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ENGLISH DEPARTMENT

GENERAL TOPIC: Methodological strategies in the teaching learning process of English language during the second semester of 2014.

SPECIFIC TOPIC: The influence of methodological strategies used by the English teacher to develop the speaking skill in the students of eleventh grade from Dr. Carlos Vega Bolaños School in Masaya city in the secondsemester of2014.

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I - DEDICATORY

This research project is dedicated to my Lord Jesus and Mary our mother who helped me to finish this hard task and to be here with you today. Also it is dedicated to the memory of my loving grandparents Adolfo Hernández and Gloria Sánchez who gave me support since I was a little girl, and helped me to fulfill my first English studies.

I dedicate this work to my wonderful daughters Priscila and Abril for being there in the most difficult moments for me, and keep me company throughout this wonderful experience full of feelings and reflections.

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III - ABSTRACT

The present study deals with the impact of methodological strategies used by the teacher to develop the speaking skill in the students of eleventh grade at Dr. Carlos Vega Bolaños private school in Masaya city in the second semester 2014.

Different instruments were used to gather data; it was applied a survey to a sample composed by fifteen students where they were asked about the strategies,resources,error correction and role of the teacher used in the classroom to promote the communicative competence. It was also developed an interview to the teacher in order to know her point of view on the matter.

Furthermore a class observation was applied to observe when the genuine interaction of the teacher and the students takes place.

After to collect data, the information obtained was processed and analyzed through tables and graphics in order to determine the effectiveness of the methodological strategies in the students´ performance.

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V. GENERAL TOPIC

Methodological strategies in the teaching learning process of English language during the second semester of 2014.

5. 1 - SPECIFIC TOPIC

The influence of the methodological strategies used by the English teacher to develop the speaking skill in the students of eleventh grade from Dr. Carlos Vega Bolaños School in Masaya city in the secondsemester of 2014.

VI. INTRODUCTION

In all countries of the world society characteristics define the way of life of inhabitants according to the cultural, scientific and educational level of components. And in modern times where there is so much competition, it is essential to the continuous improvement to keep pace with global development and competence and professional performance of different branches of knowledge and learning.

Learning English has becoming a priority internationally to avoid the language barrier between people from different regions, and it is English the common language used by scholarly in the field of science and technology; 90% of material available on the internet is in English.

Currently in Nicaragua English teaching is priority in universities, technological institutes and secondary schools where is offered as a second language as a way to ensure professionals with a high rating. It does not mean that everything is resolved and that are not constantly required changes. The learning strategy is considered as an essential mean especially in the language teaching for students use their experiences, knowledge and perceptions to develop their communicative competence.

This research focuses in the use of methodological strategies with specific objectives to develop the speaking performance of students from eleventh grade in order to encourage and improve the teaching learning of this area.

VII. JUSTIFICATION

This paper is carried out to research about the impact of strategies used by the teacher to develop the speaking skill in the students of eleventh grade at Dr. Carlos Vega Bolaños School in Masaya city. The purpose of this study is to measure the level of students´ speaking performance, and according to the results to look for solutions and alternatives in order to improve the speaking skill in the students. Also this research provides English teachers from Dr. Carlos Vega Bolaños and from other schools of procedures and techniques with scientific basis that help them with their pedagogical practice in the classroom to get better results.

This research contains relevant information that helps students to know their weakness and identify the factors that limit their communicative competence in order to improve their learning and their speaking performance. They may also use this work to take and keep ideas for future writing projects.

Finally this research contributes to Dr. Carlos Vega Bolaños school´s authority of authentic information about the English teaching learning process. Also it provides some recommendations in order to show how to use different strategies that help English teachers to improve the students´ communicative skills. Communicative strategies that encourage and require students to use the target language in and outside the classroom successfully.

VIII. PROBLEM

What are the methodological strategies used by the teacher to develop the speaking skill of students of eleventh grade at Dr. Carlos Vega Bolaños private school in Masaya city?

8.1-SUBPROBLEMS

What teaching strategies does the professor use in order to promote the speaking skill?

What is the impact of the teaching strategies used by the teacher?

What resources does the teacher use to teach the speaking skill?

What is the effectiveness of the resources to develop the speaking skill?

How does the teacher correct the students´ spoken errors?

How does the teacher encourage students to speak English?

IX. GENERAL OBJECTIVE

To analyze the methodological strategies that affect the acquisition of the speaking skillin the students of eleventh grade at Dr. Carlos Vega Bolaños school during the second semester of 2014.

9.1- SPECIFIC OBJECTIVES

1.-To identify the methodological strategies used by the teacher to teach speaking.

2.-To analyze the impact of the strategies used by the teacher.

3.-To determine the resources used by the teacher to teach speaking skill.

4.-To evaluate the effectiveness of errors correction used by the teacher.

5.-To value the role of the teacher to promote the speaking skill.

X. THEORETICAL FRAMEWORK

Speaking is one of the most difficult skill to develop for non- native students. Everyday teachers deal with different factors that affect the teaching learning process of speaking skill in the classrooms.

According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information its form and meaning are dependent on the context, the participants, their experiences, the environment and the purposes for speaking. Brown stated that speaking is also categorized as a productive skill; the skill in which we produce utterances that is observable; we could say that in the classroom speaking includes the interaction between the teachers and students or among the students based on the contents and the activities used by the teacher to promote the oral communication, these activities will be selected according to the level of students , the contents and the context; this means to adjust the activities to the level of learners, it is not the same to teach in pre-school than in primary , than in secondary school or than in a university level.

TEACHINGSPEAKING: Teaching speaking is to teach our learners to: Produce the English speech sounds and sounds patterns. Use words and sentences stress, intonation and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Use the language quickly and confidently with few pauses, which is called fluency Nunan (2003). In other words is to teach students express themselves in utterances that be relevant, easily comprehensible to other people in an acceptable level of language accuracy. English students should also function successfully in real life situations. There are many reasons for getting students to speak in the classroom: First speaking activities provides the opportunities and chances to practice real life speaking in the classroom.This means that the teacher has to use activities that match the contents to learners´ needs and interests and to promote the student´ participation to make students ready for communication in the second language.

Second, speaking task in which students try to use any or all of the language problems they are experiencing. According to Krashen, (1981) self- confidence is a psychological problem that affect the second language learning. Sometimes our students do not believe in their abilities and they feel silly when the lack of words or structures leave them helpless in face to face communication. The teacher must use enough activities according to the difficulties in the educational process in order to improve the level of language in the students. Also this will help students to feel confident and participate in class without afraid.

Third, the more students have opportunities to activate the various elements of language they have stored in their brains; this means that students will have a good chance to use words, expressions and phrases fluently without very much conscious thought. This also will help students to strengthen their speaking performance.

PRINCIPLES FOR TEACHING SPEAKING SKILLS
1. Focus on both fluency and accuracy

We need to have in mind our learner´s needs, from language- based focus on rules and forms to message-based focus on interaction, meaning and fluency; this means the teacher´s task is to develop both of them, firstly we have to pay attention to the features and structures that are part of the form of the language, and then we focus our in the practice of those features in order to develop the communicative skill in the learners. When you play a game or discuss solutions to the environmental crisis, make sure that your tasks have a linguistic objective and the opportunity to help students to use different structures of the language. Larsen (2000).

2. Provide intrinsically motivating techniques.

This makes your task as a teacher easier. Try at all time to be positive and talk with students about their need for knowledge, for achieving autonomy, and for being all they can be. Help them to see how the activity will benefit them. Ibid. In other words the teachers must include activities that help students to value the importance of the English language in all that concerns to the everyday life. Motivation is an essential part in the lessons plans, and it is linked to the choice of a topic taking in to account the students´ needs, interests and levels will help us to avoid the students´ boredom, apathy and lack of interest. Hearn and Garcés (2003).

3. Encourage the use of authentic language in meaningful contexts; this means that our goal as teachers is to help students use to communicative information relevant to their lives. Our objective in the classroom is to engage students in communicative activities that use authentic language that get them ready to face the requirements of the real and competitive.

4. Provide appropriate feedback and correction.

Students in ESL not only depend on the teacher feedback, they may get the feedback beyond the classroom, but it is important that teachers take advantage of their knowledge of English to give an appropriate corrective feedback.Hearn and Garcés (2003). In other words it is necessary to give to students positive feedbacks. It is convenient to use positive words like congratulations, terrific, very good, much better, ok, try this again, I know you can do it, be careful and others for motivating students to do it better, and this words must be accompanied by positive gestures and expressions.

5. Give students opportunities to initiate oral communication.

According to Larsen the teachers have to allow students to initiate communication. Interaction in the classroom is characterized by teachers´ initiation of language. It means that teachers must permit students to experiment with the target language for which it is necessary to create the conditions where students talk about topics of their interest, ask questions, give opinions and provide information. Part of oral communication competence is the ability to initiate conversation.

6. Encourage the development of speaking strategies. Larsen (2000).

Students simply have not thought about developing their own personal

Strategies with a communicative purpose. Teachers must take advantage of their knowledge and incorporate in their lesson plans suggestions and strategies used by learners to improve their English by their own.

TYPES OF SPEAKING PERFORMANCE IN THE CLASSROOM

Speaking in the classroom involves the negotiation of meaning between teachers and students or among the students which depends on how classroom activities are organized, on the context on which it occurs, the experiences of the participants, the

physical environment and the purposes for speaking. In speaking students do not speak complete sentences; they use les specific vocabulary than in written language. They also use syntax in a free organized manner and make frequent use of conversation markers like: Uh, well, ok, etc. Brown and Yule (1993). Also speaking in the classroom depends on the age, gender and level of the students. Brown (2004) stated that there are some basic types of speaking performance in the classroom.

Imitative: A very limited of classroom speaking time may legitimately be spent generating speech where for example, learners practice an intonation contour or try to pinpoint a certain vowel sound, but the teachers are called to include this activity in order to practice a particular element of the language form. This kind of imitations carried out not with the purpose of meaningful interaction, but with the purpose of improve the pronunciation and intonation of students´ performance. Students learn by imitation and it provides a good opportunity to make every student participates in an enjoying way. Kim (2009).

Responsive: A good deal of students´ speech in the classroom is responsive; short answers to teacher´s questions or comments. Although these short interactions do not extend into dialogues they can be meaningful and authentic. This means that the teacher should stimulate students to use the target language in a climate of respect and in a collaborative way where students share their feelings, express likes and dislikes, greet, be polite, etc. Kim (2009).

Transactional: This type of language is carried out for the purpose of conveying or exchanging specific information. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact each other. Burns (1998). In our classroom we can use different communicative strategies in order to introduce this kind of language and teach students how to ask and give information, how ask for clarification, how explain a need or intention, etc. we can take advantage of classroom with a lot of students to assign conversations or dramatizations to present the main purposes of talk of features of transaction.

