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UNAN-MANAGUA



Teaching speaking to students of 11th grade at Heroes y Martires de la Reforma
Institute in Masaya during the second semester 2016

GRADUATION SEMINAR

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

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Primarily, I thank God for the infinite support and strength He gives me, and because everything I have done during this path at UNAN MANAGUA has been accomplished successfully.

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And last but not least, we thank our tutor and advisor during this project MSc. Roberto Villarreal who gave us help and feedback in order to succeed.

Alejandra Gabriela Guevara Hernandez

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Paula Petrona Cerda Palacios

ABSTRACT

The purpose of this research is to analyze the teaching strategies use by the teacher in order to determine their effects on development of the speaking skills in students of eleventh grade at Heroes y Martires de la Reforma Institute in Masaya. This research follows the mixed approach quantitative and qualitative; with the use of questionnaires as a quantitative technique, interviews and observations as a qualitative technique. (Bryman, 1988)Argued for a 'best of both worlds' approach and suggested that qualitative and quantitative approaches should be combined. The sample of this research was select by a convenient method. The sample of the research was 66 students which represented the 100 % of the population.

The main objective of this research was to analyze the teaching strategies that teacher used to develop speaking skills. Finally, it was found that the teaching speaking strategies applied in classes are not enough to promote speaking skills and language competence.

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I INTRODUCTION

The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. The English speaking skill is a crucial part of foreign language teaching to develop this language, we can share our ideas and thoughts with other people, and this skill demonstrates the level of English that the students have when they implement the foreign language.

For these reasons English is being taught in different levels of educational systems. We decided to research the development of the speaking skill because it has become a challenge for educational institutions and one of the most difficult skills to learn for students. English teachers may watch situations in which students are unwilling to speak in English. There are many factors causing this difficulty. Therefore it is necessary the use of effective teaching strategies that improve the English speaking skill. Also motivation is an important factor to develop the speaking skill in students.

This research project analyzes the teaching and motivation strategies that teacher used to develop the speaking skill in students. Then it explores the attitudes that students and teacher demonstrate towards the speaking activities. In the last part analyzes the speaking skills that students have developed at the present. After analyzing the data, it was assumed that the main factors that are affecting the acquisition of speaking skills in students are: the inadequate teacher training, the little motivation and the use of ineffective strategies for teaching speaking. For those reasons it is considered to give the teacher some recommendations in order to contribute to solve the problem.

II HISTORICAL BACKGROUND

The Heroes y Martires de la Reforma institute of Masaya was founded in 1974, at that time the name of this institute was INSTITUTO ANEXO LA REFORMA. In the early years it was offering the careers of secretarial and industrial arts. It was inaugurated by the minister Alejandro Abauza Marin. Then it was included careers such as electricity, carpentry and sewing and it has been growing until the year 1976.

In 1977 disappeared the technical careers and gave way to a basic cycle diversified with IV and V year of high school, being the first promotion with 145 students. Francisco Lopez Collado was the first director of this high school. On 9 July 1982 the Council of consultation requests the inauguration of the center with the new name of Heroes y Martires de la Reforma with the acronym INHMARE, which was granted on Sunday 18 July of the same year.

At the present the Heroes y Martires de la Reforma Institute in Masaya, it attends a total of 3127 students in the modality of regular, secondary and distance, in the morning, afternoon and Saturday shifts. The institute has 75 teachers in total, 6 of them are English teachers, 1 psychologist, three secretaries, three sub directors and one general director. Also it has a computer lab, a library and a music band.

III PROBLEM:

How the teaching strategies implemented by the teacher affect the development of speaking skill of 11th grade students at Heroes y Martires de la Reforma Institute in Masaya during the second semester of the morning shift 2016.

Sub problems

1. How much training has the teacher received to develop the English speaking skill in students?
2. What are the teacher's strategies for teaching speaking skill?
3. What strategies does the teacher use to motivate the students in the class while teaching speaking?
4. What are the attitudes that the students and teacher demonstrate towards the speaking activities?
5. What speaking skill have the students developed at the present?

IV HYPOTHESIS

The inadequate teaching training, the little motivation and the use of ineffective strategies for teaching speaking used by the teacher hinder the development of the basic speaking skill. Therefore it is necessary implement effective strategies for teaching speaking, more motivation and the use of interactive approaches that demand the practice of speaking skill and the English sub skills of pronunciation, grammar and vocabulary of the students of 11th grade in the public high school Heroes y Martires de la Reforma, Masaya during the second semester 2016.

V LITERATURE REVIEW

5.1 Importance of English language

The status of English on the world is a major factor that contributes to the increase in the importance of English in Nicaragua. As a matter of fact, English has become an important asset for anyone seeking employment in business, industry or technology in Nicaragua. (project CHACOCENTE, 2016) Accordingly, the main aim of teaching English in our secondary schools is to enable students to communicate in English so that they become able to enroll in the labor market and to cope with the challenges of higher education as well.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. (Crystal, 2003)

5.1.1 Importance of speaking skill

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. We use language in a variety of situations (Gillis, 2013). The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages: Ability to inform and more opportunities in a job. Also any gap in communication results in misunderstandings and problems.

5.2 Definition of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

(Chaney, 1998) Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Studying English without practice speaking is useless. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking

activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place. (Nunan, 1999).

- What is meant by "teaching speaking" is to teach ESL learners to:
 1. Produce the English speech sounds and sound patterns
 2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
 3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
 4. Organize their thoughts in a meaningful and logical sequence.
 5. Use language as a means of expressing values and judgments.
 6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, Practical English Language Teaching, 2003)

5.2.1 Sub skills of speaking

According to Syakur there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. (Syakur, 1987)

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (Heaton, 1978) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication. (Syakur, 1987)

4. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. (Gerard, 2000.).

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. (Brown, 1994).

5.2.2 Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 1994). In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1). Learners talk a lot.

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2). Participant is even

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3). Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4). Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

5.3 Teaching speaking

The teaching process can be divided into steps. Teaching is perceived as stimulating, directing, guiding the learner and evaluating the learning outcome of teaching. Although there is disagreement as to the number of steps, examination of the various lists of steps in the teaching process reveals that different authors are saying essentially the same thing: the teaching of new material can be reduced to preparation, presentation, application, and review and evaluation. (Flight, 2003)

According to (Hornby, 1995) teaching means giving the instruction to a person. And speaking is the use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (NCLRC, 2004). Teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

5.3.1 Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn. (NCLRC, 2004)

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. (NCLRC, 2004). Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. (Fishman, 2009)

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the

relationship between a speaker's turn and the one that follows it can often be anticipated. (NCLRC, 2004).

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. (NCLRC, 2004)

3. Using language to talk about language

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

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. (NCLRC, 2004).

With regard to teachers, they should deal with different strategies to make students improve their conversational abilities. There are a lot of conversation exercises pragmatically focused on improving communication skills:

4. Making small talk

The ability to make small talk is not something easily acquired. It demands a lot of practice but, when successful, it is highly valued. Making small talk means of course talking about almost anything and thus having a wide appropriate vocabulary covering most topics of interest. It is an important speaking activity leading to a gain of specific vocabulary and ability in coping with spontaneous circumstances. (Holec, 1981)

5. Expressing points of view

This speaking activity helps students express their opinions on a number of (controversial) issues and explain their reasoning. (Richards & Rogers, 1986). It is a dynamic activity involving on the long run a gain of confidence and self-assuredness of students expressing their own points of view or in making comments on other person's point of view. They will also learn how to put up with diverse and opposing ideas letting the others state their own opinions which will definitely lead to a higher quality of the discussion. As a follow-up activity, students may be asked to sum the main ideas up in a short presentation.

6. Practicing group decision making activities

Group decision making is a conversational task based on reflective thinking and brainstorming. This pattern of speaking activity is straightforward, presenting students with a range of decisions, each with several options to make a choice from. (Kayi, 2006) It is an excellent exercise for improving the dynamics and competitiveness with a class, students being asked to make a systematic approach to a particular topic and to generate as many ideas as they can within a structured framework for discussion.

There are some strategies that can promote speaking in learners (Kayi, 2006) as follows:

7. Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group work son their topic for a given time period, and present their opinions to the class. (Fauziati, 2002) Fauziati states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

8. Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on. One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night .. (Harmer, 1984)

9. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class. (Chaney, 1998)

10. Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. (Kayi, 2006)

11. Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script (Harmer, How to Teach English. An Introduction to Practice of English Language Teaching. , 1998)

12. Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. (Kayi, 2006) The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long), the students are motivated by the teachers question to reason rather than to recollect. Dialogues is two sides communication, it means we just not have to express something but we should have to understand what another peoples said.

5.4 Approach and methods to teach English

An approach is a way of looking at teaching and learning. Underlying the language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. According to Harmer (Harmer, How to Teach English. An Introduction to Practice of English Language Teaching. , 1998) There are many methods to teach speaking in more recent time, there have been three teaching methods which have had a strong influence on classroom practice which are: Communicative Language Teaching Natural Approach, Audio-lingual, Total Physical Response.

5.4.1 Communicative Language Teaching

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. From all the above methods, the writer prefer to Communicative Language Teaching (CLT). (Brumfit, 1979) in his theory define that CLT attempts to communicative activities may be encouraged from the very beginning. Thus language learning is learning to communicate. Language is created by the individual often through trial and error, and fluency and acceptable.

