# National Autonomous University of Nicaragua.

## FAREM – MATAGALPA

## Graduation seminar



### THEME

Methodological strategies of the basic English skills applied in the Curricular Transformation in the teaching-learning process in Matagalpa and Jinotega, during the second semester 2010.

### SUBTHEME

The role of the students according to the New Curricular Transformation in activities related to the speaking skill of English as a foreign language in the ninth grade of the Public School José Dolores Estrada of Pueblo Nuevo-Jinotega, during the second semester 2010.

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Appendices

# DEDICATION

This seminar is dedicated firstly to God, because he is who guides our steps each day and also he gave us the wisdom to finish our seminar.

To all people who have been part of our educational process during these five years.

To our beloved family, teachers, friends and people who have helped us in the acquisition of our goals.

# ACKNOWLEDGMENTS

First of all, we would like to express our appreciation to all students of ninth grade of the Public School José Dolores Estrada of the community of Pueblo Nuevo-Jinotega who have been part of this seminar.

Our thanks to the following PEACE CORPS volunteers whose comments were of great value in the development of our graduation seminar Anjie Price and Melissa Culkin.

Additionally, we thank Jinotegan English teachers who shared their valuable experiences with us.

We would also like to extend our appreciation to our families for their support, love and patience. Our heartfelt thanks.

# PROFESSOR'S VALUATION

It is a compromise and a responsibility for students of English Major at UNAN-FAREM Matagalpa to investigate the problems that are affecting the English Teaching and Learning process. For this reason the members of this Graduation Seminar decided to focus their research in the topic "**Methodological Strategies of the Basic English Skills Applied in the Curricular Transformation in the Teaching and Learning Process in Matagalpa and Jinotega, during the Second Semester 2010**."

The focus of the Curricular Transformation is based in the Communicative Approach since it makes emphasis in the communication; therefore teachers should develop their classes so that at the end of high school students demonstrate they are competent enough to produce the language in a real context and communicatively.

As tutor of the seminar "**The role of the students in activities related to the speaking Skill of English as a foreign language in the 9th. Grade students of the Public School José Dolores Estrada, Pueblo Nuevo- Jinotega during the Second Semester 2010**", I consider that it fulfils with the objectives and the requirements of a Graduation seminar, therefore it is ready to be defended.

———————————————
Licenciada Ligia Pineda Ruiz
Tutor

# SUMMARY

The Nicaraguan educative system has experienced a big change with the implementation of the New Curricular Transformation which takes aim at finding better and effective ways of teaching, in order to improve the acquisition and application of the basic English skills which are acquired through the teaching - learning process of English. For this reason it has been important to analyze the role of the students in activities related to the speaking skill, because developing the speaking skill is the main goal of the communicative competence. Another essential aspect is related to motivation, since it is the key to perform the basic English skills, especially the speaking skill.

This research shows how to achieve the communicative approach. It has been elaborated through a process of researches and analysis, taking into account how to teach speaking, which is based on the communicative competence in the teaching-learning process of English. It also makes emphasis on motivational process such as intrinsic and extrinsic motivation, as well as speaking activities, in relation to the students' and teachers' roles in the execution of them.

Additionally, through its process of study, it guides to describe that.

- The role of the students in activities related to the speaking skill is focused on guaranteeing their own learning process. They have to be monitors, as well as active participants because they have to be the center of the teaching and learning process in order to create a cooperative learning especially in speaking activities because learning is acquired individually.

# INTRODUCTION

The educative process of English as a foreign language has to be associated with a good development of basic English skills which are suggested in the New Curricular Transformation guiding teachers and students to new educative ways with respect to the teaching and learning process.

The study of this research is focused on the Public School José Dolores Estrada, which is located in the community of Pueblo Nuevo-Jinotega, at twenty-five kilometers. It is centered in the secondary education, especially in English as a foreign language, in order to analyze the role of the students according to the New Curricular Transformation in activities related to the speaking skill. The empirical method to obtain information was based on different research resources such as surveys, interviews and a guide of observation (See appendices 06, 07, 08 and 09). These research resources were of a great value because through them this research shows knowledge and results that only can be collected through the experience of those involved in this study.

It is important to make emphasis in the analysis and synthesis of information that supported its development, inferring and deducing information that was available for making decisions to improve little by little the presented problem. Further, it was bolstered for different kinds of methods with the aim of obtaining procedures and results to achieve its purposes.

- Inductive method: using particular facts and examples to perform general rules and principles.

- Deductive method: using knowledge about things that are generally true in order to think about and understand particular situations.

- Systematic method: done according to a plan previously elaborated with the aim of giving conclusions to each variable assessed.

- Descriptive method: describing the theory with the reality.

- Qualitative - quantitative method: assessing the variables, giving percentages as for variables assessed.

The student population was composed of students of the Public School José Dolores Estrada; the sample selected at random was thirty-seven students. The development process of the following research was focused on a qualitative and quantitative analysis, it took into account variables such as the New Curricular Transformation, speaking skill, as well as speaking activities.

# JUSTIFICATION

The articles that appear in the following seminar reflect the role of the students according to the New Curricular Transformation in activities related to the speaking skill of English as a foreign language in the ninth grade of the Public School José Dolores Estrada of Pueblo Nuevo-Jinotega, during the second semester 2010. Each issue of it is related to methodological strategies, relating what the New Curricular Transformation suggests with the reality of the teaching-learning process of the ninth grade aforementioned.

The following pages provide information about the communicative approach of the New Curricular Transformation established by the Ministry of Education of Nicaragua, skillful speaking activities, as well as the importance of the intrinsic and extrinsic motivation. Additionally, each subheading provides interesting information which is helpful to analyze the role of the students according to the New Curricular Transformation in activities related to the speaking skill of English as a foreign language. It helps to understand the importance of speaking, appraising, determining and establishing ways of overcoming the difficulties of the students with respect to the development of the speaking skill of English.

In addition, it is important to mentioned that this research is of great help for students and teacher involved in this study, as well as for readers, because through it readers will analyze and understand the necessity of strengthening the students' performance with respect to the communicative approach, because it is a way to develop and demonstrate skills of comprehension and speaking which will be used to solve problems through communicative situations. Thus, the speaking skill as a way of communication demands acquiring a variety of strategies and understanding with the purpose of improving the oral interaction. In that way, it will contribute to an easy acquisition of knowledge, as well as to the development of reflexive and critical thought, developing their own learning strategies, emphasizing in the study, experience, participation and application.

# GENERAL OBJECTIVE

To analyze the role of the students according to the New Curricular Transformation in activities related to the speaking skill of English as a foreign language in the ninth grade of the Public School José Dolores Estrada of Pueblo Nuevo-Jinotega, during the second semester 2010.

# SPECIFIC OBJECTIVES

1) To appraise the communicative approach of the New Curricular Transformation of English as a foreign language.

2) To determine characteristics of a skillful speaking activity as important components in the development of the speaking skill.

3) To establish the importance of the intrinsic and extrinsic motivation, in order to guarantee a satisfactory development of the speaking skill.

4) To describe the role of the students in activities related with the development of the speaking skill.

# DEVELOPMENT

## A. Communicative approach in the new curricular transformation.

Recently, the Nicaraguan educative system has been experiencing constantly changes. These changes have contributed to developing better teaching opportunities in the educative field.

According to the Nicaraguan New Curricular Transformation, one of its fundamental purposes is "to support the pedagogical labor, making the lesson planning easy for obtaining successful results in the classroom, in agreement with teachers' experiences, students' characteristics by taking into account didactic resources" (Canelo Castillo & Acevedo Urroz, 2009). It is considered that the pedagogical labor is based on how to teach, contributing to the development of abilities, such as: speaking, writing, listening and reading (See appendix 01), as well as scientific and pedagogical knowledge. Such abilities depend on classroom activities which involve student participation, improving self-confidence in order to guarantee an optimum level of the communicative skill, and consequently a satisfactory learning process. If the communicative approach of English as a foreign language guides teachers to create competence, it is important to appraise the teachers' experiences in the teaching process of English language. These experiences permit them to establish successful results which must be achieved through students' characteristics and didactic resources. In addition, it will make easier the acceptance of learning a new language.

It is well known that "the communicative approach in the new curricular transformation guides to the development of communicative, linguistic and sociolinguistic skills, as well as artistic. It contributes to a logical, critical and creative knowledge which are gained through education, to the acquisition of procedures, in order to develop skills for students' self-learning" (Canelo Castillo & Acevedo Urroz, 2009).It is believed that the linguistic and sociolinguistic skills permit an optimum study of a language; moreover it is important to mention that in the learning process of English, the speaking skill is gained or acquired through a constant education which is based on the experience of those that teach a new language.

This idea supplied by Canelo Castillo & Acevedo Urroz is associated with improving students' performance in speaking, because it has taught that through a good teaching of linguistic knowledge students will be able to overcome barriers that prevent the development of their speaking skill, as a result of that, it will contribute to a logical, critical and creative knowledge, to a logical knowledge because of learners' ideas or facts will be based on other true ideas or facts, being able to follow rules established in the English language. Through a critical understanding learners will be able to express opinions about good and bad qualities in different situations, but using a new way of sending information in an oral way, the English language.

According to the New Curricular Transformation the communicative approach permits students to establish their self-learning, facing new challenges in order to be able to interact in different fields: social, cultural, political, economic, religious and others. In that way the secondary education, part of the basic education, considers to develop the students' linguistics bases, familiarizing them with the components of English as a foreign language.

"It is important to bear in mind that the communication is an inherent need of human beings" (Oviedo & Guillen, 2009). People have to be able to give responses to all events, being helped by a new way of communication in which they can adapt their thoughts to different circumstances. For example, giving and asking information, giving opinions, suggestions, etc. This communicative attitude not only has to be based on how to say something, but also in knowing when, where, why and to whom, including the visual and gestures. It is said that it is inherent, because nobody can prevent the need of communicating something, that is to say, it is an inherent need from birth which could be executed using the target language.