Some of the skills involved in using talk for transaction are: Explaining a need or intention, confirming information, asking for clarification, agreeing or disagreeing, etc.

Interpersonal: It is another form of conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.When people meet, they exchange greetings, engage in small talks, recount recent experiences, or because they wish to be friendly and to establish a comfortable zone of interaction with others The focus is more on the speakers and how they wish to present themselves to each other than on the message Brown and Yule (1983). The main features of talk as interaction primarily is social function, reflects relationship, may be formal or casual, express degrees of politeness, employs many generic words and it is jointly constructed.

Extensive: Tends to be in the form of monolog rather than dialog, it is often evaluated according to the effectiveness or impact on the listener. Jones (1996). As we know the students at intermediate to advanced levels are called to make presentations in the form of oral reports, descriptions, summaries or short speeches for which the teacher should provide students models, suggestions and the vocabulary they will use. For example; the teacher introduces the weather topic and asks students to present the forecast of a city in our country. The students practice and learn new vocabulary at the same time they learn about the weather in our country. The students can use maps of the city or the country to support their presentations.

ORAL COMMUNICATION SKILLS
1. - Conversational discourse

"The conversation class is something of an enigma in language teaching." The goals and techniques for teaching conversation are extremely diverse, depending on the students, teacher and overall context of the class. Historically, "conversation classes have ranged from quasi communicative drilling to free, open, and sometime agenda less discussions among students. Richards (1990, p 67).

Affective factors

One of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible. Because of the "language ego" that say that "you are what you speak", learners are reluctant to be judged by hearers. And they think is better to keep the mouth closed and have others think they are ignorant than to open it and

remove all doubt. Our work as teachers is to provide the confidence, embracing climate that encourage students to speak without afraid.

The interaction effect

The greatest obstacle that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication.

Conversations are collaborative as participants engage in a process of negotiation of meaning. For the learners the matter of what to say is often eclipsed by conventions of how to say things when they speak.

Elaine Torone (2005) reported on a number of studies that claim a crucial role for communication strategies in learning to participate in conversational discourse.

STRATEGIES

According to Oxford (1990) the word strategy comes from the Greek word "Strategies" which means the art of war. Strategy the management of troops, ships or aircraft in a war situation. This means the use of different resources in order to achieve the triumph. In consequence we can say that learning strategies are the actions that you take to do tasks more efficiently in order to make learning easier, faster, more enjoyable and more effective. There are a lot of strategies that the teacher can use in the classroom for engaging students in during learning process. The strategies that we are going to use must be according to the content and according to our objectives.

There are a lot of strategies that the teacher can include in their plans here some of them: Dialogues; the teacher can propose short dialogues according to the content and to the level of students. The students might use real resources to give creativity and realism to their interventions.

Role-playing; dialogue is a form of role-play which stimulates students to use the target language. Dobson (1992). To promote communication in our classrooms we must use interactive activities, several students can participate in a role- play situation. The teacher can assign the plays according to the students and their

interests. It is convenient that the easier plays must be assigned to the students that avoid participate in the class.

Readings: They are a new found of information that can be used for different purposes. Students through readings improve their vocabulary, and pronunciation. The teacher reads a short selection aloud to the class and then he asks discussion questions. The students read a short selection silently in class, then discuss what they have just read. "Ibid".

Discussions: This technique involves students in an interchange of information, ideas, and opinions taking in to account the pros and cons in order to take a decision. This activity also depends on the interaction between learners and it is very dynamic and involves all the students to participate in an active way. For this activity the teacher must select interesting topics that keep the students attention. Ur. P. (1996).

Group works: This activity is important because students who know more can help ones who present difficulties. The teacher can select short stories and write parts of the story in pieces of paper, after the teacher asks students to form the complete story. This activity makes all the students in the group work in an active and collaborative way.

Presentations: They are used to develop different contents. The teacher selects relevant topics to get the students attention; the endangered animals is a topic that allows students to know more about a real problem that occurs in our planet. The students can use a map to talk about the animals and the place where they live.

Interviews: You can introduce this activity through a role-play. Several students can play the role of different celebrities; artists, politicians, popular persons in the community, etc. the other students play the role of interviewers. This activity can be used for different contents; simple present, likes and dislikes, future tense and many others. The procedures that follow have been tasted by experience and can help the students develop fluency in English. Dobson (1992).

RESOURCES USED TO DEVELOP THE SPEAKING SKILL

Resources are any instrument that help us to achieve any goal. Marchena (1996); in other words material is any object with which students develop the learning process and the teacher uses to give realism and fun to the activity and solve the problems of lack of discipline and attention in class.According to a study by Sanz (Tecnología Educativa. Zaragoza: Edelvives 1991) this is the percentage of data we retain in the learning process:

10% of readings

20% of what we listen

30% of what we see

50% of what we see and discuss

90% of what we say and do

As we can see this data shows the importance of promote communication in the classroom using resources that engage students to learn through the practice of communicative activities.

Marchena also recommends that when the material is selected for a specific course this will be selected firstly according to the aims of the course. When we select material for develop a particular activity we must taking in to account the students´ needs; if the course is intended to enable students to take the role of tourists in the foreign language, they should exposed to interactional and transactional turns, and they will need resources that allow them to adopt their roles easily. The students enjoy talking about the objects they will bring for the next session this add motivation that students need to study. For TEFL the simplest didactic resources are real objects (realia), which can be used in different ways: People are also a basic resource; physical descriptions can be practiced using this kind of resource, also we can ask students to describe a member of their family and share their information with the rest of the class. Any auxiliary material may also be used for activities such as role plays, teachers and students can create their own resources in order to increase the learners´ interests and their participation.

Importance of resource: What would language classes be without books, pictures, realia and technological aids (recorders, computers, videos)? We could use different strategies to develop the communicative competence of our students but much of the language instruction is derived from supporting materials. Goodmacher (1996). Now a day there are a lot of resources for all levels and purposes that can help us to promote the students´speaking- performance.According to Goodmacher teachers can create fun lessons that incorporate conversations skills and tasks according to the content and the level of the students.It is important to take into account that every group of students is different and has its own characteristics.

Goodmacher stated that the most common material comes from the text books; sometimes text books are assigned by the authority of the school, but in other case the teacher uses text books and extra material that they stored to develop speaking skills. At Dr. Carlos Vega Bolaños private school teachers and students have their own text books according to eachgrade. When students make presentations they can follow the examples that the text book provides.Text books are important for both teachers and students; they facilitates to the teachers information and activities that can be used to develop the communicative skill.

According to Julia Dobson (1992) flash cards help teacher to perform different activities in the classroom; if the flash cards show a figure or figures of people doing different activities, e.g. you can ask students put the flash cards in to a logical sequence according to their everyday activities based on the sequence and then tell their information to the class.

Technological aids like tape recorders and videos can play an important part in stimulating conversation. Dobson (1992), it is true that visual and audio aids provide motivation to the session and they can be used for different purposes e.g. for giving a report, but the teacher must be careful to avoid the overuse of any material and selects the material according to the content and to the interests of the students.

Techniques consists of the things you do in the classroom, but only a few techniques do not in some manner involve the use of materials to support enhance them. What would language classes be without books, pictures, charts, realia, and technological

aids (audiotapes, videos and computers)? Yes we could have conversations, role plays, discussions, and chalkboard work, but much of the richness of language instruction is derived from supporting materials. Today there are a lot of material for all levels and purposes that can help us to promote the students speaking performance.

According to Goodmacher (1996) with a little imagination, teachers can create fun lessons that integrate conversations skills and tasks with various contents no matter what the content is and what level the class is.The most common form of material support comes through texts books. The teacher challenge is to make the best use of the text book that you have and use any extra material you stored in order to promote speaking skills. For example, for environmental studies, you can cut pictures out of a nature magazine or draw pictures from the book. You can make a poster for present a story and do activities such as, teach vocabulary, pronounce the new words, the students can explain the picture and story to their partner or they can invent the story. Teachers can create with their students´ help material to develop speaking skill according to their needs and context.

ERROR CORRECTION

"Errors are usually caused by lack of knowledge, or inadequate knowledge of the target language. Unfortunately mistakes can be caused by temporary lapses of memory, confusion, slips of tongue and so on" Hubbard (1983).

It is necessary to take into consideration who our students are. Students differ in terms of their learning styles and preferences for instructional practice. Several studies reveal that the teachers´ pedagogical practice does not match to the learners´ learning preference. Schulz, (1996); Conrad (1997, 1999). Studies have shown that some students prefer to be corrected by their teacher, but other students in systems where the students are the main protagonist of the learning process, students have more chances to analyze their speech and correct their own errors.

What, when and how to correct errors?

Should teachers correct everything?

If the teacher corrects too much the class becomes teacher- centered. Everything is focused on the teacher and we do not give our students the opportunities to experiment with the language. Students do not have chance to show their creativity in fluency activities, and do not do a lot of independent thinking if the teacher provides the correct forms all the time. Also the students can get demotivated; they may feel tension about making errors because they will be corrected. It is convenient avoid over correction (accuracy and fluency).

Some authors recommend that in fluency work, especially when the students are in med-utterance, we might prefer not to correct his or her error because it can be disturbing, but accuracy must be corrected. William Ancker (2000) suggests that "The first and most important step a teacher must take is to determine the objective of the activity. If the objective is to develop accuracy, then correction is necessary… If the objective of the activity is to develop fluency, then correction may not be necessary or desirable". Interruption at the moment of speaking can be so disturbing that the student may not be able to articulate the statement again; a momentary mental block is caused.

It is important that we, teachers, forms the concepts that not all errors need to be corrected right after they are made. It is not convenient. Not all of the students react in the same way to error correction, it affects one student badly and affects another very positively. Some of the effects may be frustration, discouragement, satisfaction, confidence, and fear. Bartram and Walton (2004). In case of correction correct without rejection, without telling students who have made the mistake, without using words which communicate criticism.

According to Hearn and Garcés (2003), error correction in a more traditional approach is to look for the errors in the final product of the students using big marks in red color to identify them, with the introduction of new approaches less traditionalists error correction is to understand that mistakes provide us information about what students do not know, what they know but they do not remember and finally how to use correction to stimulate students to try to do it better.

The communicative and active approaches based on the students´ interests obligate the teachers to think in changes about the correction. The correction by the students

(peer correction) in which students correct their own errors and their classmates´. This strategy strengthen the collaborative learning, help students to be more reflexive and gives to teachers a clear vision of how do their students learn. It is necessary that teachers guide this kind of activities to avoid that the student who corrects always be the same one and the student that has been corrected feels humiliated or ashamed.