Language is the primary goal: accuracy is judged not in the abstract but in context. Through this method the students are expected to interact with others. (Harmer, How to Teach English. An Introduction to Practice of English Language Teaching. , 1998). The communicative

approach or CLT have now become generalized terms to describe learning sequences which aim to improve the student's ability to communicate, in stark contrast to teaching which is aimed more at learning bits of language just because they exist and without focusing on their use in communication.

The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orally. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach. (Brown D. , 1994)

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is (Nunan D. , 1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. In the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar- and pronunciation-focused activities. (Harmer, *The Practice of English Language Teaching*, 1984)

5.4.2 The natural approach

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors.

The Natural Approach "is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language, and will be able to convey their requests and ideas. The Natural Approach teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language. Second, the Natural

Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning.

(Brown D. , 1994) This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students. Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials are based not just on teacher perceptions but on elicited student needs and interests.

5.4.3 Audio lingual method

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning. The objective of the audio lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. (Brown D. , 1994)

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical

instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom.

The idea is for the students to practice the particular construct until they can use it spontaneously. (Harmer, *How to Teach English. An Introduction to Practice of English Language Teaching*, 1998) The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

5.4.4 Total physical response (TPR)

Total Physical Response (TPR) was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue (Richards & Rogers, 1986) Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at dad" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom

In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with

students of all levels and all age groups. (Brown D. , 1994). Total physical response lessons typically use a wide variety of realia, posters, and props. Teaching materials are not compulsory, and for the very first lessons they may not be used.

As students progress in ability the teacher may begin to use objects found in the classroom such as furniture or books, and later may use word charts, pictures, and realia. According to the Rout ledge Encyclopedia of Language Teaching and Learning, TPR is often criticized as being only suitable for beginning students. However, the encyclopedia goes on to note that there are several publications available about how to use TPR with intermediate and advanced students. However, it is recognized that TPR is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher.

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized. (Harmer, How to Teach English. An Introduction to Practice of English Language Teaching. , 1998)

The teacher plays an active and direct role in Total Physical Response. "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use.

The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase, the teacher can then ask the students to direct each other or the whole class. (Brumfit, 1979) TPR can be used to teach and practice many things such as: Vocabulary connected with actions (smile, chop, headache, wriggle) , Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast), Classroom language (Open your books), Imperatives/Instructions (Stand up, close your eyes) and Story-telling.

5.5 Training

Institutions of teacher education fulfill vital roles in the global education community; they have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Often, education is described as the great hope for creating a more sustainable future; teacher-education institutions serve as key change agents in transforming education and society, so such a future is possible.

Not only do teacher-education institutions educate new teachers, they update the knowledge and skills of in-service teachers, create teacher-education curriculum, provide professional development for practicing teachers, contribute to textbooks, consult with local schools, and often provide expert opinion to regional and national ministries of education. Institutions of teacher education also perform similar services for school principals who have significant impact on what occurs in schools.

Because of this broad influence in curriculum design and implementation, as well as policy setting within educational institutions, faculty members of teacher-education institutions

are perfectly poised to promote education for sustainable development (ESD). By working with the administrations and faculties of teacher education institutions, governments can bring about systematic, economically effective change.” (UNESCO, 2005)

Teacher education generally includes four elements: improving the general educational background of the trainee teachers; increasing their knowledge and understanding of the subjects they are to teach; pedagogy and understanding of children and learning; and the development of practical skills and competences. The balance between these four elements varies widely (Perraton, 2007)

According to (UNESCO, 2005), teacher education “addresses environmental, social, and economic contexts to create locally relevant and culturally appropriate teacher education programs for both pre-service and in-service teachers.” Also, Teacher Education Institutions have the potential to bring changes within educational systems that will shape the knowledge and skills of future generations. Teacher education institutions serve as key change agents in transforming education and society, so such a future is possible. Teacher education institutions

1. educate new teachers
2. provide professional development for practicing in-service teachers by updating their knowledge and skills
3. create teacher education curricula
4. carry out research
5. contribute to textbooks
6. provide expert advice to local schools upon request
7. provide expert opinion to provincial and national ministries of education

8. educate and certify headmasters, principals, and other school administrators

In the high school of heroes y Martires de la Reforma Masaya the English teachers are receiving a training from The Peace Corps is a volunteer program run by the United States government. The stated mission of the Peace Corps includes providing technical assistance, helping people outside the United States to understand American culture, and helping Americans to understand the cultures of other countries. The work is generally related to social and economic development. Each program participant, a Peace Corps Volunteer, is an American citizen, typically with a college degree, who works abroad for a period of two years after three months of training.

They provide a training for the teacher about English every Saturday also they provide a curriculum to the teacher they make emphasis in speaking.

The Peace Corps Mission is

1. To promote world peace and friendship by fulfilling three goals:
2. To help the people of interested countries in meeting their need for trained Volunteers.
3. To help promote a better understanding of Americans on the part of the peoples served.
4. To promote a better understanding of other peoples on the part of Americans.

Volunteers also work with students conveying the knowledge and skills necessary to create a solid base of English for the future. Other volunteers work with the mined in the area of environmental training primary school teachers in participatory methods of teaching and working with students on recycling initiatives, school gardens and awareness projects on waste management, among others.

5.6 Motivation

5.6.1 Definition of Motivation

Motivation is important because it contributes to achievement in the process of learning. According to (Gardner.R., 1985) states that when discussing the roots of motivation to learn a second language in the school context it is necessary to consider it from the point of view of both the educational context (as we would for any school subject) and the cultural context (which is generally not that relevant to most other school subjects).

There have been a number of educators who have proposed ways in which motivation can be developed and supported. For example, (Dörnyei, 1998) present 10 commandments for teachers that are directed at improving student motivation while (Williams, 1997) describe ways in which teachers can motivate their students. Effectively, the role of classroom dynamics and the learning environment are important to motivation and second language acquisition in formal contexts although there appears to be little research that directly investigates the relation between the application of these strategies and the motivation and language achievement of individual students in the classroom.

5.6.2 types of motivation

1. Creating the basic motivational conditions

Creating the basic motivational conditions is the first area of motivational teaching practice (Dörnyei, 2001)suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. These conditions, which will be explained in more detail, are demonstrating appropriate teacher behavior, creating a pleasant atmosphere in the classroom and generating a cohesive learner group.

2. Generating initial motivation

(Brophy, 1998) Indicates that academic learning in schools is the activity that students would least like to do if given the choice. However, students have to do academic learning, their school attendance is compulsory, and the curriculum is chosen by policy-makers rather than themselves. It can be assumed then that some students do not come to classroom with the motivation to learn. Therefore, (Dornyei, 2001) suggests that teachers need to actively create positive student attitudes towards learning by using some strategies.

3. Maintaining and protecting motivation.

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process.(Wlodkowski, 1986) states that ‘any learning activity can become satiating’ therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dornyei, 2001).

4. Encouraging positive self-evaluation

The fourth area of this framework is encouraging positive self-evaluation which relates to the students’ evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past performance has an influence on the way they approach future activities (Williams, Students’ developing conceptions of themselves as language learners., 1999). Teachers could help students in assessing their accomplishments in a positive way by, for example, providing motivational feedback and offering rewards and grades (Ushioda, 2011).

5.6.3 Strategies of motivation

1. Appropriate teacher behavior

The first strategy which can contribute to creating basic motivational conditions relate to teacher behaviour. Teacher behaviour is recognized as an effective factor in motivating students, (Pintrich, 2002)state that ‘virtually everything the teacher does has potential motivational impact on students’. Teachers could influence their students’ motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students.

(Dornyei, 2001). Suggest that it is the teacher enthusiasm which inspires and motivates students, What intrigues students most about these teachers is their enthusiasm for subjects that seemed boring and purposeless in other 73 teachers’ classes... Sometimes it is an encounter with just such a teacher that inspires students to reconsider the intrinsic rewards of exploring a domain of knowledge.

2. Pleasant and supportive classroom environment

Creating a pleasant and supportive classroom environment is a second strategy which helps to create basic motivational conditions. Along with L2 teaching, the educational context for L2 learning should provide an enjoyable and inspirational classroom ambience, in order to maintain motivation throughout the class (Dörnyei Z. , Creating a motivating classroom environment., 2007)Studies have shown that a tense classroom atmosphere promotes students’ anxiety which is one of the factors reducing students’ motivation (MacIntyre, 2002).

(Dornyei, 2001) Suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humour in the class. Another 74 strategy is promoting a safe climate in the classroom which allows risk taking and encourages students to make mistakes.

3. Cohesive learner group with appropriate group norms

The third strategy which can be used to create basic motivational conditions is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students' motivation (Dörnyei Z. &, 2003). Group dynamics have many aspects including group cohesion and group norms. Group cohesion is the 'magnetism' that connects the group members in the classroom. It points to 'the members' commitment to the group and to each other suggests some factors which could be used by teachers to create a cohesive class.

4. Enhance the learners' language-related values

L2 teachers should familiarize learners with L2 related values which might contribute to developing positive attitudes towards L2 learning. (Dornyei, 2001) states that individuals have a 'value system' which is based on past experiences and involves their beliefs and feelings towards the world. This value system has an influence on individuals' choices and approaches to different activities.

