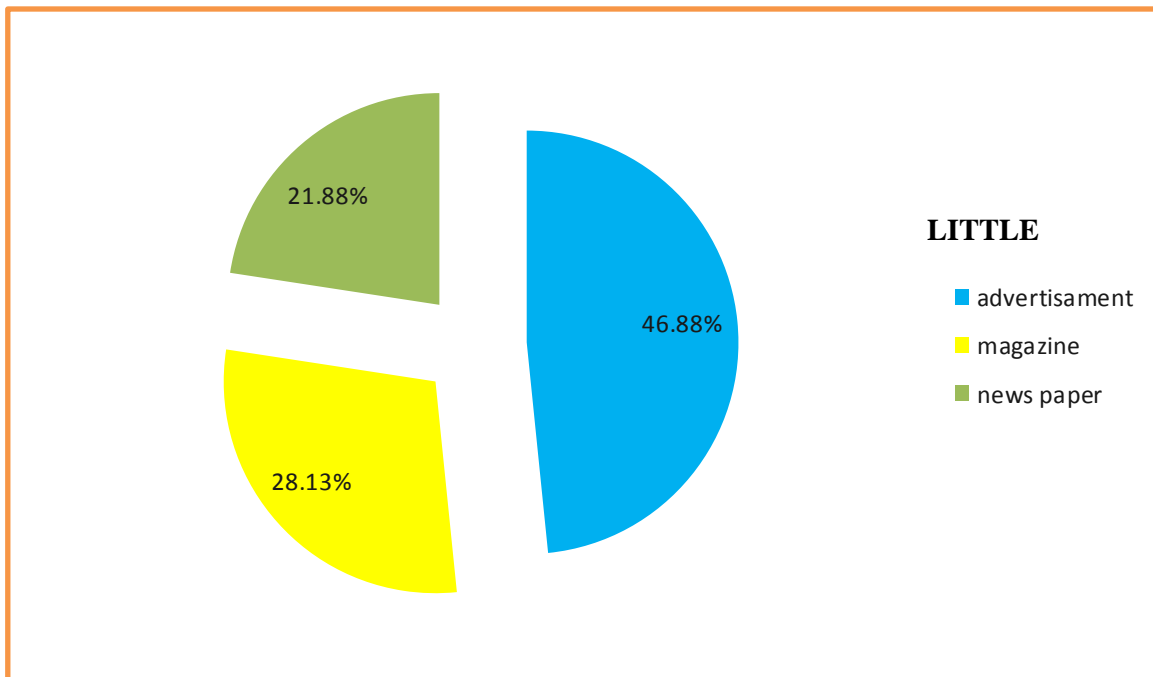
A lot	flashcards	Television	Books	Handout
# students	4	5	8	15
percentage	12.5%	15.625%	25%	46.875%



The analysis of what student thinks about the level of help of the resources used by the teacher was obtained that handout with 47% followed by books with 25% being less profitable the flashcard with 13% so we recommend it could expand the range of resources for better results in advancing skills because the resources is one of the important tool to develop the English.

