

**National Autonomous University of Nicaragua
Education and Languages Faculty
Ruben Dario Campus - English Department**



Course: Graduation Seminary

Career: Bachelor of Science in Education with a major in English

Content:

Serious difficulties the students of eleventh grade have with speaking skill and pronunciation in teaching-learning process of English language, at Salvador Mendieta College, during the 2nd semester of 2012.

Research submitted in partial fulfillment of the requirements for a BA Degree in Teaching English as foreign language.

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INTRODUCTION

This research referred to the serious difficulties the student have with speaking skill and pronunciation the teaching learning process of English language, in the eleventh grade of Salvador Mendieta College, Public College located in Managua, Nicaragua.

While we were developing this work we learned about the relationship between the teacher and student in the classroom, and observe the difficulties students have with speaking and pronouncing foreign language.

We can point out that the teacher must help students to improve and practice English language correctly as a second language, introducing attractive didactic materials and interest themes according to English levels; using a modern techniques teaching English, practical class in audiovisual classroom, computer English program and internet translation program, and sociodram describing their own experiences of the real life. It is possible; the students could show major interest and progress in the English class, if the teacher changes the teaching and learning process of study.

We consider that the English education program in Nicaragua is obsolete and the content of study does not have the themes that facilitate the students to talk English fluently with good pronunciation.

JUSTIFICATION

In our investigation we decide to study about the serious difficulties the students have to learn speaking and pronunciation correctly in eleventh grade at Salvador Mendieta College, Managua, Nicaragua.

We can mention the limitants the students have to speak and pronounce:

- Limited vocabulary
- Lack of interest for learning English language.
- Minimal teaching material for speaking and pronunciation class.
- Teacher`s teaching style lack creativity and dynamic.

We want to explain to this context the reason why we decide to elaborate this study about the problematic in our country for the students learning a foreign language and why is it important for us to learn the English language.

We motivate first the teacher to prepare a new manner for teaching the students an English class with full participation in the classroom, where they feel comfortable, confidence, happy and dynamic for easy English learning as a second language.

ABSTRACT

This paper is taken from speaking and pronunciation of English learning process, that affect the students and teachers in teaching and learning English as a second language.

This research was applied to students from eleventh grade at Salvador Mendieta College.

To support our hypothesis, we look for some information through some English books, articles, magazines, internet and explanation teacher, also we used survey with the students, an interview for the English teacher and we made observation class and then we suggested some advices based in our information received.

DEDICATORY

We would like to offer to some people the successful ending of our English degree first to God, next to some family members, to some friends and to all the teachers who gave us their knowledge without expecting anything from us.

Also, we want to give a special mention to our teachers who aren't with us any more:

- Msc. Marcos Calderón Traña (q.e.p.d.)
- Msc. José Noé Cárdenas (q.e.p.d.)

Finally, our sincere appreciation to Mr. George Neil Crisanto St. Clair, our dear teacher, who supported us to elaborate this research.

ACKNOWLEDGEMENTS

We give thanks to God for giving us wisdom and patient to carry out this research in a successful way.

We have to thank all the people who helped us to gather the necessary information about the topic, in special way to the teachers José Denis Nuñez Gutiérrez, Principal Chief, Maria Elena Carrión Davila, Class Supervisor and Nelson Valladares, English Teacher High School, and the students from eleventh grade at the Salvador Mendieta Public College in Managua, Nicaragua. They have supported us all time for ending our research study.

Finally, we want to express our gratitude to teacher Msc. George Neil Crisanto St. Clair, being patient and confident with us for listened, explained and clearly each doubt in this English research.

I. PROBLEM AND SUB-PROBLEMS

1.1 PROBLEM

Difficulties students of eleventh grade have in learning the correct use of speaking and pronouncing in the target language at Salvador Mendieta College.

1.2 SUB PROBLEMS

- a. Limited Vocabulary
- b. Lack interest for learning the English language.
- c. Minimal Teaching Material for speaking and pronunciation class.
- d. The teacher's teaching style lack of creativity and dynamic.

1.3 THEME

Difficulties eleventh grade students have in speaking and pronouncing English correctly at Salvador Mendieta College, during the second semester of 2012.

II. OBJECTIVES

2.1 GENERAL OBJECTIVE:

To recognize the difficulties students of eleventh grade have in learning the correct use of speaking and pronouncing English language at Salvador Mendieta College.

2.2 SPECIFIC OBJECTIVES:

- a. To identify the level of vocabulary the students bring from lower grades.
- b. To determine the student personal interest for English.
- c. To learn about the teaching material for speaking and pronunciation the teacher uses.
- d. To find out the creativity and dynamic the teacher develop in teaching speaking and pronunciation.

III. THEORETICAL FRAMEWORK

3.1 ETHNOGRAPHY STUDY

INSTITUTE NAME:	Salvador Mendieta Cascante Authonomus College
YEAR OF FUNDATION:	July 21, 1964
KIND OF TEACHING:	Initial education, elementary school, high School, and maturity education
FEMALE TEACHERS	39
MALE TEACHERS	14
TOTAL TEACHERS:	53
PRINCIPAL CHIEF:	1
MALE TEACHER:	1
SUB DIRECTOR CHIEF:	3
MALE TEACHER:	3
AREA CHIEF:	1
FEMALE TEACHER:	1
INSPECTOR SHIFT	1
FEMALE TEACHER:	1
ENGLISH DEPARTMENT:	4
FEMALE ENGLISH TEACHER:	2
MALE ENGLISH TEACHER:	2
SHIFT:	MORNING INITIAL EDUCATION, ELEMENTARY AND HIGH SCHOOL.
	AFTERNOON ELEMENTARY SCHOOL AND HIGH SCHOOL.

	NIGHT
	EXTRA EGE ELEMENTARY SCHOOL II CYCLE (3 rd and 4 th grades) III CYCLE (5 th and 6 th grades) EXTRA EGE HIGH SCHOOL /CEDA PROGRAM FOR ADULTS (1 th to 5 th year)
TOTAL STUDENTS POPULATION DOCTOR SALVADOR MENDIETA CASCANTE	
TOTAL STUDENTS POPULATION:	1,854
STUDENTS POPULATION INITIAL EDUCATION	
MORNING:	47
MALE:	17
FEMALE:	30
STUDENTS POPULATION ELEMENTARY SCHOOL TEENAGER EXTRA EDGE EDUCATION (13 TO 14 YEARS OLD)	
MORNING:	26
MALE:	13
FEMALE:	13
STUDENTS POPULATION ELEMENTARY SCHOOL	
MORNING	579
MALE:	297
FEMALE:	282
AFTERNOON	206
MALE:	120
FEMALE:	86

STUDENTS POPULATION ADULT EXTRA EDGE ELEMENTARY SCHOOL	
II CYCLE (3RD AND 4TH GRADES)	
NIGHT	15
MALE:	8
FEMALE:	7
III CYCLE (5TH AND 6TH GRADES)	
NIGHT	15
MALE:	7
FEMALE:	8
STUDENTS POPULATION HIGH SCHOOL	
MORNING:	383
MALE:	209
FEMALE:	174
AFTERNOON:	583
MALE:	305
FEMALE:	278
NIGHT	107
MALE:	51
FEMALE:	56

3.2. HISTORICAL BACKGROUND

The Doctor Salvador Mendieta Cascante College, is located in the Colonia Centro America in Managua it was founded in 1964 through the agreement signed by Ministry of Public Education of Nicaragua (MINED).

The College is working under principle of God, Justice and Freedom. The college mission and vision is graduate men and women with moral and social values for community help.

Nowadays, it's called by the same name and the principal chief is Bachelor José Denis Núñez Gutiérrez, who has eighth years of experience as educator. The teaching-learning education process is possible thanks for the active participation of 53 educators.

The teacher working team Doctor Salvador Mendieta College has enough content to develop study program satisfying the training of their students in different teaching-learning processes of study, particularly in English language education program for the future. This college has a working team of 21 teachers with university degree and other working team 31 teachers with High School Diploma from Normal Central School for Teachers and one teacher without diploma.

Currently, the Salvador Mendieta College has 1854, student distributed in three models of study: initial education, elementary school and high school. At night, the college offer for students the modality extra age high school education.

In the Salvador Mendieta College, the English class activities are developed in a period of 45 minutes in two different days with workload of 3 hour by week and 12 hours by month.

Into the Salvador Mendieta College, has support small teacher's team of 3 to look after guaranty teaching learning process of English language at the students of the eleventh grade weekend special programs at night called distance education and maturity education.

3.3. THEORIES

English as a foreign language consists of four skills namely: writing, listening, reading and speaking. These four skills are usually considered as integrated system. To most people, speaking is the most difficult part in learning a foreign language because it uses sense involves the manifestation either of the phonological system or the grammatical system of the language.

Learner often hesitate to speak because they are afraid of pronouncing the words correctly or the students feel really shy about talking in front of other student, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because success is measured in terms of ability to carry out conversation in the target language. Therefore if the students do not learn how to speak in the language classroom, they may soon get boring and lost interested in learning foreign language. On the other hand, if the right activities are taught in the right way, speaking in the class can be a lot of fun, raising general motivation and making the English language classroom a fun and dynamic place to be.

One way to improve students speaking skills is the students have to be more active than the teacher and the students also have to be confident. It can be tried through socio drama method. Socio drama is a way of simulating what happen in life in order to explore social issues, developed greater understanding between group and individuals, solve the problem and make decisions.

3.3.1 CONCEPTS

a. What does speaking mean?

a.1 Speaking in general:

- The act, utterance, or discourse of a person who speaks.
- Speaking, literary works composed for recitation.

a.2 Category: Literature

- (Adjective) Able to speak.
- Used in, suited to, or involving speaking or talking.
- Giving information as if by speech: speaking proof of a thing.
- Highly expressive: speaking eyes.
- Life like: a speaking likeness.

