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LICENCIADO/A EN CIENCIAS DE LA EDUCACIÓN CON MENCIÓN
EN INGLÉS**

**Topic: Teaching – Learning’s methodology and strategies of speaking English
Language skill.**

**Subtopic: Methodological strategies that can be applied by the teacher to
encourage oral interaction between teacher-student student-teacher and
student-student, in the English classroom of 11th grade morning shift of Manuel
Hernández Martínez High school from Jinotepe, Carazo.**

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DEDICATION:

Above all, to Lord Jesus, who is always in our side, directing our steps and making our dreams come true.

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ABSTRACT

This research has as a purpose provides methodological strategies that can be applied by the teacher to encourage oral interaction between teacher-student, student- teacher and student-student. It will be carry out in the English classroom of Manuel Hernández Martinez from Jinotepe-Carazo in the academic year 2014 with a population of 50 students in the eleventh grade from this high school.

Through class observation, interview to the teacher, survey and video interview recording to the students, the research finds out that is a challenge for the teacher to achieve oral interaction in English classroom due to some factors that affect students second language learning such as: motivation, inhibition, lack of self-confidence, wide range of students (50 students) in one classroom, learners' indiscipline, disrespectful and lack of interest.

As a result of a role-play strategy that we experimented with 12 samples students of Manuel Hernández high school during our research, we clearly observed that learners felt motivated, they took the risk and gain self-confidence because the activity was fun for them and for the good environment in which they collaborate each other to accomplish a common goal.

It is a qualitative research paper, because we gather data from the authentic environment; we observe the problem situation and give details of the real context. Also it is exploratory, because we use a project to directly observe classroom participants and get involved with them in the process.

Keywords: Communicative language approach, Oral interaction, Strategy, Oral communication, Speaking, Communicative competence.

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I- TOPIC:

Teaching – Learning’s methodology and strategies of speaking English Language skill.

II – SUB-TOPIC:

Methodological strategies that can be applied by the teacher to encourage oral interaction between teacher-student, student- teacher and student-student, in the English classroom of 11th grade morning shift of Manuel Hernández Martínez High school from Jinotepe - Carazo.

III- INTRODUCTION:

This research paper is developed based on the main difficulties which students have in oral interaction at Manuel Hernández Martínez high school from Jinotepe.

It is a noticeable problem, to find out a wide range of students with a poor base of English knowledge even in fifth grades of high school, which represents a hamper in students' learning process, at the same time makes complex the teaching development of instructors to pupils who want to learn and speak English with fluency and vocabulary knowledge.

It is clearly observed teachers' disposition to teach students in each study made, but however learners not always are encourage to interact or speak the target language among them.

Indeed, in high schools private and public as well, the communicative language approach through real interaction among students and teachers in the target language is still a daily challenge to accomplish inside of the classrooms due to some factors that affect this approach.

This research paper identifies and analyzes those factors that raise the lack of oral interaction, which teachers have to face in their English teaching. Hence, it seek out teaching strategies that need to be applied in the English foreign language teaching to enhance oral interaction in learners of high school levels with the aim of decrease the problematic that commonly influence on their communicative competence of the target language.

Finally, it also presents one way of apply a strategy that encourages students to voluntary participate in oral interaction activities such as, the play-acting: A radio program created by thirteen students of the 11th grade of Manuel Hernández Martínez high school.

IV -OBJECTIVES:

4.1 –General objective:

To apply strategies that improve the interaction of the English speaking skill, among teacher-student, student- teacher and student-student.

4.2 – Specific objectives:

4.2.1 To identify the main factors that affect student's oral interaction in the classroom.

4.2.2 To value some teaching strategies that enhance students' oral interaction using the target language with the teacher and their peers.

4.2.3 To suggest one way of apply an interactive teaching strategy that promotes English Speaking Skill Production in the classroom.

V - PROBLEM STATEMENT:

This research paper of the 11th grade of Manuel Hernández Martínez high school from Jinotepe-Carazo, finds out some factors that affect learner's successful oral communicative skill in the target language (English), even when students had learnt English for five years of the school; they still have difficulties that evidently hamper their communicative competence.

Some factors such as: Most of the time, English class is more focus on grammar approach than communicative language approach, so students do not have the opportunity of develop the English speaking skill. Students are introverted in the target language when the teacher asks to each of them participate in oral activities, because they feel afraid of be embarrassed in front of their fellow students, afraid of make pronunciation mistakes and afraid of do not understand an outgoing conversation with the teacher or their peers and lack of self-confidence to freely participate in the classroom as well.

Learners usually are more focus on passing the class rather than learning, as a result, the teacher has to deal with learner's lack of attention in the class. Students do not have enough vocabulary knowledge even to introduce themselves in the speaking ability, few practices in pronunciation of words and students express misunderstanding of the English class. A wide range of students in each EFL classroom, (around 50 students attending class). Limited-class to only two days of the week; Monday and Thursday with just 45 minutes-class per day. In public schools, students do not count with resource materials that help them to learn the language; they are only limited to the teacher lessons in the classroom.

Hence, it is necessary to understand learners' problems of communication in the target language in order to applied appropriate strategies that decrease learners' difficulties and encourage students to construct their language knowledge in a meaningful way.

This research paper pretends to find out answers to the following questions:

How to decrease those factors that impede oral interaction?

Which communicative strategies should teachers implement to elicit learners' oral interaction and reinforce their English speaking skill in second language classroom?

VI- BACKGROUND

The Fundamental Law of Education (Art. 14) in **EI Salvador**, states that secondary education has as a purpose: contributes to the formation of personality in one environment that foster their physical, intellectual and moral development; affirms a world view and life inspired by the ideals of the universal Christian principles and culture; develops reflective thinking to analyze ethical values and social for intelligent problem solving and promotes the progress of the culture. Develops the skills and abilities that allow moving towards some field of activities vocational or professional.

The time devoted to English lessons is of 40 minutes class. English language is taught compulsory as a subject matter in public education systems for five years. According to the curriculum, English language is taught from the seventh grade to eleventh grade during three hour-classes per week. EI Salvador is incised on linguistic proficiency and methodologies for teaching.

In public schools of EI Salvador, English is taught as a foreign language (EFL1). The distinction between EFL and ESL2 is based on the communicative context that students have once they are outside the classroom English.

There are not enough resources and knowledge about how to teach English to the students in public schools of EI Salvador. It is unknown how effective are the methods and teaching strategies, how much and how well students learn English and effectiveness of the evaluation processes. This is because the fact that there is not researches, analysis, systematization of experiences, and debates on this subject. Public institutions do not apply to the students standardized tests to measure the development of communication English Language skills. Therefore, there is no data or results that indicate the domain level of students English learning.

The English program, that guides the learning process of the English language, has remained in use without revision since it was implemented in 1996 (Ministry of Education, 1996).

in **Chile**, that English will be taught in English and in real courses of 40 or 45 students, is the principal objective of the program “English Open Doors “. To achieve this, the Ministry of Education is strengthening training in both the language and teaching methodology. In Chile, most of the time, there are few resources, one of the objectives outlined by the English Open Doors Program of the Ministry of Education is: “The strategies to achieve this goal highlights the first English Summer Town, organized by the team of English Program, headed by Rodrigo Fabrega, plus the support from the “Fullbright Foundation and the embassies of English-speaking countries present in Chile”.

Mineduc adviser, Andrew Sheehan points his initial view that teachers of Chile are from the nineteenth century and not from the 21st century”. Sheehan said that “if we can change the initial training programs, that will be very important. Until now, he considers that teachers of Chile are not confident in their knowledge so they do not teach English in English.” “The main purpose of English classes is "learning to be proficient in the language” and that only happens when we communicate”, that means that "teaching is communicate”.

In **Nicaragua**, There is a lack of training in modern methodological approaches, very traditional teaching programming, low domain of linguistic knowledges of English language; teachers usually use Spanish in classes.

Teachers do not promote oral communication and limited the use of listening comprehension. There are few training opportunities for teachers, shortage of teaching materials, equipments and resources. Low wages, there are classrooms with too many students and inadequate conditions. The number of hours devoted to English teaching is insufficient to achieve adequate level of knowledge in this language. In Nicaragua, there is little support for training teachers; some of the few training provided to teachers is directed to areas such as: teaching, assessment and methodology.

VII- CONTEXTUAL FRAMEWORK

Manuel Hernández Martínez high school is located at Km 48 ½, Southern Panamerican Highway, behind the Adventist Church.

It is a public school and has a student population of 1550 students (day shift and on Saturdays) and a total of 42 teachers. Three of them work as English teachers. The school Principal name is Omar Zeron.

The high school curriculum teaches the subject English as a foreign language documents. The subject is taught according to the Ministerio de Educación (MINED) curriculum.

VIII - JUSTIFICATION:

Effective English oral communicative skill provides benefits to second language learners because improves their own academic performance, increases their employment options, and therefore enhances their own personal success due to the globalization of English language.

But unfortunately, in the English teaching-learning process of high school levels, learner's communicative competence is one of the hardest challenges that teacher has to achieve in their daily lesson plans because second language learners encounter several factors that affect their communicative skill to successfully interact among them and with the teacher in the classroom.

This research paper pretends to seek out what are main factors that affect the interaction in English oral communicative skill between teacher-student, student-teacher and student-student, and value some strategies that the teacher can applied in the classroom to decrease those problems and enhance oral interaction in order to provide students' meaningful learning.

With the results, it directly benefits to students, because they will have the opportunity of actively participate in the teaching-learning process through real interaction and acquired their knowledge in order to use in and outside the classroom as well. It indirectly benefits to the teacher because she will improve her strategies in order to decrease learners' difficulties of communicative skill and thus achieve a meaningful English learning.

Likewise, it suggests an interactive way of apply a role-play strategy named: The radio program, which teachers can adapt in their own way English's teaching in order to improve students' needs in the speaking ability. This strategy helps learners to improve their motivation, self-confidence and risk taking when they orally interact in group in the classroom activity because students exchange different topics, news and interviews based on real life situation.

IX - THEORETICAL FRAMEWORK:

O'Dwyer, (2006), "In the teaching of English as a second or foreign language today, the old pedagogical ideal of the teacher as an authority transmitting knowledge to students "who do not know" is in disrepute. The ideal now is for a more democratic, student-centered approach, in which the teacher facilitates communicative educational activities with students".

Earlier, in the educational area, people thought that only the teacher was the possessor of knowledge inside of the classroom, so the student had no active participation. Students' thoughts, feelings or emotions had no place in any stage of the process, but depended exclusively on the teacher.

But later, the teaching-learning process generated changes that proposed new approaches in order to improve the quality of teaching and students' development as an active participant in the educational process; one of those changes is the emphasis on communicative language approach in the classroom.

9.1 Communicative language approach:

It is a teaching method which gives a great importance to the interaction as a process and as a final purpose the learning of a new language in foreign language classrooms.

According to the communicative language approach, the classroom activities leave to be controlled- tasks which involve to memorize rules and replication of structures. By the contrary, this approach emphasizes the activities development in group-works, role-plays, problem solving and collaborative projects in which the students have the necessity of use the target language to communicate, interact, negotiate meanings and exchange information in situations of their interest and close to the authentic context.

One of the objectives of this approach is the development of fluency, that means, to use the target language in meaningful interactions to communicate a message and applied grammatical structures. However, grammar not as a skill itself, but as a skill

practiced in communicative activities. Students would have the opportunity of discover certain structures through some interactive tasks and at the same time, they will need grammatical structures to communicate a message in a given situation. Students would have the opportunity of actively participate in their learning according to their own characteristics and needs, apply their learning strategies according to their styles of learning, self-assess and learn from their mistakes.

