

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANAGUA

Facultad de Educación e Idiomas

DEPARTMENT OF ENGLISH



Final Report of Graduation Seminar Research

How teachers apply effective speaking activities in order to increase student's vocabulary and fluency at Rodolfo Rodriguez Alvarado "Los Quinchos" School from 3rd. Year Saturday program in the second semester 2019

Research submitted in partial fulfillment of the requirements for B.A Degree in Teaching English as a second language

Submitted by: Jenny Isabel Cerna Castillo

María de los Ángeles Ocón Martínez

Tutor: Msc. Julio Cesar Canelo

Managua, Nicaragua, January, 2020

Dedication

We dedicate this research mainly to God for giving us strength to continue in this process of reaching one of our goals. To our parents, for their love, support and sacrifice in all these years, we have managed to get here and become what we are. To our teachers for helping us out in the long process of learning and overcoming all the obstacles we faced in the 5 years of our major.

Acknowledgements

In a special way we want to express our deepest and sincere thanks to Msc. Julio Canelo, tutor of our research project who, with his direction, knowledge, teaching, and collaboration, allowed the development of this work also, for his advice, suggestions and feedback given at each meeting. We are also very grateful to Ph.D. Alber Sanchez for his collaboration and instruction in the process of editing and advising to improve our thesis. Similarly, we'd like thank to all English teachers who, with their wisdom, knowledge and support, motivated us to develop as individuals and professionals sharing their knowledge throughout our preparation as professionals. In addition, we want to thank UNAN Managua, for giving us so many opportunities and enriching ourselves in knowledge.

We would like to thank God for blessing our lives, for guiding us throughout our existence, for being the support and strength in those moments of difficulty and weakness. Thank you to our parents for being the main promoters of our dreams, for trusting and believing in our expectations, for the advice, values and principles that they have instilled in us. To our brothers and friends who helped us in a selfless way, infinite thanks for all your help and goodwill.

INDEX

Introduction	1
1.1. Background	2
The use of English as a second Language	2
1.2. Rationale	4
1.3. Problem Statement	5
1.4. Objectives	5
1.4.1. General Objectives	5
1.4.2. Specific Objectives	5
1.5. Hypothesis	6
1.6. Research Questions	6
2.1.1 Teachable moments	10
2.1.3 Cultivating collaborative relationships for learning	13
2.1.4 What is learning and how people learn?	13
2.1.5 Taxonomy	15
2.2 Strategies and activities to teach speaking	16
2.2.1 Think-Pair- Share	16
2.2.2 Quick write	17
2.2.3 Turn and Talk	17
2.2.4 Brainstorming	18
2.2.5 Storytelling	18
2.2.6 Interviews	19
2.2.7 Reporting	19
2.2.8 Picture Narrating	19
2.2.9 Picture Describing	20
2.3 Teaching- Learning process	20
2.3.2 Classroom Processes	21
2.3.3 Classroom management	22
2.4.3 Languages	30
2.5 Variables Matrix	35
3.1 Research Design	37

3.3 Survey Technique	38
3.4 Analysis Result	38
4.1 Recommendations	42
Annexes	45
Survey	45
Student's Survey	47

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

1. RESEARCH SCOPE

Introduction

Nicaragua has experienced changes in Education in the last twenty years. While Spanish is the official language, the Ministry of Education has acknowledged that high school students have to gain even more proficiency in English. In the first place, globalization is exerting great pressure on most countries in this regard. For businesses to be competitive and thrive, professionals and knowledge workers in general, must know English. This has led to dramatic changes in how English teachers teach their learners, particularly the ability to speak the language.

Even though the Ministry of Education has applied English in different levels, there are still significant challenges that we need to be overcome as a country. In this research, we want to determine how teachers applies effective speaking activities to improve the student's fluency and vocabulary in the Rodolfo Rodriguez Alvarado "Los Quinchos" Institution. At the end of this report, we will explain and recommend strategies to overcome the difficulties that we might find in the teacher of ninth grade during the second semester of 2019, Saturdays program.

1.1. Background

The use of English as a second Language

Globally English as a second or foreign language has had a huge influence in speakers of other languages. English as a foreign language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. In fact, more than one billion people who speak English are non- native. Considering this fact, the teaching of English as a second language has a vital role. The Netherlands has emerged as the nation with the highest English language proficiency, according to the EF English Proficiency Index, with a score of 72. It is ahead of five other northern European nations at the top of the chart. The only non-European nation in the top ten is Singapore gets number sixth in the list.

In Latin America countries, the teaching of English has a poor quality affecting the performance of students. One of the reason is the lack of well-trained teachers. While the policy frameworks set proficiency expectations from B2 to C2 level on the Common European Framework of Reference (CEFR), diagnostic tests and studies show that many English teachers perform well below these standards. Costa Rica and Chile demonstrate the strongest performance on teacher proficiency where the highest percentages of tested teachers who were found in the B2 or B2+ proficiency levels in 2015 as a result the region has huge challenges when it comes to developing high quality in English Education which impacts in the economy of the countries. Latin American

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Governments recognize the business community's need for English -proficient workforce but the lack of an established framework and policies are some of the factors that are related to the low proficiency of English in the region.

In Central America, the teaching of English is low as well. Except for Belize where English is the official language, most people do not have access to learn English as a second language. Also Central America has low performance basically due to the educational system, the lack of competent teachers in the public system and policies that promote a better education quality.

In Nicaragua, the teaching of English faces many challenges as well. English Programs and schools have opened in the last 20 years, but there are still many areas that need improvement. One of the huge factors that affect the quality of English is the lack of resources. There are not enough materials for teachers and it is also difficult to retain good teachers. In the last two years the government of Nicaragua has included some programs so that Education can be improved but statistically we still do not prioritize English in the national Agenda.

At of Rodolfo Rodriguez Alvarado "Los Quinchos" School we saw this situation in the school because students do not take the English classes in which the language is spoken. Teacher struggle due to not having enough materials, lack of interest on the student's side, no previous knowledge of it and short periods of classes which contribute to students not being able to speak English in the classroom.

1.2. Rationale

In Nicaragua, the English teaching methodology has been practiced in a traditional way. However, nowadays the demand of non- English Speaker has increased but the level of Education is poor meaning students do not develop a basic level of English during their academic year. This investigation is conducted with the objective to identify the type of speaking activities used by the English teacher to increase student's vocabulary and fluency of the 3rd year Saturday program of Rodolfo Rodriguez Alvarado "Los Quinchos" School in the second semester of 2019.

It is aimed to observe the classroom behavior and collect data through a set of surveys that will be processed to provide general recommendations and techniques that will improve the level of vocabulary and fluency in the target language in this classroom.

This research project is conducted with a population of 45 students from a public school in a Saturday program from the group we took a sample of 15 students, 8 women and 7 man which they have a basic level of English based on courses they have taken. Most of the students are between 18 to 26 years old and most of them work during the week or they are still living with their parents. They are not currently using any type of English book.

1.3. Problem Statement

While important efforts are being made to improve the teaching and learning of English in high school, learners are still very far from developing full competency in all language skills. It seems like some skills are more difficult to acquire by some learners than others. Such skills include vocabulary and fluency. It is often believed that vocabulary precedes fluency and that fluency, in turn, helps enhance students' vocabulary. Because of this, the language teacher needs to be well-equipped to help learners in both directions. On the one hand, he needs to create a teaching environment conducive to vocabulary acquisition. On the other hand, he needs to apply speaking strategies that help students gain more confidence while using the target language.

1.4. Objectives

1.4.1. General Objectives

To analyze the teaching procedure, use by the teacher to develop vocabulary and fluency in the 3rd year students at Rodolfo Rodriguez Alvarado "Los Quinchos" School Saturday program in the second semester 2019.

1.4.2. Specific Objectives

- To describe the teaching activities used by the teacher to help learners improve their vocabulary and fluency.
- To report the percentage of English being used in the classroom by the teacher.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

- To explain the possible causes of the difficulties that 3rd year students face when developing the speaking skill.
- To recommend strategies to teachers in order to make his English class more interactive and promote learners a best acquisition of new vocabulary and become more fluent in the language.

1.5. Hypothesis

Learners at Los Quinchos School have vocabulary and fluency problems because the English teacher does not use the right teaching and learning strategies. Instead, the teacher uses strategies, such as the use of Spanish as medium of instruction, which hinder the development of these skills.

1.6. Research Questions

- What type of activities is the teacher using in the classroom to promote fluency and vocabulary?
- What Approach is the teacher using to increase student's fluency and vocabulary?
- Does the teacher use full English in the classroom?
- Why students are not speaking English in the classroom?
- What are the main factor that affects students do not use English in the classroom?

