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Research paper

How teachers' competencies influence on the language teaching process of the students of eleventh grade at National Institute Francisco Luis Espinoza on Saturday shift 2019

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Content

Abstract

This research focuses on understanding the influence of teaching competencies in language teaching. It focuses its attention specifically on English. For many years, English has been part of the academic program of secondary education in Nicaragua. At present, there are differentiated educational programs for students of regular shifts and adult education to distance. The above awakens the interest to know, what the competencies that teachers have to teach English are.

Development of professional competencies is a dynamic process of incorporation and modernization of professional experience leading to the development of individual competencies, the accumulation of professional experience, involving ongoing development and self-improvement. In principle, it is necessary to know the definition of competency and what are the types of professional competencies? This research uses the qualitative and descriptive approach, through the observation of the class and the application of interviews to teachers and students involved in the subject. Observing is a good way to interact with teaching work. In addition, the interview allows knowing the necessary information, in order to answer the research questions posed in this document.

As results of this research, we have realized that English teachers at National Institute Francisco Luis Espinoza have a low level in ICT Technology competencies, Research competencies and Emotional competencies; or at least these competencies are not evidenced while they are teaching. Field competencies, lifelong learning competencies, social-cultural competencies and communication competencies are in process. Teachers show a considerable level on these competencies. The most evidenced competencies that English teachers have are Curriculum competencies and environmental competencies.

All these competencies influence on the language teaching process. The competencies in low level influence in a negative way, however the most evidenced competencies, influence in a positive way. It is important to implement programs of training for the teachers, in order to strength the competencies in the English teaching.

I.   Introduction

Nowadays with the globalization and all the economic advances, the language teaching is a relevant topic in our country. With all the job opportunities, and the need to improve their knowledge, many professionals decide to study a foreign language. They seek to expand their chances in the workplace. Professionals also look for establishing conversations with other people.   Anyway, this topic applies to many areas or work, which contributes to improving the professional development.

Talking specifically about teaching and improve knowledge of other languages, is very important for our teachers. In order to strengthen their teaching practices, teachers need to improve knowledge and skills. It is opportune to say that teachers have the primary responsibility to develop the educational system. For this reason, they need professional competencies. It is known that Educational system has been changing in different areas, therefore is a hard task to face those challenges.

In general terms, Competencies are defined as "the set of knowledge, skills, and experience necessary for future, which manifests in activities" (Katane et. al. 44 as cited in Selvi K. 2010). But when thinking about competencies, it can include also attitudes, values, motivations, and beliefs. All these characteristics could help to be successful in a job.

In a more specific way, adapting competencies related to languages, Richards, J. C. (2005) defined competencies as the knowledge people have of a language that accounts for their ability to produce sentences in a language (p.3). However, the current education system is focused more specifically on the role of teachers in the classroom.   The term of competencies has been forgotten.

According to a study developed by Selvi K., there are several kinds of professional competencies. He mentions the followings: field competencies, research competencies, curriculum competencies, lifelong learning competencies, social-cultural competencies, emotional competencies and communication competencies. Selvin K. (2010)

 The purpose of this research is to know how teachers' competencies influence on the language teaching process. It emphasizes the teaching of the English language in the eleventh grades at National Institute Francisco Luis Espinoza. This school Center is located

in the city of Estelí and the study will be developed on the Saturday shift. For the development of the research work, important tools will be put into practice. It will allow obtaining the desired results. Information will be supported by theoretical resources that are closely related to the subject of study.

II.   Problem statement

II.1.   Overview

In Nicaraguan public educational system, students study English as a foreign language from their first year in high school. English as a subject was incorporated in first year in elementary school in 2018, but this project has not been applied in the full elementary schools around the country. Despite the previously expressed, the level of English when the students finish the high school is low. The skill in which students have the best knowledge is in grammar. A student cannot communicate in the English language. One problem that has been observed is the teacher competencies and this is the main focus of this research. According to Franklin Tellez, (president of Asociación Nicaragüense de profesores de Ingles (ANPI), until 2014 had only 1800 teachers in this subject. From all the teachers in public and private schools, 47% of them, were empiric teachers.[1] Tellez also manifested that the problem was not a number of teachers, but the quality of teaching. He highlighted the need to train and certificate teachers.

In National Institute Francisco Luis Espinoza, students in the eleventh year of secondary school, present a lot of difficulties in the English subject. They do not understand when somebody speaks in this language. They do not show any willingness to participate in class in front other students. It is observed, even doing something simple as reading a dialog or paragraph. Whenever the teacher asks students to participate, they see it as a punishment but not as a great opportunity for improving their knowledge.

According to the observations, the teaching methodology implemented in the classroom is the traditional method known as "grammar-translation method." It is reflected in the principles that are followed. It emphasizes the study and translation of the written language. Apparently written language is considered superior to spoken language. There is an appreciation that successful learners are those who translate each language into the other, though they cannot communicate orally. The teacher also teaches students through the presentation of rules, together with some exceptions and lists of vocabulary translated into

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[1] information extracted from El Nuevo Diario of December 5, 2014

the mother tongue. This analysis shows the problem, which students face for resulting in a learning reduction. Focuses is only on reading and writing and does not result in the practice of speaking and listening, which are very important abilities for communication.

As it was said before, the textbook is the only tool used in the classroom. Students just do what is oriented in the book. The teacher works according to the MINED program. He does not promote other activities that allow analyzing and interpretation. Students do not develop critical thinking. That is mean, ideas are not produced. The model followed is always the same. Does not exist a teaching based on the concept to learn to do. As a consequence, students will continue showing problems in their knowledge, also when they come at university with the idea to study English.

