

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA

School of Education and Languages

Teaching English as a Foreign Language



Research Seminar Report

Topic: “Analysis of the English speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, in the afternoon shift, during the second semester of 2015.

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Abstract

This research is based on the analysis of English speaking skills Assessment strategies applied by the English teacher in the classroom to students of ninth grade of secondary education at Alfonso Cortés School. The research objectives are: To analyze the kind of English speaking skills assessment applied by the teacher in the classroom; to identify the English speaking skills assessment strategies applied by the teacher in the classroom; to evaluate the English students' reaction to the speaking skills assessment strategies applied by the teacher in the classroom and to explain the consequences about the lack of English speaking skills assessment strategies applied by the teacher in the classroom.

The population for this research was English teacher and the students to ninth grade students of secondary education, at Alfonso Cortés School, Managua, from the 20 students 45% of students are female and 55% of students are male. The sample was 100% of the students of ninth grade of this same school.

The instruments applied were: a survey with the 100% of the population, an interview for the teacher; and were applied several observations, where was observed that there were not many assessment strategies applied by English teacher to the students. The instruments applied allowed find answers to the objectives raised.

The timeframe that taken this research were three months some assessment strategies applied by the teacher where were identified in the classroom as well as the analysis of these.

In conclusion, this research will help teacher to know about the importance of applying the assessment strategies in the teaching- learning process in order to help the students manage a great level of learning English language.

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Appreciations

First, we want to thank god for giving us the wisdom and the strength to make this research paper. To our parents and family who are always supporting us and to our alma mater, UNAN for opening its doors and give us the opportunity to study to get a degree.

I. Introduction

Nowadays education is a process where knowledge is transmitted through the learning-teaching process, in which the students and teachers are very relevant elements, due to need their mutual interaction. In this whole process, teachers´ main objective is to develop skills, abilities, attitudes and aptitudes in their students.

This research analyzed the speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, Managua, in the afternoon shift, during the second semester of 2015 where the population are the students of ninth grade of secondary school; the sample of this research is 20 students that correspond to 100% of the population.

It is very important to recall that, in the teaching-learning process the teaching strategies should be applied in a more efficient way, because the teaching strategies help to teachers to evaluate the process of learning of their students as well as know the manner to improve the teaching strategies and the methodology strategies in order to manage the objectives proposed by him/her and improve the speaking skills in their students, too. To identify the kind of English speaking skills teaching strategies applied by the teacher in the classroom become to describe the teaching strategies applied by the teacher with the students and to know the reaction of the students to these teaching strategies. Therefore, this research explains the consequences that have the lack of speaking skills teaching strategies in the teaching- learning process in the students of ninth grade of secondary education at Alfonso Cortés School.

This research was made with students of ninth grade of secondary school. The applied instruments were: a survey with the 100% of students, an interview for the teacher and three observations. This research wanted to identify the different teaching strategies and how they are applied through them. Therefore, these applied instruments allowed to give answers to the objectives raised.

In order to develop any teaching model effectively, teachers need to project the strategies carefully in relation with the objectives the students must fulfill. The teaching strategies consist in advance a plan that allows getting closer to the learning objectives proposed by the teacher, getting a standard way of approach teaching in the classroom. This one includes activities by the teacher and from the student in relation with a learning content and the specific goals in relation with that learning; this is what is showed in didactic situations where resources and materials are proposed to serve to such goal.

The meaningful learning is based on the handle-able and applicable procedures through teacher's creativity and at the same time applying it taking into account students' immersed environment.

In conclusion, this research was made with the purpose of analysis of the English speaking skill teaching strategies applied by the teacher and how teachers can take awareness about the importance that have the teaching strategies in the teaching-learning process in education and the better way of applying these in the students and how the teacher can help them to manage a good level in their English skills.

I. Problem background

Lack of English speaking skills teaching strategies applied by the teacher in the classroom at students of ninth grade of secondary education at Alfonso Cortes School in Managua during the second semester of 2015.

The lack of English speaking skills teaching strategies applied by the teacher is an important issue. It is because motivation to participate in the English classes is essential to practice all the skills are not put into practice and as a results students have difficulties mainly in the English speaking skill. For this reason, it was considered that it is important to know about them to look for new ways to improve the English speaking skills.

Therefore, the lack of English speaking skills teaching strategies produce a lack of interaction or active participation the English classes, fluency problem, lack of grammatical correction and lack of teaching strategies that to not permit to improve the quality of English teaching. All of these consequences of not having teaching strategies do not permit advance in the development of English speaking skills in the students.

II. Previous studies

Our previous study is the one we made two years ago, which was about how the teaching strategies are being lacking in the English speaking skill in the third level of the second year students on the afternoon shift at UNAN-Managua university during the first half of 2013.

We chose the research topic because as English students and future teachers wanted to know why and what is causing students to move so slow and even not move in their development in their English oral performances.

In this last research paper we brought our own experiences and also the ones we got from students from this level, now two years later we decided to continue to research in this same issue but this time in secondary school because the speaking skill is the most relevant when it comes to quick and efficient communication and the one most of us have struggles with.

Also, in order to make this thesis paper complete, it was necessary to look for relevant information that could contribute to show other similar research papers related with the analysis of English speaking skills teaching strategies; for that reason it was proceeded to search for them in the research center (CEDOC) of the English department at UNAN-RURD, finding the following:

1. Research seminar report

Topic: Teaching strategies that influence in the development of speaking ability of students of the third year "B" in the afternoon shift at UNAN-MANAGUA during the period from March to October 2014.

Authors: Yazmina del Rosario Moreno

Eddith Nohemí Tuckler Lara

Carlos Adán Reyes Rodríguez

General Objective: Teaching and learning strategies that affect the communication process in the English language as a second language of students of third year "B" in the afternoon shift, regular courses at UNAN-MANAGUA

Conclusions: It was found that the teacher is using the various strategies and techniques in the classroom to develop a better speaking ability but the students are not regularly participating in the different activities.

2. Research seminar report

Topic: The methodological strategies in the teaching-learning process of English language.

Authors: Dania Scarlett Flores Aragón

Aura María González Torres

General objective: Strategies to develop the English communication in the teaching-learning process in the 7th "A" grade students, at Instituto Nacional Dario during the period of March-October 2014 in Ciudad Dario. Matagalpa, Nicaragua.

Conclusions: The institute does not have enough resources in the class room in order to improve the communication in the classroom. The teacher is this the resources that she has available in the school although this is a limiting situation; She tries to help her students by promoting the importance of the language and to practice the speaking skill.

III. Justification

This research about teaching strategies has the objective to demonstrate the importance of using each one of them. It is an important issue to teach each students aspect required for speech development strategies, which are so relevant to help to students in their learning process. Therefore, this research will benefit teachers and will provide useful knowledge about general aspects about the teaching strategies. Also, it will bring institutional benefits because it approaches in how to apply teaching strategies.

IV. Research questions

- 1) What are the English teaching strategies applied by the teacher in the classroom?
- 2) What are the English speaking skills teaching strategies applied by the teacher in the classroom?
- 3) What are the students' attitudes towards in English lesson applied by the teacher in the classroom?
- 4) What are the consequences from students about the lack of English speaking skills teaching strategies?

V. Objectives

4.1 General objective:

To analyze English speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, Managua, in the afternoon shift, during the second semester of 2015.

4.2 Specific objectives:

To identify the English teaching strategies applied by the teacher in the classroom.

To describe the English speaking skills teaching strategies applied by the teacher in the classroom.

To know the English students attitudes towards in speaking skills teaching strategies applied by the teacher in the classroom.

To explain the consequences about the lack of English speaking skills teaching strategies applied by the teacher in the classroom.

VI. Research Matrix

Objectives	Variable	Indicators	Information sources	Gathering data techniques
To identify the English teaching strategies applied by the teacher in the classroom	English teaching strategies	Importance of applying English teaching strategies	Teacher	Interview Observation
To describe the English speaking skills teaching strategies applied by the teacher in the classroom.	English speaking skills teaching strategies	Kind of strategies: Use of Songs Videos Dialogs Debates presentations	Teacher	Observation
To know the English students attitudes towards in speaking skills teaching strategies applied by the teacher in the classroom.	Students positive attitudes towards to the teaching strategies Students negative attitudes to the teaching strategies	Positive attitude: motivation Participation punctuality Responsibility negative attitude: anxiety indiscipline lack of participation lack of interest lack of respect to the teacher and students	Students	Survey
To explain the consequences about the lack of English speaking skills teaching strategies applied by the teacher in the classroom.	Consequences about of the lack of English speaking skills speaking skills teaching strategies applied by the teacher in the classroom.	Students cannot produce the language spontaneously, lack of vocabulary, pronunciation, lack of self-confidence, lack of interaction.	Students	Observation

VII. Theoretical framework

In this globalized world, education evolves quickly due to technological development, for this reason, teachers must train constantly, in order to be capable to face the pedagogical and technological challenges in a contemporary world.

The first term comes from the definition of teaching by Barry Wadsworth (1978), it is about teaching as the creation of environments where students' cognitive structures are born and change. The teacher's goal is to bring learning experiences where the student plays an active and self-discovery roll.

To teach is the action and effect of teaching (to instruct, to doctrine and to train with rules) It is about the system and method of giving instructions, formed by a collection of knowledge, principles and ideas that are being taught to somebody.

Teaching implies the interaction of this 3 elements:

The teacher; the student or pupil; and the knowledge objective. The encyclopedic tradition states that the teacher is the knowledge source and the students is just a simple and limited receptor of him/herself. According to this, the teaching process is the knowledge transference from the teacher to the student, all this through different techniques and means.

Nevertheless, to some current theories as the cognitive one, the teacher is the one who brings knowledge, and acts as a link between him/herself and the student through an interaction process. Therefore, the student gets involved with his/her learning process and he/she takes initiative in the knowledge search.

Teaching as a knowledge transference is based on perception, mainly through lecture and writing. The teacher's exposition, the textbooks support, the participation techniques and debate among students, these are some of the ways the learning process is specified.

In order to develop any teaching model effectively, teachers need to project the strategies carefully in relation with the objectives the students must fulfill. The teaching strategies consist in advance a plan that allows to get closer to the learning objectives proposed by the teacher, getting a standard way of approach teaching in the classroom. This one includes activities by the teacher and from the student in relation with a learning content and the

specific goals in relation with that learning, this is what is showed in didactic situations where resources and materials are proposed to serve to such goal.

The meaningful learning is based on the handle-able and applicable procedures through teacher's creativity and at the same time applying it taking into account students' immersed environment

For this learning process is very important for the teacher to follow an assessment system.

To assess is referred to the action and aftermath of assessment, a verb which etymology comes from the French word *évaluer* and makes us capable of indicate, value, establish, appreciate or calculate a determined thing or issue's importance.

According to what Maccario states; it is about an act where a judgment must be emitted around an information collection where a decision must be taken referring to the results obtained by the student.

In the other hand Pila Teleña says that it consists in an operation that is made inside the educative activity and it has a goal to reach the continuous improvement in a student group. Through this one, is easier to get exact information about the final results of this student during a determined period, establishing comparisons between the planned objectives at the start period and the ones obtained by the student.

Assessment can also be understood as an exam showed in the scholar system where the teacher can measure knowledge, aptitude and student's performance.

At a systematic level, the educational assessment had as a goal to know which are the achievements gotten in the current period in a systematic way, such goals respond to long behavior changes or to the individual knowledge.

There are different focuses in order to assess, everyone has a main objective, desirable to analyze and ready to respond to its procedure.

It is important to highlight that, at an academic level, there is not a single way to assess: everything depends on the objective to follow and of the theoretical fundament in where it is contextualized. Assessment, in fact, it can extent to institutions, the syllabus, the teacher staff and the whole educational system.

We can make mention of two assessment paradigms; the positivist character, which is based on a quantitative perspective, and the alternative one, which does not follow the evaluation objectivity.

For that reason, since assessment is an essential part of the learning-teaching process, we will use it as a tool that guide us in the teaching action, detecting progress and difficulties in the students, looking for ways of interventions focused in the specific needs of every students, and finally, correcting and adjusting objectives, contents, resources and methodology to the classroom reality.

Therefore the teacher must focus in the following aspects to evaluate according to different situations:

Individualized, focusing in the evolution and progress of every student and in his/her initial situation and characteristics.

Integrity, where various groups and situations exist, the flexibility in the evaluation criteria application that are selected.

Quantitative evaluation, it just takes into account what the student learnt, in a simple mathematic appreciation.

Qualitative evaluation, in the way where we consider all the aspects that get into every particular situation and the different students development levels are evaluated in balanced way, not just in the cognitive way.

Orientation, it gives to the student the exact information in order to improve his/her learning and acquire appropriate strategies.

Continuity. Because it attends learning as a process, contrasting different moments of phases.

The types of educational assessment can be:

Diagnostic assessment: It is applied before upcoming learning, in order to know previous ideas from the students (competences and knowledge) over the new ones to learn.

Additive assessment: It is applied at the final part of the whole course, covering long temporal periods of time, in order to check if the students have acquired the competences and knowledge that allow them to move forward to the next level, or to provide knowledge through academic certifications. This is the final judgment of this process, with a retrospective vision, observing the learning product. The instruments applied to get to know the level that every student has reached, the terms utilized in every moment of the teaching-learning process are:

1.1 Written tests

This is for the formative evaluation of the grade of the consistency of objectives obtained by the students during the whole course, teachers can apply tests that cover different units. These tests will include:

*Oral comprehension test

*Written comprehension test

*Written expression test

Teachers must try to not use them as the only evaluation instrument of learnings. In fact, the results from these tests will be considered as an additional data and not as an exclusive data, inside the evaluation process.