LITTLE

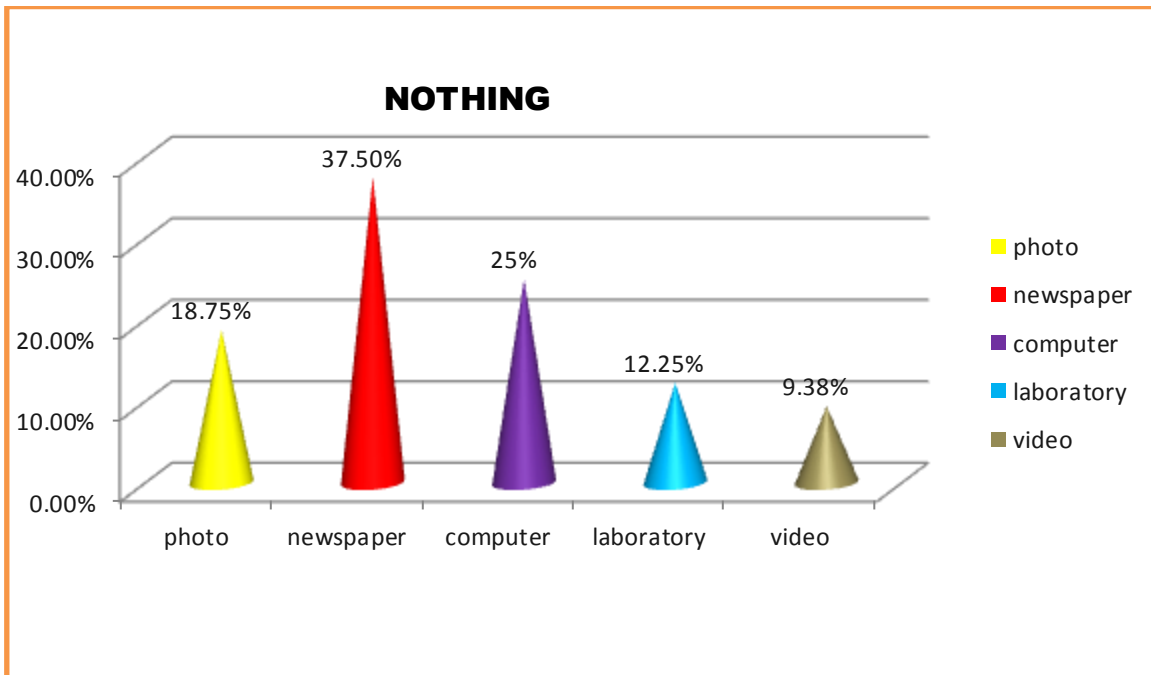
Little	Advertisement	magazine	newspaper	Computer
# students	15	9	7	1
Percentage	46.875%	28.125%	21.875%	3.125%



Respecting to the little influence of the resources was obtained: advertisement, newspapers and magazines these are those who have not given contribution to students but according to our observations we believe that these resources have not provided both by the infrequency with which the teacher uses and use giving them a better advantage would be obtained if used correctly and higher frequency level

NOTHING

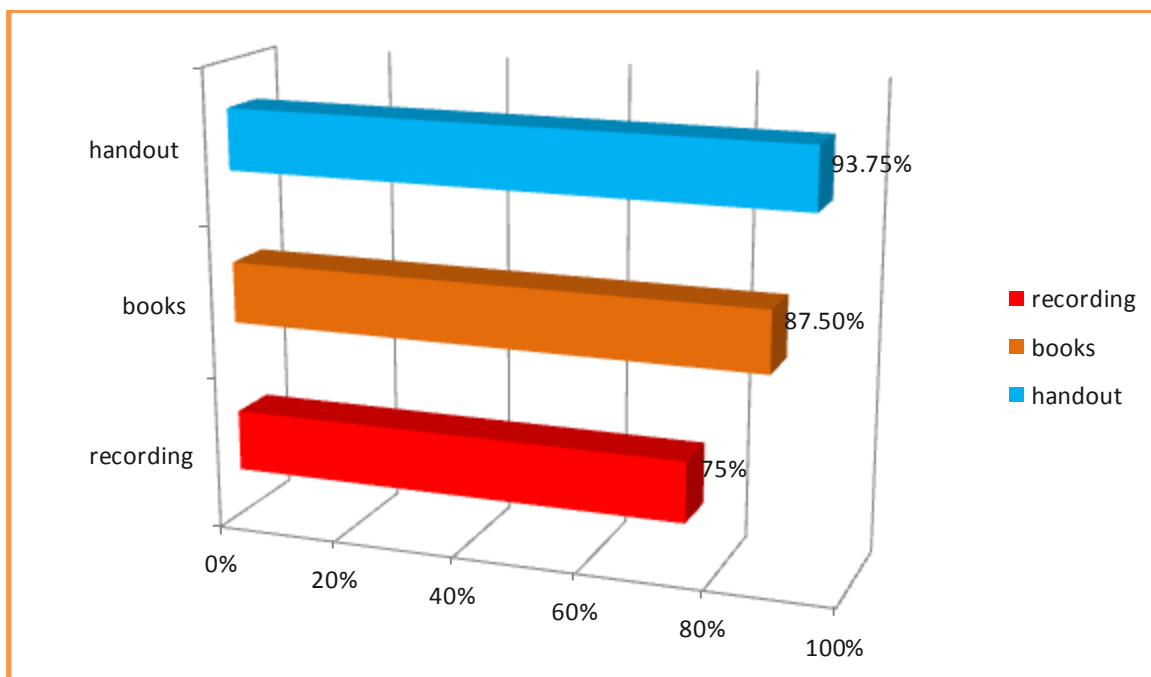
Resource	photos	News papers	Computer	laboratory	Videos
# students	6	12	8	4	3
percentage	18.75%	37.5%	25%	12.25%	9.375%