According to the article: Learning from Mistakes by Marling Price, 2008,"yet many children are growing up in a society that pressures them to be perfect". It is known that parents correct and do their children´s homework to get them better grade or the best grade in the classroom, and how those students feel frustrated when they fail on their tests. We can go step by step changing our point of view about commit errors. Price said that historically, many educators have created conditions for learning that do not encourage errors. Our challenge as teachers is to make our students understand that make mistakes is part of our life and that we can learn from them, that error correction is part of the learning process in which is normal that students commit errors. In other words what would be of a classroom in which students do not make errors, our students would not learn how to correct information. We can say that any model, strategy, technique, or exercise used by the teacher to motivate, stimulate or encourage students to get better is good. We can help them to learn from mistakes.

Levels of performance:

Accuracy: Grammatical/ lexical accuracy is generally high, some errors which not destroy communication are acceptable. We must be comprehensive and patient with our students. Our intention in high school is not that our students become bilingual, but our task is to develop their communicative competence.

Appropriacy: Use the language generally appropriate to function. The overall intention of the speaker is always clear.

Range: A fair range of language is available to the candidate. The students are able to express themselves without overtly having to search for words. In our classroom we have the opportunity of introduce the target vocabulary according to the content

but it is necessary to practice it and use it in different ways so that our students will not have problems at the moment of the oral communication.

Flexibility: The student is able to take the initiative in a conversation and to adapt to new topics or changes of direction though neither of these may be consistently manifested.

Size: Most contributions may be short, but some evidence of ability to produce more complex utterances and to develop these into discourse should be manifested. Here it is the importance of let our students experiment with the language even they commit errors. The suitable correction will encourage students to face new challenges.

ROLES OF THE TEACHER

According to Brown (2007), teachers can play many roles in the course of teaching and this might facilitate the learning. Their ability to carry these out effectively will depend on a large extend on the relationship they establish with their students, and on their own level of knowledge and skills. The classroom where teachers and students share responsibility, knowledge and experiences allows the learning process to be more active and the teaching process to be more effective because students participate in an enjoyable way without afraid to be corrected, and the teachers take advantage of their confidence to help students to improve their performance and overcome their weakness. An interactive teacher is one that is fully aware of the group dynamics of a classroom; in other words an effective and meaningful teaching learning process is accompanied of the relationship between the teacher and the students, this will facilitate the exposure and the clarification of doubts from students and the teacher. As Dornyeri and Murphey (2003) explained, the success of classroom learning not only depend on the teacher, but on how students relate to each other, the school environment, how effectively students communicate with each other, and what roles the teacher and learners play. The teacher must encourage students to participate in a warm environment where students share their own experiences and respect the others´.

According to Harmer (2007), the term facilitator is used to describe a teacher who share some of the leadership with the students rather than autocratic who is a teacher that has the control of everything that goes on in the classroom. In the constructivism teachers must promote communication and create the conditions so that the students achieve their goals, by contrast in a traditional classroom there is an impenetrable barrier between the students and the teacher who controls everything that occurs in the classroom. Harmer also described different teachers´ roles based effectiveness as facilitators.

Some of the most common teachers´ roles are:

Controller; this role is usual in traditional educational institution is that of "master" controller, always in charge of every moment in the classroom; in other words this kind of teachers determine what the students do, when they should speak, and what language forms they should use, sometimes in some classrooms especially when there are a lot of students and they have problems of discipline, the teacher requires to be more controller than in others.

Prompter; the teacher encourages students to participate and gives suggestions about how they may proceed; in other words the teacher helps students to make themselves understood and in understand others. The teachers must forget the traditional models and bet for preparing students as they get a higher level using interactive activities that improve their speaking skills. At first levels our students require of a teacher who encourage them to experiment in the target language without afraid. Some students do not believe in their own abilities and deny oral participations.

Resource; in this case the students take the initiative to come to the teacherto ask for help. The students´ self- confident is enhanced by the opportunities for cooperative interactions with their teacher who gives advice, and counsel when the students need it. The teacher must be accessible for all of the students and permit them to express their ideas and opinions in order to give procedures that help them to solve different problems. The students respond positively to the teaching process when the teacher is accessible in every moment, the students feel self-confident for exploring in the target language.

Facilitator; is the teacher who makes learning easier for the students: Helping them to clear away roadblocks, to find shortcuts and negotiate rough terrain; the teacher facilitates communication in the classroom. During the activities he acts as an adviser, answering students´ questions and monitoring their performance, now a day there are tons of exercises that we can include in our lesson plans to be easier the students´ comprehension of contents that have a high grade of difficulty.

Tutor; The teacher acts as a coach when students are involved in a project work or self-study. The teacher provides advice and guidance to help students; there are tasks where students need to be accompanied by the teacher´ instructions the teacher who is a consultant, that must be patient and comprehensive with their students, and all the time give effective feedbacks that help students to be active and autonomous learners.

Assessor; this teacher see how well students are performing and give feedback and correction in an appropriate way. The students will be more responsible of their learning by their own. Harmer (2007).A positive feedback helps students to improve their performance, teachers must avoid negative comments that only affect the educational process.The teacher in the constructivism uses strategies that permit students to construct their own interpretation of the world. Novak (1998). Today the teacher in the classroom should be flexible and creative who facilitates the students learning through interactive activities that allow students to be active and construct their own learning. We must offer new perspectives of learning, changing our classroom in a place where students and the teacher share our experiences with mutual respect, giving our students the opportunities to express their ideas and experiences in order to teach them how to solve problems by themselves.

XI. RESEARCH QUESTIONS

1. What strategies does the teacher use to promote the oral communication?

2. What is the effectiveness of the strategies used by the teacher?

3. What kind of resources does the teacher use for developing the students´ speaking performance?

4. When does the teacher correct the students´ spoken errors?

5. How do the students react to the error correction used by the teacher?

6. What is the teacher´s role to promote the speaking skill?

XII. METHODOLOGICAL DESIGN

This research is a combination of quantitative and qualitative types. It is transversal. Through different instruments such as survey, interviews and class observations, it was collected data and descriptive information that was analyzed for exploring and understanding the factors that affect the performance of speaking skill in the students from eleventh grade at Dr. Carlos Vega Bolaños School. To obtain information about this research it was searched information in other research works, internet and books.

12.1 POPULATION AND SAMPLE

This research has been done in eleventh grade "B" at Dr. Carlos Vega Bolaños private school in Masaya city. There are thirty students in the classroom from which it was taken a sample of fifteen students that represent the fifty percent of the total; nine girls and six boys. For selecting the sample, I used the raffle dynamic; I introduced in a plastic bag thirty pieces of paper, fifteen papers have the word research students who have the word research will be part of the sample.

12.2 INSTRUMENTS TO GATHER DATA

To obtain real information about the methodological strategies used by the teacher to develop the speaking skill I used the following instruments:

Class observation; I visited the classroom twice a week for two months to observe the genuine interaction between the teacher and the students and among students. For this instrument I used a short plan, a pen and a notebook.

Interview for the teacher; an interview was applied to the teacher in order to obtain information about the methodological strategies used in the teaching learning of

speaking skill. For applying this instrument I used a questionnaire of twelve opening questions that the teacher answered in thirty minutes.

Media for registration of data: Taking notes. Sources: Teacher

Survey for students; a survey was applied to the students of eleventh grade in order to know their opinion about the methodological strategies used by the teacher to develop the speaking skill, the survey has fourteen little open questions to be answered in forty five minutes.

Sources: Students.

Organization: Thirty students of eleventh grade are the total amount of the classroom. One questionnaire was distributed to each student from the sample, the survey took place at Dr. Carlos Vega Bolaños School on November 16th 2014.

VARIABLES

Objectives	Variable	Subvariable	Indicator	Instrument
To identify the methodological strategies used by the teacher to promote communication.	Methodological strategies used by the teacher to promote communication.	Linguistic Interaction Communication Fluency Accuracy	-Role plays -Games -Oral presentation -Interview - Description	Classobservation Survey
To determine the resources used by the teacher to develop speaking skill.	Resouces used by the teacher to develop speaking skill.	Audiovisual Permanent Technological	-Text books -CD room -Pictures -Recorder -Board -Realia	Interview Classobservation
To evaluate the effectiveness of error correction used by the teacher.	Effectiveness of error correction in oral performance	Accuracy Appropriacy Range Flexibility Size	Level of effectiveness in the production of language	Classobservation. Interview.
To value the role of the teacher in the classroom.	Roles of the teachers in the classroom.	Traditionalcontructivist	-Controller -Resource -Facilitator -Assessor	Classobservation. Survey.

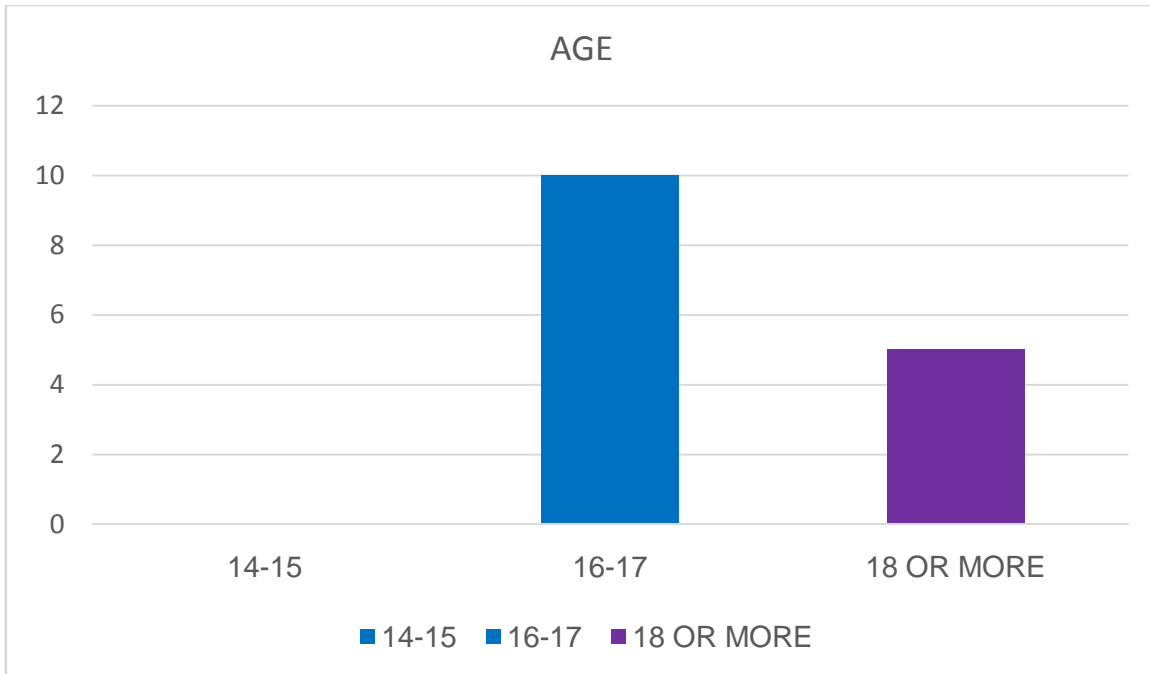# XIII.ANALYSIS AND INTERPRETATION

PERSONAL INFORMATION

Nine students (60%) who answeredthe questionnaire were female and six students (40%) were male.