5. Increase learners' goal-orientedness

Students' motivation is not only related to academic goals, but also to social goals such as relationship with teachers (Wentzel, 2007). However, one of the strategies suggested to establish common goals in the classroom is allowing students to negotiate their individual goals and

identify their common purpose. In addition to group goals, students are also encouraged to set individual specific and achievable goals (Dornyei, 2001).

6. Develop learners' Ideal L2 self

Motivational strategies concerning creating an attractive Ideal L2 self would help students to generate their motivation at an early stage of the motivation process. The importance of Ideal L2 self for motivating students has been found in many studies in different contexts such as Iran, Hungary, Saudi Arabia (Al-Shehri, 2009) .

7. Presenting tasks in a motivating way

Teachers should present tasks in a motivational way to maintain student motivation. They can do this by making tasks interesting for students (Anderman, 2010) suggest that teachers could make tasks interesting by using various types of tasks which could be challenging, include novel elements, and relate to the learners' interests. In addition, (Dornyei, 2001) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students' attention to the content of the task.

8. Increasing learners' self-confidence

To maintain students' motivation, teachers should build students' self-confidence. Self-confidence has been examined by many researchers who relate it to L2 motivation (Clément R. , 1980); One of the main components of self-confidence is the affective factor of language anxiety, as self-confidence increases when an individual has low language anxiety. Therefore, L2 teachers are encouraged to reduce language anxiety by, for example, avoiding social comparison, and indicating to learners that mistakes are part of L2 learning (Dornyei, 2001).

9. Promoting learner autonomy

Another broad strategy which could be used to maintain students' motivation is promoting autonomous learning. Learner autonomy is 'the ability to take charge of one's own learning' (Holec, 1981). Points out that 'it presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning'. (Dickinson, 1995) Adds that it is important to maintain 'learning autonomy in a teacher-directed classroom setting as well as in settings such as self-access learning centers'. Identifies five approaches to supporting learner autonomy in language education.

10. Providing motivational feedback

Feedback given by teachers could influence students' motivation in the L2 classroom. The importance of feedback is addressed by many researchers (Brophy J. , 2004); indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve. In addition, (Dornyei, 2001)) suggests different strategies which teachers could use to provide motivational feedback. For example, teachers should give prompt and regular feedback, and react to positive contributions from students.

11. Offering rewards and grades in a motivating manner

The use of rewards and grades are one of the controversial issues in education. Although some researchers indicate the advantages of using rewards and grading systems, the disadvantages of using them are also highlighted (Brophy J. , 2004); As for rewards, states that rewards are one of the available motivational tools which help teachers control student behaviour.

(Dornyei, 2001) indicates that teachers could avoid the limitations of using rewards by following some techniques such as not overusing them, and offering rewards for difficult tasks.

12. Use a variety of student-active teaching activities.

These activities directly engage students in the material and give them opportunities to achieve a level of mastery. Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own. Cooperative learning activities are particularly effective as they also provide positive social pressure. (Center for teaching, 2016).

13. Be Accessible

Teachers have the potential of being the most influential person in the classroom. In order to influence your students, be accessible where they feel free to engage you on any topic. Students who walk in the classroom without desiring to know what you are going to say and do are your least motivated students. Be interested in their lives. (Ministry of education, Guyana, 2015).

14. Offer Incentives

Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

When teachers think the best way to improve their teaching is by developing their topic, they end up with sophisticated levels of knowledge each student in the classroom, but they select

different strategies that teacher applies in the theme. For example strategies of motivation to help students have more interaction in the classroom, and they created learning environments more dynamic and communicate.

5.7 ATTITUDES

5.7 .1 Definition of Attitudes

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives Based on the theory of planned behavior.

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”

(Gardner.R., 1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on basis of the individual’s beliefs or opinions about the referent. “Attitude is thus linked to a person’s values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.” Gardner’s argument led (Wenden, 1991). to present a comprehensive definition of the attitude concept. He classified the term “attitude” into three interrelated components namely, cognitive, affective and behavioral.

The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

5.7.2 Importance of Attitudes

(Reid, 2003) Declared, "Attitudes are important to us because they cannot be neatly separated from study." Attitude is considered as an essential factor influencing language performance. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (Tella, 2010) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

5.7.3 Components of the attitudes:

1. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

2. Effective or emotional Aspect of Attitude

This aspect involves a person's feelings, moods and emotions about some idea and event. (Feng, R. & Chen, 2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy, 2006).

3. Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. (Kara, 2009) stated that, "Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally."

Attitudes comprise various components: Effective, Cognitive and behavioral, which influence a student to act. Attitudes can be learnt and modified from experience of a teaching approach, with the possible result that teachers' classroom practice may improve. When students have positive attitude about the English class along with the amount of time, energy, and effort students will devote to the process of learning.

VI OBJECTIVES

General objective

To analyze the teaching strategies use by the teacher in order to determine their effects on development of the students speaking skill of 11th grade at Heroes y Martires de la Reforma Institute in Masaya during the second semester of the morning shift 2016.

Specific objectives

1. To analyze the training that teacher has received to develop the speaking skill in students.
2. To determine the strategies that teacher use to teach speaking skill.
3. To identify the strategies the teacher uses to motivate the students in the class while teaching speaking.
4. To observe the attitudes that students and teacher demonstrate towards the speaking activities.
5. To determine the speaking skill that students have develop at the present

VII. SYSTEM OF VARIABLES

VARIABLE	DEFINITION	SUB-VARIABLE	INDICATORS	INSTRUMENTS
Teacher training	The process of preparing the Teacher with the right knowledge in order to teach.	Induction or in service training	<ul style="list-style-type: none"> ✓ Two week intensive training ✓ Weekly and monthly session ✓ Consecutive session for years 	interview
Teaching strategies for speaking	Are the strategies that the teacher use in order to teach speaking are based on the activity of the learner through practical learning		<ul style="list-style-type: none"> ✓ Using minimal responses ✓ Recognizing scripts ✓ Using language to talk about language ✓ making small talk ✓ expressing points of view ✓ -practicing group decision making activities ✓ Discussion ✓ Role Play and Simulation ✓ Interviews ✓ Reporting ✓ Prepared Talks ✓ Dialogue 	Interview Survey Class observation
Motivation strategies for speaking	The plan that is intended to achieve motivation of the students in speaking.	Instrumental motivation Integrative motivation	<ul style="list-style-type: none"> ✓ Interest for the some functional reason, to get a job ✓ Giving clear instruction ✓ Familiarize the students with the English culture ✓ Good relationship with the students 	Interview Survey Class observation

Teacher and students attitudes	The way that they behave toward someone or something that show how they think and feel.	Affective Cognitive behavioral	<ul style="list-style-type: none"> ✓ Positive ✓ Enthusiastic ✓ Self-confident ✓ Respectful ✓ Work oriented ✓ Cooperative ✓ Motivated 	Interview Survey Class observation
Speaking skill	The ability to have a formal level of communication.	Pronunciation Grammar Vocabulary Fluency	<ul style="list-style-type: none"> ✓ Simple messages. ✓ Appropriate vocabulary ✓ comprehensible grammar ✓ Fluency in social contexts. ✓ effective communication 	Interview Class observation

VIII METHODOLOGICAL DESIGN

8.1 Approach and type of study

This research follows a mixed approach. Qualitative because it was made direct explorations in the classroom to know the problem. We made many class observations and interviews to the teacher then we analyzed the information obtained to know what is affecting the teaching process of speaking skill. Quantitative because it tries to quantify and understand the problem by the used of graph and percents.

It was applied the instruments of survey to students and the interview to the teacher to get more data that support the information that we got in the class observation. The results were presented in tables and graphs. This investigation is descriptive and transversal, because we are using the interviews and survey to obtain information from students and teacher that describe the problems that are affecting the development of speaking skill in students of Heroes y Martires de la Reforma in the second semester 2016.

8.2 Population

The research was conducted at Heroes y Martires de la Reforma of Masaya. In this institute there are 3,800 students in total in the morning, afternoon, night and Saturday shift. In the morning shift there are 1,500 students in total. Our research is focus in students of 11th grade where there is a population of 66 students where 40 students are men and 26 students are women that are from Heroes y Martires de la Reforma, masaya.

8.3 Sample

The sample of this research was select by a convenient method because of the availability and the speed that the data was collected and because is a method that relies on data collection from

population members who are conveniently available to participate in the study. The sample of the research was 66 students; it was all the students of the classroom, which represented the 100 % of the population. All the chosen belong to 11th grade students of Heroes y Martires de la Reforma, Masaya in the morning shift. This percentage was selected in order to get a high level of reliability of the results obtained. The sample of this research is represented by 40 men and 26 women.

8.4 instruments

These instruments were designed taking into consideration the specific objectives and variables established for the research problem found at 11th grade in Heroes y Martires de la Reforma, Masaya. To obtain information three types of instruments were designed. The instruments were interview, survey and class observation. The survey was applied to the 66 students of 11th grade, the surveys consisted in 13 closed-questions that were designed in English but applied in Spanish to get real information from students. The interview was applied to the teacher with 12 open-questions that were applied in English.