The characteristics of this approach in second language learning are emphasized on:

- The language is a system for the expression of meanings.
- The primarily function of the language is the interaction and communication.

Briz (2003) “The communicative approach allows the development of the educational syllabus taking into account the following elements: the teaching-learning content, developed practical abilities (communicative competences), functional Content because it is applied to specific situations, Real and authentic environment, place in which the learning could be applied, Academic relevance, it means, knowledges that can be assess by formal activities and help to learners’ professional careers and finally motivation and participation which implies to carry out appropriate tasks that get the interest for learners to interact, analyze the task in collaboration and discuss in the class”.

Such an approach stresses the importance of learner’ autonomy, sociability and responsibility in the learning process, and attributes greater value to the learner's experience related to her/his real context.

The Communicative approach is not a new method to solve all the problematic that take place in the language teaching, but many researchers today agree that the best way to get students involved in their learning is by interacting with others because interaction provides more learners’ engagement in the learning process, decreases learner’s inhibition, gives more opportunities to speak and establishes a good environment for learners through oral communicative skills.

As the methodology used by the educator as their relationship with students are really important, the student becomes in one active subject in the teaching-learning process who creates, transforms and criticizes his/her own learning with the resources which the teacher provides.

9.2 Oral communication

Wikipedia defines as: “The process which allows us to interact with other people; being able to communicate well is not only an important skill by itself, but also contributes significantly to the success of one person’s personal and professional life”.

Competence is known as “The ability to do something well. Implies the use the knowledge in the performance of actions”

As a result, communicative competence is the ability of effectively interact with others; the way through people share knowledge, experience and information in order to learn from others and with others.

Brown (2000, p.246) cited to Hymes, “Communicative competence enables learners to convey and interpret messages and to negotiate meanings interpersonally within specific contexts”.

9.3 Oral interaction

(Larousse esencial de la lengua española) defined as: “Reciprocal action or influence of something; in this case about the teaching of English as a foreign language, it can be defined as the act of production and feedback of knowledge.”

The interaction process involves a reciprocal action in which a transmitter sends a message and the receiver is processing the information and preparing the response and vice versa to produce language. For that reason, all the participants of the classroom have to interact among them because it is the way in which they collaborate each other, construct their own knowledge and share experiences to improve their oral skills.

Brown (2001) "Interaction is the heart of communication; it is what communication is all about. Students send messages, receive them, interpret those in context, negotiate meanings, and collaborate to accomplish a purpose. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people."

Richard (2008) stated that "Speaking is oral communication used by people to communicate or express the idea and tell information. Besides, through speaking people can express every idea such as in class discussion, debate or in informal situation."

This means, that speaking is the ability that allows people to communicate their intentions, so it allows begin a conversation and establish a relationship among their actors in the educational context (student-teacher)

Alfonso (2003) stated that "Language in the classroom is therefore, the way through which school knowledge is transmitted, a carrier of particular ways of understanding and interpreting reality and finally a content that must be learned by students to perform themselves with efficiency in the environment school".

In this sense, the interaction should be frequently practiced in classrooms, because from this environment depends students 'competence in their real context. Teachers must prepare activities that help to assimilate the target language in a systematic and meaningful way. Moreover, English classes would be more dynamics and interesting for students.

Despite all the above mentioned, the proposal of replace the traditional way of teaching for an interactive classroom, is still progressing slowly in educational institutions of Nicaragua.

There are many factors that impede to reach the development of communicative language approach in the EFL classrooms that ranging from: The Ministry educational program, although it stated in its curriculum that English teaching must be focus on communicative and functional learning. MINED (2006) "It is essential to make emphasis that with communicative approach; students will develop and show

comprehension abilities and skills, in which they will use their knowledge to solve problems in communicative situations, focusing on experience, analysis, perception and use". "Since the beginning of high school, should be more emphasis on the functional learning from 7th grade, focusing the teaching-learning process on the student (student - centered learning) being the teacher a resource and the student an active agent as a result of meaningful learning during the process."

We observed that high school institutions are actually focus on teaching the English language aimed at grammar method and not as a language that students must master to get success in work and life in today's world, minor priority of English in compare to the other subjects, time and classroom conditions. On the one hand, lack of self-confidence, student's indisposition, a wide number of students in one classroom, learner's personality, motivation, and style of learning, not enough conversation activities that allow the student opportunities of speak, learners' poor base of English knowledge (vocabulary, phonetic, fluency, appropriate use of language) to effectively communicate among them in the target language, all factors mentioned above, influence on English learners in EFL classrooms.

9.4 Factors that affect students' oral interaction:

Many researchers had studied about learners' emotional factors such as: Inhibition, motivation, self-confidence and risk-taking as important variables that determine the students' successful or unsuccessful due to the importance in the relation of peoples' emotion and cognition of learning a new language. As Brown (2007) claimed that "some affective factors in human behavior in learning language are inhibition, risk-taking, anxiety."

9.4.1. Personality

One important factor that influences on second language learning is personality. This is relates to the people's behavior of how they act when they face a problem. Personality is classified in: inhibition vs. risk taking, self-confidence and anxiety, extroversion vs. introversion.

- Inhibition vs. risk-taking:

Lightbown & Spadas (2001) p.55 cited to (Alexander Giora et al.1972) that stated “Inhibition is a negative force, at least for second language pronunciation performance.”

Latha (2012) stated that “The most common problem faced by students in learning a foreign language is inhibition.”

In this sense, students worry to make mistakes in speaking the language because they are afraid that other speakers will criticize them. Thus, in this condition they have high levels of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistakes and those are experiences for going to be better.

Risk-taking is an emotional characteristic that allow students to take the opportunity of participate in class and do not get worry about their mistakes, but the majority of students avoid to participate in class because of inhibition; they worry about the laughs of their peers or disapproval of the teacher in front of people in the classroom. Students feel afraid of being exposure to the embarrassment caused by mistakes of their responses.

Brown (2002) “Many instructional contexts around the world do not encourage risk taking; instead those encourage correctness, right answers, and withholding “guesses” until one is to be correct. Respond to the student’s risky attempts with positive affirmation, praising them for trying while at the same time kindly but firmly attending to their language.”

This means that teachers do not encourage students to freely share their opinions or critical thinking; instead they focus on the answer expected to the question. In this manner, risk-taking perception suggests that teachers have to reinforce and accept learner’s participation with positive and kindly aptitude but helping students when they need it to construct an answer or opinion. The teacher has to give the opportunity of speak and share their opinion in the classroom.

- Self-confidence:

Brown (2002) “As a teacher you are called on to sustain self-confidence where it already exists and to build it where it does not.”

As same of risk- taking, it is important for teachers be responsible of increase learner’s self-confidence; because they are some of the most powerful influences in students’ life. As a teacher, you can help learners to increase their self-confidence as you provide them a chance to build their achievements and be successful in and out of your classroom.

- Anxiety:

Anxiety is another aspect to take into account as an obstacle for language communicative competence, because learners get nervous, their minds became in blank, and feel that they are not able to do something.

Woodrow (2006) stated that “A researcher investigated the relationship between anxiety and performance in speaking English, and the result was anxiety disturbing in speaking performance of the students.”

It means that students, who have anxiety for speaking English, would not be able to speak English, either in class or outside the class even when they talk with their friends. Therefore, if the students have lower anxiety in speaking English, they will brave and more confident to speak English although they will make some mistakes.

- Introversion vs. extroversion:

Extroversion tends to be manifested in outgoing, talkative, energetic behavior, whereas introversion is manifested in more reserved and solitary behavior. Extroverted people enjoy interactive activities and being involved in social environments. They are more adventure in taking the risk of being exposure to other people, an extraverted person is likely to enjoy time spent with people and find less reward in time spent alone, but introverted people are less talkative and not enough enthusiastic for interact with others. They choose to spend time alone. They prefer to

concentrate on a single activity at a time and like to observe situations before they participate.

9.4.2 Cognitive factor:

Motivation is a major aspect in pushing the student to step forward to learn the language. The lack of motivation makes difficult the task of the teacher; therefore, the first objective of the teacher is to make students want to learn. (Míguez, 2001) “Someone who feels without inspiration to do something is an unmotivated person, and without inspiration a good learning cannot occur”.

In both cases, the degree of motivation that a learner possesses is the crucial factor for successful learning. Therefore, as teacher must motivate what students want to do, not to do what you want them to do. Motivation is willingness for doing something and getting the goal; therefore, student who has higher motivation will be able to speak English than student who has lower motivation. Miguez (2006) “In educational contexts, there are two types of observed motivation: Extrinsic motivation and Intrinsic motivation”.

9.4.3 Classroom Condition:

Situation in the class is very important to make convenient students’ learning in the classroom. This factor is related to the lack of didactic resources that teachers need to develop their classes, in many cases; public institutions do not send their English teachers to trainings in order to prepare more capable professionals but in other subjects does. The noise, indiscipline and disrespectful of some students, do not allow other motivate students to learn in the classroom.

Wei (2011) stated that “students who fail in the English subject do not mean that they are weaker than other students in class, but this is because they do not engage in classroom activities sufficiently.”

Baker (2003) stated that “Text books should be suitable to the students’ condition and environment”.

9.4.4 Teacher:

He/she is an important factor in giving motivation to the student of the target language (English).

Teachers have to provide opportunities to the student of interact in class, they are responsible of facing and dealing the factors that influence on their EFL classroom and teaching, therefore students' learning depend for the most part from the teacher in how they apply strategies to motivate students, so the teacher must motivate, strengthen and collaborate with students to encourage learners' participation and communication.

Harmer (2001) "The language teacher is a facilitator, a resource and a promoter for the students when they are involved in communicative tasks".

9.4.5 Learner preferences: (Perceptual learning styles)

Visual learner: learns more effectively through the eyes (seeing).

Aural learners: learns more effectively through the ears (hearing).

Haptic learner: learns more effectively through touch and body movement (a combination of the kinesthetic and tactile styles).

Kinesthetic learner: learns more effectively through concrete body experience (body movement).

Tactile learner: learns more effectively through touch (hands-on)

Learners have preferences at the time to learn something, memorize words, phrases or instruction. They have the tendency of using different styles of learning to understand or memorize better. In this sense, learners are good in different kinds of abilities, so teachers have to vary their strategies in order to give them the opportunity of develop their every style of learning.

Howse, Lange, Farran, & Boyles (2003) "Student prefers challenging rather than non-challenging tasks".

9.5 Teaching-learning strategies to enhance oral interaction.

Strategy is defined as: A set of procedures address to a specific objective: The meaningful learning. It is conscious and intentional. It requires planning and control of performance. It selects resources and techniques between two or more people.

Some examples of those strategies are:

- **9.5.1 - Debate:**

A debate is a structured discussion to compare and contrast opinions on a given topic. Controversial topics are presented or ideas that will provoke discussion to motivate students without restrictions that in a free way they can express their ideas and defend their points of view. The benefits of this activity are several: Students can discuss an issue without emotions or egos; avoid making easy decisions by learning how to practice, making or create solutions to problems; organize their ideas; and create a shared vision.

- **9.5.2 - Role plays and Dialogues:**

Those are close to real communication. In role plays and dialogues, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because both imitate life, the range of language functions that may be used expands considerably. They have to use language that is appropriate to the situation and to the characters in order to be involved in the development of the vocabulary and the use of this strategy. Here the teacher can encourage his/her students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

- **9.5.3 - Group work:**

Groups tend to learn through “discussion, clarification of ideas, and evaluation of other’s ideas.” This helps them with practice developing the fluency and even it gives them the opportunity to correct themselves in order to clarify their doubts without the help of the teacher. They initiate speech on their own, disagreeing, hypothesizing, requesting, clarifying and defining. Group work offers a safe-affective climate, because each member is not rigorously on public exhibition, promotes learners responsibility for actions, small groups can help students with varying abilities to accomplish separate goals. Make sure of rotate groups, so students have a chance to learn from others.