Fuente: According to Random House Webster's College Dictionary

NOUN

1. **speaking** - the utterance of intelligible speech

[speech production](#)

[utterance](#), [vocalization](#) - the use of uttered sounds for auditory communication

[speech](#) - the exchange of spoken words; "they were perfectly comfortable together without speech"

[whisper](#), [whispering](#), [susurration](#), [voicelessness](#) - speaking softly without vibration of the vocal cords

2. **speaking** - delivering an address to a public audience; "people came to see the candidates and hear the speechmaking"

[oral presentation](#), [public speaking](#), [speechmaking](#)

[recitation](#), [recital](#), [reading](#) - a public instance of reciting or repeating (from memory) something prepared in advance; "the program



included songs and recitations of well-loved poems"

speech, address - the act of delivering a formal spoken communication to an audience; "he listened to an address on minor Roman poets"

disputation, public debate, debate - the formal presentation of a stated proposition and the opposition to it (usually followed by a vote).

ADJETIVE

1. **speaking** - capable of or involving speech or speaking; "human beings--the speaking animals"; "a speaking part in the play"

nonspeaking, walk-on - not capable of or especially not involving speech or spoken lines; "had a nonspeaking role in the play" Based on WordNet 3.0, Farlex clipart collection. © 2003-2012 Princeton University, Farlex Inc.

b. **Strategies for developing speaking skill**

b.1 **Using minimal responses:**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. Encourage to one way.

Such learners to begin to participate is to help build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

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

b.2 Recognizing scripts:

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

b.3 Using language to talk about language:

Language learners are often too embarrassed or shy anything when they don't understand another speaker or when realize that conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participant language skill levels. Instructors can also give the students strategies and phrases to use for clarification and comprehension check.

c. Other speaking strategies

Speaking is a very demanding yet exciting skill in foreign language learning. There are several parts of speaking over which the learner has control.

c.1 Non verbal clues:

Is the speaker very excited?, how is he?, she standing?, what facial expression does she, he have? How are the hands used? Is this normal this person or is this uncommon? Such questions can help you decided what is being said.

c.2 Guessing:

Many times, you can take part in a conversation and understand, what is being said without understanding every word if you can guess within a high of probability?. What is being said based on the context of the remark?., for example; if you tell someone, there is approximately a 90 percent chance that he or she is nervous and excited for you. Very likely the person with whom you are speaking said something along the lines of wow!!!! That sounds great or I wish I could go. You can simple respond to remark, whether you understood or not.

c.3 Formulate phrases:

You can often start a conversation simply to use some word, phrases, questions, while you can correcting a mistake at the students when speak and you hear them, all the time in class and you can correcting immediately. Our mention someone: What are you doing today?, How about you?, What happened to you?; These are common question and learning easy for being conversation to practice speaking and pronunciation abilities.

c.4 Uninhibited:

You must learn to be uninhibited, if you make an errors when you speak it is consider as acknowledge. The people must pretend as child because they don't feel afraid to speak or express their ideas in front of others.

c.5 Memorize dialogues:

These should be rich in high frequency vocabulary and formulaic phrases, and then when you speak with native people, you will have an idea of how they will typically respond given certain stimuli in the form of your questions or comments.

c.6 The principle of input:

You should try to speak with a sympathetic native speaker as often as possible, remember that the more you experience the culture, the more you can use the language subtitles or every moment you can, watch movies with foreign language subtitles with your friends, read the newspaper online. All of this will help speaking ability.

c.7 Information transfer:

The description of sequence an image. The teacher had group of flash cards used as representation in sequence order and chronological of situation about a past history by using on the time and allowable of clearly study through flash cards.

c.8 Role play

The student is expected one of the roles in an interaction which may be reasonable expected of him in the real world. The interaction can take place between two students.

c.9 Listening with a purpose:

The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose. This purpose determines to large extent what meanings he must listen for and which parts of the spoken text are most important to him.

For example; there may be parts where he does need to understand every detail, but only to listen for the general gist.

The purpose for listening is of course, by means of questions, which prompt learner to listening for specific facts or to make inferences from what they hear.

c.10 Oral presentation:

The student is expected to give a short talk on a topic which they have either been asked to prepare beforehand.

c.11 Information transfer:

The teacher made at students some questions about a single picture. The teacher asks the student a number of questions about the content of a picture which he has had time to study. The question may be extended to embraces the thought and attitudes of people in the picture and discuss future developments arising out of what is depicted.

c.12 Student repeats response verbal at the time:

The students repeat when the teacher speak word by word in class. The students to learn and practice the correct pronunciation, also they will feel confidence to speak English with the teacher and their classmate.

c.13 Correct without rejection:

When the students had committed a mistake the teacher correct them, but should be response without using words or intonation which communicates criticism.

c.14 Ask questions:

The teacher asking questions at students and some of them answer anticipated.

d. **What is pronunciation?**

The pronunciation refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a [speech](#) or [voice disorder](#),^[1] their [ethnic group](#), their [social class](#), or their [education](#).^[2]

c. **What does a Sociodram mean?**

Sociodrama is a way of simulating what happens in life in order to: explore social issues; develop greater understanding between groups and individuals; problem-solve and make decisions; experiment and try out new options; rehearse new roles and strategies and predict outcomes. Sociodram is concerned with social learning in a group. A sociodramatist will base his/her work around an understanding of the roles people play, the systems within which they work and the social forces which impinge on the situation being examined.

By using role reversal, doubling, sculpting and role playing within a number of different scenes, sociodrama is based on many of the principles of adult learning: it draws on people's experiences; it is relevant to their concerns; it engages people in the learning process and follows the learning cycle of people being involved in a learning experience, which they have time to reflect and theories upon afterwards before planning new actions.

Sociodramatist are always concerned about the wider social, political and economic influences operating in any particular situation. The real world doesn't always work according to text book formulate. People make decisions from a combination of external and internal factors and sociodrama gives people the opportunity to explore these different facets.

In the context of education, sociodrama can be used in teaching to enable students to explore situations from a variety of viewpoints and gain a better understanding of why decisions were taken and what other options were on offer.

IV. METHODOLOGICAL DESIGN

The participants of study were 23 students from eleventh grade high school, and one English teacher at Salvador Mendieta College. This research pretends to improve the methodological procedures used by the teacher in the classroom; furthermore we want to motive the students to learn how to speak English correctly.

In this research two methods were used: qualitative and quantities, as well as were used the following techniques classroom observation, interview, survey on questionnaires for students and English teacher.

This research was to develop into the Seminar of Graduation Class, in the second semester 2012, beginning on August 11th, 2012 and finished on December 12th, 2012.

4.1. HYPOTHESIS

Difficulties students have to learn the correct use speaking and recognize the weaknesses and the lack of interest for learning English as second language.

4.2. POPULATION AND SAMPLE

To realize this research it was necessary to work with a sample of 23 students of eleventh grade and the English teacher of the afternoon shift from Salvador Mendieta College, there is a total population of 38 students, Classroom "A".

4.3. SYSTEM OF VARIABLES AND INDICATORS

STUDENTS VARIABLES AND INDICATORS		
VARIABLE	SUB VARIABLE	INDICATORS
GENERAL INFORMATION	SEX	MALE
		FEMALE
	AGE	14 TO 15
		16 TO 17
		18 OR MORE
EDUCATIONAL INFORMATION	LEVEL OF VOCABULARY STUDENT BRING FROM LOWER GRADES	A LITTLE
		A LOT
		NONE
	STUDENTS PERSONAL INTEREST FOR ENGLISH LANGUAGE	MUCH
		LITTLE
		VERY LITTLE
		NONE
	TEACHING MATERIAL FOR SPEAKING AND PRONUNCIATION TEACHER USED	BOOK
		MAGAZINES
		PICTURES
		NEWSPAPERS
		FLASH CARDS
		TAPE RECORDER
		CD PLAYER
	CREATIVITY ACTIVITIES THE TEACHER DEVELOP IN CLASSROOM	GROUP WORK
		ROLEPLAY
		GAMES
		DIALOGUES
	DYNAMIC ACTIVITIES THE TEACHER DEVELOP IN THE CLASSROOM TO PRACTICE SPEAKING AND PRONUNCIATION	PAIR WORK
		DIALOGUES
SONGS		
EXPOSITIONS		

TEACHER VARIABLES AND INDICATORS		
VARIABLE	SUB VARIABLE	INDICATORS
PEDAGOGICAL INFORMATION	DIDATIC MATERIAL	BOOK
		TEXT BOOK
		MAGAZINES
		PICTURES
		NEWSPAPERS
		FLASH CARDS
		POST CARD
	AUDIOVISUAL AIDS	CD PLAYERS
		DVD PLAYERS
		TAPE RECORDER
		FILMS
	STRATEGIES USED IN THE CLASSROOM BY TEACHER	DIALOGUE
		ROLE PLAY
		PAIR WORK
		WORK GROUP
		INDIVIDUAL ASSIGNMENT
		HOME WORK
	GAMES	

4.4. PROCEDURES AND TECHNIQUES

In this research were apply the following procedures and techniques: classroom observation, interview, survey or questionnaires.

a. Classroom observation:

We visited the classroom English class, which was developed in a period of 35 minutes in length, and we observed the class to find out: what techniques, strategies, planning and tasks were used by the teacher. Furthermore, it was to gather data about the student's behavior in the classroom (showed interest in English language as second language) and how teacher respond to them.

b. Interview

Were asked one teacher about the use of speaking and pronunciation of the students in the English classroom, what kind of strategies used by the teacher think students have more interest and participation or the reasons for which the students did not participate in class. 23 students' opinions about same aspect asked their teacher in order to contrast both data.

c. Survey:

23 students were survey between 14 to 18 or more years old, they told us about speaking English level and low interest show by them for learn English as a second language.

d. Questionaries

A questioner was received by the teacher to find some criteria related with student's opinion English class.