SEX	NUMBER	%
FEMALE	09	60%
MALE	06	40%
TOTAL	15	100%
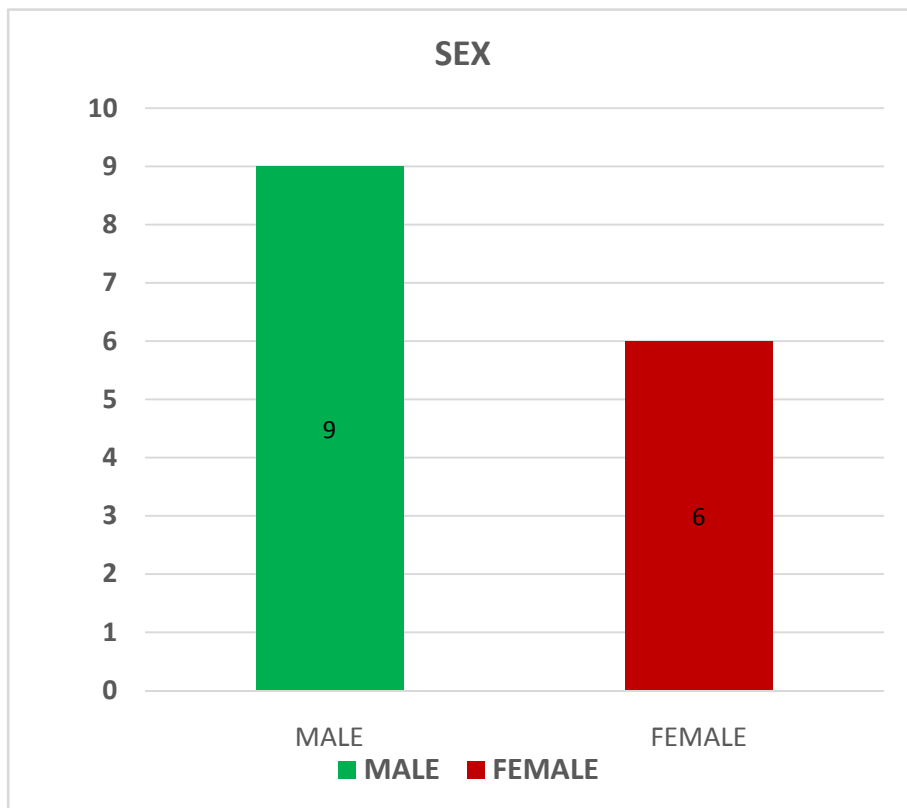
| AGE	NUMBER	%
14-15	O	O
16-17	10	67%
18 OR MORE	5	33%
TOTAL	15	100%

Ten students (67%) who was interviewed are between the ages of sixteen and seventeen years, five students are between the ages of eighteen and more years old, zero students are between fourteen and fifteen years old.

METHODOLOGICAL STRATEGIES

QUESTION 1

What kind of activities does the teacher use to develop speaking skill?

|	NUMBER	%
DIALOGUES	12	80%
PAIR AND GROUP WORK	10	67%
ORAL PRESENTATIONS	6	40%
DISCUSSSIONS	3	20%
ROLE PLAY	2	13%
INERVIEWS	2	13
GAMES	1	7%
OTHERS	0	0%
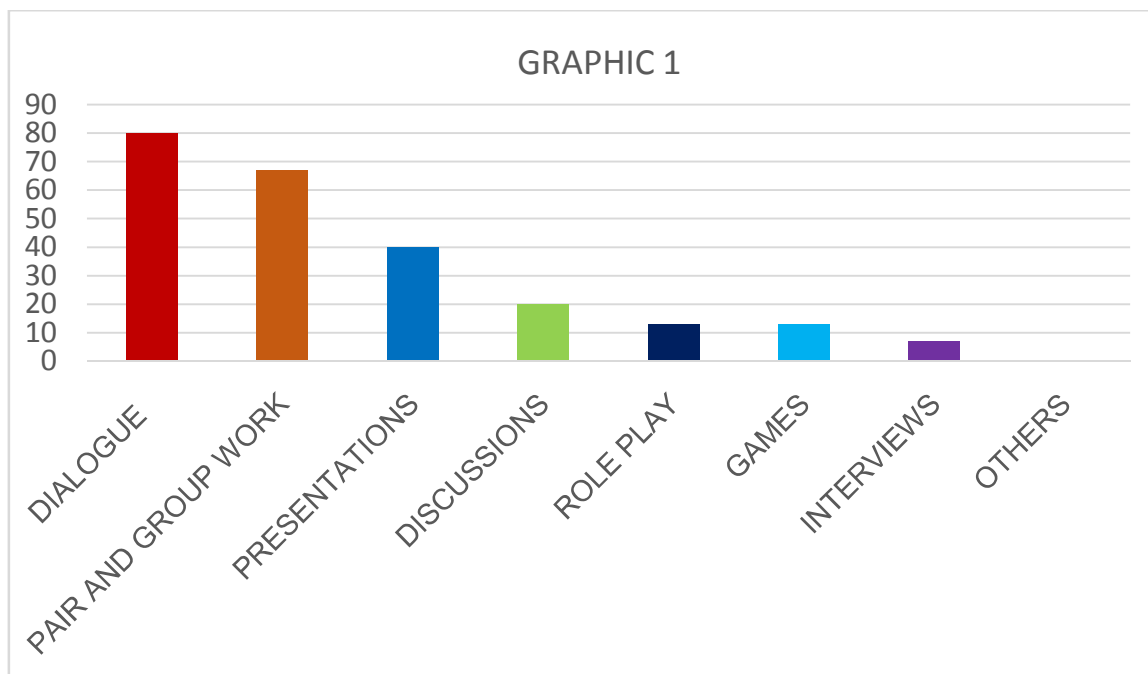
The majority of students consider that the strategies used by the teacher help them to interact. Dialogues, presentations and group works are the strategies more used by

the teacher. These strategies are important and useful for the development of speaking skill. As a teacher I think it is necessary include in our lesson plans strategies according to our objectives. Strategies that permit students to use their imagination and personal reflexing. The teacher must practice the pronunciation of the target vocabulary before ask students to practice conversations.

QUESTION 2

In what extent these strategies used by the teacher help you to interact with your classmates?

	NUMBER	%
A LOT	14	93%
A LITLE	1	7%
NOTHING	0	0%

GRAPHIC 2
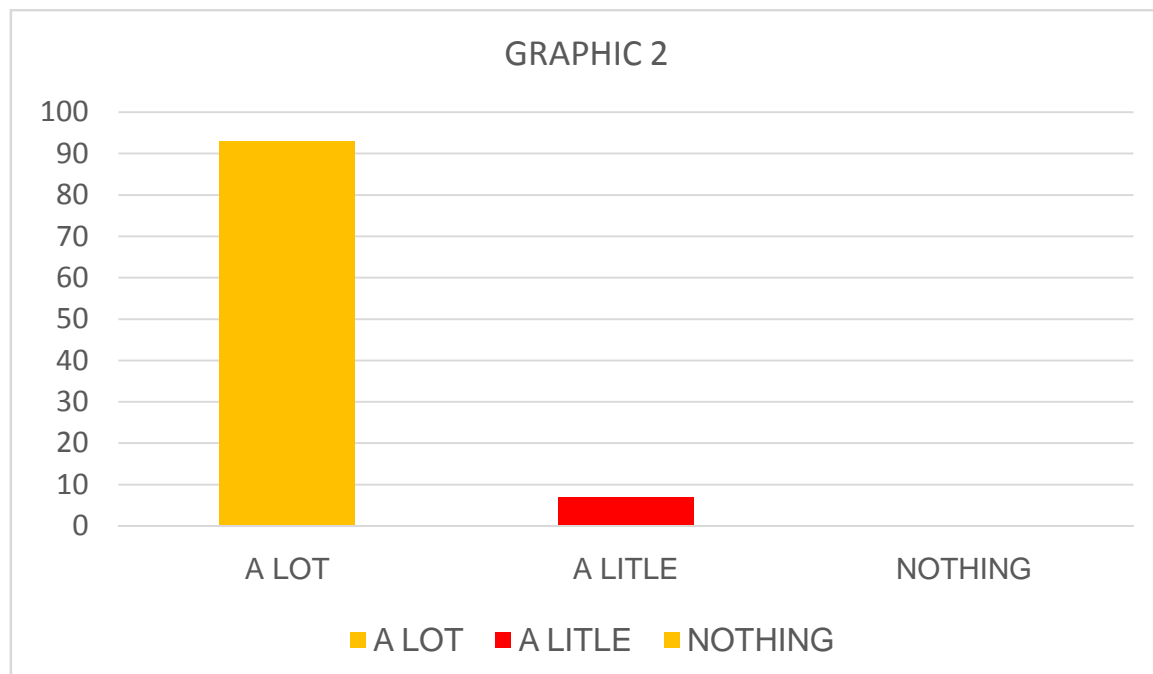
ANALISIS

The result gathered through the student's interview indicates that the activities used by the teachers help them to interact each other, but when visiting the classroom I

realized that a lot of students do not use the target language in the classroom even when they ask for permission.
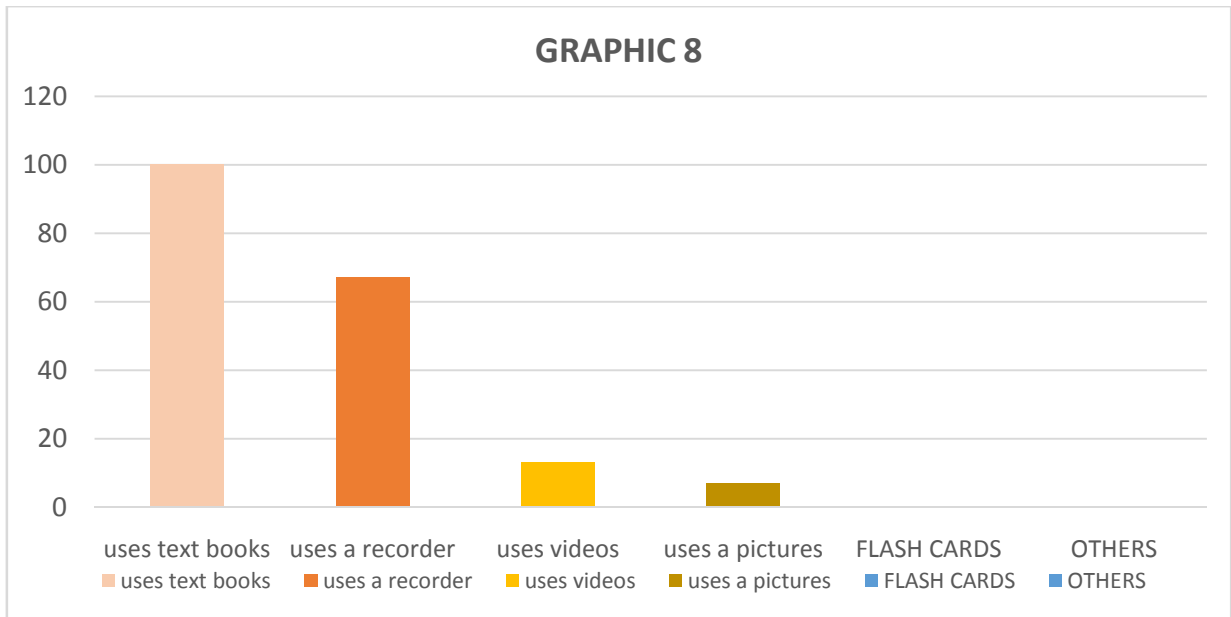
RESOURCE