There will also be an evaluation test at the end of every evaluation, it will include the contents from past units covered during the time of such evaluation. This test is going to offer a new chance to move forward in the consistency of the objectives to those students who have not passed the tests in individual stages.

We consider that every skill is important, nevertheless, it will be given more relevance to the grade obtained from written tests, as in we explain later in the grading criteria.

1.2 Oral tests

In order to complete the evaluation of the trimester results, the teaching staff can apply another individual test:

*Oral expression test

*Expressive reading test

We consider that every evaluated skill are important at the same level, for that reason they will get the same grade, as in we explain later in the grading criteria.

1.3 Individual or team projects

In the case that the teaching staff makes an individual project (portfolio) or in team case, that implies the usage of one or more skills, it will be graded the consistency of them in the same way as the oral and written tests, or as in a topic presentation.

1.4 Exercises resolution

In some cases, the teacher can consider useful to take notes from the result obtained by the students in a class checked exercise.

In any case, if a requested exercise is not presented, it can influence in the final result obtained by the student; also the right presentation of all the requested exercises.

Formative evaluation: It occurs inside the process in order to obtain partial data about competences and knowledge that students are acquiring and also it allows such information and the take of decisions in the pedagogic way (to move forward in the program or to go back, to change methodological strategies, to remove, to simplify or to add contents, etc.).

Types of assessment according with the applied instruments:

Specific aspects to assess:

Holistic evaluation: it covers the student as a whole, and his/her learning as totality.

Informal evaluation: Without the use of formal and well-structured techniques, if not because of the daily observation of the student individual behavior and his/her interaction with the rest of the group.

Continuous evaluation: It is based in the daily basis observation of the student and his/her attitude when facing learning using formal and informal techniques.

Individualized: focusing in the evolution of every student and his/her initial situation and particularities.

Integrator: It covers the existence of different groups and situations, and the flexibility in the application of evaluation criteria that are selected.

Qualitative: In the way that all the aspects that perform in every situation are appreciated and the various levels of the student development are evaluated in a balanced way, not just the cognitive ones.

Orientation: It brings to the students precise information to improve their learning and get appropriate strategies.

General aspects to evaluate:

1 Overall and specific messages understanding. It is intended that the student is able to get the essential and specific information and specific details previously indicated, from different models of oral and written activities. It is intended that the student is able to: understand the general meaning of a text; capture the information he/she needs, even if some parts of the document are not accurately captured; to select parts of the text that needs to perform his/her task and reject what is not required. All this, through answers to questions or linking phrases / paragraphs to images. In some cases it may be necessary for students to complete texts translated into their own language, although it is intended that students can perform tasks without understanding all the words.

2. **Production of oral messages.** The student's ability to express themselves orally is evaluated in everyday situations using already known vocabulary. Comprehension of the message is especially valued, apologizing possible pronunciation errors that do not affect comprehension. Students are asked to find and provide information to the caller, for a joint task; or, through questions and answers, is able to guess a selected item.

3. **Production of written messages.** From the second cycle, the writing process is also developed, asking them to type words, phrases, sentences and short paragraphs, maintaining linguistic structures previously studied. They are generally offered a sample, later offering more opportunity to write about their environment with more freedom. It works on different types of texts related to the topics of the units and for different purposes.

4. **Pronunciation, rhythm, intonation.** The aim is to check whether students have assimilated the phonological system of English, both its phonemes, such as rhythm and intonation. And also to check whether they are able to use them in understanding and producing messages contextualized different level. The songs are activities that improve these aspects of language. Furthermore, in the third cycle sound discrimination activities, tongue twisters, etc. The recordings used in the units are used as models and help students to improve.

5. **Assimilation of new vocabulary.** It is intended to evaluate the ability to understand and properly use the lexicon that is the subject of learning. The assimilation of vocabulary is always checked in contextualized and close to the experience of the student situations.

6. **Individual and cooperative work.** It is evaluated by observing the behavior of the students, and how they do their individual work as a correction in the content and attention to the presentation, and whether complete their tasks on schedule. It also assesses whether constructively participate in group activities, working with their work to the harmonious development of learning in the classroom.

7. **Learning to learn.** Learning strategies are offered to develop student autonomy, related to the study of the lexical linguistic structures. Starting from the basis for promoting a positive attitude, it seeks to provide support to all students so they can successfully perform the tasks of oral and written comprehension. In addition, unnecessary linguistic elements are added to the task, so that encourage the best to the students.

8. Interest in learning and participating in class. It is intended to determine whether the student expresses interest in progress in their learning and curiosity about new things, if they pay attention in class, if they see questions or doubts. By observing the behavior of students, it is judged if they participate constructively in situations specific to the class communication, respecting the rules allowing the communicative exchange.

9. Interest in learning about other cultures. the student shows that is possible to learn about other cultures through the use of the English language, the use of communication functions that are especially relevant in the current curriculum of foreign languages is promoted, and special attention is paid to functions and uses of the language used in the foreign language in common situations (especially in the third cycle), such as physical descriptions, expression of common shares, nationalities, etc. Finally, it is intended that students relate different cultures with their own. It is assessing whether students show interest in knowing cultural aspects that arise, if they pay attention when talking about these issues, and if they want to ask questions to expand their knowledge.

Type of assessment depending on who is the evaluator agent:

Self-evaluation: performs the same student

Internal assessment: For some teachers of the educational establishment.

External evaluation: For the establishment outsiders.

Prior to providing the systems for evaluating the ability of speaking first clarify the concept, its importance, involving the teaching and strategies that can be used for quality in the teaching-learning process

Speaking: the productive ability in oral form. It, like other skills, is more complicated than it seems at first sight and involves more than the words. "Speaking" is the delivery of language through the mouth, create sounds with many parts of our body, including the lungs, the vocal tract, vocal cords, tongue, teeth and lips.

Speaking is the second of the four language skills:

Listening

Speaking

Reading

Writing

In our own language, is generally speaking the second language skill we learn. This speech vocalized form usually requires at least one listener. When two or more people speak or communicate with each other, the conversation is called a "dialogue". A speech can flow naturally from one person to another in dialogue... Of course, some people talk to themselves! In fact, some students practicing English speaking standing alone in front of a mirror.

The speaking is composed of the following elements:

- Articulation: how sound is produced
- Voice: the use of the vocal cords and breathing to produce sounds
- Fluency: The rhythm of speech

The speaking is the way to express the language and the language. The Speaking may be formal or informal.

Speaking is often used informally with friends and family, or the people you know well.

Formal speaking occurs in business or academic situations.

There are three kinds of speaking situations in which we can find:

Interactive

Mostly Interactive

Non-interactive

Interactive speech situations: include face-to-face and telephone calls, which are alternately listening and speaking, and where we have the opportunity to ask for clarification, repetition, or slow speech of our interlocutor. Some situations are partially interactive speaking, as to give a speech before a live audience, where the convention is that the public does not interrupt the speech. He, however you can see the audience and judging by the expressions on their faces and body language if he or she is in the understanding.

Some speaking situations can be totally non-interactive, such as when a speech to a radio broadcast recording. In those speeches micro-skills are of great importance.

He/she must: pronounce the distinctive sounds of a language clearly enough so that people can distinguish. This includes making tonal distinctions.

Using stress and rhythmic patterns and intonation patterns of language clearly enough so that people can understand what is said.

Use the correct forms of words. This may mean, for example, changes in time, case, or gender.

Put words together in the correct order of the word.

Use appropriate vocabulary.

Use the registry or language variety that is appropriate to the situation and the relationship with the partner.

Make clear that the listener major constituents of the sentence, as subject, verb, and object, by any means using the language.

Strategies to develop the speaking skill:

Students often think that the ability to speak a language is the result of language learning, but speaking is also a crucial part of the process of language learning. Effective instructors teach students strategies for speaking: with minimal responses, recognition of scripts and use language to talk about language, they can use to help themselves to broaden their

knowledge of the language and its confidence in its use. These instructors will help students learn how to speak.

1. Using minimal responses

Language students who lack confidence in their ability to participate successfully in oral interaction often hear in silently while others do the talking. One way to encourage this type of education to begin participating is to help build a reserve of minimal responses to use in different types of exchanges. Such responses may be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that participants of the conversation used to indicate understanding, agreement, doubt and other responses to what another speaker is saying. Having a reserve of such responses allows a student to focus on what the other party is saying, without having to plan a response simultaneously.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, congratulations, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripting. The same goes for transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the next, often can be provided.

Teachers can help students develop the ability to speak, making them aware of the screenplays for different situations so they can predict what's going to hear and what they have to say in response. Through interactive activities, teachers can give students practice in management and language variation that different scripts contain.

3. with a language for talking about language

Language students are often too embarrassed or shy to say something they do not understand or another speaker when they realize that a failure to understand the interlocutor. Teachers can help students overcome this reluctance, assuring that the misunderstanding and the need for clarification can occur in any type of interaction, regardless of the language skill levels of the participants. Teachers can also give students strategies and phrases to use for clarification and checking for understanding.

By encouraging students to use sentences for clarification in the classroom when misunderstanding occurs, and when they do to respond positively, instructors can create an environment of authentic practice within the classroom itself. As they develop various control strategies for clarification, students gain confidence in their ability to handle the different situations of communication that can be found outside the classroom.

English language learners (ELL) may be talking about the hardest part of learning English. Classroom instruction heavily favors reading, writing and listening, speaking, but should be an integral part of learning English. For strategies to improve oral expression, ELL classroom should offer a variety of practical situations speech and use role play and presentations to increase student confidence.

Interaction between the groups

To help your English language classroom learning to enjoy the practice of speaking in English, using interactive strategies to help develop fluency. Spend time talking about groups' favorite music and song titles and bring the music and lyrics of their favorite songs to class. Bring a copy of the lyrics of each song for each student to read. Listen to the song carefully, and then take your class ELL singing the lyrics. Music and poetry contain a rate paid to speak fluently. Group practice so his class feels more beating. Lead a discussion about favorite movies or books familiar to all. Give each student the opportunity to tell the story in their own words. They may need time to organize your thoughts and check the pronunciations of unfamiliar words, but the narrative should be easy with stories and family plots. Use stories to read aloud in class ELL as a starting point for personal storytelling. For example, if you read the story of a frightened child, ask someone to share a moment scare recalls.

Role Playing

Many students need practice in using every day phrases and greetings to speak confidently in English. Provide opportunities for students to participate in role-playing games to improve their speaking skills. Remind students to think in English with phrases they know they would be educated in a situation. For example, mount a mock restaurant with a table and chair and organize the practice of English, or creating a mock store to buy something to practice. Make reader's theater ELL classroom that everyone reads a role in a drama can help students improve their speaking with emotion. Give your class the script in advance so they can familiarize themselves with the difficult words. Represent certain universal stories like "Red Riding Hood" for the emphasis on speaking and acting and thinking in English, which will help your English is more natural.

Presentations

Give your students the opportunity to present information in class. Conduct a program structured to include day where everyone brings something from home to share with the class. Give your notification ELL class for them to prepare and practice ahead of time. Provide class time to let you ask questions about any particular word they need. Model for them to do and what you want to do. Bring something from home can make you feel comfortable doing her presentation. They do not shy students standing in front of the class if they can share their desktops properly.

IMPORTANCE OF SPEAKING

The best way to communicate is through speech.

The four language skills: listening, speaking, reading and writing are all interconnected. Mastering each skill is required to become a complete communicator, but the ability to speak skillfully provides the speaker with several advantages. The ability to put words together in a meaningful way to reflect ideas, opinions and feelings provides the speaker with the following advantages:

- **Ability to inform, persuade and direct.** Business managers, educators, military leaders, lawyers and politicians, among others, seeking to develop their speaking skills to a level that become master communicators. Speak clearly and trust can win the attention of a public that provides a golden opportunity for the speaker to present the message. Wise is he who wins and holds the attention of an audience, with well-chosen in a well delivered presentation words, the formation of a message that is efficient, informative and knowledgeable.

- **Ability to stand out from the rest.** When one thinks of speaking skills, one tends to think that is a common skill. The ability to be ahead of others and speak effectively is not an expert. Many are deathly afraid of public speaking, while others have little ability to form thoughts into sentences and then deliver those words in a credible way. The bad news is that at one point the world has very few with the skills to talk about Winston Churchill, the good news is that a speaker with the skills honed and developed with constant application and hard work can highlight.

- **Ability to derivative benefit.** Well-developed verbal skills can increase their own negotiating skills. The confidence is improved. A growing sense of comfort comes to speak in front of a wider audience and larger. A reputation for excellence in speaking skills can build up over time, giving some credibility to the speaker.

- **Improved career.** Entrepreneurs have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in full development.

The teaching of speaking

Many students consider language ability to speak as the measure of knowledge of a language. These students fluidity defined as the ability to converse with others, much more than the ability to read, write or understand spoken language. They consider talking as the most important skill you can acquire and evaluate their progress in terms of its achievements in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

Mechanical (pronunciation, grammar and vocabulary): Using the correct words in the correct order with the correct pronunciation

Functions (transaction and interaction): knowing when the message clearly is essential (change operation / information) and when no precise knowledge is required (interaction / relationship building)

Rules and social and cultural standards (taking turns, speed of speech, length of pauses between speakers, the relative roles of the participants): Understanding how to take into account who is talking to whom, under what circumstances, on what and why.