II.2. **Research Questions**

1. What kind of professional competencies do teachers need to have in order to teach English as a foreign language?

2. How teachers´ competencies influence on the language teaching process?

III.   Background and significance

In Nicaragua, research on English teaching has been carried out by undergraduate and graduate students, as a demonstration of concern for improving this subject. One of these researches named ODA ELT Project was carried out during a three month period in 1993, having as purpose to discover the conditions of ELT all over Nicaragua, mainly in the secondary schools. In this research participated a branch of the Foreign Office of the British government, the Ministry of Education (MED), and the two largest universities in Nicaragua, the Autonomous National University of Nicaragua (UNAN) and the Central American University (UCA) The project included: to visit secondary schools in different regions, English class observations, interviews to English teachers, students were given questionnaires concerning English.

Among the finding research, it was noticed that the most of the teachers were untrained teachers. There were minimal conditions in which a language teacher could operate, and the majority of teachers managed the class remarkably well considering the universal lack of resources. Few students had the textbook, and not many teachers had the teacher's edition of the book. 80% of the teachers were lower than the level of competent user of English. Spanish was used as the medium in the overwhelming majority of classes observed. Therefore, spoken practice and production among the students rarely took place, and the classes were not developed in stages or activities. There were many repetition exercises, in which the students pronounced sentences after listening to the teacher's pronunciation, but the students did not produce their own sentences, and although they listened to the teacher's pronunciation In order to copy it, there were very few exercises in which they actually practiced their listening skills.

The interest on English teaching has remained not only in Nicaragua, but in the Centro American region. The equipment of English teachers, members of the organization known as Red MEIRCA (Red para el Mejoramiento de la Enseñanza de Inglés en la Región Centroamericana), developed a diagnostic about the situation of the English teaching in four countries of Central America (Costa Rica, El Salvador, Honduras and Nicaragua). The

diagnostic was debated on July 2008, at El Salvador University. The diagnostic allowed to find four important aspects, considered as weakness in the English teaching:

- Absence of training in basic and high school related to the teaching and learning of English language.

- Absence of dominance by English teachers in linguistic competencies, in primary and high school

- Needed of training opportunities for teachers, according to the ministries of education in the four countries.

- Scarcity of didactic materials and appropriate tools for the teaching English language.

In the four countries it was proved that students finish their high school with an elemental level of English, so it is necessary the training for the teachers, to establish precise educational politics, and very important having the appropriate didactic and technological material.

More recently in 2014 Maria Loreley Hernandez Sanchez, student of UNAN Managua, developed a research about the methodological strategies used by the teachers in high school. The research was applied in the school named Dr. Carlos Vega Bolaños in Masaya city. 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, she concluded that "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 focuses 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. The poor use of didactical resources makes the class bored, causing that students lost their interest for the English class and the motivation they need to study".

The information presented in the studies before, shows the importance to research about the teacher competencies, in English teaching, and how this competencies influence on the language teaching process.

IV.   Theoretical framework

To get closer to the processes of teaching English in educational institutions, it is necessary to understand that certain factors surrounding the acquisition of a foreign language. Those factors affect both: teaching by the educational agent and his learning in the student. Considering the teaching competencies as a relevant factor, the theoretical basis to develop this research is presented below.

IV.1. Roles of the teachers in teaching language

During the process of teaching language, teachers need to play important roles in order to achieve good learning in students. The responsibility of a language teacher is not only to teach, he needs to play different roles. Next, five roles of a teacher in the teaching of languages are presented.

IV.1.1. Teacher as Communicator

Clearly, communication with students is essential in effective teaching.

To communicate successfully, teachers must know how to structure their own language output for maximum clarity and have strategies for understanding what students are saying, since understanding student talk, is key to the analysis of what students know, how they understand, and what teaching moves would be useful. Fillmore L. & Snow C. (2000, p. 5). Teachers need use familiar language, based on the context in which they are working. In this way, the learning process is developed in a better environment that promotes the confidence between students and teacher also improving communication.

IV.1.2. Teacher as Educator

Teachers are responsible for selecting educational materials and activities at the right level and of the right type for all of the students in their classes. This requires a reasonable basis for assessment of student accomplishments and the capacity to distinguish between imperfect knowledge of English and cognitive obstacles to learning. In order to teach effectively, teachers need to know which language problems will resolve them with time and which need attention and intervention. In other words, they need to know a great deal about language development. Fillmore L. & Snow C. (2000, p. 7).

Beyond teaching students to read and write, teachers have to support the language development, putting into practices activities related to different subjects. This is a way to make students aware that they are doing in the classroom. It is essential to implement instructional activities, which allow students to think a lot and not only repeating things that teacher do.

IV.1.3. Teacher as Evaluator

Teachers' judgments can have enormous consequences for student's lives from the daily judgments and responses that affect students' sense of themselves as learners to the more weighty decisions about reading group placement, promotion, or referral for evaluation. Fillmore L. & Snow C. (2000, p. 8).

When teacher evaluates students, He or she must think of the different abilities and aptitudes that they have. It will make possible to define what kind of treatment is necessary for everyone, since the differences in learning, require individual attention.

IV.1.4. Teacher as Educated Human Being

Fillmore L. & Snow C. (2000) say that: "Teachers need to have access to basic information about language for the same reasons that any educated member of society should know something about language" (p. 10). One characteristic that allows identifying the level of education achieved by a human being is the way as he or she expresses ideas, in oral or written form.

IV.1.5. Teacher as Agent of Socialization

Teachers play a unique role as agents of socialization, the process by which individuals learn the everyday practices, the system of values and beliefs, and the means and manners of communication of their cultural communities. Socialization begins in the home and continues at school. Fillmore L. & Snow C. (2000, p. 11).

