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### **“Año de la Madre Tierra”**

The effect of high school teacher’s methodology on the development of the speaking skill:  
the case of 7th grade “A” learners at Guardabarranco Public School-Managua, second  
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**“A la libertad por la universidad”**

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## **Dedication**

This work is dedicated to our parents and English teachers from UNAN-Managua University who had helped us during this process. Moreover, we give our special thanks to the Guardabarranco Institute's principal for opening the doors of this high school and considering us as part of it. We also dedicate it to all the students and English teachers in that high school because without them we had not been able to conduct and finish this work successfully.

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## Abstract

This research describes the findings of a previous study on the effect of high school teachers' methodology on the development of the speaking skill by the students. This study focused on explain different surveys to the participants to find out if students are developing the speaking skill. The results shows that methodologies that are used by the teacher in the classroom are not adequate to develop students' speech ability so positive results are not being obtained in the classroom. On the other hand, the scene in which the students develop does not provide the conditions for putting into practice what they have learned in the English class.

# 1 Research Scope

## 1.1 Introduction

English is one of the most important languages in the world. Nicaragua does not have a second language, but English has been implemented as a foreign language in public schools, due to English gives many opportunities one of them is to have a good salary, to be able to talk with people who speak that language without fear of giving their opinions, ideas. The education in Nicaragua is completely different; in high schools the way teachers teach English is not helping students to develop this language with success.

Speaking is one of the most difficult skills to developing in the students. English in Nicaragua is not spoken by the students because they have lack of vocabulary, do not pay attention, and do not go to school every day; we can say this because we were present observing the time of English class at the school that we went to do our research. All the previous factors affect students' speaking ability so they cannot communicate with their classmates. These common problems mark or influence inside the classroom. So, students have a negative impact in their learning process.

Teacher's attitude and methodologies are very important to teach a second language. If teachers want to teach this language, they have to be innovated by using different methodologies which it help the students to acquire the target language easily.

This study is aimed investigate it the teaching methodology that English teachers use to help high school learners develop their speaking skill. To achieve this research 21 students were selected from the students of 7<sup>th</sup> grade "A" at Guardabarranco Public School. The following research is qualitative and quantitative because we rely on studies of statistical numbers to obtain answers from the population to specific questions, also the information it obtained by applying the instruments which are surveys to students, an interview and an observation checklist to the teacher.



## 1.2 Background

Speaking is one of the most important skills that languages have. Speaking involves more than just express it your ideas. It also has to do with vocabulary, pronunciation and other factors that can influence the development of the speaking skill. When someone learns a target language, the most common problem is self-confidence. It is where speakers suffer from attaining in a task. There is always a particular speaker who does not believe in her/his skill. They feel incapable when the lack of vocabulary leaves them helpless in a conversation, but there are many learning methodologies for developing and overcome this problem by taking into account the self-confidence.

According to El Fattah, S. (2006). "Developing speaking skills is of vital importance in EFL/ESL programs". In other words, speaking is highly important to be develop. It is one way to show all the knowledge an individual has gotten talking about the acquisition of a foreign language. The speaking skill is a conscious process when the learners should understand when, why, and what ways to produce language. There are many ways to develop English, for example, applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

According to El Fattah, S. (2006) "As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized". Those problems are the following: the conflict between fluency and accuracy, lack of confidence and pronunciation. There are different approaches that can be used to solve them, for example the indirect and direct approach. The direct approach includes "skill getting". It is highly controlled and it helps learners focus on specific elements of speaking proficiency which are isolated and practiced. It includes activities such as pattern practice drills, analysis of spoken genres structures, and activities where learners construct rules inductively and the indirect approach, on the other hand, increases learners' autonomy with a focus on the production of 'authentic' and functional language.

### 1.3 Justification

Learning English is essential nowadays, because of this the researchers decided to evaluate the development of speech in the 7th grade students "A" of the school. Everyone who learns a new language should bear in mind that English is difficult for some people but not for others. This will depend on the methodology and resources available for teachers.

The most benefited with this research will be the students since this study intends to define which are the methodologies and strategies that can be applied in the classroom so that the student increases his confidence and overcomes the insecurity that most of the them have at the moment of expressing themselves, to be able to begin to speak fluently in English, it is necessary to practice the oral part of the communication by means of games in which the students can interact in a way where all participate and demonstrate the obtained learning.

Teachers will also benefit as they will learn different types of methodologies and activities that integrate and draw students' attention to participate and dynamically develop the students' speech skill.

In addition, this research will help improve English language skills. Using the methodologies present in the research with whatever skill that teachers will develop in their class. It will mainly be focused on the ability to speak, since the students at Guardabarranco Public School find it difficult to develop it. This ability in general is the most difficult for students considering that it is the fundamental part of oral communication in order to have a good command of the language with English speaking people from different countries.

## 1.4 Objectives

### 1.4.1 General Objective

- To analyze the teaching methodology that English teachers use to help high school learners develop their speaking skill.

### 1.4.2 Specific Objectives

- To identify the teaching resources available for the teacher at Guardabarranco Public School to improve students' speaking competencies.
  
- To determine the methodologies used by the teacher at Guardabarranco Public School.

## 1.5 Hypothesis

The methods used by the teacher are helping the students of 7th grade “A” at Guardabarranco Public School to develop the speaking skill as long as the teacher uses the available resources correctly.

## 2 Theoretical Framework

### 2.1 Education

The purposes are to develop the knowledge, skills and character of students. According to (Dictionary, n.d.) “The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lesson that provide understanding of something. Education requires instruction of some sort from an individual or composed literature” Education is a basic human right and a significant factor in the development of children, communities, and countries. In Nicaragua there are education systems, such as primary school, (Classbase, Foreign credits, 2012). The school year runs from February to November and elementary education is free and compulsory. However, facilities are inaccessible to people in remote areas”

Secondary school (Classbase, Foreign credits, 2012) “it is a luxury of which many poorer Nicaraguan can only dream, because the country is still harshly divided along language and ethnic lines, and the wealthy minority rule. Those fortunate enough to make it through grade 12, qualify to study further at local universities only, such is the world’s evaluation of the quality of their school education”

Higher education (Classbase, Foreign credits, 2012) “Entrance hurdles to a Nicaraguan University include a secondary school qualification, an entrance examination, and the ability to afford fees. The primary undergraduate degree is a 4 – 5 years Bachelor which may confer a title. Further study opportunities include a second year graduated Master Course.

**Language:** it is a system of words or signs that people use to express thoughts and feelings to each other. Language is the process or set process used to ensure there is agreement between the sender and receiver for meaning assigned to the symbols and the schema for combining them used for each communication. The symbols themselves, although typically not the accompany in a non-verbal activity, are usually describes words. The schema for combining them is usually described as a grammar. (Johnston, 2008)

The importance of language is essential to every aspect and interaction in our everyday lives. According to (Webster, n.d) “We use language to inform people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively

with our words, gestures, and tone of voice in a multitude of situation”. We use language because we can communicate with others by giving ideas, opinions about different topics. As a parent, teacher or other type of caregiver, you configure a child's language development to reflect the identity, values, and experiences of your family and community. Currently, schools recognize the importance of language and it is for this reason that they have begun to offer a second language teaching since high school, and employers also have specific language requirements as part of their application process.

**Learning:** it may occur consciously or without conscious awareness. (Wikipedia) Says it, “is the act of acquiring new, modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences and may involves synthesizing different types of information” In learning we find out four types, according to Loob (2001) there are, auditive learning (“by listening and speaking”), visual learning (“through the eyes, by watching”), haptic learning through the intellect.

**Teaching:** is part of the process of education, it has imparted knowledge, develop understanding and skill of the students in a systematic way to obtain some predetermined goals and includes all the activities of providing education to another.

The term teaching methods refers to the general principles, pedagogy and management strategies used for classroom instruction. According to Teach (2016) “Your choice of teaching methods depends on what fits you, your educational philosophy, classroom demographic, subjects areas and school mission statement, teaching theories primarily fall into two categories or approaches, teacher-centered and student-centered”

## 2.2 Language teaching

Language teaching is the process by which the teacher facilitates the practice of language to his students to acquire fluency. We can mention that language teaching uses memorization and application of vocabulary and grammar rules that are often less effective, but not necessarily ineffective.

### 2.3 English Teaching Methodology

English language teaching is a way of teaching a language which is based on systematic principles and procedures and also is an application of point of views on how a language is best taught and learned. Language teaching has begun to be a profession in the last century. The method in language teaching is the main element of a systematic set of teaching practices based on a particular theory of language and language learning. Howatt (2004) states that the history of the changes has been the practice of language teaching throughout history and chronology mentions us through the direct method in the 20th century one of the most enduring legacies of Method direct has been the notion of "method" itself. According to Rodgers (2001), the very concept of method involves “the notion of a systematic set of teaching practices based on a particular theory of language and language learning...” (Paragraph 1). However, it is possible to develop a set of teaching practices and then go in search of a theory. It's called having an agenda. But, for the sake of classification, let us include non-theory-based practices under the heading of methods.

According to Edward Anthony (1963) method is describing as an overall plan for systematic presentation of language based upon a selected approach.

A distinction is often made between methods and approaches. Methods are held to be fixed teaching systems with prescribes techniques and practices, whereas, approaches represent language teaching philosophical that can be interpreted and applied in a variety of different ways in the classroom.

We can mention the most important methods that teachers use with their students in the classroom.

#### 2.3 Direct Method

The Direct Method is also known as the Oral or Natural method. It is based on the active involvement of the student in speaking and listening using the new language in realistic everyday situations. This process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. They hear and use the language before seeing it writing.

We have eight principles of the direct method that are the most used when teaching:

- Classroom instructions are conducted exclusively in the target language.
- Everyday vocabulary and sentences are taught.
- Oral communications skills are built up in the carefully traded progression organized, around question – answer exchanges between teachers and students in small and intensive classes.
- Grammar is taught inductively.
- New teaching points are taught through modeling and practice.
- Concrete vocabulary is taught through demonstration, objects and pictures, abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension are taught.
- Correct pronunciation and grammar are emphasized.

The direct method is accepted in private language schools where students are highly interested and where native speaking teachers could be employed.

#### 2.4 Strategopedia method

Strategopedia is the instructional focus on language learning strategies and learning trainings in curriculum design and teacher training suggests that learner training will be a major methodology theme of the future.

Rodgers (2001) says in Strategopedia “Learning to learn” is the key theme in an instructional focus on language learning strategies. This method includes the most basic strategies as level, memory tricks, and at the high levels, cognitive and metacognitive strategies for learning, thinking, planning, and self – monitoring. Research findings suggest that strategies can indeed be taught to language learners. Learners will apply these strategies to produce significant achievement in language learning.

#### 2.5 Silent way method

The silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class. Learners should be encouraged to speak as much as possible. At the same time we have to remain three important aspects:

- The learner needs to discover or create.
- Learning is made easier by the use of physical objects.



- Learning is made easier by solving problem using the target language.

According to Gattegno (1972) he argues that learners should develop independence, autonomy and responsibility. Learning in a silent way classroom had to cooperate with each other in the process of solving language problems. Teachers had to resist their instinct to spell everything out in black and white to come to the aids of students at the slightest downfall. They had to get out of the way while students worked out solutions.

## 2.6 Lexical Phraseology

Phraseology is a branch of linguistics which studies have different types of set expressions. The lexical phraseology (Pawley & Syder, n.d) says that "memorized clauses and clause-sequences form a high proportion of the fluent stretches of speech heard in everyday conversation." One estimate is that "the number of memorized complete clauses and sentences known to the mature English speaker probably amounts, at least, to several hundreds of thousands". For language teachers, the results of such inquiries have led to conclusions that language teaching should be centered on memorizing these lexical patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur.

## 2.7 Natural Approach Method

The Natural approach is one of the communicative approaches to language teaching of the present time. According to Krashen (1982) learners acquire language through modified input of the teacher. This means that teachers adapt their language level to their students' level and in one-to-one classes the amount and type of input can be maximized by the teacher to benefit the student.

## 2.8 Grammar-Translation Approach

In this method, classes are taught in the students' mother tongue, with little active use of the target language.

- Vocabulary is taught in the form of isolated word lists.
- Elaborate explanations of grammar are always provided.
- Grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words.
- Little attention is paid to the content of texts.

- Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa.
- Little or no attention is given to pronunciation.

### 2.9 Community language learning (CLL)

This approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

The basic tenets are:

- The learner is not thought of as a student but as a client.
- The instructors are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

### 2.10 Total Physical Response (TPR)

Total Physical Response (TPR) method is one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate through the use movements. The basic tenets are:

- Understanding spoken language before developing the skills of speaking.
- Imperatives are the main structures to transfer or communicate information.
- The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when he/she feels comfortable and confident in understanding and producing the utterances.