QUESTION 8

What kind of resources does the teacher use for practicing speaking?

	NUMBER	%
TEXT BOOKS	15	100%
RECORDER	10	67%
VIDEOS	2	13%
PICTURES	1	7%
FLASH CARDS	0	0%
OTHERS	0	0%

In relation to the resources more used by the teacher predominated the use of texts books and atape recorder. A hundred percent of students said that the teacher uses the text book and sixty seven percent answered the recorder. It is important to say that anybody chose the option other. There is a variety of auxiliary material for different levels and purposes. Vary our methods and strategies will help us to keep the interest of the students for the target language. Through the observation class I realized of the poor use of the target language in the classroom.

GRAPHIC 8

Bar chart titled "GRAPHIC 8" with y-axis scale 0 to 120. Categories: uses text books (100), uses a recorder (~67), uses videos (~13), uses a pictures (~7), FLASH CARDS (0), OTHERS (0).

QUESTION 9

In your opinion which of those resources help you to develop the speaking skill?

	NUMBER	%
RECORDER	10	67%
TEXT BOOKS	8	53%
PICTURES	2	13%
VIDEOS	2	13%
FLASH CARDS	0	0%
OTHERS	0	0%

GRAPHIC 9
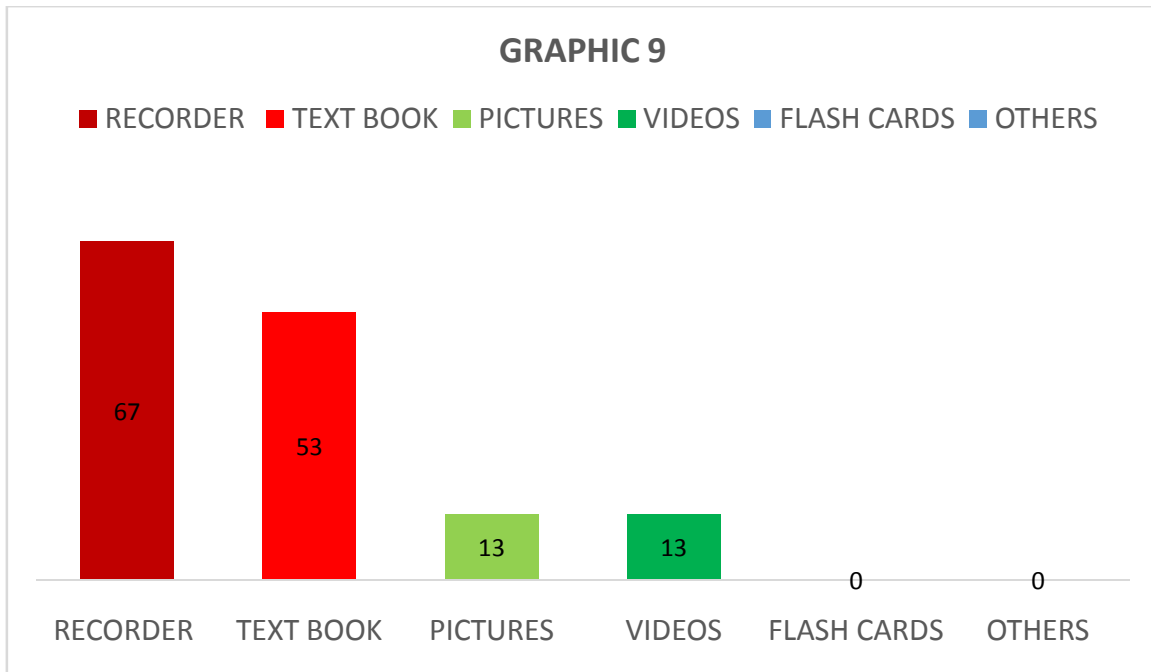
The resources add motivation to the class. Text books and taperecorder are conected with the students interests, but there is a viarity of material that the teacher can use to develop the students performance. They are according to the context and the teacher´s objectives.The over use of some resources might makes the class bored.

ERROR CORECTION
QUESTION 12
How do you feel when your teacher correct your errors?

	NUMBERS	%
SELF-CONFIDENT	7	53%
ASHAMED	6	40%
SHY	1	7%
AFRAID	1	7%
NERVOUS	0	0%
ANGRY	0	0%

GRAPHIC 12
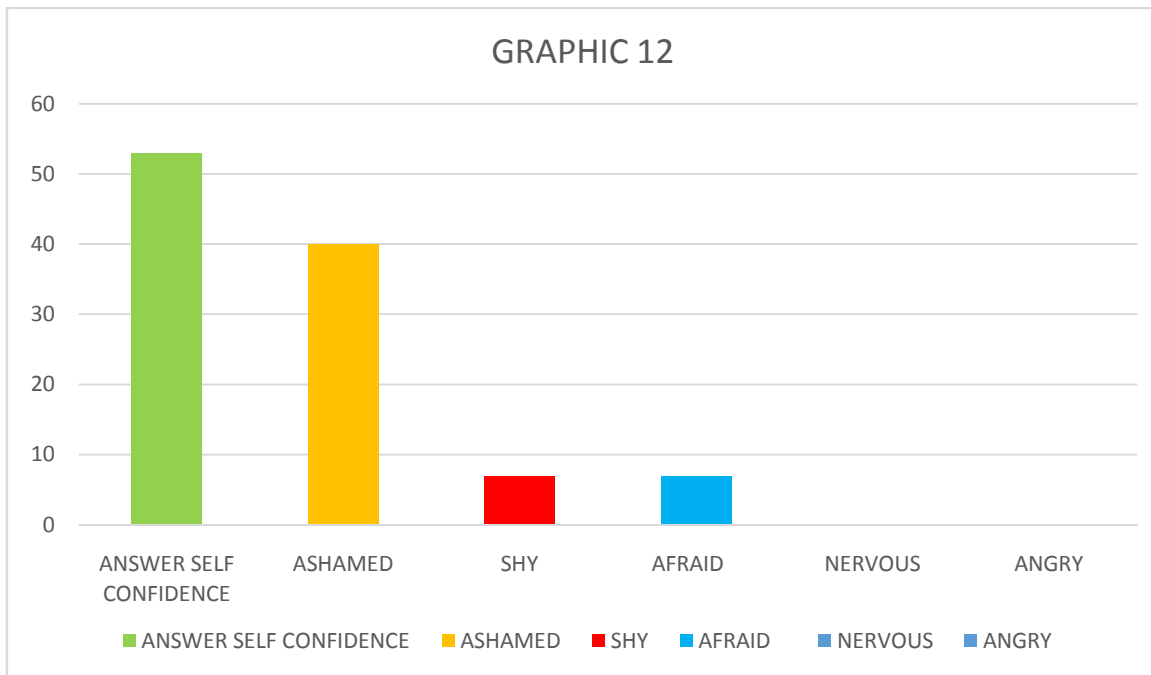
The teacher is the responsible to create the appropriated conditions where the students feel confident. Although fifty three percent of students said they feel confident when the teacher correct their spoken errors, the forty seven percent of students disagree. For an effective teaching learning process the students need to count on a place where they participate in a friendly and enjoyable way where they have chance to analyze their speech and correct their own errors. To achieve this goal the teacher can introduce activities that help students to improve their pronunciation and vocabulary that are principal barriers for communicating in the classrooms.

THE ROLE OF THE TEACHER
QUESTION 13
Use a word to describe your teacher's role in the classroom?

	NUMBER	%
RESOURCE	8	40%
DOMINANT	3	20%

FACILITATOR	3	20%
ASSESSOR	1	7%

GRAPHIC 13
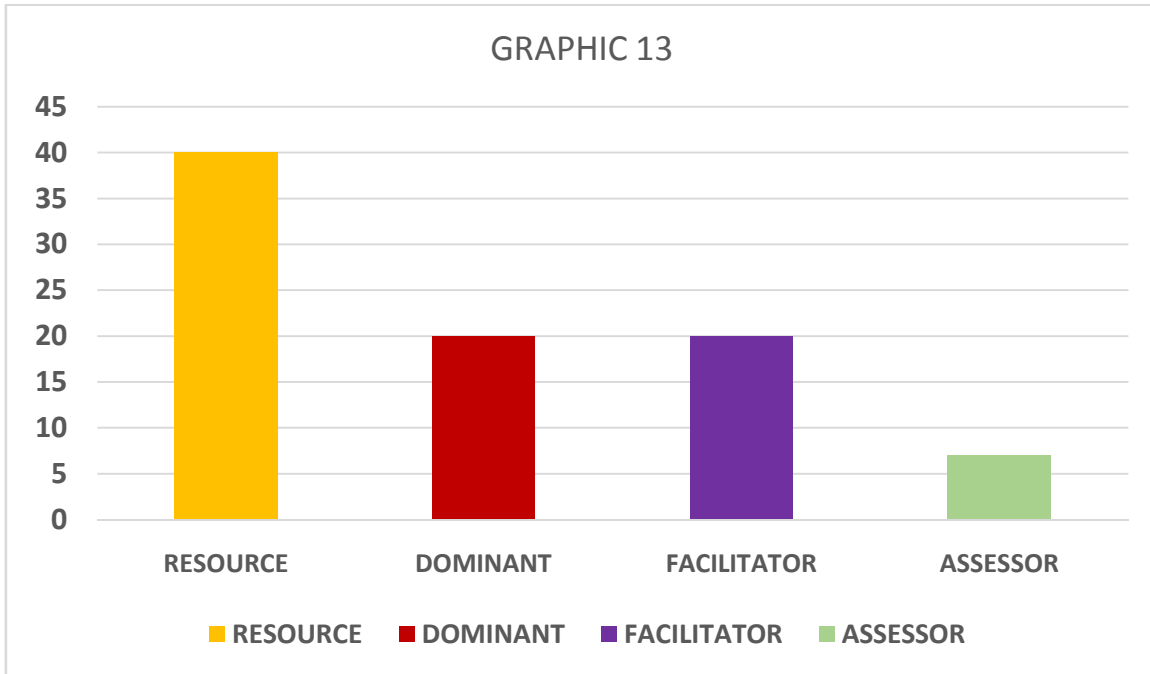
ANALISIS

It is understood that the teacher must be a facilitator who helps students "to learn to learn". The forty percent of students describe their teacher as a resource, twenty percent dominant and other twenty percent facilitator. Many times the role of the teacher depends on the purpose and context of an activity, but our role as teachers must be one that permit our students to try to do things for themselves, allowing them to express their thoughts their feelings and their ideas in a respectful way; not only being the person who teaches a subject and give a score.