In fact, what teachers say and do, can determine how successfully students make the crucial transition from home to school. It can determine, whether students move successfully into the world of the school and larger society as fully participating as members or being distanced them from family, society, and the world of learning.

IV.2. **Competencies**

A competency is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes, and desire which lead to effective, embodied human action in the world, in a particular domain' Deakin C, (Cited by Europeia, C. 2013). Competency is therefore distinguished from *skill*, which is an ability to perform complex acts with ease, precision, and adaptability.

It has not been possible to find specific competencies for English teachers in any literature, however the competencies presented below are applied for teachers in general, included English teachers, taking in to account that Teaching is a common action and it cannot be separated, when talking about competencies. In this research, competencies are focused specifically for English teachers. The content shows clearly the reason why teachers need these competencies.

Following, kinds of professional competencies are presented below, which allow making differences between one to another for a better comprehension of their content.

IV.2.1. Field competencies:

According to Selvi K. (2010) "Field competencies are related to the question of what should school teach? They refer to the content that, the teacher and students will study" (p.169). For example, the knowledge of English teachers is the main competency for teachers who will teach in the classroom. Field competencies are the main areas of teacher competencies that include academic studies about content.

Field competencies are the ones necessary for teachers to conduct their profession. They are the teacher competencies regarding the subjects that teachers will teach while students will learn. Formerly, field competencies were deemed as the most important competency field. It was based on the concept that teacher was the only one responsible for transmitting the content.

> The Concept of the one who knows to teach and the teacher is the responsible for learning in the classroom, changed over time. Within the context of this change, the importance given to teachers' field competencies declined as a result of the changing role of the teacher as rather than transmitting the content but being a facilitator enabling students to interact with content. Selvi K. (2010, p.169)

IV.2.2. Research Competencies:

Include the competencies of research methods and techniques, designing and carrying out research in teachers' fields. They support collaboration with colleagues and other specialists or people who are interested in curriculum studies and education. (cited by Selvi K. 2010).

Research competencies are influential for teachers in following the developments in their fields and developing themselves based on these developments. Besides, the research competencies of teachers are of great importance for students in gaining the scientific thinking and scientific process skills. The research competencies help to improve all of the teachers' competencies and also support research-based teacher education that is a new approach to teacher education. Niemi, Sihvonen (cited by Selvi K. 2010).

IV.2.3. The curriculum competencies

Curriculum competencies can be divided into two sub-competencies as curriculum development competencies and curriculum implementation competencies. Curriculum competencies contain the knowledge about curriculum philosophies and skills in curriculum development, curriculum design, elements of the curriculum development, models of curriculum development, and approaches of designing curriculum development, curriculum development process, selecting and organizing the content, planning the teaching and testing conditions and preparing for curriculum development. Selvi K. (2010, p.170)

Curriculum competencies are related to the understanding of the curriculum plans for the teaching and learning. Curriculum competencies are the competencies of teachers oriented towards carrying out their teaching role more effectively. These competencies are related to both theoretical and practical competencies. These competencies defined as learning-teaching related competencies determine the framework of the knowledge and skills that teachers will gain. Without curriculum competencies, it is quite difficult to produce an effective education service in schools.

IV.2.4. Lifelong learning competencies

Include the abilities to learn to learn, and teachers' responsibilities of their own professional development. Lifelong learning competencies are related to the ability of learning and skills of using the means or tools of learning to improve the learning throughout the human life. Lifelong learning competencies refer to the teachers' responsibilities for their own learning and development of lifelong learning skills for students. It means that lifelong learning includes two main abilities. The first one is related to teachers' lifelong learning ability and the second one is related to teachers' responsibility to develop students' lifelong abilities. Selvi K. (2010, p.171)

IV.2.5. Emotional Competencies

Emotional competencies are composed of teachers' and students' values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on. They are related to the implementation of psychological consultation and curriculum of guidance in school. Teachers' emotional competencies can help students to learn and students' willingness to learn can be increased if teachers know how to improve the emotional dimension of students' learning. Emotional competencies also help teachers become effective teachers while monitoring the students' learning. Learning requires emotional supports that create a positive feeling for the learning-teaching process. Teachers become a learning consultant and mentor about learning for their students. Selvi K. (2010, p.171)

IV.2.6. Social-cultural competencies

According to Selvi K. (2010), those competencies include the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies(p.171)

All of them provide freedom to students and teachers in the learning-teaching process and also promote the learning. The individuals become social and cultural being in social life. Thus, there is a strong relationship between learning and students' social-cultural background. Some of the learning theories discussed learning as social-cultural context and

teachers' social-cultural competencies can promote students learning. Humanistic approach and social theories can be put into practice in the classroom by means of teachers' social-cultural competencies. Selvi K. (2010, p.171)

IV.2.7. Communication competencies

Include communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include voice, body language and words such as speaking, singing and sometimes the tone of voice, sign language, paralanguage, touch, eye contact, or the use of writing. They include communication skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Selvi K. (2010, p.171)

Talking about communication competencies in language teaching, there are four subcategories which allow understanding better, how English teacher could develop communication competencies in the English teaching and learning process. These subcategories are presented as follows:

Grammatical competencies: is that aspect of Communicative competency that encompasses "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics and phonology" (Canale & Swain, 1980, p. 29). It is the competence that we associate with mastering the linguistic code of a language.

Discourse competencies: the complement of grammatical competency in many ways. It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like). While grammatical competency focuses on sentence-level grammar, discourse competency is concerned with inter sentential relationships. (Brown H, 2008, p. 196)

Sociolinguistic competencies: is the knowledge of the sociocultural rules of language and of discourse. This type of competency "requires an understanding of the social context in

which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind, can judgments be made on the appropriate attends of a particular utterance" (Savignon, 1983. p. 37).