Analyzing what the students feels about the resources that don't help to develop listening and speaking which we consider several resources that can greatly facilitate the interaction of these students are found: newspapers, computer, laboratory .recommend teacher consider and apply those resources in a better way.

15. Which of the above resources are provided by the teacher?

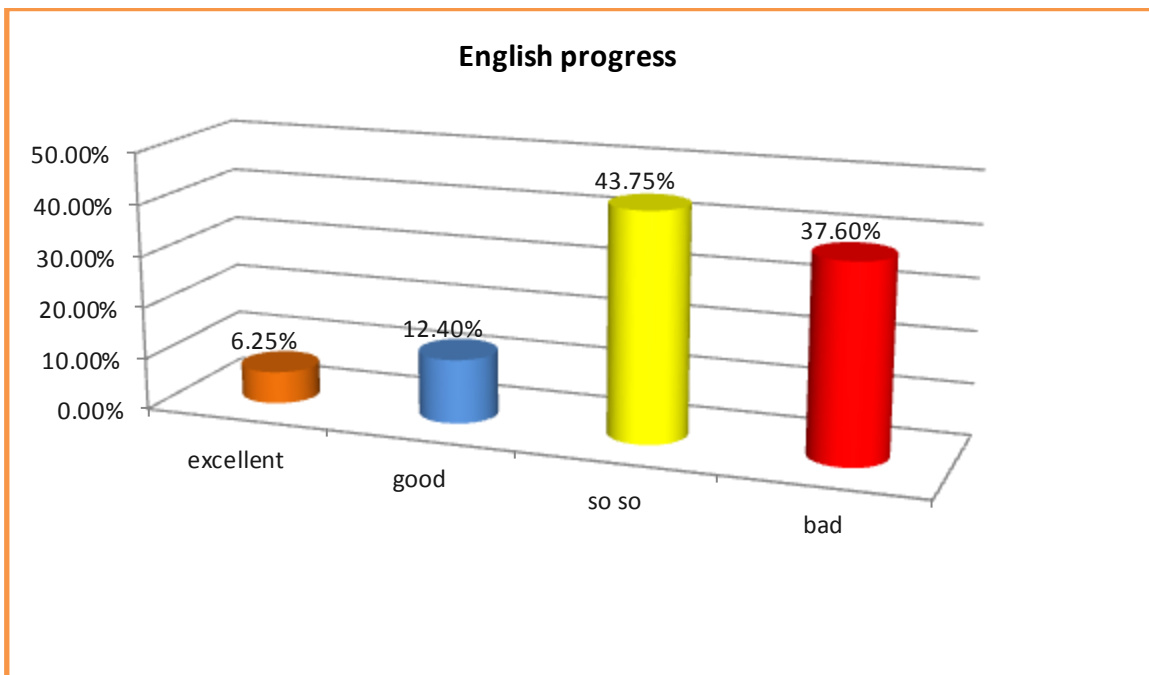
Resources	Recording	Books	Videos
# students	24	28	30
Percentage	75%	87.5%	93.7%



Respecting to the resources that are facilitate by the teacher the students answers that not all are facilitated. only are handout with 93% second books with 87% and finally we recording this affects the leaning- process of the students because they don't access another the resources and the activities are not interesting for them and not develop any of the skills .so for this reason the teacher should try to facility more than one or use the resources in different ways.

