National Autonomous University of Nicaragua
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Faculty of Education and Languages
English Department

Topic:

Analysis of the methodological factors that affect the speaking skill, in the students of 8th grade in Rigoberto López Pérez Institute-Managua, during the second semester 2017.

Final Report of the Graduation Seminar

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Abstract

This study was done with the purpose of analyzing the methodological factors that affect the speaking skill in the students of 8th in Rigoberto López Pérez Institute, during the second semester 2017. To reach the research objectives several instruments were used to collect all the information that was necessary, such as a survey to the students, an interview to the teacher, an observational guide. Besides, some technological devices were needed for registration of data, like cellphones and computers. At the same time orientations from the tutor were received who helped to lead the project. All these instruments were obviously related to the objectives of this research. In this research, it was found that some of the main factors that are affecting the teaching strategies used by the teacher to develop the speaking skill are the lack of motivation in the students to participate in the English class and the lack of didactic materials, which are important in the development of the speaking skill. The population of this project was 45 students.. Finally, it is hoped that this research can help both, teachers and students in this institute for the development of speaking skill as well as to institutions that could be facing the same problem so that they can overcome the difficulties and improve the teaching learning process.

 Key words: methodological factors, strategies, speaking skill, teacher, students, teaching learning process.

Resumen

Esta investigación fue hecha con el propósito de analizar los factores metodológicos que afectan la habilidad del habla en los estudiantes de octavo grado, en el instituto Rigoberto López Pérez, durante el segundo semestre 2017. Para lograr los objetivos de la investigación varios instrumentos fueron usados para recopilar toda la información que fuese necesaria, tales como una encuesta, una entrevista y una guía de observación. Además, algunos dispositivos tecnológicos fueron necesitados para el registro de datos, como celulares y computadoras. Al mismo tiempo fueron recibidas orientaciones por parte del tutor quien ayudó a dirigir este proyecto. Todos estos instrumentos estuvieron obviamente relacionados a los objetivos de esta investigación. Fue necesario visitar el instituto Rigoberto López Pérez cuatro veces durante el proceso de enseñanza aprendizaje para cumplir con los objetivos. Se realizó una entrevista a la maestra, fue aplicada una encuesta a los estudiantes y se completó una guía de observación durante los cuatro momentos de observación; todo esto para reunir información. En esta investigación fue encontrado que algunos de los principales factores que están afectando las estrategias de enseñanza usadas por la maestra para desarrollar la habilidad del habla; son la falta de motivación en los estudiantes para participar en la clase de inglés y falta de materiales didácticos lo cuales son importantes en el desarrollo del habilidad del habla. La población para este proyecto fue 45 estudiantes. Finalmente, se espera que esta investigación pueda ayudar a ambos tanto a los maestros como a los estudiantes de este instituto para el desarrollo de la habilidad del habla, así como también a instituciones que podrían estar enfrentando el mismo problema para que ellos puedan superar las dificultades y mejorar el proceso de enseñanza aprendizaje.

Palabras claves: factores metodológicos, estrategias, habilidad del habla, maestro, estudiantes, proceso de enseñanza aprendizaje.

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Dedicatory

This research is dedicated to:

✴ God, because he has given us the life, health, strength, time, wisdom and increasing motivation to complete our major as an English teacher.

✴ Our parents, who have always been by our side supporting and advising us in every change that we have face in our life.

Index

I. Introduction

English is a language that is taught almost all around the world. People learn English for different purposes, for instance, to travel abroad where the language is spoken, to read information from the media, to get a better position at work, to fulfill a requirement to graduate at school, and so on. In the Nicaraguan public education, English is taught as a subject of the curriculum during the five years that the secondary school lasts.

According to Nicaraguan public education´s current syllabus of the English subject, English is taught with a communicative approach. However, most of the students seem not to develop any oral ability in the target language where speaking is considered the most difficult skill in the English learning process.

The purpose of this research is to analyze the methodological factors that affect the development of the speaking skill in the students of beginner´ level at Rigoberto Lopez Perez Institute in Managua. So, along this paper it is presented a little about some scientific literature related to the problem presented in the teaching of language as a foreing language such as the excessive use of mother tongue, classroom environment, educational and psychological factors.

There is also a description about the instruments used in the fieldwork to collect the data related to this quantitative and qualitative research. The instruments used were: An in-depth interview, a survey, and an observational guide.

After the description of the analysis of the information gathered through the instruments, there are several recommendations that are considered very important for the teacher to improve the speaking skill in her students.

This research project was done in Rigoberto López Pérez Institute located in Casimiro Sotelo neighborhood, Managua between August and December 2017. The problem addressed on this present study was the methodological factors that affect the speaking skill, in students of 8th grade in Rigoberto López Pérez Institute, in Managua, during the second semester 2017. The main objective pursued was to analyze the different methodological factors that affect the speaking skill. The population of this study was 45 students but the sample obtained for the study was 25 students. The data collected in this research were analyzed through

qualitative and quantitative methods.

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

The most relevant techniques to teach the speaking skills are; dialogues, repetition and oral presentations. All of these techniques contribute greatly to the development of speaking and motivate students to participate actively during the class period. The materials that are used for the functional communication are handouts, pictures and books. Besides, the lack of eliciting technique is a factor that affects the students' oral communication in the classroom. To sum up, it is a great responsibility that the English teachers have with respect to applied the teaching strategies in the students learning process, because this helps the teachers know the difficulties that their students have in the acquisition of the language.

Finally, highlighting that there are many distractors inside the classroom that are interfering the students' participation such as chatting with their cellphones, screaming to another student, and so on. The English teacher can use students` likes in order to motivate them to perform any speaking activity such as using cellphones to establish phone calls and they can download English stuff that can be used in the English class.

This final paper has several chapters like the topic, the problem background and previous studies. Also, it has a justification about how useful will be this research, following by the research questions, a general objective and specific objectives, and the theoretical framework. Besides, it includes the variables matrix, the methodology, the results and the data analysis. Finally, this concludes with conclusions, recommendations, bibliography and annexes.

II. Topic

Analysis of the methodological factors that affect the speaking skill, in the students of 8th grade in Rigoberto López Pérez Institute-Managua, during the second semester 2017.

III. Problem Background

This research project was carried out in the Rigoberto López Pérez Institute located in Casimiro Sotelo neighborhood in Managua, which was founded in 1960 under Somoza's government with the purpose of giving education to the Nicaragua National Guard´s children.

Currently, the institute offers primary and secondary education as well as Saturday and Sunday courses. It has an enrollment of 3,512 students who comes from nearby places. The land of the institute is eight hectares in size. It has an auditorium, a technological classroom, and a library with more than two hundred books.

The staff of English teachers is comprised of six members, four of them in the morning and two others in the afternoon shift; each teacher is in charge of ten groups. Four of the teachers are in charge of teaching from 7th to 9th grade while the two other teachers teach from 10th to 11th grade. Each group is made up of forty-five students in each classroom. It is important to mention that the institute does not receive any financial support from other institutions.

The teacher under study had some problems on the methodology she was using to develop the speaking skill to students. So, the research staff took as granted that there were some factors that were affecting the teacher's methodology to develop the speaking skill in the students. And, the following question came up:

What are the methodological factors that affect the speaking skill in the students of 8th grade in Rigoberto López Pérez Institute?

IV. Previous studies

It was searched about previous studies related to the research topic, and it was found some useful studies that it could help to develop the current research.

1. There is a study titled Teaching speaking to students of 11th grade at Heroes y Martires de la Reforma institute in Masaya, during the second semester 2016, written by Alejandra Gabriela Guevara Hernandez, and Paula Petrona Cerda Palacios. The general objective for this research was to analyze the teaching strategies used 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. Moreover, the methodology used in this research was a mixed approach. Qualitative, because it was made direct explorations in the classroom to know the problem. They made many class observations and interviews to the teacher, then they analyzed the information obtained to know what is affecting the teaching process of speaking skill. Quantitative, because it tried to quantify and understand the problem by the use of graph and percent. This research is focused on students of 11th grade where there is a population of 66 students where 40 students are men, and 26 students are women. The main conclusion is, after having analyzed the results of instruments that were applied, it was found that the inadequate teacher training, the little motivation, and the use 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 that basic speaking skill. In the observation of the classes it was found the little use of teaching strategies in the English class. Finally, the main recommendation is that the teacher has to implement more interactive strategies in the classroom like discussions, role play, and simulation, interviews, reporting. Dialogues that develop the speaking skill in students.