### 2.11 Communicative language Teaching

The method stresses a means of organizing a language syllabus. Its emphasis on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

- There is negotiation of meaning.
- A variety of language skills are involved
- Material is presented in context

- It pays attention to registers and styles in terms of situation and participants.
- Fluency and accuracy (different competencies)
- Form and functions
- Development of autonomous learners

#### Audio-lingual method

This method is pay special attention to pronunciation and oral intensive practice of sentence's structure. The language is a system of rule-governed structures hierarchically arranged. Theory of learning is a habit formation; skills are learned more effectively if oral precedes written, analogy, not analogy. The objective is control the structure of sounds, form and order, mastery over symbols of the language. According to (Brown, 2001) "there are main characteristics such as new materials is presented in dialogue form, dependence on mimicry, memorization of set phrases and overlearning, successful responses are immediately reinforced, great importance is attached to pronunciation"

- Drills are used to teach structural patterns.
- Set phrases are memorized with a focus on intonation.
- Grammatical explanations are kept to a minimum.
- Vocabulary is taught in context.
- Audio-visual aids are used.
- Focus is on pronunciation.

#### 2.12 Importance of English language teaching.

Students have the constant attention of the teacher so they can listen and speak more English than they might in a group situation. Students also can contribute to classes to be part of the learning process by bringing material like books, songs, articles from local newspapers to class.

Student's strengths and weaknesses are addressed more consistently and fully without the competition of other students for the teacher's time. At the same time they can become better learners through learner training with their teacher.

### 2.13 English Skills

Learning a language requires four skills that are needed to complete a communication competence. When people learn their native language, it is usually learning first to listen, second speak, three read, and finally to write. These are called the four language skills.

The four language skills are related to each other in two ways: the direction of communication (in or out) the method of communication (spoken or written) Input is sometimes called "reception" and output is sometimes called "production". Spoken skill is also known as "oral".

Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are skills like grammar, vocabulary and pronunciation.

### 2.14 Speaking skill

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

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Shrouf, n.d). Speaking is a crucial part of second language learning and teaching. Despite it is important, for many years, teaching speaking has been undervalued. English language teachers have continued to teach speaking just as a

repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills. It only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners, how to speak in the best way possible, some speaking activities are provided below. They can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

### 2.15 Types of speaking performance

Imitative speaking, it is when the students use the same vocabulary, form of language and pronunciation. According to Lasso, (2006) “imitation occurs not for the purpose of meaningful interaction, but for focusing on some particular element of language form. Drill (limited practiced through repetition) provide learners an opportunity to listen and to orally repeat certain strings of language”

Intensive speaking provides learners the opportunity to go over and use certain forms of language through controlled speech production. Lasso, (2006) states that “intensive speaking has some characteristics such as: direct response, read aloud, oral sentences completion and dialogue completion”

Response speaking is when students express their comment about a specific topic. Lasso (2006) argues that, “Education involves short replies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend to dialogues. Speech production can be meaningful and authentic Transactional language, students exchange specific information”

Interpersonal speaking has colloquial language, register, synonym of vocabulary. According to Lasso (2006), “interpersonal is carried out more for the purpose on maintaining social relationships than for the transmission of facts and information”.

### 2.16 What makes speaking difficult?

Stress, rhythm and intonation are the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

Colloquial language makes sure your students are reasonably well acquainted with the words; idioms and phrases of colloquial language and those they get practice in producing these forms.

Clustering, fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

Redundancy the speaker has an opportunity to make meaning clearer though the redundancy of language. Learners can capitalize on this feature of spoken language.

Reduced form is means contractions, elisions, reduced vowels, etc.; all form special problems in teaching spoken English, students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking than in turn stigmatized them.

Rate of delivery is another salient characteristic of fluency. According to (Brown) “one of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency”

Performance variables one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. (Brown) Says “that one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena”

### 2.17 Speaking Problems in the classroom

There are some speech skill problems that teachers may encounter when helping students speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use Tuan & Mai, (2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners have is that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who states that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for

learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem is the participation in classes is very low. There are a lot of factors that affect the participation among students especially in larger classes where one student has a hard time to speak and be listened by their classmate, because at that time other students are talking each other's.

The last problem is related to the mother tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough background information, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

### 2.18 Teachers and students' role

A teacher or tutor is an educator, or someone who teaches in an educational institution. In other places a formal teacher without a degree is call them informal or empirical teacher. Also, a teacher is a facilitator of the education. They share the knowledge acquired and help the students to have a good develop and the teaching learning process.

The teacher's role is very important because it defines the attitude that takes to give the class. The teacher is who takes control of the class and also use methods and resource to achieve a successful result. However, the teacher is not only focused in teaching the content of the topics. He is also an artist that transmits enthusiasm to the students and involving in possible problems that are affecting the motivation the students.

According to Wright (1987) "The teacher has the most importance distinction between two roles, one is controller and second facilitator, since these two concepts represent opposite ends of a cline of control and freedom; a controller stands at the front of the class like a puppet-master or mistress controlling everything, a facilitator maintains a low profile in order to make the student's own achievement of a task possible". We consider that both roles have

an important part in the education because a controller teacher keep the order and discipline in the classroom and facilitator make a good communication, it provides didactical material to follow the sequence the class. Another important role of the teacher is to guarantee the development of the competences in different fields in the learning process. According to Srikaew, et. (2014), instrument that provides students a chance to demonstrate their ability to participate in a conversation.

On the other hand, the teacher has different roles such as controller, assessor, organizer, prompter, participant, resource, tutor and investigator.

The teacher as a controller: are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use. The teacher as controller is closely allied to the image that the teachers project of themselves. They are natural leaders and performers while others are quieter and feel happier when students are socializing amongst themselves.

The teacher as assessor: according to Gower, R. and Walters, S. (1987), “clearly a mayor part of the teacher’s job is to assess the students ‘work, to see how well they are performing or how well they performed”. In this case the role as assessor is help the students to solve possible doubts about the class.

The teacher as an organizer: Mc Lean (1980), states “the most important and difficult role the teacher has to play is that of organizer”. The success of many activities depends of a good organization and the students know exactly what they are they doing. We consider that some teachers omit to give students vital information. The main aim of the teacher when organizer an activity is to tell the students what they are going to talk about or write or read, give clear instructions about what exactly their task, get the activity going, and then organize feedback when it is over.

The teacher as a prompter: “Often the teachers need to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next” Mc. Lean, (1980). The teacher’s prompter involves their students to be participative in the class. He motives and listens the point of view of the students.



The teacher as a participant:” The teacher may often participate as an equal in an activity, especially where activities like simulations are taking place. The teacher might join simulations as participants, sometimes playing roles themselves. The danger is that the teacher will tend to dominate, and the students will both allow and expect this to happen. It will be up to the teacher to make sure it does not”.

It means that if the teacher makes sure that this does not happen, the atmosphere of the class will probably be improved. Students will be given a chance to practice English with someone who speaks better than they do.

### 2.19 The teacher as a resource

The teacher is a kind of resource center ready to offer help if needed or provide learners with whatever solution when they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

As a resource the teacher can guide learners to use available resources such as the internet, for themselves. It certainly is not necessary to spoon-feed learners, as this might have the down side of making learners reliant on the teacher.

The teacher as a tutor: The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students to clarify ideas and limit tasks.

This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student’s needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

The teacher as an investigator: Apart from the roles mentioned above where the T’s behavior is related to the SS. The teachers themselves may want to develop their own skills to improve their own activity. This can be done by investigating what is going on, observing what works well in class and what does not, trying out new techniques and activities and evaluating them. Their participation in various conferences, seminars, meetings with other colleagues, training courses, etc.; helps the teachers’ process of improving their own work, too. Teachers who do

not investigate the efficiency of new techniques and who do not seek their own personal and professional development may find the job of teaching becoming increasingly monotonous. Teachers who constantly seek to enrich their understanding of what learning is it about and what works well. On the other hand, will find the teaching of English constantly rewarding.

This means that the teacher must provide confidence and a willingness to the students to be motivated to learn. The teacher must have the necessary capacity to teach the contents, and if a teacher does not handle the subject, cannot expect effective results.

Facilitating learning is empowering for both the learner and the teacher. It frees the teacher from many of the burdens that having to be an expert might entail. Sometimes many teachers think it's a weakness to say no, we will find out.

Regardless of the roles they assume, teacher's shape the culture of their classrooms, improve student learning, and influence practice and production. Making the shift from teacher as expert to facilitator is sometimes seen as diminishing a teacher's power and authority, but this should not be the case at all.

As the teacher's role is now a facilitator (or should be). The student's role is to take given information or instructions and coordinate the task for himself or group members, and begin in the task. The students must be a task monitor by checking himself/herself in terms of on task study time, noise level, and quality work. He or she should be responsible for gathering materials needed for an assignment, when given directions to where resources can be found. He or she should also put back materials when finished.

Bailey (2009) argues that there are simplistic roles, but roles that are used as a cooperative learning teacher are: potential project roles and possible discussion roles. Those appropriate roles will depend on group size and the nature of the cooperative learning task. The lists of roles described below are intended to be representative but not exhaustive.

## 2.20 Potential project roles

**Leader/ Editor:** This student is in a charge of organizing the final product of the project, be it a paper, a presentation, etc. That does not mean technical details, but of making sure that the project meets the standards set out by the instructor (often as a rubric), plus any extras stipulated by the group. These standards generally include punctuality and completeness.

**Recorder/ Secretary:** This person takes notes whenever the group meets and keeps track of group data/sources/etc. This person distributes these notes to the rest of the group highlighting sections relevant for their parts of the project.

**Checker:** Someone needs to double-check data, bibliographic sources, or graphics for accuracy and correctness.

**Facilitator/ Encourager:** This student gets discussion moving and keeps it moving, often by asking the other group member questions, sometimes about what they have just been saying.

**Timekeeper:** Someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period.

**Summarizer:** Every so often (perhaps once per question for a list of questions, or at the end for one question), this student provides a summary of the discussion for other students to approve or amend.

**Reflector:** This student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.

**Elaborator:** This person seeks connections between the current discussion and past topics or overall course themes.

On the other hand, it is considered that students should be active participants in their education. This means that students should contribute to classroom discussions by not only answering direct questions posed by the teacher, but answering questions posed by their peers. This is not all the students should do. Students should feel free to ask questions, or express their own ideas about a subject, not only to their teacher, but also their peers. This allows students to construct their own knowledge about their learning.

A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, student's should be able to find some prior experience or knowledge to apply this new learning to. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. Now, this does not always happen, but a student who wants to be actively involved in their education, should think.

Wood (2002) argues that, it is the teacher's job to formulate a classroom management plan to facilitate the development of an effective learning environment. The student also has an

obligation in the development of a quality learning environment. Following individual rules or expectations is just the beginning. In addition to complying with posted rules, students should be expected to show respect for self and others and meet all behavioral and academic expectations.

Another student's role is based in the expectations; it depends that their behavior and their spirit of overcoming.

### 2.21 Comply with behavioral expectations

Students should strive to comply with all behavior expectations. Behavioral expectations that are verbally outlined and posted as part of the classroom management plan should be incorporated into each child's daily routine and life skillset. Each student deserves access to a quality educational environment, but unless each student endeavors to contribute to the development of that environment, that environment will not exist. A quality educational environment will exist if all students attempt to comply with all behavioral expectations.

### 2.22 Comply with academic expectations

It is imperative that students strive to comply with all academic expectations in the classroom. This is not only for the benefit of the individual student, but also for the benefit of the entire class. Collaborative learning environments, in the form of partner and group work, necessitate a contribution from each student. If students are striving to meet all academic expectations, they will prepare outside assignments and study so that they can make a viable contribution to a collaborative environment.

### 2.23 Show respect

Showing respect for self and others is one of the most important things a student can do to contribute to a quality learning environment and reducing disciplinary distractions. Simple actions such as waiting until recognize before speaking and raising a hand before speaking demonstrate self-respect for others. By being attentive, listening and refraining from interrupting when others are talking also demonstrate a respect for others. Showing respect for others will reduce disruptions in the classroom.

## 2.24 Strategies for Developing Speaking Skill

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

### 2.24.1 Using Minimal

Responses Language learners who lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### 2.24.2 Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### 2.24.3 Using Language to Talk About Language

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

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

## 2.25 Public schools

Public school exists around the world and in our country too. They are school that runs on public funds, usually government-imposed taxes. It's free for everyone to go to a primary or secondary public school. They are available for everyone and we have a variety of them in primary schools, secondary schools, and some universities too.

The number of students enrolled in public schools is also increasing although sometimes students withdraw from their schools for various reasons, and the demand for teachers is

directly affected by this. Registration varies by cities. Schools in our country, especially in densely populated areas and in sparsely populated rural areas, need more teachers because they need to hire teachers who are qualified in particular subjects, such as math, science, bilingual education and foreign languages to provide excellent quality.

### 2.26 Problems, limitations

Resource limitations are an important fact to consider. These limitations will affect the planning and implementation process. Although resources limitations are almost always faced by teachers when they want to develop any activity in the classroom. The first limitation some public schools have is the lack of a board or the condition of this, as it is well known the board it is one of the best ally of a teacher while putting into practice the lesson plan.

### 2.27 Brief historical review of the origin of teaching materials

Teaching materials are important to ensure successful teaching-learning. Also, materials arouse interest, facilitate the understanding of content and promote the active participation of students also allow the development of creativity.

The teaching material is as old as teaching. Area (2007) cites as the main reference of the first properly didactic material the work *orbis sensualium pictus* by JA Comenio, elaborated in the 17th century, the work represents the first manual or text created specially to facilitate the transmission of knowledge by combining two great peculiarities that converted said text in didactic: texts and images and the vernacular of students (readers) to the printed pages. The book was written in Latin, which made a qualitative leap to generate understandable materials for a wide and diverse audience of the time.