The document Paradigms and Pedagogical Approaches of the New Curricular Transformation establishes that "the linguistic knowledge includes the capacity of realizing an appropriate communication in a determinate situation" (Oviedo & Guillen, 2009). The development of the communicative competence means to develop linguistic abilities which give opportunities to develop sociocultural and intercultural ideas. It is well known that in Nicaragua the English language is very necessary in different fields of study: science, technology, tourism, telecommunications, as well as in the industrial field, etc. All these

fields depend on the study of English, obtaining benefits in the competitive field. It is related with the communicative approach which helps individuals to give opinions through their experiences and experiments, developing a critical knowledge and different points of view.

### 1. Communicative competence.

Oviedo and Guillen point out that "the analysis of English language teaching (ELT) methodology reveals that achieving communicative competence in a second language involves not only knowing the grammatical rules of a language, but also knowing how to use the language in an appropriate way" (Oviedo & Guillen, 2009). This requires more than mere knowledge of English grammar and vocabulary; it requires skills in how to use English in communicative situations. For example, a person with communicative competence will know how to do things in English such as: making a purchase, asking for directions, persuading someone, expressing personal feelings and so on. Thus, the communicative competence is the goal of learning a language.

According to the information supplied by seven teachers interviewed (See appendix 06). One hundred percent of them expressed that the New Curricular Transformation helps to create  communicative competence, but it is based on how to organize what students have to learn, through effective methods and strategies, but above all taking into account appropriate activities in order to contribute to increase the students' interest, but sometimes it is complicated because not all students have a positive vision of how important is to learn a new language; therefore teachers have to act more than parents, they have to be friends, focusing on promoting and developing students' skill in a communicative way.

Communicative competence expects to break up paradigms, as well as rote learning. It is orientated to new ways of learning and teaching, focusing on students' intelligences, their talents and interests, promoting autonomy, creativity and changes in how to act, how to think and how to interact with others; furthermore it orients knowledge toward life, work and harmony. For this and others reasons MINED has adopted a New Curricular Transformation centered on individuals, organized in competences, and subjects, with pedagogic purposes and active teaching and learning methods.

Thus, the communicative approach and communicative competence of the Basic New Curricular are based on EFL; therefore, communicative competence could be developed in an oral or written way. For these reasons, it is important to study the following aspects established in the document Paradigms and Pedagogical Approaches of the New Curricular Transformation.

- Oral communication

- Written communication

- Grammatical competence

- Discourse competence

- Sociolinguistic competence

### 1.1 Oral communication

The document Paradigms and Pedagogical Approaches of the New Curricular Transformation establishes that "the communication takes into account the oral expression (speaking), as well as the comprehension (listening)" (Oviedo & Guillen, 2009). It is said that the oral expression is associated with self-confidence, because it guides people to have a good quality in their speaking. Good English teaching must take into account self-confidence, because not all learners of English language feel sure when they try to give opinions. Self-confidence is important in the learning process of English, so teachers have to know how to deal with students who present lack of self-confidence; in this process it is important to promote personal values in order to achieve a quality teaching experience. It is impossible to forget that a high quality of speaking is related with a high quality of listening. It guides to one of the first steps to obtain a good development of speaking, taking into account the listening process. The listening process permits learners to have opportunities to organize their ideas, because it is a way to give and send information. A guide of observation and interviews applied to the English teachers (See appendices 06 and 09) demonstrates that most of the time students feel nervous because of different factors

that affect their self-confidence, as a result of that it causes poor learning about what they need to learn. For example, it was observed that not all students felt motivated to participate in class, although the teacher assessed their participations, because of this, some students expressed their doubts and worries. They felt worried because they were not prepared to face this new challenge of English class. In that way, it was demonstrated that students of ninth grade are interested in the development of the speaking skill, but to do it they need to make use of tools that help to improve their learning style.

The problem aforementioned could be result of the average development of the speaking skill in the classroom. Figure 1-1 shows what skill of English language is more developed in the classroom. The results were obtained through a survey applied to the students of ninth grade of the Public School José Dolores Estrada (See appendix 07).

Figure 1- 1
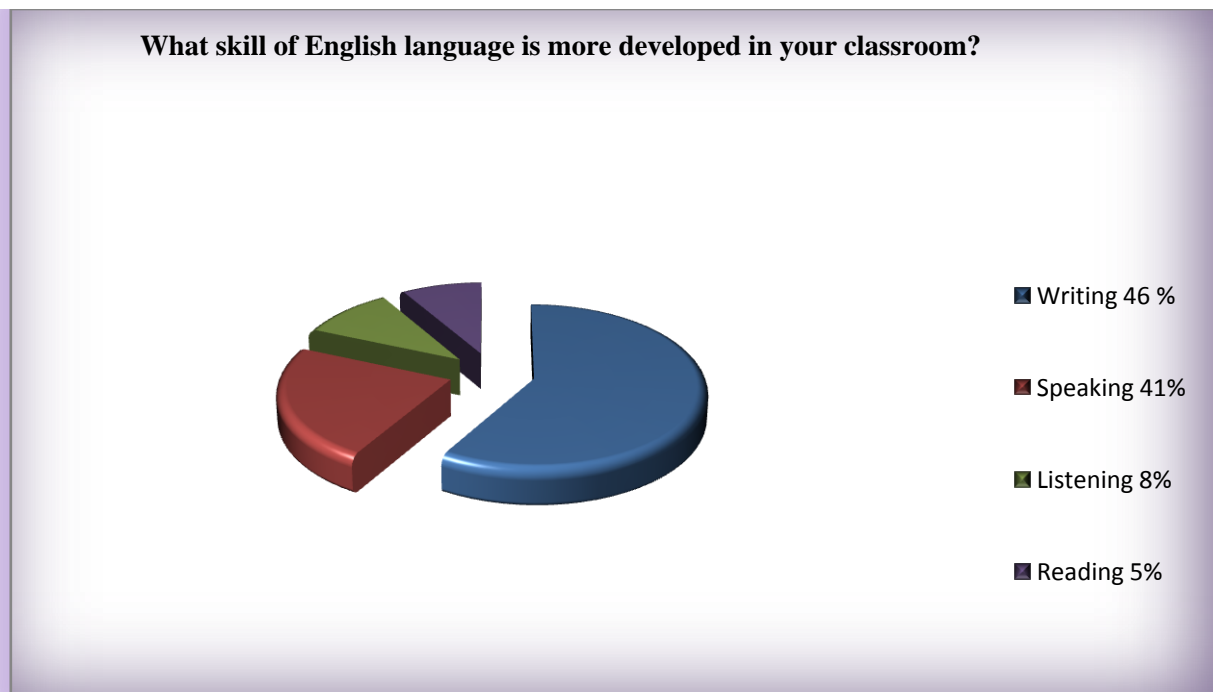


Of the thirty-seven students surveyed, seventeen of them, equivalent to forty-six percent expressed that the writing skill is the most developed skill in the classroom. Fifteen of them, equivalent to forty-one percent expressed that after the writing skill, the speaking skill is the second skill that usually is developed in the classroom. Three of them,

equivalent to eight percent expressed that the listening skill is rarely developed, meanwhile two of the students surveyed, equivalent to five percent expressed that the reading skill is the least developed skill in the classroom.

The results obtained show that there is not a relationship between oral expression (speaking) and comprehension (listening), even though according to the New Curricular Transformation, speaking and listening are fundamental in order to guarantee an oral communication with satisfactory results.

### 1.2 Written communication

According to the New Curricular Transformation, Paradigms and Pedagogic Approaches, "Written communication is carried out through the writing and comprehension of any writing (reading)" (Oviedo & Guillen, 2009). It is considered that through a constant practice of writing in any language, learners will be able to understand messages of a new language. It makes use of comprehension as a sub-ability of any language, although to develop this sub-ability learners have to make use of the reading skill as an essential prerequisite for success in today's world. Different purposes demand appropriate comprehension and retention levels and therefore the use of different reading strategies. Teachers can do a lot to steer students towards efficient purposes by making written tasks more explicit and helping them to concentrate their efforts for a specific purpose. Thus, they will be helping students to develop other skills, having as purpose to communicate something.

Figure 1-1 ( page10 ), shows the relationship that exists between the writing skill and the reading skill, skills developed in the teaching and learning process of English as a foreign language in the ninth grade above mentioned. It shows how frequently the writing skill is performed; obtaining good results according to the students' opinion, but unfortunately it is not connected with the reading skill of English language. Therefore if there were an appropriate proportion among the four skills of English language, learners could have better opportunities to develop communication of English as a foreign language.

### 1.3 Grammatical competence

Grammatical competence is based on "how to use the English language with precision, agreement, coherence, which steers to create texts in an oral and written way" (Oviedo & Guillen, 2009). Grammatical competence should take into account all of the factors mentioned which are involved in good writing and in fact, in the process of practice, they will be part of the development of the speaking skill.

Teachers' opinions obtained through an interview reveal that one of the learners' needs is based on grammatical competence, because it permits teachers to facilitate important tools which will facilitate to achieve little by little the purpose of communicating ideas through a written way, after this process, it will facilitate learners to do it through an oral way, making use of coherence and precision.

### 1.4 Discourse competence

The seventh edition of Oxford Advance Learner's dictionary defines a discourse as "the use of language in speaking and writing in order to produce meaning; language that is studied usually in order to see how the different parts of learners ideas are connected" (Wehmeier, Mclntosh, & Turnbull, 2005). It is considered that if learners of English as a foreign language want to develop the speaking skill with good results, teachers must provide them at least basic knowledge about what they have to learn. It is based on how to develop communicative competence, which is based on the four skills of English Language: speaking, listening, writing and reading. They are called foreign language components (See appendix 01). If learners focus on the practice of these skills, they will be able to produce ideas and gradually increase their speaking skill. It can increase according to their learning style, giving them recommendations with the purpose of improving step by step. Another important aspect is related to the way of dealing or discussing any topic, helping to create an environment of self-confidence; in that way teachers, and above all learners, will see how the different parts of their ideas are connected. It is important to mention that in a discourse competence, learners have to focus on giving their ideas with coherence, and in a clear way. Coherence helps learners to have a logical and well organized ideas, thoughts,

arguments, etc. At the same time it gives learners the opportunity of being able to talk and express ideas clearly.