Strategic competencies: a construct that is exceedingly complex. Canales and Swain (1980,p, 30) described strategic competency as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication clue to performance variables or due to insufficient competence." Savignon (1983, p. 40) paraphrased this as "the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention." In short, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through "paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style" (pp. 40-41)

IV.2.8. Information and Communication Technologies-ICT competencies

Those competencies are based on using tools and technical equipment for the reaching, disturbing and transferring the knowledge. They include any technology that helps to produce, manipulate, store, communicate, and/or disseminate information. ICT competencies are concerned with the use of technology in managing and processing the information includes all technologies for the manipulation and communication of information. It means that the ICT competency is very important to improve the communication in the learning and teaching process. Selvi K. (2010, p.172)

IV.2.9. Environmental Competencies

Environmental competencies can be defined as competencies for ecological and environmental safety. Salite and Piper (16) explained that ecological/environmental aspect is a dimension of the sustainable development of teachers. Knowledge, attitudes, and skills about the ecological system and environment such as keeping the clean and available environment, management of ecological resources, being aware of the ecosystem, feasible uses of natural resources, availability of natural resources can be defined as Environmental competencies. Selvi K. (2010, p.172)

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V. Research design and methods

In this part of the research, a logical order is available. Firstly, it describes the research design and participant population, secondly, because it makes a verbal description the size of the sample and the way in which it is selected, finally, the data collection tools, (observation and interviews) once the data have been collected those are analyzed. The findings through the interviews and class observation, which are the instruments in this research, are compared with the competencies presented before. In this way, it is possible to give rise to the subsequent understanding of results**.**

The research follows the qualitative approach, or explanation without using statistical analysis, following an unstructured form of data collection both interviewing and observation. Once the instruments have been applied, we can make an assessment of the findings to fulfill the purpose of the research.

The qualitative approach has a dynamic order created by the action of the participants, whose meanings and personal interpretations guide their actions image socially constructed by the members of society.

The type of research is descriptive-explanatory in that it selects the fundamental characteristics of the object of study and its detailed description within the conceptual framework of reference, and also studies the reasons why the problem becomes manifest.

V.1.   Population and Study Sample

The population of this research project is represented by 2 English teachers of the Saturday shift from the Francisco Luis Espinoza National Institute in Estelí. In addition, the students of eleventh grade of the Saturday shift, which is a total of 190. Two teachers were taken as a sample (the same number who represents the population). An intentional sample of 10 students, were also interviewed, to learn about their perception of teaching competencies.

V.2.   Collection of Data

In this research, the interview was used as a data collection technique, being the instrument applied, the guide of questions addressed to a sample of eleventh-year English students in the National Institute Francisco Luis Espinoza, also an interview was applied to 2 English teachers from the same center.

V.3.   Data Analysis Strategies

The data obtained in the interviews were recorded in a matrix of data output, also known as the matrix of information reduction, which is presented in the appendixes to the   work.

In terms of analysis, the logical technique used is "analysis-synthesis", which allows deciphering what the collected data reveals.

VI.   Results of the research

This chapter presents the data analysis and discussion of the study findings. The purpose of the study was to know how teacher competencies influence on the language teaching process, applied in English teaching in the National Institute Francisco Luis Espinoza, taking as the sphere of study, the eleventh grades of secondary school.

The instruments applied in order to get the information were interviews and class observations. Interviews were applied to 10 students of eleventh year and 2 English teachers. Students were chosen as an intentional sample, being   interviewed 5 male and 5 female students.   The interviews were structured with 10 questions for teachers and 7 questions for students, related to the research topic, in the same way the observation guide was formed by 10 aspects to observe.

Results of the interviews applied to the English teachers

According to the results in the interviews, the two English teachers had previously graduated from college. One of them claimed to have certifications that prove her training in English teaching. Both interviewed teachers, work within the curriculum of the MINED.

Questioning about the use of didactic resources, one teacher uses flash card, and the other one use internet, materials taken from the peace Corp and books of The United States, both teachers use the text book. The teachers claim they do not have technological devices to teach, no training about the use of ICT (information and communication technology).

When the teachers were asked about the resources available in the scholar center, to facilitate or support the performance in The English teaching, both teachers agreed that the only resource they have, is the textbook. One of the teachers said that the textbook is not available all the time, and not all the students have the textbook, this creates difficulties in the development of the class.

Teachers were also inquired about the teaching program provided by the MINED. They state that it is provided, however one of the teacher says that they need to do some

adaptations in particular cases, to adequate the program to the conditions that the school have for developing the contents included in the program.

Regarding the activities performed by the teachers and the time employed in each activity, the activities that are commonly used are dialogues, role plays, and explanations of the contents through games and the use of songs with less frequency. The time employed in the dialogues depends of the content, however talking about role plays one teacher state to employ between 10 to 15 minutes, and the other one spends from 5 to 10 minutes.

The teachers also interact with the students through conversations, questions and answers while they are explaining the content. One teacher mentioned the use of a "Whatsapp" group. One of the teachers emphasized about the behavior of the students. Most of the students show lack of interest in the class, and this affect in a negative way to get a good interaction between teacher and students. In many cases it has been advised, the use of applications, for example "duo lingo" however nobody tries to develop self-study, despite having the technology necessary to do it.

According to the teachers the control by the school management is evidenced through the revision of the lesson plans before starting the classes. The management also implements pedagogical supervisions in order to know the way how teachers develop the teaching and learning process, and the strategies that they implement to gain the attentiveness of the students, to get the significant learning.