2. THEORETICAL FRAMEWORK

In here, we discuss the relevant literature/theory about how to develop speaking skills, the strategies that teachers consider to be effective and some key points to understand how people better understand the language.

The definition of education guiding mainstream schools today is that education is the delivery of knowledge, skills, and information from teachers to students. While the above metaphor—education as a delivery system—*sounds* reasonable, it misses what is most important about education. This mistaken idea of what true education is and how it can be achieved is the root problem in mainstream education today.

This conception of education contributes to harming students and teachers by driving policy makers to insist on accounting for the "units" of information that students demonstrate knowledge of on tests.

The perceived need for mass scale standardized outcomes leads to a kind of instructional bookkeeping that drives administrators to control teachers' behavior, which in turn is directed to controlling students' behavior in ways that increases symptoms of anxiety, depression, and other forms of diminished psychological well-being.

Student outcomes as measured by tests bear little relationship to true education, and so the instructional bookkeeping scheme is a failure even before the harm it causes is taken into consideration.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Providing a proper definition of education is complicated by the fact that there is not a clear consensus about what is important about being and becoming educated. For many people, the importance of education lies in future job prospects, for others it's quality of citizenship, and yet others just want literacy, critical thinking, and/or creativity.

We propose that behind all the differences of opinion about what it means to be educated is one very basic idea: an educated person is someone who perceives accurately, thinks clearly, and acts effectively on self-selected goals.

A better understanding of what education is, one that builds upon this idea, is crucial to enable people to reason about education productively. This will lead to more effective school reform programs and improve the everyday lives of students and teachers. Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice). Attending to people's feelings, experiences and needs.

Considering what we supposed to be teaching need, and what might be going on for them, is one of the main things that makes 'education' different to indoctrination. Indoctrination involves knowingly encouraging people to believe something regardless of the evidence. It also entails a lack of respect for their human rights. Education can be described as the 'wise, hopeful and respectful cultivation of learning undertaken in the

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

belief that all should have the chance to share in life'. The process of education flows from a basic orientation of respect – respect for truth, others and themselves, and the world. For teachers to be educators they must, therefore, take into account people's needs and wishes now and in the future. Consider what might be good for all (and the world in which we live). Plan their interventions accordingly. There are a couple of issues that immediately arise from this. First, how do we balance individual needs and wishes against what might be good for others? For most of us this is a probably something that we should answer on a case-by-case basis – and it is also something that is likely to be a focus for conversation and reflection in our work with people. Second, what do we do when people do not see the point of learning particular things – for example, around grammar or safety requirements?

The obvious response to this question is that we have to ask and listen – they may have point. However, we also have to weigh this against what we know about the significance of these things in life, and any curriculum or health and safety or other requirements we have a duty to meet. In this case we have a responsibility to try to introduce them to people when the time is right, to explore their relevance and to encourage participation.

2.1 Teaching as a process

Some of the teaching we do can be planned in advance because the people involved know that they will be attending a session, event or lesson where learning particular skills, topics or feelings is the focus. Some teaching arises as a response to a question, issue or situation. However, both are dependent on us. There some points we would to

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

emphasize what is and how to recognizing and cultivating teachable moments Planned and unplanned Instructions. Cultivating relationships for learning.

2.1.1 Teachable moments

Effective teachers carefully plan instruction. They use school or district guidelines to make decisions about content to teach, and they key in to students for specific instructional strategies. This way, they are able to meet the needs of all students as the proper content is being covered each year. When lessons are planned with intention and attention to detail, teachers are prepared, and students receive quality instruction.

Sometimes, though, something unexpected can occur during a lesson that offers the teacher a chance to teach students unplanned, yet truly important and impactful, information. We call these teachable moments. You cannot plan for them or figure out an easy way to make them happen. Rather, teachers need to be aware of when teachable moments happen, how to properly respond to them, and how to make the most of these magical moments.

There are some examples of what it is a teachable moment.

- Many students asked questions about the topic or not related to the topic
- Most students were interested in the conversation, both questions and answers
- Teacher's answer provided prompted deeper questions
- Students had some background knowledge of the topic
- When teachers attempted to guide the conversation back to the planned lesson, students were disappointed.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

- Students were eager to learn more.
- Students are not motivated.

2.1.2 Cultivating relationships for learning.

Scaffolding learning – providing people with temporary support so that they deepen and develop their understanding and skills and grow as independent learners. The need to implement a scaffold will occur when you realize a student is not progressing on some aspect of a task or unable to understand a particular concept. Although scaffolding is often carried out between the instructor and one student, scaffolds can successfully be used for an entire class. The points below are excerpted from Ellis and Larkin (1998), as cited in Larkin and provide a simple structure of scaffolded instruction. First, the instructor does it. In other words, the instructor models how to perform a new or difficult task, such as how to use a graphic organizer. For example, the instructor may project or hand out a partially completed graphic organizer and asks students to "think aloud" as he or she describes how the graphic organizer illustrates the relationships among the information contained on it. Second, the class does it. The instructor and students then work together to perform the task. For example, the students may suggest information to be added to the graphic organizer. As the instructor writes the suggestions on the whiteboard, students fill in their own copies of the organizer. Third, the group does it. At this point, students work with a partner or a small cooperative group to complete the graphic organizer (i.e., either a partially completed or a blank one). More complex content might require a number of scaffolds given at different times to help students master the content. Fourth, the individual does it. This is the independent practice stage where individual students can

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

demonstrate their task mastery (e.g., successfully completing a graphic organizer to demonstrate appropriate relationships among information) and receive the necessary practice to help them to perform the task automatically and quickly.

Teachers – certainly those in most formal settings like schools – have to follow a curriculum. They have to teach specified areas in a particular sequence. As a result, there are going to be individuals who are not ready for that learning. As teachers in these situations we need to look out for moments when students may be open to learning about different things; where we can, in the language of Quakers, ‘speak to their condition’. Having a sense of their needs and capacities we can respond with the right things at the right time.

Informal educators, animators and pedagogues work differently for a lot of the time. The direction they take is often not set by a syllabus or curriculum. Instead, they listen for, and observe what might be going on for the people they are working with. They have an idea of what might make for well-being and development and can apply it to the experiences and situations that are being revealed. They look out for moments when they can intervene to highlight an issue, give information, and encourage reflection and learning.

According to Robert J Havighurst (1953) One of his interests as an educationalist was the way in which certain things have to be learned in order for people’s develop. When the timing is right, the ability to learn a particular task will be possible. This is referred to as a ‘teachable moment’. It is important to keep in mind that unless the time is right, learning will not occur. Hence, it is important to repeat important points

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

whenever possible so that when a student's teachable moment occurs, s/he can benefit from the knowledge.

2.1.3 Cultivating collaborative relationships for learning

The main thing is that teaching, like other parts of our work, is about relationship. We have to think about our relationships with those we are supposed to be teaching and about the relationships they have with each other. Creating an environment where people can work with each other, cooperate and learning is essential.

Differentiation involves adjusting the way we teach and approach subjects so that we can meet the needs of diverse learners. It entails changing content, processes and products so that people can better understand what is being taught and develop appropriate skills and the capacity to act.

2.1.4 What is learning and how people learn?

We use the term 'learning' all the time in everyday life. But within the field of educational psychology, the term learning is actually a specific term. Different people use different words to define learning within educational psychology, but in general, we're talking about a step-by-step process in which an individual experiences permanent, lasting changes in knowledge, behaviors, or ways of processing the world.

One way that we all learn, even from infancy, is by observation. We define observational learning as learning by watching someone else behave and noting the consequences of that behavior. For example, we all learn how to speak as very young children by simply watching and listening to the people around us. We learn how to do

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

simple motions (such as walking) by watching all of the adults around us walk. Sometimes, observational learning is so natural that we don't even realize that it's happening.

Another type of learning identified by educational psychology is cognitive learning. Which is learning through active and constructive thought processes, such as practice or using our memory. The next type of learning that educational psychologists study is learning through conditioning. We've identified two types of conditioning. The first type, classical conditioning, is learning to associate a particular thing in our environment with a prediction of what will happen next. The most famous example of classical conditioning is research by the Russian scientist Pavlov, who taught his dogs that every time he rang a bell, he would give them food. Eventually, the dogs started to drool with anticipation every time they heard the bell ring. So, classical conditioning is when we react to an environmental cue that tells us what's going to happen next.

The second type of conditioning is called operant conditioning. Here, we learn that a particular behavior is usually followed by a reward or punishment. We usually choose to keep doing behaviors that are followed by rewards and avoid behaviors that are followed by punishments. For example, you might learn that a particular teacher responds positively to you asking a lot of questions in class, so you are encouraged to keep doing that. If another teacher frowns and says mean things to you when you ask questions, that social punishment teaches you not to ask questions in that particular class.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Finally, educational psychology discusses the differences in learning as an individual versus learning in group, which is called cooperative learning. There are several different specific classroom techniques designed to enhance cooperative learning, such as giving students group projects. Some students will prefer individual learning, whereas others will enjoy the social aspects of cooperative learning. Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.