2. There is another study titled factors affecting the teaching learning process in the acquisition of speaking skill in the students of 7th grade F at Miguel de Cervantes Saavedra institute in Managua city, in the morning shift, during the second semester of 2016. This study was written by Angelica Maria Talavera, Alejandra Auxiliadora Morales Gaitan and Jordania Zelaya Martinez. The general objective for the research was to analyze the factors that are affecting the teaching learning process in the

acquisition of speaking skill at Miguel de Cervantes Saavedra Institute, in Managua city, in the morning shift. Moreover, the methodology used in this research was quantitative approach because data collections were transferred to statistical tables. Also numerical behavior patterns were constructed. The design used for research was descriptive and analytical, transverse axis since the investigation was at certain time of a semester class. The population was 390 students on the morning shift of 7th grade A, B, C, D, E, F, G classroom, at Miguel de Cervantes Institute and one English teacher. As a conclusion it can be demonstrate that the factors as the elements involved in the environment, strategies and the didactic materials observed in the classroom of 7th grade students at Miguel de Cervantes Saavedra Institute are really affecting the student's acquisition of the speaking skill as element strategies and didactic materials are affecting the teaching learning process.

3. This is another study titled Analysis of the English Speaking Skill teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortes School, in the afternoon shift, during the second semester 2015. It was made in the National Autonomous University of Nicaragua – UNAN- Managua. Submitted by Junieth Moreno, Nicky Lopez and Frania Ponce. The general objective for this research was to analyze English Speaking Skill teaching strategies applied by the teacher to ninth grade students of secondary education, at Alfonso Cortez School Managua, in the afternoon shift during the second semester 2015. , and the specific objectives were. To identify the English teaching strategies applied by the teacher in the classroom. To describe the English speaking skills teaching strategies applied by the teacher in the classroom. To Know the English students attitudes towards in speaking skill s teaching strategies applied by the teacher in the classroom. To explain the sequences about the lack of English speaking skill teaching strategies applied by the teacher in the classroom. The methodology used in the present research belongs to qualitative – quantitative approach and the type of research was descriptive. The population in this research project was 20 students where the 45% were female and the 55% were male.

V. Justification

This research paper provides an insight analysis on the methodological factors that affect the speaking skill in the students of 8th grade in Rigoberto López Pérez Institute, during the second semester of 2017. Additionally, this research report analyzes the lack of speaking interaction among students because those students have the main problem of communication development on the learning process. Besides, this research will give teachers the opportunity to know how to apply new methodologies and strategies when they are teaching the speaking skill in class.

Furthermore, this research will help the Rigoberto López Pérez Institute's teachers to understand the real issue that affect their teaching speaking skill in the learning process and it will drive them to take some advice to improve in speaking.

Based on the results of the research, there are some suggestions and recommendations for doing educational resources available in order to reinforce the development of the speaking skill in the students at this school.

 The students of this institution will be the mainly benefitted with this research because if the teachers take into account the recommendations, then they will improve their methodology to develop the speaking skill. Moreover, the students will be more fluent in communication as well as they will have more interest and motivation in the English class. Also, some other institutions will be benefitted such as primary schools, English academies and so on.

VI. Research Questions:

1. What are the methodological factors that affect the speaking skill?
2. How are the methodological factors influencing the poor of use of English language in the classroom?
3. What kind of didactic materials does the teacher use to carry out the speaking activities?
4. How does the teacher promote the students´ participation in the class?
5. Why do not teachers use speaking strategies in class?
6. What are the recommendations to improve the teaching methodology for the speaking skill?

VII. General Objective

To analyze the different methodological factors that affect the speaking skill in the students of 8th grade in Rigoberto López Pérez Institute, during the second semester 2017.

Specific Objectives

1. To describe the strategies used by the teacher to teach the speaking skill to the students.

2. To classify the didactic materials that the teacher uses to carry out the speaking activities.

3. To evaluate how the teacher promotes the students' participation.

4. To determine the teacher's knowledge of teaching strategies to develop the speaking skill in the students.

5. To provide some useful recommendations to improve the teaching methodology for the speaking skill.

VIII. Theoretical Framework

In order to understand this research project in a better way, it was included a series of studies and definitions. There are some theories about the teaching learning process, definitions about teaching methodology, methodological strategies, teaching and the importance of them as well as concepts about speaking, activities to develop this ability and how to correct speaking in the classroom. It is mentioned some well-known authors like Jeremy Harmer and Charles Brown who talk about how to teach English.

1. Education

It is said that education is the wise, hopeful and respectful cultivation of learning assumed in the belief that all should have the chance to share in life. Talking about education, people often confuse this term with schooling or they think about places like schools, colleges or universities. They might also look to particular jobs like teacher or tutors. The problem with this is that while looking to help people learn, the way many schools and teachers work is not necessarily something we can properly call education. They have been pushed into 'schooling' trying to drill learning into people. It can be said that Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. In this process, we can some mention some methods that are useful to develop this process. For example storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.

According to (Swett, 1975) it is possible to classify the education process in two aspects one is formal and the other is non-formal Education.

1.1 Formal education refers to the learning normally offered by a center of education and training with a structured character, according to educational objectives, duration or supports and which includes a certification.

1.2 Non-formal education consists on the learning that is obtained in the activities of daily life related to work, family, and is not structured in didactic objectives, duration does not support.

The education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

2. Teaching

Teaching can be defined as the action of imparting knowledge or skills that a person develops as a teacher. Great teaching is defined as that which leads to improve the student achievement by using outcomes that matter to their future success.

Defining effective teaching is not easy. Some researches keep coming back to this critical point: student´s progress is the measure by which teacher quality should be judged. Ultimately, for a judgment about whether teaching is effective, it must be checked against the progress being made by students (Coe, 2014).

Schools currently use a number of frameworks that describe the main elements of effective teaching. According to Robert Coe, he lists the six common components suggested by some researches that teachers should consider when assessing teaching quality. Good quality teaching will involve a combination of these attributes manifested at different times; the very best teachers may be those that demonstrate all of these features.

2.1 Pedagogical content knowledge

The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

2.2 Quality of instruction

This includes elements such as effective questioning and use of assessment by teachers. Specific practices like; reviewing previous learning, providing model responses for students, giving adequate time for practicing to implant skills securely. Executive summary and progressively introducing new learning (outline) are also elements of high quality instruction.

2.3 Classroom climate

It covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom clime that is constantly demanding more, but still recognizing students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (perseverance).

2.4 Classroom management

The teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behavior with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

2.5 Teacher beliefs

Why teachers adopt particular practices, the purposes they aim to achieve, their theories about what learning is and how it happens and their conceptual models of the nature and role of teaching in the learning process all seem to be important.

2.6 Professional behaviors

Behaviors exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues, and liaising and communicating with parents.

2.7 Classroom observations

Successful teacher observations are primarily used as a formative process framed as a development tool creating reflective and self-directed teacher learners as opposed to a high stakes evaluation or assessment. However, while observation is effective when undertaken as a collaborative and collegial exercise among peers, the literature also emphasizes the need for challenge in the process involving, to some extent, principals or external experts, (Coe, 2014). Levels of reliability that are acceptable for low-stakes purposes can be achieved by the use of high-quality observation protocols. These include using observers who have been specifically trained with ongoing quality assurance, and pooling the results of observations by multiple observers of multiple lessons.

Maxwell States on 2001 that "teacher observation cannot be useful without planning. Different types of evidence require different types of planning".

Planned observation can involve planning for "in situ" observation (in learning situations) or planning for set assessment task situations. For all planned observations, weather "in situ" or set task, thought needs to be given to how the event and/ or the observations will be recorded. An observation sheet may include checklists of learning outcomes and categories for describing students' activities and performance.

The advantages of prepared observation sheet.

- Opportunity to share learning expectations with students advance
- Clarification of the desired learning outcomes to guide learning
- Focus on desired learning outcomes to guide teaching
- Ease of recording of student performance characteristic
- Structured means of providing feedback to students

The disadvantages of prepared observation sheet

- It can be difficult to anticipate all the learning outcomes that might appear
- Students' learning   may constrained by listed learning outcomes
- The need to allow for several levels of learning outcomes on a single sheet

2.8 Measuring student gains

Value added models are highly dependent on the availability of good outcome measures. Their results can be quite sensitive to some essentially arbitrary choices about which variables to include and what assumptions reinforce the models. Estimates of effectiveness for individual teachers are only moderately stable from year to year and class to class. However, it seems that at least part of what is captured by value added estimates reflects the sincere impact of a teacher on students' learning. Collecting student ratings should be a cheap and easy source of good feedback about teaching behaviors from a range of observers who can draw on experience of many lessons. There is evidence of the validity of these measures from use both in schools and, more widely, in higher education.

There are a few general requirements that follow teaching. The first is that a worthwhile system for monitoring and formative evaluation of teaching quality must have at its heart a set of high-quality assessments of student learning. Building in assessment ensures that teachers keep the focus on student outcomes, Shulman (2009). If the assessments are of high-quality that ensures they will capture the learning outcomes that we value and want to incentivize. Ultimately, for a judgment about whether teaching is effective to be seen as trustworthy, it must be checked against the progress being made by learners. However, good our proxy measures become, there is no substitute for this, Taylor & Tyler (2012).