Being inquired about the way to evaluate, the teachers interviewed state to use activities like group work, pair work and the partial test. One of the teachers applies games and doesn't use written test, only the partial test. One of the teacher use dialogues, written test and homework as a way to evaluate students. They agree that participation is a good way to assess, the knowledge of the students in real time.

When teachers were questioned about the weakest aspect that they face in their teaching development, they answered that the lack of didactical resources is the weakest aspect. The National Institute Francisco Luis Espinoza doesn't have the resources for teaching English, The only resources that they have is the textbook and that makes the classes difficult

because some students don't have the textbook. The Institute doesn't have technological devices; also the number of students in a classroom is too high. It is a challenge to give individual assistance to all the students. When students have common doubts, those can be cleared in group, however sometimes students need personal attention. The excess of students in the classroom helps to make bad behavior within the group.

Results of the interview applied to the Students

The interviews applied to the students allowed us to know their perception about the language teaching process, the difficulties that students have in the English language learning and their consideration related to the teachers work. The results of the interviews applied to the students, are presented below.

Through the interviews it was asked to the students, if they like English. 6 students answered that they like it English because is an important language to communicate with other people. On the other hand, 4 students said that they don't like English, because it is difficult to understand this language.

Talking about the most difficult in the English learning process, one student said that the most difficult skill is writing in English. One student said that understanding written sentences is the most difficult part. One student said that speaking is a challenge, because he doesn't understand, when someone is talking. One student consider the final test as the most difficult, however it is noticeable that the biggest challenge for the students is the pronunciation. 6 students said to have difficulties in pronunciation, arguing that they are adapted to the Spanish pronunciation and it results difficult for them, having to pronounce a word different to its writing.

The students were also asked if the teacher makes them feel in a comfortable and confidential environment for the learning. All of them said they felt in a safe environment, because the teacher gives them the option to participate according the ability that they have to participate. One student said that she doesn't like to participate, because the answer must be in English and she cannot express her ideas. She can do that only in Spanish.

When we asked the students, what activities make feel them motivated, one student said to sing a song is a good way for feeling motivated. One student said the talkative marker is an activity that motivates him. 2 students said that teacher motivates them through the explanation of topics in a good way. One student said to feel motivated, when the teacher ask about personal opinions. 5 students said that the teacher doesn't do activities to motivate them, the teacher only explain the class.

In regards to the clarification of doubts, 9 students said that the teacher always clear the doubts presented by them. If the doubt is about the meaning of a word, the teacher guides them to look up the words in the dictionary and sometimes the teacher explains the meaning of the word giving a complete concept, not only translate from English to Spanish. One student said that not all the time the teacher clears the doubts, but it is done in the majority of the cases.

The students gave their opinion about the values of punctuality and responsibility show for the teacher respecting the time of class. All of them said that teacher is punctual and never comes late. The teacher doesn't waste the time, therefore emphasizes about the importance to develop this values as human being in order to create a good education conducting to the professional development of quality.

On the use of didactic support, according the students, the teacher only uses the traditional resources: the whiteboard eraser and markers. The textbook is used sometimes, not always. Teachers never use electronic devices as sound recorder, video players or other visual aids. It has been mentioned before that the school doesn't have the resources availability.

The language used during the class, is a mixed language. According the students the teacher speaks in English, but repeats everything in Spanish. Only one student said that the teacher always speaks in English. One student said that it is about 75% English. The problem according to one student is that only the teacher speaks in English, but nobody else. That's mean there is not communication in English, between teacher and students.

The majority of the students said that the teacher challenge them to discover things by themselves. 8 students stated that, mentioning examples in which they work alone. It is

shown when they have to do the homework, the teacher promotes the use of internet, ask to the students to pronounce some difficult words and discover some vocabulary. 2 students said that the teacher doesn't challenge them to discover things by themselves, because he always helps to them to do their homework and the most works are in groups, so they don't solve the exercises individually.

All the interviewed students agree that the teacher is always ready for the class. The teacher never improvises. The contents domain is evidenced when the teacher is explaining. Preparation can be demonstrated, and the prompt answer to the questions presented by the student, is a good way to see the time that the teacher spends preparing for the class.

Main findings achieved through the class observation

The poor use of didactic resources is considered as a difficulty to develop in a better way the English teaching. The traditional resources (whiteboard, marker eraser, textbook and note books) are the only available in the classroom, during the observation it wasn't possible to look visual aids. It leads to think in a weakness that teachers have talking about competencies mainly information and communication competencies and research competencies as examples. The teachers hardly could develop the competencies mentioned before, without the instruments and the training necessary in this subject.

The program provided by the MINED wasn't observed, only the textbook. There are books adapted to the reality in Nicaragua, but those need revisions in order to have a new edition attempting to correct potential mistakes, giving in this way a better support to the teachers and students, who use the text books.

The activities applied for the teachers during the observations were dialogues; group works, reading and fill in the blanks. The time is usually more than 10 minutes. In the most of the cases students don't like to participate. There is a noticeable lack of confidence while students are in front of the groups. They don't feel reliability at the moment to strike dialogues or conversations, because they fear to make mistakes in the pronunciations of the words. The research competence is necessary in this situation, in order to look for methods and techniques, designing and carrying out researches in teachers' fields.

One aspect observed and of a great importance, is the interaction between students and teachers and the participation of the students in the class. There is a little participation of the students in the class, while the teacher explains, students are in personal conversations. It is quite important to look for a way to improve this problem; however teachers need emotional competencies which are related to the implementation of psychological consultation and curriculum of guidance in school. It is necessary for teachers, to know how to improve the emotional dimension of students' learning.

The revisions of the lesson plan before the class by the principal, and the attendance of the students was noticeable, this allows having a control by the management school, however the adults' education doesn't have a coordinator for the English subject.