V. DEVELOPMENT

5.1. INSTRUMENTS

Due to the type of our research we decided to use as instruments:

- Questionaries
- Classroom observation
- Survey
- Interview

5.2 SURVEY AND QUESTIONNAIRES

1. SEX							
FEMALE				MALE			
2. AGE							
FEMALE 14 A 15				MALE 14 A 15			
FEMALE 16 A 17				MALE 16 A 17			
FEMALE 18 or more				MALE 18 or more			
3. WHAT KIND OF ENGLISH LEVEL DO YOU HAVE?							
A LITTLE				A LOT			
4. ARE YOU INTERESTED TO LEARN ENGLISH AS A SECOND LANGUAGE?							
MUCH		LITTLE		VERY LITTLE		NONE	
5. WHAT KIND OF CONVERSATION AND PRONUNCIATION ENGLISH MATERIAL IS BEING USED BY TEACHER IN CLASS?							
BOOKS		MAGAZINES		TAPE RECORDER			
PICTURES		NEWSPAPERS		CD PLAYER			
FLASH CARDS							
6. MENTION SOME ACTIVITIES USED BY THE TEACHER PRACTICED IN THE ENGLISH CLASS WITH THE TEACHER:							
GROUP WORK		ROLE PLAYS		GAMES		DIALOGUE	
7. WHAT KIND DINIMIC MATERIAL THE TEACHER USE TO DEVELOPED THE CONVERSATION AND PRONUNCIATION IN THE ENGLISH CLASS?							
PAIR WORK		DIALOGUES		SONG		EXPOSITIONS	

5.3 GUIDE FOR TEACHER INTERVIEW

1. WHAT DO YOU THINK ABOUT LOW PROFICIENCY IN THE STUDENTS OF ELEVENTH GRADE IN THE ENGLISH SPEAKING SKILL?

2. WHAT DO YOU THINK CAUSES LOW PROFICIENCY IN THE STUDENTS OF ELEVENTH GRADE IN THE ENGLISH PRONUNCIATION SUB SKILL?

3. WHAT KIND OF STRATEGY DO YOU PRACTICE IN SPEAKING ENGLISH CLASS?

4. CAN YOU TELL ME WHAT DIFFICULTIES DO YOU HAVE TO DEVELOP YOUR TIME IN YOUR TOPIC OF TEACHING ENGLISH CLASS?

5. WHAT ENGLISH TEACHING-LEARNING PROCESS WILL BE RECOMMENDED FOR BETTER ACADEMIC ENGLISH LEVEL OF STUDENTS ELEVENTH GRADE AT DOCTOR SALVADOR MENDIENTA COLLEGE?

5.4. GUIDE FOR CLASS OBSERVATION

GENERAL DATA:

DATE: Monday, September 24 th , 2012	Subject: ENGLISH CLASS
TEACHER NAME AND LAST NAME:	LIC. NELSON VALLADARES
SUPERVISOR NAME:	LIC. MARIA ELENA CARRION DAVILA
SHIFT:	AFTERNOON
PERIOD OF CLASS:	2:30 TO 3:15 PM
TOPICS:	THE COMMUNITY

II. OBJECTIVE

To observe into the classroom the correct use and applied of the English teacher the techniques for the teaching-learning process of the target language in the students of eleventh grade at Salvador Mendieta College.

ASPECTS	INDICATOR	E	VG	G	R	D
	METOLOGY-TECHNIQUES AND DIDACTIC					
ADMINISTRATIVE MANAGEMENT	1. GOOD PRESENTATION					
	2. PREPARE INSTRUMENT OF WORK					
	3. CONTROL ASSISTANCE					
	4. BEGAN THE CLASS ON TIME					
	5. ORGANIZATION CLASS					
	6. DISCIPLINE IN THE CLASSROOM					
	7. CLEANNESS IN THE CLASSROOM					
ORGANIZATION AND DEVELOP OF THE CLASS	1. FEEDBACK ABOUT LAST CLASS					
	2. CHECK THE HOMEWORK					
	3. WARM UP ACTIVITIES					
	4. PRESENTATION OF OBJECTIVES CLASS					
	5. PRESENTATION OF NEW TOPIC					
	6. EXPLAIN THE CLASS CLEAR					
	7. DOMINATE THE TOPIC					
	8. USE VOCABULARY TECHNIQUES SCIENTIFIC					
	9. CHECK THE EXERCISES IN THE BOARD					
	10. USE DIDACTIC MATERIAL TO DEVELOP THE CLASS					
	11. USE DINAMIC METHODOLOGY					
	12. USE ACTUALLY METHODOLOGY					
	13. PROMOTE DE PARTICIPATION IN THE CLASS					
	14. ATTEND THE INDIVIDUAL PROBLEMS OF THE S'S IN CLASS					
	15. PROMOTS HABITS, MORAL AND SOCIAL VALUES OF FORMATION OF THE STUDENTS IN THE CLASS					
	16. TAKE THE CONTROL AND DISCIPLINE IN THE CLASS					
	17. COMFORTABLE ENVIRONMENT OF THE CLASSROOM					
FINAL CLASS	1. APPLY EVALUATION SYSTEM IN THE CLASS					
	2. ASK QUESTION FOR CLARIFY OF TOPIC DEVELOPED					
	3. MAKE AN ORALLY EXERCISE TO EVALUATE THE TOPIC CLASS.					

VI. APPLY INSTRUMENTS

6.1. Recollect information

6.2 Question

6.1. RECOLLET INFORMATION

6.2. QUESTIONS:

1. GENERAL INFORMATION

SEX	
F = FEMALE	M = MALE

2.

AGE			
F = FEMALE		M = MALE	
1	14 TO 15	1	14 TO 15
2	16 TO 17	2	16 TO 17
3	18 OR MORE	3	18 R MORE

3. EDUCATIONAL INFORMATION

WHAT KIND OF ENGLISH LEVEL DO YOU HAVE?		
A. A LITTLE	B. A LOT	C. NONE

4. ARE YOU INTERESTED TO LEARN ENGLISH AS A SECOND LANGUAGE?

A. MUCH	B. LITTLE	C. VERY LITTLE	D. NONE
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5. WHAT KIND OF CONVERSATION AND PRONUNCIATION ENGLISH MATERIAL IS BEING USE BY THE TEACHER IN CLASS?

A. BOOK	B. PICTURES	C. FLASH CARDS	D. MAGAZINES
E. NEWSPAPER	F. TAPE RECORDER	G. CD PLAYER	

6. MENTION SOME ACTIVITIES USED BY THE TEACHER IN THE ENGLISH CLASS?

A. GROUP	B. ROLE PLAYS	C. GAMES	D. DIALOGUE
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7. WHAT KIND DINIMIC MATERIAL THE TEACHER USE TO DEVELOPED THE CONVERSATION AND PRONUNCIATION IN THE ENGLISH CLASS?

A. PAIR WORK	B. DIALOGUES	C. SONG	D. EXPOSITION
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VII. PROCESSING INFORMATION

7.1 MATRIX FOR INFORMATION

TABLE OF MATRIX INFORMATION																												
Nº SURVEY	General Information					EDUCATIONAL INFORMATION																						
	SEX		AGE			WHAT KIND OF ENGLISH LEVEL DO YOU HAVE?			¿ARE YOU INTEREST TO LEARN ENGLISH AS A SECOND LANGUAGE?				WHAT KIND OF SPEAKING AND PRONUNCIATION ENGLISH MATERIAL IS BEING USE BY THE TEACHER IN CLASS?							MENTION SOME ACTIVITIES USES BY THE TEACHER IN THE ENGLISH CLASS?				WHAT KIND OF DINAMIC ACTIVIES DOES YOUR TEACHER DEVELOPED IN SPEAKING AND PRONUNCIATION ABILITIES?				
	F	M	1	2	3	A	B	C	A	B	C	D	A	B	C	D	E	F	G	A	B	C	D	A	B	C	D	
1	X		X			X			X				X							X				X				
2	X		X				X		X				X							X				X				
3	X			X			X		X				X							X				X				
4	X			X			X		X					X						X				X				
5	X			X			X		X					X						X				X				
6	X			X			X		X					X						X					X			
7	X			X			X		X									X		X					X			
8	X			X			X		X									X		X					X			
9	X			X				X	X									X		X							X	
10	X			X				X		X									X		X						X	
11	X			X				X		X									X			X					X	
12		X	X			X			X				X							X				X				
13		X	X			X			X				X							X				X				
14		X	X			X			X				X							X				X				