Good teachers should make efficient use of lesson time, to coordinate classroom resources, and to manage students' behavior with clear rules, all these aspects are relevant to achieve the objectives of the class. Good teaching happens when the objectives of the class are achieved at the end of it.

3. The learning process

Teaching is one of the most important carriers of the learning process. It is essential for students to understand what their teacher is explaining or presenting to them in order to achieve the objective of the class or the course.

Learning process is a process that people pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions, and actions.

Learning takes time and patience. It is a process, a journey. A self-directed learning process is arguably the most powerful model for facilitating and inspiring individual, group and organizational learning and development. We provide a learning process to empower people to guide themselves through their personal learning and development journey (Princeton, 2015).

In the learning process we can find different segments, each segment highlights a particular feature of the learning process or set of ideas about how people learn.

3.1 The learning environment makes a difference

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. People learn by making sense of the environment and of motivations around them. Greater perceptual development and learning occur in environments that are rich with motivations and provide useful feedback in response to a learner's efforts to act upon the environment (Hammond, 2012). The nature of the tasks confronted, the ways in which information is presented, and the expectations for the learner's involvement all impact the learning process.   According to Linda the nature of the social environment whether and how learners have access to others who can model, describe, or provide feedback shapes the learning process. Developing a total learning environment for students in a particular course

or program is probably the most creative part of teaching, it makes the difference and it will benefit students during their learning process.

3.2 Learning is based on associations

Learning is a process of drawing connections between what is already known or understood and new information (Hammond, 2012). Therefore, prior knowledge is important to the learning process. People make connections and draw conclusions based on a sense of what they already know and have experienced. Learning can be viewed, in part, as a matter of encoding and storing information in memory, processing, categorizing and clustering material, and later retrieving this information to be applied at the appropriate times and situations. For learning to occur, facts, concepts and ideas must also be stored, connected to other facts, concepts, and ideas, and built upon. Linda Hammond states that, knowing in advance what the big ideas are and how they relate to each other conceptually helps learners to make sense of information and to remember and use it more flexibly.

3.3. Learning occurs in cultural and social contexts

The association people make and understanding they develop are dependent upon and influenced by what is valued and what is experienced at home, in the community, and within the classroom learning environment. Culture influences the knowledge and experiences people bring to the classroom, the ways in which they communicate, the expectations that have for how learning will occur, and the ideas they have about what is worth learning (Hammond, 2012). The social context created within the classroom the ways in which communication, teachers' and students' roles, and opportunities for collaboration are structured all influence the learner understanding and construction of knowledge. According to Linda Hammond, the compatibility between cultural contexts, tasks, and modes of communication inside and outside of school influence the ease with which learners will be able to find and make connections to their experience, and hence to make sense of school based learning experiences.

3.4 People learn in different ways

All people learn in different ways, David Kolb identified two separate learning activities that occur in our cycle.

- perception (the way we take in information) and

- processing (how we deal with information).

The perception and processing activities described above can be divided into opposites.

For example, some people best perceive information using concrete experiences and emotions (like feeling, touching, seeing, and hearing) while others best perceive information abstractly (using mental or visual representations).

Once information is perceived it must be processed. You may process information best through active experimentation (doing something with the information) while others process best through reflective observation (thinking about it).

Identifying individual differences among learners can help us to better understand and guide the learning process. People can be seen as possessing a number of intelligences beyond the linguistic and logical-mathematical abilities typically emphasized in schools (Hammond, 2012). Learners also possess interpersonal intelligences, musical, kinesthetic, and spatial abilities. It is also known that individual learners process information differently while they are reading or making mathematical calculations, for example. Linda Hammond claims that, learners have processing differences that influence how they handle visual, aural, or kinesthetic information. Information that is available through learning modalities or pathways that are better developed will be easier to understand and use.

The learning process happens in different ways depending on the kind of students. There are some students who learn better with some strategies and at different speeds than others.

3.5 Learning process strategies
In order to engage, motivate and teach all learners at optimal levels, teachers must understand the learning process in general. According to Hardan, the taxonomy of language learning strategies divides these strategies into two main classes, direct and indirect strategies according to their contribution in the process of language learning.

Direct strategies
- Memorization strategies: are techniques use to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps student to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the

information back. For example, the semantic map of a group of nouns or verbs that shows the relationship between the words.

- Cognitive strategies: are used to help the students to manipulate the target language or task correctly by using all their processes. They include reasoning, analysis, and drawing conclusions. For example, the use of drills to practice the language and the use of dictionary to find difficult words.

- Compensation strategies: are employed by the students to compensate the missing knowledge in the target language due to lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or by inventing words to the use of linguistic clues to guess compensates their lack of vocabulary.

Indirect strategies
- Metacognitive strategies: are employed by the students to help them coordinate the learning process by centering, arranging, planning, and evaluating their learning, this help learner to control their own learning. Students will also be able to plan what their learning strategies should be and change them if they are not suitable. For example, overviewing with already known material and deciding in advance on what to pay attention to.

- Affective strategies: are techniques to help the students control their emotions, attitudes, motivations and values. These strategies have a powerful influence on language learning because they allow the students to manage their feelings. For example, student may use laughter to relax and praise to reward themselves for their achievement.

- Social strategies: are activities that students engage in to seek opportunities to be exposed to an environment where practice is possible. These strategies are important because language learning always involves other people; it is a form of social behavior. For example, questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speakers in order to upgrade their language skills.

3.6 Role of technology in language learning

It is unusual to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning.

Further, some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs. In sum, technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students.

While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language-learning environment. However, school and university administrators have permitted technology to drive the language curriculum and have even used it to replace certified language teachers. Kuehn, (2017). Language technology companies have made unsubstantiated claims about their products' abilities to help students learn languages, thus confusing administrators into thinking that these technologies can be an effective cost-cutting measure. There is currently no definitive research to indicate that students will acquire a second language effectively through technology without interaction with and guidance from a qualified language teacher.

4. Teaching-learning process

In teaching, the teacher's background knowledge interacts with those of their students, as they work together to develop new understandings.

The act of teaching and learning is intricate, not something, that can be reduced to a few methodological prescriptions. Furthermore, the role of teachers is not one of simply receiving prescriptions from others that are subsequently 'implemented' in their context. Rather, teachers come to the act of teaching and learning with their own dynamic framework of knowledge and understanding of their own personal, social, cultural and linguistic make-up and that of their students. Their experiences, beliefs, ethical values, motivations and

commitments are part of their framework of knowledge and contribute to their stance and identity as a teacher, the teaching learning process involves teachers supporting students to achieve success as they move through the learning process. It is about recognizing that all students have different abilities, acknowledging, and valuing the effort each student puts into improving their work.

Within the classroom, teachers need to be sensitive to values that are promoted by family, peers, friends, religious and cultural backgrounds. The health classroom provides numerous opportunities for students to share personal anecdotes ask explicit questions and make disclosures. The climate of the classroom must be such that students may speak openly while being assured of the confidentiality, trust and respect of their classmates and teacher. Scarino, (2009).

The teacher builds positive relationships with and values each student. Through teacher modeling and classroom strategies based on cooperation and mutual support, an environment is created where students feel comfortable to pursue enquiries and express themselves. They take responsibility for their learning and are prepared to pursue and try out new ideas. In addition, teachers model practices that build independence and motivate students to work in an autonomous manner. Students are involved in decision making within the classroom in relation to what and how they learn and are encouraged to take responsibility for their learning argued.

5. Didactic materials
The resources used by the teacher during the class are just vital for having a successful class. This is going to help the teacher to practice speaking skill in the classroom. If a teacher is all the time using just the board sure this is going to be a sleeping pill. Consequently, the students react with discipline problems. Those kinds of things can be avoided, not completely, but a big part just if the teacher uses different resources to get the students attention in the class; Scarino, (2009).

5.1 Types of didactics materials
Naturally, most of Nicaraguan high schools don't have the resources that might best help to have a dynamic class and improve the teaching and learning process for instance: data,

recorder, images and among others duo to the teacher has to be aware of those kinds of problems and bring his or her owns.

5.1.1 Pictures
Pictures are essential when it comes to engaging students who are learning a new language at any level. They can be successful study aids during lessons, and they can act as useful prompts to help students when they are practicing speaking, (Albano, 2013). This is an excellent material that can be used to teach vocabulary, students do not need translation; they just recognize it and learn. In addition, there are students who learn easily through pictures and share opinions about it. So, students can look at pictures in order to predict what the topic of the lesson or the activity will be about.