16. How do you feel about your progress in English using these resource?

Progress	Excellent	good	So so	bad
# students	2	4	14	12
percentage	6.25%	12.5%	43.75%	37.60%%

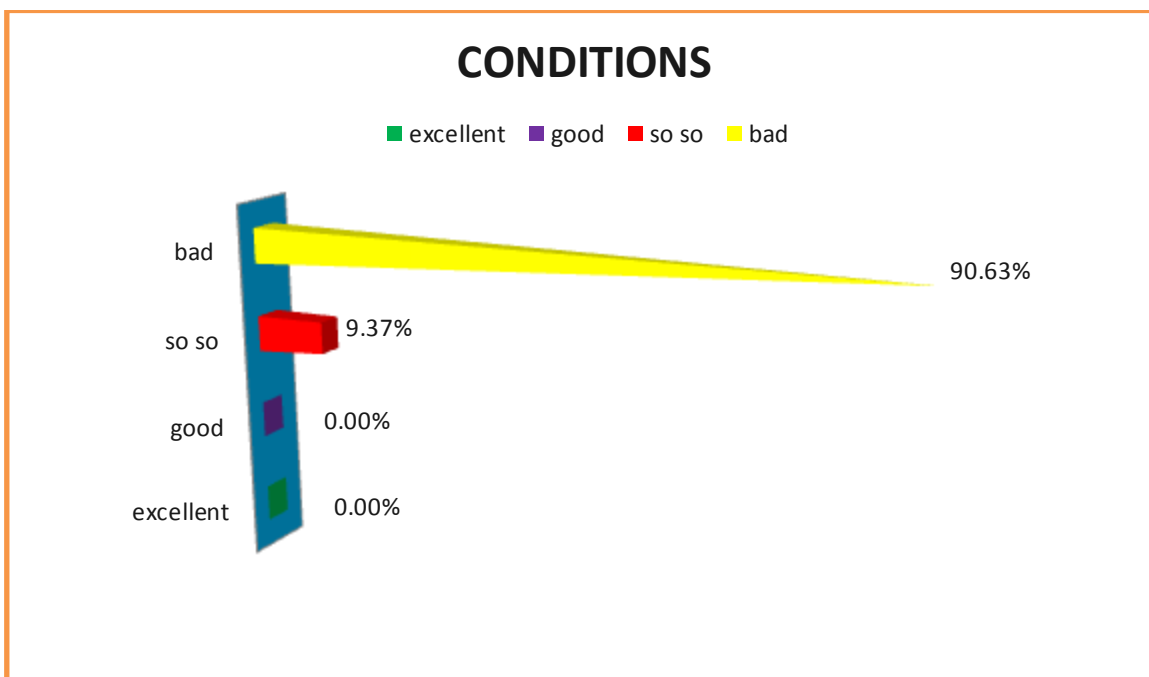


In this chart we show what students say as has been his progress with a 43.7% more or less, 37% think that really is bad and only 6.25% was good. with respects our annotations most students consider this master wing is due for his little motivation, little use of resources, extensive use of English and little interaction with them. The Teacher should do a variation their resources together with the implementation of strategies.

IV. ENVIROMENTAL FACTORS

17. How are the school conditions to learn English?

conditions	excellent	good	So so	Bad
# students	0	0	3	29
percentage	0%	0%	9.37%	90.63%