In the communicative model of language teaching, teachers help students develop this body of knowledge by providing authentic practice that prepares students for communicative situations of real life. They help students develop the ability to produce grammatically correct sentences logically connected, that are appropriate to specific contexts, and to do so with acceptable (that is understandable) pronunciation.

Speaking Proficiency Assessment

In order to objectively assess the ability of speaking, must have a basic understanding of the evaluation criteria:

- **Pronunciation** - Refers to the way each word is pronounced correctly and clearly.
- **Highlighting and intonation** - This refers to how certain words and phrases are emphasized, as well as the rise and fall of correct pitch.
- **Correction** - Refers to grammar, syntax, and construction. These aspects should be used correctly, errors and mistakes can give a negative impression on listeners and create confusion.
- **Vocabulary** - This refers to the word choice, the speaker should have a broad vocabulary to verbalize thoughts and ideas effectively.
- **Voice Quality** - Aside from the physical appearance of the speakers, the quality of your voice also affects the impression that the listener about it. The voice should be clear, crisp and full as it is the means by which the message is transmitted to the listener.
- **Fluency** - This refers to the ability to use the desired language in a way that is easy and spontaneous.
- **Adaptation** - He must be able to measure the right audience, as to what kind of audience they are and match the message to this classification.

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic

communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing

or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Different locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with

one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together

to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions* .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage 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.

Students Motivation

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior.

Motivation in the ESL/EFL Classroom

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) or as a foreign language not only in Nicaragua but also elsewhere.

Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view is that most of our students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future" or not, they don't have a clear idea of what that means, nor is that a very strong motivator; it's too vague and too far off.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning, William Littlewood (1987: 53) observes:

In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity,

desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

“Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behavior” (Reeve, 1996). The teacher has to activate these motivational components in the students but that is the precise problem. How can it be done in every class every day?

Ways of motivating students in the classroom

1) - “Pair work” or “Group work”

One of the successful ways, if the teacher is resourceful and skillful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc....

Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.

2) The seating of the students

The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and I’ve seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern you use may, in some cases, not be fully under your control – if for example the desks are fixed

to the ground or the school has strict rules about not moving the furniture. Student numbers are also going to be an issue.

I'll talk about average size classes – anything from 6 to 25. Teachers have different preferences for seating arrangements – groups seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow center, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

a) Try and maximize eye contact.

Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason I personally think the horseshoe shape to groups is better.

b) Make sure students are seated at a comfortable distance from each other.

Make sure you don't have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a "muted" atmosphere, low pace, and less active student participation in the lesson.

c) Think in advance about how you will organize changing partners or changing groups.

This is a stage of the lesson which can potentially descend into chaos if it's not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

3) The Error Correction

It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner- centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction we can state: self-correction, peer correction and teacher correction.

4) Role play

This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role- play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc.

5) Using flash cards, Stories and songs in teaching

Flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc...Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items.. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating

stories some issues are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

6) Using audio visual material: cassette player, video, computer...

Since some of our schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page about your school. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read.

7) Using the L1 in the EFL/ ESL classroom

Should we or shouldn't we use the students' first language (L1) in the classroom? This is one of the questions which most divides EFL/ESL teachers, whether they are for it or against it. The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2). But there are other, historical reasons why the use of the students' mother tongue went out of favor. Initially it was part of a reaction against the Grammar-Translation

method, which had dominated late 19th and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student's mother tongue such as- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice. It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.

- It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them.- When students need to combine the two languages, for example in those lessons whose focus evolve around translation and interpreting.

Theoretical Framework Conclusion

Nowadays, in education is important to have a set of strategies and methods that can help teachers to improve their class quality. When it comes to English language teachers, this is not an exception. Focusing this research paper mainly in the English Speaking skill, which is one of the most difficult to reach a high level in terms of proper fluency and performance. Language learners are sometimes struggling in their English learning journey, even though a teacher is present. That is when the strategies come in the teaching-learning process.

Also the process of assessing students' speaking skill is not an easy task, with many factor involved. Such as the general aspects to assess: overall and specific messages understanding, production of oral messages, production of written messages, pronunciation, rhythm, intonation, assimilation of new vocabulary, Individual and cooperative work, learning to learn, interest in learning and participating in class and last but not least the interest in learning about other cultures. The assessment not also comes by the teacher but from students also (this research work focuses in the application of the assessment from the teacher) like: Self-evaluation that is performed by the same student, internal assessment that is for some teachers of the educational establishment and the external evaluation: For the establishment outsiders. Mostly of the assessment is based a criteria guiding teachers for the correct speaking proficiency assessment: pronunciation, highlighting and intonation, correction, vocabulary, voice quality, fluency and adaptation.

The students' motivation and reaction from the students is also an essential factor that affects directly the knowledge trade from teachers to the students. "Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behavior" (Reeve, 1996). This means that the student is always attached to his/her human part that involves feeling and state mood. In our country Nicaragua, even though English generates a branch of opportunities for students (English-based jobs, travel, etc.) most of the students do not really see this and take the English class as simple, complicated and hard subject they need to accomplish to get a diploma o certificate. Teachers must encourage their students to be better and overcome obstacles, also to improve education not only in the speaking skill or the English language, but the whole educational system.

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IX. Methodology

9.1 Sociological Approach

The present research belongs to qualitative- quantitative approach. According to the research topic, it complies with the characteristics of quantitative and qualitative methods. According to the characteristics of both approaches, the quantitative approach was used to collect data using numerical measure for analysis and then answer research questions. Moreover, the qualitative approach was used first to discover and compare answers to questions of research based on observations and descriptions for interpretation of results between the responses obtained by the instruments.

9.2 Type of research

The type of research is descriptive because according to Becerra (2007) seeks causes and reasons why it has reached a certain situation. Based on the research topic, during the process it was analyzed the results according the objectives presented in the research because the analysis of the English speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education allowed replying to the proposed objectives which had become to: To identify the English speaking skills teaching applied by the teacher; To describe the English speaking skills teaching strategies applied by the teacher; To know the English students' attitudes towards to the speaking skills teaching strategies applied by the teacher, and to explain the consequences about the lack of English speaking skills teaching strategies in the students.

On the other hand, this research is inductive-deductive method. It is inductive because it comes from observed issue, taking account the research questions and data gathering through instrument which brought qualitative information. It is deductive because qualitative information was verified through results obtained from the survey related to the research objective.

9.3 Population and sample

The population for this research was English teacher and the students to ninth grade students of secondary education, at Alfonso Cortés School, Managua, from the 20 students 45% of students are female and 55% of students are male. The sample was 100% of the students of ninth grade of this same school.

9.4 Techniques to gather data

The objectives research were carried out through the following applied instruments; direct observations to English classes taught by the teacher to the students where the teacher applied teaching strategies, it allowed to describe the attitudes of the students to the teaching strategies applied by the teacher. Other instruments applied were an interview to the teacher, and a survey to 100% of the students researched.

9.4.1 Observation guide

The observation guide for gathering data was conducted in an ethical and professional manner because during the observations the English classes were not intervened. This instrument was developed with the objective to identify and to analyze the teaching strategies of English speaking skills applied by the English teacher in the classroom. The observations were carried out in three sessions: the first lasted 45 minutes, the second 90 minutes and the third 45 minutes on different days and times. The first day was Wednesday from 1:40 pm to 2:25 pm, the second day was Friday 4:00 pm to 5:20 pm and the last observation was on Wednesday 1:40 pm to 2:25 pm. To elaborate the observation guide was taken account the research objectives, so the question were detailed to obtain the most important aspects according with the research topic.

9.4.2 Interview

The interview was conducted to the teacher at the 9th grade. This interview was directed specifically for the teacher of English with the objective to know what different teaching strategies are to apply the English speaking skills. This was prepared carefully to the teacher answered each of the questions, considering the disposition and time. For the interview, the questionnaire was developed in a format of open questions to gather information according to the research objectives. The interview lasted 20 minutes in which the teacher kindly responded to each question.

9.4.3 Survey

The survey was applied to twenty students in ninth grade of secondary education at Alfonso Cortés School. The objectives were to identify the teaching strategies applied by the teacher in the classroom and to describe the English student's attitudes to these teaching strategies. The questionnaire was developed with eleven closed questions and to answer them, the students need 20 minutes to answer these questions. Before answering the questions, they were explained to get the purpose of each one.

9.5 Analysis Plan

The applied instruments were: **an interview** to the teacher, three **observations** to the English classes and a survey to the students. These instruments were applied with the purpose of achieve the proposed objectives in this research.

The following table shows how qualitative information was obtained.

The following table shows students and teacher patterns (what is common) and island (what is different). It is to understand the association and connections among looking for the objectives and research questions. This table was made in the following way: First, topics were delimited according to the interview and the survey questions. Then, each topic was abbreviated, choosing the first acronyms and after that, each answer was analyzed in order to look for similitudes and differences from the teacher and students answers.

Code Word	S1	S2	...	Patterns	Island
1. Actiteachen	Students: - read from books -make debates	Teacher: -use book to read -make debates -dialogue -play game (competitions).		-Read from the book -make debates	-dialogues, -play game -make presentation
2. Resteachen	Students: -blackboard -books	Teacher: -blackboard -books -data show		-blackboard -books	Data show
3. Teaspeaen	students: -very little	Teacher: -little			
4. Practlanen	Students: -never	Teacher: -always			
5. Skipupractea chen	Students: -reading -writing	Teacher: -reading -speaking -listening -writing		-Reading -writing	-speaking -listening
6. Exatechen	Students: -not	Teacher: -yes			
7. Actpartiss	Students: -little	Teacher: -little		-little	
8. Indiaten	Students: -sometimes	Teacher: -always			
9. Questss	Students: -yes	Teacher: -yes		Yes	
10. Encpartss	Students: -never	Teacher: -always			

Code Word:

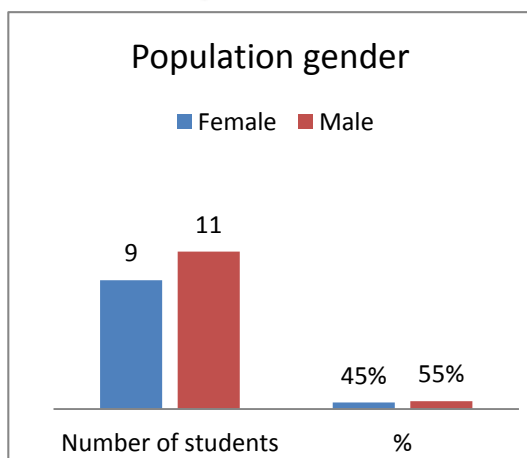
- 1) Actiteachen: Activities to teach English
- 2) Resteachen: Resources to teach English
- 3) Teaspeaen: Teacher speak English
- 4) Practlanen: Practice English language
- 5) Skipuprachteachen: Skill to put into practice to teach English
- 6) Exatechen: Example to teach English
- 7) Actpartiss: Active participation from the students
- 8) Indiaten: Individual attention
- 9) Questss: Question from the students
- 10) Encpartss:: Encourage participation from the students

The **survey** was applied with 100% of students (20 students) where 55% are male and 45% are female. They are ninth grade students from Alfonso Cortés School. The answers to the information questions obtained were tabulated using Microsoft Excel 2010. Later, they were analyzed based on the research objectives, this quantitative information is represented in the analysis objectives through graphs.

X. Results and analysis

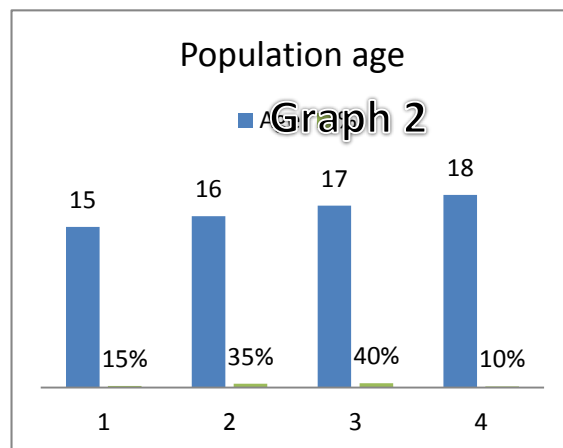
Results and analysis according to the research objectives based on the applied instruments. The applied instruments were an interview to the teacher, an observation to the students and teacher during the English classes and a survey to the students of ninth grade at Alfonso Cortés School.