5.1.2 Realia
Using the realia might be difficult with some topics but can be used with some of them. For example if the topic is parts of the body, the teacher can point to them in order for students to identify them. If the topic is classroom objects, the teacher may use the same objects from the classroom. Using those resources the class promises to be really interesting and the learning significant.

5.1.3 Flashcard

Flashcards are a simple, versatile, yet often underexploited resource. Besides, flash cards are a really handy resource to have and can be useful at every stage of the class (Budden, Using flash cards, ND). They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they may feel motivated to participate in small groups, peers or individually. It would be beneficial if the students create their own sets of mini flash cards that can be taken home for them to play with, with parents and siblings.

5.1.4 Books

Books are one of the most common resources that the teacher uses in the class. Also, books assist managing a lesson and saves time, give direction to lessons, guide discussion, facilitate in giving homework, making teaching 'easier, better organized. New teachers will find this resource particularly valuable, (Connolly, 2002). A book is only as good as the teacher who

uses it. And it's important to remember that a book is just one tool, perhaps a very important tool for teachers. Sometimes, teachers overuse the books and don't consider other aids or other materials for the classroom. Some teachers reject a book approach to learning because the book is outdated or insufficiently covers a topic or subject area.

5.1.5 Handouts

Handouts may support the students as they move through the process of developing the speaking skill. Also, it provides background information or detailed information that it is not easy to found, Trinity College Dublin. (2016). Inclusive, handouts are useful tools for student preparation, comprehension and revision. While handouts can follow many different formats and include a variety of content, they generally summarize the material covered in a lecture, and may include some added exercises or questions for reflection.

6. Methodological strategies

It refers to the structure, system, methods techniques, procedures and process that teacher uses during the instruction. A strategy defines the basic procedure of how the content is elaborated during the teaching process. It is an essential method that teachers use in order to achieve the teaching goal. It includes the way that the teacher chooses to give or explain the subjects, look for the easier way that students can acquire the knowledge and the skills.

7. Teaching Strategies

A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium.

Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content. There are some teaching strategies that the teacher uses to explain the lesson in a better way.

7.1 Games

Games are dynamic and entertaining activities that the teacher can imply in the classroom in order to involved and engage students to participate in the activities. By playing a game,

students may be able to understand a new concept or idea, take on a different perspective. Also, games provide a context for engaging practice and grab students` attention. There are countless skills that the students can develop through game such as critical thinking skills, creativity, teamwork and social behavior, (Ackeman, Playing is our favoutire way of learning, 2017). What the author wants to explain in this concept is that playing games in the classroom increases overall motivation. By playing games, students become more motivated to learn, pay attention and participate in set tasks. Games help students to become a part of a team as well as take responsibility for their own learning. They can also be a great classroom management tool, helping to motivate a class.

7.2 Repetition
Repeating means getting the cognitive and moral bearing not through prompted remembering but quite unexpectedly as a gift from the unknown, as a revelation from the future (Hutchinso, 2008). Once the repetition improves, the student no longer needs to consciously think about their participation, every time the students repeat a word, the strategy is reinforced. It is possible for a student to repeat a word and then say it unconsciously, because it was so firmly encoded in the brain. This is the power of learning by repetition.

7.3 Dialogues

A dialogue is nothing more than communication between two people who share information or knowledge. Moreover, it is a meaningful way to show the mastery of a specific topic and at the same time, the knowledge of a language. By using dialogues, the teacher can introduce the meaning and use of the verb (Kuehn, 2017). What the author argues is that dialogues scaffold learning leading to improve speaking skill in the students and dialogues can come in handy when working on stress and intonation. Students move beyond focusing on single phonemic pronunciation issues and concentrate instead on bringing the right intonation and stress to larger structures.

7.4 Role-play
Role-play is any speaking activity when the teacher either put the students into somebody else`s shoes. It is widely agreed that learning takes place when activities are engaging and memorable. There are some reasons why teachers should use role play in the classroom; first

it is fun and motivated and second it gets the chance to express the students in a more forthright way.

7.5 Oral presentation

Oral presentation is an extension of oral communication skill (Nadia, 2013). It is where the presenter shows their knowledge on a particular subject. The participant might choose the title or the teachers give it to them. In order to talk about it to their classmate after this the participant makes a small research to get more information about this topic. The presenter is giving the most important information first, leaving the details for last.

8. Importance of teaching strategies

There is no one best strategy; we can select from several instructional strategies for just about any subject. It is important to vary instruction to not only keep the students' interest, but also to allow them to interact with content in a variety of ways that appeal to various learning styles. When purposefully implemented, as in the classroom pictured in the accompanying photograph, different instructional strategies can make a teacher's lesson more effective in reaching a wide range of learners.

It is well acknowledged that motivation is very crucial in language learning, it is mentioned that motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second foreign language learning.

Motivation provides the primary impetus to initiate learning the foreign language and later the driving force to sustain the long and often tedious learning process. Therefore, at class teachers should give their priority to motivation. Students will learn from their experience and keep collecting to develop their full potential. Otherwise, classroom realities increasingly ask awareness to an overlooked aspect, i.e., the motivational needs from teachers, since teachers' motivation has direct influence to students' language learning efficiency. However, ways to motivate language teachers take little amount of research but it will broaden the research area.

They made distinctions among the three based on the theory of affective factors. "Lecturers" are those who solely consider their professional skills but neglect teaching methodology.

"Teachers" here refer to those who possess professional skills and teaching methodology but seldom care students' affective experience, Scarino (2009). "Facilitators" are like those who not only take characters of the former two but also care students' affective state and learning process to help them in language learning by self-consciousness-raising. Through comparison, it reflects that lecturers lack flexibility during their teaching and there are less interaction between students and lecturers as if there was an invisible wall.

It is better for teachers to realize how to turn burdensome language class into dynamic one, but they pay less attention to the students' involvement or do not perform enough to release the capacity of students because of individual differences. As facilitators, they try to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed into a harmonious group. Both learning and teaching go on smoothly without tension. It is no doubt that such facilitators can be successful ones for they explore attentively students' psychological feelings, skillfully manipulate students from loving language classes and attract students to participate actively, Scarino, (2009).

To be a humanistic teacher means a teacher's behavior should be democratic and his teaching aims at student-centered classroom in which a teacher acts as an organizer, encourager, and guide. It is argued that learning that combines intelligence and affection would promote the whole-person development. Teachers asserted that significant learning can be facilitated by establishing an interpersonal relationship between the facilitator and the learner. Teachers should treat their learners as individuals with specific needs to be met and provide them with trust and emphatic understanding.

In the process of English teaching, teachers should pay more attention to establishing certain relationship with their students. A harmonious and pleasant climate in the classroom can help to reduce the anxiety of students, ask the focus of students when learning English and form emotional bonds between students and teachers at the same time. Teachers can create the classroom a welcoming and relaxing place where psychological needs are met and language anxiety is kept to a minimum. The students learn best in a non-threatening environment. This is one area where humanistic educators have had an impact on current educational practice. The orientation espoused today is that the environment should be psychologically and emotionally, as well as physically, non-threatening.

The main goal of teaching is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus.

9. Speaking skill

If you have learned a language, other than your own, which of the four skills-listening, speaking, reading and writing- did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can when you are writing.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language Spoken language production is often considered one of the most difficult aspects of language learning. In reality, many language learners find it difficult to express themselves in spoken language in the target language. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication, (Ariyanti, 2016). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking

activities. Speaking skills cannot be developed unless we develop listening skills, students must understand what is said to them to have a successful conversation, (Ariyanti, 2016). shares the ideas of by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

9.1 The Importance of the Speaking Skill

Communication takes place where there is speech. Without speech we cannot communicate with one another, it was found that the importance of speaking skills, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another.

9.2 Real Life Speaking

Teach only real-life speaking. There's no need to present to students stilted speech patterns. In order to do this your students need as much exposure as possible to genuine language and speakers. This can be done through movies, guests, and podcasts and so on. In other words, you should provide your students with a good model which they can follow. This might be the time to introduce drills where common speech patterns can be covered, (Nadia, 2013).

Also give the students plenty of practice in the different types of speaking there are. Think about how you use the spoken language each day and transfer this to the classroom; example, talking to friends, on the phone, telling a joke, asking directions, discussing a news item with an acquaintance, asking your boss for a pay rise. And of course there are other types of speaking which the students may need help with; example, job interviews, giving a presentation, etc.

9.3 Speaking Sub-Skills

Depending on the level and ability of the students, in the sphere of speaking there are several sub-skills worth looking at: pronunciation, using stress, rhythm and intonation well enough

so that people can understand what is said, word order, using appropriate vocabulary, using the appropriate language register, building an argument.

These sub-skills go towards the main goal of teaching speaking: being able to hold a steady, understandable conversation. They are often dealt with on an as-needs basis rather than as general lessons, (Nadia, 2013).