### 1.5 Sociolinguistic competence

According to the New Curricular Transformation, Paradigms, and Pedagogic Approaches, "the sociolinguistic competence adapts the language in our country through a sociocultural level. It can be demonstrated in a formal or informal way" (Oviedo & Guillen, 2009). It is well known that the economic and cultural development of Nicaragua are important keys which permit people the study of a new language with the objective of having better opportunities in their personal development, as well as of their country. The sociolinguistic competence is the study of the way in which a language is affected by differences in social class, religion, sex, etc.

It is important to mention that the sociolinguistic competence takes place in the classroom where learners have the opportunity of associating the learning process of a new language with their society and culture. In that way, they will be adapting a new system of communication called speaking. In addition this kind of competence will help learners to know more about other cultures, understanding formal and informal ways of speaking, being able to solve the needs of their environment.

### 2. The speaking skill in the learning process of the English language.

Speaking is one of the most important skills in the learning process of a language, because it includes all other kinds of knowledge. It is well known that in its process it is important to take into account disposition, aptitude and willingness. Disposition is a term related to willingness and if learners have disposition and willingness to try to improve their speaking skill, in a short time they will be more competent in the practice of such skill. Aptitude means development of knowledge about how to do something through acquired abilities, in this case focusing on the development of the speaking skill. To understand the process of the speaking skill in a clear way it is important to analyze and understand that "speaking is a productive skill through an oral way" (Turabian, 1995). It is productive because it helps to understand in a better way different information through the listening process, after realizing this process, learners will be ready to give ideas in a clear way. In fact, it

facilitates learners to give and explain ideas face to face with others, but such ideas involve more than just pronouncing words. It makes use of the analysis and understanding about how to send messages with clear purposes, for that reason it involves the sender, receiver and messages which are used for exchanging information through an oral way. Therefore to obtain better results in the classroom, teachers have to make emphasis in the constant practice of the speaking skill, using useful activities to improve such ability.

Referring to the seventh question supplied to the students through a survey, do you think that with the speaking activities used in the classroom your speaking skill improves?

Figure 1-2
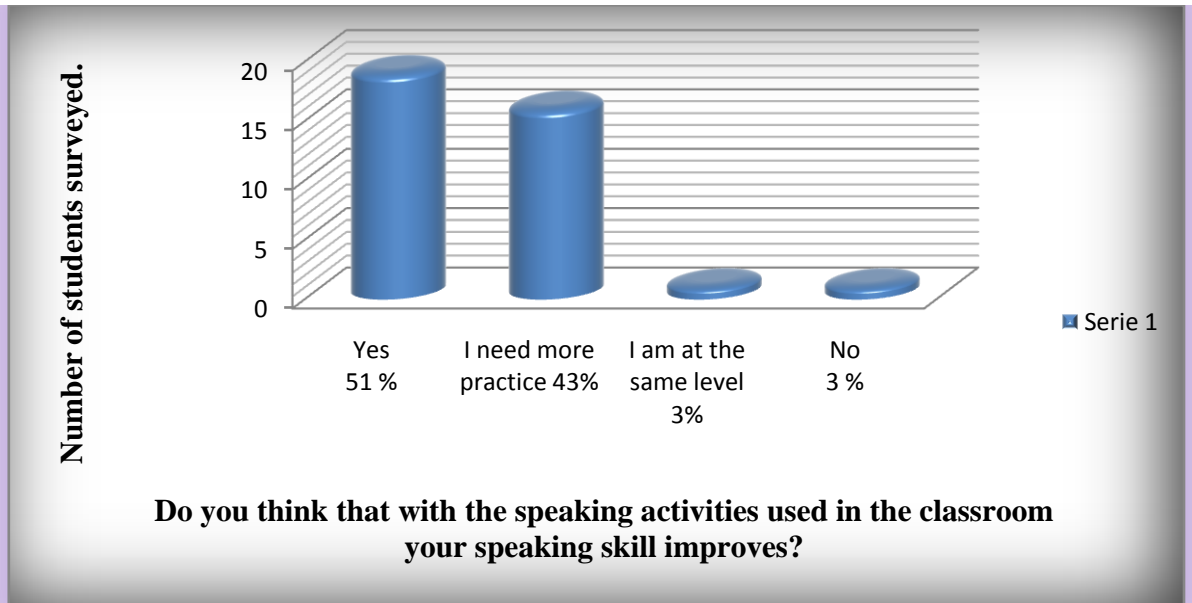


Figure 1-2 shows that nineteen of the students, equivalent to fifty-one percent expressed that with the speaking activities that their teacher applies they improve such skill. Sixteen of them, equivalent to forty-three percent expressed that they need to practice more speaking. One of them, equivalent to three percent expressed that he / she is at the same level, meanwhile one of them, equivalent to three percent expressed that with the speaking activities used in the classroom he / she does not improve his / her speaking skill.

Results obtained by the students' opinion were compared with those supplied by the teacher, taking as reference the seventh question of the survey applied to him (See appendix 08). The teacher expressed that the students need to practice the speaking skill more.

Of course to do that, it is important to apply speaking activities according to their level of comprehension. These results demonstrate that speaking activities are the best outlet for students to communicate authentically and spontaneously. They require few materials and little teacher preparation, but can require significant class time. Certainly teachers must create a safe and comfortable environment where students can talk freely.

Creativity is a wonderful tool to create motivation in order to develop the speaking skill; it makes it easier to adapt new activities according to students' needs with the objective of improving their competency for realizing a particular task through the practice of the speaking skill, because it is the purpose of the New Curricular Transformation.

Next, figure 1-3 shows the students ratings of their speaking skill.

Figure 1-3



**How would you rate your speaking skill?**

- Good 43 %
- Average 38 %
- Not good 19 %
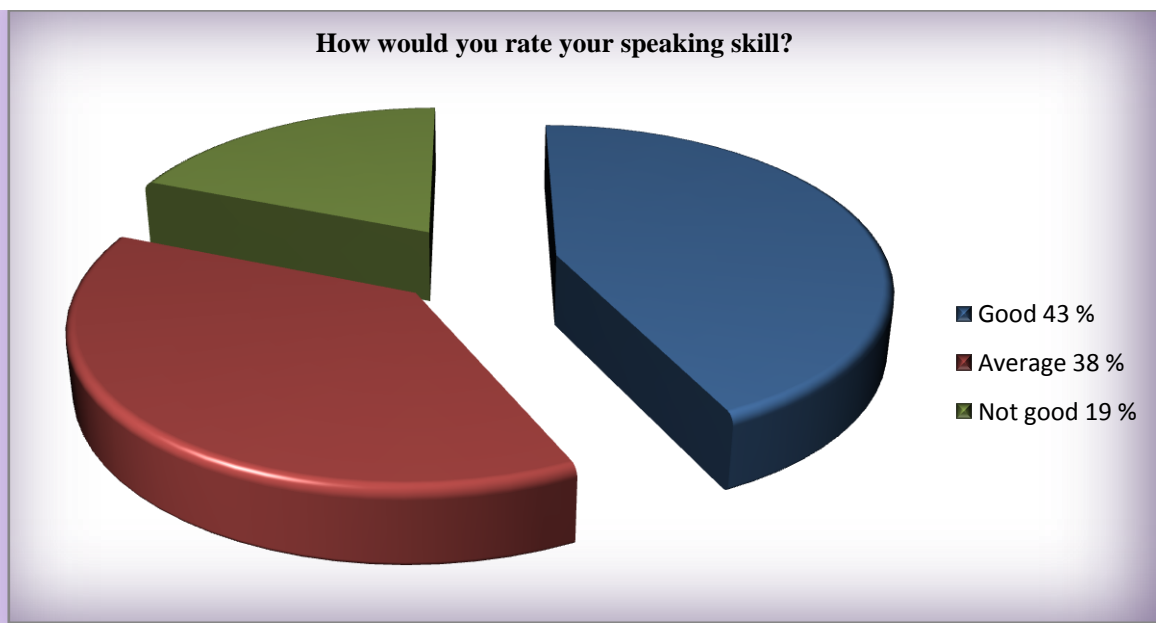
These results demonstrate the necessity of encouraging students to participate actively in speaking activities. It is the responsibility of teachers to motivate students, steering them to demonstrate what they have learned, because one of the students' responsibility is to be

active participants in class, involved in different school activities. Thus, the speaking skill in the learning process of English language refers to learning with quality in which teachers and students engage in an active way, being able to make decisions, as well as creating responsibilities with themselves and English as a foreign language with the purpose of achieving a communicative development.

### 3. Importance of the development of the speaking skill.

The purpose of this section is to help readers to understand the importance of the development of the speaking skill. The objective is to give a more integral vision of the development process of this research.

"The learning process of the English language is based on a better development of the speaking ability, producing better relationship and security" (Turabian, 1995). The word development refers to the different stages of the learning process, but in its process it is important to understand what relationship and security mean. Relationships are expressed and developed in the social field, taking into account security of relationships among human beings. Security depends on social relationships and social relationships define human beings' personalities and through them people acquire self-confidence and as a result of that they can express their ideas with a high level of security.

Recently, MINED Nicaragua has been focusing on a better development of the speaking skill, adapting a New Curriculum centered on the communicative competence, but without obviating the use of the other English skills. " To talk about the importance of the development of the speaking skill it is necessary to take into account key words such as relationships and security to create confidence between teachers and students in the development of the speaking skill" (Yule Brown, 1984). Confidence permits the establishment of friendship, not only between teachers and learners, but also between them and the English language. In that way learners will feel more comfortable, being able to overcome challenges that prevent the development of the speaking. Once confidence is created between those that teach a new language and those interested in its learning, it will be contributing to create security. First in learners who will demonstrate the desire to learn, second learners will be able to show security around their environment and third it will be

encouraging learners to give ideas through the speaking skill with a high level of security. Thus, teachers will contribute to teach how important is to participate in class, above all in activities related to speaking.

Research resources applied to thirty-seven students of ninth grade show that thirty-one of them consider the speaking skill as a very important skill in the teaching and learning process. It represents an eighty-four percent of thirty-seven students surveyed. In addition, it belongs to the purposes of MINED, because the New Curricular Transformation establishes a teaching and learning process of English as a foreign language in a communicative way. It reveals the students' interest for developing communicative competence. Six of the students surveyed, equivalent to sixteen percent considered it important. It is important to mention that most of them agreed with the teacher's opinion who considered the speaking skill very important. It showed that those involved in the educative process (teachers and students) are interested in creating communicative competence, since the purpose of learning a language is to communicate ideas in an oral way (See appendix 02).