Graph 1



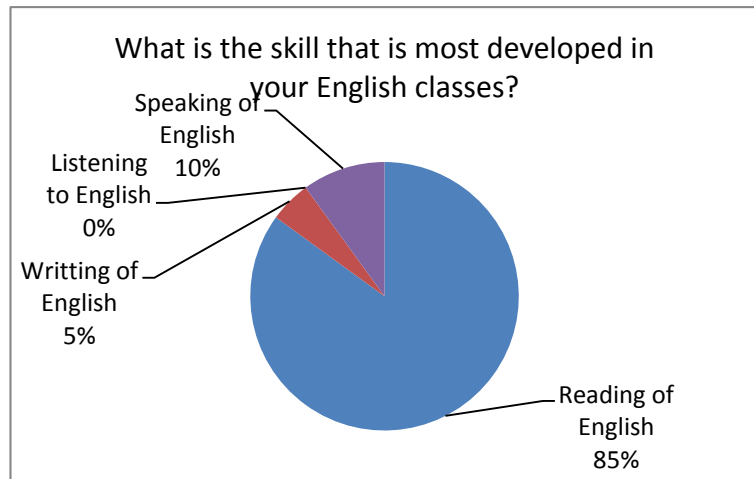
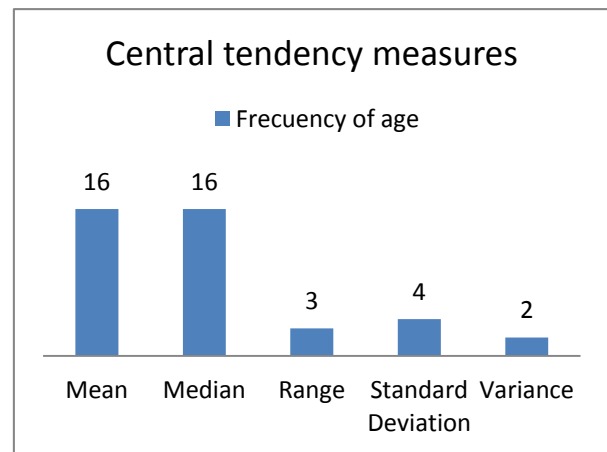
The survey was applied with 100% of students (20 students) where 55% are male and 45% are female. They are ninth grade students at Alfonso Cortés School. Regarding the information obtained in the applied survey about the ages: the mean is 16.5 years old, the median is 16.45 years old, the range is 4 years and standard deviation is 4 years.

Through the information obtained from students by the survey, it is possible to know that this group of students is a heterogeneous group, because the standard deviation is 4 years, so there are 4 different ages which are between 15 years old to 18 years old. According to the MINED students must not be denied access to a grade because of their age.



Graph 3

So, it is important to emphasize that according to the survey three of the students according to her/his age correspond to ninth grade. This phenomenon happened because the other students had a delay when entering school. Therefore, this group has a tendency to disperse, because it is heterogeneous. Furthermore, it is a group where the male sex is predominant, 55% of the students are male and 45% are female. According to an interview with the teacher of this grade, this is because most women registered at school but dropped out during the year due to personal problems such as early pregnancy, need of a job due to economic problems, and others because they did not like to study



and decided to leave. In a survey applied by the World Bank in Nicaragua on 2005, factors like family problems, the minors' care, domestic work and pregnancy are the main reasons why women are not in secondary school.

The graphs 1, 2 and 3 above, present the results obtained according to the ages and gender in the survey applied from the student's population researched.

10.1 Identification of the English teaching strategies applied by the teacher in the classroom.

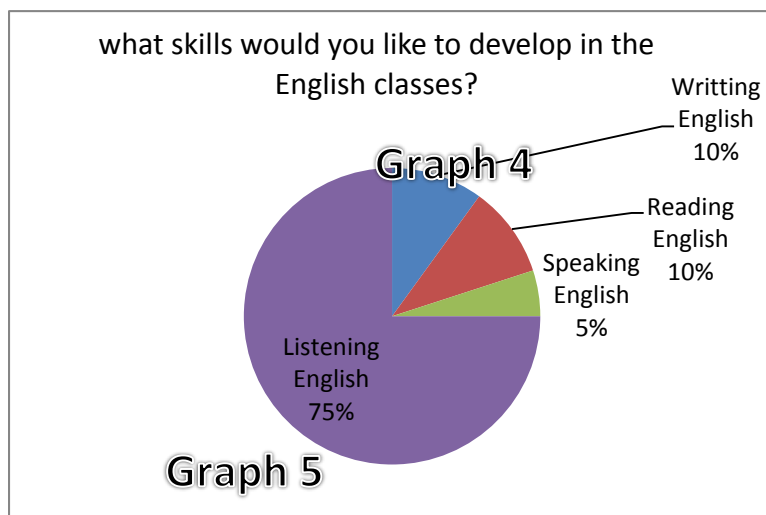
It is important to emphasize that the English language is divided in 4 different skills and 3 sub-skills (Macro and Micro skills). The skills are: speaking, listening, reading and writing, and the sub-skills are vocabulary, grammar and pronunciation. During the observations made the formative assessment applied by the teacher was focused in oral reading individually, where the students practiced their speaking skills and the teacher explained

grammar to them using examples taken from the reading. Also, they practiced writing; because the teacher orientated them write a text using comparative adjectives like the reading used in the class that she explained them.

The teacher argued that the most practiced skills is reading, because she considers that is the best way to acquired vocabulary, know vocabulary and learn grammatical structure. For these reason, most of the time she said that she writes texts from the books in the whiteboard, makes questions from them and asks for new vocabulary.

Based on the results obtained from the survey applied with the students related to the skill most develop in their English classes, they answered the following:

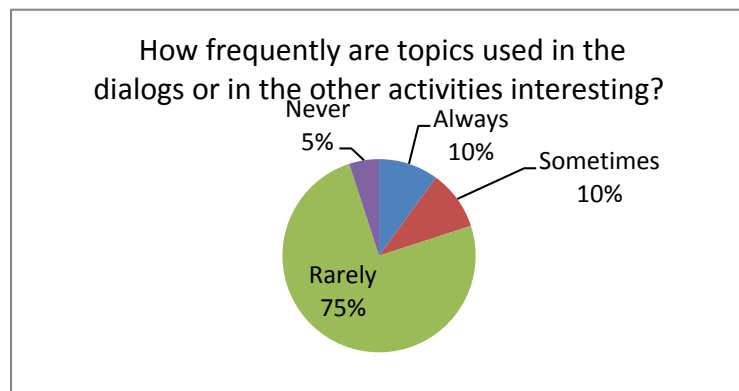
According to 85% of the students, the most developed skills in English classes is reading, 5% of students said that it is writing, 10% said that the most developed skills is speaking and none of the students agree that listening is the most developed skills in their English classes. According to the applied observations, it was verified that the reading is the skills most developed in the English classes despite that, in this classroom there are only 4 textbooks for study English language. Also, other skill observed was writing where the students wrote



in their notebooks the texts that are in the books, and then they did the activities that she gives to them. On the other hand, she said that they cannot practice listening, because there is no electricity in the classroom where they study the English classes.

It is important to highlight that 75% of students would like to develop listening skills, only 5% of students would like to develop speaking skills, 10% of students would like to develop writing skills and 10% of students would like to develop Graph 5 skills. This demonstrates the necessity that these students have and their wishes for learning English and developing their listening skills.

Scrivener (1994: 14) says “A big part of the language that the students learn come from that which they hear from their teacher (instructions, discussion, dialogs, presentations, etc.)”. So, it is very important that the teacher has a special interest in emphasizing speaking skills in their students, to avoid mechanical learning and to promote a natural and authentic



learning process in the students. Pronunciation, rhythm, and intonation are micro-skills that need to be develop in the speaking of the students. The aim is to check whether students have assimilated the phonological system of English and its phonemes, such as rhythm and

intonation, and also to check whether they are able to use them in understanding and producing contextualized messages at different levels. Songs are activities that improve these aspects of language. Furthermore, in ninth grade, sound discrimination activities, tongue twisters, etc. are taught. The recordings used in the units are used as models and help students to improve. Formative evaluation helps the teacher to obtain partial data about competences and knowledge that students are acquiring. During the students’ teaching-learning process, information can be obtained and decisions made in the pedagogic way (to move forward in the program or to go back, to change methodological strategies, to remove, to simplify or to add contents, etc).

The graphs 4 and 5 show the students’ answers (mentioned above) to the survey question applied to them.

10.2 Describing the English speaking skills teaching strategies applied by the teacher in the classroom.

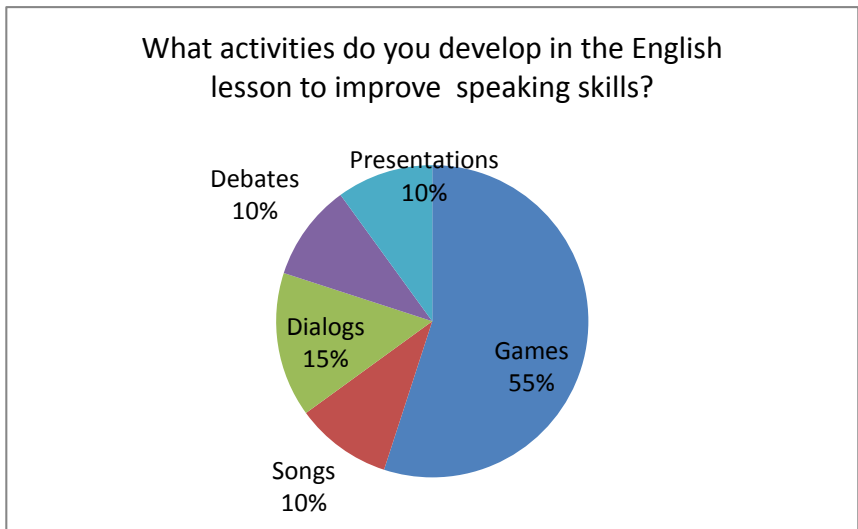
Graph 6

Nowadays, teaching strategies are important issues, because they refer to the way how learning will be collected to determine whether the objectives have been achieved during the learning process. According to the results from the survey applied with the students about what activities are developed in the English lesson to improve their English speaking skills, 15% of students considered that the most applied activity by the teacher in the English lessons is dialogs, 10% considered that debating is the most applied activity in the English lessons, 10% said that songs are the most applied activity by the teacher in the English lessons, 55% considered that games are most applied activity in the English lessons and 10% consider that presentations are the most applied activity in the English lessons.

Graph 6

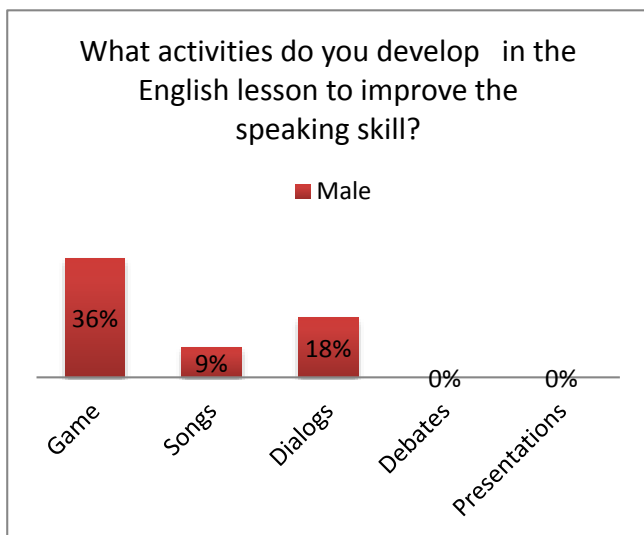
Based on these results, the activities applied by the teacher in the classroom to improve the speaking skills are monotonous, because games are the most applied activities by the teacher during the classes, and most of the students said that the games are not interesting begin that 75% of students said that the topics used in the English lesson rarely are interesting. Playing game does not permit that the students learn and improve their speaking skills through other activities like dialogs, presentations, debates, songs, etc.

Although, according to the teacher, one cause of not applying activities like songs or



audiovisual aids is because there is not electricity in the classroom. Also, she says that they do not have enough books to use in the English classes. So, methodological and bibliographic resources deficit affect the teaching of English, according to the specialist in education, Mario Quintana. He believes that the English language cannot be taught without textbooks and other didactical materials of educational support. It shows that there is a lack of didactical resources in this secondary School.

The activities that the teacher promotes in the English lesson must be related with the gender of her students, because it has influence in how the students answer to these questions.



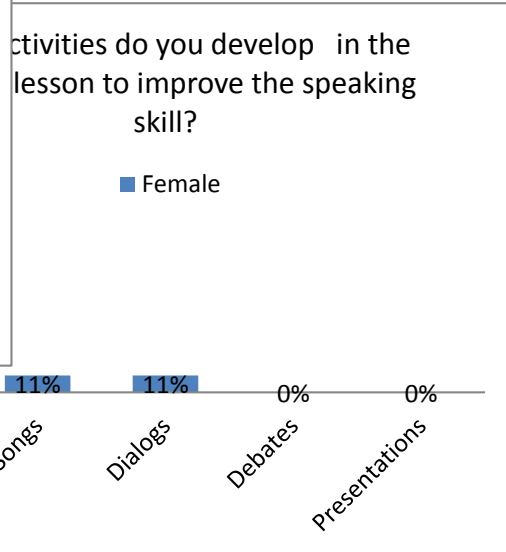
The following graphs show the answers according to the female gender and male gender researched about the activities developed in the in the English lesson to improve their speaking skills.

Graph 8

According to the data obtained in the survey, more female (78%) than male (36%) said that the activity more developed in their English lesson to improve their speaking skills is games, and more male than female (18% male and 11% female) said that dialogs is the activity that is most developed in their English lesson. Only male (18%) say that debating and presentations are the most developed activities in their English classes to improve their speaking skills. Songs have similar result



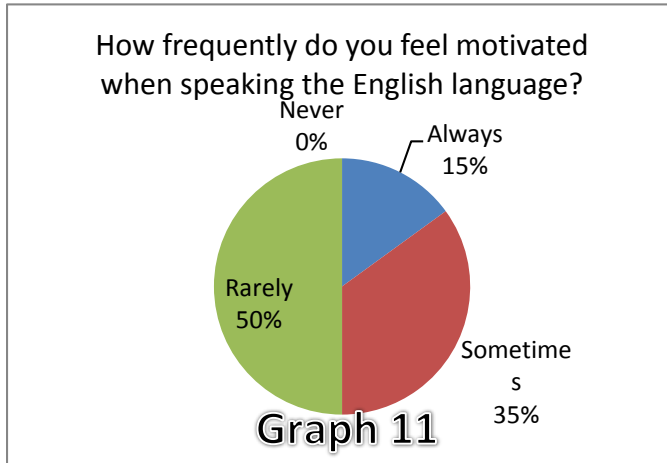
between them (11% female and 9%



male). One factor that has influence in these results is that the activities most developed in the English lesson to improve the speaking skills in the students are games.