XIV.Conclusions

Times have changed. It means that students have changed and the way to teach and learn requires of significant changes according to the learners´ characteristics and needs.

After analyzing the information gathered through the instruments: Interview, survey and class observation applied to the sample (15 students) of eleventh grade B and their English teacher at Dr. Carlos Vega Bolaños private school in Masaya city, it is concluded that: Although the students express that the strategies used by the teacher have helped them to interact each other, through the class observation it was noticed the lack of creative activities that involves students in a communicative learning. The teacher uses the same strategies to develop each unit of the textbook. The class development focusses on the content and on the grammar structures; giving less time to develop of the speaking skill. Some students participate while the others (misunderstanding) lost their motivation. There are a lot of activities from the simple to the complex ones that we can use in the classroom to break the routine and to develop the students´ speaking skill.

The poor use of didactical resources makes the class bored, causing that students lost their like for English class and the motivation they need to study. According to the teacher the textbooks are assigned by the school and that she uses her own tape recorder. The students have to buy a text book according to their level, but some students do not buy it because of the economic situation in their homes. It is known thatif the students are enthusiastic about what they are studying the learning process will be easier and more effective.

The teacher corrects students´ spoken errors appropriately, but there are students who do not participate actively and feel ashamed when the teacher correct their errors. They have difficulty to decode specific information and talk without many pauses; these students present a low proficiency in speaking. The teacher needs to create better conditions where students have the opportunities to express their own identities and also they can improve their speaking skills.

The teacher is one of the principal but not the only resource in the classroom. There are different factors that influence on the teaching learning process, the responsibility is mutual, not only depends on the teacher´s attitude, but on the students´ and on the school authority´s attitudetoo.

14. - Recommendations

- The teacher should vary her teaching strategies in order to promote the students´ performance and to increase their participation in the class. Simulations of short dialogues in which students experiment with the target language,readings of short selections that stimulate the students´ prior knowledge, discussion questions that promote the interchange of information, oral presentations based on real life situations   are just ones of the lots of strategies that can be used to develop the students´ speaking skill.

- The teacher should encourage students to speak English in and out of the classroom (create rules e.g. I speak English in class, I respect my classmates, don´t answer the cellphones in class etc.). These strategies involve the students to work in a cooperative way andhelp them to be more responsible of their own learning.

-The teacher and students can create resources like flash cards, pictures, photos, postcards, and posters to develop the class and motivate themselves. With a little imagination we can make classes that keep our students´ attention, and improve their participation in class. This will help to develop other students´ abilities; they can draw pictures from their books, design their paper walls, and create their own pocket dictionaries.

-The teacher must work very hard with the students to make them conscious about the bulling and the importance of correcting errors in a natural way, this will make that students who present a low level of proficiency in the speaking skill feel self- confident and lose their afraid to be corrected. It is necessary that the teacher talks with the students about the different functions and purposes of the speaking skill.

- The teacher must include in her plans more communicative activities that enhance students in a more communicative learning.Classrooms where students interact in a friendly and enjoyable way facilitate the learning of any subject. Our students are not the passive students from the past. They are very active and we need to include activities that help us to achieve our goals.

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Annexes

STUDENTS SURVEY

This survey is applied to the students of eleventh grade from Dr. Carlos Vega Bolaños private school in Masaya city to get information about the methodological strategies and the didactic material used by the teacher to teach speaking skill.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN- MANAGUA

Encuesta de los estudiantes

El propósito de esta encuesta es conocer tu opinión acerca de las estrategias metodológicas que utiliza el profesor en el proceso de enseñanza- aprendizaje de la habilidad de hablar en los estudiantes de 5° año.

☐ o   M ☐   F   Edad_____ años

-Marque con una X la respuesta más apropiada al responder las preguntas.

1) ¿Qué actividades utiliza el profesor para desarrollar la habilidad del habla? Puede marcar más de una opinión?

dialogo	
Entrevistas	
Discusión grupal	
Trabajo en pareja y en grupos	
Role play	
Presentaciones	
Juegos	
Otros ¿Cuál?	

2) ¿Qué tanto te han ayudado estas actividades para interactuar con tus compañeros de clase?

Mucho	
Poco	
Nada	

3) ¿Con que frecuencia tu profesor presenta vocabulario en inglés?

Siempre	
Algunas veces	
Casi nunca	
Nunca	

4) ¿Con que frecuencia practicas conversaciones en clase de inglés?

Siempre	
Algunas veces	
Raramente	

5) ¿Con que frecuencias realizas presentaciones en inglés?

Usualmente	
Frecuentemente	
raramente	

6) ¿con que frecuencia el profesor realiza ejercicios corales?

Siempre	
Algunas veces	
Raramente	
Nunca	

7) ¿Cuál de las siguientes dificultades te afecta más cuando hablas inglés?

Pronunciación	
Vocabulario	
Estructura gramatical	
Falta de fluidez	

8) ¿Qué material usa el profesor para enseñar a hablar el idioma extranjero?

Grabadora	
Ilustraciones	
Libros de texto	
Fichas	
Videos	
Otros ¿Cuál?	

9) ¿en tu opinión cuál de ellos ayuda más al desarrollo en el habla de inglés?f

Grabadora	
Ilustraciones	
Libros de texto	
Fichas	
Videos	
Otros ¿Cuál?	

10) ¿en qué momento tu profesor corrige tus errores al hablar?

En el momento que lo cometes	
Después de cometer el error	
Al final de la actividad	
No te corriges	

11) ¿Cómo te corrige los errores?

De manera natural	
Perturbado	
Al corregir dice tu nombre	
Corrige sin decir tu nombre	

12) ¿Cómo te sientes cuando el profesor te corrige?

Tímido	
Temeroso	
Seguro de ti mismo	
Nervioso	
Apenado	
Enojado	

13) ¿elige una palabra para describir la función de tu profesor en el aula de clase?

Dominante	
Apoyo	
Facilitador	
Asesor	

14) describe con una palabra la clase de inglés.

Aburrida	
Disfrutable	
interesante	

CLASS OBSERVATION

The purpose of this instrument is to know the activities and the didactic resources used by the teacher to teach speaking skill. Also it was applied to value the role of the teacher in the classroom in order to improve the students´ performance.

GUIDE FOR CLASS OBSERVATION

INDICATORS	YES	NO	SOMETIMES	OBSERVATIONS
1- English lesson plan				
1.1 Name of the unit	x			
1.2 Component	__			
1.3 Values	x			
1.4 Achievement indicator	__			
1.5 Content	x			
1.6 Activities: initial stage, guide stage, culmination stage	x			
1.7 Evaluation	x			
1.8 Homework	x			
2- Apply and stimulate				
2.1 Creativity, active participation of the students	x			Not all the students pay attention.
2.2 Feedback	x			
2.3 Show comprehension when the student have some difficulties in the English subject	x			
2.4 Convert the students in the protagonists	__			
2.5 Assessing individual activities	x			
2.6 Assign group activities	x			
2.7 Scientific domain of the content	x			
2.8 Use didactic materials	x			Board, marker, text book.
2.9 Use modern technology in	x			Sometimes.

the learning process				
2.10 Motivate the students	__			
2.11 Domain of group	__			
2.12 Attend variety but also peculiarity	x			
2.13 Monitor the class	x			

Te[image]nterview

Objective: This interview is applied to the English teacher in order to get information about the teaching and learning process of speaking skill of the students from eleventh grade at private school Dr. Carlos Vega Bolaños in Masaya city.

Dear teacher the purpose of this questionnaire is to know the strength and weakness of the teaching learning process of speaking skill, your answers will be very useful in order to improve this skill.

1.) What strategies do you use to teach speaking skill?

2.) How long students practice speaking in class?

3.) How do you promote the students participation in class?

4.) How often do you introduce T- vocabulary?

5.) How often do you practice dialogues with your students?

6.) How often do you make presentations?

7.) Have you ever talk with students about the purposes for which they need speaking skill?

8.) How often do you achieve your aims?

9.) When do you correct the students´ spoken errors?

10.) What are the most frequent problem that students present in speaking?

11.) In what percentage do you consider students are able to communicate in English after finish high school?

12.) What do you do to help students who do not speak English in class?

STUDENT´S SURVEY

The purpose of this survey is to know about the methodological strategies used by the teacher in the teaching learning process of speaking skill in the students of eleventh grade.

Sex   M_____   F_____   Edad_____

Mark with an x for the most appropriated answer for answer the questions.

1) What activities does the teacher use to develop speaking skill? You make tic more than one choice.

DIALOGUES	
INTERVIEWS	
DISCUSSSIONS	
PAIR AND GROUP WORK	
ROLE PLAY	
ORAL PRESENTATIONS	
GAMES	
OTHER	

2) In what extent these strategies help you to interact with your classmates?

A LOT	
A LITLE	
NOTHING	

3) How often does the teacher introduce Target vocabulary?

ALWAYS	
SOME TIMES	
ALMOST NEVER	
NEVER	

4) How often do you practice conversation in the English class?

ALWAYS	
SOME TIME	
RARELY	
NEVER	

5) How often you make presentations in English?

USUALLY	
FRECUENTY	
RARELY	

6) How often does the teacher make choral exercises?

ALWAYS	
SOME TIME	
RARELY	
NEVER	

7) What of the following difficulties affect you more, when you speak in English?