These instruments were applied in order to get information about what are the strategies that the teacher implement to develop the speaking skills. Another instrument that we used to consolidate the information obtained in the interview and in the survey was a class observation, the objective for this instrument was to determine the English speaking strategies used by the teacher and it will also support the data collected from the surveys and teacher's interview. We observed 7 sessions of the English class.

IX DISCUSSIONS OF RESULTS

In this research 66 students and one teacher were selected to provide information about the teaching strategies used by the teacher in order to determine their effects on development of the speaking skills in students of 11th grade at Heroes y Martires de la Reforma Institute in Masaya during the second semester of the morning shift 2016.

9.1 interview

The interview was applied to the teacher. The interview was made taking into account the five specific objectives

1. To analyze the training that teacher has received to develop the speaking skills in students.
2. To determine the strategies that teacher uses to teach speaking skill.
3. To identify the strategies the teacher uses to motivate the students in the class while teaching speaking.
4. To explore the attitudes that students and teacher demonstrate towards the speaking activities.
5. To determine the speaking skills that students have developed at the present.

9.1.1 specific objective 1

The questions that were related to this objective were

1. Are you currently receiving a training to teach English in order to develop the speaking skill? Explain

She was receiving training to teach English; first it was the training from TEPCE (talleres de evaluación programación y capacitación educativa) and the other that she was receiving is training from the Peace Corps which is a volunteer program run by the United States Government.

2. If you are receiving training: Can you explain what the training is about?

This training is about activities that the teacher can use to help the student to improve the skills of speaking and reading. The teacher says that the training from TEPCE is good, but it is not always about strategies since in occasions it is about how support the students with their psychological problems, also about moral values. The training from Peace Corps is about effective teaching strategies in a class.

3. What is the frequency of the training?

The training from TEPCE is one day every month and it is about teaching strategies. The training with peace corps is every Saturday. It will be for a year.

4. Do you think that the training that you are receiving is helping you to develop the speaking skill? Explain.

The training from TEPCE is not helping the teacher to improve in the teaching strategies. The training from Peace Corps is better than the training from TEPCE. She started the training just four month ago but she is improving her skills in speaking and teaching strategies.

9.1.2 Specific objective 2

The questions that were related to this objective were

1. What is the approach that you use in your English class?

The teacher said she does not follow a specific method

2. What strategies do you use in your class?

She said that she used many activities in class. Such as dialogues, group work and individual work but also said that because of the number of students it is very difficult to improve with others activities.

3. Do you think your teaching strategies develop the speaking skill? How?

She said that the teaching strategies that she used are not developing the speaking skill in students because the students are not interesting in speak the English language perfectly.

9.1.3 Specific objective 3

The questions that were related to this objective were

1. What kind of strategies do you use to motivate your students in class?

She said that with a clean classroom and been accesible with the students, she created a pleasant and relaxed atmosphere in the classroom and always recognize students' effort and celebrate their success. She said that those strategies motivate students in the class.

2. Do you think that students should be motivated when they are learning a language?

She said that motivation is what you should never miss in a class. She said that she always motivates them to learn English with a positive feedback because if they learn English they will have more opportunities in jobs.

9.1.4 Specific Objective 4

1. Do you think that you have a good relation with students? Why?

She said she has a good relationship with students. She gave them the confidence to ask any questions they have. She is always accessible with them

2. Do students feel comfortable when they are speaking in front of the class?

She said that the students almost always feel uncomfortable because when they are in front of the class they are afraid to make mistakes and that the other students will make fun of them. Another factor for which students feel insecure is because they do not know the pronunciation of some words and it makes them feel insecure when it comes to being in front of the class.

9.1.5 Specific Objective 5

1. According to your opinion what speaking sub skills do the students have developed?

She said that speaking is not the most important skill for the students but at this moment the students have develop just grammar and vocabulary.

9.2 Class observation

Based on Classroom Observation, it was observed that teacher did not start the topic with asking question of the topic. These strategies would help to teacher to know what knowledge their students have about the topic. It was observed that some students participated in oral activities but they make mistakes in pronunciation that were not corrected by the teacher. Even teacher never said positive feedback when students make mistake.

This motivational strategy that teacher did not apply in the class affected the students because they do not know their strengths and weaknesses in the English class and they do not develop speaking skill in the English. Teacher spoke in Spanish in the explanation of the lesson and activities. Also teacher rarely used repetition new vocabulary. This strategy is very essential because it help to the students improve their pronunciation and understand dialogue, conversation and presentation.

Therefore teacher used few interactive activities as a result students show little interest in the English class and the learning process is slow. The atmosphere was informal in the classroom. As a result the students were boring in the class and they did not pay attention in classroom. Other point that the observations showed us was that the teacher had not planned the class to be communicative and activities of the speaking skill.

It was observed a relatively small group of the students that allowed interaction and participation which is very important in the speaking skills. The importance of the students' classroom interaction and participation are effective strategy to develop the students speaking skill inside the classroom. Another group of students did not pay attention to the class and they did not interact with class in the activities.

9.3 Survey

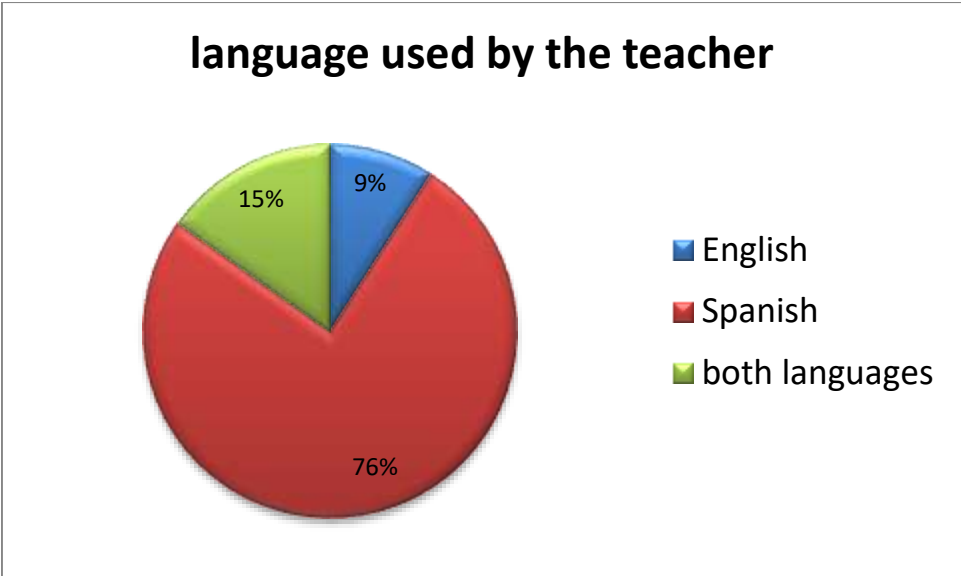
Questionnaires were applied to 66 students; the survey was designed in English but applied in Spanish to get real information from students. The survey has 4 sections according to the following specific objectives

1. To determine the approach that teacher uses to teach speaking skill.
2. To identify the strategies the teacher uses to motivate the students in the class while teaching speaking.
3. To observe the attitudes that students and teacher demonstrate towards the speaking activities.

9.3.1 teaching strategies

In order to get information about the strategies used by the teacher in the classroom the students were asked five questions

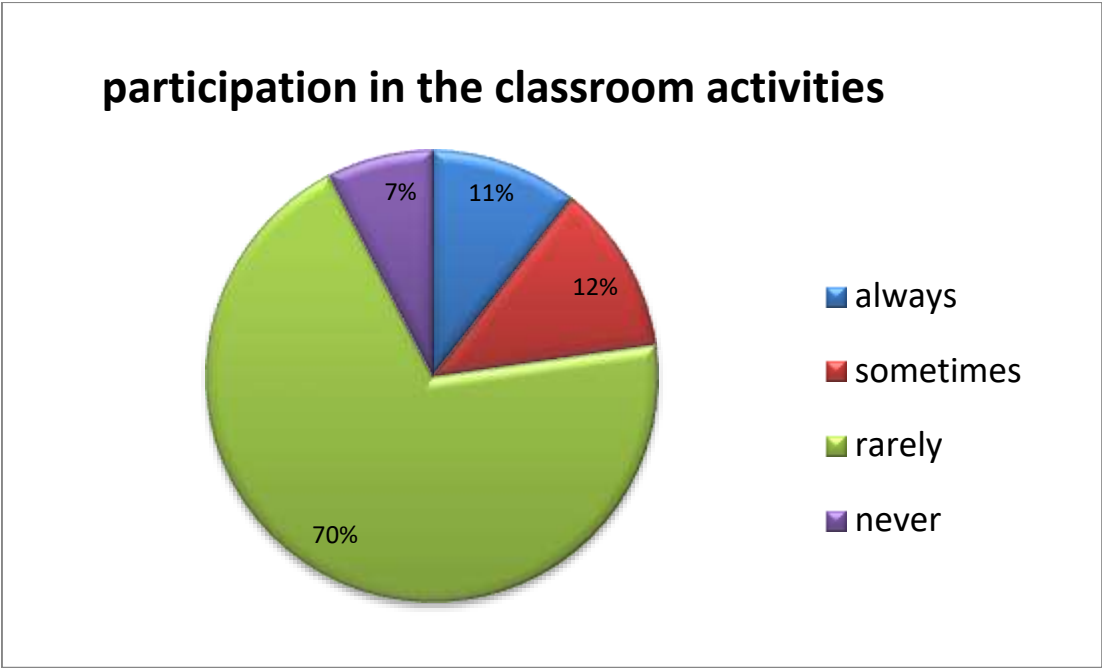
According to question 1 about what language does the teacher use in class? 50 students that represent the 76% of the students said that the teacher used Spanish to explain the class. 10 students that represent the 15% of the students said that teacher used both languages in class. And 6 students that represent the 9% of the students said that teacher used English to explain the class. (See graph 1). This means that teacher used more the Spanish language in the classroom. One important teaching strategy to develop speaking skill in the students is the use of target language in this case is the use of English.