The importance of the development of the speaking skill requires knowing how to combine the four skills of English language, in order to create a communicative competence. For that reason it is important to be focused on how to develop a communicative competence in the classroom, making use of the four skills. This idea suggests which area or skill the students need to improve (See appendix 03). Twenty-one of them, equivalent to fifty-seven percent feel the necessity of improving their speaking skill. Nine of them, equivalent to twenty-four percent feel the necessity of improving their writing skill. Six of them, equivalent to sixteen percent feel the necessity of improving their reading skill, meanwhile one of them, equivalent to three percent feels the necessity of improving the listening skill. With relation to the teacher's opinion, the students need to improve their speaking which can be achieved through the development of the other skills of English language.

## B. Speaking activities

### 1. Definition of speaking activities

In the process of development of this research it is necessary to define and analyze what speaking activities refer to. Thus, this study will provide useful information about this kind of activities, highlighting some of the definition. Firstly, speaking activities are defined as a "wide variety of exercises used in the classroom for realizing lesson objectives" (Brown, 1994). There are many activities that teachers can use according to their students' needs and characteristics, taking into account many ways about how to motivate them. As a result of that, it is important to apply them according to the objectives that teachers want to develop in the students' learning process.

In order to have successful results teachers have to focus on what and how the students have to learn in order to create competence in the school environment, guiding to "a quality of being well planned and organized in a particular way in which students have to demonstrate their skills as for speaking" (Wehmeier, Mclntosh, & Turnbull, 2005). It is a quality because its results are expressed through the practice, focusing on the ability of communication. It is important that teachers choose the most appropriate activities according to the students' needs. Once defined, the process of organizing them in a lesson plan has to be the most suitable, having like purposes favorable results in the development of each speaking activity.

### 2. Characteristics of a skillful speaking activity

Classroom activities centered on how to increase the speaking level have to be focused on motivation; In addition, the use of them defines effective speaking activities. Nevertheless, they help to define what kinds of activities are best to develop the speaking skill, focusing on students' personality traits according to their behavior in the classroom.

### 2.1 Learners talk a lot

It reflects a high level of motivation and interest, taking into account "the period of time allotted to the activity that in fact it is occupied by learners talk" (Brown, 1994). It is well known that a high level of participation in speaking activities is related with a full time

occupied for developing such activities. It allows increasing motivation among students, referring to a good level of self-confidence, in such a way students will be able to demonstrate their knowledge through the speaking skill. Frequently the period of time allotted in each speaking activity will depend on the kind of activity that students are going to carry out. Not all speaking activities will be developed with the same time of distribution; they depend on purposes of the learning process.

It was demonstrated that although the English teacher always encourages students to improve their speaking skill. It is not enough to carry out this characteristic which helps to define effectively a good development of the students' speaking (See appendix 10, question # 4). It is important to provide students a basic knowledge about the activity to discuss. For example, students of the ninth grade demand that their teacher has to provide them a lot of vocabulary related to the topic of study. According to them, that is with the purpose of participating actively in class (See appendix 10, question # 4). Thus, they will have more opportunities and possibilities to talk a lot in class, increasing interest among participants.

### 2.2 Participation is even

It is established that "classroom discussions should not be dominated by a minority of participants. All have to have a chance to talk; participation has to be evenly distributed" (Brown, 1994). It implicates to create an expectation for student participation, even though learners make mistakes. Mistakes are part of learners' interest for improving their speaking, as a result of that, the classroom environment will be involved in an even participation because of learners' interest. At the end of the class, teachers' responsibility, as guides of learning, is to correct possible errors made by learners, helping them to increase the use of new words in right ways.

Observations realized show that the student participation is not even; a few of the learners of the English language decided to participate, most of learners could not participate, even though the teacher decided to assess the student participation. Communicative competence was not achieved by learners' poor participation.

### 2.3 Motivation is high

Because of even participation "learners will be eager to talk because they will be interested in the topic and will have something new to say about it or because they want to contribute in achieving a task objectively" (Brown, 1994). To understand this feature it is important to take into account that eagerness guides students to be very interested and excited in the development of their speaking skill, but focusing on topics of interest for them, because based upon them students will be able to learn new vocabulary, and consequently it guides them to discover new ideas to say; therefore it permits students to achieve a task objectively. However, teachers have to seek new ways of increasing students' motivation which are based on students' positive behavior with respect to each speaking activity.

According to information supplied by students of ninth grade ninety-five percent of them expressed that they feel motivated with speaking activities developed in the classroom (See appendix 10, question # 11). It demonstrates that in spite of different difficulties that the students could have, they are enthusiastic; trying to do the best, in order to their learning grows.

### 2.4 Language is on an acceptable level

The most important aspect of teaching a new language is to be able to adjust speaking activities according to students' level of learning. It is said that the increase of learning of a language has to be based on correct ways of teaching. In addition, it has to be associated with available procedures without obviating the level of acceptance in the process of learning of a new language. Thus, "learners will express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy" (Brown, 1994). In an easy and comprehensible way, they will be increasing their level of acceptance of communicate something, but the level of acceptance will depend on what teachers do to achieve the goal of learning a new language (communication), It seeks methods of teaching, as well as strategies to augment students' motivation so that they feel confidence to communicate their ideas through an oral way.

The level of learning of a new language has an acceptable level when givers of communication are able to prove what they want to know according to results given by receivers of communication. Thus, receivers will demonstrate an aptitude for expressing

something with adequate words and in an easy way. It allows comprehending different situations, taking into account stages of comprehension related with what teachers have taught to students.

### 3. How to teach speaking

The goal of teaching speaking is based on what communicative competence means. It is believed that "communicative goals are best achieved by giving appropriate attention to language use and not just accuracy, to authentic language contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world" (Brown, 1994). Giving appropriate attention to the learning process of English language, above all to the speaking skill as purpose in the teaching-learning process, learners should be able to express their points of view in different contexts because of training and practice in the school environment. Training is the process of learning a determinate skill that somebody needs to do a job with quality, but it also needs a person with experience in teaching to train learners in the execution of the speaking skill, that person needs to have disposition to teach and learners have to have disposition to learn. To teach speaking teachers have to adapt different resources that help learners to produce ideas using the target language (English), and also English classes need to be more interactive for keeping students interested in the lessons.

It is well known that authentic contexts in the teaching process of English language permits teachers to adapt new strategies based on what happens around the learners' environment using appropriate activities according to learners' level of knowledge of English. It is important to mention that English should not be a boring subject; on the contrary, it should be fun, based on easy language through alternative methods and techniques.

According to the New Curricular Transformation, speaking skill should take more time than the other skills. For this reason, it is important to analyze what it is happening in the school environment with relation to this idea. In relation to the question, how much time in a week does your English teacher apply speaking activities?

Figure 1-4



**How much time in a week does your English teacher apply speaking activities?**

- Twice a week 73%
- Once a week 27 %
- Never          0 %
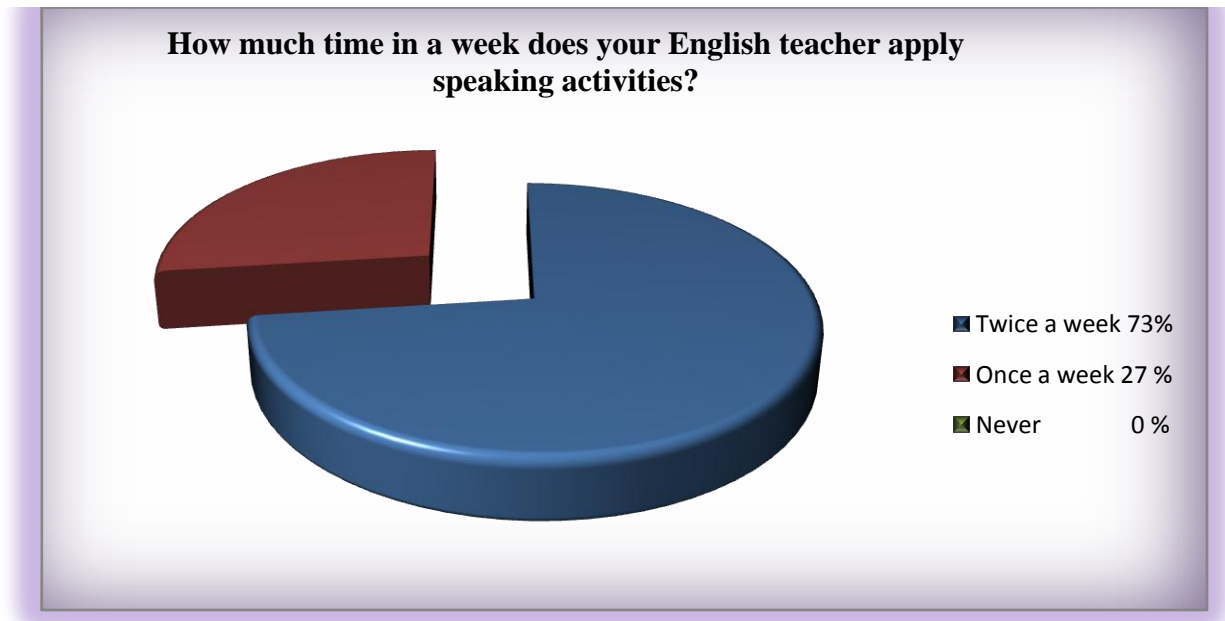
Figure 1-4 shows results obtained. Twenty-seven of the students surveyed, equivalent to seventy-three percent expressed that the teacher applies speaking activities at least twice a week, meanwhile ten of them, equivalent to twenty-seven percent expressed that the teacher applies speaking activities once a week.

An interview directed to the English teacher reveals that he applies speaking activities at the end of each topic with the purpose of practicing in an oral way what his students have learned. It is important to remember that the process of teaching speaking requires a dynamic class and accessible language, in that way students' motivation will increase and they will have better opportunities to interact in class.

Information obtained from students reveals that the teacher bases speaking activities on easy language, but it is according to students' level in the study of English as a foreign language (See figure 1-5).