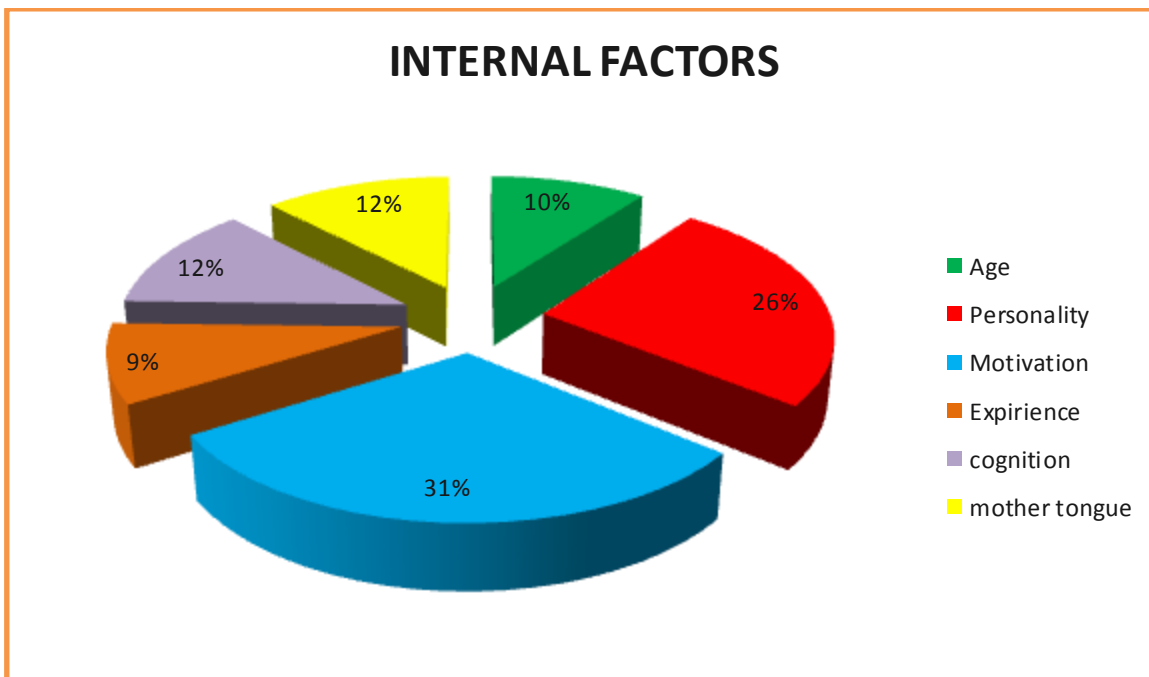


The conditions of school according to students 90% think they are bad to learn English and also there is too much noise to be an open area after 9% think that it is regular that learning depends on students .with the interview the teacher on this subject and I say that students live watching what happens outside that class for which strategies that directly involve students and all activities that capture your interest is suggested.

18. Which of the following internal and external factors have influence in your developing of English skills?

Internal factors

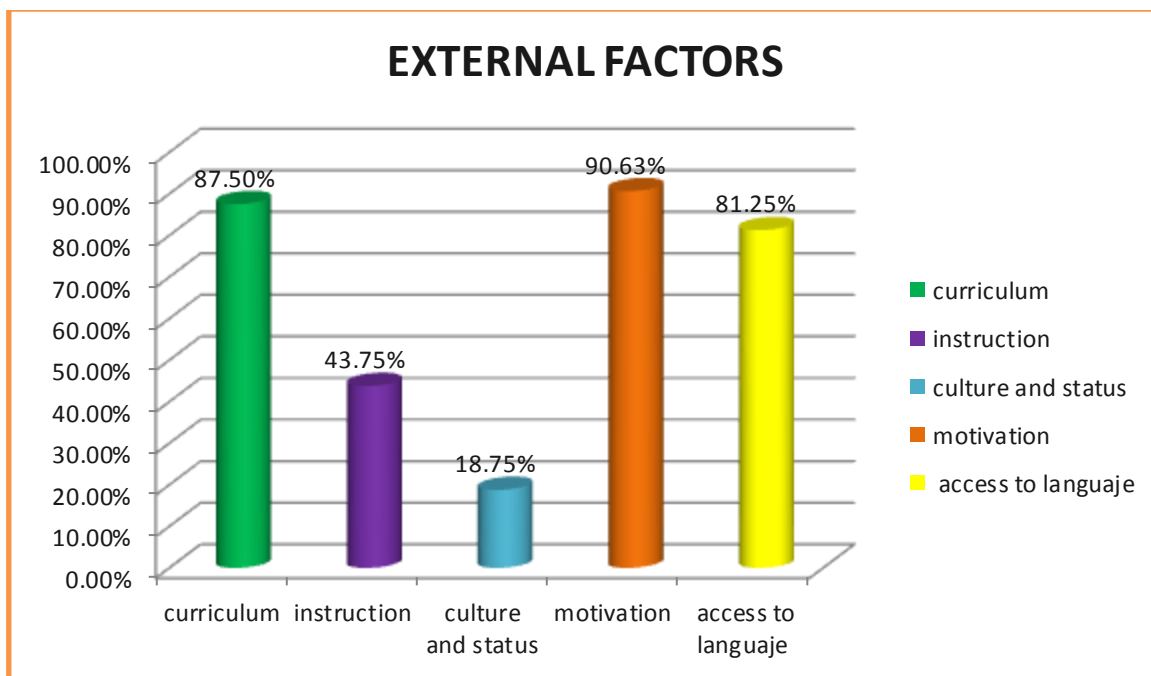
Factors	Age	Personality	Motivation	Experience	Cognition	Mother language
# students	10	25	30	9	12	12
percentage	31.25%	78.125%	92.75%	28.125%	37.5%	37.5%