Graph.1 the language that teacher used in the classroom

The graph 1 shows that the teacher uses English very little to direct the class, which is represented by 9% of students who said that the teacher uses English in classes. Since 76% of the students said that the teacher uses Spanish in the English class.

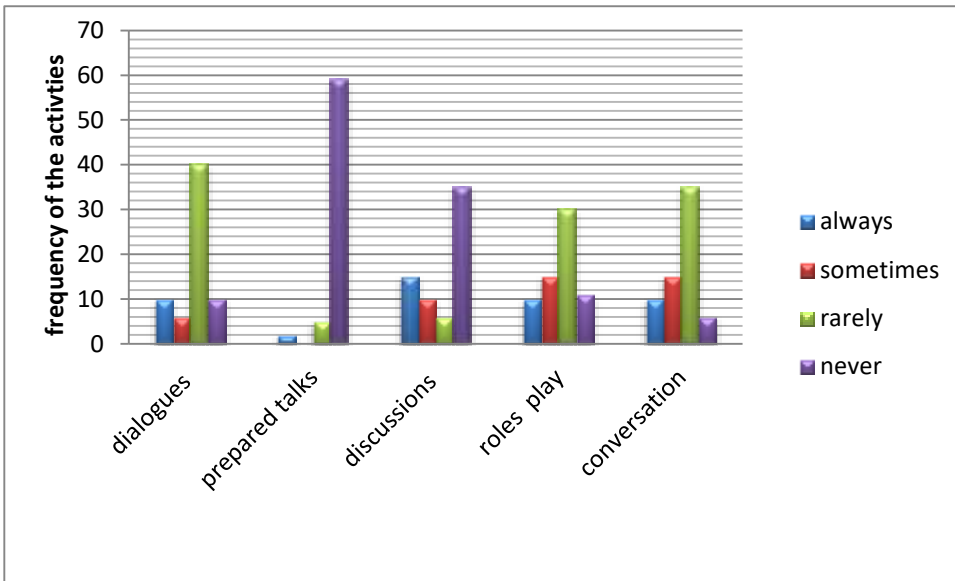
According to question 2 about the participation in English class activities? 46 students that represent the 70% of the students said that the teacher rarely makes them participate in the class. 8 students that represent the 12 % of the students said that sometimes they participate in class. 7 students that represent the 11 % of the students said that the teacher always gives opportunity to participate in the activities. And 5 students that represent the 7 % of the students said that they never participate in the activities in class.(see graph 2)



Graph 2 frequency of participation in activities

The graph 2 shows that the majority of the students rarely participate in the activities. Also there is a percent of 7 that said that never participate in class. Furthermore in the English class was observed that the teacher did not ask to the students for participation.

According to question 3 about the frequency with the teacher performs the activities of dialogues, debates, discussion, role plays and conversations

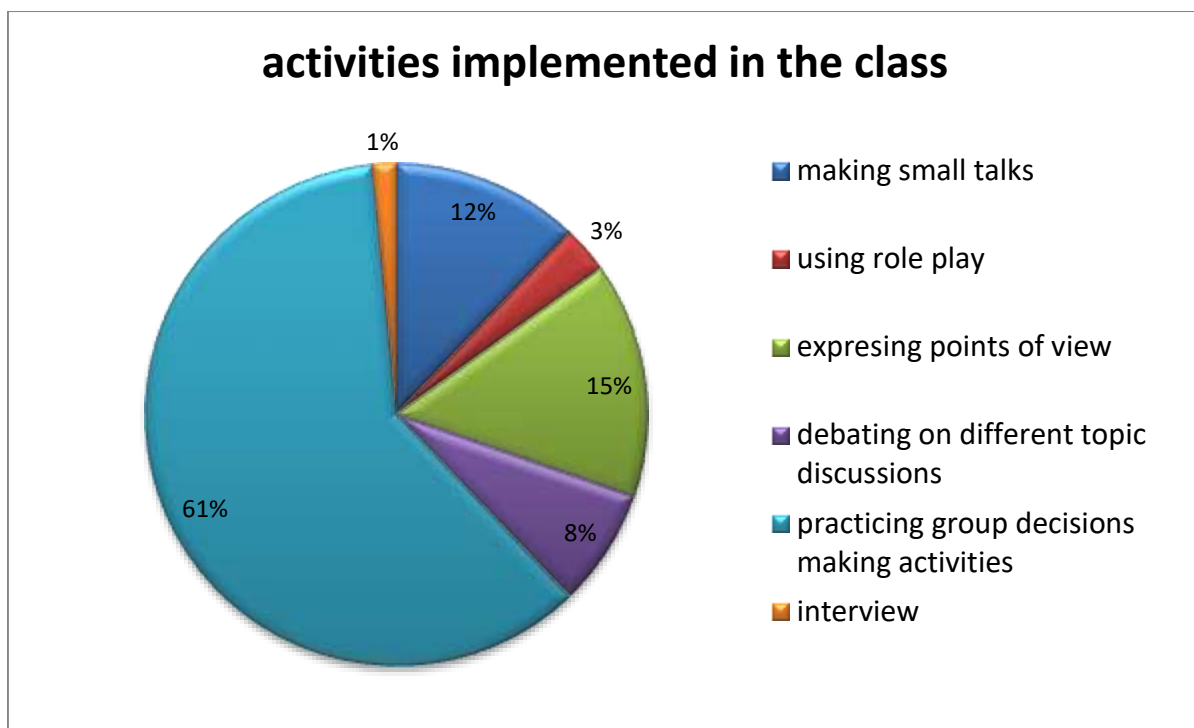


Graph 3 frequencies of activities in class

According to the results of this survey. The students were asked about the frequency of the activities. In the dialogues 40 students that represent the 61% of the students said that the teacher rarely introduce dialogues as activity. In debate 59 students that represent the 89% of students said that the teacher never conducts prepared talks activities. In discussion 35 of students that represent the 53% of the students said that the teacher never implements discussions activities. In roles play 30 students that represent the 45% of the students said that the teacher rarely use the roles play as a activities in class.

In conversation 35 students that represent the 53% of the students said that the teacher rarely introduce a conversation in the class. The activities to develop speaking skills such as dialogues, debate, discussions, roles play and conversation are not frequently use in the class .(see graph 3)

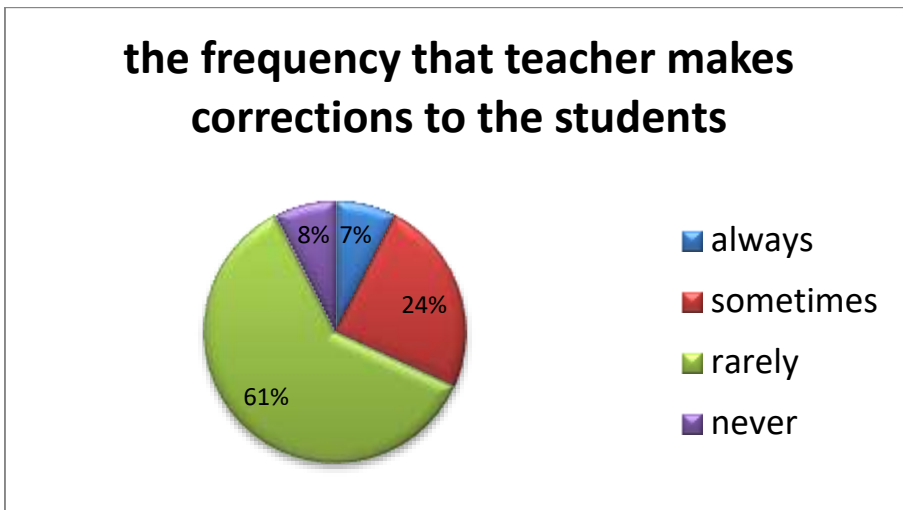
According to question 4 about what are the activities that the teacher implements in class? 8 students that represent the 12% of the students said that teacher used small talks as a activity in class. 2 students that represent the 3% of the students said that teacher uses roles play as a activity in class. 10 students that represent the 15% of the students said that the teacher ask for their points of view in activities. 5 students that represent the 8 % of the students said that the teacher implement debating on different topics discussion. 40 of students that represent the 61% of the students said that teacher implement activities of practicing groups decisions. 1 student that represents the 2% of the students said that teacher used interview as a activity in the classroom. (see graph 4)



Graph 4 the activities that the teacher implement in the class.