In earlier historical times as in Ancient Greece, such as during the Roman Empire or later throughout the Middle Ages, the teaching was supported by the oral demonstrations and explanations offered by the teacher. It was the transmission of personal knowledge. The adult taught what he knew and had acquired throughout his life experience, not what was in the books. The entry, presence and generalization of printed texts and other teaching materials in teaching was a slow and gradual process developed over several centuries (approximately from the sixteenth to the nineteenth century) that was growing parallel to the consolidation of the printed work as a canon of Western knowledge, and the emergence of a didactic

rationality that theorized and intended to systematize the teaching action and processes. However, the teaching material does not reach its fullness or at least its hallmarks until the emergence of school systems in the mid-nineteenth century. Schooling, that is, institutionalized education aimed at the entire population, is a relatively recent historical phenomenon that emerged in Europe, in the midst of the industrial revolution, in the mid-19th century. Since then, especially throughout the twentieth century, printed teaching material became the backbone of much of the teaching and learning activities at any level and level of education. In any training activity there is usually a printed reference material for teachers and students. Sometimes they adopt the format of a set of activity sheets, other times the format of a manual; others as a practical guide such as to learn to type or to handle a certain software; other times as self-learning material (as in the case of distance education), or as textbooks (material of today's primary and secondary education). (Area, 2007).

The teaching material is usually used as a link or element of union between the teacher and / or the student and reality. Ideally, all teaching and learning should be carried out in contact with real life, but it is not always possible or advisable and that is why we resort to a series of means, resources or materials that serve as a bridge between what is taught and learned. The teaching material replaces reality and tries to represent it in the best possible way, facilitating its objectification. Nérici, (1973).

### 2.28 Didactic materials

Didactic materials are tools that teachers use in their classes with the intention of catch the attention of their students, but an organization of resources that mediates the expression of action between teacher and student.

For Corrales, (2002) the didactic materials are all those channels through which the educational messages are communicated. The media as a curricular element, in addition to being channels that convey the communication of messages, help, facilitate and promote the teaching-learning process. In this concept includes theoretical and technical resources; experiences and practical experiences; mental and material resources. Thus an educational medium could be a newspaper article, a song heard on the radio, a related anecdote, the observation of a natural phenomenon, etc.



## 2.29 Importance of the teaching materials

Teaching materials are one of the most important tools of teaching work, since by inducing the child to create their own knowledge through the handling and manipulation of concrete materials and confronting the problems with the daily activities they perform, they will help appropriate knowledge, concepts and consolidate their learning, helping them be meaningful in each student Copens, (2009). As teachers in front of the group, it is very important to know and analyze what kind of students we have in the group for, and in which medium is the community in which they operate, to be able to choose the corresponding materials and adapt the class to common interest of the students, always looking for each material to fulfill an established purpose.

## 2.30 Classification of teaching materials

### 2.30.1 Visual Media

Corresponds to the text or print media: magazines, posters, boards, newspapers, among others; and use written language. There are many media that use this language, which are subdivided into: Non-projectable visuals and projectable visuals Thomas Huang, Vuong Le, Thomas Paine, Pooya Khorramy, & Usman Tariq, (2014)

### 2.30.2 Auditory media

These media use sound as the mode of coding information, sound is very important; from the educator's voice, its handling, its modulation to the electrical elements contribute to the formation of generations. The use of this medium in the classroom has led to the creation of language laboratories, which have allowed the development of auditory skills for the management of foreign languages. On the other hand, preschool and primary education has benefited from the use of these means, to stimulate the imagination of children with recorded or musical stories(Risna, Zubaidah, & Novita).

### 2.30.3 Audiovisual Media

They are the media that have to do directly with the image such as photography and audio, such as: the slide projector, television, cinema, videos, Video-beam, Multimedia, CD ROM, DVD, among others. Audiovisual media refer especially to educational media that, with images and recordings, serve to communicate specific messages and content. Television, movies and videos, in the educational context, are powerful means for learning. These audiovisual aids are selected according to the content, complexity of the topic, number of

students, the physical environment and must satisfy three purposes: Strengthen the verbal message, Contribute to set highlights of the topic and Illustrate factors that are difficult to visualize or imagine Thomas Huang et al.,(2014).

This type of media has proven to be effective for compression and motivation, since the content can be presented in a concrete way, thus contributing to fix it in an easier, interesting and lasting way, facilitating teaching and creating significant learning. For this reason it is necessary that with the help of these resources the class be replaced by a teaching that promotes the construction of knowledge and the development of habits and skills in a socializing context and where the teacher's role is as a pedagogical mediator rather than as a transmitter of knowledge and information (Classification of the Teaching Materials”2014)

### **3 Methodological Design**

This research is qualitative because the information was obtained by applying tools, which are surveys to students, an interview to the teacher, and an observation checklist which allows to observe and analyze the effect of high school teachers' methodology on the development of the speaking skill: the case of 7th grade "A" students at Guardabarranco Public School and quantitative because all the data collected through the application of the tools were analyzed in a statistical way and explained by figures.

#### **3.1 Research area**

This research was carried out at Guardabarranco Public School in the second semester 2019.

#### **3.2 Population and sample**

The population that was selected to carry out this research are the students of 7th grade A from Guardabarranco public School. The population is 28 students and the sample is 21. The sample size was calculated using the sampling method "Simple Random Sampling", Munch Galindo (1996), for finite populations, therefore, the sample size "n" = 21 students, considering an error estimation of 5% and a confidence level of 95%, with a  $p = q = 0.5$

#### **3.3 Tools or materials used for data collection**

The data collection instruments used for this research were: Survey, interview and observation checklist. These instruments were chosen because of their simplicity and truthfulness, and because they allow to have a clear point of view of the problem or topic being investigated, thus allowing a much more effective and valid analysis of results.

**Survey:** The survey investigation is a collection of data obtained by asking people questions, personally, on paper, by phone or online. Surveys are a form of primary research, where first-hand data is collected from its source. The information collected can also be accessed later by other parties in the secondary investigation.

The interview refers to a formal and deep conversation between two or more people, in which the exchange of information takes place, in order to verify the acceptability of a candidate for a possible study.

An observation checklist is a list of things that an observer will look specifically at when observing a class. This list may have been prepared by the observer or the teacher or both.

#### 4 Discussion of the results

Figure 1 shows the percentage of time the teacher speaks English in class. Out of 100 % (21) of the students, 52 % (11) said that the teacher uses English 75 % percent of the time. The remaining 48 % (10) said that the teacher uses English 100 % of the teaching time. While there seems to be a contradiction among the responses of the participants, English is still very used in the class, which is positive from a methodological standpoint.

Figure 1. What percentage of the teaching time does the teacher use English?

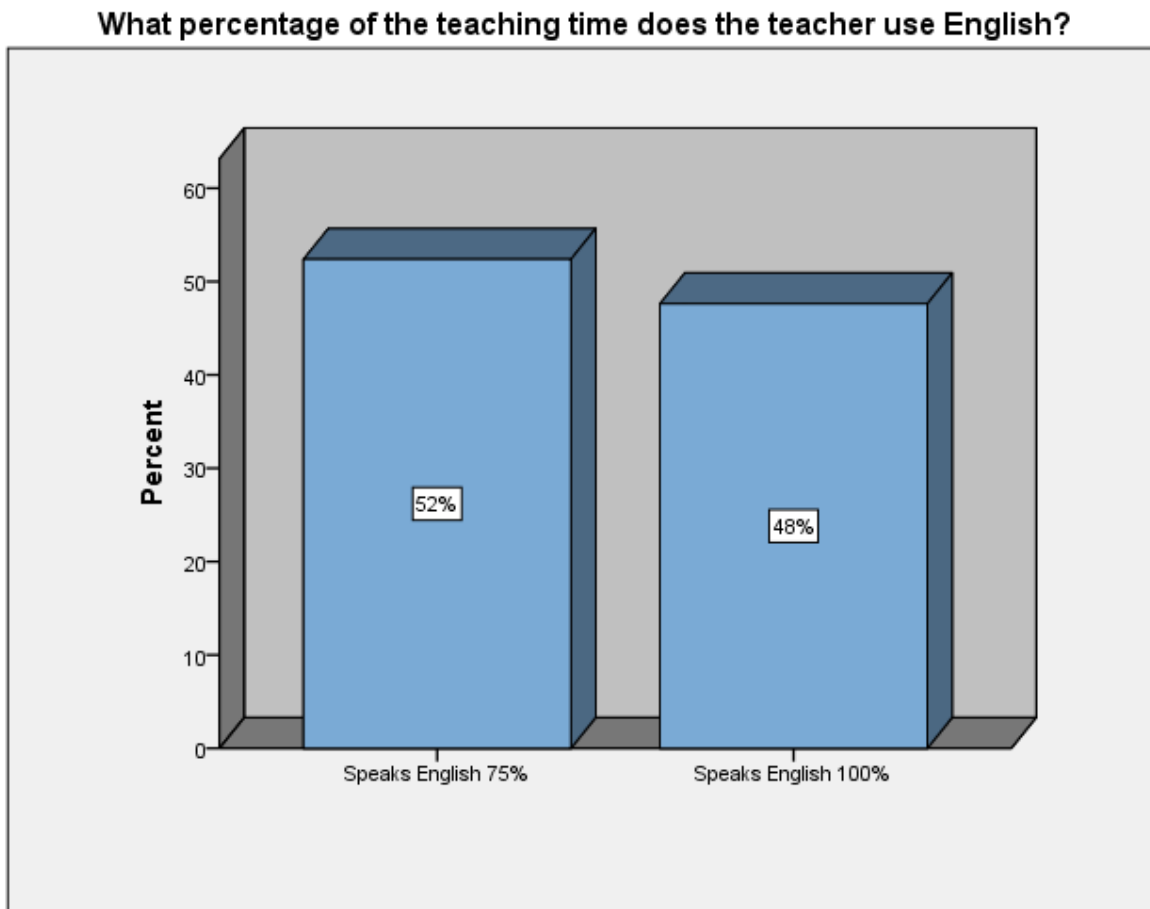


Figure 2 shows the frequency of time that students speak English in activities. Out of 100% (21) students, 52% (11) of the students said that they speak sometimes English in the activities. 43% (9) students said that they always speak English. The remaining 5 % (1) student said that they never speak English in activities. While there seems to be a contrast concern the responses of the participants. Students speak English most of the time in the activities.

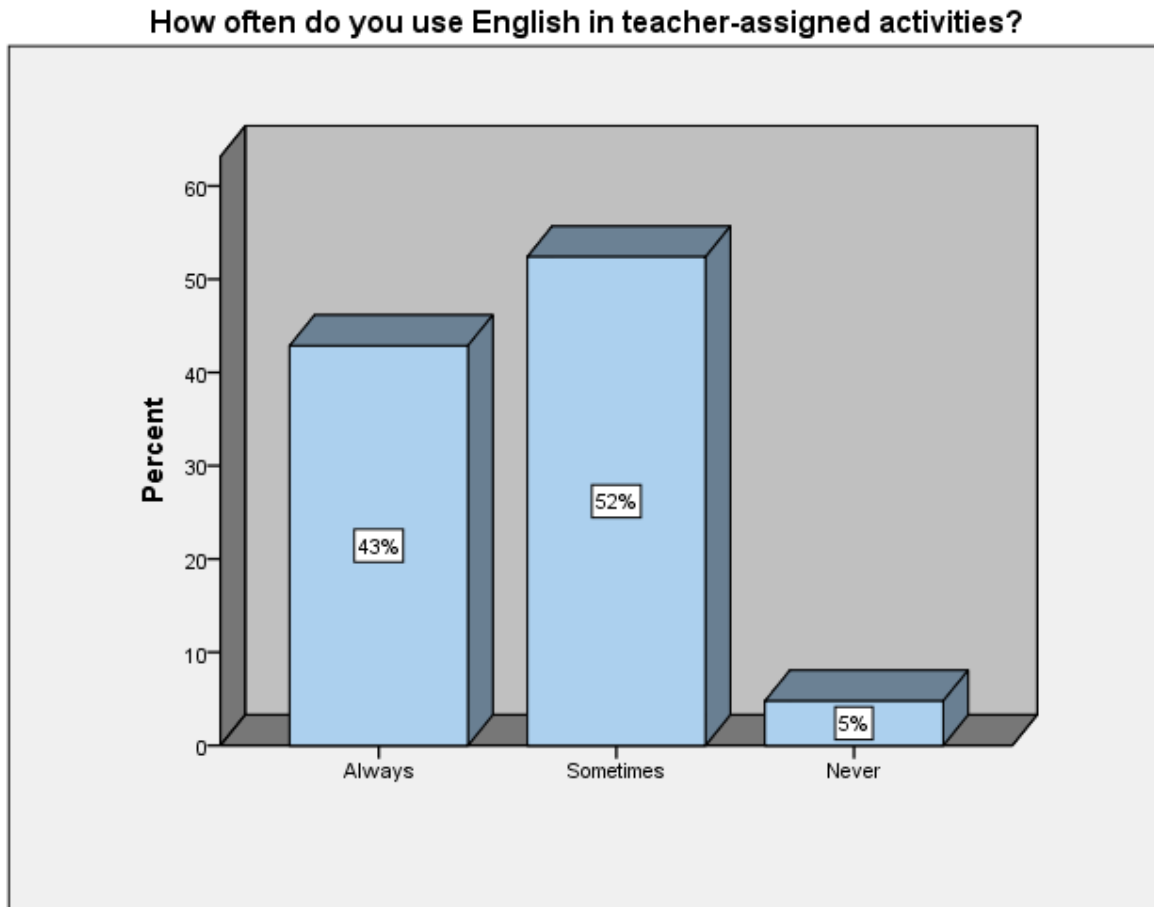


Figure 3 shows the understanding acquisition of the students when the teacher speaks English. Out of 100% (21) students, (57% (12) of the students said that they sometimes understand what the teacher said. 29% (6) students said that they hardly ever understand what the teacher said. The remaining 14% (3) students said that they always understand what the teacher said. While there seems to be a close relation among the responses of the participants, it is valid to say that students understand most of the time what the teacher says when he speaks English.