PRONUNCIATION	
VOCABULARY	
GRAMMAR STRUCTURE	
LACK OF FLUENCY	

8) What didactical resources does the teacher use for practicing speaking?

TAPE RECORDER	
ILUSTRATIONS	
TEXT BOOKS	
FLASH CARDS	
VIDEOS	
OTHER	

9) In your opinion what of the resources help you to develop the speaking skill?

TAPE RECORDER	
ILUSTRATIONS	
TEXT BOOKS	
FLASH CARDS	
VIDEOS	
OTHERS	

10) When does your teacher correct errors?

AL THE MOMENT YOU MAKE THE ERROR	
AFTER YOU MAKE THE ERROR	
AT THE END OF THE ACTIVITY	
NO CORRECT	

11) How does your teacher correct your errors?

IN A NATURAL WAY	
UPSET	
SAY YOU NAME	
WITHOUT SAY YOUR NAME	

12) How do you feel when your teacher correct your errors?

SHY	
AFRAID	
CONFIDENT	
NERVOUS	
ASHAMED	
ANGRY	

13) Use a word to describe your teacher´s role in the classroom?

DOMINANT	
RESOURCE	
FACILITATOR	
ASSESOR	

14) Describe with a word the English class?

BORED	
ENJOYABE	
INTERESTING	

XIII. ANALYSIS AND INTERPRETATION

Nine students (60%) who answered the questionnaire were female and six students (40%) were male.

SEX	NUMBER	%
FEMALE	09	60%
MALE	06	40%
TOTAL	15	100%
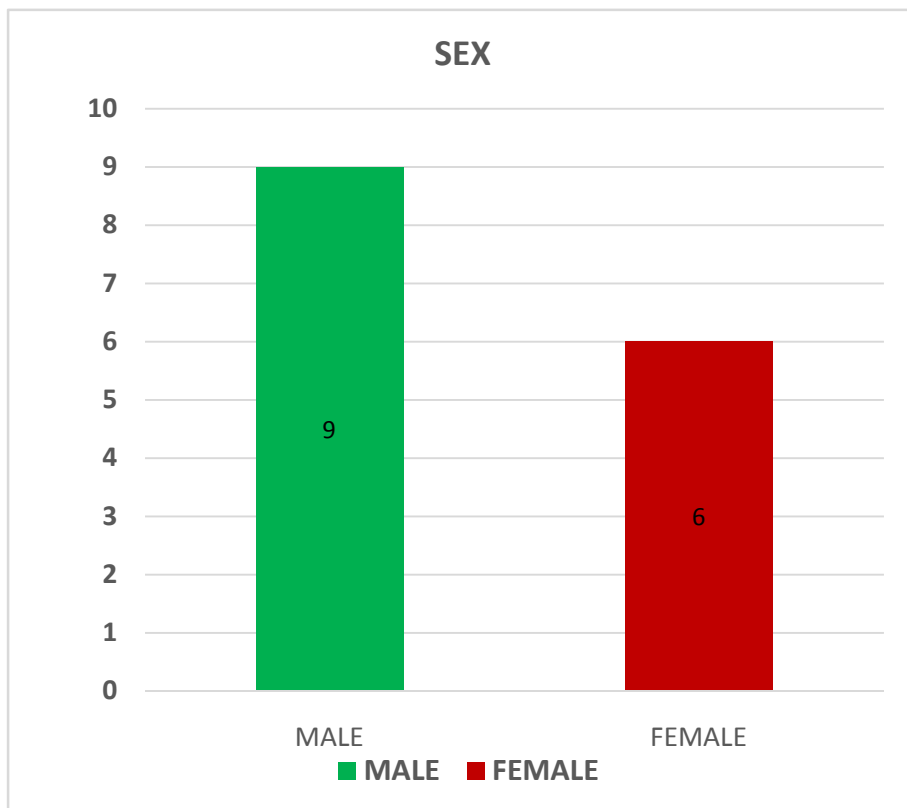
Ten students (67%) who was interviewed are between the ages of sixteen and seventeen years, five students are between the ages of eighteen and more years old, zero students are between fourteen and fifteen years old.

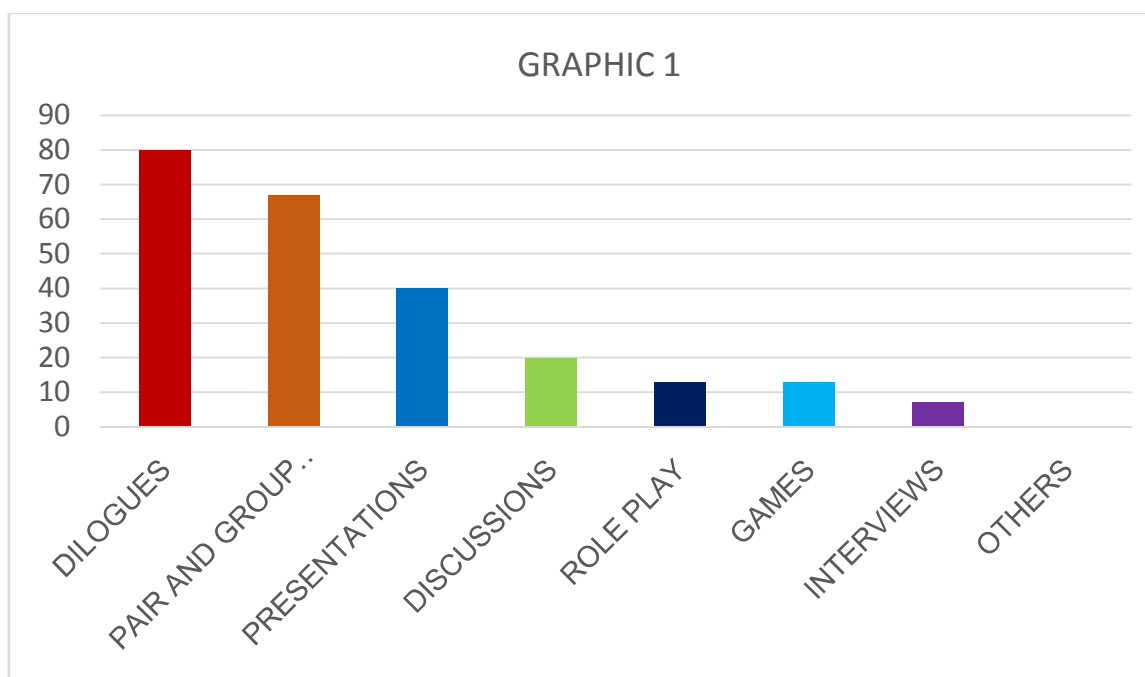| AGE	NUMBER	%
14-15	O	O
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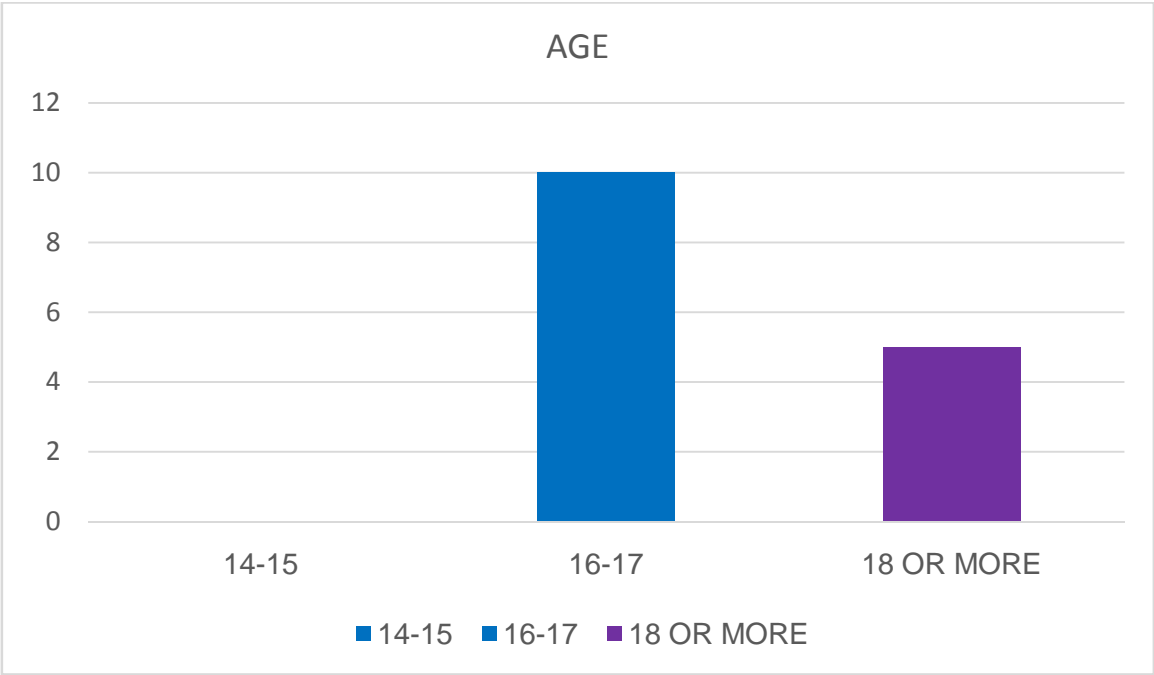
METHODOLOGICAL STRATEGIES

QUESTION 1

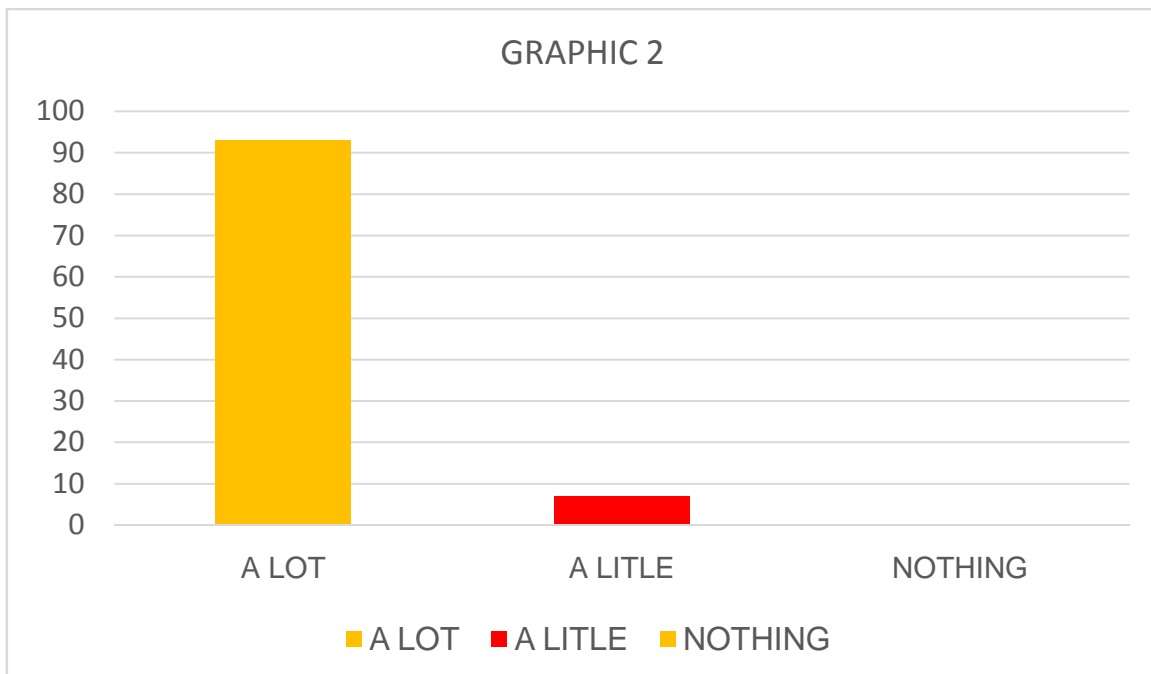What kind of activities does the teacher use to develop speaking skill?