- **9.5.4 - Pair work:**

It is an important component of the communicative approach, this strategy means that students collaborate with their peers to accomplish a common task and reach its goals. Moon (2000) “Hence, students in pairs get the chance to interact frequently with the language and to express their ideas.” Pair work is used for short tasks such as: dialogs, conversation, role-plays.

- **9.5.5 - Think–pair–share:**

It is a useful strategy to encourage every member of the class, even introverted students participate. It also fosters a community of learners and can help students get to know their peers. The instructor poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about one minute to think through an appropriate response. Then, students turn to a partner and share their responses. During the third step, students’ responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. All students have the opportunity to learn by reflection and by verbalization.

- **9. 5.6 - Interviews:**

Through interviews among the teacher and the students, it is possible that the teacher assess the learners' oral expression. Also Students can make questions, describe a situation or image, give opinions about a topic of their interest, this kind of strategy can be develop in groups or in pair to make sure that everyone can participate in the conversation

- **9. 5.7 - Jigsaw:**

The jigsaw strategy is said to improve social interactions in learning and support diversity. The jigsaw process encourages engagement and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No one student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leads them to value each other as contributors to their common task. Students with the same topic from different groups might meet together to discuss ideas between groups.

- **9.5.8 - Problem solving:**

Using real world problems with open-ended questions can be very engaging. Rather than spending a lot of time designing an artificial scenario, use inspiration from everyday problems. Real world problems can be used to facilitate learning. Different types of problems might focus on categorizing, planning, taking multiple perspectives, or forming solutions.

- **9.5.9 - Numbered Heads discussions:**

A team of four is established. Each class member is given a number between one and four. Questions are asked for each group. Group works together to answer their question so that they all can verbally answer the question. The teacher calls out a number (for example, two) and each two is asked to give the answer.

X - METHODOLOGICAL DESIGN

The principal characteristic of this research paper is that it has a **Qualitative approach**; therefore we are not going to use specific statistical facts to gather the required information. This research is based on the exclusive experiences of our sample students. It is a qualitative research because we as researcher students investigate our topic in the authentic environment and describe in details specific situations. Austin (2009) "Qualitative research is the approach which emphasizes on the socially constructed nature of reality. It is about recording, analyzing and attempting to uncover the deeper meaning and significance of human behavior and experience, including contradictory beliefs, behaviors and emotions".

It is also an **objective research**, because it requires considering information from other authors.

According to Nunan (1992) and San Pieri (1999), "This gives us a clearer picture of the steps, the process and tools to design" and supports our research from the theoretical point of view."

We use documental research to obtain information about the current problem.

Pilot tests to some students will be conducted to determine the validity of the instrument that will be used in data collection among a selected population.

It is an exploratory research because we used an assignment to place participants in two groups: an experimental group which receives intervention, and another control group without any intervention. It uses a positive control to base or compare it in the result.

10.1 - Data Collection Tools:

Data Collection Tools consist in the different instruments that a researcher has in his/her arrangement in order to collect data. We have several data collection

instruments, but according to the nature of the information to be gathered in this study, we implemented four different data collection tools in the research field: **class observation, written and oral video interview, and a survey** with the purpose of gathering the essential information from the involved population in this study in order that the results could be reliable.

The purpose of using those data collection tools is also to gather enough information which was useful in our study object and in the analysis and the findings of each instrument that provided valuable information.

10.1.1 – Class Observation:

Observation in qualitative research generally involves spending a prolonged amount of time in the setting. Field notes were taken throughout the observations and focused on what we had seen. Observation consists in observing the classroom, students and the teacher in their authentic environment, to obtain information and then register it to analyze the data collected.

The observation was aim at the teacher and students because we need to observe both behaviors. Some parameters we took into account in our observation were first how the teacher develops with the class group and the strategies that were implemented and second the level of her students' engagement to the class.

10.1.2 – Written and Oral Video Interviews:

We used written and oral video interview to obtain information through questions we posed in function of the students and the teacher. Interviews were particularly useful for getting the story behind a participant's experiences. In fact McNamara (1999) says "The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires e.g., to further investigate their responses".

Our interview was structured. It used standardized questions. This means the answer to the questions were open-ended and provided to the interviewed (the teacher and students) a set of answers that she or he could opt for.

The interview to the teacher was given in a written form. Also our purpose with the interview to the educator was to know about the kinds of strategies that she applied, and what the teacher thought about the class; the students weaknesses or strengths; and what do the students need to improve in their performance.

The interview to the students was orally through a video recording, since video recording seemed to be the best method because we preserved not only what the students said but also their nonverbal behavior.

The use of a digital recorder is undoubtedly the most common method of recording interview data because it has the obvious advantage of preserving the entire verbal part of the interview for later analysis.

Our intention with the interview to the students was to identify their appreciation toward the class, the kinds of strategies applied by the teacher, and the aptitude of their classmates toward the class and most important what the students thought about their difficulties to learn and use the target language.

The recording was focus on gathering mainly verbal data rather than measurements. For the most part, however, interviews were more open ended and less structured Merriam (2001). Frequently, the interviewer asks the same questions of all the participants, but the order of the questions, the exact wording, and the type of follow-up questions may vary considerably.

10.1.2 – Surveys

Surveys are techniques of gathering information from a person or a group of people. Our objective with the survey was to gather information from twelve students from the

Eleventh Grade of Manuel Hernández Martínez high school. We implemented a printed questionnaire in a structured format.

The surveys were aimed to the students to obtain information that allows us to know what expectations they had about the class.

In fact, Jack Fraenkel (2009) stated "Rarely is the population as a whole studied, however. Instead, a sample is surveyed and a description of the population is inferred from what the sample reveals"

10.2 - Data collection Procedure

The gathering of the required information in the collection tools consisted in visiting the 11th grade "A" from Manuel Hernandez Martinez high school, where we explained to the teacher and students the objectives of our investigation, and our visits, and the reasons of why we implemented the collection tools (observation, interviews, survey and video recording), so they (students and the teacher), agreed to collaborate and answer our data collection tools.

First, we observed the teacher and students in their regular space. Our observation was aimed to the examination because we were in straight contact with the phenomena (our object to study) to investigate. Also we did not interfere with the groups in their activities since we collected the facts from the outside of the group, as the word says we were just observers.

Then we implemented a survey with a sample of twelve students.

After that, we did a written interview to the teacher and an oral video interview to the sample students.

The interviews provided the information we needed to develop our analysis. In fact, we could gather useful information along with the data collected from the class observations and surveys.

10.3 - Research Instruments

We designed the interviews for each one of the involved samples, taking into account each variable in the study. As a result, a total of four items, with four answer options (Always, sometimes, Rarely, Never). There were some open questions; and their results were taken into account in the conclusions and recommendations.

10.4 - Universe, Population and Sample

We used a qualitative approach and based on a unique universe (Students from Manuel Hernández Martínez high school), our Population (Students from 11th grade A), and our sample (12 students from the 50 students from 11th grade A).

In order to determine our samples we took into account the qualitative of the students in the classroom. We chose our sample according to four levels of performance: Advanced Learning, Satisfactory Learning, Elemental Learning, and Initial Learning).

10.5 -Students radio program:

Also we develop an activity with a sample of 12 students from fifth grade of Manuel Hernández Martínez – Jinotepe, which consisted on a radio program in which the students choose the name of the program and the topics to discuss in according to their preferences. The students decided the name of the program, developed the program, interviewed each other, greet and talked about music. The students interacted among each other when they decided who the hosts were and who the interviewed students.

They also shared information about different topics and the rest cooperated with them giving their opinions. The whole process was limited to 45 minutes. 10 minutes for the instructions, 15 minutes for the pre creation stage, and 10 minutes for the recordings, and 10 minutes to listen the products of the groups. At the end the length of the radio program resulted in 5 minutes. To share this Project, we posted it on a YouTube channel, where you can watch it in order to check the results.

XI- DESCRIPTION MATRIX:

Specific Objectives	Guidelines Questions	Specific questions	Source.	Instrument.
To identify the main factors that affect student's oral interaction in the classroom.	Which are the main factors that affect student's oral interaction in the classroom?	<p>¿Aprendes inglés voluntariamente o es una obligación, porque?</p> <p>¿Qué dificultades encuentras cuando tu maestro(a) te pide participar en actividades orales?</p> <p>¿Cuáles son tus principales temores al participar en actividades de conversación con tus Cros.? (as) en el aula de clases?</p> <p>Which ones have been your difficulties to teach English?</p>	<p>Student.</p> <p>Student.</p> <p>Student.</p> <p>Teacher</p>	<p>Video Interview.</p> <p>Survey.</p> <p>Survey.</p> <p>Interview.</p>

To value some teaching strategies that enhances students' oral interaction using the target language with the teacher and their peers.	Which are the strategies that enhance students' oral interaction?	¿Has contado con materiales de apoyo para afianzar tus conocimientos de inglés?	Student.	Survey.
		¿Qué actividades te han ayudado a mejorar la expresión oral?	Student.	Survey.
		¿De qué manera te sentirías más motivado(a) a expresarte con confianza en el idioma Inglés?	Student.	Survey.
		¿Te motiva la profesora a participar en la clase de inglés? ¿Cómo?	Student.	Video Interview.
		What kinds of strategies do you use to develop oral production in your English class?	Teacher.	Interview.
		How do you reach oral interaction in the target language?	Teacher.	Interview.
		Do you have any strategy that promotes students self-confidence to interact with you and among each other?	Teacher.	Interview.
		What is the main approach of your teaching?	Teacher.	Interview.
		Which of the four English skills do you develop more in your class?	Teacher.	Interview.

<p>To suggest a way of one interactive teaching strategy that promotes English Speaking Skill Production in the classroom.</p>	<p>What interactive teaching strategy promotes English Speaking Skill Production in the classroom</p>	<p>¿Qué te gustaría que tu maestro (a) implementara para mejorar tu expresión oral en el idioma Inglés?</p> <p>¿Qué otras actividades sugieres que realice tu maestra en la clase?</p>	<p>Student.</p> <p>Student.</p>	<p>Survey.</p> <p>Video interview.</p>
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XII- RESULT ANALYSIS

In this part, there is a description of how the analysis result process was carry out, it generated through one matrix for a qualitative research, which is carry out by objectives.

The specific objective number one that refers to:

Identify the main factors that affect student's oral interaction in the classroom.

To the result analysis for this objective, students' oral and written interview and teachers' interview was carry out.

Some students expressed they learn English because learning a second language is an opportunity of improve their lives and professional careers due to the globalization of the language, other expressed that they learn language only for the scores that they will obtain and not because they feel motivated to learn the target language. They focus only in passing the class rather than learning. Finally the other minority of students expressed they learn the language voluntary and compulsory; the first one is because they feel interested in learn a new language but compulsory because they must graduate from high school as well.

In this case, most of the students learn the language in schools because of extrinsic motivation they possess, in order to obtain a diploma and not for an intrinsic motivation, which occurs when they feel interest in accomplish a goal and meaningful learning for success in their professional lives Miguez (2006) In educational contexts there are two types of observed motivation: extrinsic motivation and intrinsic motivation.

Students express that the major difficulties that affect their oral production to interact in the classroom are afraid of make mistakes, introversion and lack of self-confidence; all of those factors are related to their personality. Therefore, we consider that the teacher must apply strategies that help students to decrease their inhibitions,

lack of self-confidence, and lack of risk-taking and encourage them to participate in oral activities. Latha (2012) stated that “The most common problem faced by students in learning foreign language is inhibition.”