When the teacher speaks English in class, do you understand everything he says?

**When the teacher speaks English in class, do you understand everything he says?**

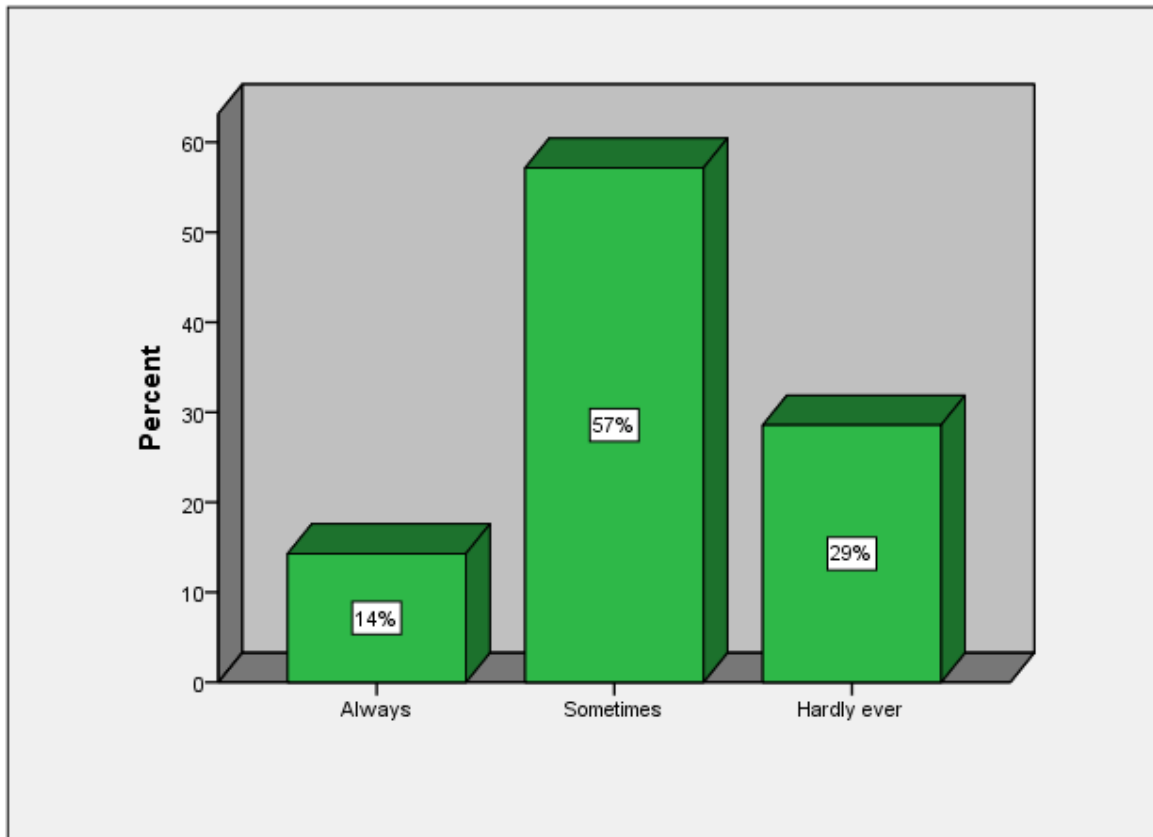


Figure 4 shows if the environment created by the teacher is adequate to the learning of the students. Out of 100% (21) students, 86% (19) of the students said that the teacher creates a propitious environment for their learning. The remaining 14% (2) of the students said that the teacher does not create a good environment for their learning. While there seems to be a accord between the responses of the respondents, it is valid to say that good environment makes the learners feel comfortable and self-confidence to acquire good knowledge.

Figure 4. Do you believe that the teacher creates an environment propitious for your learning?

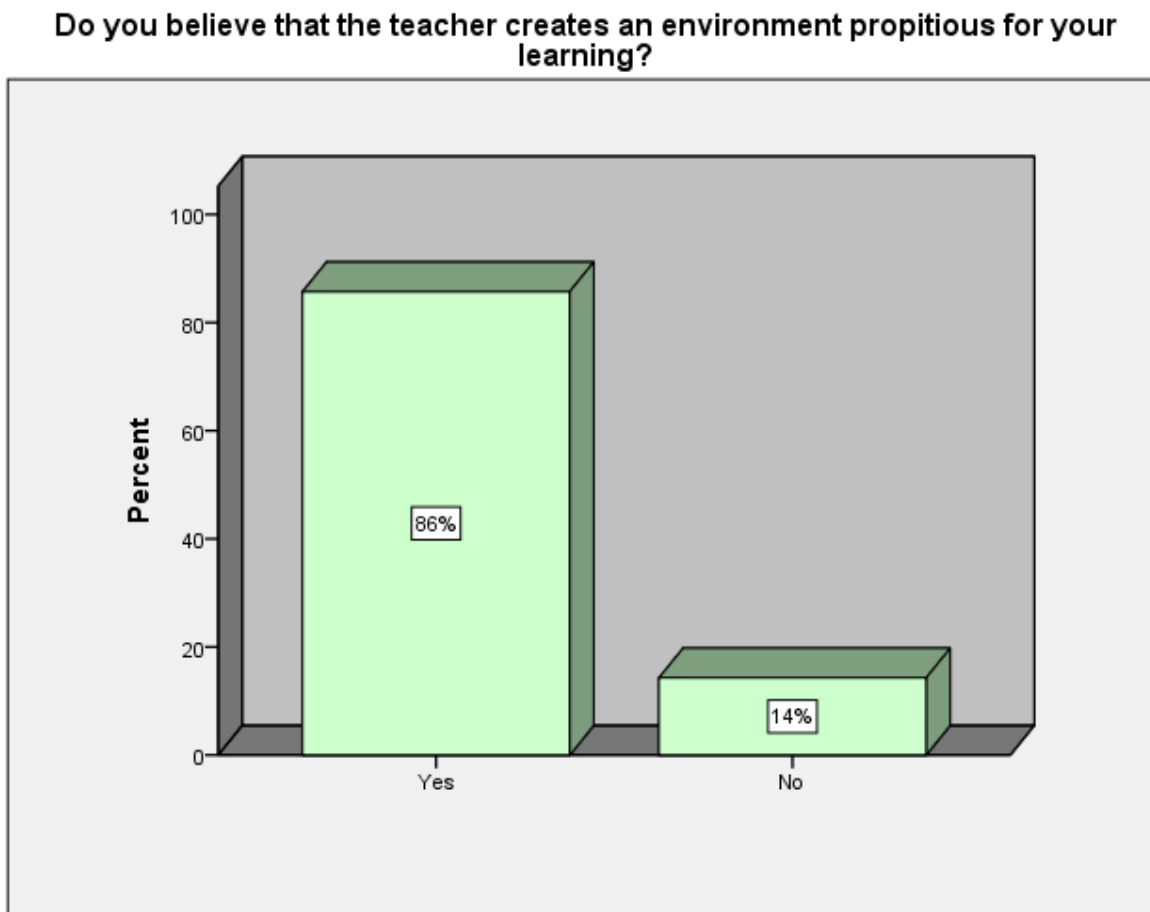


Figure 5 shows if the teacher gives feedback to their students. Out of 100% (21) students, 86% (18) students said that the teacher gives feedback. The remaining 14% (3) students said that the teacher does not give feedback. There seems to be a concord between the responses of the participants. Feedback is a good technique; it helps to clarify any problems that students have in their learning process of the target language.

Figure 5. Does the teacher give you feedback?

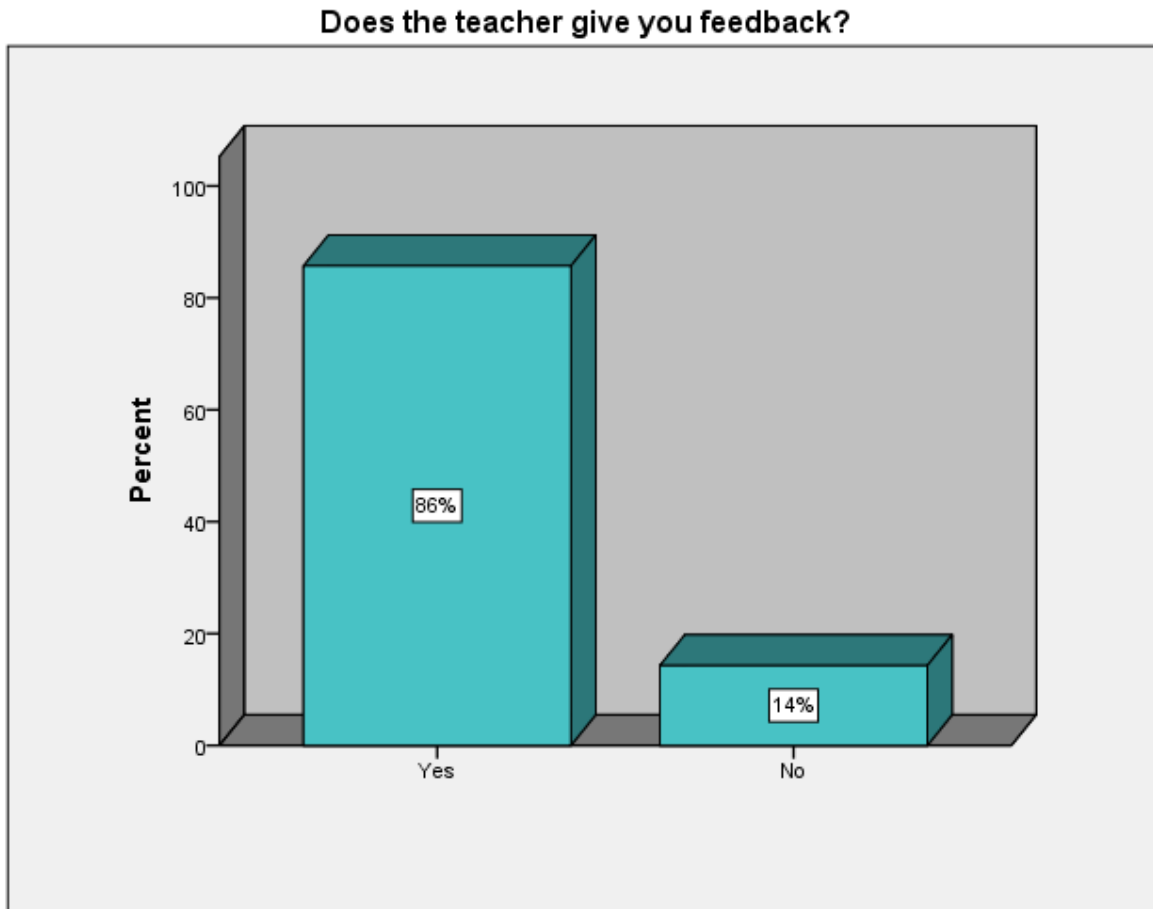




Figure 6 shows if students find the correction appropriate. Out of 100% (21) students, 100 % (21) of the students said that the correction given by the teacher is appropriate to them. There seems to be an accord among the responses of the students.

Do you find the correction appropriate?