	NUMBER	%
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DISCUSSSIONS	3	20%
ROLE PLAY	2	13%
INERVIEWS	2	13
GAMES	1	7%
OTHERS	0	0%

QUESTIONS 2

In what extent these strategies used by the teacher help you to interact with your classmates?

	NUMBER	%
A LOT	14	93%
A LITLE	1	7%
NOTHING	0	0%

RESOURCE

Question 8

What kind of resources does the teacher use for practicing speaking?

	NUMBER	%
TEXT BOOKS	15	100%
RECORDER	10	67%
VIDEOS	2	13%
PICTURES	1	7%
FLASH CARDS	0	0%
OTHERS	0	0%
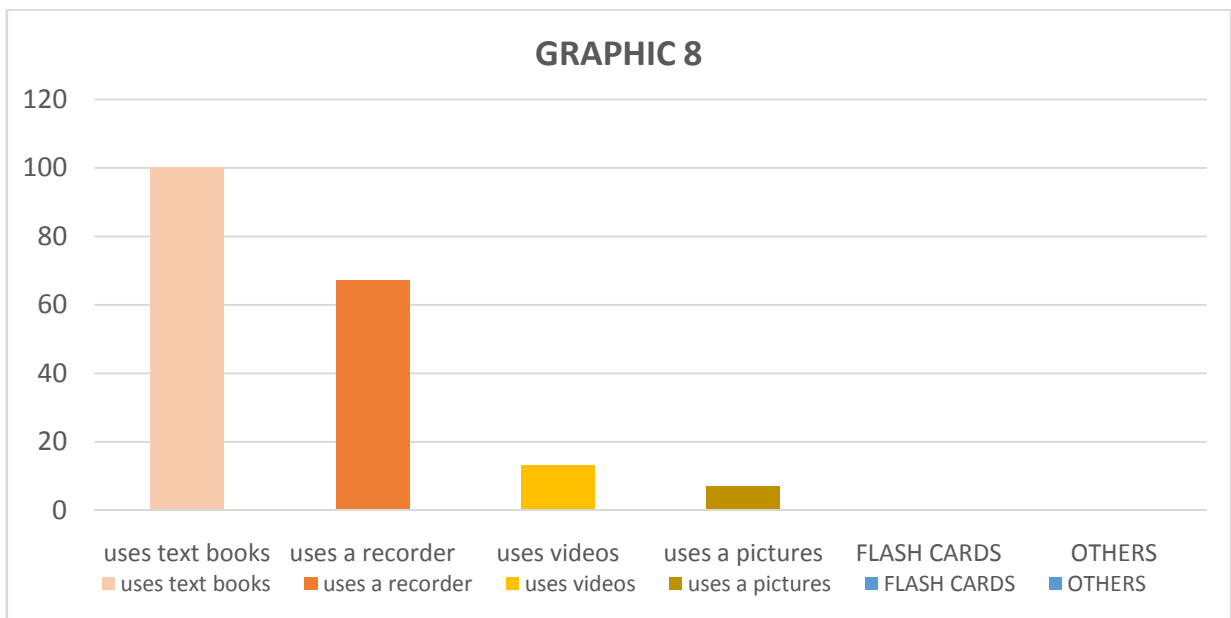
Questions 9

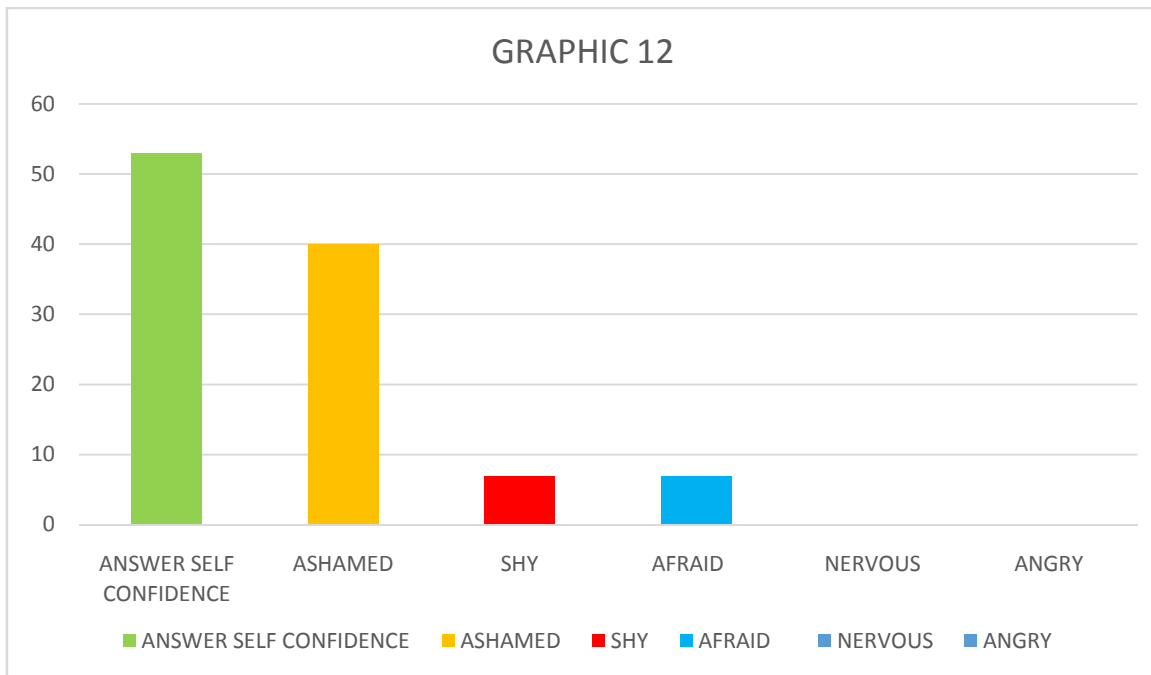In your opinion which of those resources help you to develop the speaking skill?

	NUMBER	%
RECORDER	10	67%
TEXT BOOKS	8	53%
PICTURES	2	13%
VIDEOS	2	13%
FLASH CARDS	0	0%
OTHERS	0	0%

GRAPHIC 9

RECORDER ■ TEXT BOOK ■ PICTURES ■ VIDEOS ■ FLASH CARDS ■ OTHERS

67	53	13	13	0	0
RECORDER	TEXT BOOK	PICTURES	VIDEOS	FLASH CARDS	OTHERS
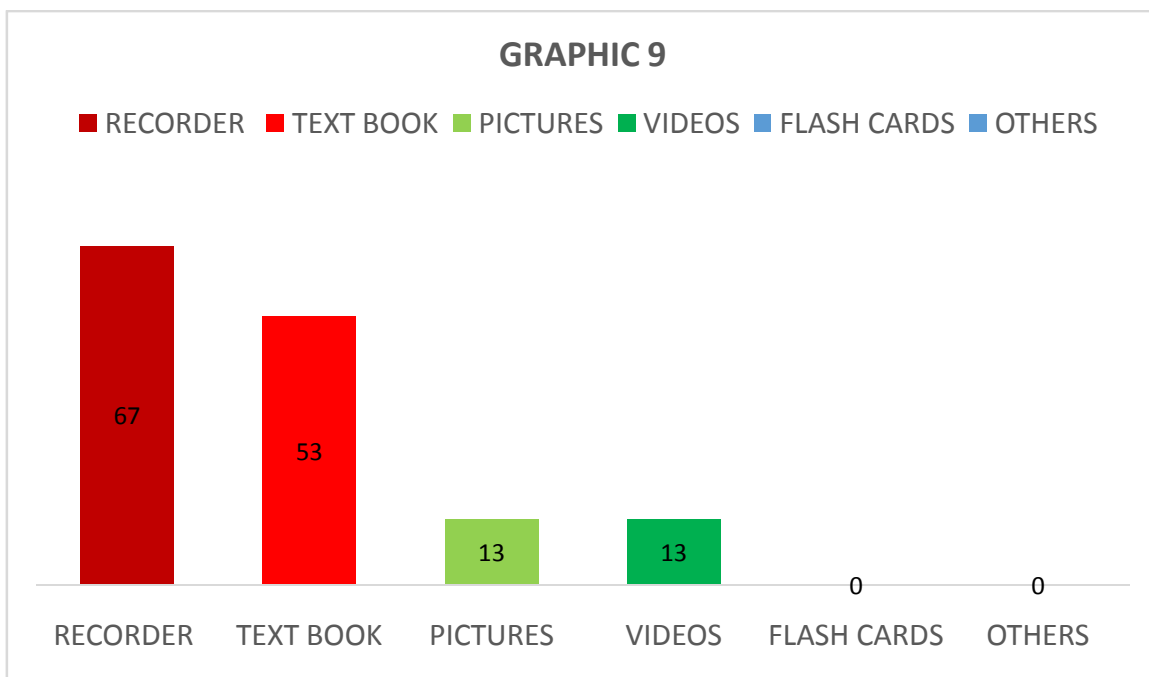
ERROR CORECTIONS
QUESTIONS 12
How do you felt when your teacher correct your errors?

	NUMBERS	%
SELF-CONFIDENT	7	53%
ASHAMED	6	40%
SHY	1	7%
AFRAID	1	7%
NERVOUS	0	0%
ANGRY	0	0%

THE ROLE OF THE TEACHER
QUESTION 13

Use a word to describe your teacher's role in the classroom?

	NUMBER	%
RESOURCE	8	40%
DOMINANT	3	20%
FACILITATOR	3	20%
ASSESSOR	1	7%

GRAPHIC 13