On the other hand, it is very important to encourage group work and pair work in English classes, and it must be orientated toward developing the students' abilities in order to manage the objectives that the teacher wants to attain in the English classes. So, it's

necessary to avoid rote teaching and to encourage spontaneous interaction inside the classroom. From the students that have been researched, 30% of students assumed that the strategies most used by the teacher for improving their speaking skills are group work, 25% assumed that the strategies most used are studying individually without the help of the



teacher and 45% assumed that the strategies assessment most used is individual study with the help of the teacher.

When the teacher applied some strategies to teach English, a good number of students said that the individual study with the help of the teacher is the best manner for them to

develop speaking skills.

So, it is important to emphasize that the best manner for developing English speaking skills is through the interaction between the teacher and students and the interaction between the same students using different activities like dialogs, presentations, debates, dramas, etc. Also, the teacher-students interactions are the key to a good learning because the use of instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction is the best way to know what are the skills and difficulties that must be overcome. Even though, during the observation made with the teacher and the students when the teacher explained the reading to the students, she translated the text to Spanish language, thus the students answered the question made to them in the same language.

When the teacher applied the assessment strategies in English speaking skills is very important the use of didactical materials like textbooks, videotapes, CD players, whiteboard, a video player and TV, etc. Likewise, these didactical materials should be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. However, based in the observation made of the teacher and students in the English lesson the teacher did not use of other resources but the blackboard and markers to write from the

textbook the reading that later she translate to Spanish language, after that, she explained the grammatical structure used in the reading (comparative adjective) to them.

10.3 Knowing the English student's attitudes towards to the speaking skills teaching strategies applied by the teacher in the classroom.

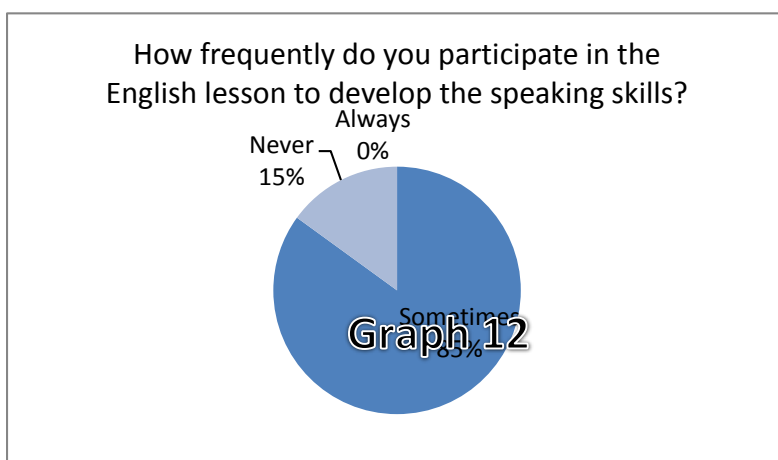
First of all, the student is the main character in the teaching-learning process. The student's role is to learn or acquire knowledge in the educational process, playing an active role. Motivation to learn is an important factor in the teaching-learning process. However, these results indicate that most of students are not motivated when they are speaking English language. Only 15% of the students considered that they are always motivated when they speak the English language, 50% of students considered that sometimes they are motivated about it and 35% considered that they rarely feel motivated about it.

According to the observation made during the English classes, most of the students did not show interest in the classes. They were chatting on their cellphones and others were talking

with their classmates. Therefore, the observed attitudes in these students related to the small amount or complete lack of motivation that they had. Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay

attention and try to understand the material instead of simply going through the motions of learning in a superficial manner (Melissa Hurts).

On the other hand, no one of the students is always in English classes. 85% of students are only sometimes in it, and 15% are never in the English classes.



These results indicate that the difficulty that these students have could be caused by the absence of the students in the English classes. Their absence does not permit them to develop their speaking skills nor acquire more knowledge about the English language. Absenteeism is not only caused by the students' actions. There are several causes that increase this problem and are not adequately resolved: missed classes "authorized" by the teacher, academic authorities who fail to fully respect their regulations, parents who do not pay attention to their sons/daughters, pressure from classmates to miss school, and society not seeing as serious a student's absence from his/her classes.

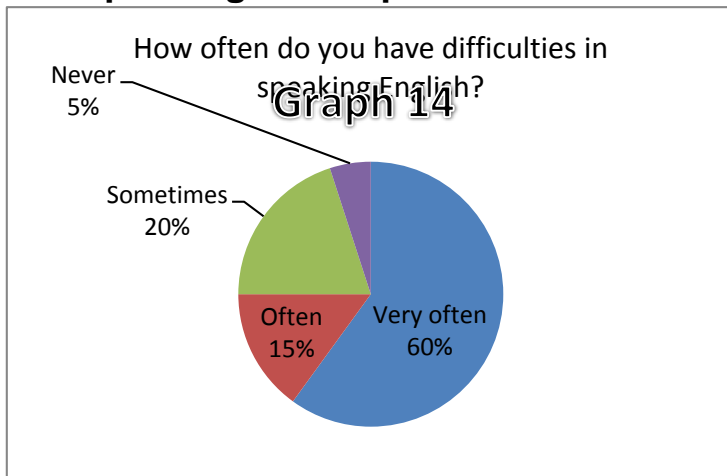
The lack of participation in the English classes is a factor that affects the learning process of the students, because they do not know the topic of the previous class or they did not acquire new knowledge. Interest in learning and participating in class is an aspect that has to be evaluated because it is intended to determine whether the student expresses interest in progress in their learning and curiosity about new things, if they pay attention in class, or if they have questions or doubts. If the teacher observes the behavior of students, their ability to participate constructively in situations specific to the class, communication, respecting the rules allowing the communicative exchange can be evaluated.

So according to this data, it is noticed that the most of the students need interesting topics, practice the different English skills to participate and feel motivated during the English class.

According to their answers it is stated why students have many difficulties when they try to speak in English. For example: through the three observations was observed that the classes were based on the reading skill. Students did not show motivation to answer questions from the readings, and when someone tried to read something from the books, they had difficulties to pronounce some words. Also, the teacher did not make use of other resources but she used the blackboard and markers to write the lesson, because according to her, there are data show and tape recorder, but she does not use them because there is no electricity due to school repairs. So, during the observations, students did not pay attention to the class, some of them were texting, other were chatting and they did not write anything from the white board nor the homework. In addition, through the second observation it was noticed that some of the students did not make English homework, only 9 of 20 students. Also, there was not interaction to practice the English speaking skill because

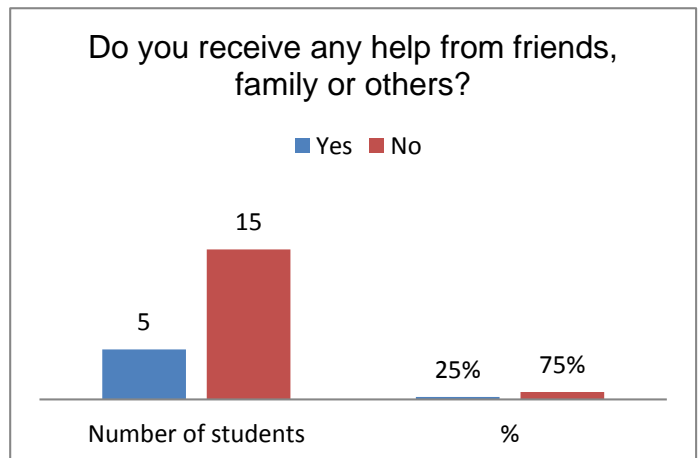
teacher most of the time used Spanish speaking skill to communicate and students answer her in the Spanish language too.

10.4 Explaining consequences about the lack of English speaking skills teaching strategies applied by the teacher in the classroom.



According to observation sustained in the English classes, students did not show interest to participate in the English lesson because they preferred to chat, talk to each other,

etc. As a consequence according to the survey the rate of the difficulties in speaking skills in students is high, showing that it is very often that 60% of students have difficulty, 15% of students say that often have difficulty, 20% of students sometimes have difficulties, and 5% say that they do not have difficulty.



According to these results, there is a high range of difficulty in speaking skills from these students due to different reasons like they don't have enough time to study English in the classroom because they receive their English class only three times each week (45 minutes each class), and the teacher has to divide this time to develop the four abilities of English language (writing, reading, speaking and listening). The number of hours dedicated to the teaching of English is insufficient to achieve an adequate level of development, so an increase in the hours of teaching English in the classroom is required. On the other hand, according to the observations made during the English classes, it was observed that reading skills were the most developed. It is important to highlight the need of the teacher to improve the methodology strategies of teaching and the assessment strategies in order to manage the best level of learning in the students regarding speaking

skills. One important element is that the teacher must have the capacity to identify the main difficulties of the students in order to overcome their weaknesses. Furthermore, when the difficulties are identified, the teacher can assess to apply methodological strategies that motivate them to achieve a good level in English speaking skills.

Also, according to the survey, 25% of students receive some type of help from friends, family members and other people and 75% do not receive it. The extra help of the friends or other people is very important in the learning process of the students, because the diversity of strategies of teaching help them. Also, every student has different skills and capacities as well as difficulties that have to be overcome with help from other people.

The motivation of learning from the teacher is necessary because if the teacher does not motivate their students, they won't recognize the importance of improving and acquiring the English language. According to, ESOE BLOG "Most of the content produced on the internet (50%) is in English language. So knowing English will allow you access to an incredible amount of information which may not be otherwise available. Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can create many opportunities". It's important to highlight too, that in Nicaragua the language that is most spoken is Spanish. For this reason, students may not receive extra help in learning to speak English because the language spoken in their home is Spanish, not English.

This results show that there many difficulties in the English classes. One of the difficulties that were observed is that they lack vocabulary. It was noted in the three observations during the English classes because the teacher didn't bring new vocabulary to practice, so students most of the time didn't understand what the teacher writes on the whiteboard. Another observations was noticed the lack of self-confidence from the students because there were not interaction between teacher-students. When teacher ask something nobody participated, they did not show motivation to learn, and the teacher only explained the topic according to the lesson plan. On the other hand, they lacked good pronunciation. It is because the new vocabulary was not being practiced and when someone wanted to read from the book was difficult to pronounce some words.

So as a conclusion it is important to know that applying different kind of methodological strategies is the solution to eradicate lack of motivation to improve the English classes. This way, students can improve the English speaking skill, and at the same time that kind of

strategies can be useful to assess the students. However, it is relevant to take into account that each class has to be different to catch the student attentions.

Also, it is important to know, that there are many ways to teach English making different kinds of activities. For example: it is a good idea to learn vocabulary using flashcards and there are different ways of using it. An example could be: looking at picture and guess the name or reading the name and guess the picture. Other example is that the teacher sings a song, and the students complete the lyrics in a separate piece of paper. So it is not an excuse to say that there is not electricity, or there are not too many resources like computer, data show, etc, because using imagination can be possible to make an interesting class. So, teachers should be innovators and look for alternatives to improve the way they are teaching with the purpose to improve education.

XI. Conclusions

Identification of the English teaching strategies applied by the teacher in the classroom.

Teaching strategies in speaking skills play a major role in how students learn, their motivation to learn, and how teachers teach the English language. Furthermore, during the English class, in order to fulfil the objectives of each class sessions, the teacher needs to bring feedback, help the students when they have difficulties and correct their mistakes in the right moment.

Describing of the English speaking skills teaching strategies applied by the teacher in the classroom.

On the other hand, another important factor is that the English teacher should apply the best teaching strategies at their students in order to improve the difficulties that their students have in English language, especially in the speaking skill being that included in the process Teaching- Learning of the English language. Also, the teacher needs to project the teaching strategies carefully in relation with the objectives the students must fulfill.

Therefore is of vital need that the teachers are well skilled and concerned about how and which teaching strategies are being applied at their students with the objective of helping them in their learning of English language especially in their communicative and oral performances; Since the learning process is essential to be seen in each student progress, this progress can be seen not only the results but as the getting, so this can only be obtained "during" learning-teaching process.

Describing the English student's attitudes towards to the speaking skills teaching strategies applied by the teacher in the classroom.

According to the speaking skills teaching strategies, it is essential to take into account the results of each one. So, the learning process is the most essential issue in education, because through this process it is possible to get to know the students reactions. Furthermore, they play the main role in the teaching-learning processes due to the student's role that is to learn or acquire knowledge in the educational process, playing an active role. However, in the teaching-learning process there is an important factor that is the motivation

to learn. For this reason, teachers should be aware and realize that they are the main protagonists in developing the student's reaction, so the reactions will vary depending on the way the teacher acts during the learning of knowledge.

knowing the consequences about the lack of the English speaking skills teaching strategies applied by the teacher in the classroom.

Through different strategies it is possible to avoid low academic performances, lack of interest, desertion, lack of concentration, indiscipline, even in the case of learning a new language; it will help to avoid the lack of vocabulary, mispronunciation, lack of self-confidence and lack of interaction.

This research identified: there are some difficulties that the students have in speaking skill and the teacher's application of the teaching strategies in the classroom. On the other hand, based in the interview to the teacher there is lack of English speaking skills. For this reason, this research allowed to explain and analyze the consequences that indicate the applicability of the teaching strategies in the students as well as the reaction that students have to these.