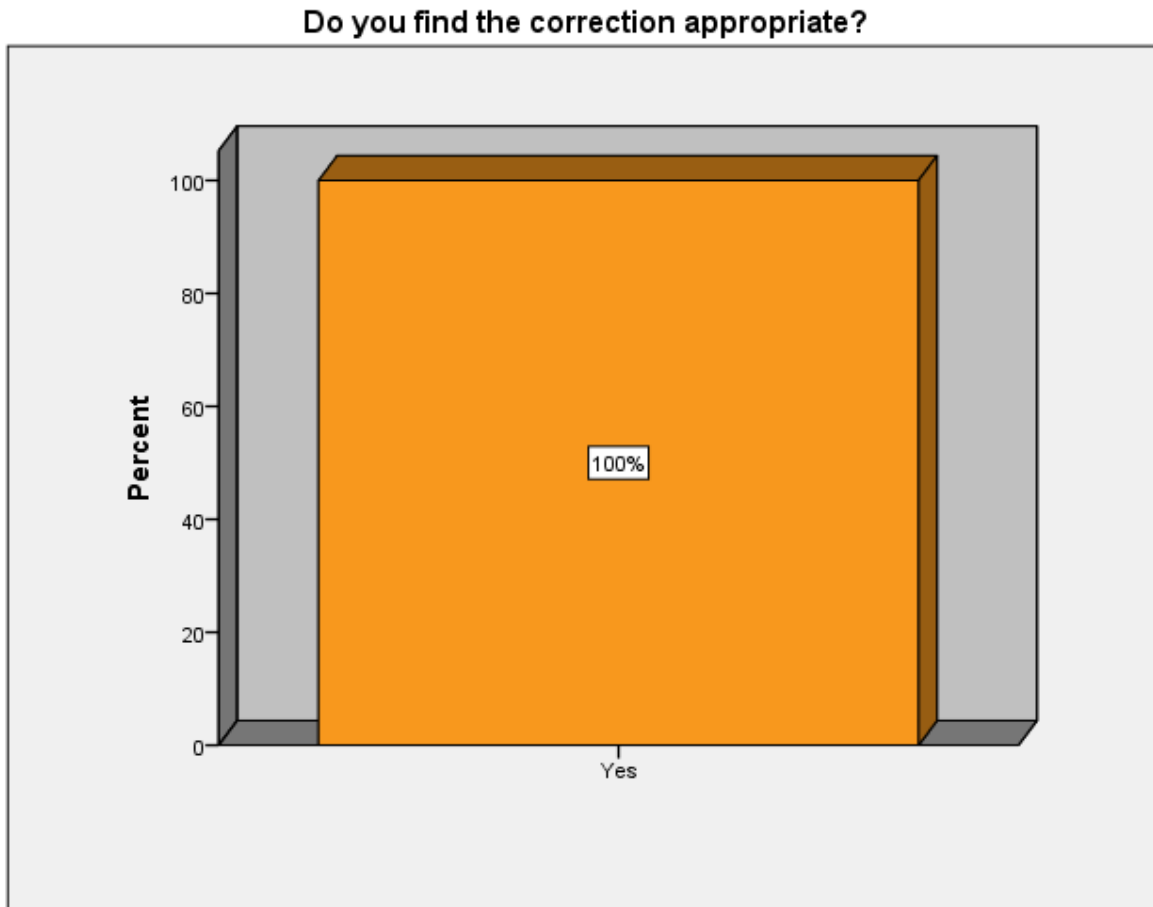


Figure 7 shows how often students work in groups with the purpose to practice English. Out of 100% (21) of the students, 62 % (13) of the students said that they sometimes work in groups. 23% (5) of the students said that always work in groups. 10% (2) of the students said that never work in groups. The remaining 5% (1) of the students said that hardly ever work in groups.

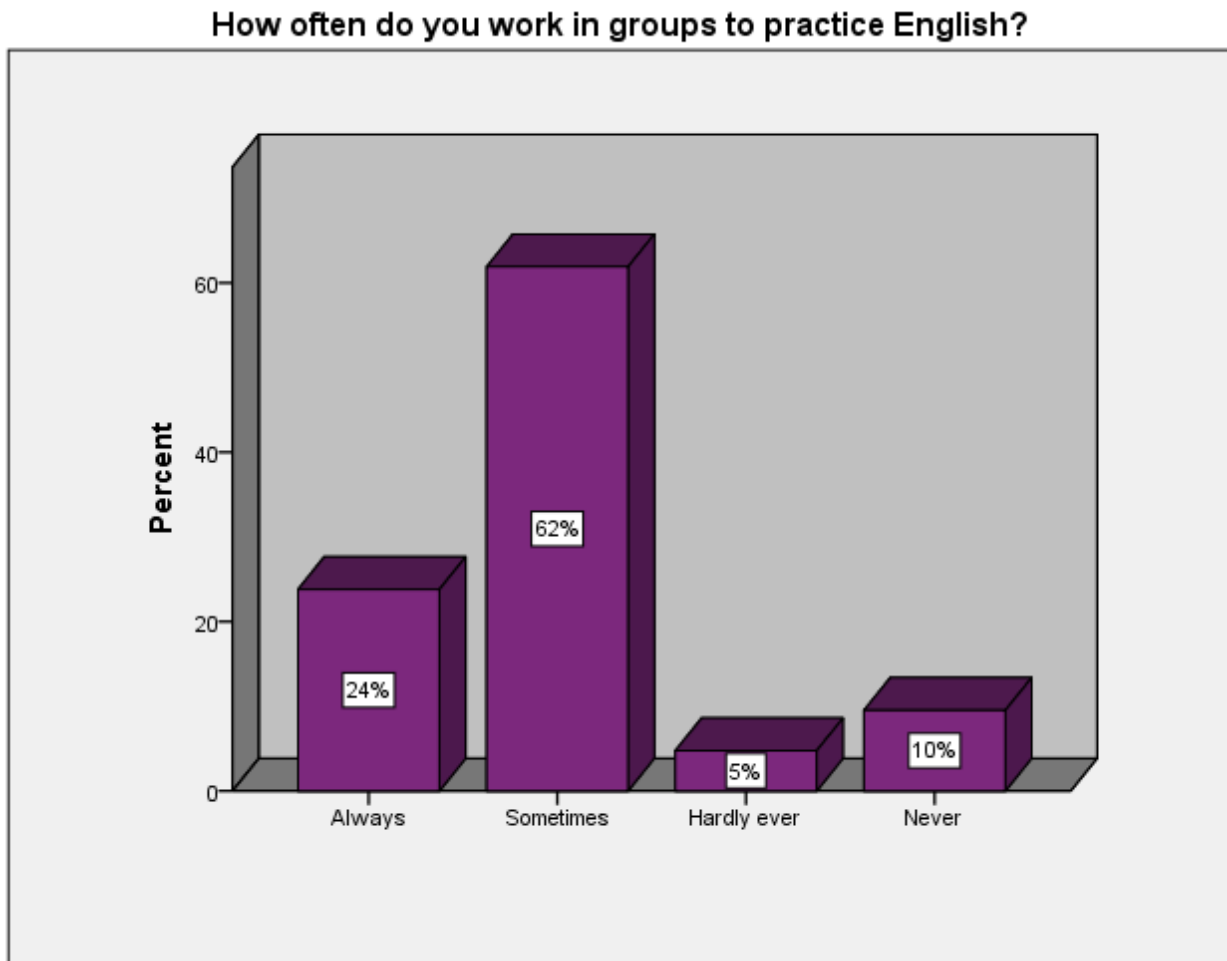


Figure 8 shows the activities that students practice when they work in groups. Out of 100% (21) students, 52% (11) of the students said that they work in groups to practice pronunciation. 38% (8) of the students said that they work in groups to complete class work. The remaining 10% (2) of the students said that they work in groups to practice fluency. While there seems to be a contradiction in the responses of the respondents more of the half of the students practices two micro skills that help to develop the speaking ability.

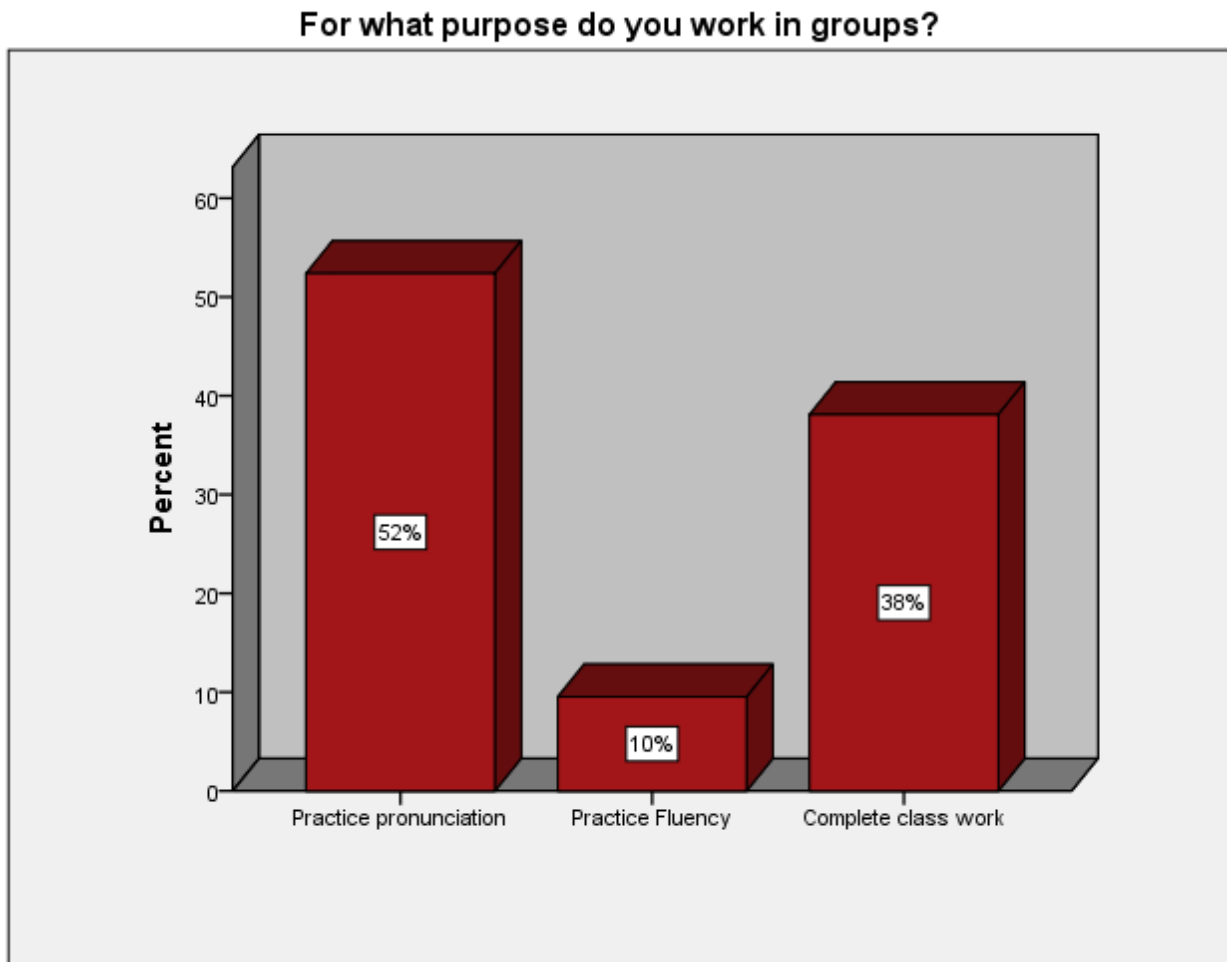


Figure 9 shows the types of materials or didactic resources used by the teacher in order to develop the speaking skill in the students. Out of 100% (21) students, 48% (10) said that the teacher use searchlight, 19% (4) said that teacher uses images in the class, 10% (2) said that teacher uses worksheet in class, and 5% (1) for answered that teacher uses flip paper, flashcards, whiteboard and books inside the classroom. The remaining 3% (1) said that teacher uses videos in the English class. From 8 options students chose in a high percent multimedia resources, which can be interpreted as the teacher are not teaching in a traditional way but the teacher is using different resources to achieve better learning in their students.

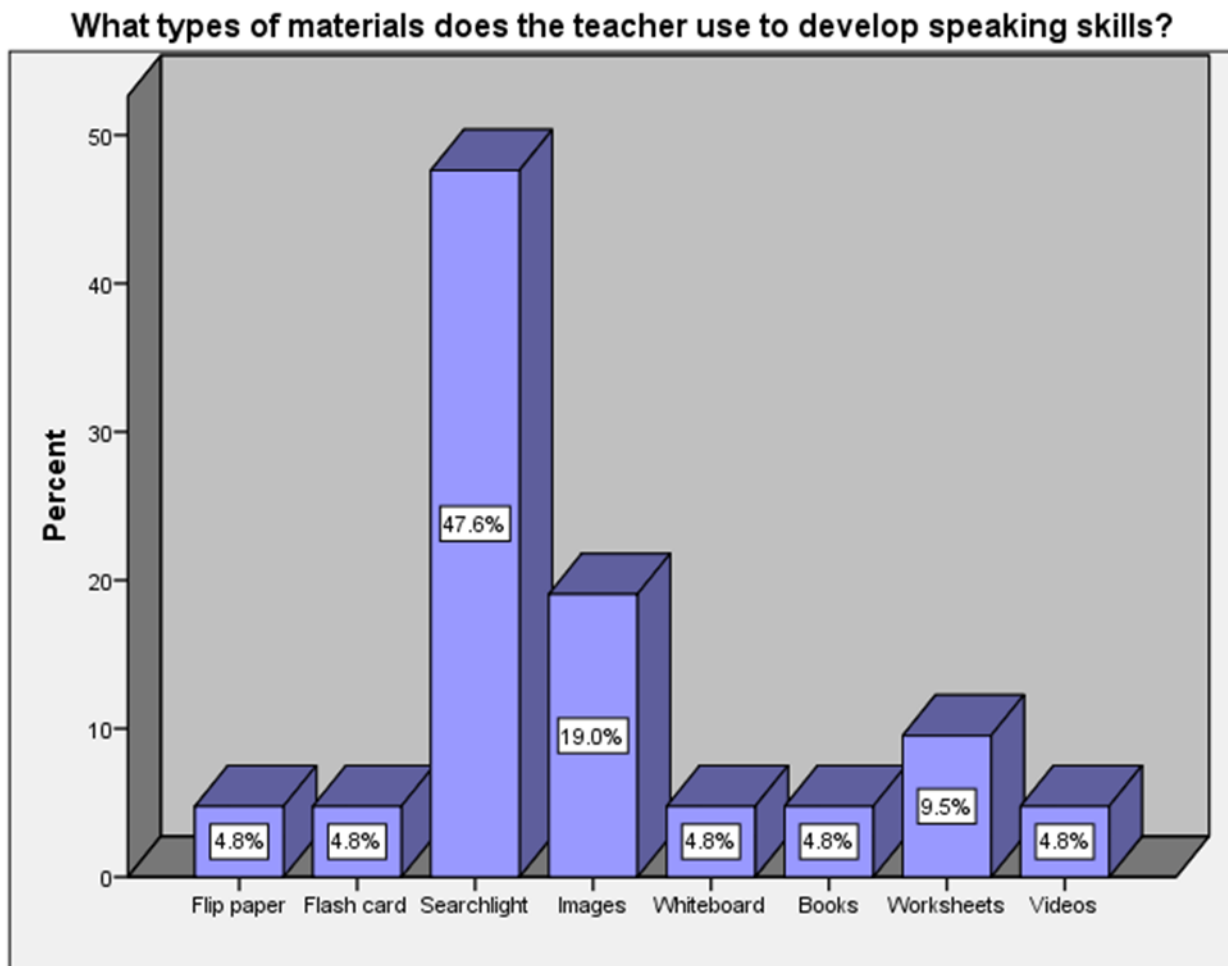


Figure 10 shows the activities that students do that involve to speak English. Out of 100% (21) students, 57% (12) of the students said that they do role plays in class. 33% (7) of the students said that they do dialogues. The remaining 10% (2) students said that they do presentations in class. From four options students chose three without choosing realia, so which means that realia technique is not used in class to develop speaking activity. Realia is a good technique to use in class to develop the speaking skill using objects inside the classroom.