2.1.5 Taxonomy

Oxford, R. (1990). developed a taxonomy for categorizing strategies under six headings:

- Cognitive—making associations between new and already known information;
- Mnemonic—making associations between new and already known information through
use of formula, phrase, verse or the like;
- Metacognitive—controlling own cognition through the coordination of the
planning, organization and evaluation of the learning process;
- Compensatory—using context to make up for missing information in reading
and writing;
- Affective—regulation of emotions, motivation and attitude toward learning;
- Social—the interaction with other learners to improve language learning and
cultural understanding.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

In later years this classification system was criticized for its problems in separating mnemonic strategies from cognitive strategies, when one is a subcategory of the other, and the inclusion of compensatory strategies, which are connected to how a learner uses the language, rather than learns it.

2.2 Strategies and activities to teach speaking

2.2.1 Think-Pair- Share

“Think-Pair-Share.” Explain to students that a Think-Pair-Share allows them to activate their prior knowledge and share ideas about content or beliefs with peers. This structure gives students a chance to organize their ideas—first in their own minds, then in a smaller group setting before sharing with the entire group. In a Think-Pair-Share, students Think individually about the question or idea(s) put forth, Pair up with someone to discuss their thinking, and then Share their conversation with their table group, and then finally with the whole group.

Display Think-Pair-Share prompts about a concept or topic. Give students 1-2 minutes to think about the prompt on their own. Then discuss with a partner for another few minutes.

Facilitate a whole group discussion.

- Listen to their responses.
- Ask students to elaborate on their thinking by providing explanations, evidence, or clarifications.
- Try to stay neutral in your reaction to students’ comments.
- Invite others to react and respond to ideas by providing alternative viewpoints, agreements or disagreements

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Suggested probing questions:

- What makes you think that?
- Please give an example you're your experience.
- What do you mean?
- Can anyone add something to that comment?
- Who would like to share an alternative opinion?

2.2.2 Quick write

A prompt is posed for students to respond to in writing. Taking only 5 minutes or so, this is a quick way to accomplish one or more of the following: determine whether or not students have done the homework assignment, engage students in thinking about the topic that will be covered in the session, provides the opportunity for students to access their prior knowledge on a topic. The quick write can be graded to encourage students to do their reading assignment, or collected to serve as an attendance check.

2.2.3 Turn and Talk

In a turn and talk, a question is posed to the class and students simply turn to the person next to them to discuss. This can serve as a comfortable way for students to share their ideas with others and set the stage for them sharing with the larger group. The instructor does not need to hear all (or any) of the ideas shared— the important aspect of this strategy is for the peers to share and for individuals to access their prior knowledge about a topic. Example prompt: Ask students to turn to someone next to them and

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

discuss their responses to the following question. Tell them to take two minutes to discuss this with their partner with each person getting some time to talk.

- Part of the challenge of communicating climate change with the public is that there is disparity between what scientists and the non-scientist public think and know about climate change.
- Why do you think there is such a disparity?

2.2.4 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

2.2.5 Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps student's express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

2.2.6 Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

2.2.7 Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

2.2.8 Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

2.2.9 *Picture Describing*

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

2.3 Teaching- Learning process

During the teaching-learning process of vocabulary and fluency there are a variety of concepts teacher needs to be aware of to handle a successful classroom such as:

- **Context:** All those factors outside of the classroom that might influence teaching and learning.
- **Input:** Those qualities or characteristics of teachers and students that they bring with them to the classroom experience.
- **Classroom Processes:** Teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships.
- **Output:** Measures of student learning taken apart from the normal instructional process.
- **Output category:** variables in the rest of the categories are used to predict or relate to the variables measured in this one. For example, when we ask "How do students learn" or "Why do some students learn more than other students?"

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

we must first be clear about what we mean by "learning." We must also be clear about how we measure learning.

2.3.2 Classroom Processes

According to Marilyn U, Ochoma (2015). There are some categories when it comes to classroom process that will occurred on every class such us Teacher Behavior, Student Behavior this factor will impact students learning.

Teacher Behavior: consists of all the actions a teacher would make in the classroom and includes three additional subcategories: Planning, Management, and Instruction.

Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. Managementt refers to controlling student behavior, while instruction refers to actually guiding student learning. Use of positive reinforcement.

- Students Behavior

All learners do not learn at the same pace or way. Learning is a personal or individual activity and should be treated as such. Every teacher should take into consideration that no two learners learn the same way, hence each teaching plan should make provision for revision that adapts to the learning styles of individuals being taught. This will facilitate the achievement of positive learning outcomes. The following are different learning styles: visual, verbal, listening, kinesthetic, logical and social learners. Incorporating activities that border on all the learning styles will help the learner retain what is being taught. Also, individual differences abound amongst learners. In order to

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

develop the individual learner's ability, the teacher must take into consideration the individual differences by giving room for revision that adapts to the learning styles of the individual being taught. This is a difficult task but very important if students' learning outcomes will be positive.

2.3.3 Classroom management

Classroom management can help the teacher to have a good environment and relationship with the students. First, it is important to have the student's attention and their collaboration to organize the classroom. This helps the teacher a lot to develop any activity during the class and thus motivate the students to participate.

In order to have a good environment we can follow these 6 ways to improve our classroom management:

- Establish your environment.
- Get their attention.
- Broadcast your plan.
- Make class fun.
- Look for the positive
- Ask for feedback.

One of the biggest challenges many teachers face is ensuring that their classroom is focused and free of distractions. Classroom management system allow teachers to keep their class moving forward and stop disruptions from occurring. By using effective classroom management techniques, teachers can stay in control of their classroom's

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

direction and learning style, ensuring that students can learn in an effective environment that's free of disruption or distraction.

2.3.4 What is classroom management?

Classroom management is a process that allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing disruption from slowing the learning process. A wide range of classroom management techniques are used by teachers, ranging from hands-off classroom management focused on cooperation to direction of the class to ensure students aren't disruptive to their peers. Since classroom management keeps classes on track and prevent disruptions from slowing down the learning process, it's one of the most fundamental aspects of high quality education.

2.3.5 Factors to consider when choosing a classroom management system.

Effective classroom management can often be the difference between a classroom that's focused and attentive and a classroom in which students struggle to achieve their educational objectives. Teachers face a variety of choices when it comes to classroom management. While some teachers take a direct approach to managing and directing their classrooms, others focus on building a friendly, collaborative relationship with their students.

2.3.6 *What should you know about classroom management?*

Classroom management can often be the difference between a focused classroom that achieves its educational goals and a classroom that falls behind the average in its category. As a teacher, having an understanding of classroom management and the ability to apply classroom management techniques gives you the power to keep your entire classroom focused on achieving its objectives and academically productive.

2.4 What type of internet sources can teachers use to make the class more productive?

Young people live their lives through technology: they are the web generation and they are hungry for more. Our challenge is to channel the natural enthusiasm our pupils have for ICT by using it in their everyday lives and embed it purposefully into the modern foreign languages (MFL) classroom.

There is great value in incorporating new technologies not as a bolt on or reward, but as an integral part of the process. This allows learners to foster the four c's: communication, creativity, collaboration and critical thinking. ICT lets learners easily draw on authentic resources that promote intercultural understanding and interact with virtual peers in real non-fabricated contexts.

Publishing students' multimedia outcomes on a blog or wiki gives them a real audience for their work, facilitates peer assessment through commenting and encourages them to raise their standards as a result. Virtual learning environments also offer students distance learning opportunities wherever and whenever they want. Tools

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

like Padlet, Popple, Linoit and Pinteres let students collaborate easily with others as a class or in small groups and reflect on learning.

Many MFL departments now run their own Twitter accounts to keep in touch with parents, inform pupils of important notices, for celebrating achievement and for retweeting interesting tweets about language learning such as authentic tweets in the target language or tweets for word/expression of the day. This can raise the profile of the school and help to connect with the wider community – @allsaintslingo and @EccoMFL are good current examples of this in action. Technology lends itself very well to personalized and independent learning where students can work at their own pace, complete interactive exercises rigorously in class or at home and receive immediate feedback. Gaining points for their efforts and being able to compare their scores with their classmates is motivating for them too and adds an element of engaging gamification to their learning.