9.4 How to improve Speaking skills?
Effective communication is one of the most important life skills we can learn yet one people don't usually put a lot of effort into. With regard to teachers, they should deal with different strategies to make students improve their conversational abilities. Kuehn (2017) states that whether you want to have better conversations in your social life or get your ideas across better at work, there are a lot of conversation exercises pragmatically focused on improving communication skills: 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.

9.4.1 Using role-plays is a basic speaking activity focused on target structures which the teacher provides by the use of cue cards turning ordinary conversation practice into a mini drama, and thus humanizing language teaching.

9.4.2 Expressing points of view is a speaking activity which helps students to express their opinions on a number of controversial issues and explain their reasoning. The teacher should give points of view worksheet and ask them to rate their opinion from one to ten (1-strongly agree / 10 - strongly disagree) on different statements from the students' field of interest,

9.4.3 Debating on different topic discussions *is* a form of argument based on several rules of conduct and arguing techniques. This speaking activity is usually performed in a debating team each speaker having specific roles during the topic discussion.

9.4.4 Practicing group decision making *activities* 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.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well.

9.5 Feedback during Speaking Activities

Speaking activities helps learners to communicate efficiency as well as helps the teachers to know if they have reached their goals. It is supposed that learners should be able to make themselves understood. They should try to avoid confusion, in the message due to mispronunciation, grammar mistake or lack of vocabulary .to help students to develop these activities efficiency the instructor or the teacher can use a balance of activities that are called feedback. Harmer states on 1998 that feedback "are the speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having"

It is important for teachers to correct mistakes made during speaking activities in a different way. Some of these ways could be the fallowing: watching and listening while activities are taking place and take note down then the teacher lets his students know what the problems that they had during the activity were. It is used commonly when the students have grammatical problems. Correct quietly refers to the correction or intervention of the teacher during the speech activity so that the purpose of the activity is not interrupted this is commonly used when the student mispronounces a word.

10. Factors that affect the speaking skill
In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

10.1 Performance conditions

Students perform a speaking task under a variety of conditions. (Coe, 2014) believes that performance conditions can affect speaking performance. The four types of performance conditions that Coe suggests include time pressure, planning, the standard of performance and the amount of support.

10.2 Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. It is stated that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

10.3 Listening ability

Speaking skills cannot be developed unless we develop listening skills Students must understand what is said to them to have a successful conversation. Shulman, (2009) shares the ideas of by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

10.4 Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Shulman, (2009) states certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. It is believed that topical knowledge has effects on speaking performance.

10.5 Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way.   Harmer (1998) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be

destroyed (Harmer, 1998). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. He suggests that the teachers should always correct the students' mistakes positively and with encouragement.

10.6 Speaking problems

There are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Harmer, (1998) asserts that a foreign language classroom to can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. It is believed that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Another problem in speaking class is that participation is low or uneven.   In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1998) suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from

the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

As a conclusion of all these theories it can be affirmed the importance of learn a second language. How important is the education in life because people learn to be hopeful and respectful one another following a process which is called education process but the education not only can be develop in a classroom but also outside of a classroom this is called formal and nonformal education. How important is the role of a teacher in this process, there are some characteristics that a great teachers must have like; pedagogical content knowledge which is have deep knowledge of the subjects they teach, quality of instructions ,this includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to implant skills securely, classroom climate it covers quality of interactions between teachers and students, and teacher expectations, professional behavior it means participation in professional development, supporting colleagues, and liaising and communicating with parents, classroom observation, teacher observations are primarily used as a formative process framed as a development tool creating reflective and self-directed teacher learners as opposed to a high stakes evaluation or assessment. All these characteristics must be applied by a teacher. However, how the students learn, the learning process. It is essential for students to understand what their teacher is explaining or presenting to them.

There are different aspects that are crucial in this process like; the learning environment, learning association, learning in cultural and social contexts, the different ways that people learn, the importance of the technology in the learning process. Besides, it is important the use of the didactic resources such as, pictures, realia, flash cards, books and handouts. Additional, is the different between methodological strategies and teaching strategies. Methodological strategies refers to the structure, system, methods techniques, procedures and process that teacher uses during the instruction and teaching strategies strategy is the method used to deliver information in the classroom, online, or in some other medium. Speaking skill is defined as an interactive process of constructing meaning that involves producing, receiving and processing information the fallowing aspects are related to this skill. For

example, the importance of it, how people speak in real life, the sub-skills, how people can improve this ability, the different strategies to develop the speaking skill and how to correct the speaking during the activities. Finally, there are the main factors that affect the development of this skill such as performance conditions and affective factors.

IX. Variable Matrix

Objectives	Variables	Variables definition	Sub-Variables	Indicator	Data sources	Techniques
To describe the strategies used by the teacher to teach the speaking skill to the students	Strategies used by the teacher to teach the speaking skill.	A strategy is a set of plans that it is used to achieve lesson plan purposes	Primary teaching strategies Secondary Teaching strategies	-Clear Lesson Goals -Realia -flash Card to introduce a topic or teach vocabulary -Grammar translation -Questioning to check for understanding -Summarize	Teacher Students Class	Interview Survey Observation
To classify the didactic materials that the teacher uses to carry out the speaking activities .	Didactic materials that the teacher uses to carry out the speaking activities	Didactic material well known as teaching materials are the different sources that a teacher uses to develop the subject to help the students to understand easily		Pictures Tape recorder Realia Books Flash cards Others	Teacher Students Class	Interview survey Observation
To evaluate how the teacher promotes students' participation	How the teacher promotes students' participation	It is the way that the teachers get of their students get involve in a voluntary way in the different activities developed in the classroom		-To give extra points -Playing games	Teacher Students	Interview Survey

To determine the teacher's knowledge of teaching strategies to develop the speaking skill in the students	Teacher's knowledge of teaching strategies	Teacher's knowledge of teaching strategies means different kind of plans in order to the students to acquire English Language effectively			Teacher	-Interview - Documentary analysis
To provide some useful recommendation to improve the teaching methodology for the speaking skill	useful recommendation to improve the teaching methodology for the speaking skill	Useful recommendation means the teacher should create or adapt materials that are useful to help learners achieve the objectives of that lesson , teacher should use authentic material (flashcards, realia and pictures)		Useful recommendation like communicative competence activities, role-play, questions based on flash card, debates, and videos classes.	Teacher	

X. Methodological Design

1. Research approach

This research was analyzed through qualitative and quantitative methods because it was used the collection and analysis of data for reaching the objectives and determining the methodological factors that affect the students in the process of learning the speaking skill.

2. Type of research

This is a descriptive research because it describes the factors that interfere in the communicative skill and traversal because the study was examined only the second semester 2017.

Population and Sample

The population of this research was 45 students, it was noticed that they are mostly female. There are 29 girls and16 boys. The sample was obtained through the non- probabilistic method of quota Sampling. The procedure of this method, firstly it is identified the number of the population, secondly, the population is divided in two groups boys and girls, after that, each group is multiplied by 50% as a result it is obtained two subgroups and the addition of these subgroups is the outcome of the sample. The sample of this study is 25 students which are divided into 14 girls and 11 boys.

3. Techniques and instrument to gather data

Three instruments were applied for data collection in this research study; they were designed to help and give validity to this work through the following instruments such as survey, interview and an observational guide.

➢ The Survey was applied to twenty five students which were the sample obtained in the research; the questionnaire had a total of eleven closed questions. It was applied in one day in a period of forty-five minutes of class.

➢ The Interview was applied to the teacher in an oral way; the questionnaire had a total of fifteen opened questions. It was made the use of cellphones in order to record all the details told by the teacher, it was done in one day in a period of thirty minutes while the students were answering the survey.

➢ The Observational guide was completed in four days which is a total of six periods of class. Visiting the classroom, it was observed the teaching learning process focused on the methodology used by the teacher, the student's motivation and the didactic resources used by the teacher to develop the English class, some notes were taken in order to help in our research paper.

On the other hand, to process the data was used Microsoft excel in order to calculate the different overages obtained and also to have a more specific and valid information.

XI. Results and data analysis

The results were analyzed according to the research objectives and based on the applied instruments. In the following pages, the researchers present the results and analysis for this investigation work. The results are presented first. All the information gathered is presented below. The applied instruments were an interview to the teacher, an observation guide to the student and the teacher in the classroom, and a survey to the students of 8th grade in Rigoberto López Pérez during the second semester 2017.

Graph number 1 is related to the student's gender. It is clearly showed that 56% are female and 44% are male. According to the teacher, most of the students that drop out the school during the period of classes are male because they are focused on working.