Students feel that they have weaknesses in their English learning, so they prefer do not interact with the teacher and classmates due to the factors that hamper their communicative competence. In our opinion, the teacher has to promote self-confidence, allow a good environment in which make learners conscious about the benefits that mistakes has on the learning, provides feedbacks of lessons and apply strategies to learn vocabulary and pronunciation trough oral conversations. Brown (2002) “As a teacher you are called on to sustain self-confidence where it already exists and to build it where it does not. “Harmer (2001) “The language teacher is a facilitator, a resource and a promoter for the students when they are involved in communicative tasks”.

This difficulty is a great challenge that the teacher has to face and deal. We reflect that all this has to do with motivation and students sometimes are motivated to do something or not. The lack of motivation makes difficult the task of the teacher; therefore, the first objective of the teacher is to make students want to learn. (Brown, 2000) stated that “Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners”

Students expressed that they do not practice the target language outside the classroom, they are only limited to the English lesson of the teacher. We consider that textbooks are important for learners as a support material to improve their prior knowledge. Baker (2003) stated that “The text books should be suitable to the students’ condition and environment.”

To sum these things up, teacher must motivate, strengthen and collaborate with her students. She is the responsible of apply good strategies that encourage students to participate freely and voluntary with her, and their classmates. The factors that commonly affect students’ oral English production can be reduced with strategies that help students to decrease their inhibitions and sustain their self- confidence

among them. We consider that strategies which allow learners to collaborate, interact, share their knowledges and correct among them, foster a real use of the target language in the classroom. Therefore teachers have to adapt their teaching focus on students´ needs and difficulties.

The specific objective number two refers to:

Value some teaching strategies that enhance students´ oral interaction using the target language with the teacher and their peers.

Students feel that the teacher applies strategies in some of her English lesson to motivate them, they like participate in dynamics and interactive activities in the classroom.

According to some students, conversational and dialog activities have allowed to them improving their speaking skill.

In our opinion, those kind of strategies definitely help students to improve their oral skill because the opportunities of practice the language through interaction.

Brown (2001) "Interaction is the heart of communication; it is what communication is all about. Students send messages, receive them, interpret them in context, negotiate meanings, and collaborate to accomplish a purpose. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people."

Students would feel more motivated practicing the language because it allows students to learn how to pronounce words and improve their prior knowledge; learners would like to interact with the teacher because in this manner they feel more self-confidence to speak .In our opinion activities that allow students to practice and the teacher who promotes interaction with his/her in the classroom, motivate them to learn. Míguez (2001) "Someone who feels without inspiration to do something is an unmotivated person, and without inspiration a good learning cannot occur".

Students would like to practice conversations, because it allows them to learn how to express in the target language. We consider that teachers have to encourage oral

communication in the classroom through real situations, apply strategies that allow students do what they like to do, give immediate feedback to learners from their mistakes and give the opportunity of correct those mistakes.

Students expressed that they would like to attend more dynamic classes, practice conversation, learn English songs, play games and get evaluation through oral quizzes. We consider that teacher must to adapt their strategies to students' needs and interest. Bashiruddin (2003) "Teachers can make changes in their teaching practices if they are introduced to new teaching strategies".

The strategies that the teacher considers are helpful according the group of class to develop oral production are oral presentations and solving problem activities. We think that these activities are beneficial to elicit students' interaction, participation, and personal opinions. Harmer (2001) claim that "Teachers need to encourage students to solve their problems on their own or in pairs".

The results of the strategies that the teacher uses are not satisfactory and the same teacher classified them useless with the group of class. We thought that the teacher needs to vary and implement different strategies if she wants to reach oral production.

Discussion is a strategy that the teacher implements to promote students self-confidence to interact with her and among each other. We consider that discussions promote interaction but not self-confidence. Teachers must take into account and encourage risk-taking and know that they are some of the most powerful influences in a student' life. Also teachers must reinforce and accept learner's participation with a positive and kind attitude and help students when they need it to construct an answer or opinion. Brown (2002) stated in his book "Teaching by principles" p.62 that "As a teacher you are called on to sustain self-confidence where it already exists and to build it where it does not."

To sum- things- up, the way in how the teacher applies the strategies, will help students to acquired knowledge, the teacher is the resource and manager of the classroom, so all the activities that she applies have to be aim at students´ meaningful learning. In our opinion, it is important that the teacher motivate their students and promote interaction between students – teacher and student- student.

The teacher determines that teaching vocabulary and grammar structures is helpful to the students in order to develop they own learning. We consider that this is a natural vision that almost all teachers follow, but they do not take into account oral production or maybe they just dream with that but do not practice it in order to reach interaction. And sometimes the way to reach that objective is but repetitions rather than use of the language.

The teacher is focus in the developing of writing and speaking, but we realized that students do not create new sentences using the provided vocabulary in writing or speaking way. They just re-copy some paragraph that the teacher brings to the class. So we considered that the teacher must let student analyze and use the new words in real life sentences and develop the class with communicative competences. Brown (2000) p.246 cited to Hymes, “Communicative competence enables learners to convey and interpret messages and to negotiate meanings interpersonally within specific contexts”.

Each strategy has to be develop in order to help the student, so teachers must vary their strategies to achieve every students´ learning and get involved in the process. All learners have different personalities, so each one respond differently to the strategies. Brown (2001) “There is no secret recipe to language teaching. Experience and training on theoretical insights; on the other hand, will give you the tools to “comprehend when to use a technique, with whom it will work, how to adapt it for your audience, or how to judge its effectiveness”

To the specific objective number three that refers to:

Suggest one way of interactive teaching strategy that promotes learners' English Speaking Skill Production in the classroom.

A radio program:

This alternative activity helps students to feel motivated in English second language learning that benefits oral production and interaction. It has as a purpose the interaction, creativity of each students group to overcome their difficulties in practicing the language.

Its specific objective is to bring students of the 11th grade of Manuel Hernandez Martinez high school, in order that they can be able to apply old and new knowledge through a creative activity that facilitates the teaching – learning process.

In the next website <http://youtu.be/62YFo-VJiKY> you will see the activity as it is where the students get engage, and feel motivated doing some radio interviews and recordings.

They were the ones that decided the process; they collaborated among them and in groups of six students, they interviewed each other face to face, in a natural way and using the language without being afraid of mispronouncing, making mistakes, and taking the risk to do something different.

They did it by their own, taking into account their preferences and ideas, and we were there just as resources, facilitating vocabulary and helping them, as a result it allows us to accomplish a positive result to show it as evidence in our research about the effect that a simple and creative strategy could have on learners.

XIII – TEACHERS´ INTERVIEW

To gather data information, an interview was applied in order to collect information about the strategies used by the teacher to develop oral production in the teaching learning process; this interview was structured with a set of open- ended questions.

The purpose of this one was to know about the strategies that she applied in the English class, and to associate the information obtained from classroom observation and the teacher's point of view.

In the interview the teacher revealed some strategies she uses in the classroom to encourage interaction. For example, solving problems activities, analyze activities, and oral presentations. She also mentioned that these kinds of activities are important because increase students´ interest and provides a free way to use the target language.

On the other hand, she states that is important to provide dialogues and grammar structures to students , because this lead students to use the language. The teacher also mentioned that there are some difficulties that she has to face every day in her teaching such as: lack of interest from the students, lack of motivation because they only focus on score they would obtain, pass the academic year but not because the knowledge that they would have acquired during the class.

When we compare the interview and the class observation, we found out that the strategies that the teacher usually uses are: oral presentations and some guessing games. As a conclusion it is remarkable that the teacher used the strategies but she has to face with 50 students, which makes difficult her task of teaching. Students do not pay attention to the class and are disrespect each other in the participation time. The teacher cannot manage the group and don not give immediate feedback or motivation to the students.

XIV- CLASS OBSERVATION

In the beginning of the class the teacher wrote the topic and use flowcharts on the board, introduce the topic and gave instructions to the students , gave ten- minutes to copy the paragraphs from a reading about cultures around the world.

After that, she selected some students to read aloud each paragraph from the reading.

Teachers instructions in the class were using the native language (Spanish) and her explanations as well.

She asked students about the reading but translating the meaning of her questions so students answered in Spanish. She did not let students try to discover the meaning of sentences or paragraph by giving clues, instead she gave the answers.

During the class, we observed that not all the students paid attention to the teacher instead they were using their cell phones, doing homework of different subjects, and lack of interest was showed by them to the class.

In the class everyone was doing noise, indiscipline and disrespecting the teacher and among each other. The teacher could not manage the situation.

Although, the teacher implemented a game strategy to make students to participate, the learners did not seem to be motivated or interested in doing this.

In brief, strategies that the teacher applied are quite good, but not enough to encourage learners´ motivation and oral interaction among them; they focus only in passing the class and not because it represents a meaningful learning for her future educational success.

XV - INTERPRETATIVE ANALYSIS

According to all the evidence obtained with the class observation, the survey, and the interview that was applied to the teacher; this research paper show that the instructor from this school teaches in a good way and applied good strategies but she has to face great part of students that are not motivated to learn English but just to pass the class. Unfortunately the school do not brings conditions to develop the class and she needs to learn how to manage the class and try to get the best from 50 students that sometimes do not pay attention to her explanations because they are interested in other things apart to the class.

During the class observation process, we were focused on the teacher, because the research wanted to identify the strategies that she applies to teach English and the way that she encourages the students to get involved in oral interaction activities.

Classes were teaching in a traditional way, because the teacher has good activities but she did not manage with learners. It is necessary that the teacher can apply other strategies that help to develop and improve her classes through oral interaction among her students.

XVI - CONCLUSION

1. Many Factors hamper learners' oral interaction and communicative competence, so it is really important to apply strategies that decrease this problematic in order to achieve a better quality of English teaching-learning.
2. The need of professional and life persons' success, in this century represents an importance in learning a second language so, as teachers, must worry about getting today's students' needs and try to set up activities that students engage not only in memorizing words but they can use in real life situation or at least in short communications with their friends, classmates and when they have the opportunity of practice the language.
3. Nowadays, teachers have to focus in meaningful learning for what students feel motivated to do and for what is useful for them outside the class.
4. Do not forget that we are always learning, so let students share their knowledge with the teacher, and allow them to construct the learning together.
5. Teachers must help students to develop their critical thinking by providing useful strategies.
6. Consider the learning process itself as part of assessment, assessing the process itself provides motivation for students, to learn how to behave in groups. It shows students that you value a meaningful group interaction.

XVII - RECOMMENDATIONS

Encourage students' learning of English language by delivering meaningful and fulfilling class activities that promote motivation and desire to achieve:

1. Inform students of what they are able to perform with the language they are learning.
2. Ensure that students understand the importance of acquiring English as a second language.
3. Adapt techniques and activities in English that increase the curiosity and interests in the students. In addition to achieving the above goals, the teacher must:
 - Create a healthy class environment
 - Organize individual and group work
4. Use the technology, permanently update on the latest knowledge and techniques for language teaching.
5. Participate in more research, conferences, and forums.
6. Involve more students in the class activities.
7. Inform clear and relevant goals to the students.
8. Write your lesson plan and avoid improvisation.
9. Make use of supporting material.
10. Select motivating readings and discuss them with your students to motivate reflection and positive changes that lead to success.
11. Explain clearly to the students their roles during class interaction.

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ANNEXES

ANNEX.1

Survey aims at the student.

- 1- Durante los 5 años cursados. ¿Qué opinas de la enseñanza del inglés en tu colegio?
 - a) ___ Buena
 - b) ___ Muy buena
 - c) ___ Excelente
 - d) ___ Mala

- 2- ¿Has contado con materiales de apoyo para afianzar tus conocimientos de inglés?
 - a) ___ Siempre
 - b) ___ 1 vez a la semana
 - c) ___ Rara vez
 - d) ___ Nunca.