In conclusion, it is a great responsibility that the English teachers have with respect to applied the teaching strategies in the students learning process, because these help to the teacher know the difficulties that their students have in the acquisition language. Furthermore, the use of teaching strategies in speaking skills will help to the teachers meet the way of help their students according to the needs they have that develop of the learning process and it will allow to avoid a monotonous English class. Likewise, the application of English teaching strategies in speaking skills contributes to achieve that students produce their own message creatively in the English language.

XII. Recommendations

To the Teacher:

Nowadays, the learning-teaching process is an important issue in education. First of all, we want to recommend to the teacher important aspects to assess the students. The first aspect is to take into account the different students skills, because it is important to bring students different opportunities to practice them. Also, create a positive classroom environment for learners to be able to feel motivated to learn English. On the other hand, it is relevant that teachers keep using different kind of methodological activities to catch the student's attention which can be used to assess each skill of the students.

To MINED:

The researchers recommend to the MINED to bring training to get new strategies to teach and assess the students in the English class. Also, it is important to take into account the consequences of the lack of resources because students need books, and other technological resources to practice the different kind of English skills.

To the principal:

The researchers recommend to the principal to constantly evaluate, monitor, and look for training for the teachers in order to improve the proper application of teaching strategies in the classroom. Also to look for resources and a comfortable environment to the English class to be performed.

XII. Webgraphy

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Concepto de evaluación - Definición, Significado y Qué es, 2008-2016 -

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ANNEXES

**UNIVERSIDAD NACIONAL DE NICARAGUA
UNAN-MANAGUA
EDUCACION E IDIOMAS
CIENCIAS DE LA EDUCACION CON MENCION EN INGLES**



“Analysis of English Speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, Managua during the second semester of 2015”.

We are students from fifth grade of the English teaching degree of the Saturday shift. We are making a research about the teaching strategies. With this survey we pretend to identify the English speaking skills teaching strategies applied by the teacher in the classroom and to describe the English students’ attitudes to the speaking skills teaching strategies applied by the teacher in the classroom.

This survey is specifically for English students, it is based on how the students learn and develop their speaking skill.

1. Personal information

1.1 Gender: _____

1.2 Age: _____

2. Write with “X” in the blank. You can choice only one answer.

2.0 What activities do you develop in the English lesson to improve the speaking skill?

- a. Game_____
- b. Songs_____
- c. Dialogs_____
- d. Debate_____
- e. Presentations_____

2.1 How often do you think you have difficulties in speaking English?

- a. Very often _____
- b. Often _____
- c. Sometimes _____
- d. Never _____

2.2 How frequently are topics used in the dialogs or in the other activities interesting?

- a. Always _____
- b. Sometimes _____
- c. Rarely _____
- d. Never _____

2.3 What are the best teaching strategies that help you to develop speaking skills?

- a. 5.1 In group _____
- b. 5.2 Individuality _____
- c. 5.3 With the help of your teacher _____

2.4 What is the skill that is most developed in your English classes?

- a. Reading of English _____
- b. Writing of English _____
- c. Speaking of English _____
- d. Listening of English _____

2.5 What skill would you like to develop in the English classes?

- a. Reading of English _____
- b. Writing of English _____
- c. Speaking of English _____
- d. Listening of English _____

2.6 Do you receive additional help and/or advice of your teacher to overcome your difficulties in speaking English?

- a. Yes _____
- b. Not _____

2.7 Do you receive any help from friends, family or others to improve your English speaking skills?

- a. Yes _____
- b. Not _____

2.8 How frequently do you participate in the English lesson to develop your speaking skills?

- a. Always _____
- b. Sometimes _____
- c. Never _____

10.4 Is your classroom environment comfortable and appropriate for you to learn to speak English language?

- a. Excellent _____

- b. Very good _____
- c. Good _____
- d. Regular _____
- e. Nothing _____

3.0 How frequently do you feel motivated when speaking the English language?

- a. Always _____
- b. Sometimes _____
- c. Rarely _____
- d. Never _____

**UNIVERSIDAD NACIONAL DE NICARAGUA
UNAN-MANAGUA
EDUCACION E IDIOMAS
CIENCIAS DE LA EDUCACION CON MENCION EN INGLES**



Topic: “Analysis of English Speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, Managua during the second semester of 2015”.

This observation guide is specifically for designed for English students and English Teacher. With this guide observation we pretend to know what teaching strategies and methodologies use the teacher to teach English speaking skill and how the students learn and develop the speaking skill.

Observation guide

Read carefully the following questions and write with “X” to the correct answers you consider are appropriated for each one.

1. What kind of activities does the teacher use to develop English speaking skill?
 - 1.1 games_____
 - 1.2 songs_____
 - 1.3 dialogs_____
 - 1.4 debate_____
 - 1.5 presentations_____
 - 1.6 others_____

2. Do students present difficulty when speaking English?
 - 2.1 A lot of_____
 - 2.2 Not much_____
 - 2.3 Little_____
 - 2.4 Nothing_____

3. Are interested on the topics used in dialogs or in other activities?
 - 3.1 Yes_____
 - 3.2 Not_____

4. What is your grade to evaluate the English lesson?
 - 4.1 Good_____

- 4.2 Regular_____
- 4.3 Bad_____
5. What are the best teaching strategies to develop the English speaking skill?
- 5.1 In group_____
- 5.2 Individuality_____
- 5.3 With the help of your teacher_____
- 5.4 Other_____
6. Do students receive additional help and/or advices from the teacher in order to decrease difficulties in the English speaking skills?
- 6.1 Yes_____
- 6.2 Not_____
7. Do students receive any help from classmates in the classroom?
- 7.1 Yes_____
- 7.2 Not_____
8. How frequently students participate in the English lesson to develop the speaking skill?
- 8.1 Always_____
- 8.2 Sometimes_____
- 8.3 Never_____
9. Do teacher and/or the development/s is/are comfortable and appropriate for students to speak the English language?
- 9.1 Yes_____
- 9.2 Not_____
10. Do students feel motivated when speaking the English language?
- 10.1 Yes _____
- 10.2 Not _____
11. What type of evaluation applies the English teacher in the classroom?
- a. Formative evaluation_____
- b. Diagnostic evaluation_____
- c. Summative evaluation_____
- d. Other_____
12. Do teacher apply teaching strategies appropriate?
- 12.1 Excellent _____
- 12.2 Very good _____
- 12.3 Good_____
- 12.4 Regular_____

**UNIVERSIDAD NACIONAL DE NICARAGUA
UNAN-MANAGUA
EDUCACION E IDIOMAS
CIENCIAS DE LA EDUCACION CON MENCION EN INGLES**



“Analysis of English Speaking skills teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortés School, Managua during the second semester of 2015”.

This interview is directed specifically for teacher of English with the objective to know what different strategies to teach the English speaking skill are.

I. Personal data:

Gender:

Age:

Years of experience:

II. Answer the following questions. Please

1) What kind of strategies do you use to teach English? Do you obtain your objectives?

2) Which is the most practiced skill in class? Why?

3) Which is the way you motivate your students to learn English?

4) What is the way that you teach to your students?

- 5) What resources do you use to teach English class?

- 6) What are the methodological strategies you use to teach English? What positive results do you obtain from them?

- 7) What difficulties have your students when you apply the methodological strategies? How do you overcome that kind of difficulties?

- 8) Do you have a continuous training about methodological strategies?

- 9) What are the teaching strategies you use to teach the English speaking skill?

- 10) How much time you spend weekly to teach speaking skills in English?

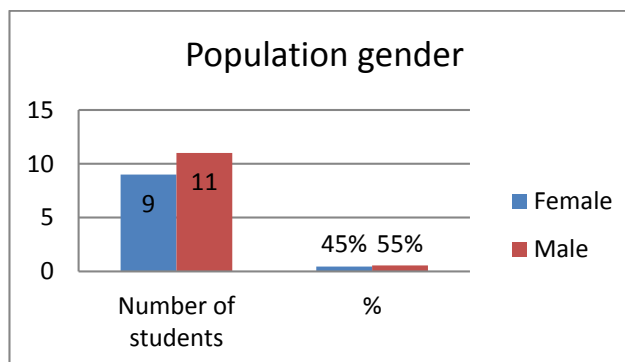
- 11) Why do you believe that is important to take into account the learning process of English speaking skill?

- 12) Which the way do you help your students that have difficulties in English speaking skill?

Graphs and simple tables from the survey results

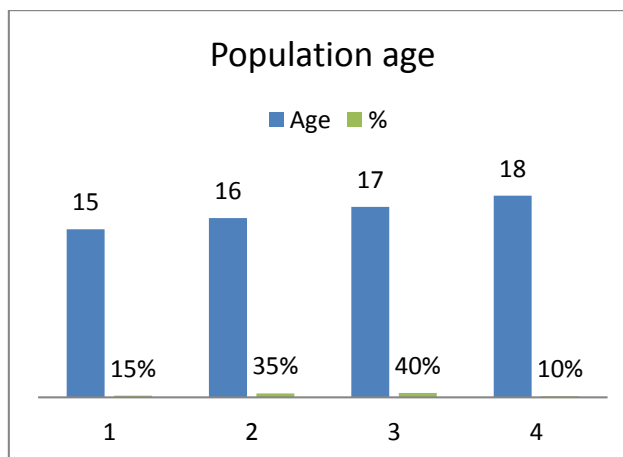
1. Population gender

Gender	Number of students	%
Female	9	45%
Male	11	55%
Total	20	100%



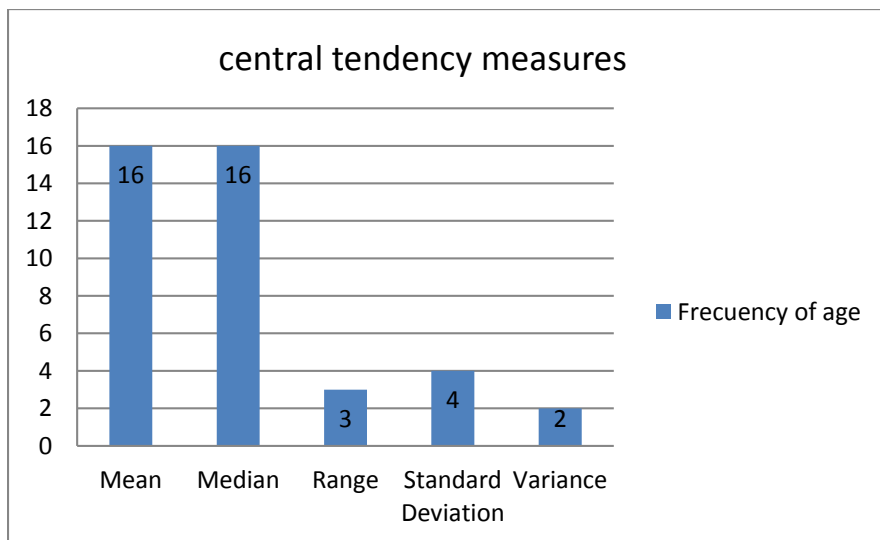
2. Population age

Age	Number of students	%
15	3	15%
16	7	35%
17	8	40%
18	2	10%
Total	20	100%



3. Central tendency measures

Scale Measurement	Frecuency of age
Mean	16
Median	16
Range	3
Standard Deviation	4
Variance	2



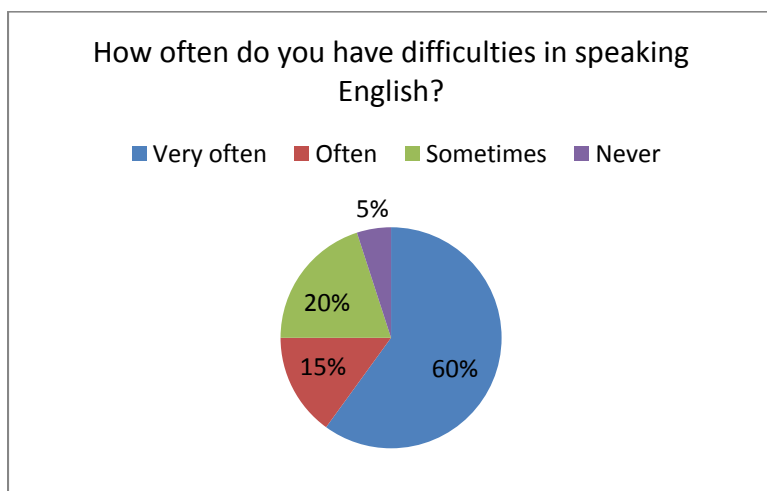
4. What activities do you develop in the English lesson to improve speaking skills?

Developed Activities	Number of students	%
Game	11	55%
Songs	2	10%
Dialogs	3	15%
Debates	2	10%
Presentations	2	10%
Total	20	100%



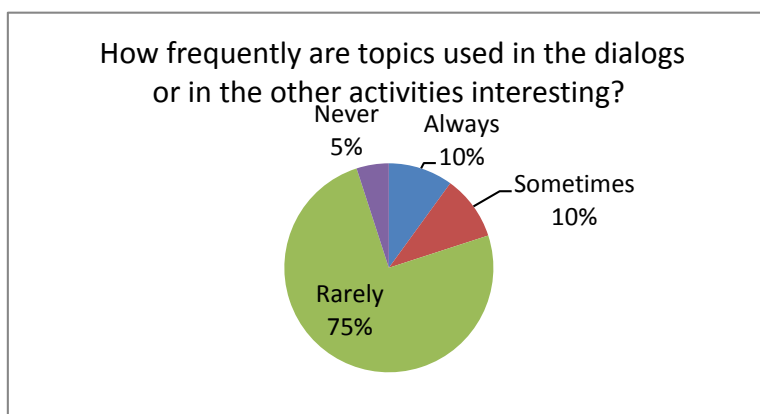
5. How often do you have difficulties in speaking English?