Figure 1-5
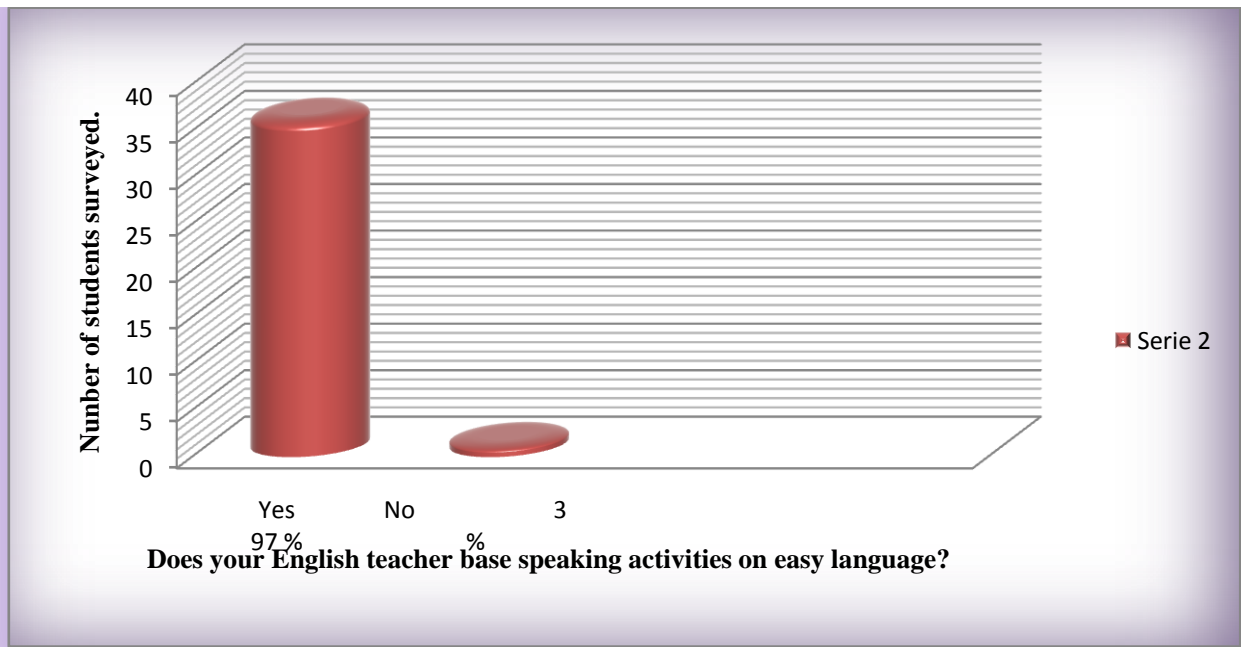


According to the teacher's opinion, as well as observations realized show that the facility of speaking activities depends on each topic to teach. It depends on teachers and students' disposition, as well as their aptitude. If teachers base speaking activities on easy language the role of the students will be active and participative.

Games are effective tools and they have many positive aspects, including the creation of opportunities for students to communicate their ideas in a relaxed, friendly and cooperative environment.

It is well known that games reduce tension by adding fun and humor to lessons. In addition, they add an element of competitiveness that motivates students to participate. When students are absorbed by games, they internalize and acquire the essential vocabulary, grammar and other aspects of English in an unconscious manner, because they are focused on the message, but not all students participate in this kind of activity for fun, they want a prize, the incentive of a prize is good to motivate students, so teachers can give students extra points.

Teachers need to be careful when they choose games; they have to be suitable for the class. It is important to select games that keep the interest of students, allowing many students to be active or working simultaneously.

The use of games has many advantages:

1. More participation in class.

2. They increase the courage to speak in front of the class.

3. Games reduce boredom.

4. Games help students to apply what they have learned.

5. Games boost self-confidence and help students to correct wrong answers and to laugh at mistakes.

6. Games increase vocabulary.

7. Games make English classes enjoyable and easier to understand.

This leads to the analysis of the following question, how do you consider the games that are developed in speaking activities?

Figure 1-6 shows results obtained.



How do you consider the games that are developed in speaking activities?

Interesting 97 %

Boring 3 %
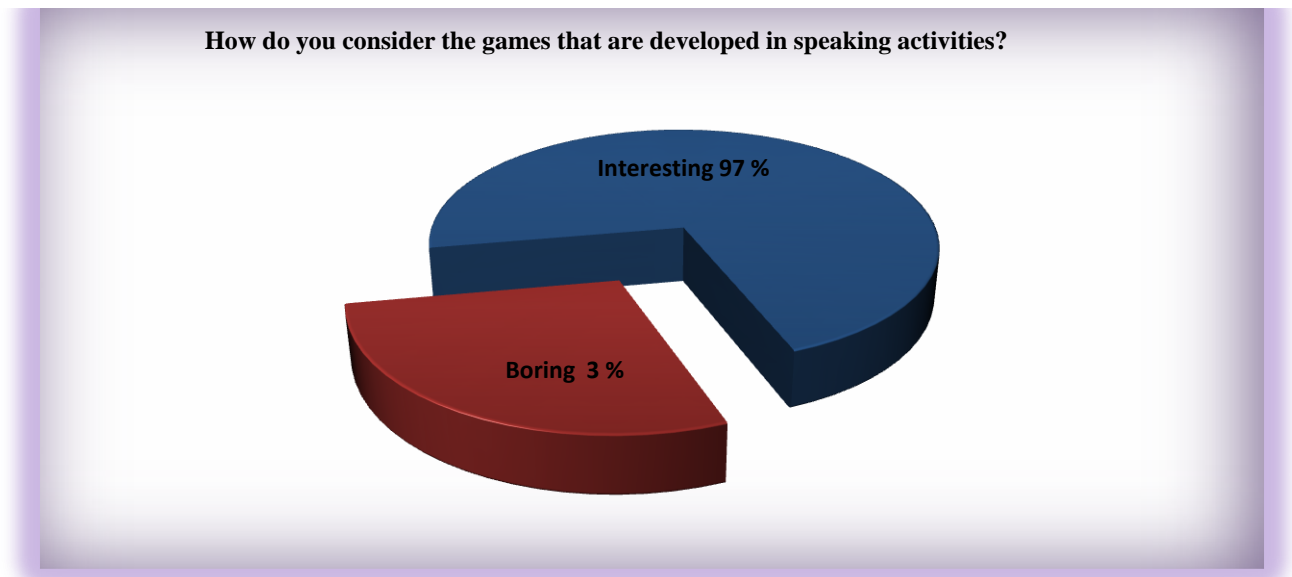
Thirty-six of the students, equivalent to ninety-seven percent expressed that the games developed in speaking activities are interesting and fun. On the contrary just one of the students surveyed, equivalent to three percent expressed that the games developed in class are not interesting and fun. Nevertheless the teacher expressed that each game has to be chosen according to students' characteristics and with the reality around them. They facilitate comprehension, giving answers to each problem presented.

In order to make easier the acquisition of the speaking skill, teachers should provide students the appropriate or necessary vocabulary with the purpose of involving students to participate in practical activities of the English class, steering them to execute the role that they have to play. The optimum conditions for effective learning should equip learners with appropriate tools with the purpose of executing their communicative role. Teachers should supply them vocabulary, phrases, expressions which permit learners to give ideas in a clear and objective way.

The figure 1-7 evidences what the teacher has to supply students when they want to participate in speaking activities.



**If you want to participate in speaking activities, what does your teacher have to facilitate to you?**
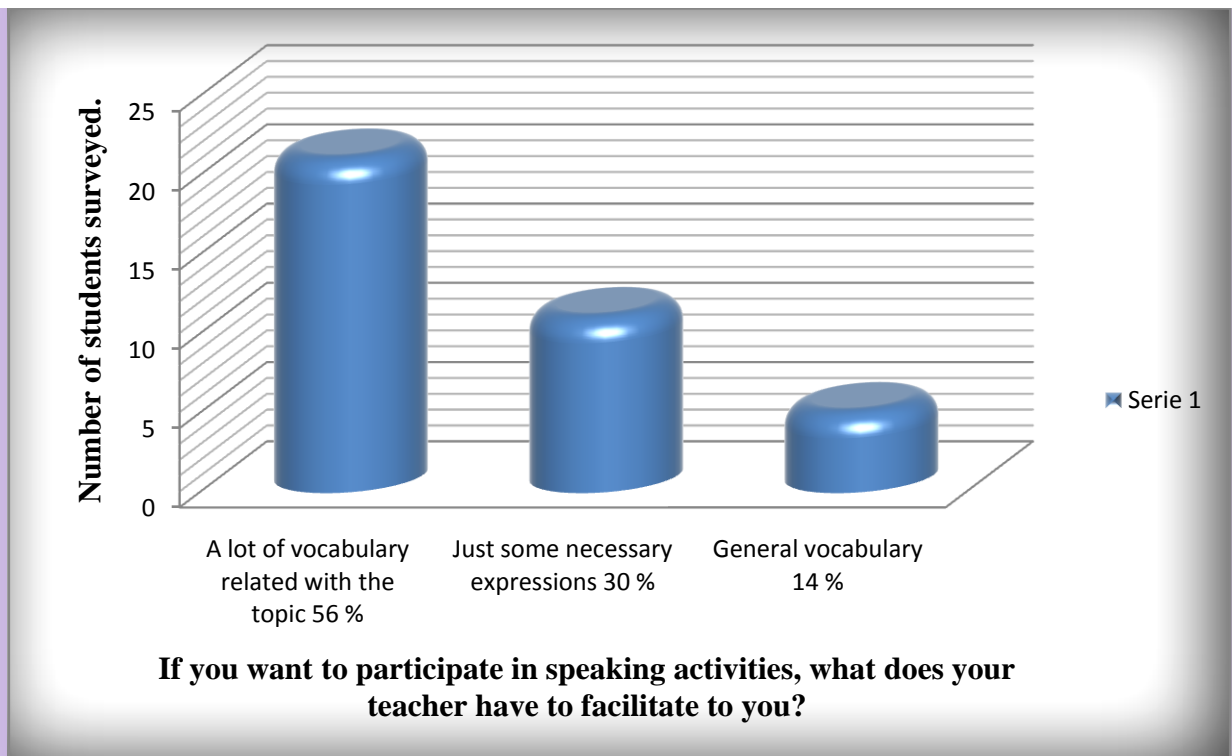
Nevertheless, results obtained through a survey applied to the English teacher expresses that  it is only necessary to give students general vocabulary, because the purpose of applying speaking activities is that at least students know how to use it according to the objectives to achieve and also it is important that students know possible uses of words given, how to apply them to different circumstances in order to acquire a learning for life which allows students to participate more frequently in speaking situations.