GRAPH 1. STUDENTS´ GENDER
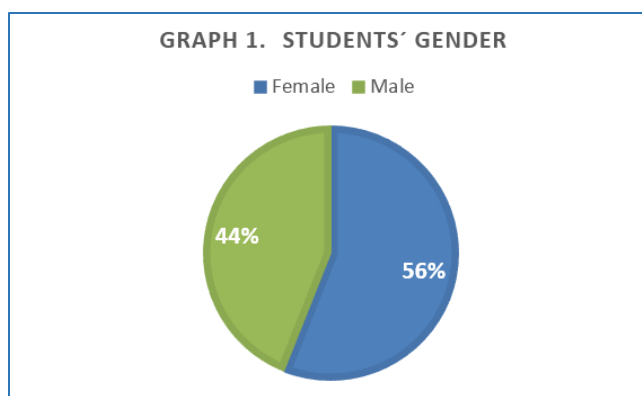
In graph number 2, it is seen that the 36% of the students are 16 years old, 28% of the students are 15 years old, 20% of the students are 14 years old and 16% of the students are 13 years old. The addition of 28% and 36% is 64% it means that the majority of the students are between the 15 and 16 ages. This is because the students with old ages study in the afternoon shift, the teacher said that the repeating students are changed to this shift due to they are out of the established ages rank. According to MINED, students must not be denied their education right because of their age.

GRAPH 2. STUDENTS´ AGE

	13	14	15	16
	16%	20%	28%	36%
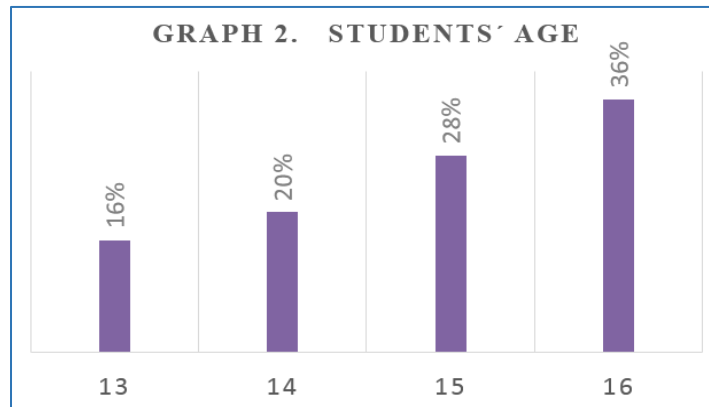
The strategies used by the teacher to teach the speaking skill to the students

This graphic number 3 showed that 8% of the students agreed that the teacher does excellent role plays activities, the 36% said that the teacher does excellent oral presentations activities, the 16% said that the teacher does excellent games activities, the 48% of the students affirmed that the teacher does excellent dialogues activities, the 36% of them answered that the teacher does excellent repetition activities. The 24% of the students agreed that the teacher does very good role play activities, the 8% said that the teacher does very good oral presentations activities, the 16% affirmed that the teacher does very good games activities, the 16% of the students said that the teacher does very good dialogues activities, the 20% of the students answered that the teacher does very good repetition activities. The 16% of students affirmed that the teacher does good role plays activities, the 16% of the students agreed that the teacher does good oral presentations activities, the 20% of the students said that the teacher does good games activities, the 20% of the students said that the teacher does good dialogues activities, the 16% of the students affirmed that the teacher does good repetition activities. The 36% of the students agreed that the teacher does regular role plays activities, the 28% of the students said that the teacher does regular oral presentations activities, the 28% of the students answered that the teacher does regular games activities, the 16% of the students said that the teacher does regular dialogues activities, the 20% of the students said that the teacher never uses pictures in the classroom as didactic material. The 8% of the students agree that the teacher does regular repetition activities. The 16% of the students agreed that the teacher does deficient role play activities, the 12% of the students said that the teacher does deficient

oral presentations activities, the 20% of the students answered that the teacher does deficient games activities, none of the student affirmed that the teacher does deficient dialogues activities and the 8% of the agreed that the teacher does deficient repetition activities.

What the graph represents is that a dialogue is the activity with the highest percent since the students considered this activity as excellent. This result is positive because the dialogue is an activity that allows students not only to develop the speaking skill but also to share information or knowledge with other people. Moreover, it is a meaningful way to show the mastery of a specific topic and at the same time, the knowledge of a language. By using dialogues, the teacher can introduce the meaning and use of the verb (Kuehn, 2017). What the author argues is that dialogues improve speaking skill in the students and dialogues can come in handy when working on stress and intonation. Students move beyond focusing on single phonemic pronunciation issues and concentrate instead on bringing the right intonation and stress to larger structures.
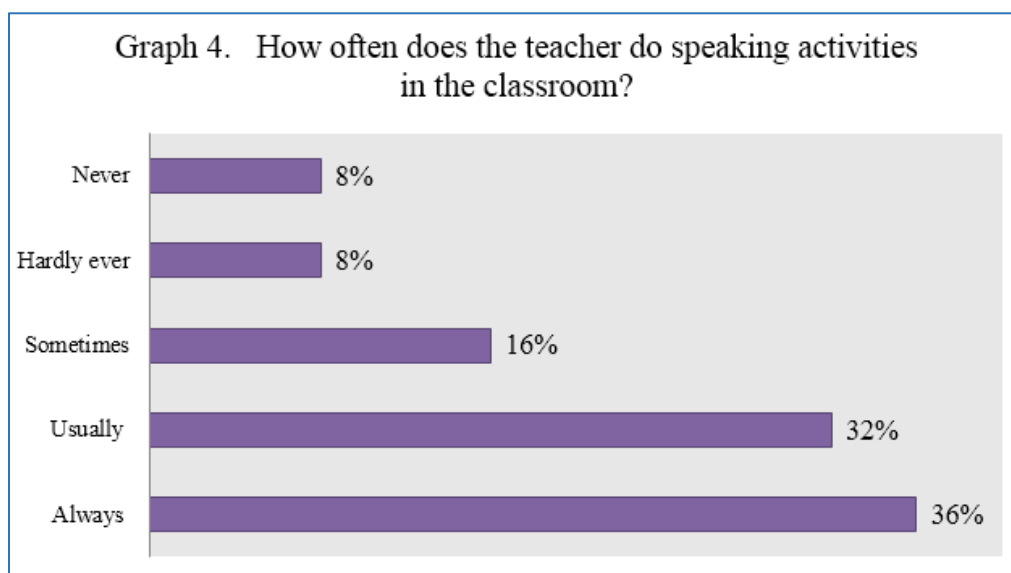
According to teacher`s interview, the students do not create the dialogue she gives them and they just perform the activity. In addition, the observational guide affirms that the teacher does the dialogue activity and the students participate in the activities.

Grap 3. How do you consider the following activities that the teacher does to develop the speaking skill?
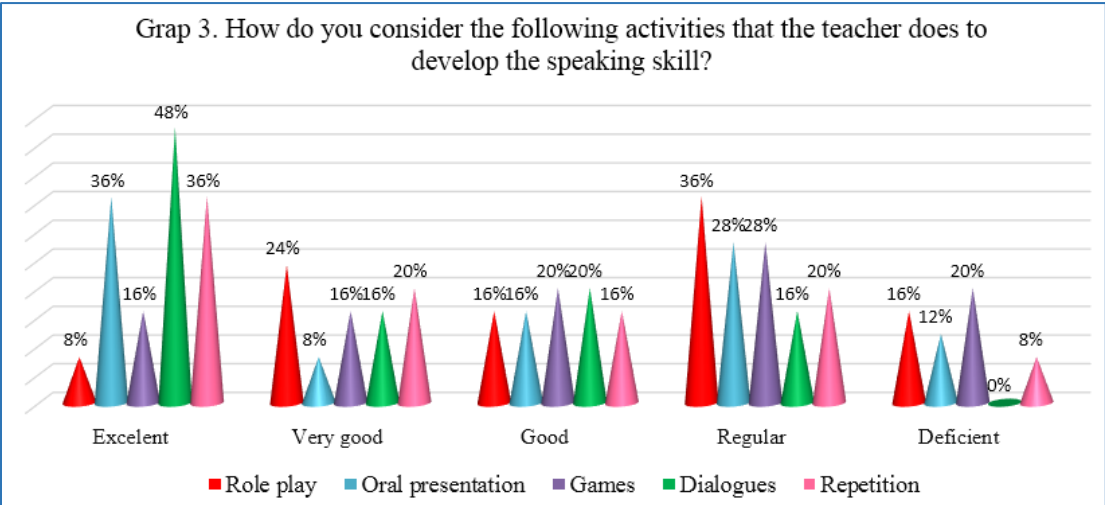
Graph number 4, it is clearly showed that the teacher does very often speaking activities in the classroom to develop the speaking skill, 36% of the students answered that the teacher always does activities in the classroom, 32% of the pupils claimed that the teacher usually does activities, 16% of the students say that teacher sometimes does activities, 8% of the

students expressed that the teacher hardly ever does activities and the 8% answered that the teacher never does activities in the classroom.