The evaluation is guided following a traditional method. It is achieved by assigning some works; there is a scarcity of resources, and the most practical activities are focused in grammar. Conversations and listening are missing

There is a poor motivation on the students, there are lots of difficulties, and many of them leave from the classroom with their doubts. As it was said before teachers need to develop the emotional competences to motivated students.

Talking about the Teacher preparation and language in use while teaching, it was observed that The Teacher has domain about the topic, but the most of the time use Spanish while is teaching, It is considered 60% Spanish and 40% English also there are some mispronunciations. It is necessary a persistent training for the English teachers, to develop the field competencies and lifelong learning competencies, because the teacher needs put into practice the concept "learning to learn"

Related to the time of classes, adaptation and challenging students, it was observed that the teacher rarely can finish with the explanation when the time is over. This is produced by different circumstances. For example the number of students make difficult to give individual support, answering to doubts that they present. The Teacher challenge students, but not in firmly way to get they do the work assigned, when the time is near to finish, the teacher solve what students cannot do.

Professional competencies shown by the teachers

After knowing the results in the interviews and class observations, the professional competencies of the English teachers at National Institute Francisco Luis Espinoza are classified in three levels.

Low level: Are the competencies not evidenced when the interviews and class observations were applied.

Research competencies: It is considered a low level of research competencies in the English teachers. This is evidenced in the method used while teaching. The teachers use traditional methods. They do not look for designing and carrying out research in teachers' fields.

Technological competencies: The lack of technological devices and knowledge about the use of those, inhibit the development of technological competencies by the English teachers. Although Teachers have the knowledge in English subject, they cannot handle tools and technical equipment for the reaching, disturbing and transferring the knowledge.

Emotional competencies: Previously it was said that Learning requires emotional supports that create a positive feeling for the learning-teaching process. Teachers become a learning consultant and mentor about learning for their students. According the interviews and the observations the teachers in Francisco Luis Espinoza Institute, have noticeable difficulties to manage with the feelings of the students. Most of the students show poor interest in the class, and the teachers don't know how overcome this issue. The teachers don't have ideas how to improve the student´s behavior; in addition the majority of the students don't feel motivated by the teachers.

In this part is quite important to consider the characteristics of the students of the Saturday shift. All the students are adults, they work during the week, and only on Saturday they are in the school. Sometimes they are tired because of the work. For these reasons the teacher need competencies to influence in the students motivation.

Medium level (in process): are the competencies that teachers have, but it is necessary to improve on them, in order to achieve a better teaching process.

Field competencies: The fact that all the teachers are graduated and one of them has courses and training in English, means that the teachers have field competencies, however it is considered as a competence in process, because the knowledge about the English subject is a continuous process. Teachers enrich their Knowledge through the experience.

 Lifelong learning competencies: The teachers interviewed are conscious about the concept learning to learn. They understand that they are learning while teaching. It helps to claim that the teacher have lifelong learning competencies.

Communication competencies: All the teachers have their own communication models, interaction among teachers, students, social environment and learning topics. However it could be improved the use of oral, body and professional language in their fields. Currently there are some mispronunciations when the teacher is explaining the class.

Social-cultural competencies: The teachers promote team and collaborative works, as a demonstration of social-cultural competencies and the textbook used in the English class, has an interesting approach about the Nicaraguan culture, however it is not enough. Teachers need to know the social-cultural background of the students, and take up reasonable conversations about democracy and human rights, although those are controversial topics.

High level: Are the strongest competencies shown by the teachers

Curriculum competencies: The interviewed teachers say to teach according the curriculum provided by the MINED, however they do some adaptations when it is necessary. In this way are evidenced the curriculum competencies, designing, selecting and organizing the content, planning the teaching and testing conditions and preparing for curriculum development.

Environmental competencies: through the class observation it was observed that the teachers emphasize on Knowledge, attitudes, and skills about the ecological system and

environment such as keeping the clean and available environment, management of ecological resources, being aware of the ecosystem, feasible uses of natural resources. Those acts show the environmental competencies that teachers have.

Influence of the competencies

All of the competencies mentioned before, have an important influence on the language teaching process. Those which are in low level, influence in a negative way, making difficult the process of teaching and restricting the learning of the students.

The competencies which are in medium level help to develop the process of teaching, however a better development on these competencies could produce the most positive effect.

The competencies which are in high level allow to the teachers more effectiveness, however the nature of the competencies found in the highest level, are not the most important competencies for the language teaching process, that's mean the teachers need to improve in the other competencies.

VII. Conclusions

This research was developed having the persuasion about the importance of studying English, and the role that this language plays in different context, mainly in the job opportunities. After analyzing the information gathered through the instruments: class observations and interviews, applied to the sample of 10 students in the eleventh grade and 2 English teachers in National Institute Francisco Luis Espinoza in Estelí, it is concluded that: there is a slow development in the English teaching competencies achieved by the teachers.

Talking about the competencies presented in the theoretical framework, it can be concluded that English teachers in Francisco Luis Espinoza Institute, doesn't have Technology ICT competencies or at least those competencies are not evidenced. For this reason are considered as competencies in low level. It is explained by the lack of using technological resources while teaching. It cannot insure that the teachers have these competencies, if they don't have the resources. Furthermore they declare to have a level degree only in the English language, not in the use of technology.

The other competencies that are missing or not noticeable in the English teachers are emotional competencies. Teachers can see the lack of interest which student present to the English learning, but they cannot solve this issue, they don't look any way, how rise the interest of the student, and producing motivation for the learning. Moreover, this statement allows noticing, the lack of research competencies in the English teachers.