2.4.1 What type of cross-platform can students and teacher use to practice speaking and vocabulary?

For any MFL teacher learning vocabulary is essential and Quizlet is an effective way of memorizing and embedding words, phrases and making sound spelling links. Students and teachers can search for existing lists and easily create their own. Socrative is another free cross-platform tool which allows for classroom voting, instant feedback and formative assessment. You can send students multiple choice, true or false or short answer questions as well self-marking pre-made quizzes. Furthermore, using

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

avatars instead of real pupils' faces may encourage increased participation especially from reluctant learners.

Rehearsing, recording and editing spoken work digitally allows pupils to improve their pronunciation, boost their confidence, extend their speaking and listen back as many times as they like. They can also produce a script individually or collaboratively through a Google doc and import their text into an online teleprompter like Cue Prompter or the Visioprompt app so they can record their audio while it scrolls up the screen using Audacity or Voice Record Pro. Some departments employ this technique, as well as Textivate and Triptic o, to help students learn their controlled assessment pieces.

Video is another powerful vehicle in and out of the languages classroom. Making videos draws upon multiple intelligences, promotes creativity and fosters collaboration. The process gives students ownership of their work which increases engagement. Pupils can produce short films in the target language, create animations using apps such as Yaki t Kids, Puppe t Pals and Explai n Everything screencasts, as well as peer assess each other's work. These videos can be easily uploaded and stored in the cloud, used to form part of an e-portfolio over time and are accessible at all times. Other tools used for generating e-portfolios and submitting homework are Edmodo or Showbie. The advantage of these tools is that students don't require an email address just a class code.

Using video to flip the classroom is another possibility where learners access the lesson content they would normally learn in class, at home which frees up more class

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

time for practising and accessing higher-order thinking skills. The MFL department at Wilder n School in Hampshire is currently experimenting with flipping and recording their findings on a dedicated blog. Flipping does not have to involve creating lots of new material. It can be as simple as sharing existing PowerPoints or screencasts.

To support colleagues who find technology integration challenging, here are some suggestions:

- Lead by example and introduce some of the easier tools or apps to begin with to boost confidence and then share outcomes generated through their use.
- Team-teach a lesson incorporating technology and afterwards discuss the successes and challenges.
- Offer in-house mentoring sessions at lunchtime, after school or during professional development days.
- Nominate student digital leaders who can troubleshoot issues and offer support in class.
- Propose having technology as a performance management target.
- Recommend signing up to Twitter and following the #MFLtwitterati or attending the ICT and Languages Conference (ILILC) in February at Southampton University.
- Suggest joining online communities like the TES MFL Forum and MFL resources.
- Sign up to your subject association such as Association for language Learning (ALL) in the UK.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

For the current generation of teachers using digital media may be a challenge. The good news is by using social media for support and integrating available tools and apps, connected teachers can access technology's power and potential for language learning. Let's make language classrooms for the web generation more relevant, engaging and accessible.

2.4.2 Is technology a silver bullet for language teaching and learning?

Sponsored feature: Technology such as Twitter and videos does support language learning, but teachers will only see the benefits if it goes hand-in-hand with a change of pedagogy.

Dr Cecilia Gorla, of Nottingham University's Language Centre Said: " There is no longer a four-walled classroom,". "Teaching and learning now extends beyond that."

Technological innovations have changed language learning radically from the old-fashioned image of pupils learning lists of verbs out of textbooks. Although language teaching has a long history of using tech, dating back to the 1960s, recent developments such as social networking and easy-to-use video cameras have removed many of the limitations. Whereas using tech may have once meant a weekly trip to a computer lab, it can now involve anything, from Facebook and Twitter to podcasts and videos in the classroom. The question is: should teachers try to evolve their teaching to fit with the latest gadgets, or should they stick to their old ways?

Those who use tech say the advantages are obvious. Russell Stannard, a linguistics lecturer at Warwick and founder of a teacher training website, says that languages and

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

digital technology are a natural fit. "Language development is around four skills – reading, writing, speaking and listening and all of those are facilitated by technology. There's a very strong link between the affordances of technology and the type of things we're trying to do as teachers."

Using tech means that students can now turn to twitter to use the language, without having to pack the class off on a school trip. Gorla says: "Use of technology has moved towards the internet and social networks, rather than concentrating on pieces of purposely-designed technology that you would have in language labs. They increase exposure to the target language and allow you to join groups that share interests in the language." "Computers can also help oral interaction by creating some sort of safety for the speaker. You hide behind the monitor and it lowers your inhibition level."

Another major development in language tech has been the use of video, according to Stannard. "The potential of video is incredible," he says. "It could be instructions, presenting learning materials or students producing videos themselves. They could pretend they're telling the news in the foreign language; they could act out a job interview situation, or put videos online for students in Europe about their local town. We could even prepare for oral exams by working in groups, filming it and then watching it back."

Mark Warschauer, professor of education and informatics at the University of California, agrees: "Technology can provide audio-video materials that can be paused, repeated, played more slowly or quickly. Technology can also record and analyze a

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

learners' own speech, and can provide various types of scaffolding for students learning to read."

For language teacher Ellie Paull, technology has become part and parcel of her lessons. "The students I teach all have iPads," she says. "I don't necessarily use them every lesson, but they add another string to my bow as a way of presenting new information and checking their understanding." "They are great for adding variety to lessons, which is good when you're catering for a range of learning styles. They also allow for a greater level of independence in the classroom as the children have the resources to look things up for themselves.

2.4.3 Languages

Anecdotally, the using technology seems like a perfect way to enhance language learning. But what solid evidence is there that it actually makes a difference?

"There's lots of evidence that giving students extra chances to communicate in the language are very motivating," says Warschauer. "Use of Twitter, email, discussion forums, Skype, and other tools can provide authentic communication opportunities that are too often lacking in language class."

Increased exposure and interaction may be positive features to learning, but assessing the effectiveness of specific, individual tools or apps is more difficult. "How do you measure the impact of technology in teaching? Says Stannard. "It's such a difficult thing to do because you can never control the other variables."

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

In fact, one study in 2001 claimed: "A healthy dose of skepticism about the pedagogical effectiveness of many current technological tools appears to be well justified if one considers the perhaps overly enthusiastic reaction to previous technological breakthroughs."

Used wrongly, computers could even damage learning. "Technology can be a distraction," says Warschauer. "I remember observing a beginners' French class a number of years ago, the teacher bragged about how engaged the learners were in creating multimedia in French. However, the students were spending most of their time and energy talking with each other in English about how to make Power Points, when, as beginning learners, they really needed to be spending time hearing as much French as possible."

Stannard says the trick is to put the pedagogy first, not the technology. "You have got to know why you are using it. Teachers do need to learn to use new technology, but the driving force should always be the pedagogy behind it.

"If the technology is quite difficult to use and it takes up a chunk of the lesson to set up the activity, you have seriously got to question whether that's valid. There are ways around it though – you could explain the technology in the target language, for instance – but it can be a problem."

Dr Gorla, who runs a master's programme for language for language teachers about digital technology says there is a "constant balancing act between theoretical discourse and the practical application of it." She says: "Using technology for the sake of it doesn't

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

add anything to either the teaching or the learning. It is really only an improvement if it goes hand-in-hand with a change in the pedagogy."

Ellie Paull, who teaches at Hurstpierpoint College using tech in her lessons is about supporting language learning – not replacing it. "I think technology can only go so far in teaching language," she says. "You cannot purely learn a language from a dictionary and a grammar book, so teachers will continue to play a vital part. The teacher needs to guide how technology can best support language learning."

Gary Motteram, editor of *innovation in learning technologies for English language teaching*, explains how the arrival of digital technologies in the classroom has helped learning. Technology is very much part of language learning throughout the world at all different levels. We are as likely to find it in the primary sector as much as in adult education.

2.4.5 What can put teachers off using technology?

What is still sometimes an issue is the reliability of these technologies for classroom use. This can discourage teachers from making use of technology as often as they would want to. It is compounded by the fact that, if these teachers are working in schools, they are faced with classes of learners who may, on the surface at least, appear to be more digitally competent than their teachers are. Learners can therefore challenge their teachers, in ways that put the latter off using the technologies that could potentially make such a difference to what happens in the classroom.

2.4.6 *How technology can help learners test their skills?*

According to M. Swain book from the British Council innovation is in learning technologies for English language teaching , The author argue that digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary ‘*linguaging*’ (M. Swain) that makes their language development possible. We are talking here about doing things with language rather than just learning about language. Swain argues that learners cannot simply develop based on input. We must engage with other people using that language, and try to make meaning together.

If we take writing as a starting point, technology in the form of word processors (and the many other ways we now have of producing text) allows us to work at the language. We go through a process of creating and re-creating text until it is fully comprehensible to others and is accurate. We can create a draft, show it to others and, based on feedback, can make changes to improve the text. The tools can also help us by showing that our spelling or grammar needs work, too. Technology makes this much easier, and makes it more likely that learners will engage with the editing process to produce the highest-quality text that they can. This writing can then be displayed for others to look at and comment on.