In this graphic the results are very positive because it is seen that the addition of 32% and 36% is 68% it means that the majority of the students answered that the teacher usually and always does speaking activities .According to the observations class it is possible affirm that the teacher always does speaking activities like oral presentations and dialogues but the negative point of view is that students do not like to participate in those activities.

Graph 4. How often does the teacher do speaking activities in the classroom?

Category	Percentage
Never	8%
Hardly ever	8%
Sometimes	16%
Usually	32%
Always	36%

Through the information gathered in graph number 5 it could be noticed that 52% of the students affirmed that the teacher usually uses the reading aloud to help develop the speaking skill, the 24% of the students answered that the teacher always uses the reading aloud to help develop the speaking skill, the 20% of the students claimed that the teacher sometimes uses the reading aloud to help develop the speaking skill, the 4% of the students said that the teacher hardly ever uses the reading aloud to help develop the speaking skill and none of the them answered that the teacher never uses reading aloud to help develop the speaking skill.

It is important to remark that according to the teacher, she practices the reading aloud with the students, she asks students one by one to read, so everybody must be ready to continue and follow the sequence of the reading. When students say, no teacher I cannot read it, the teacher just says, do not say so, just try it and do it even if you do not know how to pronounce

the words. She asserts that she gives feedback to her students when they mispronounce some words because they need to say words with the right pronunciation. Taking into account that "Reading aloud is a wonderful tool to help you learn to read smoothly and build fluency skills, continuity and confidence" (Shakthawatt, 2015). Reading aloud helps improve students' diction and expression, which will the transfer into your speaking voice; it also improve your spelling and it is the best exercise students can do to improve your own speaking.

Graph 5. How often does the teacher use the reading aloud to help develop the speaking skill?
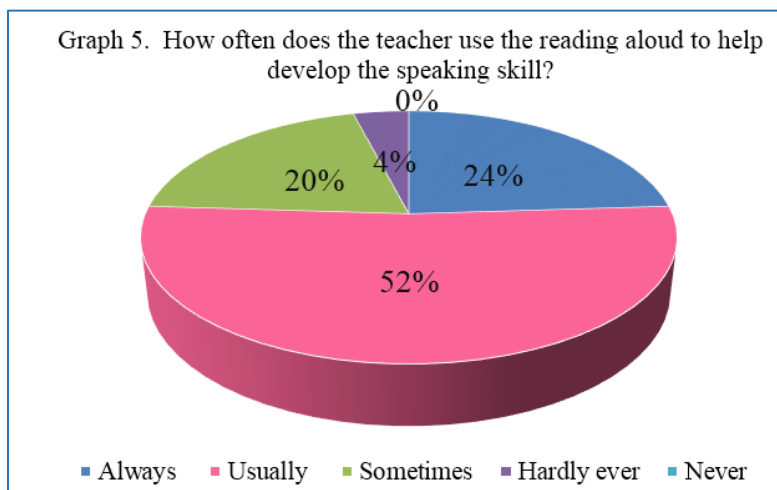
The didactic materials that the teacher uses to carry out the speaking activities

Graph number 6 shows that 44% of the students agreed that the teacher always uses books in the classroom; the 16% said that the teacher usually uses books; the 40% said that the teacher sometimes uses books and none of the students said that the teacher hardly ever and never uses books in the classroom as didactic material. The 28% of the students agreed that the teacher always uses handouts in the classroom; the 32% said that the teacher usually uses handouts; the 40% affirmed that the teacher sometimes uses handouts and none of the students said that the teacher hardly ever and never uses handouts in the classroom as didactic material. None of students affirmed that the teacher always uses CD players in the classroom but the 8% of the students agreed that the teacher usually uses CD players, the 16% of the students said that the teacher sometimes uses CD players, the 24% of the students said that the teacher hardly ever uses CD players, the 52% of the students said that the teacher never

uses CD players in the classroom as didactic materials. The 8% of the students agreed that the teacher always uses pictures in the classroom, the 20% of the students said that the teacher usually uses pictures, the 32% of the students said that the teacher sometimes uses pictures, the 24% of the students said that the teacher hardly ever uses pictures and the 16% of the students said that the teacher never uses pictures in the classroom as didactic material. The 8% of the students agreed that the teacher always uses flashcards in the classroom, none of the students said that the teacher usually flashcards, the 20% of the students said that the teacher sometimes uses flashcards, the 28% of the students said that the teacher hardly ever uses flashcards and the 44% of the students said that the teacher never uses flashcards in the classroom as didactic material.

Besides, an important conclusion of researches during the past years is that the availability of textbooks in the classroom makes the students better on tests. In this graph, it is seen that the textbooks and the handouts are the only didactic materials that the teacher uses in the classroom. The students answered that the textbooks and the handouts are always, usually and sometimes used by the teacher in the classroom. This result is because the textbook is a material assigned by the MINED for both the teacher and the students. In 2015,the Ministry of Education of Nicaragua assumed the commitment to guarantee textbooks and educational materials to adolescent, young and children as an instrument that contributes to an integral and quality education for that reason all the students have access to this. It is easier for the teacher makes a kind of handouts with information regarding to topics and gives them to the students. Moreover, cd players are the materials that have a negative point of view because most of the students said that the teacher never uses cd players in the classroom. According to the teacher, it is because the teachers do not have access to use the technological classroom that is in the school. Pictures and flash cards are usually and sometimes used in the classroom but flash cards have negative answer because the 44% of the students said that the teacher never uses flash card in the classroom. Thus, the teacher classifies the didactic material in two groups; permanent materials such as books, flashcards, pictures, handouts and technician materials such as cd players.

Graph 6. How often does the teacher use the following didactics materials?
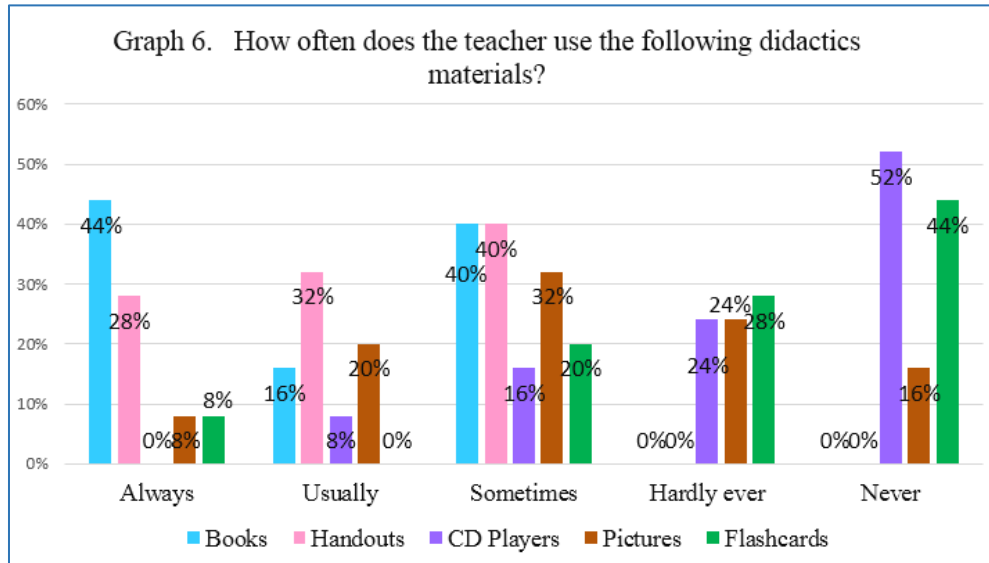
How the teacher promotes students participation

Taking information from the graph number 7 administered to students, there are 40% who answered that the teacher usually promotes participation in speaking activities, the 28% of the students claimed that the teacher always promotes participation, the 24% of the students said that the teacher sometimes promotes participation, the 8% of the students expressed that the teacher never promote participation in class and none of the students claimed that the teacher hardly ever promotes participation in class.

It is essential to highlight that participation plays an important role in the development of the speaking skill. According to Kenneth Shore, when students speak up in class, they learn to express their ideas in a way that others can understand. As a teacher, we always need to promote participation; this will help our students to get involved easily in our class. Participation includes short exchanges between instructors (teachers) and students, so when students participate the teacher realizes if the students understand what is going on in the class, and it can help spark class discussions. However, poorly managed participation can also lead to instructor frustration and students confusion. "Promoting classroom participation is important because learning is not just between the students and the teacher but part of the whole classroom experience" (Cimmino, 2007). Also as a teacher, they will have greater

success spurring a student to speak up if it can be figured out why the students are reluctant to participate.

The role as a teacher is to promote participation, provide a supportive encouraging climate that helps them feel more comfortable, more confident and less fearful of speaking up. The observational guide affirmed that the teacher does not promote participation adequately because the way she did it was only by giving points to them.