### 3.1.How to teach the skills of speaking and listening.

Establish a supportive atmosphere in the classroom. Be a role model in the way you communicate. One of the most important things you as a teacher can do is to be a good listener, when a student wants to make a point, never cut him off or snub. It is important to respect and listen to him. Thus, students will learn how to adapt an appropriate language to the situation in order to they know there is a time and place for formal and informal communication styles.
Use role play in teaching. It is a god way to apply the skills of English language.
Sometimes it is important to adapt the teaching and learning process according to resources of the school environment with the purpose to solve students' needs. It is important to know how to make use of monitors in order to perform what lessons require. In addition, teachers can perform that task with the intention that students are more interested in achieving an objective learning.

Ask students to give a short presentation. Nobody should interrupt, but there may be a short period of time for questions at the end. This can improve confidence, which will permit students to exchange views at the end of each presentation, being able to face challenges that only can be overcome through the practice of speaking and listening skills at the same time.

Encourage students to listen to other points of view and not just dismiss something they do not agree. It is important to teach them that in this kind of situations they have to give suggestions in a polite way, because in a classroom environment always there will be something new to learn.

## C. Motivation.

"Motivation is something that energizes direct and sustains behaviors" (Wehmeier, Mclntosh, & Turnbull, 2005). It is the effort that someone does in order to achieve his / her goals. Motivation is part of a good teaching and learning process. It is known that it requires a well-organized class with the purpose of involving students in the development of a task. A positive behavior is not only sustained by school rules; but also of advice, now that all human behavior is learned by adapting to outside conditions. It is the way a person behaves or functioning in a particular situation. In addition, motivation takes into account thoughts and feelings of those individuals that participate in the teaching and learning process. (teachers, students and parents).

To understand in a better way the motivational teaching and learning process it is necessary to analyze the following types of motivations:

### 1. Intrinsic motivation

It is defined as an "internal desire to perform a particular task" (Brown, 1994). Learners do certain activities, because they provide them pleasure like developing a particular skill, or maybe there are internal purposes which guide learners to execute or to participate in different activities of a particular subject. It involves a process in which learners participate constantly because they feel comfortable and they know that they can provide good results if they get involved in such activities. In addition, this kind of behavior allows that other students decide to be part of a new knowledge to discover or to put in practice skills that just can be improved if learners feel self-motivated in order to act.

Students are intrinsically motivated if they:

- Attribute their educational results to internal factors that they can control. (E.g. The amount of effort they put in.)

- Believe they can be effective agents in reaching desire goals. (E.g. The results are not determined by luck.)

- Are interested in mastering a topic rather than just rote-learning to achieve good grades.

Thus, intrinsic motivation helps students to perform in speaking activities, being enthusiastic learners. To know what in the school environment happens figure 1-8 reveals how students feel in speaking activities that are developed in English classes.

Figure 1-8
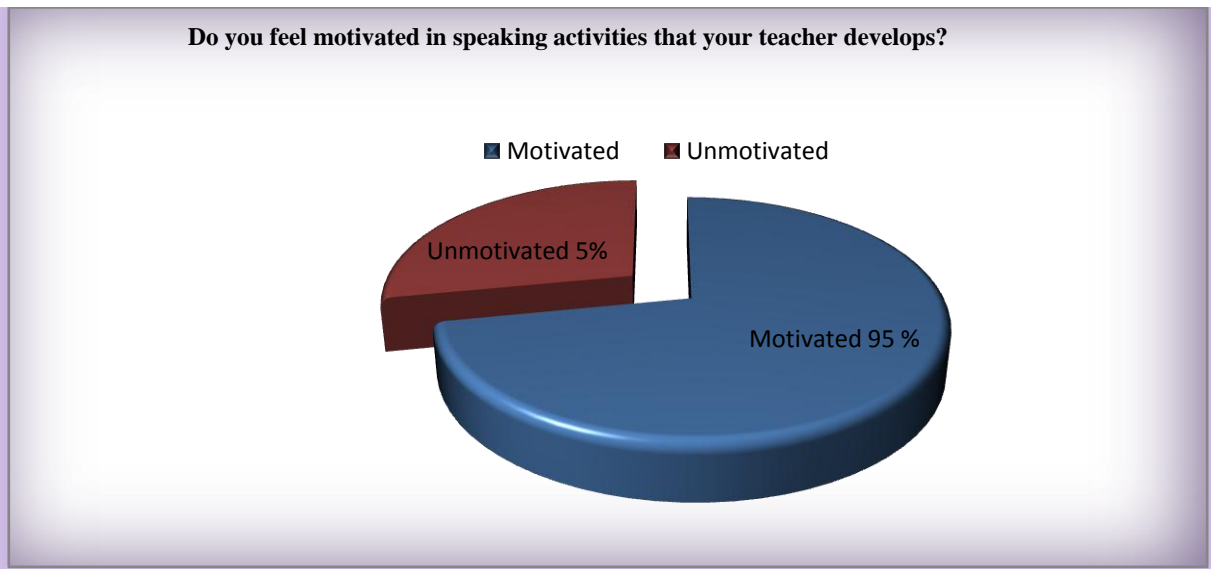


It is easy to teach when students are intrinsically self-motivated, because they are always available to participate in class. They want to be involved in the class, even if they make mistakes. That is very important, because students motivate the teacher and they encourage the teacher to plan more dynamic activities. Furthermore, these results demonstrate the necessity of seeking how to involve to those unmotivated students in speaking activities. It is important to mention that the lack of motivation is caused by aspects such as fear of performing in front of the rest of the class, fear of being criticized, lack of vocabulary, or lack of interest in the subject.

## 2. Extrinsic motivation

According to Douglas: "Extrinsic motivation is associated with external factors of individuals and unrelated to the task that learners are performing. It includes money, good

grades, and other rewards" (Brown, 1994). Extrinsic motivation can be done at home, since parents give children most of things they need. It is well known that parents do that, because it is a good way to appreciate children's efforts at school. Extrinsic motivation can be created by teachers. Teacher can encourage students with fun activities, games and interesting topics. Although sometimes topics are not considered interesting for some students, so it is important to connect activities with these topics, in order to guide students to be more interested on them. Punishment cannot be taken as a way of involving students in class. In our country some students try to do their best, because if they get bad results or grades they could be punished at school or by their parents. One of the best ways to deal with this, it is to encourage students through a process of self-realization as a fact of using their skills and abilities and achieving as much as they can possible achieve.

Figure 04 (See appendix) shows how frequently the teacher encourages students to improve their speaking skill. Fifty-one percent expressed that their teacher always encourages them to improve such skill. Forty-six percent expressed that their teacher sometimes encourages them to improve their speaking skill, meanwhile a three percent expressed that the teacher rarely encourages them to improve such skill. These results were compared with the teacher's opinion, taken as a reference to the same question (See appendix 08, question # 04). He expressed that teaching speaking is the most difficult part of teaching and learning process of English, so teachers have to be constantly encouraging students, giving them support not only at school, but also at home, where parents have to act as teachers, making them see they have something new to demonstrate to themselves and to the rest of the class.

### 3. Teachers' role.

Motivation guides teachers to be focused on different purposes according to their obligations and interests in order to play an indispensable function in the school environment. In the New Curriculum Transformation is established that "the main role of teachers is to support and guide students in the teaching and learning process" (Canelo Castillo & Acevedo Urroz, 2009). To be guides of learning is to know how to give appropriate attention, focusing on how to solve students' needs as soon as the improvement of their speaking skill. In addition, the teachers' role includes being outstanding of their involvement in speaking activities. This process of observation permits teachers to seek

ways that help students to be familiarized in the practice of this skill. Another function of the teachers' role is to be an active example in the execution of skills that students have to acquire, hence it is important to promote values such as perseverance as a quality of trying to achieve a particular aim despite difficulties, encouraging students' talents, creative thoughts, abilities as well as positive behaviors in order to achieve goals in the learning process. Cooperation as a fact of working together to achieve the purpose of communication, it includes to teach how to be an example of solidarity among students, giving responses to necessities of their environment. Teachers have to help students to overcome their fears, involving them in educative actions in order to change their attitudes in different roles of the teaching and learning process of the speaking skill. It is important that teachers involve students to participate as monitors in activities of support as response to other students' needs, giving them opportunities to contribute to a cooperative teaching-learning process of the speaking skill of English language. As a result of these actions teachers will promote attitudes of interest, responsibility, perseverance and personal development to face situations that prevent students to get involved in speaking activities.

## D. The role of the students in activities related to the speaking skill

Students have different roles. They should perform in many ways and one of them is to be part of every activity that teachers plan as well as active participants, especially in speaking activities. An active role in speaking activities allows students to overcome their difficulties in the learning process taking into account their self-confidence as a tool to overcome barriers that prevent the development of the speaking. As learners, it is important to teach them that they have to understand and control their own feelings as a way to understand that mistakes and errors are part of the learning process. They have to know that this process contributes to reflect on new strategies with the purpose of obtaining a satisfactory learning in order to be more competent as monitors. As monitors, students have to be the center of the class, having as support their teacher, because classroom speaking activities have to be conducted by them, but taking into account teachers' help as a facilitator.

The role of the students in activities related to the speaking skill guides to a cooperative learning, making use of their skill acquired to motivate others to learn and bearing in mind that cooperative learning develops good behavior as well as a good friendship in the school environment. Because of cooperative learning in the execution of the speaking skill, monitor students will be examples of self-motivation and consequently will be contributing that others students feel intrinsically motivated and be available to participate in activities related with the development of such skill. In addition, motivation can contribute to create a dynamic performance in which students can give responses to activities related to the speaking skill. It guides students to be enthusiastic learners, feeling or showing a lot of excitement and interest about their role in the learning process.