Trying to find ways for people to do meaningful spoken language practice in a class can be very challenging, particularly if, as a teacher, you lack confidence in your own spoken language skills. Linking your class to other classes around the world, using tools such as video conferencing, can give a reason for a learner to ask a question and then

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

try to understand the response. It might also provide support for the teacher, too. The technology mediates the process, getting language out there and giving feedback that shows whether someone has or has not understood what you have said.

Another area that technology supports very effectively is project work. We have always tried to encourage learners to learn about things through language. Getting learners to do work about topics that are of interest to them, or topics that are taught in other parts of the curriculum (sometimes called Content and Language Integrated Learning or CLIL) is a great way to improve their skills. Technology makes this possible wherever you are in the world. Teachers and learners can go online to read or listen to material about different areas of interest, and can then write or speak about what they have discovered, telling others in the class or other classes elsewhere in the world.

2.5 Variables Matrix

Specific Objectives	Variables	Definition	Indicators	Data Collection Techniques	Instrument
To describe the teaching activities used by the teacher to help learners improve their vocabulary and fluency	Teaching & Learning Vocabulary	Usage Meaning Form Interaction teaching-student	Use of vocabulary taught in class by students	Class Observations Surveys	Checklist Survey
	Teaching & Learning Fluency	Develop Production Communication	Fluency of learners in class	Class Observations Surveys	Checklist Survey
To explain the possible causes of the difficulties that 3 rd year students face when developing the speaking skill.	Speaking skill	Sound Intonation Vocabulary	Pronunciation Vocabulary	Class Observations Surveys	Checklist Survey

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Factors affecting the development of the speaking skill	Lack of practicing the language	Class	Checklist
	Use of Spanish	Observations	Survey
		Surveys	

3. METHODOLOGICAL DESIGN

The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). Although there are other distinctions in the research modes, the most common classification of research methods is into qualitative and quantitative. At one level, qualitative and quantitative refer to distinctions about the nature of knowledge: how one understands the world and the ultimate purpose of the research. On another level of discourse, the terms refer to research methods, that is, the way in which data are collected and analyzed, and the type of generalizations and representations derived from the data. Quantitative research methods were originally developed in the natural sciences to study natural phenomena. Qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena. The chapter covers the research and methodology, including sampling, population, and ethical consideration and data analysis.

3.1 Research Design

This study focuses on how teachers apply effective speaking activities in order to increase student's vocabulary and fluency at Rodolfo Rodriguez Alvarado "Los Quinchos" School from 3rd year Saturday program in the second semester 2019

We refer to a background of concepts so we could have a clear idea of what was being investigated. Also, we have applied a random sampling of 15 students of the Rodolfo Rodriguez Alvarado "Los Quinchos" School for a classroom of 45 pupils.

3.2 Data collection

For carrying out the investigation, we used surveys question for students and teacher and observation as a technique.

3.3 Survey Technique

The survey method is the technique of gathering data by asking questions to people who are thought to have desired information. A formal list of questionnaires is prepared. Generally, a non-disguised approach is used. The respondents are asked questions on their demographic interest opinion. (Juneja, 2019). This means we gather information by asking a series of question to a specific group of interest.

This chapter has outlined the research paradigm, research methodologies, strategies and design used in the study, including procedures, participants, data collection tools, data collection and analysis methods, and data credibility issues. The research design for this study was a descriptive and interpretive case study that was analyzed largely through qualitative methods mainly using descriptive statistics. Further it also briefly described the several stages involved in the design and development processes of the research in this study. The next chapter provides the design principles, evaluation instruments, and then the pedagogical framework for the study that helped to translate the philosophy into actual practice.

3.4 Analysis Result

After visiting the school Rodolfo Rodriguez Alvarado "Los Quinchos" School and having the opportunity to apply a survey to the teacher and interact with students of ninth grade during the second semester of 2019, results show the following:

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

When observing the class, the teacher was using the grammar translation approach and it was a teacher center. Furthermore, students were passive and receptive mode listening.

They implement strategies to promote target language in the classroom but there are some limitations they have to face every day. For example, most students do not have a basic level of English. This is very frustrating especially when dealing with large group of students. Teachers might have up to 70 students per classroom which does not allow teachers to pay personalized attention to students' needs. Another factor that contributes to not implementing the use of English in the classroom is the lack of interest. Many students take this class due to being part of the curriculum but they are not either interested or have any motivation to be there. Lack of knowledge and no background of the language whatsoever are some of the reasons provided in the survey for not having the speaking ability developed. Another reason that affects their speaking ability is not having enough materials, such as books technology access, or any other didactic material used in class such as butcher paper. This is a huge inconvenience especially when working with multiple intelligences. People do not learn at the same pace and with the same method. This is one of the main obstacles teachers face on a daily basis in this school since this is a public school and asking for extra material is not allowed.

Finally, not having the right approach/technique or method in the classroom leads to poor speaking performance. We faced that the teacher used only L1 and grammar translation method to develop the class. However, this is not helpful for the student because the teacher does not allow students to develop their vocabulary and fluency.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Also teachers indicate that the use of L1 in a large class saves time and make the process of learning faster as sometimes students do not understand instructions or tasks seem confusing to them and time is limited.

In the survey we applied to the teacher we got the following result students sometimes uses the target language (50%) as well as there is a lack of interest from the teacher by using different strategies such us role plays, visual aid and technology. However, we found the only strategies the teacher used is teamwork. Also there is not motivation or English environment to encourage students to speak English during the class since the teacher allow students to use the L1 to express their thoughts. Now, the teacher stated that the mains reasons students do not speak English in the classroom are: “Some of them just do not want to learn, but other are afraid to speak. (They are very shy) ‘’.

As a result, during our observation we found that the only methodology used is grammar translation in this kind of method, does not allow students to interact or participated actively during the class as well there is a big lack of motivation from the teacher to students who is not producing a English environment to make student feel comfortable while speaking English. Besides that, greeting and simple basic vocabulary are taught in Spanish by the teacher and reproduce by students.

4. CONCLUSIONS AND RECOMMENDATION

The aim of this research project was to identify the teaching activities used to develop fluency and vocabulary. To do this, we applied surveys, interviews and observations at the Rodolfo Rodriguez Alvarado "Los Quinchos" School. We have come to the following conclusions:

- Students do not always use the target language, i.e., English, in the classroom. This may be due the English teacher's low proficiency level and his/her own use of Spanish during the class, even for easy and simple interactions. In other words, the teacher does not seem to motivate students to use the target language.
- Teachers work with very limited teaching materials and resources in the classroom. This was evident to us not only through the surveys we applied but also through the observations we did. So this made learning English even more difficult for students; they lost motivation quickly and did not understand some concepts, vocabulary, as it would be with the aid of a picture or flashcard, for example.
- Finally, we have concluded that not only the classroom environment affects students' learning but also the teacher methodology and lack to use of the English language in the classroom.

4.1 Recommendations

- Plan the class tasks and activities with easy and simple English instructions.
- Create a classroom vocabulary to communicate and develop the language and help learners avoid being afraid to speak in public.
- Pay attention to how students feel because the problems they might have at home affect directly their performance in class.
- Always use a communicative approach to promote the use of English among the students in the classroom.
- Teacher should modify the lesson plans based on student's level to increase students' performance.
- Do follow- activities base on personal progress.
- MINED should develop ongoing teaching training workshops about techniques and strategies to teach English effectively so that teachers can have enough tools in the classrooms.
- Implement different activities and use varied resources to create a more dynamic classroom environment, which includes: role plays, pictures, flash cards, games, storytelling, brainstorming, debates, etc., All of this will get students engage during the English class.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

REFERENCES

- Alber, R. (2014). 6 Scaffolding Strategies to Use with Your Students, *Eductopia*.
[<http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>.
Retrieved November 9, 2019].
- Baruah, T.C. 1991. *The English Teacher's Handbook*. Delhi: Sterling Publishing House.
- Brown, G. and G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Celce-Murcia. M. 2001. *Teaching English as a Second or Foreign Language* (3rd ed). USA: Heinle & Heinle.
- Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Harmer, J. 1984. *The Practice of English Language Teaching*. London: Longman.
- Heath. [http://files.libertyfund.org/files/356/0235_Bk.pdf. Accessed October 10, 2012].
- Heath. [http://files.libertyfund.org/files/356/0235_Bk.pdf. Accessed October 10, 2012].
- Hirst, P. (1975). What is teaching? In R. S. Peters (ed.) *The Philosophy of Education*. London: Routledge and Kegan Paul.
- Huitt, W. (2003). A transactional framework of the teaching/learning process.
Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [date] from
<http://www.edpsycinteractive.org/materials/tchlrnmd.html>
- Jeffs, T. and Smith, M. K. (2018) *Informal Education*. London: Educational Heretics.
- Kant, I. (1900). *Kant on education (Ueber pa?dagogik)*. Translated by A. Churton. Boston: D.C.
- McDonough, J. and C. Shaw. 2003. *Materials and Methods in ELT: a teacher's guide*. Malden, MA; Oxford: Blackwell.
- Nunan, D., 2003. *Practical English Language Teaching*. NY:McGraw-Hill.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Staab, C. 1992. Oral language for today's classroom. Markham, ON: Pippin Publishing.