- 3- ¿Con que frecuencia se practica la conversación en el aula de clases?
 - a) ___ Siempre
 - b) ___ 1 vez a la semana
 - c) ___ Rara vez
 - d) ___ Nunca

- 4- ¿Has aprendido a expresarte fluidamente en el idioma Inglés?
 - a) ___ Si
 - b) ___ A veces
 - c) ___ No
 - d) ___ Más o menos

- 5- ¿Qué actividades te han ayudado a mejorar la expresión oral?
- 6- ¿Qué dificultades encuentras cuando tu maestro(a) te pide participar en actividades orales?
- 7- ¿Cuáles son tus principales temores al participar en actividades de conversación con tus Cros.? (as) en el aula de clases?
- 8- ¿De qué manera te sentirías más motivado(a) a expresarte con confianza en el idioma Inglés?
- 9- ¿Qué te gustaría que tu maestro (a) implementara para mejorar tu expresión oral en el idioma Inglés?

ANNEXE.2

Oral interview to students.

Objective: To collect information about how students rate the activities used by the teacher.

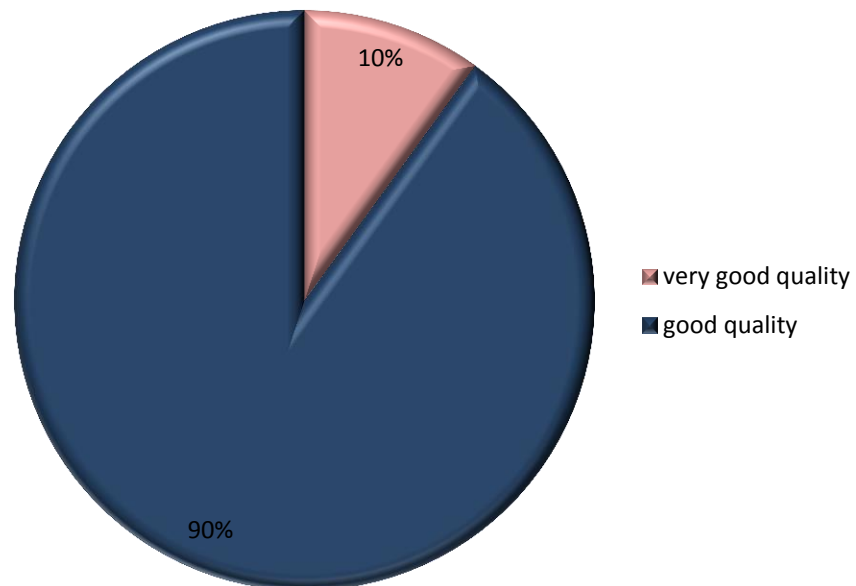
1. ¿Aprendes inglés voluntariamente o es una obligación, porque?
2. ¿Participas hablado Ingles en la clase? ¿con que frecuencia?
3. ¿Te motiva la profesora a participar en la clase de inglés? ¿Cómo?
4. ¿Qué actitudes toman tus compañeros cuando hablas inglés en el aula?
5. ¿Qué actividades te han ayudado a mejorar tu aprendizaje del idioma Inglés?
6. ¿Qué otras actividades sugieres que realice tu maestra en la clase?
7. ¿La profesora habla en Ingles en toda la clase o solo a veces?
8. ¿Le entiendes? ¿Cuándo no le entiendes que haces?
9. ¿Cuáles han sido tus mayores dificultades para aprender inglés?

ANNEX 3:

General Objective: To gather information about the quality of English class and factors that affect learners' oral communicative skill of the target language.

1. During the five years of high school. ¿what do you think about the English teaching in your high school?

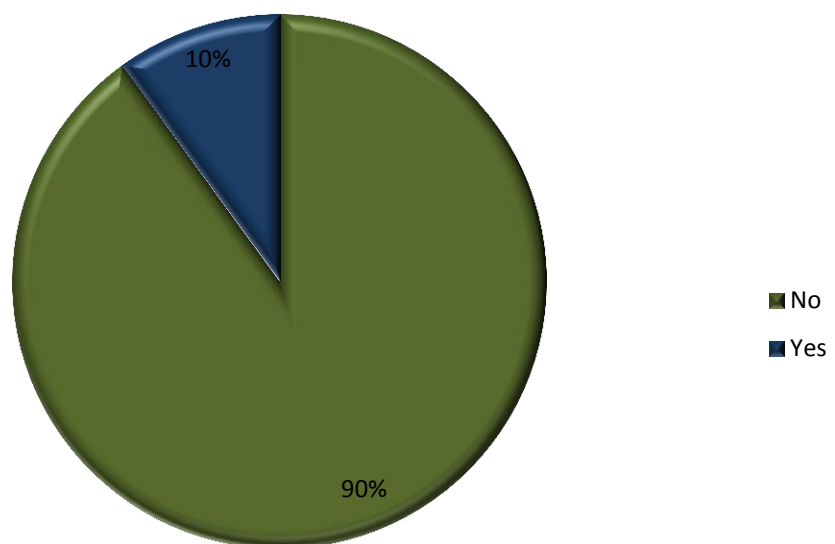
Quality of English in EFL classrooms



The analysis finds out that the 90 % of students express that English quality is good but not enough and needs improvements.

2. Have you counted with support learning materials to improve your English knowledge?

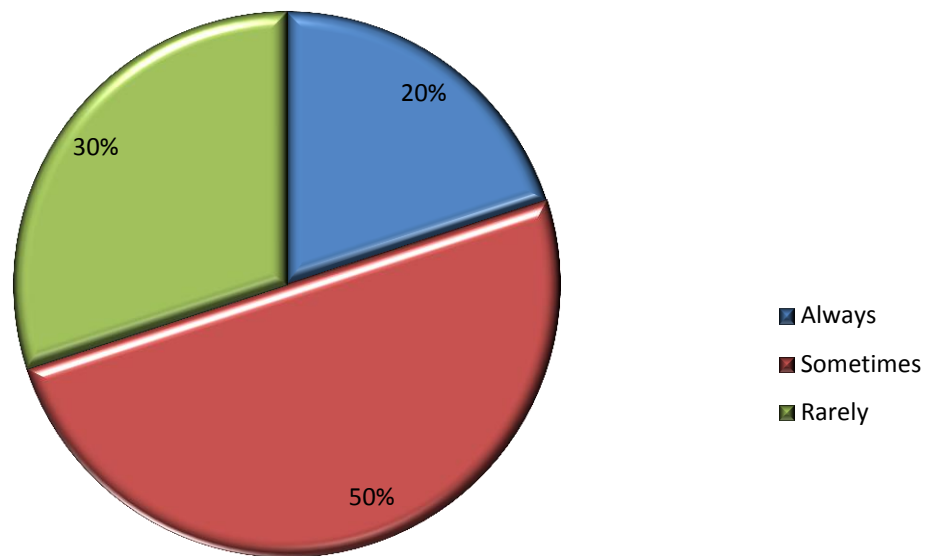
Resources in the classroom



The analysis finds out that 90% of students answer that materials are not suitable for their learning and improve of their knowledge.

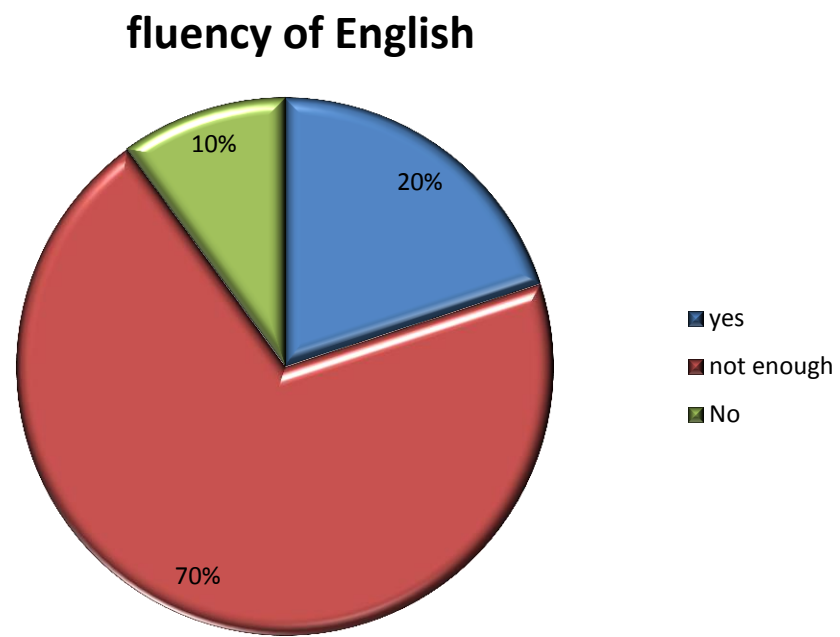
3- How frequently conversation activities are practiced in the classroom?

conversation activities



The analysis finds out that the 50% of students express that they do not practice conversations in the classroom.

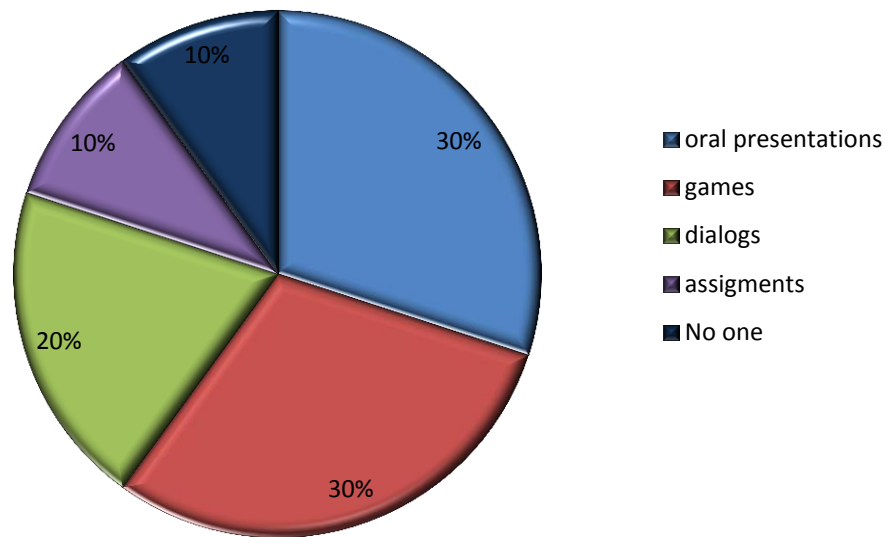
4. Have you learnt to fluency express in the target language?



The analysis finds out that the 70% of students have not enough fluency to interact

5- Which activities have helped to you to improve oral skill?

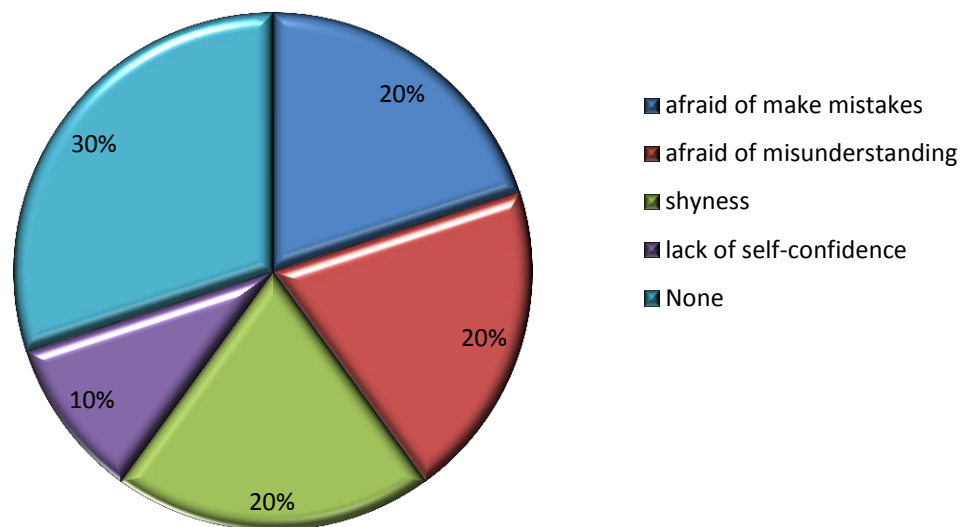
strategies to improve speaking skill



The analysis finds out that 30% of the students interviewed think that oral presentations have helped them to improve their communicative skill.