The graph 4 shows the activities that teacher implements in the classroom. The majority of the students said that teacher implemented the activity of group work most of the time. According to what the teacher said that there are others activities take too much time, another reason is the amount of students in the classroom.

According to question 5 to know the frequency that teacher corrects the student's mistakes. 5 students that represent the 8% of the students said that teacher always correct if the student said something wrong. 16 students that represent the 24% said that the teacher sometimes correct the students if they said something wrong. 40 students that represent the 61% of the students said that is rarely the times that teacher correct the mistakes in speaking. 5 students that represent the 8% said that teacher never correct when they said something wrong.(see graph 5)



Graph 5 the frequency that teacher makes corrections if students said something wrong

In this graph 5 it is demonstrated that the teacher rarely makes corrections if students said something wrong. Also some students said that the teacher does not correct if they say something wrong because it is not frequently that students speak in English.

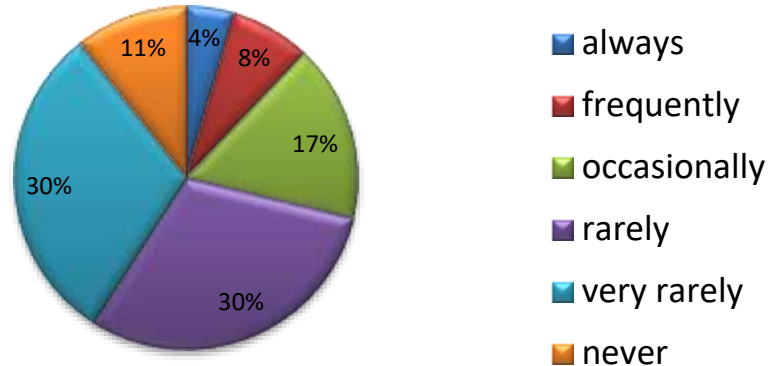
In the section about teaching strategies were asked 3 questions to the students. The information obtained indicates that the teacher does not use many teaching strategies and most of the students say that activities such as prepared talks, dialogues and roles play are rarely used by the teacher. The teacher rarely makes correction if students say something wrong. That is because the students do not use the target language to speak so there is not and correction to do. In conclusion the teacher does not allow the participation of students in the activities. Students also agree to the teacher uses the language of Spanish to teach the class.

9.3.2 Motivational strategies

According to question 6 about the frequency that teacher motivates the students to participate in oral activities. 3 students that represent the 5% of the students said that teacher always motivates the students to participate in class. 5 students that represent the 8% of the students said that is frequently that the teacher motivates them in the class. 11 students that represent the 17 % of the students said that occasionally the teacher motivates the students to participate in orals activities. 20 students that represent the 30% of the students said that is rarely that the teacher motivates students to participate in class.

Another 20 students that represent 30% of the students said that is very rarely that teacher motivates them to participate in the orals activities. 7 students that represent the 11% said that teacher never motivates them to participate in the class.(see graph 6)

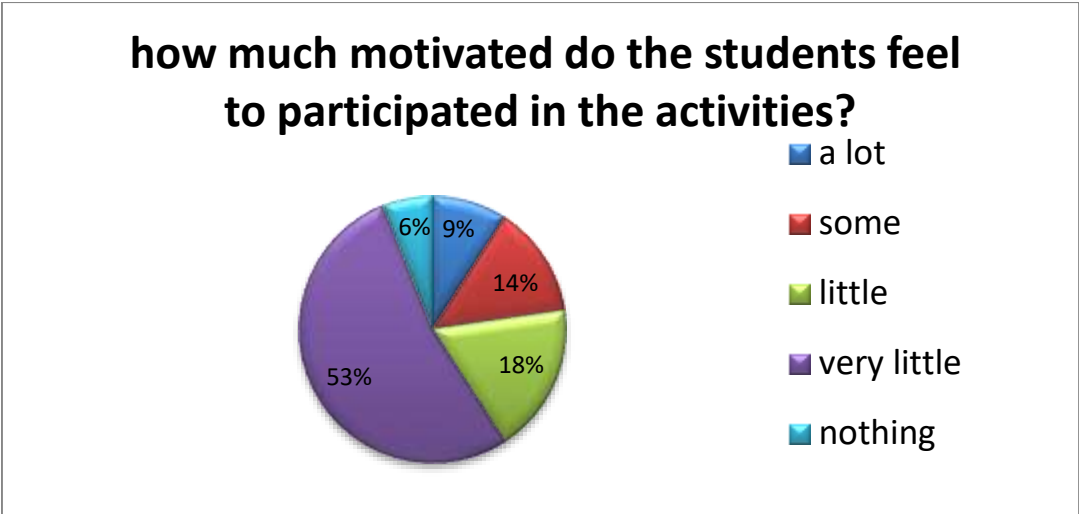
how frequently the teacher motivate the students to participate in activities



Graph 6 frequency that teacher motivates students to participate in the oral activities

Graph 6 is the representation of frequency of motivation shows that teacher do not always motivate the students to participate in the activities. The majority of the students said that the teacher rarely and very rarely motivate then to participate in the activities.

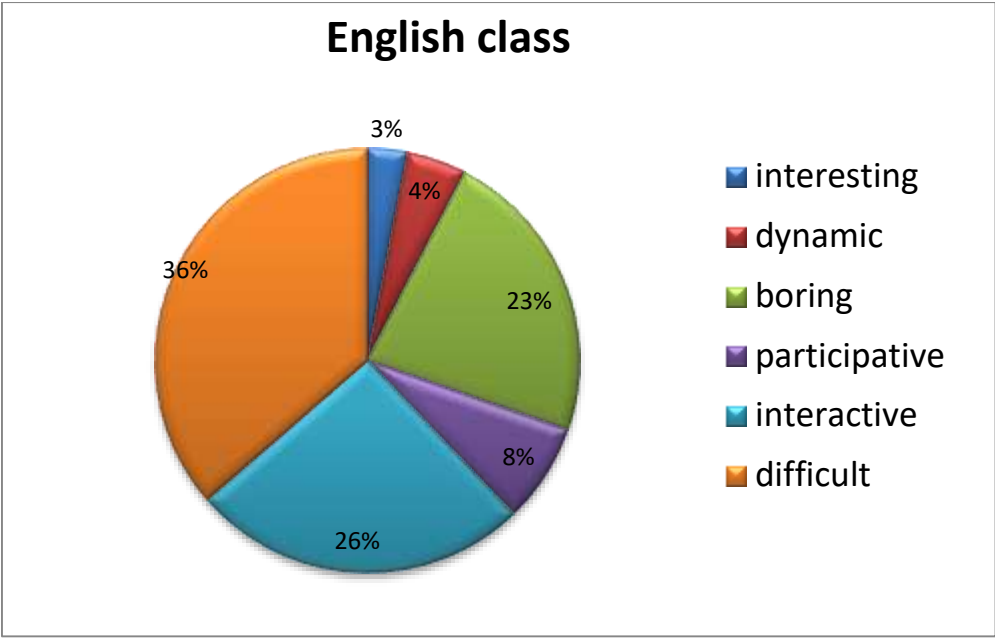
According to graph 7 about how much motivated do the students feel to participate in class? 6 students that represent 9% of the students said that they feel a lot of motivation to participate in the class. 9 students that represent the 14% of the students said that they feel some motivation to participate in activities. 12 students that represent the 18 % of the students said that they feel little motivation to participate in the class activities. 35 students that represent the 53% of the students said that they feel very little motivation to participate in the activities. 4 students that represent the 6% of the students said that they do not feel motivation to participate in the activities.(see graph 7)



Graph 7 how much motivated do the students feel to participate in the activities

Graph 7 shows that the students do not feel a lot of motivation, the majority of the students feel little and very little motivation to participate in the class. Also there is a percent of students that do not feel motivation at all. This shows that there is a problem with the teacher strategies of motivation.

According to question 8 about how the students consider the English class. 2 students that represent the 3% of the students say that the English class is interesting. 3 students that represent the 4% of the students said that the English class is dynamic. 15 students that represent 23% of the students said that the English class is boring. 5 students that represent the 8% of the students said that the English class is interesting. 17 students that represent 26% of the students said that the English class is interactive. 24 students that represent 36% of the students said that the English class is difficult to understand. (see graph 8)



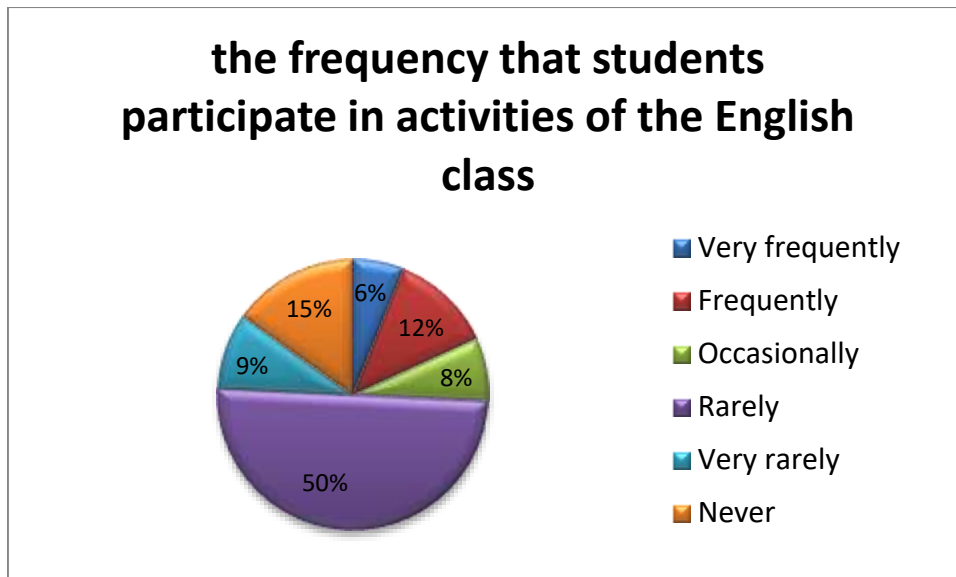
Graph 8 how the students consider the English class

This graph 8 shows that the majority of the students consider this class is difficult to understand. Also there is a percent that think that the class is boring. The teacher used few motivational strategies as a result students show little interest in the English class and the learning process is slower.