The research also concludes that some competencies are in process. Those are: field competencies, lifelong learning competencies, social- cultural competencies and communication competencies. Although it is evidenced in the teachers the development of these competencies, they need increase her knowledge in this part, in order to be good teachers, having a positive influence in the students learning.

Curriculum and environmental competencies are the strongest competencies evidenced in the English teachers. They adapt their lesson plans based on the curriculum provided by the

MINED. Teachers are also careful with the environment and they are attentive about the cleaning of the Scholar center. Times of reflection are taken in, to talk about the importance to care the environmental and the ecological protection.

The interviews applied to the students shown in one way the weakness that exist in the language teaching process, also the answers of the teachers, emphasizing mainly in the lack of resources that inhibit to develop the research competencies and more specifically information and communication competencies.

Through the class observation it was noticed the lack of creative activities that involves students in a communicative learning. The teachers use the same methodology in the most times to develop each performance of classes. The class development focuses 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 can be used 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 interest for English class and the motivation they need to study. The textbook is assigned by the MINED, however it is not enough. It will be necessary to implement programs of training for the teachers to strength the competencies in the English teaching.

VIII. Recommendations

- The teachers should participate in programs of training for English teachers about teaching strategies, how motivate students and influence on the values and emotions. To manage the implementation of these programs, considering that are necessary to improve the language teaching.

- The teachers should make emphasis about the need of technological resources, asking to the MINED for them and the training for the devices operation. It is necessary in order to strength the listening skill, in addition it helps to call the students attention.

- The teacher must include more communicative activities in the lesson plan for enhancing students in a more communicative learning. In this way could be reduced the passiveness of the students, having more participative and attentive students.

- The teacher and students can create resources like flash cards, pictures, photos, Postcards, and posters to develop the class and motivate themselves. The integrated work is more effective and facilitates its development.

- The teachers can make consultations about possible changes in the time of classes, considering that the time is not enough to develop the full lesson, so could be possible to perform more activities to achieve a better learning by the students.

IX.   References

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X. Appendices

Appendix 1: Questionnaire

Interview address teachers

Name: (Optional)

Objective: This interview is oriented to evaluate from different aspects the competences of the teacher before the different circumstances presented in the classroom and during the learning process

1. Do you have a certification that proves your training in English?
2. Do you teach other subjects not included in the MINED curriculum?

3. Do you usually use didactic and technological resources? Which?

4. At school, do you have teaching resources that can facilitate the performance of your teaching?

5. Is the English program you are teaching, adapted to the conditions that the school has?
6. During the class session, specify what type of activity you do and how much time you spend on each one?

Type of activity   time employed

7. How do you interact with the students? Do you usually intervene or participate with them?
8. Is there any control of your class requested by the school management?

9. How do you usually evaluate?

10. What is the weakest aspect that you present in your teaching development (methodologe aspect, experience, knowledge, resources, etc.)

Interview addressed to students

This interview is oriented to students to know about the competencies teacher have in the English teaching process

1. Do you like English? Why? Explain

2. Does the teacher make you feel in a comfortable and confidential environment for the learning? Argue your answer.

3. What teacher´s activities make you feel motivated to participate in the class? Explain.

4. When you have doubts, does the teacher answer in the way you stay clear about your question? Explain.

5. Does the teacher use didactic support? What kind of?

6. Does the teacher speak English during the class? Explain.

7. Does the teacher challenge you to discover thing by yourself? Explain.

Matrix of information reduction (interview applied to the Teachers)

Instrument	objective	Aspects consulted	Interview 1	Interview2
Interview	To evaluate from different aspects the competences of the teachers before the different circumstances presented in the classroom and during the learning process.	Do you have a certification that proves your training in English?	I am graduated, I have a certification as an English teacher	I am graduated, I have courses in English
		Do you teach other subjects not included in the MINED curriculum?	No, all subjects are within the curriculum	No
		Do you usually use didactic resources? Which?	Flash card, songs, games and role plays	Internet, peace Corp materials and books from the United States
		At school, do you have teaching resources than can facilitate the performance of your teaching?	No, I do not have, only text books but not always	Only books
		Is the English program you are teaching adapted to the conditions that the school has?	Sometimes it is provided, but it is necessary to make some adaptations	Yes
		During the class	Dialogues (	I explain the topic through

		session, specify what type of activities you do and how much time you spend on each one? (time of activity and time employed)	time employed depends of the content), role plays (the time employed is between 5 to 10 minutes)	games as introduction(time is between 10 to 15 minutes)
		How do you interact with the students? Do you usually intervene or participate with them?	Always I interact with them through conversations questions and answers when I explain the content	I get to involve in the games in the group of class on whatsapp
		Is there any control on your class requested by the school management?	Yes, there is a control through revision of class plans and pedagogical supervision	Yes
		How do you usually evaluate?	I evaluate trough group work, in pairs, participation, written test, homework and partial exams	Group works, pairs, games and partial exam

		What is the weakest aspect that you present in your teaching development?	Didactic Resources and the number of students, which exceed the size of the classroom	Resources and the misbehavior of the students

Matrix of information reduction (interview applied to students)