Answers	Number of students	%
Very often	12	60%
Often	3	15%
Sometimes	4	20%
Never	1	5%
Total	20	100%



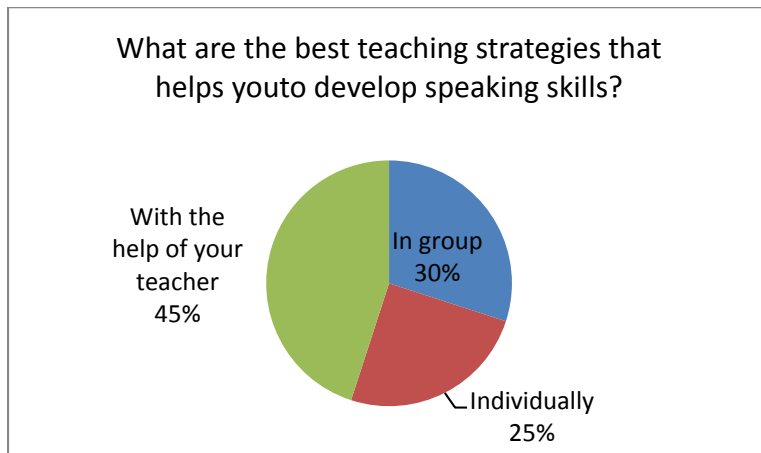
6. How frequently are topics used in the dialogs or in the other activities interesting?

Answers	Number of students	%
Always	2	10%
Sometimes	2	10%
Rarely	15	75%
Never	1	5%
Total	20	100%



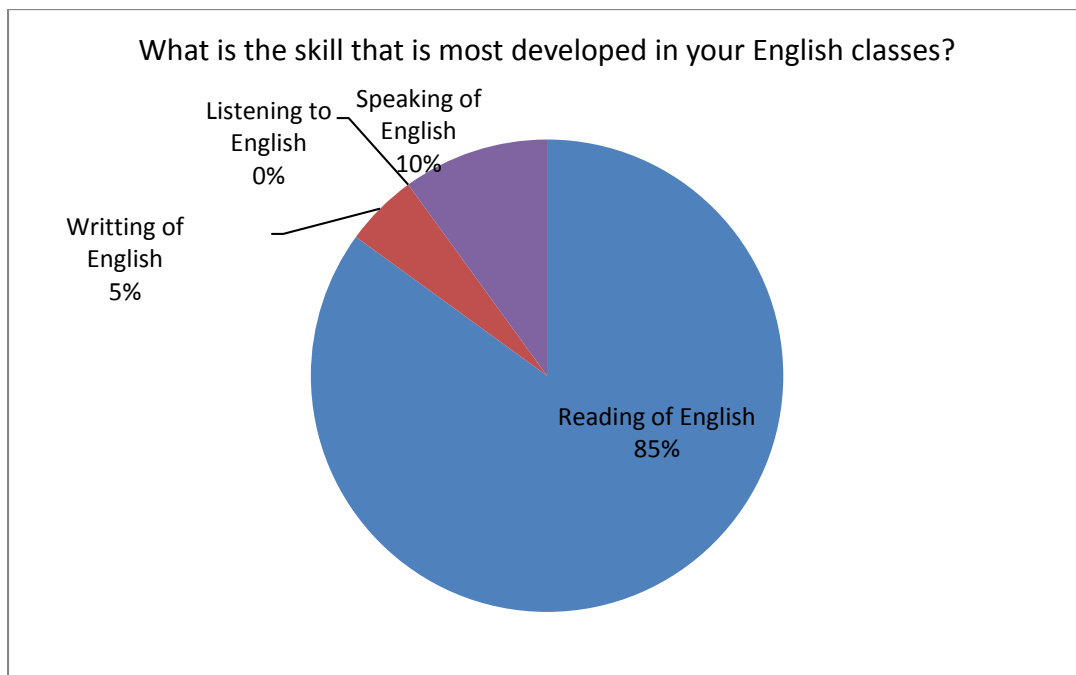
7. What are the best teaching strategies that help you to develop speaking skills?

Strategies	Number of students	%
In group	6	30%
Individually	5	25%
With the help of your teacher	9	45%
Total	20	100



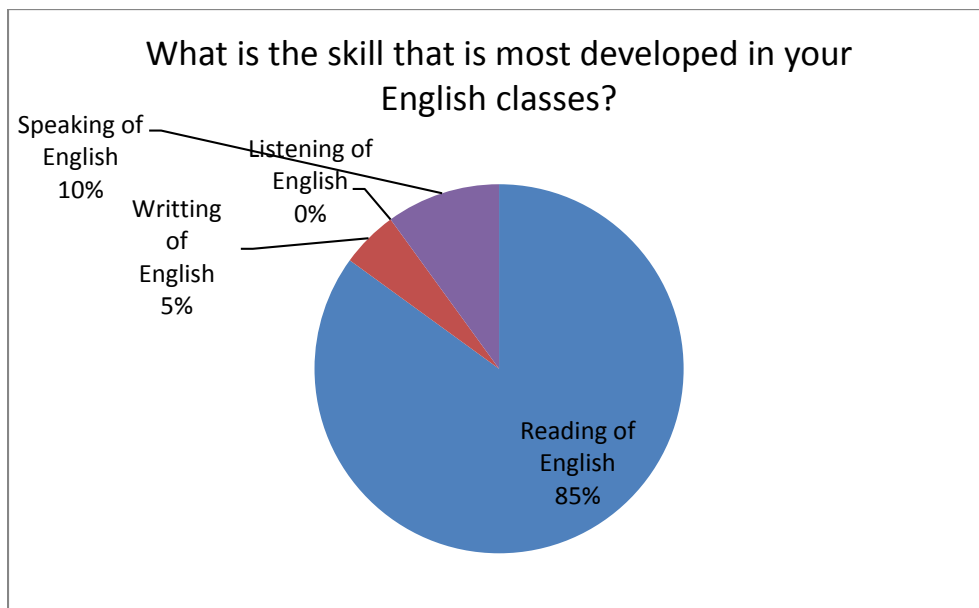
8. What is the skill that is most developed in your English classes?

Skills	Number of students	%
Writing English	2	10%
Reading English	2	10%
Speaking English	1	5%
Listening English	15	75%
Total	20	100%



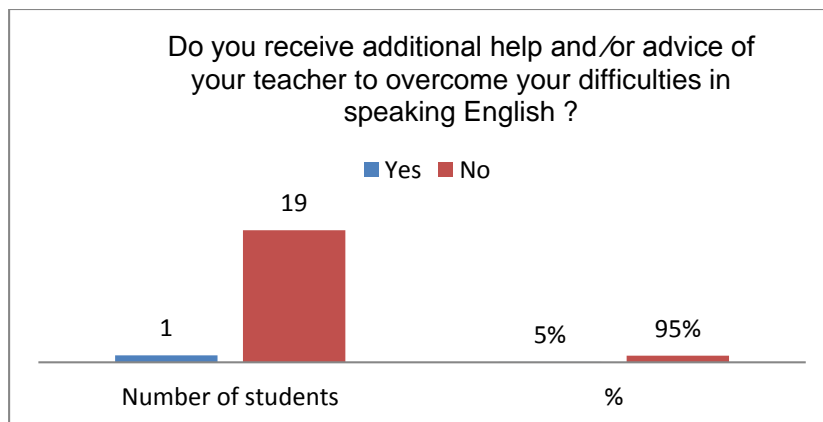
9. What is the skill that is most developed in your English classes?

Skills	Number of student	%
Reading of English	17	85%
Writing of English	1	5%
Listening of English	0	0%
Speaking of English	2	10%
Total	20	100%



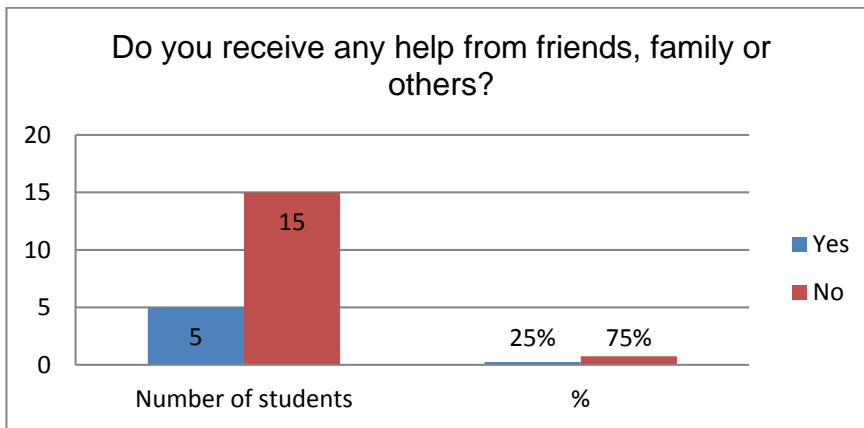
10. Do you receive additional help and/or advice of your teacher to overcome your difficulties in speaking English?

Answers	Number of students	%
Yes	1	5%
No	19	95%
Total	20	100%



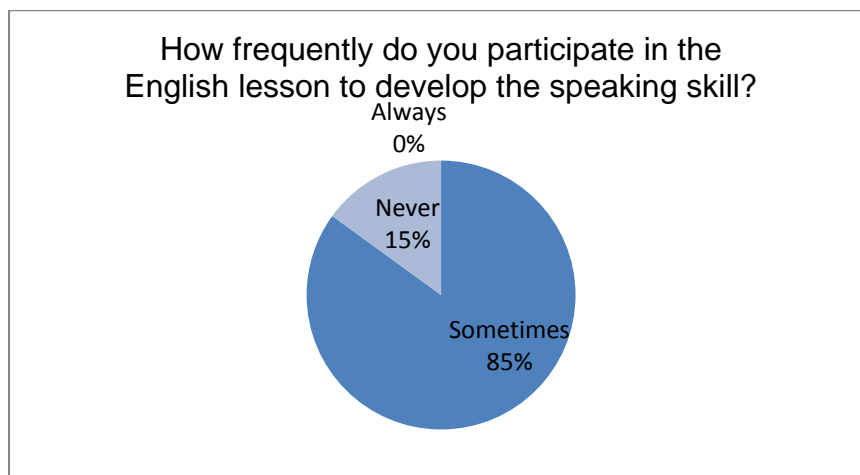
11. Do you receive any help from friends, family or others?

Answers	Number of students	%
Yes	5	25%
No	15	75%
Total	20	100%



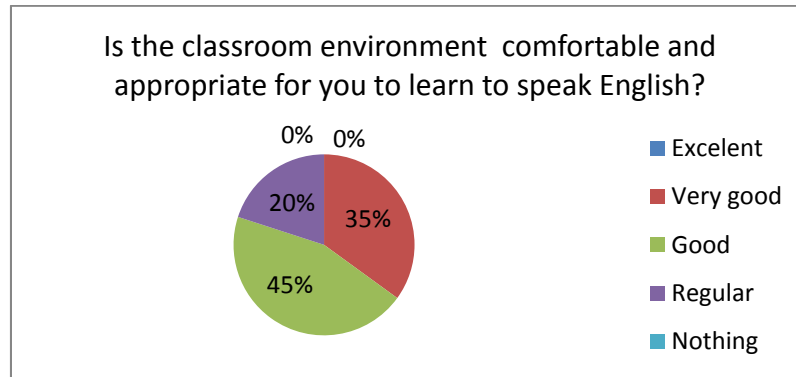
12. How frequently do you participate in the English lesson to develop the speaking skill?

Answers	Number of students	%
Always	0	0%
Sometimes	17	85%
Never	3	15%
Total	20	100%



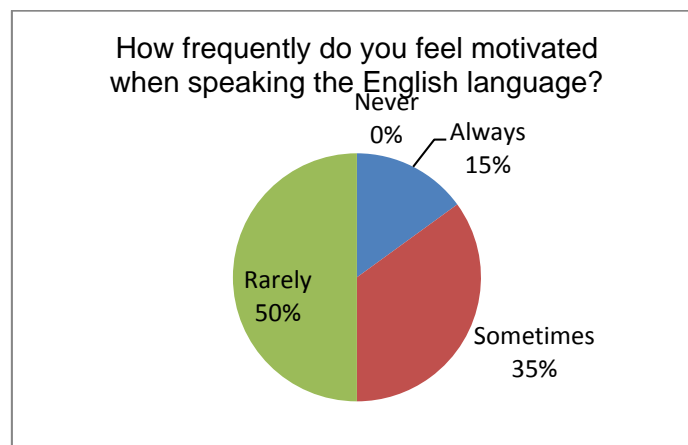
13. Is the classroom environment comfortable and appropriate for you to learn to speak English?