In this section about motivation the students said that they feel that there is not enough motivation to receive the English class. Students said that the teacher this English class is regular and boring some times and that is because the teacher is not using the correct strategies to get the students interest.

9.3.3 Teacher and Students Attitudes

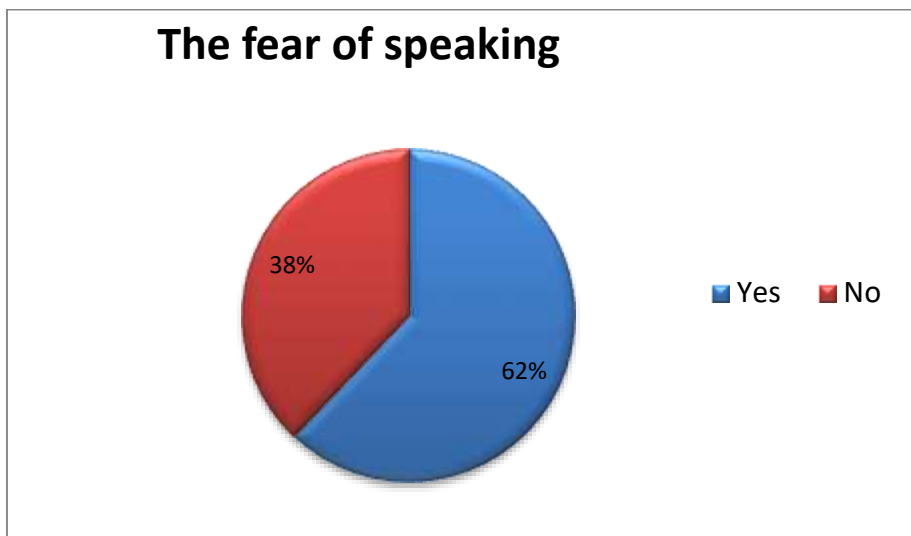
According to question 9 about the frequency that students participate in the activities of the English. 4 students that represent the 6% they claimed that is very frequently that they participate in the activities in class. 5 students that represent the 8% of the students answered that they occasionally participate in the activities. 6 students that represent the 9% said that is very rarely their participation in class. 8 students that represent the 12% confirmed that they frequently participate in English class. 10 students that represent 15% said that they never participate in class. 33 students that represent the 50% claimed that they rarely participate in the activities of the English class. (See graph 9)



Graph 9 the frequency of participation in activities of the English class

Graph 9 shows that the 50% of the students rarely participate in the activities of the English class while only 15% said that they never have participation in class. When we observed the English class the teacher did not apply activities that encourage student participation.

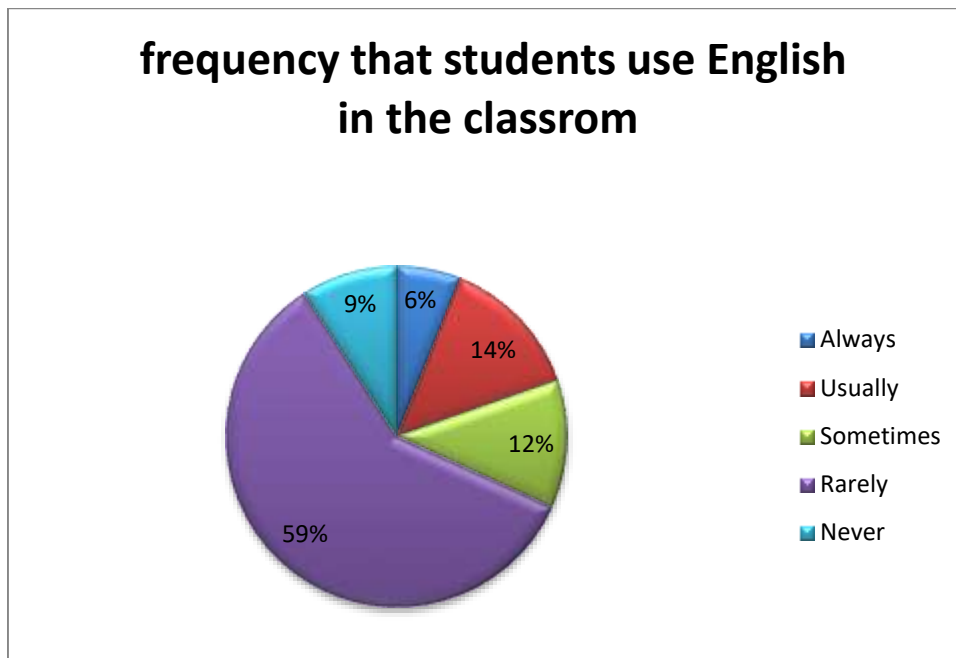
According to question 10 If students feel afraid to speaking English in front of the class, 25 students that represent the 38 % of the students do not feel afraid to speak English in the classroom. 41 students that represent the 62 % confirmed that they feel afraid to speak in English in front of the class. (See graph 10)



Graph 10 the frequency of participation in activities of the English class

The graph 10 shows that there are 62% of the students feel afraid to speak while only 38 % said that they do not feel afraid to speak English in class. The majority of the students do not feel confidence when they are speaking because they do not practice and pay attention to the class said the teacher. .

According to question 11 about how frequently do students use English in the classroom? 4 students that represent the 6% of the students said that they always use English in the classroom. 6 students that represent 9% of the students claimed that they never use English in the class. 8 students that represent 12 % of the students answered that they sometimes use English in the classroom. 9 students that represent 14% said that they usually use English in the class. 39 students that represent 59% confirmed that they rarely use English. (See graph 11)

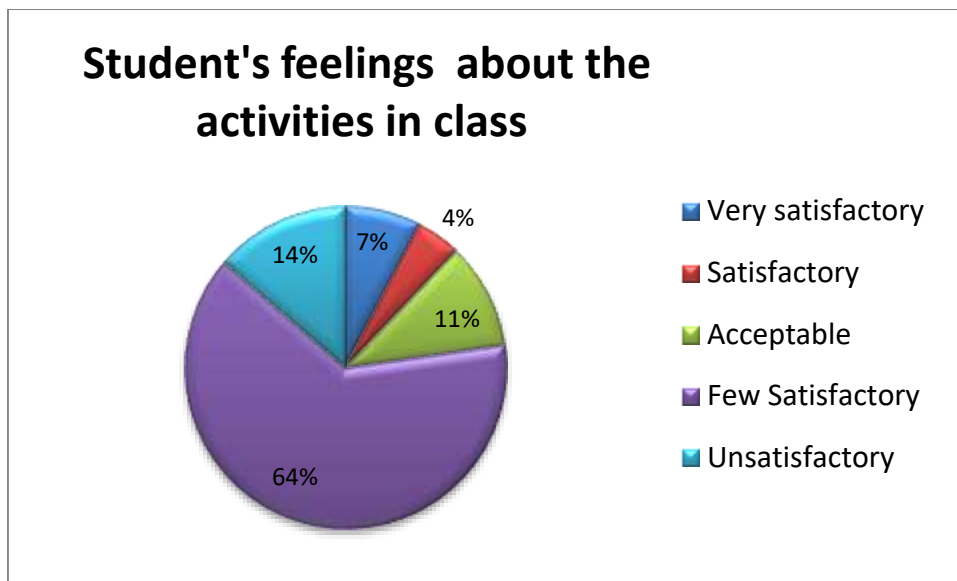


Graph 11 The frequently that students use English in the class

Graph 11 shows the students rarely use English in the classroom such 6% of the students always use English. This shows that teacher does not apply strategies that encourage students to speak English frequently in the classroom.

According to graph 12 about how the students feel in the English activities. 3 students that represent 4% of the students said that the activities are satisfactory in class English. 5 students that represent the 8% of the students claimed that the activities are very satisfactory. 7 students

that represent the 11 % of the students said that the activities are acceptable in English class. 9 students that represent the 14% of the students confirmed that the activities are unsatisfactory in the class. 42 students that represent the 64 % of the students said that the activities are few satisfactory in the English class. (See graph 13)



Graph 12 The activities in the English class

Graph 12 shows the majority of the students feel that the activities are few satisfactory. That's means that the students were not enjoying the class, consequently the students are not developing the speaking skill. Only 7% of the students feel that the activities are very satisfactory in the classroom. The students feel boring in the class.