Studying the Internal factors that most affect the students are with 31% the lacks of motivation followed with 26% personality and less relevant is the experience with 9% where is suggest that motivates them to feel more confident when they speak English and the teacher needs to do activities where they can express their concerns

External factor

External factors	curriculum	instructions	Culture and status	motivation	Access to foreign language
# students	28	14	6	29	26
percentage	87.5%	43.75%	18.75%	90.625%	81.25%



In external factors like the above chart we have the most important motivation with 90% followed by the curriculum with 87% commenting students in their majority consider that the curriculum is not adapted to their reality another factor important is access to language and nowhere to get this information and finally, culture and status not so relevant for this. The school needs to provide to the students materials learn more about the subject.

XII. CONCLUSIONS

Upon completion of our research, analyze and interpret after our information it can be concluded that there are many issues that are affecting the process of teaching Apprenticeship mainly on speaking and listening skills. One of the factors that most affect students is the use of the little strategies and misuses them. Know the right strategies to help teachers motivate students to participate in the teaching process Apprenticeship through the activities proposed by it. By using the right strategies a great success in the development of skills would have a process of interactive and dynamic learner is created which does not have in the school of chiquilistagua as students complain of dull and uninteresting activities, the teacher always uses the same strategies. Another aspect is the method used by the teacher who is the natural method according to an interview with the teacher. Also in our information and observation we saw that the teacher has increased students' vocabulary but this does not allow them to make a communication between them since they have no knowledge of grammatical structures, which hinders the development of speaking in students. Finally the resources used by teachers are few and old, out of context a few bright for them and for that reason cannot understand the objective of the class. Because the use of appropriate resources are very important because they are tools used by teachers so that students can develop their skills. Freeman according to Larsen (2000 p 60) help students refer Resources Understand the object of the lesson the teacher is Conveying. Additionally, for it helps the teacher to test whether the students improved Have Given Their understanding of the subject.

XIII. RECOMMENDATIONS

Analyzing our research was found several factors do not allow the development of the skills of speaking and listening in the teaching and learning of English why it is important to provide some recommendations that the teacher can use to improve the teaching of English in the first grader B the public school chiquilistagua.

As the first difficulty we have the Teaching Strategies and misuse of the same to improve increase the listening and speaking skills within teaching strategies need to master only uses four for both skills so suggest you could expand the variety of strategies to better develop the skills and alternate them for not having a monotonous and boring class ensuring spontaneous participation of students as well as their interest in discovering new learning strategies which benefits both parties that the teacher may notice which new strategies used allow you make the most of their students. Regarding the effectiveness of the strategies used by the teacher have not all are having a major impact on the students that does not allow them to develop the skills of speaking and listening to the maximum recommended the master redesign activities where you allows students to first understand what will be done with simple and clear instructions to create a trusted environment where they can be appropriated strategy that allows them to have a spontaneous interaction where they can create and explore without fear of making a mistake

About resources we can say that the teacher must update didactics resources and expand the range of those taking into account all resources used in the classroom should be to help students learn and develop their learning experiences adapting each resource to the different

needs and abilities of each student. The right resources can make the process of learning is more cashes dynamic and interesting currently exist a variety of resource that the master himself can be designed to have success in the classroom not only use text that often is in reality very foreign students

The influence of external and internal factors affecting a learning process at school teaching recommend trying to modify the laboratory that conditions are presenting today are not correct. much noise that the classroom has many open spaces not have enough computers where students can use for your Apprenticeship another suggestion is to create a small library with books, pamphlets, videos in English that does not exist and students outside the classroom class does not have as continue studying the language and finally the master class activities promoting involving the whole school to motivate students as festivals, competitions etc.