Annexes



Survey

The main purpose of this survey is to identify the type of effective speaking activities are being used to increase student’s vocabulary and fluency in the 3rd year students at Rodolfo Rodriguez Alvarado “Los Quinchos” School in the second semester 2019.

Name: _____ Date: _____

1. How often does the students speak in English in the classroom?
 - a) Always
 - b) Sometimes
 - c) Never

2. What kind of strategies is the teacher applying in the classroom?

	Yes	Not
work.		
Aids		
technology		
lays		

3. Please circle the best option

What does the teacher do to make students speak in English?

- a) correct them and ask them to stop using L1
- b) allow them to use Spanish if they do not know
- c) Does not do anything.
- d) Other (specify)

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

4. What is the main reason students do not speak English in the classroom?

5. What methodology are you using in the classroom?

A. Grammar Translation ___

B. Communicative ___

C. Audio lingual ___

D. Total Physical Response ___



Student's Survey

El motivo principal de esta encuesta es identificar qué tipos de actividades son utilizadas por el maestro, al momento de desarrollar las actividades de speaking.

Name: _____ Date: _____

1. ¿Qué tipo de actividades usa el profesor en la clase de inglés?

Puede seleccionar varias opciones.

Presentaciones

Trabajo grupales

Imágenes

Audio

Pizarra

Paleógrafos

Nada

2. ¿Qué porcentaje de Inglés utiliza el profesor al momento de impartir la clase?

100% _____

20% _____

50% _____

0% _____

3. ¿Alguna vez has estudiado un curso de inglés?

Si _____

No _____

¿Cuántas veces has usado Inglés oralmente en la clase?

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

Siempre

Algunas veces

Nunca

Cómo te sentís al hablar en Inglés durante la clase?

Muy cómodo

Cómodo

Incómodo

Nunca lo he hecho



Observation Guide

The main purpose of this observation guide is to identify the type of effective speaking activities are being used to increase student’s vocabulary and fluency in the 3rd year students at Rodolfo Rodriguez Alvarado “Los Quinchos” School in the second semester 2019.

School’s Name: _____ Date: _____

A. What is the teacher method to help students to improve their vocabulary and fluency skill?

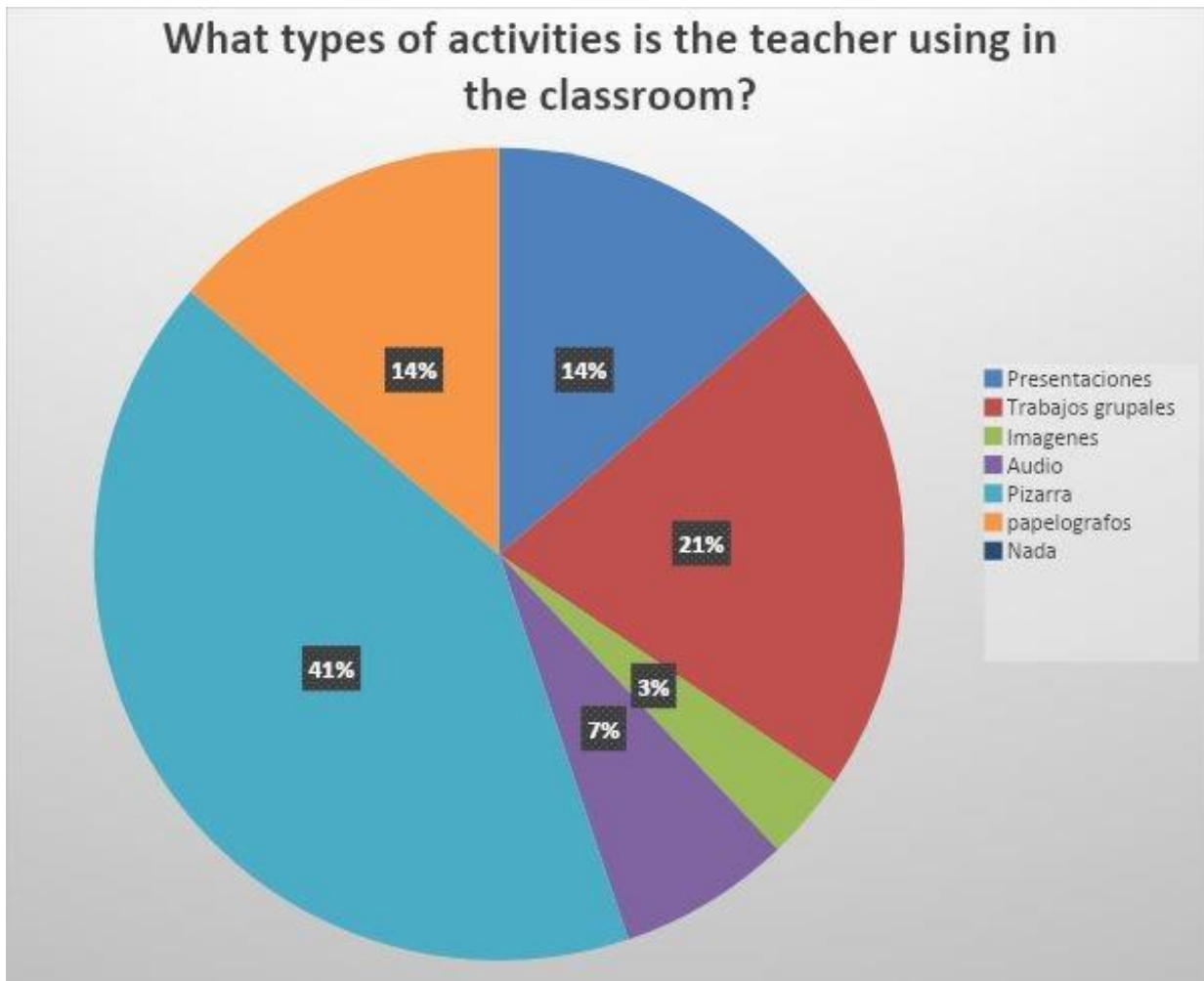
- 1. Grammar translation
- 2. Communicative
- 3. Total Physical Response