TABLE OF MATRIX INFORMATION

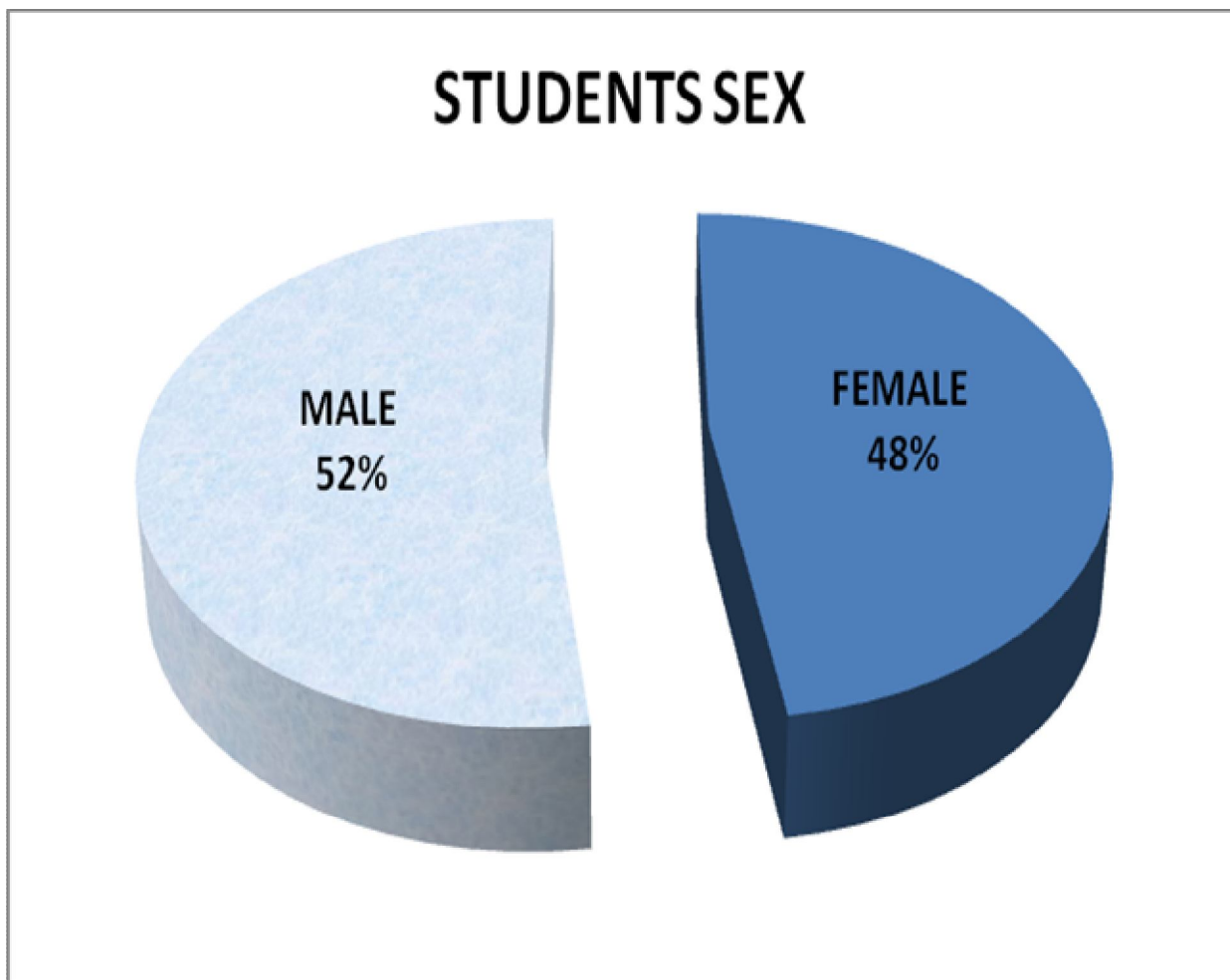
Nº SURVEY	General Information		EDUCATIONAL INFORMATION																								
	SEX	AGE	WHAT KIND OF ENGLISH LEVEL DO YOU HAVE?	¿ARE YOU INTEREST TO LEARN ENGLISH AS A SECOND LANGUAGE?	WHAT KIND OF SPEAKING AND PRONUNCIATION ENGLISH MATERIAL IS BEING USE BY THE TEACHER IN CLASS?	MENTION SOME ACTIVITIES USES BY THE TEACHER IN THE ENGLISH CLASS?	WHAT KIND OF DINAMIC ACTIVIES DOES YOUR TEACHER DEVELOPED IN SPEAKING AND PRONUNCIATION ABILITIES?																				
								F	M	1	2	3	A	B	C	A	B	C	D	A	B	C	D	E	F	G	A
15		X	X			X			X				X						X				X				
16		X	X			X			X				X						X				X				
17		X	X			X			x					x					X					X			
18		X		X			X		x									x	X					X			
19		X		X			X		x									x		X					X		
20		X		X			X		x									x		X					X		
21		X		X			X			X								x		X						X	
22		X		X			X			X									x			X				X	
23		X			X		X			X									x			X				X	
TOTAL	11	12	8	14	1	7	13	3	18	5			8	4				7	4	16	4		3	10	3	4	6

7.2 STATISTIC TABLES

7.3 DISCUSSION AND INTERPRETATION OF RESULTS

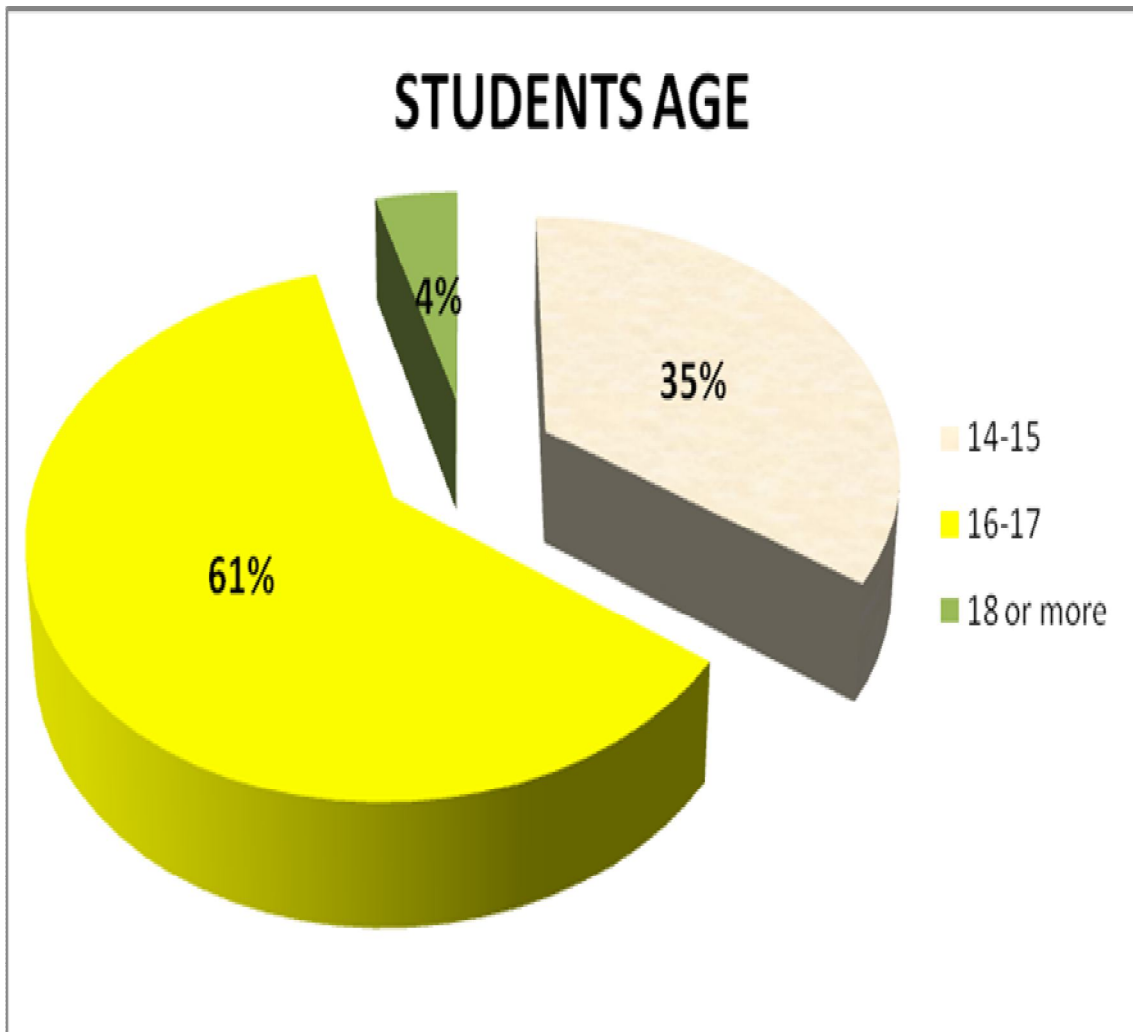
1. 11 students equivalent (48%), who answered the questionnaire were female and 12 students corresponding (52%), were male.

SEX	NUMBER	PERCENTAGE
Female	11	48 %
Male	12	52 %
Total	23	100%



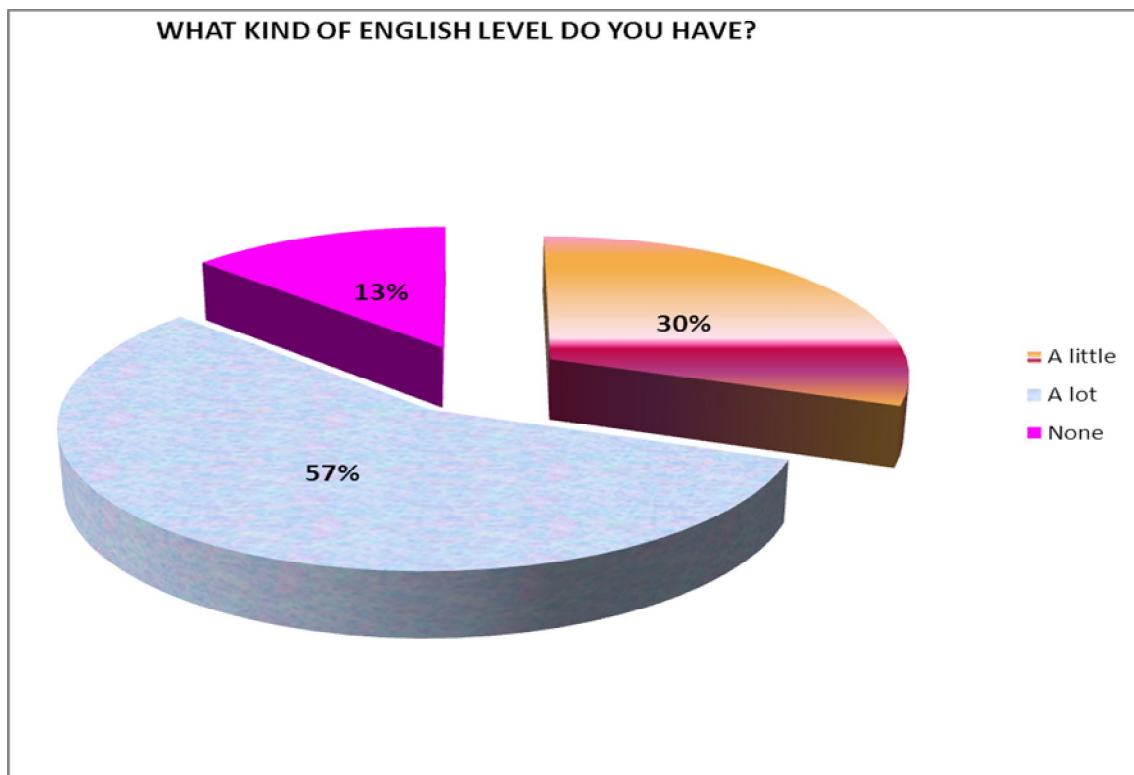
2. 23 students is equal (100%), which was the majority of the students interviewed answered. 8 students between the ages of 14 or 15 years old corresponding (35%), 14 students are between 16-17 years old corresponding 61%, 1 student between 18 years old corresponding (4%).