6- Which difficulties have you found when your teacher asking to you to participate in oral activities?

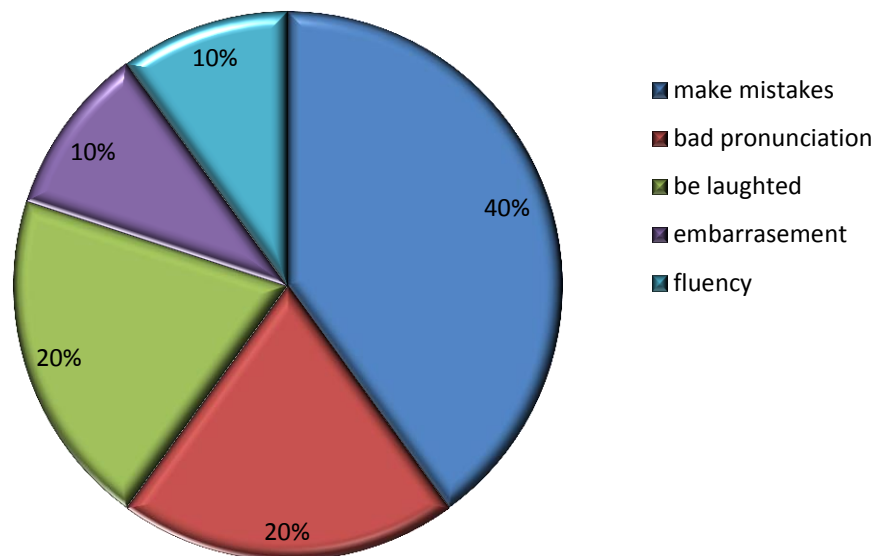
Students' difficulties in oral English production



The analysis finds out that 30% of the students interviewed are afraid to make mistakes participating in oral activities.

7-which are your bigger fears when you participate in conversation activities with your classmates in the classroom?

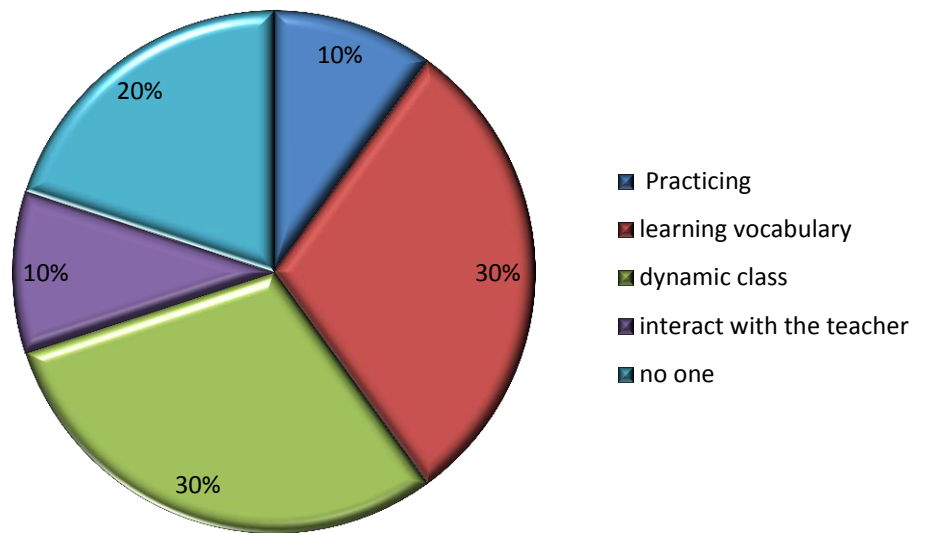
Students' fears sharing conversation with classmates



The analysis finds out that 40% of the students interviewed is afraid of mistaking during conversation activities.

8- How will you feel more motivated to express in the target language?

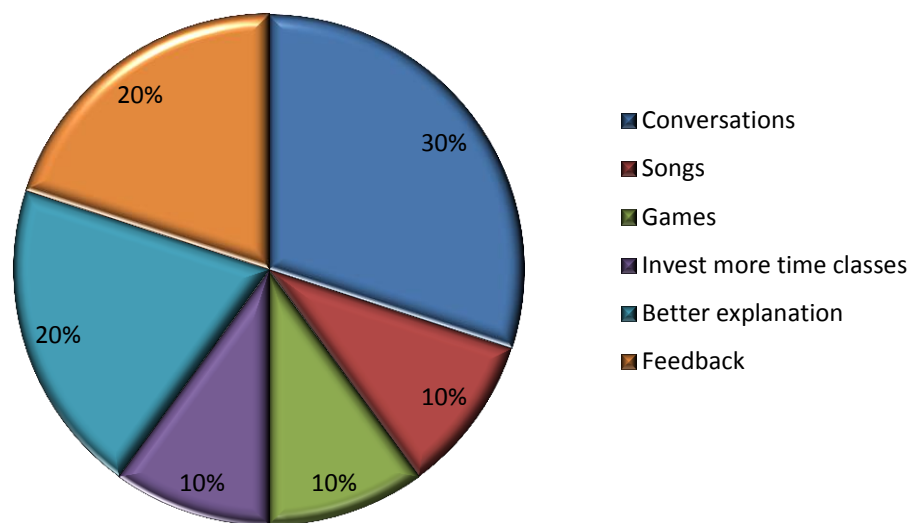
learners' motivation



The analysis finds out that 30% of students will feel more motivated by learning more vocabulary to express in the target language.

9- What would you like that your teacher applies in their teaching to improve your oral expression?

students opinions about teaching strategies to enhance oral interaction

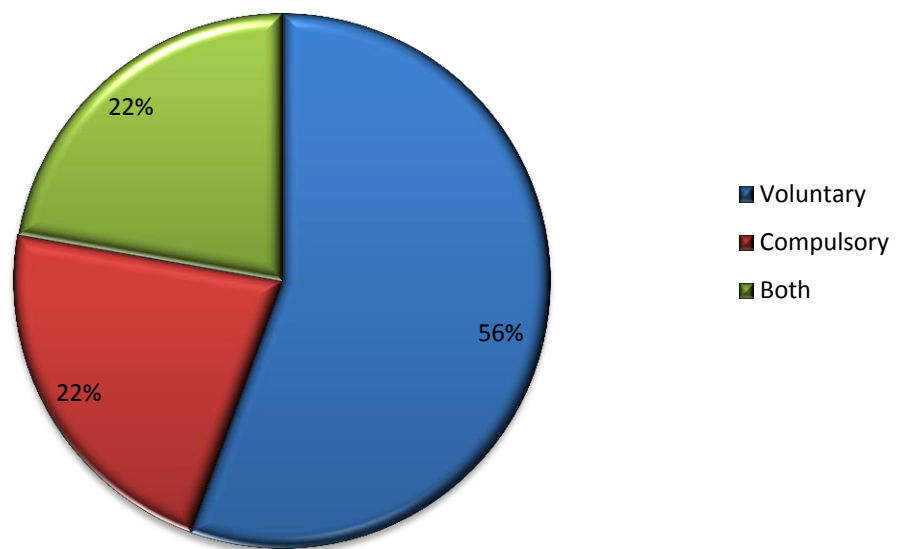


The analysis finds out that 30% of the students would like that their teacher applies conversations activities to improve their oral expression.

ANNEX.4

1. Do you learn English voluntary or compulsory?

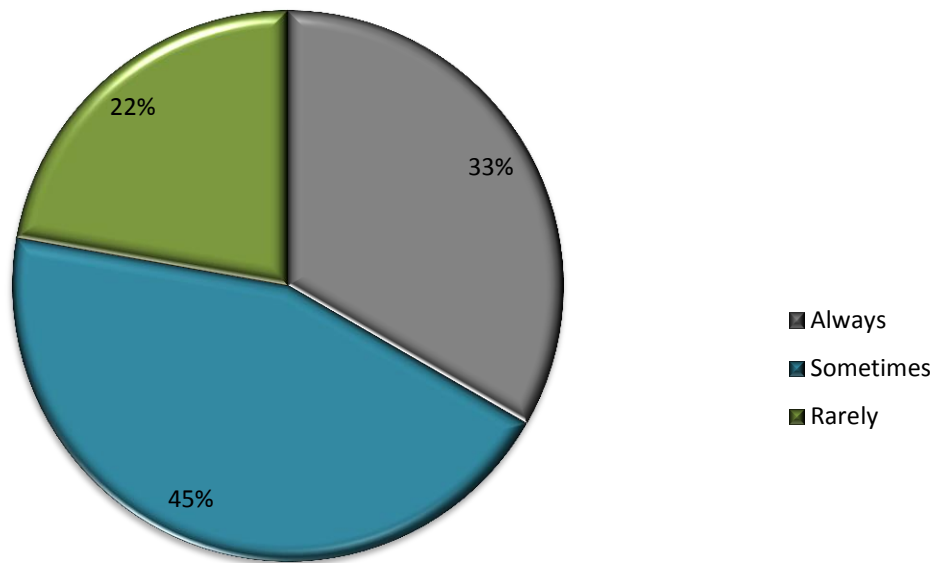
English, an obligation or option?



The analysis finds out that 56% of the students learn English voluntary.

2. Do you speak English in the classroom? How frequently?

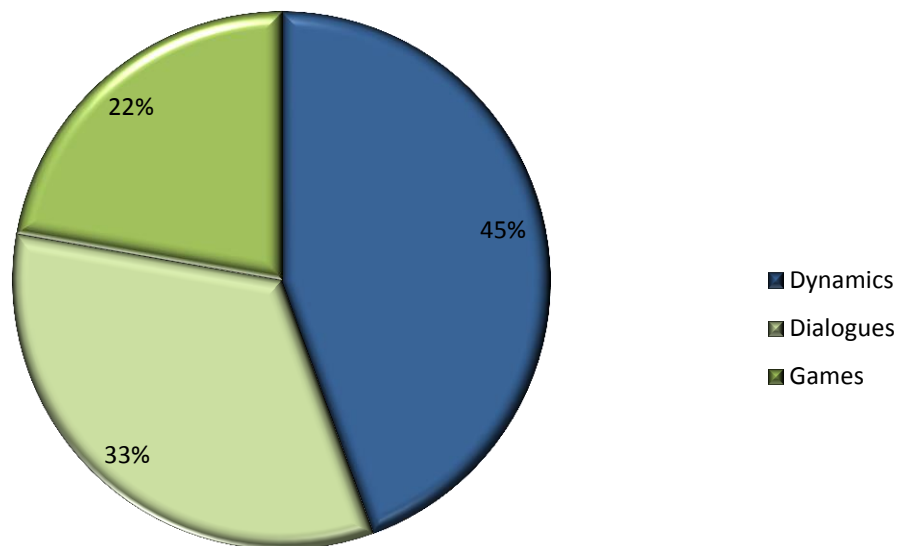
Frequency of English use



The analysis finds out that 45% of the students always speak English in the classroom.