Figure10. What activities that involve speaking English do you do in class?

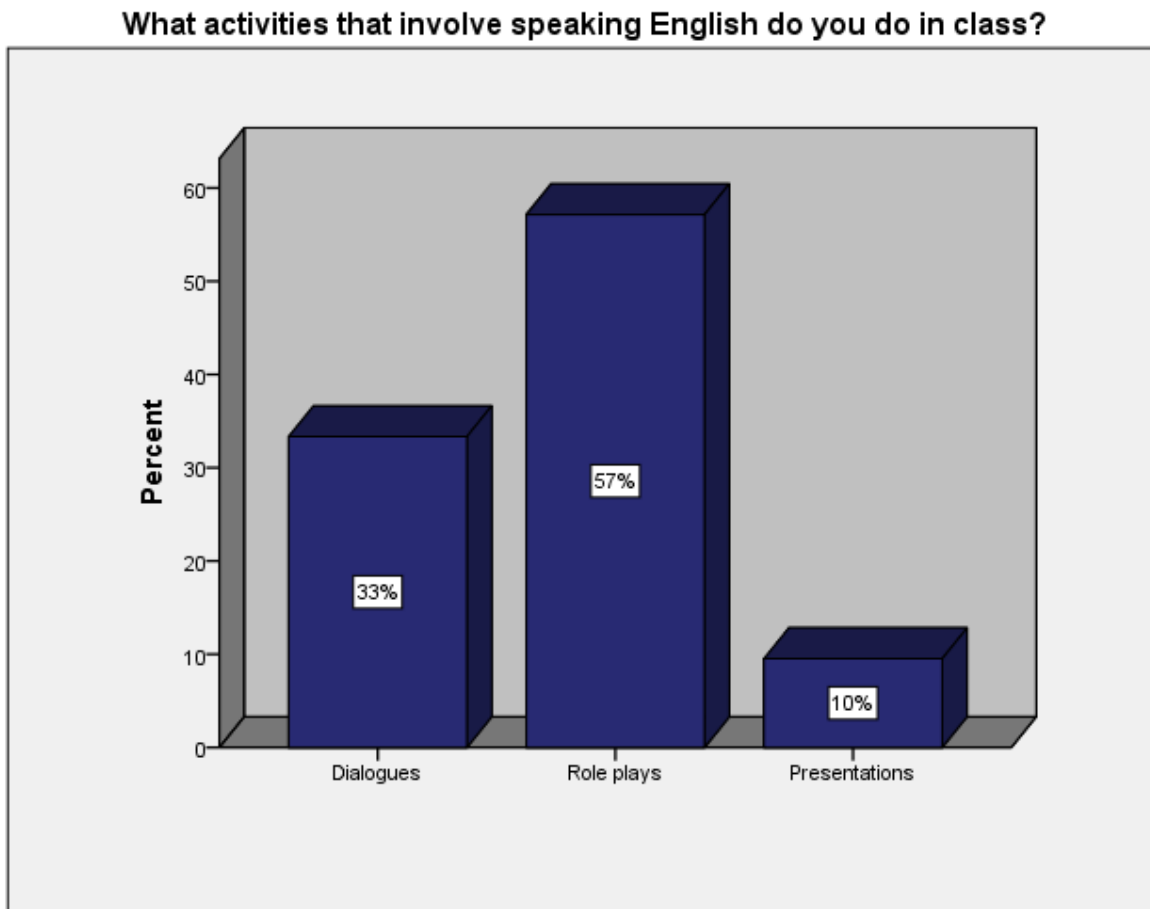


Figure 11 shows if didactic materials are effective to develop the speaking activities. Out of 100% (21) students, 95% (20) of the students said that materials are effective. The remaining 5% (1) said that materials are not effective. While almost all the students were agreed that materials are effective to develop speaking activities, didactic materials are essential tools used to create activities where students have to speak.

**Do you consider that the materials that you chose in the question number 9 are used effectively in the classroom for the development of speaking activities?**

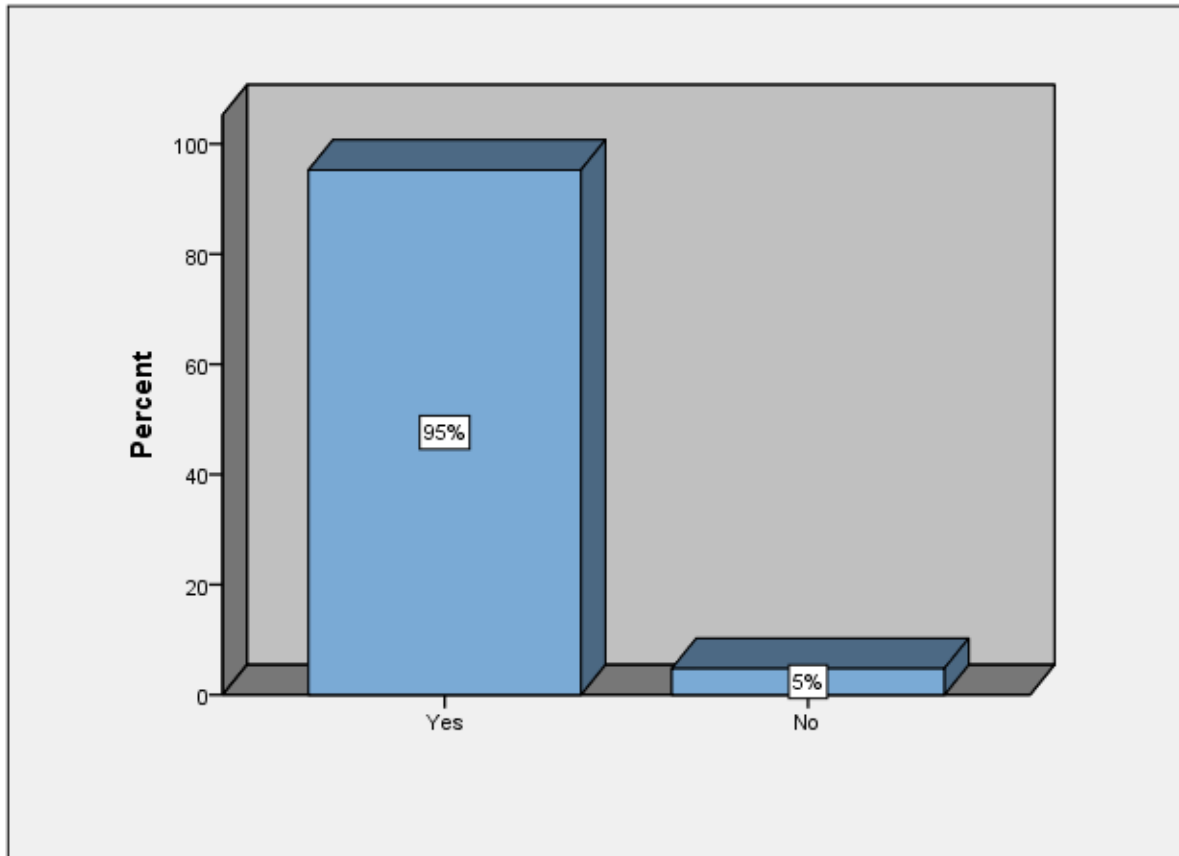


Figure 12 shows the effectiveness of the methodologies used by the teacher to develop the speaking ability. Out of 100 (21) students, 95% (20) of the students said that methodology and materials are effective. The remaining 5% (1) of the students said that the methodology and materials are not effective. From option twelve of them were in agreement among the response of the students which has a significant result that shows that the methodology and materials are considered effective and students develop their speaking skill.

Figure12. Do you think the methodology and materials used by the teacher are effective in developing speaking skill?

**Do you think the methodology and materials used by the teacher are effective in developing speaking skills?**

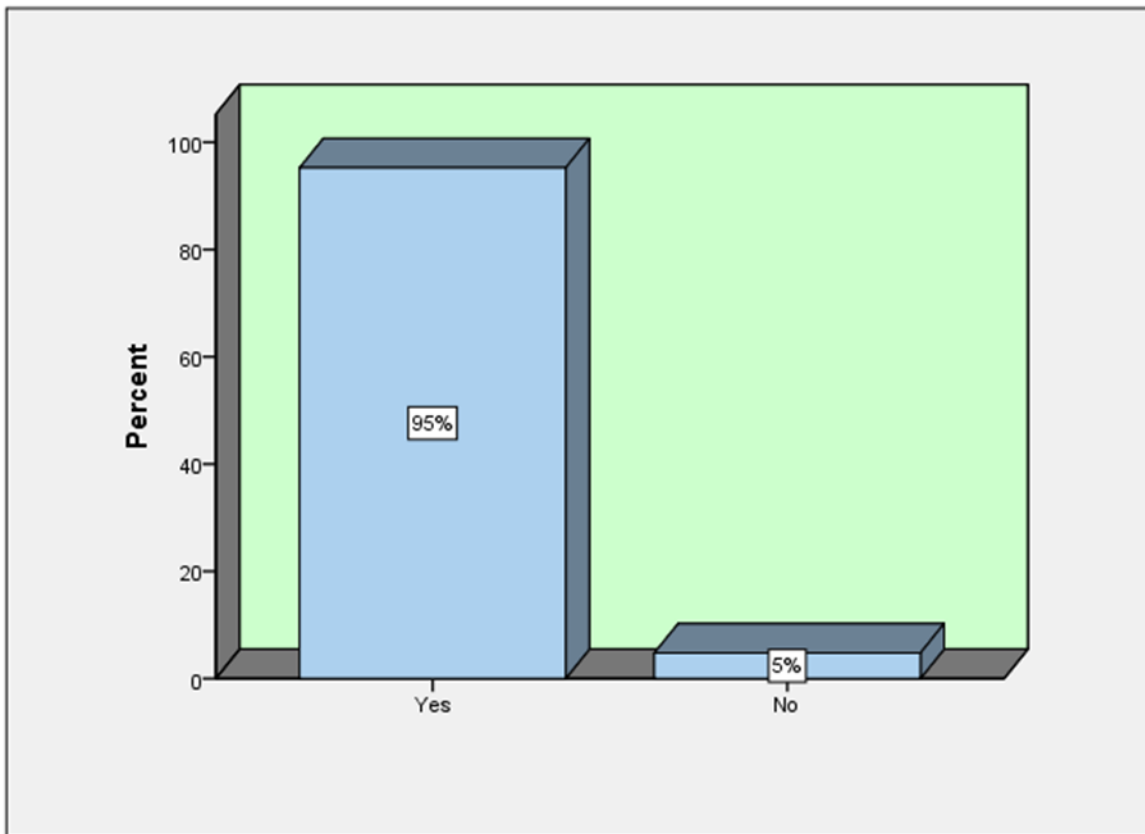


Figure 13 shows the participation of the students in speaking activities. Out of 100% (21) students, 52% (11) of the students said that they always participate in speaking activities. 33% (7) of them said that they sometimes participate in speaking activities. The remaining 14% (3) said that they hardly ever participate in speaking activities. There seems to be a relationship among the response of the respondents.