XIV. REFERENCES

- Kurdziolek, M. A. (s.f.). *Classroom resources and impact on learning*.
- Bryson, B. (20003). *Mother tongue*. Texas: Harper collins.
- Cran, W. (s.f.). *the method in the English learning process*. Donalt M. Grant .
- Crystal, R. (2001). *the learning process in the mother tongue*. Columbia University press.
- freeman, l. (s.f.). *tecniques and principals in language teaching*. Dover publications.
- lynch, t. (s.f.). *comminication in the language classroom*. New york : Donal M.Grant.
- McArthur, T. (1990). *the english language*. England: Bloomsbury publishing.
- teach, & teaching strategies. (s.f.). *teaching strategies*. Recuperado el octubre de 2014,
- Watkins, P. (2005). *Leaning to teach English*. viking press.
<http://www.montana.edu/facultyexcellence/Papers/teachingstrategies.html>
- *English teaching method*. (s.f.). Obtenido de ↪
<http://www.teachingenglish.org.uk/knowledge-database/direct-method>
- (speaking)*English teaching method*. (s.f.). Obtened from ↪
<http://www.teachingenglish.org.uk/knowledge-database/direct-method>

XV. ANNEXOS

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

'RUBEN DARIO' CAMPUS

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DE DEPARMNT



PROBLEM: The strategies applied by the teacher to develop the speaking-listening skills of students on seven grade 'B' in the morning shift at the Chiquilistagua school during second semester in 2014.

GENERAL OBJECTIVE: To analyze the teaching strategies applied by the teacher to develop the speaking- listening skills in the English language at the Chiquilistagua School.

Teacher's survey

Dear teacher, the following survey aim is to obtain information about the strategies that you use to teach speaking and listening skill.

Directions:

Thank you for your time and availability.

I. GENERAL INFORMATION

Mark with an x the option that best fits.

1- Age:

25-30 _____ 31-40_____ over 40_____

2- Professional studies:

- Technical career _____
- Degree on English teaching _____
- Others _____

3- Working experience.

Mark with an x the option that best describes your working experience.

a) Teaching working experience.

- 1-5 years _____
- 6-10 years _____
- 11-15 years _____
- More than 15 years _____

b) Number of students per classroom.

- 35-40 _____
- More than 40 _____

c) What percentage of spoken English do you use in the class?

- 10-25 percent _____
- 25-50 percent _____
- 50-75 percent _____
- 100 percent _____

II. METHODOLOGY INFORMATION

a) In the English class, how much time your students practice the speaking and listening skill?

- Less than 10 minutes _____
- 10-15 minutes _____
- 15-30 minutes _____

b) Check the method that you used to teach English

Total physical response	
Communicative approach	
Audio lingual method	
Natural method	
Grammar translation	

ACTIVITIES	FRECUENCY		
	NEVER	SOMETIMES	ALWAYS
Dialogues			
Repetitions			
Presentations			
Role plays			
Pair work			
Interviews			
Songs			
Movies			
oral report			
Brainstorming			

III. TEACHING STRATEGIES

Mark with an x the option that best fits your teaching strategies

b) From the following strategies which ones do you use in your classroom to teach speaking skill?

c) From the following activities which ones do you use in your classroom to teach listening skill?

ACTIVITIES	FRECUENCY		
	NEVER	SOMETIMES	ALWAYS
Reading			
Song			
Specific detail			
Recognize words			
Movies			
Listening for meaning			

d) Answer the following questions.

→ Why do you think that these strategies develop the speaking-listening skills?

IV. ENVIROMENTAL FACTORS

Check the option that best fits you.

1- What are the class conditions?

Excellent_____ good_____ ok_____ so so _____ not good_____

2- Which of the following external and internal factors have influence on the development of the English skills?