1. **What can teachers do to solve some of the problems related to the role of the students in the execution of speaking activities?**

**1.1 Use group work**

This is a good way to increase motivation and also lower inhibition of learners who are unable to perform in front of the class. The teacher could choose some students, in order to help them to take control of the class, and check that the students keep the target language in an appropriate way. It is a good way to reduce the amount of use of the students' mother tongue.

**1.2 Base speaking activities on easy language.**

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities. Sometimes it is good to teach an essential vocabulary before starting the activity, but one of the most important things is that teachers must give students clear instructions of what they are supposed to do and use understandable language.

**1.3 Make a careful choice of activities and task to stimulate interest.**

It is well known that the activities have to be interesting for students, if they find them very interesting, they will be more motivated, and also the purpose of the activity has to be clear, because in that way students will understand what the teacher expects of them.

### 1.4 Give clear instructions or training before applying speaking activities.

Teachers have to include clear instructions and take control of the time in order to make all students get involved in the discussion. The goal is that everyone has the chance to speak, motivating students to give their opinions.

### 1.5 Keep students using more the target language than the mother tongue.

Sometimes it is so difficult to keep students speaking all the time using the target language, but that is what makes an English class successful and to do that teachers have to be a model, being an example for them and encouraging them to participate. Self-confidence is another issue that teachers have to build in their students, having as a purpose to feel more prepared to speak in class.

# CONCLUSIONS

1. The main purpose of the Communicative approach of the new curricular transformation is to make individuals able to face challenges in a competitive society, where the use of English is becoming more and more important.

2. A skillful Speaking activity has to include some important characteristics such as:
   - Be based on students' needs and characteristics.
   - Interesting activities in order to motivate students to participate actively in the class.
   - Provide learners the appropriate or necessary tools with the purpose of involving them in the speaking activities.
   - Classroom activities should be focused on learners' environment.
   - Speaking activities have to promote learners' creativity, talents, intelligences and improve the way of interacting with each other.

3. Intrinsic motivation helps students to perform more actively in speaking activities. Intrinsically motivated students are bound to do much better in the classroom activities, they are willing to learn new material and their learning experience is more meaningful.

On the other hand, extrinsic motivation can be created by the teacher. Teachers can encourage students with fun activities, games and interesting topics.

4. According to the results obtained the role of the students in activities related to the speaking skill is:

• Students have a tendency to use their mother tongue.

• Students are unable to express themselves with an appropriate level of

 accuracy.

• Students interact more when the teacher uses games and interesting topics.

• Learners sometimes feel shy or embarrassed to speak in front of the class.

According to the New Curricular Transformation the role of the students in activities related to the development of the speaking skill should   be focused on guaranteeing their own learning process. The role of the students has to be associated with the role of teachers who have to respect students' style of learning.

 Some suggestions based on the role of the students are:

- Students have to be involved in activities in which they have to be the center of the teaching and learning process.
- Students have to promote cooperative learning based on the speaking skill.
- They have to be monitors as well as active participants.
- Students have to help teachers to carry out their role as guiders and facilitators of the teaching and learning process with the purpose of being more competent in the execution and development of the speaking skill.

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**APPENDICES**

**APPENDIX 01**

**The communicative approach in the teaching process of English as a foreign language.**

**FOREIGN LANGUAGE COMPONENTS**

SPEAKING

LISTENING

COMMUNICATIVE COMPETENCE

WRITING

READING

## APPENDIX 02

**How do you consider the speaking skill?**

16%

84%

■ Very important

■ Important

# APPENDIX 03

**APPENDIX 04**

**Does your English teacher encourage you to improve your speaking skill?**

3 %

46 %

51 %

- Always
- Sometimes
- Rarely
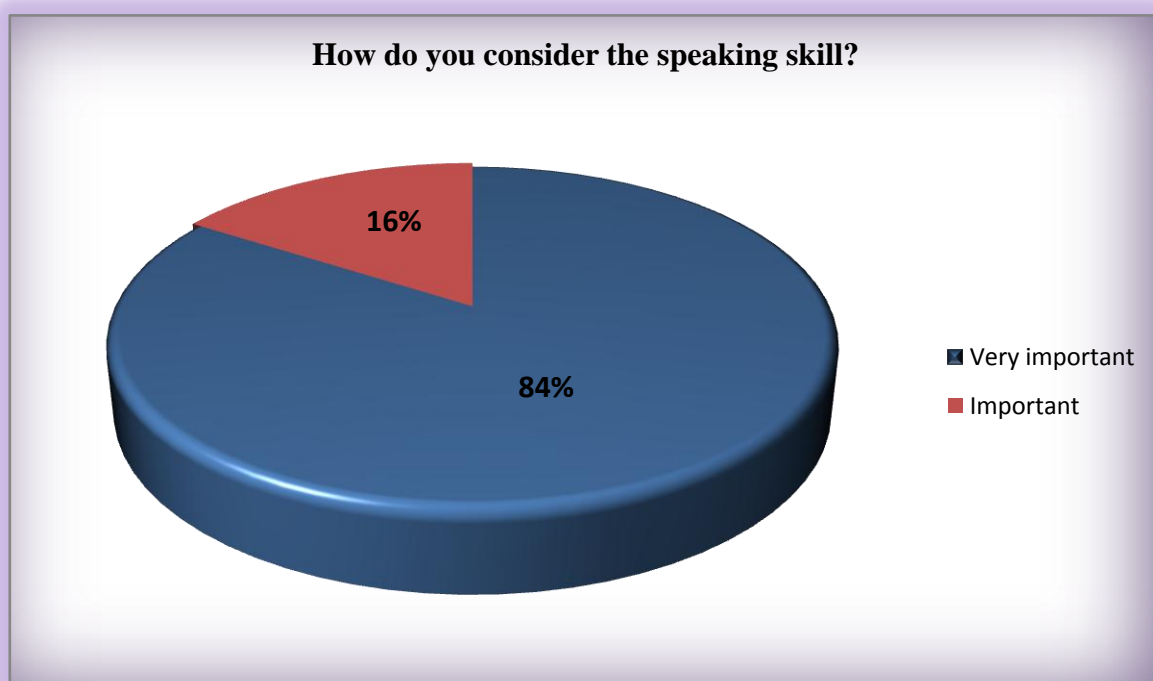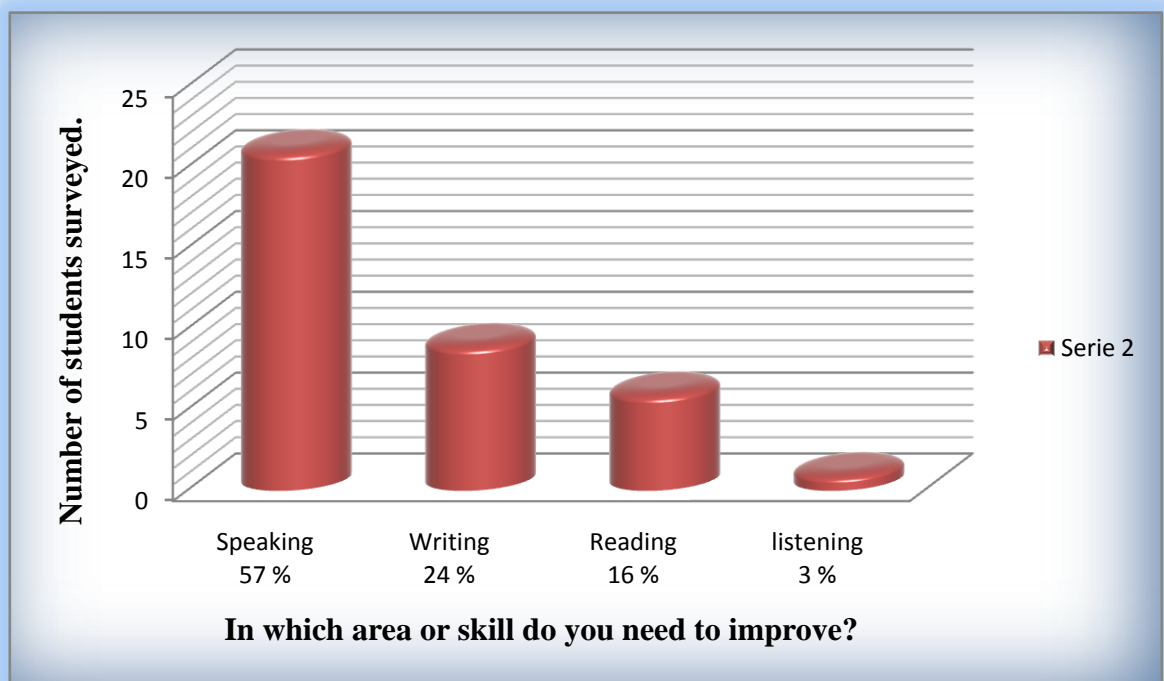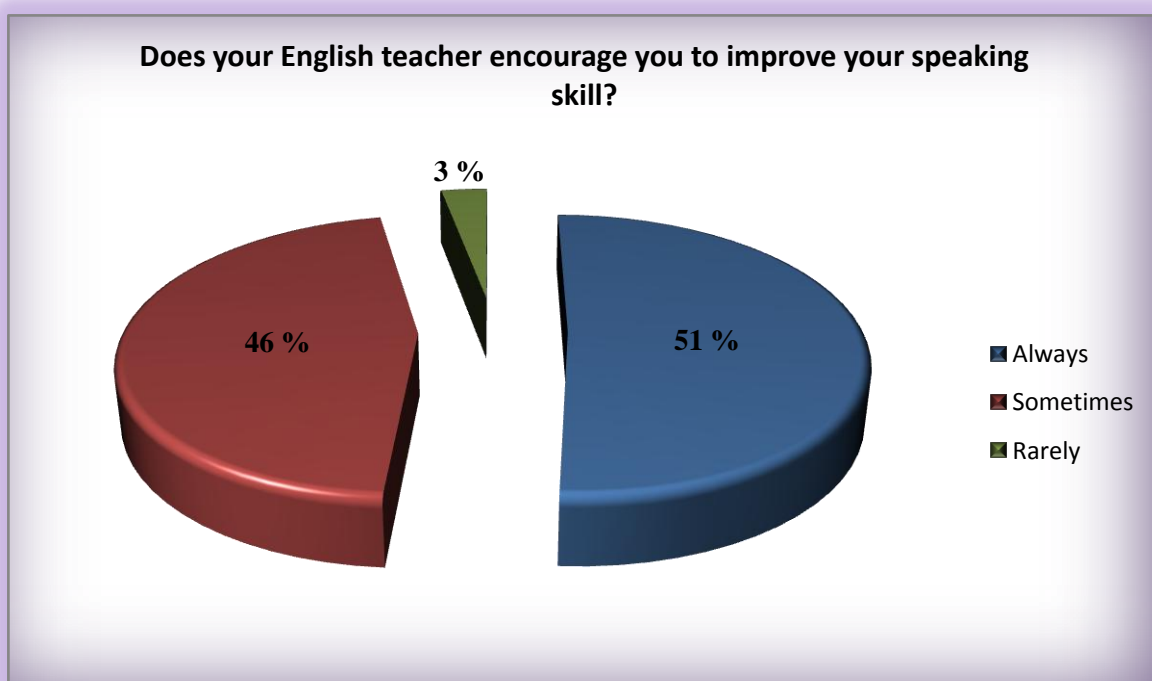
**National Autonomous University of Nicaragua**

**Appendix 06**

**FAREM-MATAGALPA**

**Year**: **2010**

**Interview directed to the English teacher of ninth grade.**

The primary purpose of the present study is to explore the teaching and learning quality of English as a foreign language, making emphasis in the communicative approach of the New Curricular Transformation.