B. What type of methodological material to teach Vocabulary and fluency teacher use?

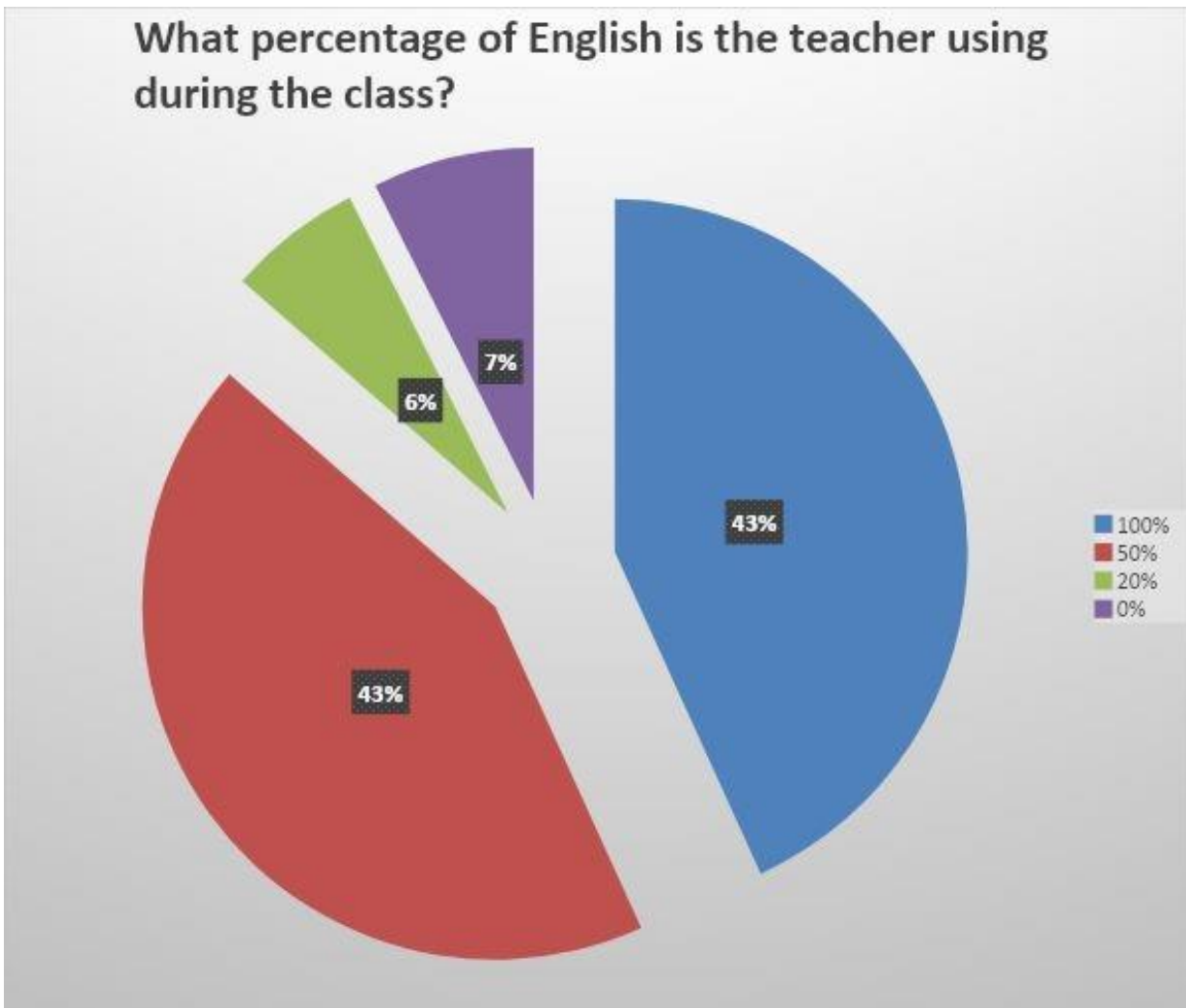
- 1. Flashcards or Illustrations
- 2. Vocabulary List
- 3. Pictures
- 4. Board and markets
- 5. Anything

C. What type of Vocabulary and fluency activities teacher use?

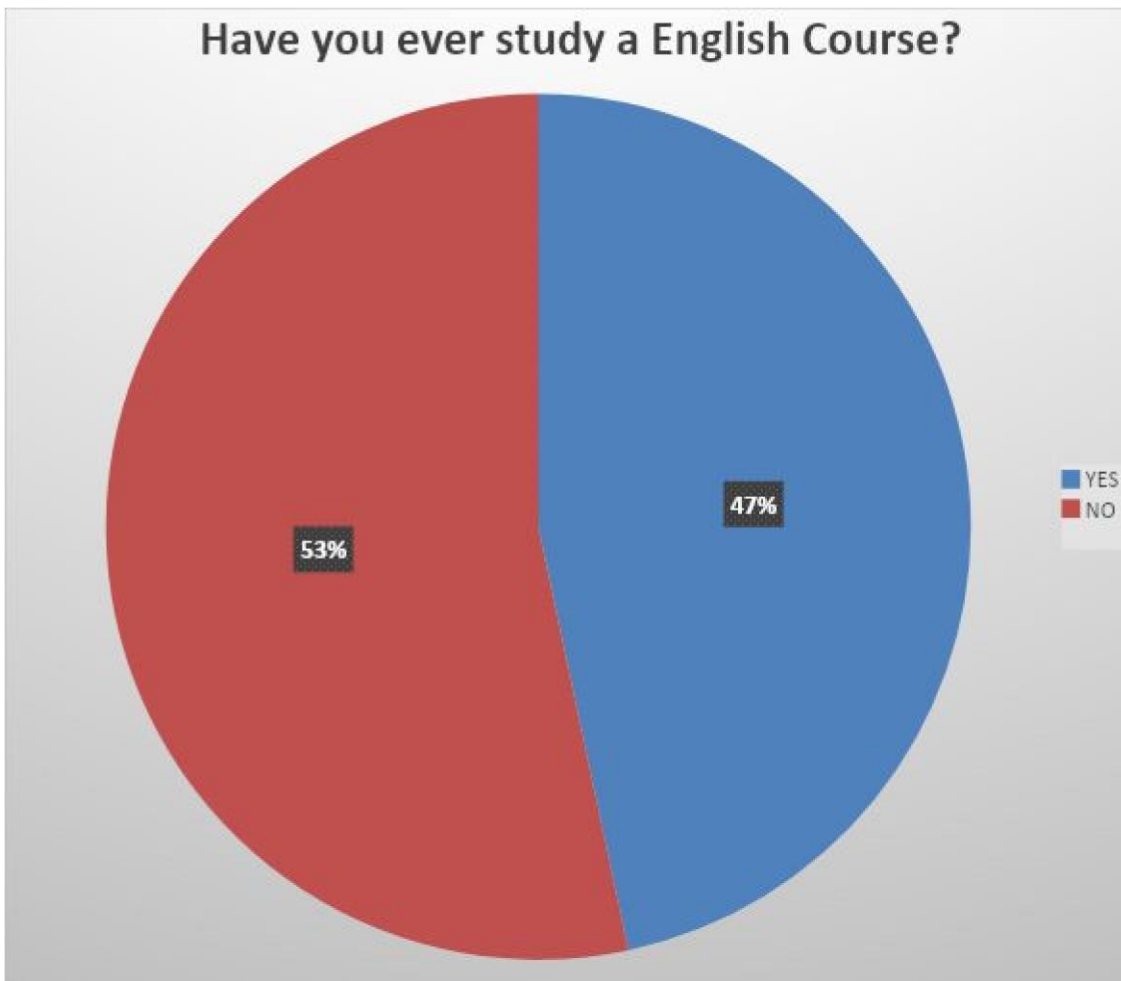
- 1. Crosswords
- 2. Hot seat
- 3. Board games
- 4. Role Play
- 5. Debates
- 6. Presentations
- 7. Anything



In this graphic we can observe that the 41% of students agreed that presentation are the main activity the teacher uses.