INTERNAL FACTORS	
Age	
Personality	
Motivation	
Experiences	
Cognition	
Native language	

EXTERNAL FACTORS	
Curriculum	
Instruction	
Culture and status	
Motivation	
Access to native speakers	

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN-MANAGUA

‘RUBEN DARIO’ CAMPUS

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DE DEPARMNT



PROBLEM: The teaching strategies applied by the teacher to develop the speaking-listening skills of students on seven grade ‘B’ in the morning shift at the chiquilistagua school during second semester in 2014.

GENERAL OBJECTIVE: To analyze the teaching strategies applied by the teacher to develop the speaking- listening skills in the English language at the Chiquilistagua School.

STUDENT’S SURVEY

This survey is aimed to gather information about the strategies that the teachers use to teach listening and speaking in seventh grade in the chiquilistagua public school.

I. GENERAL INFORMATION

Mark with an x the option that best fits you.

1. Gender :

Female _____ male _____

2. Age:

11-13 _____

14-16 _____

More than 17 _____

3. Do you like the English class?

No _____ a little bit _____ yes _____ a lot _____

4. Do you speak English in class?

Always		Sometimes		Rarely		Never	
--------	--	-----------	--	--------	--	-------	--

5. Is your teacher good or bad to teach English?

II. TEACHING STRATEGIES

Mark with an x the option that best fits you.

6. Which of the following teaching strategies are used by the teacher to practice speaking skills during the class?

SPEAKING STRATEGIES	FREQUENCY		
	NEVER	SOMETIMES	ALWAYS
Dialogues			
Repetitions			
Presentations			
Role plays			
Pair work			
Interviews			
Songs			
Movies			
Oral report			
Brainstorming			

7. Which of the following teaching strategies are used by the teacher to practice listening skills during the class?

LISTENING STRATEGIES	FRECUENCY		
	NEVER	SOMETIMES	ALWAYS
Reading			
Song			
Specific detail			
Recognize words			
Movies			
Listening for meaning			

III. THE EFFECTIVENESS OF THE STRATEGIES

8. In what extent these strategies have helped you to develop your speaking skills:

SPEAKING STRATEGIES	LEVEL OF HELP				NOTHING
	A LOT	NOT A LOT	A FEW	FEW	
Dialogues					
Repetition					
Presentations					
Role plays					
Pair works					
Interviews					
Songs					
Movies					
Oral report					
Brainstorming					

9. What skills have these strategies developed in your speaking performance.

Fluency	
Vocabulary	
Communication	
Interaction	
Pronunciation	

10. In what extent these strategies have helped you to develop your listening skills:

LISTENING STRATEGIES	LEVEL OF HELP				NOTHING
	A LOT	NOT A LOT	A FEW	FEW	
Reading					
Song					
Specific details					
Recognize words					
Movies					
Listening for meaning					

10. What skills have these strategies developed in your listening performance.

Pronunciation	
Understanding	
Meaning by context	
vocabulary	

III. Teaching resources

Mark with an x the option that best fits you.

10. Check what kind of resources the teacher uses to develop the strategies during the class

RESOURCES	
Flashcards	
TV	
Advertisement	
Photos	
Books	
Magazine	
Handout	
News paper	
Videos	
Tapes	
Labs	
Radio	
Computer software	

13. Which of the following resources have helped him to develop his listening and speaking skills?

Resources	A lot	little	Nothing
flashcards			
TV			
Advertisement			
Photos			
Books			
Magazine			
Handout			
New paper			
Labs			
Tape			
Radio			
Computer software			

14. Which of the above resources are provided by the teacher? Write them.

15. How do you feel about your progress in English using these resources? Please check

Excellent _____ good _____ ok _____ so so _____ not good _____

IV. ENVIROMENTAL FACTORS

Check the option that best fits you.

16. What are the class conditions?

Excellent _____ good _____ ok _____ so so _____ not good _____

19. Which of the following external and internal factors have influence on the development of the English skills?

INTERNAL FACTORS	
Age	
Personality	
Motivation	
Experiences	
Cognition	
Native language	

EXTERNAL FACTORS	
Curriculum	
Instruction	
Culture and status	
Motivation	
Access to native speakers	