The results of this study will be of a great value in the development of the research.

Your comments will be of great value.

**I.      General data.**

Public School ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Subject ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Grade ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯  Section ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

**II.     Development**

**Answer these questions. Be truthful and objective in each answer.**

1) What does the communicative approach permit to learners?
2) Does the Nicaraguan educative system rely on a specialized teaching staff in English, in order to develop the communicative approach?
3) According to your experience in the educative field does the new curricular transformation of English as a foreign language help to create a communicative competence based on learners' needs?
4) Do you think that the students are interested in the development of the speaking skill?
5) Do you apply test based on the development of the speaking skill?
6) Do you think that your students have a basic knowledge to develop the speaking skill? Explain.


**Thank you for accepting this interview.**

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**Appendix 07**

**FAREM-MATAGALPA**

Survey directed to the students of ninth grade.

**Year**: **2010**

The primary purpose of the present study is to explore the teaching and learning quality of English as a foreign language, focused in the speaking skill, as well as in speaking activities developed in your classroom. The results of this study will be of a great value in the development and conclusion of this research.

Please be truthful and objective in each answer.

Your comments will be of great help.

      **I.**      **General data.**

Public School ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
Subject ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
Grade ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯ Section ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

      **II.**      **Development.**

Put a check ☑/☒ next to the answer that is better related to your judgment.

1) How do you consider the speaking skill?

   Very important

   Important

   Less important

   Not important

2) What skill of English language is more developed in your classroom?

   Writing

   Speaking

   Listening

   Reading

3) In which area or skill do you need to improve?
Writing

Speaking

Listening

Reading


4) Does your English teacher encourage you to improve your speaking skill?
Always

Sometimes

Rarely

Hardly ever

Never


5) How would you rate your speaking skill?
Excellent

Very good

Average

Not good

Poor


6) How much time in a week does your teacher apply speaking activities?
Once a week

Twice a week

Never

7) Do you think that with the speaking activities used in the classroom your speaking improves?
Yes

No

I am at the same level.

I need more practice.

8) Does your teacher base speaking activities on easy language?
Yes

No

9) If you want to participate in speaking activities, what does your English teacher have to facilitate to you?
A lot of vocabulary related with the topic developed.

General vocabulary

Just some necessary expressions

10) How do you consider the games that are developed in speaking activities?
Interesting

Boring

11) Do you feel motivated with the speaking activities that your teacher develops?
Yes

No

**Thank you for accepting this survey.**

**National Autonomous University of Nicaragua**

**Appendix 08**

**FAREM-MATAGALPA**

Survey directed to the English teacher of ninth grade.

**Year**: **2010**

The primary purpose of the present study is to explore the teaching and learning quality of English as a foreign language, making emphasis in the speaking skill, and in speaking activities developed in your classroom. The results of this study will be of a great value in the development of this research.

I would appreciate if you take time to answer a few questions.

Your comments will be of great help.

**III.    General data.**

Public School _____
 Discipline _____
Grade _____ Section _____

**IV.    Development.**

Put a check ☑/☒ next to the answer that is better related to your judgment.
1.  How do you consider the speaking skill?
    Very important

    Important

    Less important

    Not important

2.  What skill(s) of English language do you develop more with your students?
    Writing

    Speaking

    Listening

    Reading

3. In which area or skill do your students need to improve?
   Writing

   Speaking

   Listening

   Reading

4. Do you encourage students to improve their speaking skill?
   Always

   Sometimes

   Rarely

   Hardly ever

   Never

5. How much time in a week do you apply speaking activities?
   Once a week

   Twice a week

   Never

6. Do you think that with the speaking activities that you apply the students' speaking skill improves?
   Yes

   No

   They are at the same level.

   They need more practice.

7.  Do you base speaking activities on easy language?
    Yes

    No

8.  If your students want to participate in speaking activities, what do you have to facilitate them?
    A lot of vocabulary related with the topic developed.

    General vocabulary

    Just some necessary expressions

9.  How do you consider the games that you develop in speaking activities?
    Interesting

    Boring

10. Do you motivate students when you want to develop speaking activities?
    Yes

    No

**Thank you for accepting this survey.**

**National Autonomous University of Nicaragua**

**Appendix 09**

**FAREM-MATAGALPA**

**Year**: **2010**

**Guide of observation in the classroom.**

**I.     General data**

Observer's name _____
School _____
Grade _____
Subject_____     Grade _____
Time of observation _____
**II.    Development**
**1.  TEACHER'S MOTIVATION**
1.1. Emphasize the importance of the subject.
_____

1.2. Promote an active students' participation in class.

_____
1.3. Assess the students' participation, as well as their assignments.
_____

_____

_____

**2.  STUDENTS' MOTIVATION**
2.1. The students participate actively in discussions, as well as in individual works.
_____

2.2. The students express their doubts and worries.
_____

_____

_____

_____

## APPENDIX 10

**CONSOLIDATION OF THE SURVEY APPLIED TO THE STUDENTS OF NINTH GRADE OF THE PUBLIC SCHOOL JOSE DOLORES ESTRADA.**

| № | QUESTION | OPTIONS | | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 01 | How do you consider the speaking skill? | Very important | Important | Less important | Not important | | Important | Important | Less important | Not important | 100 % |
| | | 31 | 06 | * | * | 37 | 84 % | 16 % | 0 % | 0 % | |

| № | QUESTION | OPTIONS | | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 02 | What skill of the English language is more developed in your classroom? | Writing | Speaking | Listening | Reading | | Writing | Speaking | Listening | Reading | 100 % |
| | | 17 | 15 | 03 | 02 | 37 | 46 % | 41% | 8 % | 5 % | |

| № | QUESTION | OPTIONS | | | | TOTAL OF SYUDENTS SURVEYED | PERCENTAGE | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 03 | In which area or skill do you need to improve? | Writing | Speaking | Listening | Reading | | Writing | Speaking | Listening | Reading | 100 % |
| | | 09 | 21 | 01 | 06 | 37 | 24 % | 57 % | 03 % | 16 % | |

| № | QUESTION | OPTIONS | | | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 04 | Does your teacher encourage you to improve your speaking skill? | Always | Sometimes | Rarely | Hardly ever | Never | | Always | Sometimes | Rarely | Hardly ever | Never | 100 % |
| | | 19 | 17 | 01 | * | * | 37 | 51 % | 46 % | 03 % | * | * | |

## APPENDIX 10

| № | QUESTION | OPTIONS | | | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 05 | How would you rate your speaking skill? | Excellent | Very good | Average | Not good | Poor | 37 | Excellent | Very good | Average | Not good | Poor | 100 % |
| | | * | 16 | 14 | 07 | * | | * | 43 % | 38 % | 19 % | * | |

| № | QUESTION | OPTIONS | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 06 | How much time in a week does your English teacher apply speaking activities? | Once a week | Twice a week | Never | 37 | Once a week | Twice a week | Never | 10 % |
| | | 10 | 27 | * | | 27 % | 73 % | * | |

| № | QUESTION | OPTIONS | | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 07 | Do you think that with the activities used in the classroom your speaking skill improves? | Yes | No | I am at the same level. | I need more practice. | 37 | Yes | No | I am at the same level. | I need more practice. | 100 % |
| | | 19 | 01 | 01 | 16 | | 51 % | 03 % | 03 % | 43 % | |

**APPENDIX 10**

| № | QUESTION | OPTIONS | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | TOTAL |
|---|---|---|---|---|---|---|---|
| 08 | **Does your teacher base speaking activities on easy language?** | **Yes** | **No** | **37** | **Yes** | **No** | **100 %** |
| | | **36** | **01** | | **97 %** | **03 %** | |

| № | QUESTION | OPTIONS | | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|
| 09 | **If you want to participate in speaking activities, what does your English teacher have to facilitate to you?** | **A lot of vocabulary related with the topic.** | **General vocabulary.** | **Just some necessary expressions.** | **37** | **A lot of vocabulary related with the topic.** | **General vocabulary.** | **Just some necessary expressions** | **100 %** |
| | | **21** | **05** | **11** | | **57 %** | **14 %** | **29 %** | |

| № | QUESTION | OPTIONS | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | TOTAL |
|---|---|---|---|---|---|---|---|
| 10 | **How do you consider the topics that are developed in speaking activities?** | **Interesting** | **Boring** | **37** | **Interesting** | **Boring** | **100 %** |
| | | **36** | **01** | | **97 %** | **03 %** | |

| № | QUESTION | OPTIONS | | TOTAL OF STUDENTS SURVEYED | PERCENTAGE | | TOTAL |
|---|---|---|---|---|---|---|---|
| 11 | **Do you feel motivated with the speaking activities that your teacher develops?** | **Yes** | **No** | **37** | **Yes** | **No** | **100 %** |
| | | **35** | **02** | | **95 %** | **05 %** | |