X CONCLUSION

After having analyzed the results of instruments that were applied, it was found that the inadequate teacher training, the little motivation and the used of ineffective strategies for teaching speaking are contributing that students of eleventh grade at Heroes y Martires de la Reforma of Masaya have not developed the basic speaking skill. In the observations of the classes it was found the little used of teaching strategies in the English class.

The teacher showed little knowledge about teaching strategies because in the class it was observed the used of just one strategy and it was grupal work. This is one of the reasons that the students did not develop the speaking skill. In the survey the students agreed that the teacher uses very little activities in which they participate talking, those activities are not frequently performed. Another point that the students emphasized was that teacher does not make many corrections when they speak English because the students do not really practice English in the classroom; this point was confirmed in the class observation. It was observed the use of Spanish in the class and the little participation of the students in the activities.

Another important point that was analyzed in this research was the training that the teacher has received to develop the speaking skill in students. In an interview the teacher said that she receives a monthly training by MINED but this training is not focused in the developing of speaking skill, she also said that she is starting a training implemented by peace of corps is a volunteer program run by the United States government.this training will help her in the future because she will implement new teaching strategies about speaking in the students.

The lack of motivation is another factor that affects the development of English speaking skill. In the survey that the students responded revealed that the teacher rarely motivates the students, the

teacher rarely motivates students to participate in oral activities, it was observed the lack used of positive phrases to make the students feel confident to participate. The fact that the teacher does not present an attractive class for the students without interactive teaching strategies and the lack of motivation of teacher towards the students leads to the students feel that the English class is boring as demonstrated in the survey they answered where most of the students said that English class was difficult to understand and another significant percentage said it was boring.

Another consequence is that students rarely participate in class. Since the majority of the student population is afraid of speaking in front of the class and does not use the English language either inside or outside the classroom. It can be said that according to the interview with the teacher, the survey that the students answered and the class observation, eleventh grade students have not developed of the sub-skill of speaking in the present.

Finally, based on the results it can be concluded that the hypothesis in this study has been accepted since it reveals that the information there is true since the English teacher of eleventh grade students of the Institute Heroes and Martires de la Reforma, Masaya. It was found serious problems in the development of teaching strategies in English, also very little training about the teaching strategies. It also confirmed that the little of motivation leads to negative attitudes in students. Therefore, they fail to develop the Basic English speaking skill.

XI RECOMMENDATIONS

Based on the analysis of the results there were found the factors that are affecting the development of English speaking skill in students of eleventh grade at Heroes y Martires de la Reforma, Masaya , the following recommendations were presented with the purpose of improving teaching strategies that can be used for the successful development of speaking skill in students.

1. The teacher has to implement more interactive strategies in the classroom like: Discussion, Role Play and Simulation, Interviews, Reporting, Dialogues that develop the speaking skill in students.
2. Make use of the target language in the class. The teacher has to use the English language to explain the subject and exercises. The instructions should be simple and clear. The more students speak with the teacher in the foreign language the more the students get familiarized with this new language. It is necessary some instructions can be made in the native language to clarify any doubts in the students.
3. The teacher needs to be accesible with the students and make a pleasant atmosphere in the classroom so that students do not hesitate to participate in oral activities. The teacher has to increase the confidence of the student being accesible to answer any questions or doubts of the students.

4. It is vital that the teacher gives positive feedback that encourages the active participation of the students during the class.

5. The teacher can offer small incentives to the students to make a fun learning process and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student; Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

6. Teacher has to make use of motivational strategies like provide an enjoyable and inspirational classroom ambience with a clean and tidy classroom and Providing motivational feedback to the students making use of some phrases like: well done!!, is a good answer!!!, that is correct!!!! , you are doing better!!!..

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XIII

ANNEXES

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA



DEPARTMENT OF ENGLISH

Class observation

Teacher's name:

Shift:

Grade:

Institute:

Question	always	sometimes	rarely	never
Training teacher				
Does the teacher explain the topic clearly?				
Does the teacher use the target language?				
Does the teacher use the time appropriately?				
Does the teacher demonstrate an appropriate balance of teacher talking time and the students talking time?				
Teaching strategies				
Does the teacher use words and expressions according to the student's levels?				
Does the teacher use appropriate materials for the class?				
Does the teacher provide clear and appropriate instruction for activities in class?				
Does the teacher check if students are working in the class?				
Strategies of motivation				
Does the teacher give opportunity to the students to participate in the speaking activities?				
Does the teacher stimulate student's response?				
Does the teacher give positive feedback to the students?				
Does the teacher recognize the mistakes and constructively				

to facilitate the learning process?				
Students and teacher attitudes				
Do students show interest in the class?				
How do students feel in speaking activities?				
Does the teacher show dynamics and enthusiasm?				
Is knowledge relevant and interesting for students?				
Speaking skills				
Does the teacher introduce new vocabulary?				
Do students use the new vocabulary in front of the class?				
Do students use correct grammar?				
Do students use an appropriate pronunciation?				
Do students give relevant and appropriate answers that are relate to the topic?				

- 3) Con que frecuencia la profesora de inglés utiliza las siguientes actividades en clase?
Coloca una X en las casillas que usted crea es correcta

	siempre	Raras veces	raramente	nunca
Dialogo				
Platicas preparadas				
Discusiones				
Juegos de roles				
conversación				

- 4) Que actividades realiza el profesor en la clase de inglés?

Encierre todo lo que aplique

- | | |
|-----------------------|-----------------------|
| a) Diálogos | d) Conversación |
| b) Discusiones | e) Debate |
| c) Trabajos de grupos | f) Trabajo en parejas |

- 5) el profesor hace correcciones cuando te equivocas al hablar en ingles?

- a) Siempre
- b) A veces
- c) Raras veces
- d) nunca

Estrategias de motivación

- 6) Con que frecuencia te sientes motivado a participar en las actividades orales?

- | | |
|-------------------|------------------|
| a) Siempre | d) Raramente |
| b) Muy frecuente | e) Muy raramente |
| c) Ocasionalmente | f) nunca |

- 7) Cuan motivado te sientes a participar?

- | | |
|-------------|---------|
| a) Mucho | e) nada |
| b) no mucho | |
| c) Poco | |
| d) muy poco | |

- 8) Consideras que la clase de Inglés es: Encierra las que consideres correcta

- | | | |
|----------------|------------------|--------------------------|
| a) Interesante | d) Participativa | f) dificil de comprender |
| b) Dinámica | e) interactiva | |
| c) Aburrida | | |

▪ **Actitudes del maestro y del estudiante**

9) ¿con que frecuencia Participas en las actividades de la clase de inglés?

- | | |
|-------------------|------------------|
| a) Muy frecuente | d) Raramente |
| b) Frecuentemente | e) Muy raramente |
| c) Ocasionalmente | f) Nunca |

10) ¿te da miedo hablar en inglés frente a la clase?

- | | |
|-------|-------|
| a) Si | b) No |
|-------|-------|
- Por que _____

11) ¿con que frecuencias usas el inglés en clase?

- | | |
|------------------|--------------|
| a) Siempre | d) Raramente |
| b) Usualmente | e) nunca |
| c) Algunas veces | |

12) Como te sientes durante las actividades en la clase de inglés?

- a) Muy Satisfecho
- b) Satisfecho
- c) Aceptable
- d) Poco satisfecho
- e) insatisfecho

Universidad Nacional Autónoma de Nicaragua

UNAN-MANAGUA



DEPARTMENT OF ENGLISH

Teacher's name:

Shift:

Grade:

Institute:

Dear teacher the objective of this interview is to get information about the strategies that you use to teach speaking skill at Heroes y Martires de la Reforma, Masaya.

Interview

General data

Interview

Age:

gender:

Teacher training

1. Are you currently receiving a training to teach English? Explain
2. If you are receiving training: Can you explain what the training is about?
3. What is the frequency of the training?
4. Do you think that the training that you are receiving is helping you in your class? Explain.

Teaching strategies for speaking

1. What is the approach that you use in your English class?
2. What strategies do you use in your class?
3. Do you think your teaching strategies develop the speaking skill? How?

Motivation strategies

1. What kind of strategies do you use to motivate your students in class?
2. Do you think that students should be motivated when they are learning a language?

Teacher and students attitudes

1. Do you think that you have a good relation with students? Why?
2. Do students feel comfortable when they are speaking in front of the class?

Speaking skill

1. According to your opinion what speaking skills do the students have developed at the present? explain

PICTURES



PICTURES





CHRONOGRAM

	August	September	October	November	December
Problem Sub-problem	Aug. 3rd				
Theme, topic, General objective, Specific objectives		Sept 17th			
Historical background		Sept 24th			
Theories			Oct 1th to Oct 8th		
Methodological design, hypothesis, guiding, population, sample, instrument, procedures			Oct 15th		
Instruments, survey guiding, Question for interview application, gather information			Oct 22th		
Analysis and interpretation of results or finding / recommendation			Oct 29 th	Nov 5 th	
Preparing monographs (3 copies)				Nov 12 th	
Defense of monographs					Dec 12 th to Dec 19 th