AGE	NUMBER	PERCENTAGE
14 - 15	8	35 %
16 -17	14	61 %
18 or more	1	4 %
Total	23	100%



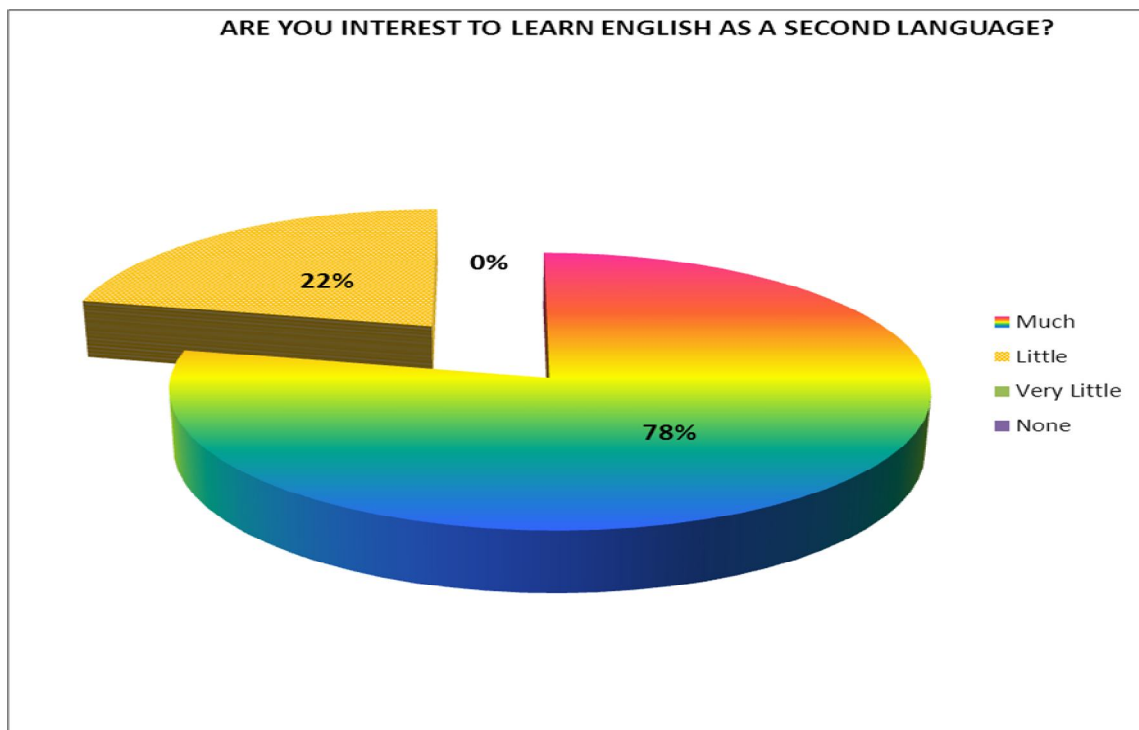
3. 13 students corresponding (57%) answered that their English level is a lot, 7 student corresponding (30 %) there English level is little, and the 3 student corresponding (13 %), they told us don't know English at all.

INDICATOR	NUMBER	PERCENTAGE
A little	7	30 %
A lot	13	57%
None	3	13%
Total	23	100 %



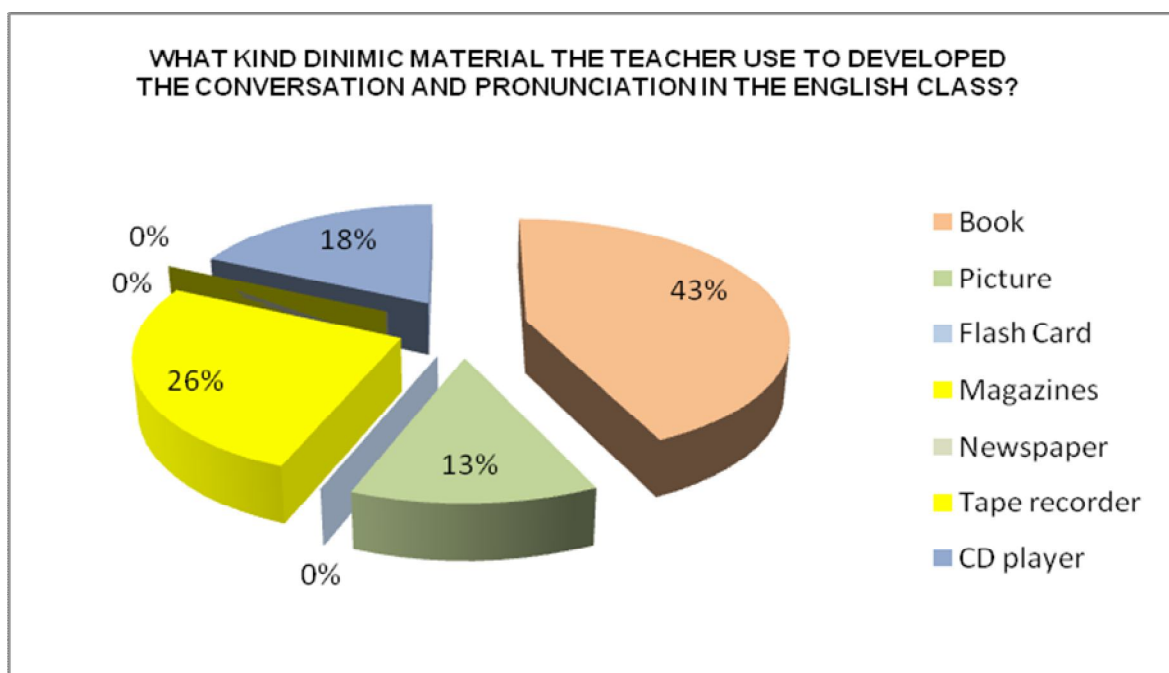
4. 18 students corresponding (78%), was answered that they have interest to learn English as a second language and 5 students corresponding (22%), they told us they have a little interest for English learning. No student answers in two questions very little and interest for English learning.

INDICATOR	NUMBER	PERCENTAGE
MUCH	18	78 %
A LITTLE	5	22 %
VERY LITTLE	0	0%
NONE	0	0%
TOTAL	23	100%



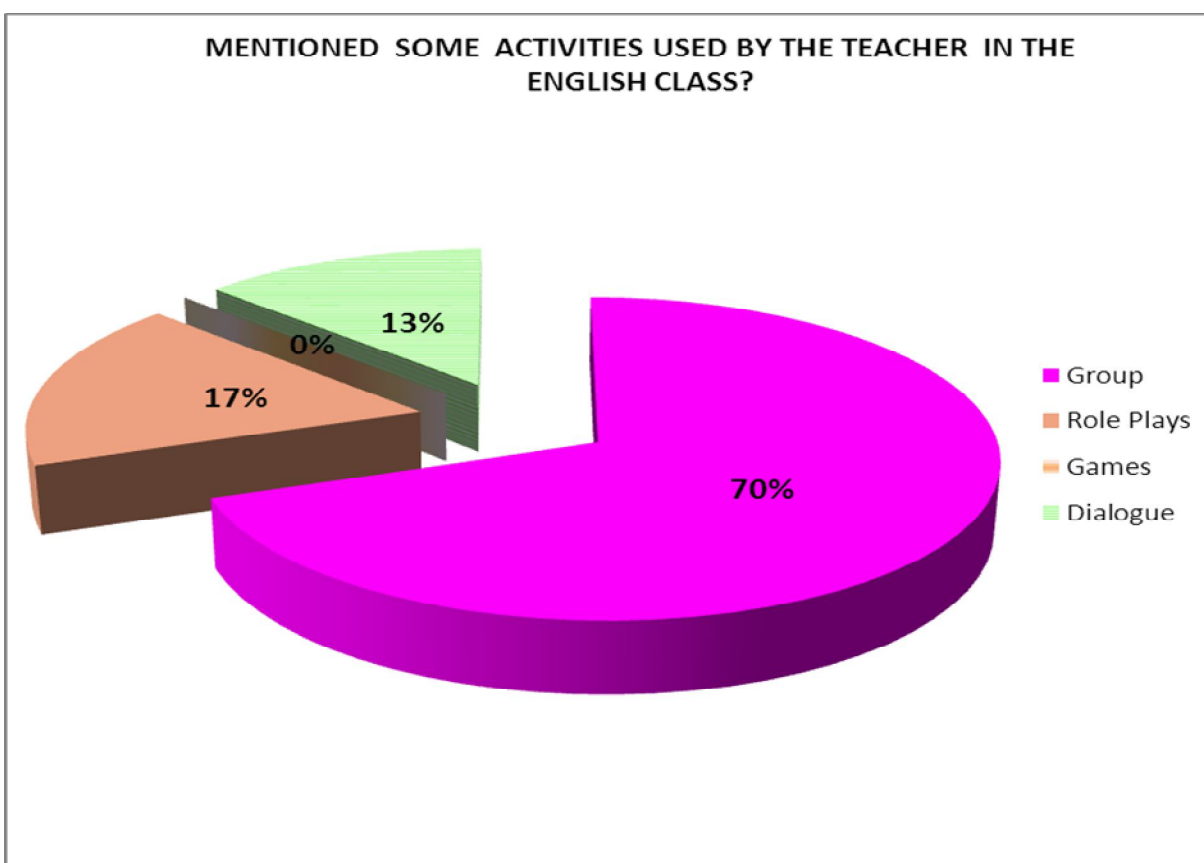
5. 10 student corresponding (43%) answered they used book in class, 6 students corresponding (26%) said the teacher used magazines, 3 students corresponding (13%) said the teacher use some pictures and 4 students corresponding (18%) said teacher also used CD player, no student gave us opinion about teacher use: flash card, newspaper and tape recorder any time.