3. Does the teacher motivate you to participate in the English class? How?

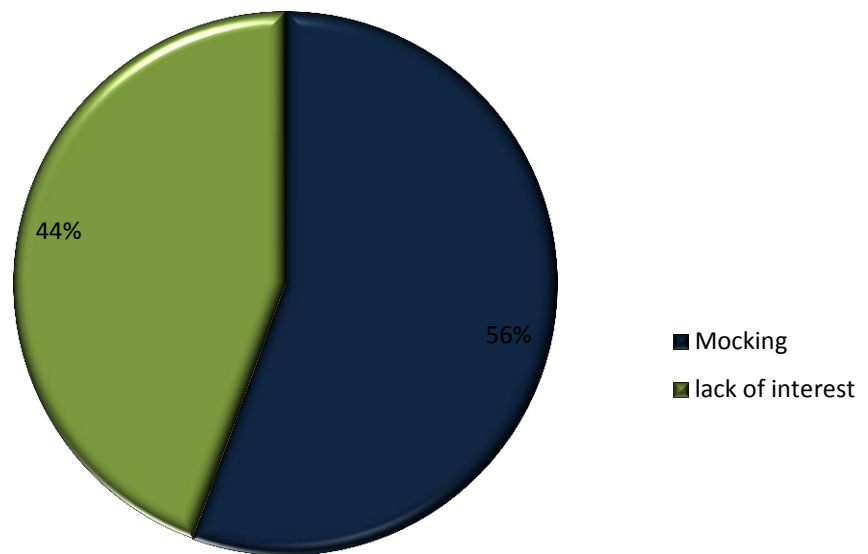
Strategies used to motivate participation



The analysis finds out that 45% of the students point out that the teacher motivates them to participate through dynamics.

4. What are the behaviors of your classmates when you speak English in the classroom?

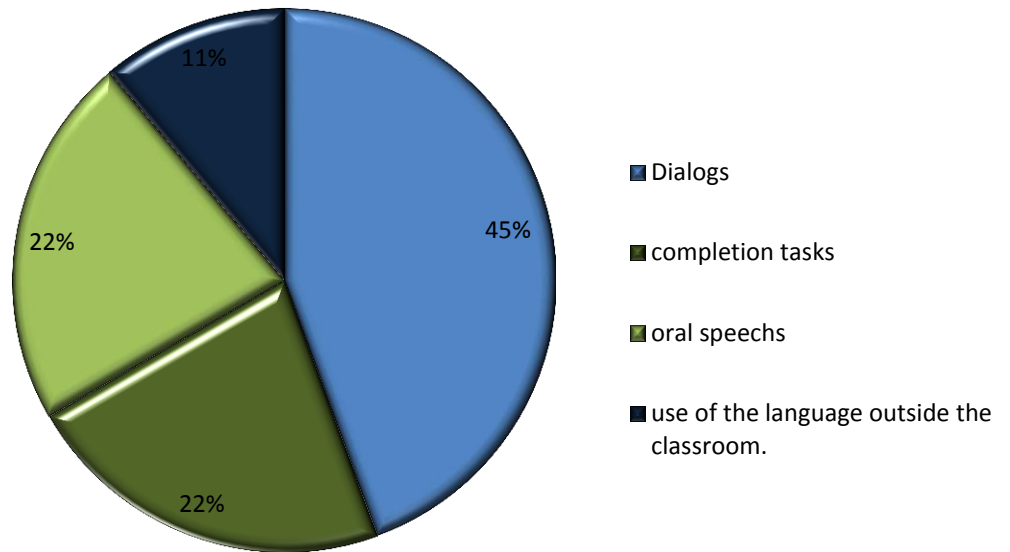
Students behaviors at speaking



The analysis finds out that 56% of the students are victims of mocking when they speak English in the classroom.

5. Which activities have helped to improve your English learning?

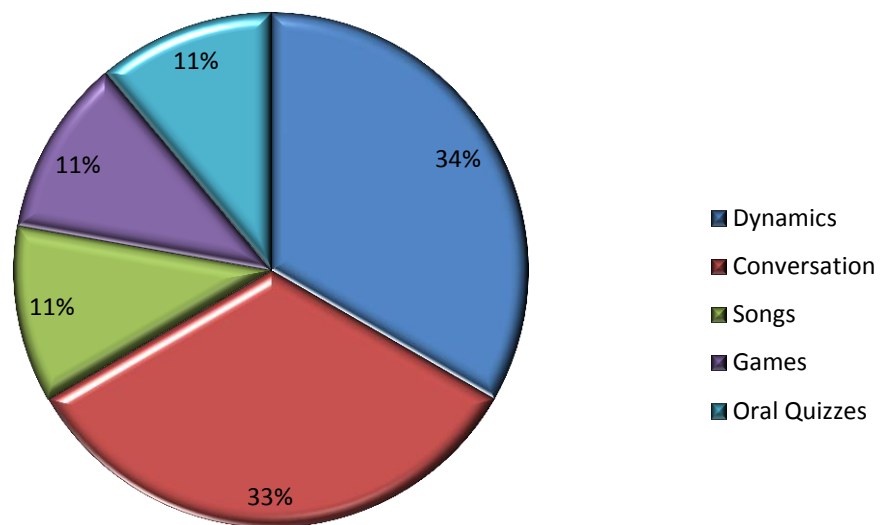
Acctivities that help to improve English learning



The analysis fins out that 45% of the students express that dialogues have helped them to improve their English learning.

6. Which other activities do you suggest that your teacher carry out in the class?

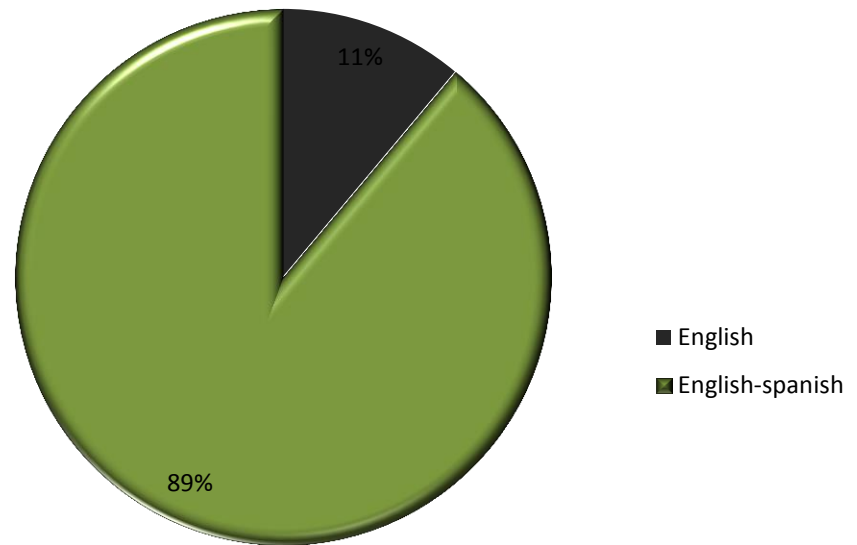
Learning Activities



The analysis finds out that 34% of students suggest Dynamics to the teacher to carry out in the class.

7. Does the teacher speak the native or the target language in the class?

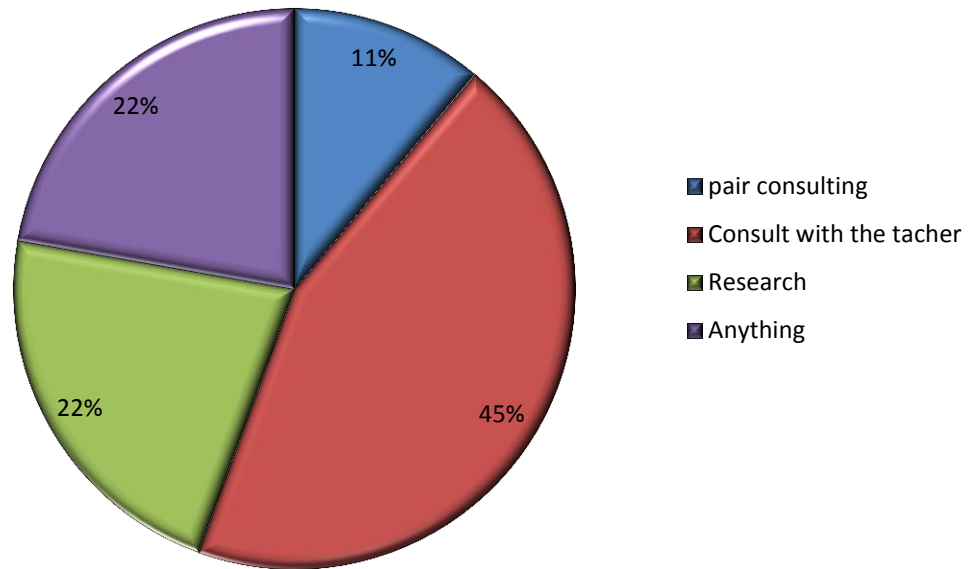
Uses of the target language



The analysis finds out that the 89% of students does not use the language.

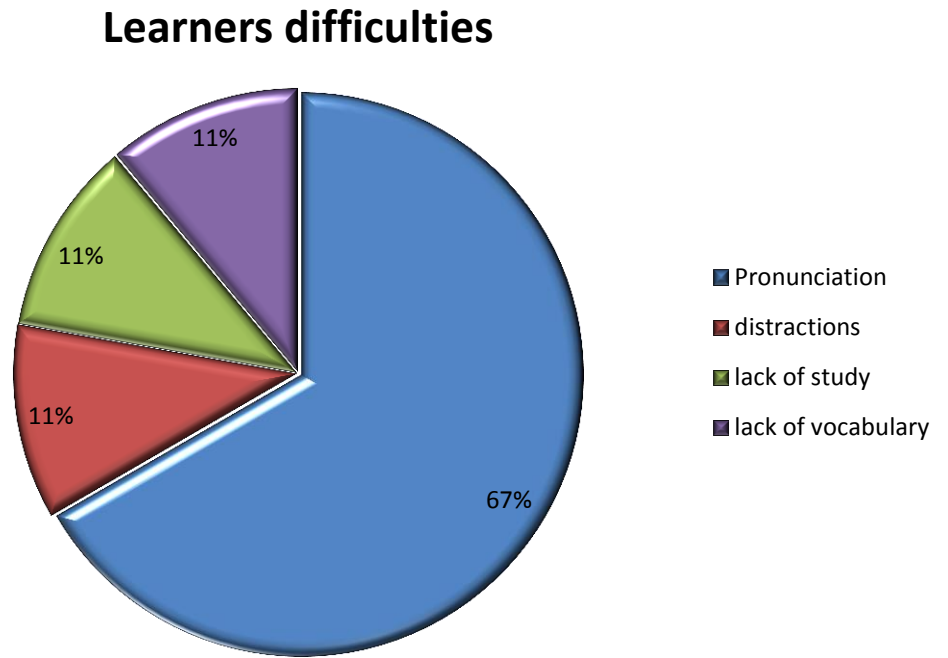
8. Do you understand to the teacher instruction? If you do not understand, what usually do you do?

Students Understanding



The analysis finds out the 45% of students consult with the teacher for doubts in any way.

9. Which have been your big difficulties to learn English?



The analysis finds out the 67% of students highlight pronunciation as their big difficulty to learn English.

ANNEXE.5

GUIDE TO VISIT THE CLASSROOM

I. GENERALS ASPECT

NAME OF THE INSTITUTE: _____

SHIFT: _____ DATE: ____ / ____ / 2014

CURRENT REGISTRATION: MALE _____ FEM: _____ TOTAL: _____

ATTENDANCE: MALES _____ FEMALE: _____ TOTAL: _____

LEVEL: _____

NAME OF THE TEACHER: _____

AREA/DISCIPLINE: _____ CLASS PERIOD: _____

II. OBJECTIVES

- TO KNOW ABOUT METHODOLOGICAL STRATEGIES APLIED BY THE TEACHER.
- IDENTIFY THE FACTORS THAT AFFECT STUDENTS´ ORAL INTERACTION.