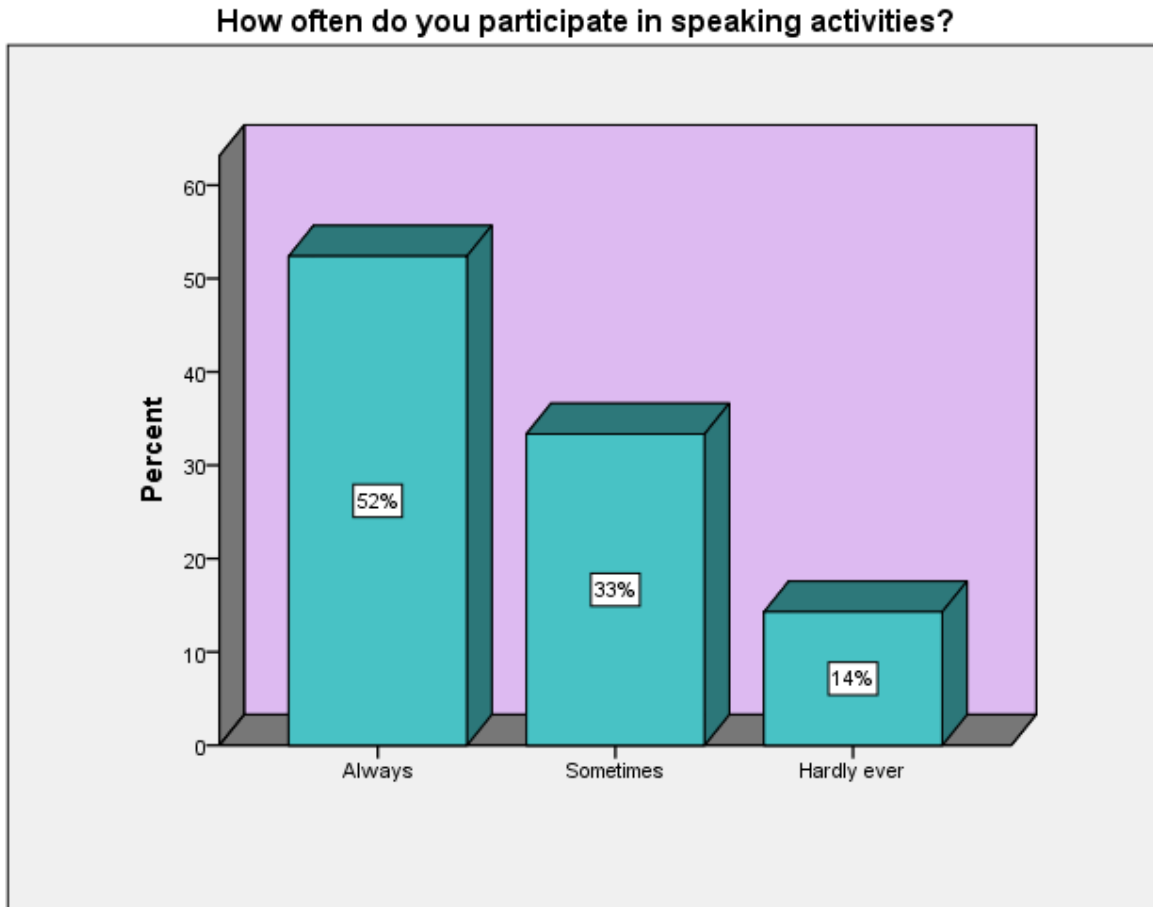
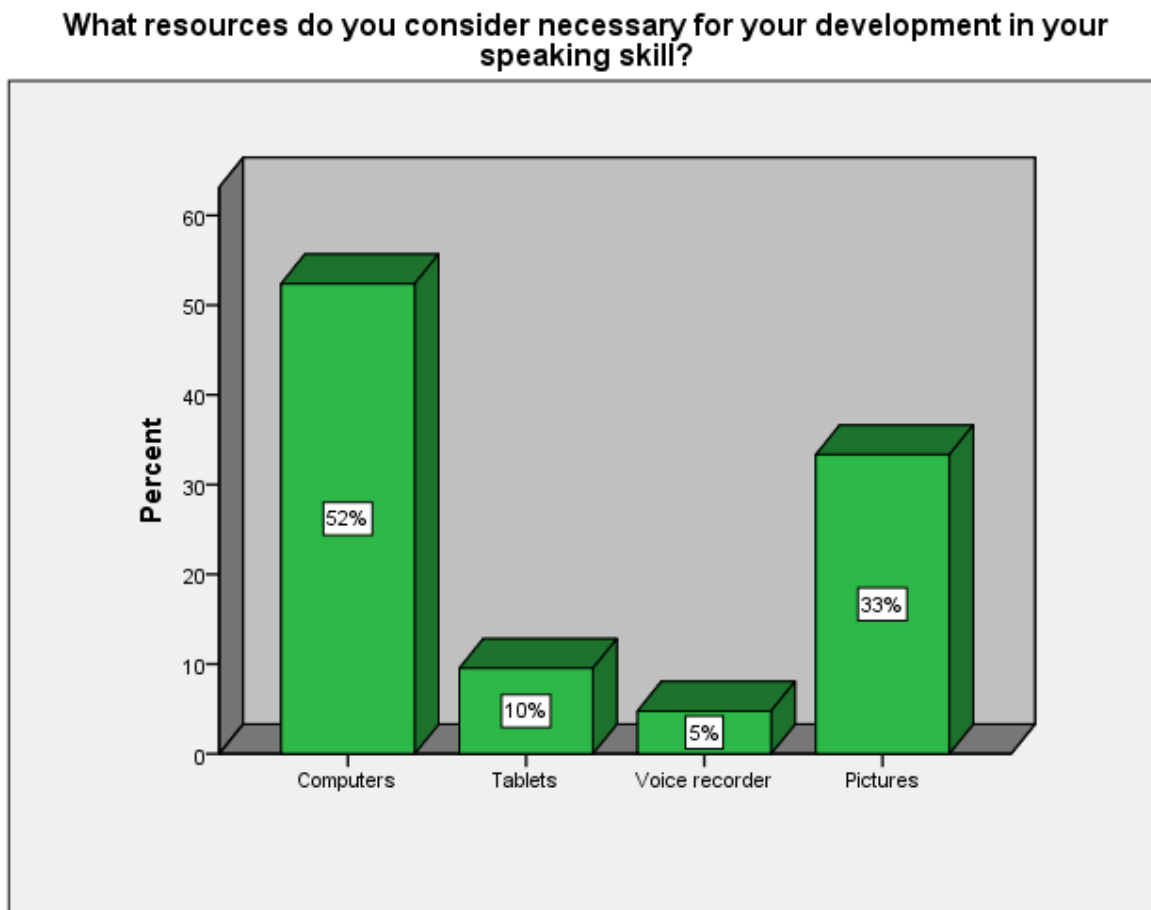




Figure 14 shows what resources students consider necessary to develop the speaking skill. Out of 100 (21) students, 52% (11) said that computers are an important resource to develop speaking, 33% (7) said that pictures are necessary to develop speaking skill, 10% (2) said that tablets are necessary. The remaining 5% (1) said that voice recorders are necessary to develop their speaking skill in the English Language.

Figure 14. What resources do you consider necessary for the development in your speaking skill?



## **5 Discussion of the results**

After having reducing the population and having obtained the sample based on it, it is important to emphasize that in this work some results stand out at the time of making the analysis of this research. Almost all the student the 86% (18) said that teacher gave an appropriate feedback which means that teacher was correcting the error that students did, especially in pronunciation.

Some of the students (13) were agree that sometimes they worked of group, but this result is not the reality in the classroom, because in the class observation we saw students worked in groups of three, when one was doing the assignment and the rest were working in other class. Of all the activities that students did when they work in groups, 52% (11) of the students said that they work in groups to practice pronunciation to develop the speaking skill, this result gave us a good reference that students were practicing a micro skill of the speaking skill. Another point to emphasis is that 20 students of the 21 participants considered that the methodologies used by the teacher were effective in the development of the speaking. It is important to mention that the methodologies that were observed were the natural method and audio-lingual method and TPR method.

It should be noted that students consider that the didactic materials used by the teacher support the development of their speaking skills. 48% (10) of the students said that the teacher uses searchlight. This result was confirmed in the class observation. The teacher used the searchlight to support his class with pictures and sentence in his PPT presentation were students repeated sentences or answered questions about the topic.

## **6 IX. Conclusions**

One of the objectives of this research is to determine the different methodologies used by secondary school English teacher in order to develop the speech skill in their students. In the case of seventh grade "A" at Guardabarranco Public School. In the class observation was observed, in spite of the teacher used different methodology to achieve the student get the knowledge depending on the way information is acquired; the students were not able to speak using the target language or even showing their schemata. The methodologies that were observed that the teacher applied in his class were the TPR method in order that students understand what he was explaining about the topic, using body language to teach vocabulary and put into practice the vocabulary acquired for the students in a real situation inside the classroom. Another method that was observed was audiolingual method, which was the most used by the teacher, this method was used in two ways for the teacher inside the classroom, one of them was voice recording and the other one was his own voice as a resource to facilitate the student the right pronunciation of the words. The last method that teacher used was the natural method, the teacher adequated his level to the students' level without use complicated vocabulary or grammar he had not taught in the English Class.

The English teacher had some teaching resources available like books from the library and searchlight. The Teacher used the searchlight to catch the attention of the students using ppt presentations with vocabulary, grammar pictures and an explanation about the class. A good point about the use of the searchlight in the English class was that the teacher save time because he did not waste time writing on the board.

In this research we found that despite the fact that the teacher used different methodologies in his class to explain the subject in different ways and at the same time makes use of the didactic materials to support and capture the student's attention. In spite of all these points, the students did not speak English at the level they should be demonstrating at this time so students are not developing their speaking skill

## 7 Recommendations

### For the teachers

- Teachers should combine the methodology being implemented with others to obtain better results.
- Teachers should create an environment for their English-speaking students by encouraging them to use English in the classroom to make it a habit.
- Teachers should give clear instructions to their students when starting an activity.
- Teachers should bring more activities to improve the speaking skill, such as dialogues, role-plays, realia, etc and use more frequent teaching materials.
- Teachers should bring more vocabulary with their pronunciation to give students more tools to speak accurately and fluently.
- Teachers should stimulate students for a good performance.

### For the students

- Learners should design their own goals to reach them and in that way it will be better and easier from them to get involved in the English environment.
- Students should practice speaking in English outside the classroom more often by doing the speaking tasks in textbooks, worksheets at home, also with their classmates, joining speaking clubs for practicing more vocabulary.
- They should use English in the class instead of Spanish to make it a habit.

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## 9 ANNEXES

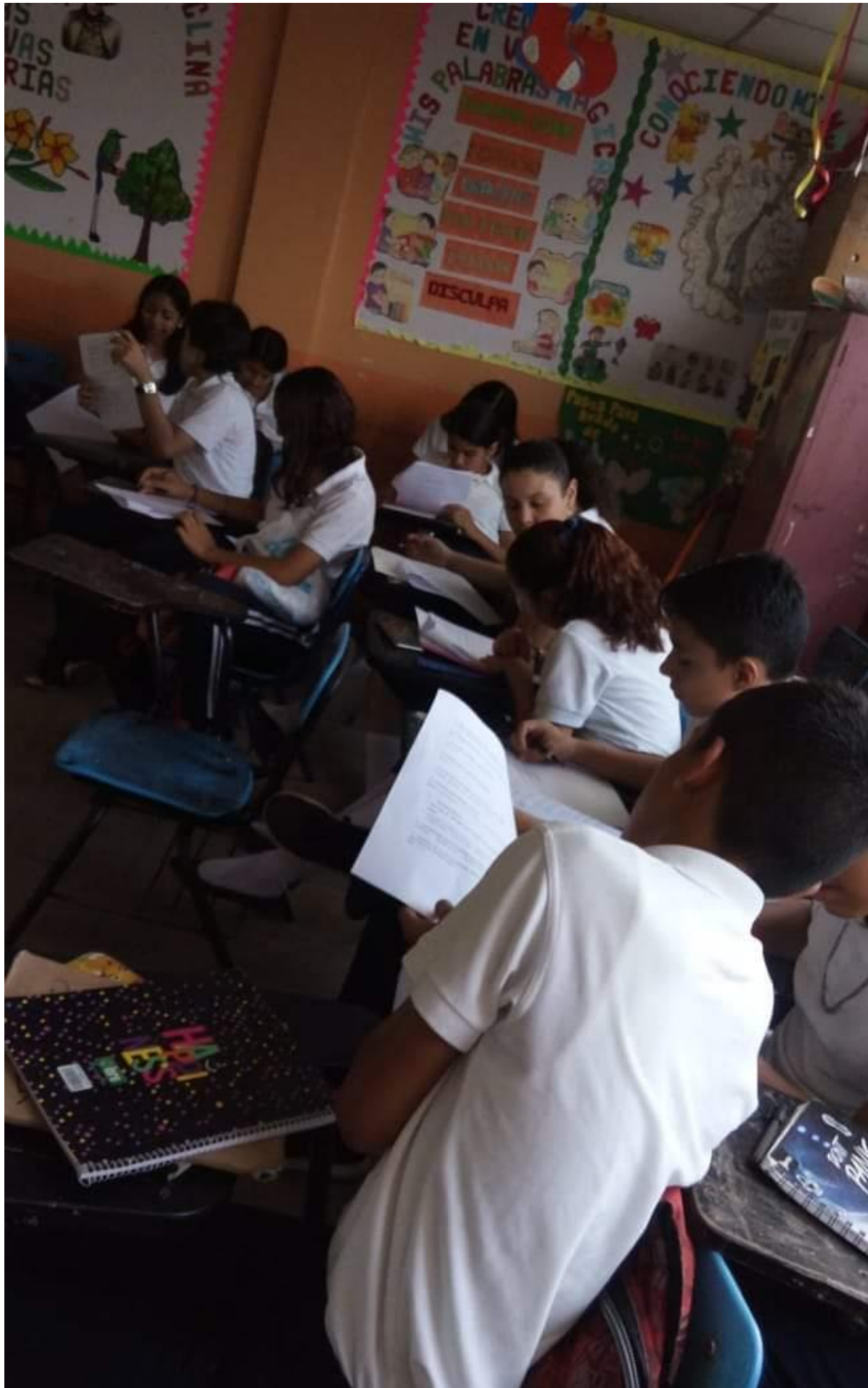
### Pictures of the pilot study





9.1 Pictures of the application of surveys





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Seminario de Graduación



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El efecto de la metodología de los docentes de secundaria en el desarrollo de las habilidades orales: el caso de los alumnos de séptimo grado “A” en la Escuela Pública Guardabarranco-Managua, segundo semestre de 2019.