INDICATOR	NUMBER	PERCENTAGE
BOOK	10	43%
PICTURE	3	13%
FLASH CARD	0	0%
MAGAZINES	6	26%
NEWSPAPER	0	0%
TAPE RECORDER	0	0%
CD PLAYER	4	18%
TOTAL	23	100%



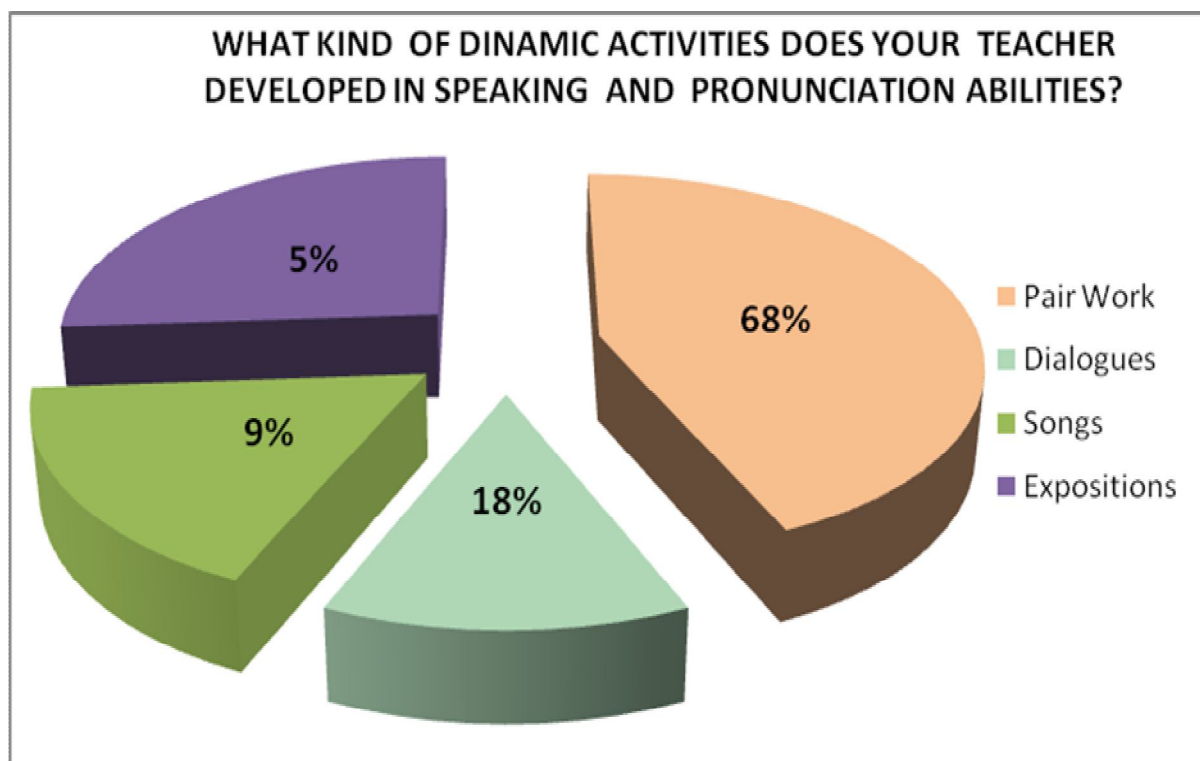
6. 16 students corresponding (70%), they told us working group, 4 students corresponding (17%) they are working under role plays technique, 3 students equivalent (13%) and none student gave us information the teacher don't use dialogue never.

INDICATOR	NUMBER	PERCENTAGE
GROUP	16	70 %
ROLE PLAYS	4	17%
GAMES	3	13%
DIALOGUE	0	0%
TOTAL	23	100%

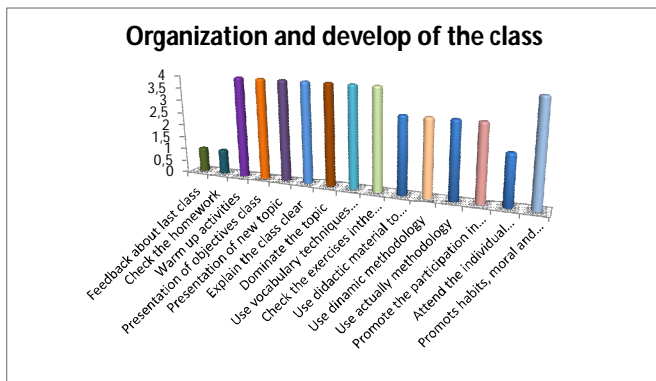
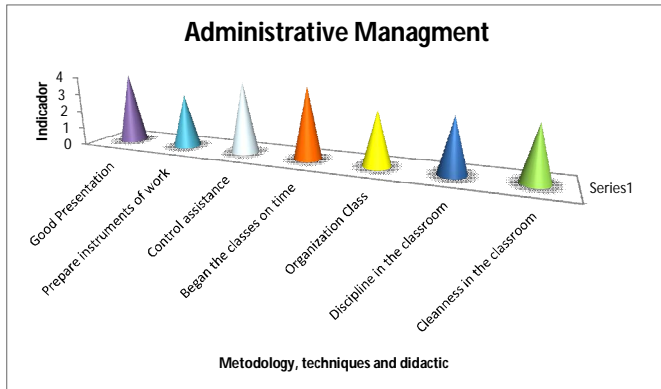


7. The students said the teacher used different activities for doing dynamic class. 16 students corresponding (68 %) told us the teacher made work in pairs, 4 students corresponding (18 %) told us the teacher made an exposition, 2 students equal (9%) told us the teacher use English song and 1 student equivalent (5%) told us the teacher use a dialogue.

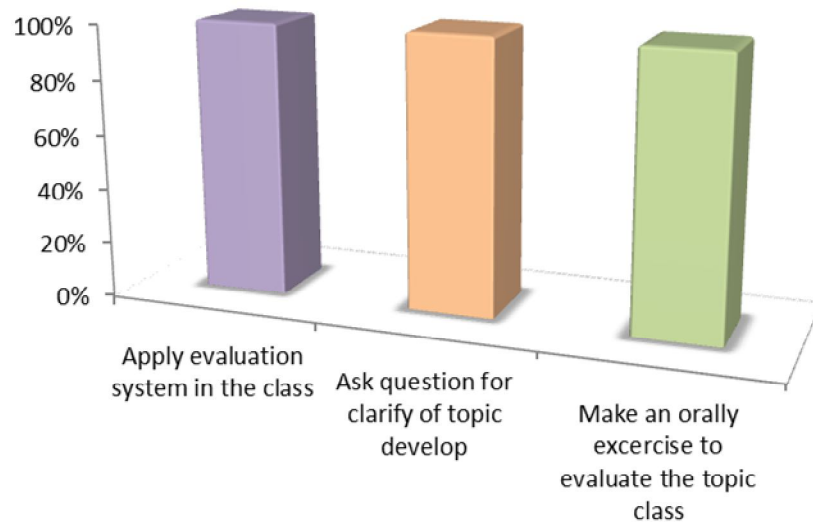
INDICATOR	NUMBER	PERCENTAGE
PAIR WORK	16	68%
DIALOGUES	4	18%
SONG	2	9%
EXPOSITION	1	5%
TOTAL	23	100%



7.3. STATISTIC GRAPHYC CLASS OBSERVATION OF THE TEACHER



Final Class



VIII. CONCLUSIONS

8.1 FINDINGS

It is important to take into consideration the every graduate seminar work is not only a tool to register huge of difficult but also it is important to support to overcome then.

Through all these pages we have seen and analyzed that there are some main difficult that influence the successful development in speaking and pronunciation skills in the students of eleventh grade in the afternoon shift in Salvador Mendieta Public School, but logically some difficulties may be stronger than other, as we consider these:

1. The students have short time to practice English in class.
2. Many student don't pay attention to the teachers explanation.
3. The poor lesson planning without listening or speaking activities to motivate student very necessary to engage them.
4. The lack of use of media such internet, newspaper in English, book and etc.
5. The excessive use of mother tongue in the classroom during the whole class.
6. Lack of didactic material in the classroom.
7. Traditional teaching focuses on grammar writing and reading.
8. The lack of listening speaking activities in class.
9. The teacher should plan or include Sociodrama as a new and easy learning technique to improve in class with students.

Finally, we are to consider that the English Study Program from MED isn't focus in developing speaking and pronunciation abilities in the students; the program is focus in teaching other abilities of English language, such as, grammar and writing skills.

8.2 RECOMMENDATIONS

We know that it is a great change to achieve successful development skill in speaking and pronunciation, according to the main difficulties found before it is necessary to keep in mind the following advice to improve the teacher speaking and pronunciation in the English class.

1. To include listening and speaking activities in the lesson plans for better methodological techniques to speak and pronounce used by the teacher in the classroom to develop speaking ability.
2. To promote the use of medias such as internet, newspaper, videos and both to practice activities in English class to motivate the student to study and learn to speak the English language.
3. To use the second language most of the time in class and use Spanish only when it is necessary.
4. Use attractive and adequate didactic material for teaching and applies diagnostic when student begin the English class.
5. To create a better environment in class using didactic material by the teacher.
6. Teacher has to use other kinds of learning styles to improve the way of learning in their students.
7. To improve students speaking skill through sociodram.