Instrument	Objective	Aspects consulted	Interview 1	Interview2	Interview3
Interview	To know about the competencies teacher have in the English teacher process.	Do you like English? Why? Explain	Yes, because is important to communicate in the world	Yes, because is important to study this language	Not, because it looks difficult for me, its pronunciation
		Does the teacher make you feel in a confortable and confidential environment for the learning? Argue your answer	Yes, because the teacher explain good, is polite and good person	Yes because the teacher is a confident person	Yes, but I don't like that we have to answer in English
		What teacher activities make you feel motivated to participate in the class?	I like the pronouns adjectives, and comparatives teacher only explain she does not use sounds videos, games	When the teacher use conversation using conditional and to sing a song, I like to sing	Hardly ever we participate in class, there is not activity
		When you have Doubs, does the	Yes, in the homework she explain the	Yes, because she explains in English and in	Usually she help us

		teacher answer in the way you stay clear about your questions? Explain	doubts	Spanish	
		Does the teacher use didactic support? What kind?	Books, dictionary, whiteboard	Sometimes a book an eraser and whiteboard, no videos, no speakers	Not, only books
		Does the teacher speak English during the class? Explain	She Speaks English but everybody speak in Spanish	She teach in English but repeat in Spanish	Yes, usually
		Does the teacher challenge you to discover thing by yourself? Explain	Through the homework	Yes, motivate in the use of internet in the research or information	Yes, when we make woks she encourage us to do it alone

Instrument	objective	Aspects consulted	Interview 4	Interview5	Interview6
Interview	To know about the competencies teacher have in the English teacher process.	Do you like English? Why? Explain	Not, because I feel it difficult, it is only for people who like it	Yes, it is a need for all people	Yes, it is a need
		Does the teacher make you feel in a confortable and confidential environment for the learning? Argue your answer	Yes she support us in everything	Yes, she is comprehensible correcting mistake	Yes, she is comprehensible to correct mistakes
		What teacher activities make you feel motivated to participate in the class?	We don't do activities	There is not motivating activities	There is not motivating activities
		When you have Doubs, does the teacher answer in the way you stay clear about	Yes, every time she answers	Always answer questions	She always answer

		your questions? Explain			
		Does the teacher use didactic support? What kind?	Not, only theory	Only the traditional support	She use only traditional supports
		Does the teacher speak English during the class? Explain	Yes since the beginning of the class	She speak in both languages, firstly in English, then in Spanish	In both languages
		Does the teacher challenge you to discover thing by yourself? Explain	Only work in groups but she helps us	Yes, she does it	Yes she motivate to discover

Instrument	objective	Aspects consulted	Interview 7	Interview8	Interview9	Interview 10
Interview	To know about the competencies teacher have in the English teacher process.	Do you like English? Why? Explain	Yes, it a way to know new knowledge and to do in the future what we want	Yes, because English is not just a fancy, but a necessity	No, because it is difficult for me	Yes, because it is nice to talk with foreign people
		Does the teacher make you feel in a confortable and confidential environment for the learning? Argue your answer	she gives us the option to participate in the class and to feel able to give our opinion	Yes, the teacher make me feel in a confidential environment	Yes, I feel confidence in the class	Yes, she always gives us confidence
		What teacher activities make you feel motivated to participate in the class?	When we make different activities and when she asks us about our opinion about the class	That support me in the pronunciation to overcome this obstacle	She does not apply activities	She use the marker to make questions
		When you have Doubs, does the	Yes, because she understand	Yes, always I ask, she answer my	Yes, if I ask for an unknown	Yes, she always make me

		teacher answer in the way you stay clear about your questions? Explain	that we don't know everything	question	word she tell me the meaning	stay clear of my doubts
		Does the teacher use didactic support? What kind?	For the moment the most important is the names in English	Not sure, just books	Not, just reading and writing	Sometimes, but not always
		Does the teacher speak English during the class? Explain	Yes, usually	Yes, she speaks a 75% in English	Yes, almost the whole class	Yes, she speaks a lot of English
		Does the teacher challenge you to discover thing by yourself? Explain	yes, sometime to pronounce some words to write and know new things	Sometimes. She make us accomplish things and she helps us if she thinks we need it	No, because we just work in the class and she helps us	Yes, to discover some vocabulary

Observation guide

N°	Observed aspects	Observations	Does not apply
1	Use of didactic resources by the English teachers	Only notebook, text book, marker, eraser and the white board	
2	Resources existing in the classroom for the English Teaching	There are not resources specifically for teaching English	
2	Program provided by MINED	It is there	
4	Types of activities and time employed	It is observed activities as dialogues and work group assigned; the time usually is more than 10 minutes.	
5	Interaction between teacher and students – participation	There is a little participation of the students in the class, while the teacher explain, students are in personal conversations	
6	Control requested by the principal	Revisions of the lesson plan before the class, and the attendance of the students	
7	Evaluation, methodology and resources	Evaluation is achieved by assigning some works, there is lack of resources and methodology is	

		traditional	
8	Students motivation, difficulties, answering doubts	There is noticeable lack of motivation in students, there are lot of difficulties, many of them leave from the classroom with their doubts	
9	Teacher preparation and language in use while teaching	The Teacher has domain about the topic, but the most of the time use Spanish while is teaching, also there are some mispronunciations	
10	Adaptation with the time of classes and challenging students	The teacher rarely can finish with the explanation when the time is over. Teacher challenge students, but not in firmly way	

Kind of professional competencies teachers have

Low level (not evidenced)	Medium level	High level
• Research competencies	• Field competencies	• Curriculum competencies
• Technology competencies	• Lifelong learning competencies	• Environmental competencies
• Emotional competencies	• Communication competencies	
	• Social-cultural competencies	

Title page of the textbook used in the eleventh grade of Saturday shift

INGLÉS

Inglés en el mundo globalizado

RAAS

Lago artificial

Zona de Libre Comercio

Aerópuerto Rivas

Longitud: 278 km

LAGO DE NICARAGUA

Punta Gorda

RÍO SAN JUAN

Brito, RIVAS

Complejo turistico

Undécimo Grado
Secundaria de Jóvenes y Adultos

Gobierno de Reconciliación y Unidad Nacional

El Pueblo, Presidente!

MINED
Un Ministerio en la Comunidad