**Validación de cuestionario sobre la metodología de los docentes para el desarrollo de los estudiantes de habilidades del habla.**

**Authors:**

Luis Carlos Lezama Robles

Arlen Virginia Muñoz

Ivonne Auxiliadora Robleto Avendaño

### Juicio de Expertos

Respetado juez:

Usted ha sido seleccionado para evaluar el Instrumento *“La metodología de los docentes para el desarrollo de los estudiantes de habilidad para hablar”* que hace parte de la investigación: **“El efecto de la metodología de los docentes de secundaria en el desarrollo de la habilidad del habla: el caso de los alumnos de séptimo grado “A” en la Escuela Pública Guardabarranco-Managua, segundo semestre de 2019.”**

La evaluación de los instrumentos es de gran relevancia para lograr que sean válidos y que los resultados obtenidos a partir de estos sean utilizados eficientemente.

Agradecemos su valiosa colaboración.

#### **NOMBRES Y APELLIDOS DEL JUEZ:**

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#### **FORMACIÓN ACADÉMICA**

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#### **AREAS DE EXPERIENCIA PROFESIONAL**

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**TIEMPO** \_\_\_\_\_

#### **CARGO ACTUAL**

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**INSTITUCIÓN** \_\_\_\_\_

**Objetivo de la investigación**

Analizar la metodología del docente para el desarrollo de la habilidad del habla de los estudiantes de 7° grado en la Escuela Pública Guardabarranco que hace parte de la investigación: "El efecto de la metodología de los maestros de secundaria en el desarrollo de la habilidad de hablar: el caso del 7° grado" A "alumnos de la Escuela Pública de Guardabarranco-Managua, segundo semestre de 2019".

**Objetivo del juicio de expertos**

Validar el contenido del presente cuestionario

**Objetivo del cuestionario**

Analizar la metodología de enseñanza que usan los maestros de inglés para ayudar a los estudiantes de secundaria a desarrollar su habilidad del habla.

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**Objetivo General**

Analizar la metodología de enseñanza que usan los maestros de inglés para ayudar a los estudiantes de secundaria a desarrollar su habilidad del habla.

**Encuestadores**

Luis Lezama, Arlen Muñoz, Ivonne Robleto.

**Estimado Estudiante**

Con el objetivo de analizar la metodología de enseñanza que usan los docentes de inglés para ayudar a los estudiantes de secundaria a desarrollar la habilidad del habla, se le solicita responda este cuestionario seleccionando su opinión.

La información que usted nos brinde será de mucho valor.

**I. Datos Generales de los estudiantes.**

Edad: \_\_\_\_\_

Sexo: Hombre \_\_\_\_\_ Mujer: \_\_\_\_\_

**Lea las siguientes preguntas y encierre en un círculo la respuesta que creas conveniente.**

**1. ¿Su profesor habla 100% inglés en la clase?**

a) Sí                      b) No

**2 ¿Cree usted qué es suficiente la frecuencia en que atiende la clase de inglés en la semana?**

a) Sí                      b) No



**3. ¿Con qué frecuencia usa el idioma inglés en las actividades que asigna el profesor?**

- a) Siempre b) Algunas veces c) Casi nunca d) Nunca

**4. ¿Tienes algún familiar que hable el idioma inglés?**

- a) Sí b) No

**5. ¿Con qué frecuencia practica usted el idioma inglés en su casa?**

- a) Siempre b) Algunas veces c) Casi nunca d) Nunca

**6. Cuando el profesor habla inglés en la clase, ¿Le entiende a todo lo que dice?**

- a) Sí b) No

**7. ¿Se siente bien cuando el profesor habla en inglés?**

- a) Sí b) No

**8. ¿Le gustaría estudiar un curso de inglés en el futuro?**

- a) Sí b) No

**9. ¿Hacen presentaciones orales en inglés?**

- a) Sí b) No

**10. ¿El profesor corrige los errores de pronunciación y los practica con los estudiantes?**

- a) Sí b) No

**11. ¿El profesor lleva materiales para desarrollar la habilidad del habla?**

- a) Sí b) No

**12. ¿Trabajan en grupos para practicar el inglés?**

- a) Sí b) No

**13. ¿Le gustaría hablar inglés en clase?**

- a) Sí b) No

**II. Materiales Utilizados**

1. **¿Lleva el docente fotos, papelógrafos?**  
a) Sí                      b) No
  
2. **¿El profesor organiza debates relacionados a la clase?**  
a) Sí                      b) No
  
3. **¿Realizan diálogos en cada clase de inglés?**  
a) Sí                      b) No
  
4. **¿El profesor brinda vocabulario con su pronunciación y lo pone en práctica en el clase?**  
a) Sí                      b) No
  
5. **¿El profesor motiva y estimula el desarrollo de la habilidad del habla en clase?**  
a) Sí                      b) No

**III Actividades, materiales y efectividad.**

1. **¿Crees que es efectiva la implementación de las actividades en el proceso de aprendizaje?**  
a) Sí                      b) No
  
2. **¿Piensa que el centro educativo brinda los materiales para desarrollar la habilidad del habla en la clase de inglés?**  
a) Sí                      b) No
  
3. **¿En el transcurso del semestre, ha podido desarrollar su habilidad del habla?**  
a) Sí                      b) No
  
4. **¿Considera que el docente fomenta la participación oral voluntaria utilizando diferentes recursos (fotos, grabadora)?**  
a) Sí                      b) No
  
5. **¿Le gustaría utilizar más recursos didácticos (Tabletas, grabadoras, computadora)?**  
a) Sí                      b) No

**Muchas gracias!**

Dimension	Reference	Description	Items	Coherence (De 1 - 4)	Clarity (De 1 - 4)	Relevance (De 1 - 4)	Adequacy (De 1 - 4)
General Questions to the teacher	Daruwan, S. (2014)	To value the assessment that teacher use to practice with their students	1. What kind of assessment do you use to develop the speaking skill in your students?				
	Brown, H. (2001)	To value the different factors that provokes difficulties in speaking skill according to the teacher in their students.	2. What are the factors that provoke difficulties to develop the speaking skill?				
	Corrales.M. (2002)	To value if the teacher considers that didactic materials influence in the learning process in the students.	3. Do you think that the use of didactic materials influence positively the English learning process in your students?				
	Bashir, M. (2011).	To value what activities the teacher applies to develop the speaking activities inside the classroom.	4. What activities do you do to develop the speaking skill inside the classroom?				

	Krashen S. (1982)	To value what kind of methodolo gy the teacher use or consider helpful to teach English	5. What methodologi es do you use to teach English?				
			Comment/ sugerence				

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**English Department**  
**English Major**



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**Interview**

**Date:** \_\_\_\_\_

The following interview was done to find out the effects of high school teachers' methodologies on the development of the speaking skill: the case of 7th grade "A" learners, at Guardabarranco Public School-Managua, second semester 2019.

**Authors:** Luis Lezama, Arlen Muñoz and Ivonne Robleto.

**The information you provide will be useful to get our purpose.**

1. What kind of assessment do you use to develop the speaking skill?
2. What do you think are the factors that provoke difficulties to develop speaking skill?
3. Do you think that the use of didactic materials influence positively the English learning process in your students?
4. What activities do you do to develop the speaking skill inside the classroom?
5. What methodologies do you use to teach English?

**Thank you very much!**

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Krashen S. (1988) The Natural Approach Language Acquisition in the Classroom

Lasso, L. (2006). Oral communication skill and classroom speaking performance slide  
Share. Retrieved from <http://es.slideshare.net/luisca11981/oral-skills-classroom-speaking-performance>

**Classroom Observation Checklist**

**Name:**

**Date:**

**Class Observed:**

**Time:**

**Observer:**

**Department:**

*\*All items marked Not Observed must be explained in Comments*

<b>Class Structure</b>	<b>Excellent (4)</b>	<b>Acceptable (3)</b>	<b>Could Improve(2)</b>	<b>Not observed (1-0)</b>
Review previous day's course content				
Gives overview of day's course content				
Summarizes course content covered				
Directs student preparation for next class				
Comments				

<b>Methods</b>	<b>Excellent (4)</b>	<b>Acceptable (3)</b>	<b>Could Improve (2)</b>	<b>Not observed (1-0)</b>
Provides well-designed materials				
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)				
Invites class discussion				
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)				
Delivers well-planned lecture				
Integrates materials (examples, cases, simulations) from "real world"				

Comments				
<b>Teacher-Student Interaction</b>	<b>Excellent (4)</b>	<b>Acceptable (3)</b>	<b>Could Improve(2)</b>	<b>Not observed (1-0)</b>
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Waited sufficient time for students to answer questions				
Comments				

<b>Content</b>	<b>Excellent (4)</b>	<b>Acceptable (3)</b>	<b>Could Improve(2)</b>	<b>Not observed (1-0)</b>
Appears knowledgeable				
Appears well organized				
Explains concepts clearly				
Relates concepts to students' experience				
Selects learning experiences appropriate to level of learning				
Comments				



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### **Objetivo General**

Analizar la metodología de enseñanza que usan los maestros de inglés para ayudar a los estudiantes de secundaria a desarrollar su habilidad del habla.

### **Encuestadores**

Luis Lezama, Arlen Muñoz, Ivonne Robleto.

### **Estimado Estudiante**

Con el objetivo de analizar la metodología de enseñanza que usan los docentes de inglés para ayudar a los estudiantes de secundaria a desarrollar la habilidad del habla, se le solicita responda este cuestionario seleccionando su opinión.

La información que usted nos brinde será de mucho valor.

## **I. Datos Generales de los estudiantes.**

Edad: \_\_\_\_\_

Sexo: Hombre \_\_\_\_ Mujer: \_\_\_\_

**Lea las siguientes preguntas y encierre en un círculo la letra que crea conveniente.**

**1. ¿Qué porcentaje de inglés usa el profesor en la clase?**

- a) 25%      b) 50%      c) 75%      d) 100%

**2. ¿Con qué frecuencia usa el idioma inglés en las actividades que asigna el profesor?**

- a) Siempre    b) Algunas veces    c) Casi nunca    d) Nunca

**3. Cuando el profesor habla inglés en la clase, ¿Le entiende a todo lo que dice?**

- a) Siempre b) Algunas veces c) Casi nunca d) Nunca

**4. ¿Cree usted que el profesor crea un ambiente propicio para su aprendizaje?**

- a) Si b) No

**5. ¿El profesor les brinda retroalimentación?**

- a) Sí b) No

**6. ¿Considera que la corrección es apropiada?**

- a) Sí b) No

**7. ¿Con qué frecuencia trabajan en grupos para practicar el inglés?**

- a) Siempre b) Algunas veces c) Casi nunca d) Nunca

**8. ¿Con qué propósito trabajan en grupos?**

- a) Practicar pronunciación b) Practicar Fluidez c) Completar trabajos de la clase

## **II. Materiales Utilizados**

**1. ¿Qué tipos de materiales usa el docente para desarrollar la habilidad del habla?**

- a) Papelógrafos b) Tarjetas de memorias c) Proyector de imagen d) Fotos  
e) Pizarra f) libros f) Hojas de trabajos g) Videos

**2. ¿Qué actividades que involucre hablar inglés realizan en clase?**

- a) Diálogos b) Juegos de roles c) Realidad/verdad d) Presentaciones

**3. ¿Considera que se usan los materiales efectivamente en la clase para el desarrollo de las actividades orales?**

- a) Si b) No

**III. Actividades y efectividad.**

- 1. ¿Piensa que la metodología y los materiales didácticos que utiliza el docente son efectivos para desarrollar la habilidad del habla?**  
a) Sí    b) No
  
- 2. ¿Con qué frecuencia participa en las actividades orales?**  
a) Siempre    b) Algunas veces    c) Casi nunca    d) Nunca
  
- 3. ¿Qué recursos considera necesario para un mejor desarrollo del habla en la clase de inglés?**  
a) Computadoras    b) Tabletas    c) Revistas    d) Grabadoras    e) Imágenes

**¡Muchas gracias!**