III. METHODOLOGICAL ASPECTS

Activities	Yes	No	Observation
Introduce the topic which is going to develop in the class.			
Shows managing and educational domain to develop the topic.			
Relates the topic with the real context or real-life situations			
Asks control questions of the topic			
Use active methodological strategies that enable students to develop their communicative skill			

(speaking)			
Promotes the participation and integration of students in the development of the class, as well as team work and other constructivist practices.			
Use didactical materials to teach.			
Provides objective and time during the development of the class.			
Promotes and motivate students 'learning			
At the end of the class provide feedbacks of the lesson			
Implements school reinforcement plan with students who have learning difficulties.			

ANNEX.6

Interview to the teacher.

With the present instrument, we pretend to gather information for our research paper; this will allow us to achieve the following goal:

Objective: To know strategies used by the teacher to enhance learners' oral interaction in the English class.

1. What kinds of strategies do you use to develop oral production in your English class?
2. Why do you think that these are useful strategies?
3. In which moment of the class do you apply these strategies?
4. How do you reach oral interaction in the target language?
5. From one to ten. How do you classify the results of these strategies?
6. Do you have any strategy that promotes students self-confidence to interact with you and among each other?
7. What is the main approach of your teaching?
8. Which of the four English skills do you develop more in your class?
9. Which ones have been your difficulties to teach English?

ANNEX.7



Picture 1: Learners are writing down a reading about “the cultures around the world”



Picture 2: The teacher is writing down on the White-board the countries that are mentioned on the reading, so then students have to participate identifying and relating the information with each country.



The teacher is explaining the activity which is going to develop; students have to put sheets of paper on the white-board with the information extracts from the reading.



Students are participating, putting sheets of paper on the white-board of the information extracts from the reading.

Oral interview to the teacher.

Objective: To collect information about strategies used
by the teacher to develop in English class.

1. What kinds of strategies do you use to develop oral production in your English class?
Solving problems activities in which s have to analyse and give their opinion.
2. Why do you think that these are useful strategies?
Oral presentation based on topic of interest of students.
Because increase A interest (not all), they are forced to use the lge somehow. They learn new vocabulary.
3. In which moment of the class do you apply these strategies?
In the production stage, after the introduction of the new topic
4. How do you reach oral interaction in the target language?
By providing them dialogues and grammar structures that lead s to apply the target lge.
5. From one to ten. How do you classify the results of these strategies?
1-5
6. Do you have any strategy that promotes students self-confidence to interact with you and among each other?
Discussion (open questions based on topic of interest).
7. What is the main approach of your teaching?
The main approach for me is that they learn vocabulary and grammar, so they can use it in class and develop their learning.
8. Which of the four English skills do you develop more in your class?
Writing, Speaking
9. Which ones have been your difficulties to teach English?
The lack of interest of students, because they are more focus on passing the class rather than learning.

MATRIX SOURCE ANALYSIS: TEACHER.

Question	Located Answer	Results comprehension and analysis
<p>Which ones have been your difficulties to teach English?</p>	<p>The teacher answered that the lack of interest from the students has been her difficulty to teach English because they are more focus on passing the class rather than learning the Language.</p>	<p>This difficulty is a great challenge that the teacher has to face and deal. We reflect that all this has to do with motivation and students sometimes are motivated to do something or not. The lack of motivation makes difficult the task of the teacher; therefore, the first objective of the teacher is to make students want to learn. (Brown, 2000) stated that "Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners"</p>
<p>What kinds of strategies do you use to develop oral production in your English class?</p>	<p>The teacher replied that she applies oral presentations and solving problem activities in which students have to analyze and give their opinions according the topic.</p>	<p>The strategies that the teacher considers are helpful according the group of class to develop oral production are oral presentations and solving problem activities. We think that these activities are beneficial to elicit students' interaction, participation, and personal opinions. Harmer (2001) claim that "Teachers need to encourage students to solve their problems on their own or in pairs".</p>

Question	Located Answer	Results comprehension and analysis
How do you reach oral interaction in the target language?	The teacher responded that she reach oral interaction by providing students dialogues and grammar structures that lead students to apply the target language.	The results of the strategies that the teacher uses are not satisfactory and the same teacher classified them useless with the group of class. We thought that the teacher needs to vary and implement different strategies if she wants to reach oral production.
Do you have any strategy that promotes students self-confidence to interact with you and among each other?	The teacher responded that she applies discussions with open questions based on topic of interests to promote students self-confidence to interact.	Discussion is a strategy that the teacher implements to promote students self-confidence to interact with her and among each other. We considerate that discussions promote interaction but not self-confidence. Teachers must take into account and encourage risk-taking and know that they are some of the most powerful influences in a student´ life. Also teachers must reinforce and accept learner´s participation with a positive and kind attitude and help students when they need it to construct an answer or opinion. Brown (2002) stated in his book “Teaching by principles” p.62 that “As a teacher you are called on to sustain self-confidence where it already exists and to build it where it does not.”

<p>What is the main approach of your teaching?</p>	<p>The teacher answered that the main approach of her teaching is that the students learn vocabulary and grammar so they can use it in class and develop their learning.</p>	<p>The teacher determines that teaching vocabulary and grammar structures is helpful to the students in order to develop their own learning. We consider that this is a natural vision that almost all teachers follow, but they do not take into account oral production or maybe they just dream with that but do not practice it in order to reach interaction. And sometimes the way to reach that objective is but repetitions rather than use of the language.</p>
<p>Which of the four English skills do you develop more in your class?</p>	<p>The teacher answered that the skills that she develops the more are writing and speaking.</p>	<p>The teacher is focus in the developing of writing and speaking, but we realized that students do not create new sentences using the provided vocabulary in writing or speaking way. They just re-copy some paragraph that the teacher brings to the class. So we considered that the teacher must let student analyze and use the new words in real life sentences and develop the class with communicative competences. Brown, 2000, p.246 cited to Hymes, "Communicative competence enables learners to convey and interpret messages and to negotiate meanings interpersonally within specific contexts".</p>

MATRIX SOURCE ANALYSIS (STUDENTS)

Questions	Located answer	Results comprehension and analysis.
Do you learn English voluntary or compulsory?	Some of the students expressed that they voluntary learn English because they like it, comparing with other students that expressed they compulsory learn the language and other minority of students express they learn English as a voluntary and compulsory option in classroom.	Some students expressed they learn English because learning a second language is an opportunity of improve their lives and professional careers due to the globalization of the language, other expressed that they learn language only for the scores that they will obtain and not because they feel motivated to learn the target language. They focus only in passing the class rather than learning.Finally the other minority of students expressed they learn the language voluntary and compulsory; the first one is because they feel interested in learn a new language but compulsory because they must graduate from high school as well. (Miguez 2006) In educational contexts there are two types of observed motivation: extrinsic motivation and intrinsic motivation.
Which difficulties have you found when your teacher asking to you to participate	The students answered that the difficulties they have to face in their English learning at the	All those personality factors affect learner's oral production to interact in the classroom, therefore, we consider

<p>in oral activities?</p>	<p>moment of interact with others in the classroom are: afraid of make mistakes, afraid of misunderstanding, shyness, lack of self- confidence and other minority of students express no one.</p>	<p>that the teacher must apply strategies that help students to decrease their inhibitions, lack of self-confidence, lack of risk-taking and encourage them to participate in oral activities. Brown (2002) “As a teacher you are called on to sustain self-confidence where it already exists and to build it where it does not.”</p>
<p>Questions</p>	<p>Located answer</p>	<p>Results comprehension and analysis.</p>
<p>Which are your bigger fears when you participate in conversation activities with your classmates in the classroom?</p>	<p>Students answered that they feel afraid of make mistakes in oral conversations, not to be able of pronouncing the language in the correct form, be laughed from other students, feel embarrassment when they speaking the language and not to have fluency at the moment of communicate something to others</p>	<p>The students feel that they have weaknesses in their English learning, so they prefer not to interact with the teacher and classmates due to the factors that hamper their communicative competence. In our opinion, the teacher has to promote self-confidence, allow a good environment in which make learners conscious about the benefits that mistakes has on the learning, provides feedbacks of lessons and apply strategies to learn vocabulary and pronunciation trough oral conversations.</p> <p>Harmer (2001), the language teacher is a facilitator, a resource and a promoter for the students when they are involved in communicative tasks.</p>

<p>Have you counted with support learning materials to improve your English knowledge?</p>	<p>The majority of students answered that they do not count with didactical materials to learn the language as in and outside of classrooms. They depend just on teachers' instruction in the school.</p>	<p>Students expressed that they do not practice the target language outside the classroom, they are only limited to the English lesson of the teacher. We consider that textbooks are important for learners as a support material to improve their prior knowledge. Baker (2003) stated that "The text books should be suitable to the students' condition and environment."</p>
<p>Questions</p>	<p>Located answer</p>	<p>Results comprehension and analysis.</p>
<p>Which activities have helped to you to improve oral skill?</p>	<p>Students expressed that the activities that have allowed to improve speaking skill during their English learning are the followings: Oral presentations, games, dialogs, assignments and a minority of them expressed no one.</p>	<p>According to some students, conversational and dialog activities have allowed to them improving their speaking skill.</p> <p>In our opinion, those kind of strategies definitely help students to improve their oral skill because the opportunities of practice the language through interaction.</p> <p>Brown (2001) "Interaction is the heart of communication; it is what communication is all about. Students send messages, receive them, interpret them in context, negotiate meanings, and collaborate to</p>

		accomplish a purpose. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people.”
Does the teacher motivate to you to participate in the English class? How?	Students answered that they feel motivated for the teacher because she apply strategies in the classroom such as: Dynamics, dialogues and games.	Students feel that the teacher applies strategies in some of her English lesson to motivate them, they like participate in dynamics and interactive activities in the classroom.
How would you feel more motivated to express in the target language?	Students answered that they would feel more motivated if they Practice the language, learn vocabulary, Interact with the teacher and if the classes would be dynamic and a minority of students responded that no one.	Students would feel more motivated practicing the language because it allows students to learn how to pronounce words and improve their prior knowledge; learners would like to interact with the teacher because in this manner they feel more self-confidence to speak .In our opinion activities that allow students to practice and the teacher who promotes interactionwith his/her in the classroom, motivate them to learn. (Míguez, 2001) “Someone who feels without inspiration to do something is an unmotivated person, and without inspiration a good learning cannot occur”.

Questions	Located answer	Results comprehension and analysis.
<p>What would you like that your teacher applies in their teaching to improve your oral expression?</p>	<p>Students expressed they would like that the teacher applies conversation activities, English songs, and games. In addition they would like that the instruction have more time</p> <p>Classes, lessons with immediate feedback from the teacher and better explanation of the language.</p>	<p>Students would like to practice conversations, because it allows them to learn how to express in the target language. We consider that teachers have to encourage oral communication in the classroom through real situations, apply strategies that allow students do what they like to do, give immediate feedback to learners from their mistakes and give the opportunity of correct those mistakes.</p>
<p>Which other activities do you suggest that your teacher carry out in the class?</p>	<p>Students answered that the teacher should apply activities such as: dynamics, conversation, songs, games and oral quizzes.</p>	<p>Students expressed that they would like to attend more dynamic classes, practice conversation, learn English songs, play games and get evaluation through oral quizzes. We consider that teacher must to adapt their strategies to students' needs and interest. Bashiruddin (2003) "Teachers can make changes in their teaching practices if they are introduced to new teaching strategies".</p>