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X. APPENDIX

- 10.1 Chronogram of activities
- 10.2 English Foreign Program Eleventh Grade
- 10.3 Daily Plan about The Community Theme- Eleventh Grade
- 10.4 TEPCE/Planning Class September 03rd to October 25th, 2012.
- 10.5 TEPCE/Planning Class October 29th to November 29th, 2012.
- 10.6 Students List – Eleventh Grade/Afternoon Shift

10.1 CHRONOGRAM OF ACTIVITIES

No.	ACTIVITIES	DATES
1	Problem, Sub-problem and theme or topic.	August 11
2	General and specific objectives	August 18
3	<p><u>Theoretical Framework:</u></p> <ul style="list-style-type: none"> • Ethnography Study • Historical background and • Theories 	August 25 To September 01
4	<p><u>Methodological design:</u></p> <ul style="list-style-type: none"> • Hypothesis • Population and Sample • Systems of variables and indicators • Procedures and Techniques 	September 08
5	<p><u>Development:</u></p> <ul style="list-style-type: none"> • Instruments • Survey and questionnaires • Guide for interview and • Guide for class observation 	September 22
6	<p><u>Apply instruments:</u></p> <ul style="list-style-type: none"> • Recollect information • Question 	September 29
7	<p><u>Processing information:</u></p> <ul style="list-style-type: none"> • Matrix for information • Statistic tables • Discussion of results 	October 06 to October 13
8	<p><u>Conclusion:</u></p> <ul style="list-style-type: none"> • Findings • Recommendation 	October 20 To October 27
9	Bibliography and appendix	November 03
10	Prepare first page, index introduction, justification, abstract, and dedicatory.	November 10
11	Presentation and defense of research paper	November 24

10.2 ENGLISH FOREIGN PROGRAM ELEVENTH GRADE

UNIT	BASIC CONTENTS	TARGET, VOCABULARY AND GRAMMAR
I. BIOGRAPHIES	Simple Past	Target vocabulary: BE BORN, greatest, journalism, DIE.
		Target grammar: Review past tense, regular and irregular verbs.
	Main Ideas	Target Vocabulary: Composer, beginning, award, MAKE fun of, PERFORM, fans.
	Concept Mapping	Target Vocabulary: BECOME, involved in something, founder, JOIN, journal, leadership, strength, washerwoman, wealthy, work ethic.
	Biographical Interview	Target Grammar: Past tense verb, regular and irregular.
II. LIFE PLANS	Employment and Job Searches	Target Vocabulary: Career, computer skills, dedicated, English knowledge, experience supervising projects, hardworking, innovative, INTERACT, job, organized, punctual, respectful, responsible, SEEL, university degree, WORK well under pressure, WORK with.
	Students' Futures	Target Vocabulary: Administration, art, business, computation, cooking, economics, education, engineering, foreign, relations, law, medicine, nursing, pharmacy, writing.
		Target Grammar: Target tense using WILL.
	Cover Letters	Target Vocabulary: ACHIEVE, APPLY, APPRECIATE, classifieds, further requirements, training, WOULD.
	Getting a Job	Target Vocabulary: ATTENDED, BEEN, DONE, GONE, HAD, LEARNED, STUDIED, strength, TAKEN, weakness, WORKED, WRITTEN.

UNIT	BASIC CONTENTS	TARGET, VOCABULARY AND GRAMMAR
III. HUMAN RIGTH	Equality	Target Vocabulary: Another, blisters, embarrassed, FIT IN, nowhere, paradise, soles, somewhere, WHISTLE.
	Rich and Poor	Target Vocabulary: Charity, existence, journey, money, penny, poor, rich, social class.
		Target Grammar: Adjectives ending with the suffix-less.
	Gender Bias	Target Vocabulary: choice, chore, dawn, elder, fee, peasant, SPEND, younger.
	Freedom	Target Vocabulary: Brothel, CAST OFF, chains, DEPORTED, ENHANCE FORCE, nannies, PROSECUTE, slavery, THREATEN, trade, trafficking waitress.
	My city, My town	Target Vocabulary: Benefit, broken, checklist, cracked, crosswalk, exhaust, FIGURE OUT, fitness, neighborhood, overall, pedestrian, pleasant, ramp, rating, risk, route, shrubbery, sidewalk.
IV. COMMUNITY	Community Resources	Target Vocabulary: ADDRESS, city, community, drugs, existing, gangs, mayor, necessity, non-governmental organization (NGO), resources, town.
	Alcohol Abuse	Target Vocabulary: Alcoholism: abuse, addition, advertisement (ad), alcoholic, alcoholism, disease, dizzy, FEEL, feeling, HELP, INHERIT, peer, pressure, temptation, temptation. Feelings: BE supported by family, competent, doubts about future, expectation of a great future, family DOESN'T CARE, FEEL alone, HANDLE problems, happy, loved, not good enough, powerful, powerless, problems SEEM unmanageable, unhappy, unloved.
	Peer Pressure	Target Vocabulary: ACKNOWLEDGE, big deal, calm, direct, honest, investigation, polite, reason, REFUSE, repetitive, REQUEST, unapologetic,

UNIT	BASIC CONTENTS	TARGET, VOCABULARY AND GRAMMAR
		white lie.
V. COMMUNICATION AND TECHNOLOGY	Communication and Technology	Target Vocabulary: Technology: air conditioning, camera, car, cell phone, computer, computer game, disposable, e-mail, Internet, Nintendo, nuclear power, plastic bottle. Comparisons: bad, big, boring, cheap, expensive, fast, fun, good, happy, interesting, short, slow.
	Wireless Technology	Target Vocabulary: Attract, hot, PALE, profound, REACH, researcher, TAKE it to the next level, UNDERGO. Target Grammar: Present perfect question and answer.
	Gadgets	Target Vocabulary: Ago, flash drive, gadget, health, laundry, news, now, travel, use to.
	Responsibility	Target Vocabulary: Irresponsibility, KICK, responsibility, SCREAM.
VI. PARENTS AND CHILDREN	Chores	Target Vocabulary: Bills, CARE for children, chores, DO laundry, equal, fair, FIX cars, however, MOP, partner, salary, SWEEP, water, WATER (plants), while.
	Parenthood	Target Vocabulary: AGREE, but, con, DISAGREE, household, independent, LEAVE the nest, MOVE out, pro, SEE what you mean, SEE your point, self reliant, so what you're saying is ..., SUPPORT oneself, SUSPECT, UNTERSTAND.

10.3 DAILY PLAN		
GENERAL DATA:		
GRADE: 7th	HOUR:	DATE:
DISCIPLINE:		ENGLISH CLASS
TEACHER:		UNIT: VI
OBJECTIVES OF THE NEW TOPIC:		
1. The students ask and give directions in a clear and confident's ways.		
2. The students interact in short conversation about people and places of the community.		
CONTENT: THE COMMUNITY		
PREVIOUS ACTIVITIES:		
1	STUDENTS CHECK LIST	
2	PICK UP OR CHECKING HOMEWORK	
3	REVIEW AND REINFORCE THE LAST CLASS TOPIC.	
GENERAL ACTIVITIES:		
1	WARM UP ACTIVITIES ABOUT THE NEW TOPIC	
2	INTRODUCTION THE NEW THEME OR TOPIC.	
METHODOLOGY APPLY:		
Education for equity genre and diversity.		
DIDACTIC RESOURCES		
BOARD MARKERS ERASER DO TALK	BOOK WORK BOOK FOTOCOPIES FLASH CARDS	POST CARDS ROLLE PLAYS REALIA PICTURES
SPECIFIC ACTIVITIES:		
I	INTRODUCTION: The teacher introduce some aspect of the community and talk about places, work, other activities and services that are part of our community. Furthermore, to include roads, parks, electricity, buildings, schools, hospitals, restaurants, malls, etc.	
II	Students working in pairs and discuss about important things happening in the community and them they will go to do a presentation about it.	
III	COMPLETE SENTENCES ABOUT YOUR CITY:	
Using: YES, IT IS - NO IT ISN'T		Using: YES, THEY ARE - NO, THEY AREN'T
1. Is your city near the mountaing? _____		
2. Is your city safe at night? _____		
3. Are the people in your city friendly? _____		
4. Are the Street in your city clean? _____		
5. Is your city expensive to live in? _____		
6. Are the building in your city large? _____		

IV.	ANSWER QUESTIONS ABOUT THEIR COMMUNITY:		
	1. Can you show me where is located the Catholic Church around here?		
	2. Can you tell me where is the Centro Americas' Park?		
EVALUATION:			
1	What do you learn about your community today?		
2	Do you consider than the people must be including in popular group of organizations for help the poverty people insert in the community? Why?		
HOMEWORK:			
Mention different places located around your community:			
1	MALLS	6	GOVERMENT INSTITUTIONS
2	BANKS	7	BUILDINGS
3	RESTAURANTS	8	PHARMACIES
4	CYBER	9	POLICE STATION
5	COLLEGES	10	CHURCHS

10.4 PLANNING CLASS – SEPTEMBER 03rd TO OCTOBER 25st, 2012

LOCATION: MANAGUA	MUNICIPALITY: MANAGUA	TEPCE No.: 7	MODALITY: HIGH SCHOOL	GRADE: ELEVENTH GRADE
AREA: CULTURAL COMMUNICATIVE	DISCIPLINE: FOREING LANGUAGE	TEPCE DATE: FRIDAY, AUGUST 31st, 2012	COLLEGE: SALVADOR MENDIETA	MODALITY: HIGH SCHOOL
PLANNING PERIOD: SEPTEMBER 03st TO OCTOBER 25st, 2012	GRADE OF COMPETENCE: <ul style="list-style-type: none"> • THE S'S INTERACTS IN REAL SITUATIONS USING A TARGET LANGUAGE CONFIDENTLY. • THE S'S EVALUATE THE INFLUENCES OF TECHNOLOGY, MODERNIZATION AND GLOBALIZATION IN NICARAGUA. 		FAMILIAR VALUES: FREEDOM, PATRIOTISM, BROTHERHOOD, PRESERVATION NATURAL AND CULTURAL HERITAGE.	TEACHER:

UNIT AND NAME	ACHIEVEMENT INDICATORS	CONTENT	HOURS CLASS	START DATE	FINAL DATE	TRANSVERSAL SHAFT	COMPONENTS
UNIT IV THE COMMUNITY	1. THE STUDENTS DESCRIBE HIS OR HER COMMUNITY IN SIMPLE PRESENT. 2. THE STUDENTS INVENTORIES AND DESCRIBE COMMUNITY RESOURCES AND COMMUNITY NEED, USING VERBS HAVE, NEED AND WANT.	1. MY COMMUNITY. 2. COMMUNITY RESOURCES. 3. PUBLIC SAFETY. 4. COMMUNICATION AND TECNOLOGIES. 5. MODERNIZATION. 6. GLOBALIZATION	21 HOURS	SEPTEMBER 03rd, 2012	OCTOBER 25th, 2012	PERSONALITY DEVELOPMENT AND NATIONAL AND CULTURAL IDENTIFY.	<ul style="list-style-type: none"> ▪ SELF TEAMS ▪ EMOTIONAL INTELLIGENT ▪ CHARACTER FORMATION
UNIT V COMMUNICATION AND TECHNOLOGY	3. THE STUDENTS COMPAIRS AND CONTRAST THE ADVENTAGE AND DISADVENTAGES OF TRADITIONAL AND MODERN TECNOLOGIES.						

10.5 PLANNING CLASS – OCTOBER 29th, 2012 TO NOVEMBER 29th, 2012

LOCATION: MANAGUA	MUNICIPALITY: MANAGUA	TEPCE No.: 8	MODALITY: HIGH SCHOOL	GRADE: ELEVENTH GRADE
AREA: CULTURAL COMMUNICATIVE	DISCIPLINE: FOREING LANGUAGE	TEPCE DATE: OCTOBER 29th, 2012	COLLEGE: SALVADOR MENDIETA	MODALITY: HIGH SCHOOL
PLANNING PERIOD: OCTOBER 29th, 2012 TO NOVEMBER 29th, 2012	GRADE OF COMPETENCE: <ul style="list-style-type: none"> • THE STUDENTS ANALYZES THE RESPONSABILITIES OF ADULthood AND REALTES TO HIS OR HER LIFE. 		FAMILIAR VALUES: PRUDENCE AND CORTESY	TEACHER:

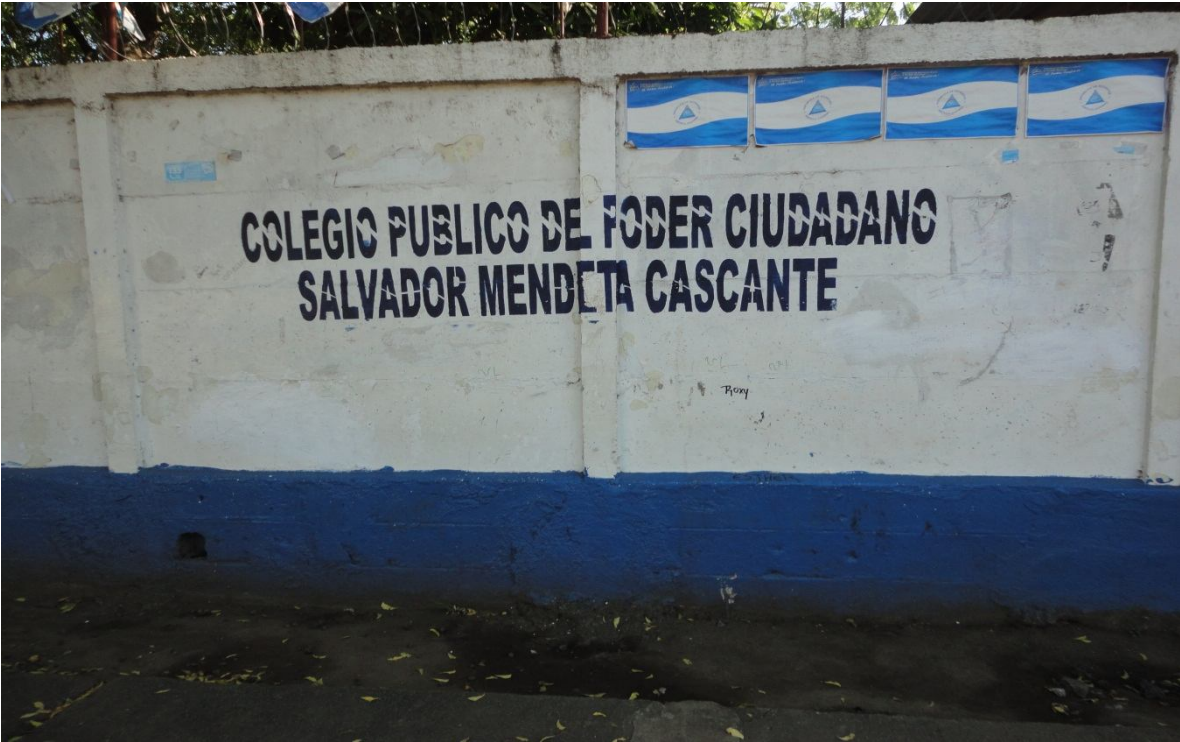
UNIT AND NAME	ACHIEVEMENT INDICATORS	CONTENT	HOURS CLASS	START DATE	FINAL DATE	TRANSVERSAL SHAFT	COMPONENTS
UNIT VI PARENTS AND CHILDREN	<ol style="list-style-type: none"> 1. THE STUDENT CREATES A DAILY ACTIVITY SCHEDULE USING FREQUENCY ADVERBS. 2. THE STUDENTS COMPARES AND CONTRAST HER OR HIS DAILY RESPONSABILITIES WHIT THOSE OF SOMEONE OF THE OPPOSITE GENDER. 3. THE STUDENTS DESCRIBE THE CHARACTERISTICS AND BEHAVIOUR OF A RESPONSIBLE ADULT OR PARENTS. 	<ul style="list-style-type: none"> ○ PARENTHOOD ○ DAILY ROUTINES AND CHORES ○ FAMILY RESPONSABILITIES 	12 HOURS	OCTOBER 29th, 2012	NOVEMBER29th, 2012	PERSONALITY DEVELOPMENT AND NATIONAL AND CULTURAL IDENTIFY	<ul style="list-style-type: none"> ○ SELF TEAMS ○ EMOTIONAL INTELLIGENT ○ CHARACTER FORMATION ○ SOCIAL ABLITIES

10.6 Students List – Eleventh Grade/Afternoon Shift Doctor Salvador Mendieta College		
WOMEN		
No.	LAST NAMES	NAMES
1	CABEZAS HERNANDEZ	MARIA JOSE
2	CABRERA JARQUIN	KARLA ESTEFANIA
3	CALDERON RODRIGUEZ	KAREN GRACIELA
4	CALERO HONDOY	MEYLING RAQUEL
5	CONDE MALTEZ	LISSETH DEL CARMEN
6	DUARTE MARTINEZ	CLARY MARYURY
7	ESPINOZA VILLAREAL	MARIA ALEJANDRA
8	LOPEZ MURILLO	BIANKA GRISELDA
9	MANZANARES JIMENEZ	YAHARA LISSETH
10	MARTINEZ MERCADO	MARIA ESTELA
11	MORALES LOPEZ	YESSENIA CAROLINA
12	RAMIREZ CONDEGA	LEYLA MARIA
13	REYES MORALES	OSMARA YAMILETH
14	SANCHEZ ZAPATA	KIMBERLY DARLENE
15	TREMINIO LEON	BELKIS JUDITH
16	VELASQUEZ SANCHEZ	JOSSELING EXANIA
17	VILLAVICENCIO PALACIOS	ISAMAR ISABEL
18	ZAMORA ESPINOZA	ANA JULIA
19	GAYTAN LOPEZ	ZIDELKYS LISBETH
20	SILVA	MERLING
10.6 Students List – Eleventh Grade/Afternoon Shift Doctor Salvador Mendieta College		

MEN		
No.	LAST NAMES	NAMES
1	AMADOR SOVALBARRO	OMAR D'LEON
2	BLANDON SALINAS	JAVIER JORGE
3	CASTILLO JUAREZ	ISACC ALEXANDER
4	CHAVARRIA CHAVEZ	KEVIN HOLLMAN
5	CHAVEZ TORREZ	GERARDO JOSE
6	DAVILA MEMBREÑO	CRISTHIAN JACOB
7	GONZALEZ MORALES	ALVARO JOSE
8	HERNANDEZ LACAYO	ALLAN ENRIQUE
9	IZAGUIRRE COREA	ROY ALEXANDER
10	NIÑO ZAMBRANA	ROBIN ARIEL
11	NUÑEZ HERRERA	CRISTHIAN CRISTOPHER
12	OBANDO MALTEZ	GIOVANY GUSTAVO
13	PEÑA MEJIA	KEVIN ANTONIO
14	RIOS PAZ	GERSON BENJAMIN
15	RIVAS MENESES	CRISTOPHER CRUZ
16	SANCHEZ CANTILLANO	RUBEN DARIO
17	SANCHEZ MIRANDA	RICARDO JOSE
18	SANCHEZ PALACIOS	ROGER JOSUE
19	VASQUEZ HERNANDEZ	NELSON JOEL

STUDENTS AND TEACHER PICTURES

**SALVADOR MENDIETA
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TEACHER EXPLAIN TO THE STUDENTS IN THE ENGLISH CLASS



STUDENTS WORKS IN GROUPS





STUDENTS PUT ATTENTION IN THE ENGLISH CLASS





STUDENTS DISCUSS IN ENGLISH CLASS





**STUDENTS AND TEACHER OF THE ELEVENTH GRADE AT
SALVADOR MENDIENTA COLLEGE**