Answers	Number of students	%
Excelente	0	0%
Very good	7	35%
Good	9	45%
Regular	4	20%
Nothing	0	0%
Total	20	100%



14. How frequently do you feel motivated when speaking the English language?

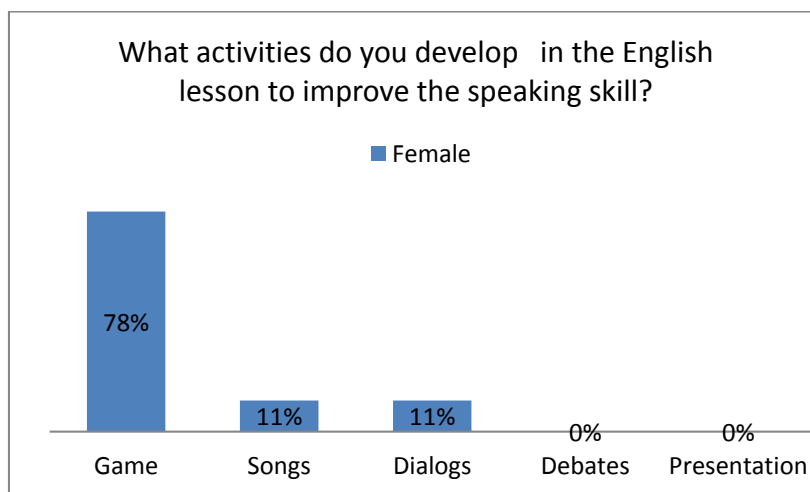
Answers	Number of student	%
Always	3	15%
Sometimes	7	35%
Rarely	10	50%
Never	0	0%
Total	20	100%



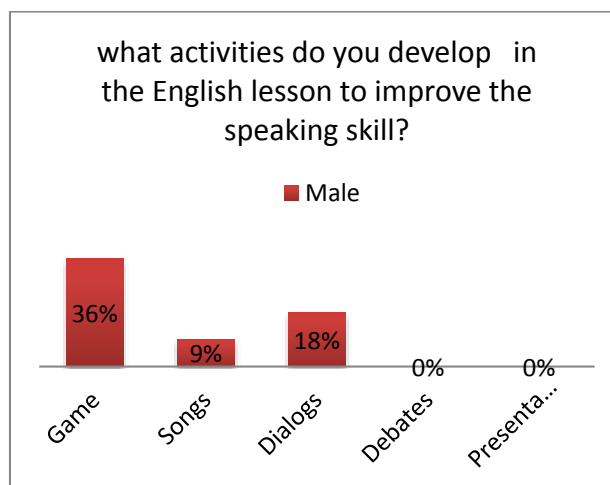
Crossing tables and graphs with some questions take from the survey related with the students' gender and ages

1. What activities do you develop in the English lesson to improve the speaking skill?

Gender	Number of students	%	Game	%	Songs	%	Dialogs	%	Debates	%	Presentations	%
Female	9	100%	7	78%	1	11%	1	11%	0	0%	0	0%

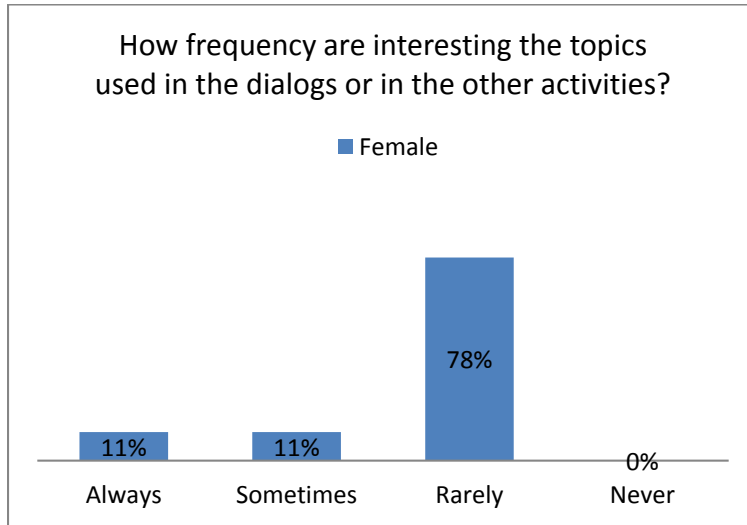


Gender	Number of students	%	Game	%	Songs	%	Dialogs	%	Debates	%	Presentations	%
Male	11	100%	4	36%	1	9%	2	18%	2	18%	2	18%

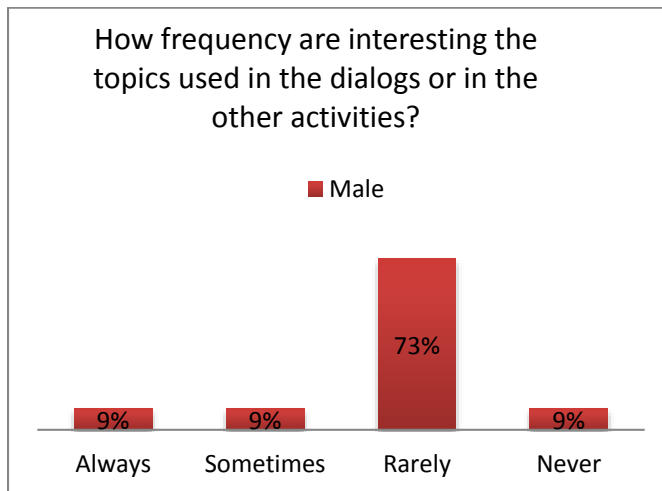


2. How frequently are topics used in the dialogs or in the other activities interesting?

Gender	Number of students	%	Always	%	Sometimes	%	Rarely	%	Never	%
Female	9	100%	1	11%	1	11%	7	78%	0	0%

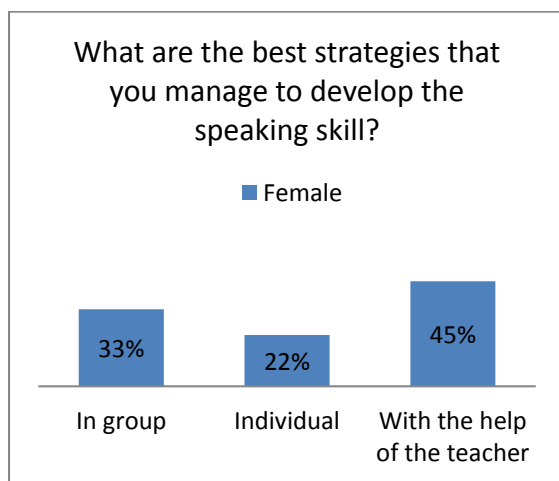


Gender	Number of students	%	Always	%	Sometimes	%	Rarely	%	Never	%
Male	11	100%	1	9%	1	9%	8	73%	1	9%



3. What are the best teaching strategies that help you to develop English speaking skills?

Gender	Number of students	%	In group	%	Individual	%	With the help of the teacher	%
Female	9	100%	3	33%	2	22%	4	45%



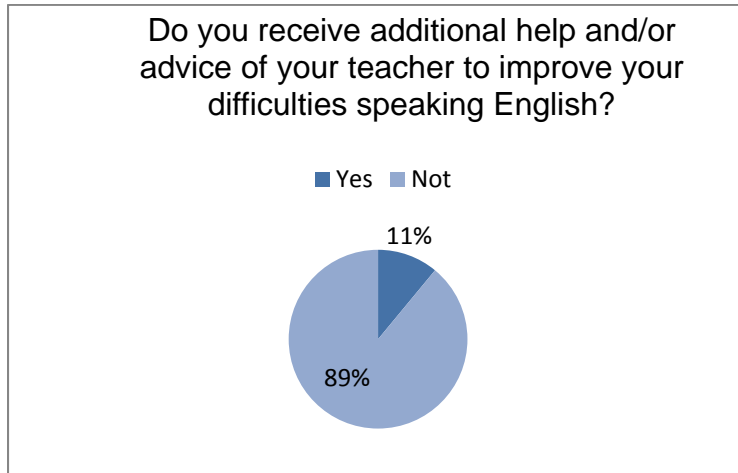
Gender	Number of students	%	In group	%	Individual	%	With the help of the teacher	%
Male	11	100%	3	27%	3	27%	5	46%



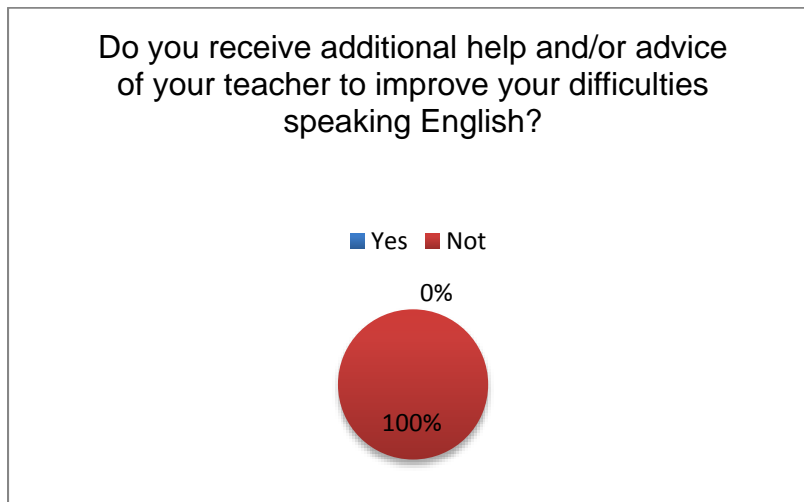
4. Do you receive additional help and/or advice of your teacher to overcome your difficulties in speaking English?

Gender	Number of students	%	Yes	%	Not	%
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Female	9	100%	1	11%	8	89%
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Gender	Number of students	%	Yes	%	Not	%
Male	11	100%	0	0%	11	100%



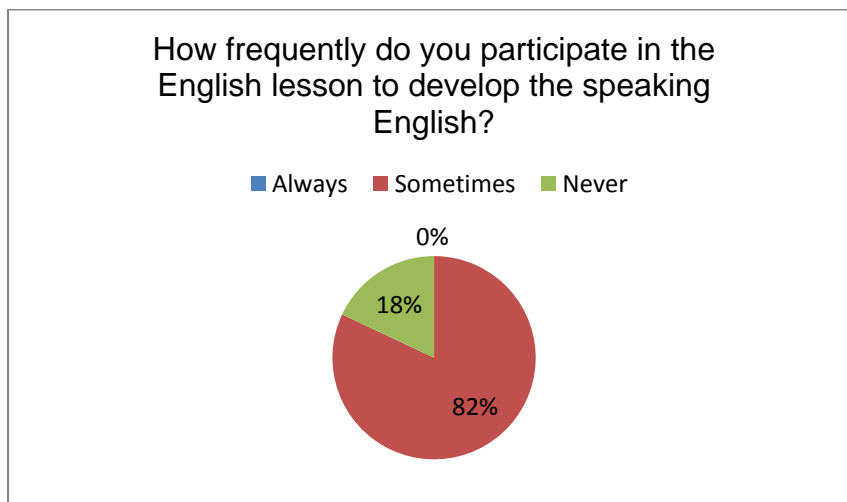
5. How frequently do you participate in the English lesson to develop the speaking skill?

Gender	Number of students	%	Always	%	Sometimes	%	Never	%
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Female	9	100%	0	0%	8	89%	1	11%
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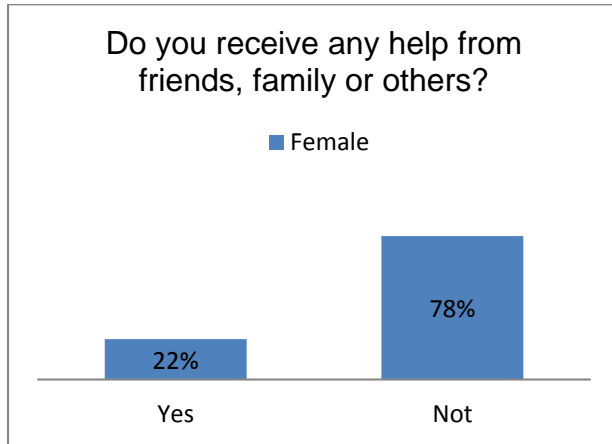


Gender	Number of students	%	Always	%	Sometimes	%	Never	%
Male	11	100%	0	0%	9	82%	2	18%

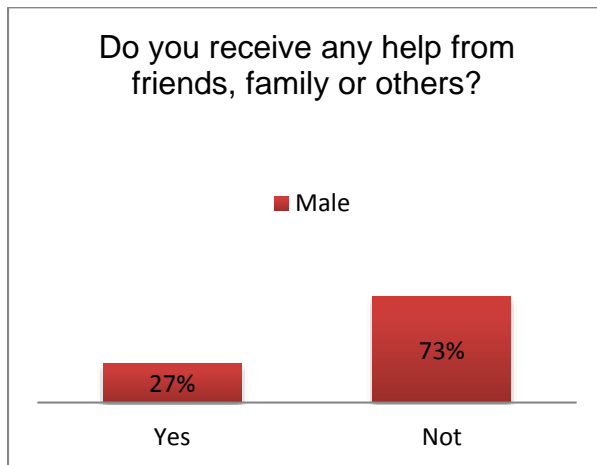


6. Do you receive any help from friends, family or others?

Gender	Number of students	%	Yes	%	Not	%
Female	9	100%	2	22%	7	78%



Gender	Number of students	%	Yes	%	Not	%
Male	11	100%	3	27%	8	73%



7. Do you feel motivated when speaking the English language?

Age	Number of students	%	Always	%	Sometimes	%	Rarely	%	Never	%
15	3	15%	0	0%	2	10%	1	5%	0	0%
16	7	35%	2	10%	1	5%	4	20%	0	0%
17	8	40%	1	5%	3	15%	4	20%	0	0%
18	2	10%	0	0%	1	5%	1	5%	0	0%
Total	20	100%	3	15%	7	35%	10	50%	0	0%