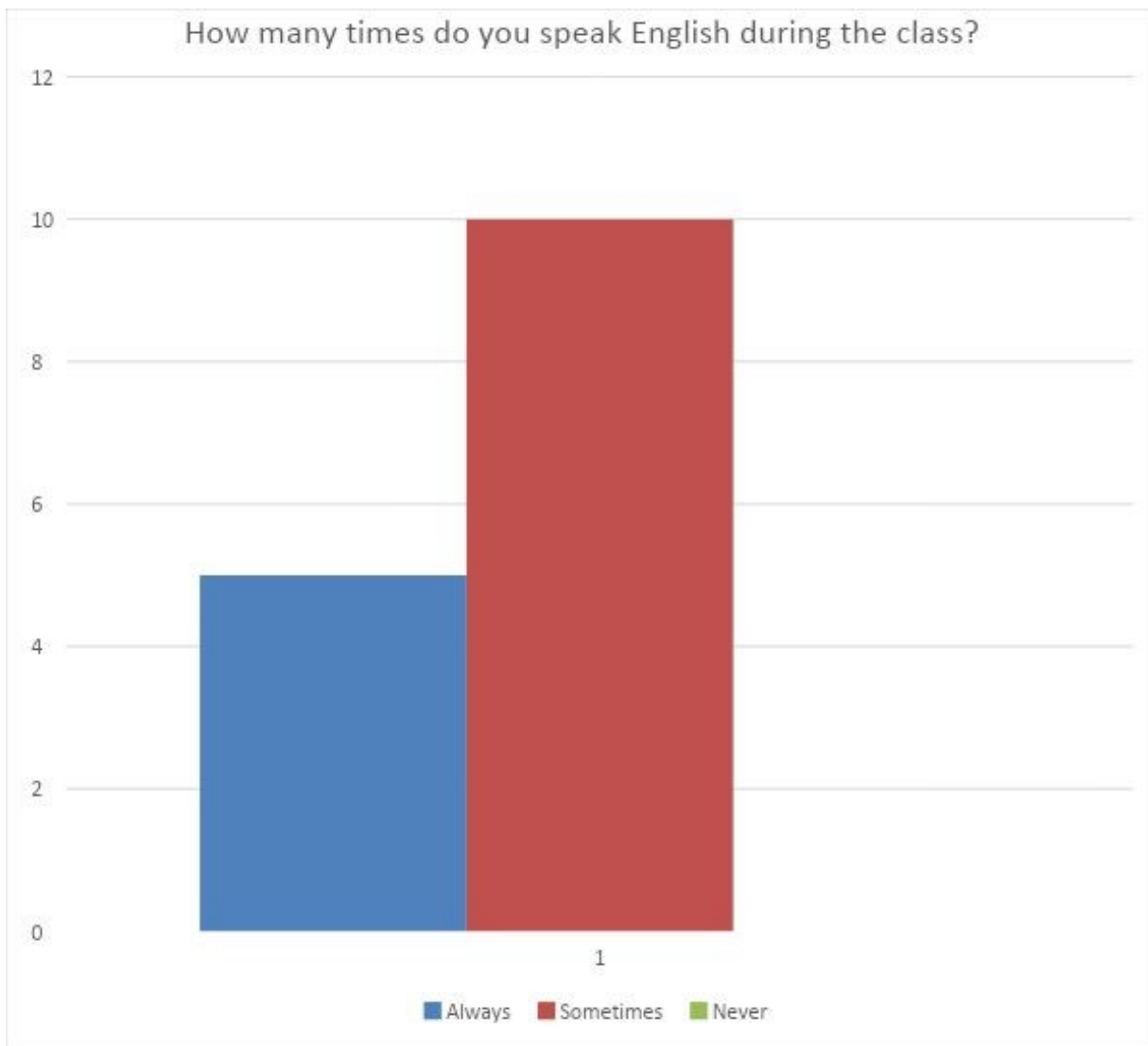


After applying the survey, we observed that the teacher does not speak English during the class. However, the students affirmed that the teacher uses 43% of English. Since the process of learning get affected by the fact that English class is given in Spanish.

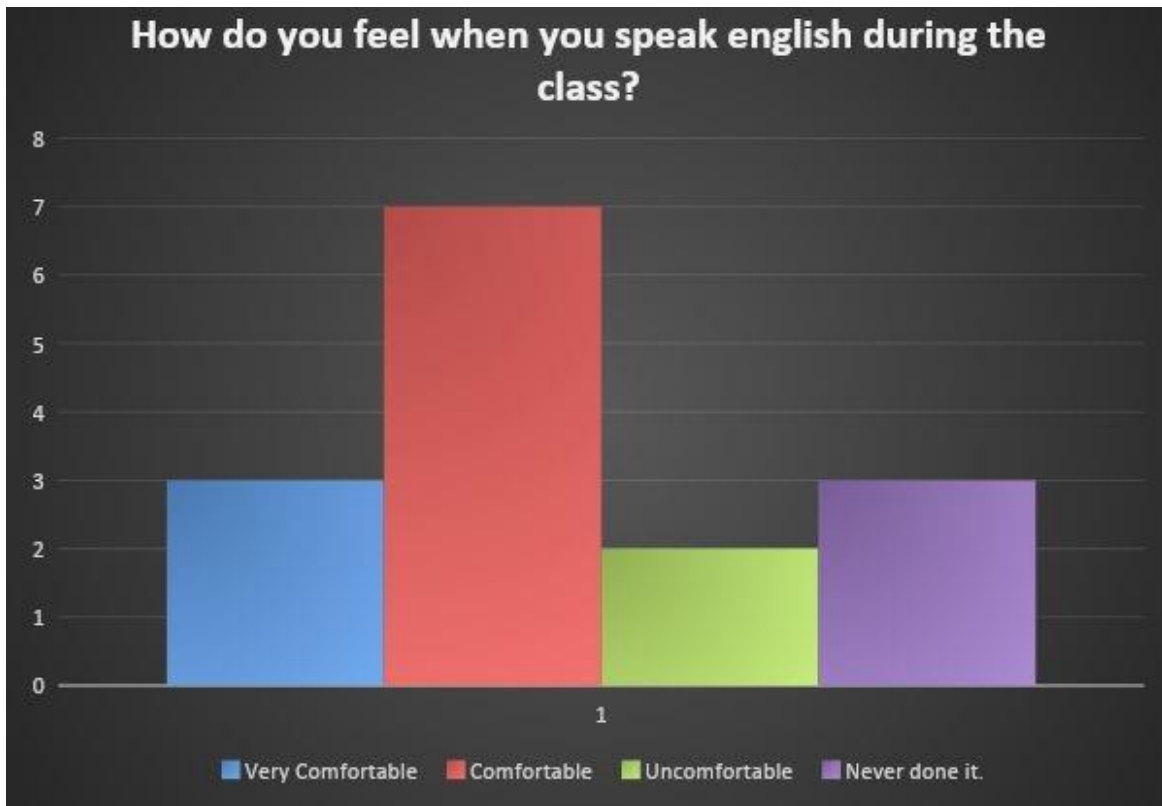


8 of 15 students took an English course before and 7 of 15 students had never taken an English course.

HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY



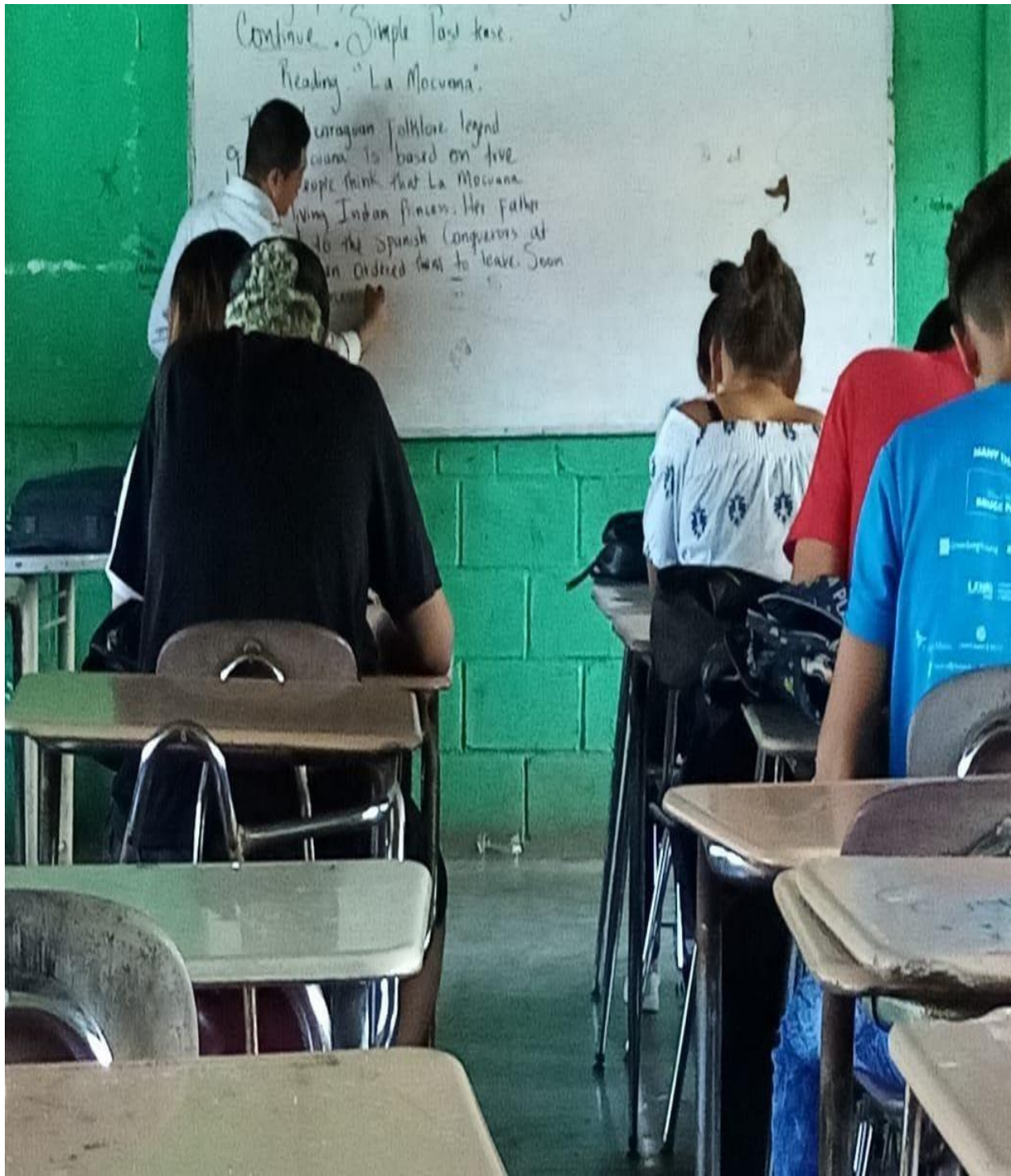
10 of 15 students said that they sometimes speak in English in the class. and 5 students always speak in English in the class.



7 of 15 students feel very comfortable speaking in English during the class. 3 of 15 students feel comfortable speaking in English during the class.

2 of 15 students feel uncomfortable speaking in English during the class

3 of 15 students never had spoken in speaking in English during the class



HELPING LEARNERS DEVELOP VOCABULARY AND FLUENCY