Graph 7. How often does the teacher promote participation in the class?
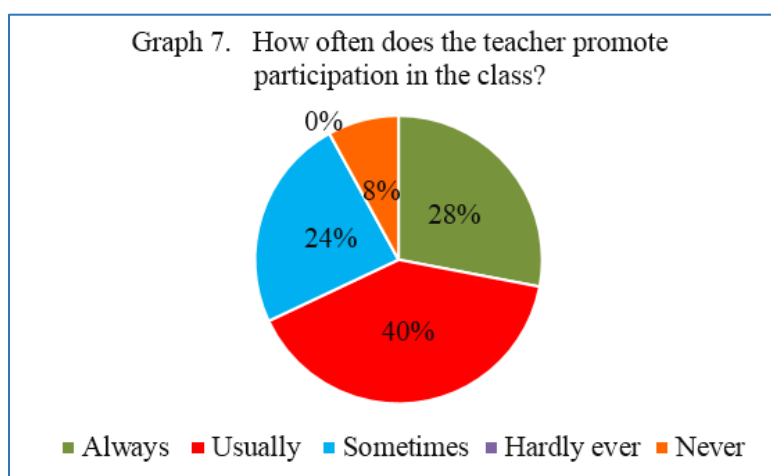
In graph number 8, it is said that 32% of the students said that they usually speak English in class, 24% of them answered that always speak English in class, 24% of the students said that they sometimes speak English in class, 16% of the students claimed that they never speak English in class and 4% of them said that they hardly ever speak English in class.

The students usually speak English in class because the frequency of the classes is too short since the teacher has three meeting of 45 minutes. Therefore, many students do not get opportunities to speak the language in their local environments, and the English class may be the only place where they can practice speaking. It is therefore important for the teacher to provide opportunities for their students to speak English in the classroom. There are some factors that hinder the students do not speak in class:

- Some students are shy.
- Some students do not like English.
- Lack of didactic materials.

- Students think that they had bad pronunciation.

In the class observation, it was found that these factors are affecting the speaking skill in the students, besides other factors that affect this skill are:

- The fear to speak English in front of the classmates.
- The bad use of cellphones.
- Students do not attend the lesson.
- They do not understand what the teacher says in English.

Graph 8. Do you speak English in class?
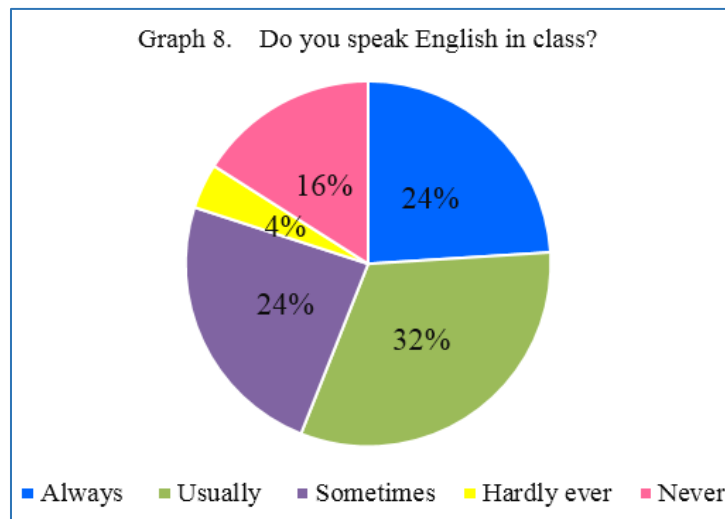
In graph number 9, the 8% of the students said that they always feel comfortable, the 8% of the students claimed that they hardly ever feel comfortable, the 16% of the students said that they usually feel comfortable, the 28% of the students said that they never feel comfortable and the 40% of the students said that they sometimes feel comfortable when they speak English in front of the class.

According to the English teacher, she states that speaking is complex for some students because they don´t practice the right amount of time to improve their current speaking level, they are afraid of mispronouncing words, and also they think that the rest of the class is going to make fun of what they are going to say. The students say that they usually speak English in case of the teacher asks them or if they know that they will get points.

Graph 9. Do you feel comfortable when you speak in English in front of the class?
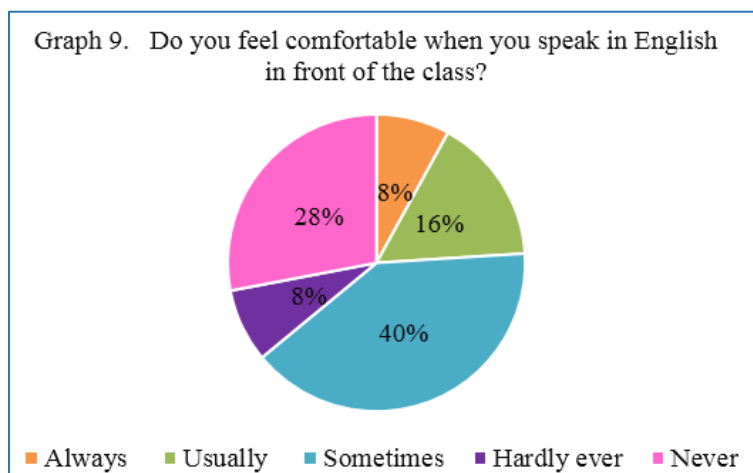
Graph number 10, administered to the students shows that the 40% of them sometimes participated in a voluntary way in oral activities assigned by the teacher, the 24% of the students agreed that they usually participate in a voluntary way, the 20% of the students claimed that they always participate in a voluntary way in oral activities, the 16% of the students said that they hardly ever participate in a voluntary way in oral activities and none of them affirmed that never participate in a voluntary way in oral activities assigned by the teacher. On this matter, the English teacher said that, she gives them the opportunity to interact among themselves but not always, because of the time since the English class sometimes is mostly focused on the other skills but not speaking skill. It is difficult for the teacher to make students speak because they are doing other things like chatting with their cellphones, screaming to another student, and so on.

According to the class observation, was noticed that students participated in oral activities but not always and not all of them, just the same students. There were also few students who do not participate at all just when the teacher asked them to do it. The teacher said that they participate depending on the activity she does, so sometimes they do and sometimes they do not. "The fact is that, not all students are strong verbal processor or communicators; personality and styles of learning impact a students' level of participation" (Linde, 2003).

Graph 10. How often do you participate in a voluntary way in the oral activities assigned by the teacher?
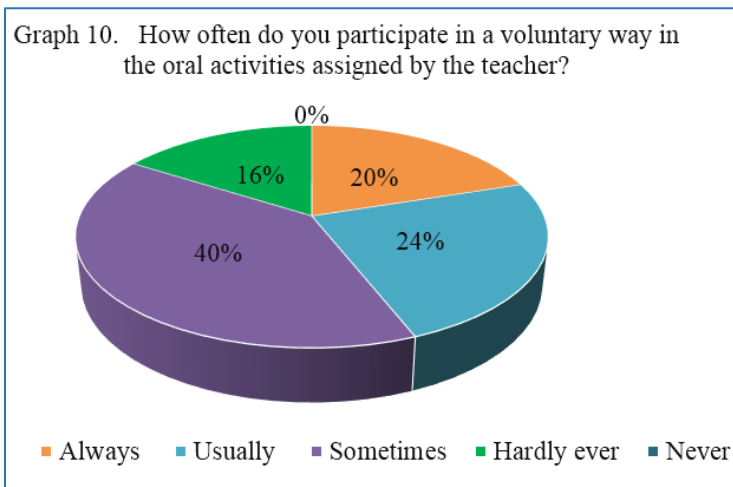
The data gathered in graph number 11 about the students` motivation by the activities that the teacher does to gain participation of the class showed that 40% of the students expressed that they always feel motivated by the activities, the 36% of the students said that they usually feel motivated by the activities, the 20% of the students expressed that they sometimes feel motivated by the activities, the 4% of the students affirmed that they hardly ever feel motivated by the activities and none of them answered that never feel motivated by the activities.

According to Staff Writers, motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course, that is much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

According to the teacher, the way she motivates students is through points, if she does not tell them that she will evaluate the participation they do not participate. She also said that, nowadays, when she tells the students to do an activity the first thing they ask for is whether she will evaluate the activity or whether they will get point just for participating. There are some students that participate just because they like to do it and want to learn but the majority of the students do it because they will get points. Another way the teacher motivates her students is telling them they are silly because when they graduate from high school and study in the university they have to pay for English courses, this means that they did not embrace the opportunity that they had at school since the 6 basic levels they will pay for, they already

received them in high school from 1st to 5th year. In that way she motivates students to get them involved in the class and to make them participate in the activities.

Graph 11. Do you feel motivated by the activities that the teacher does to gain participation of the class?
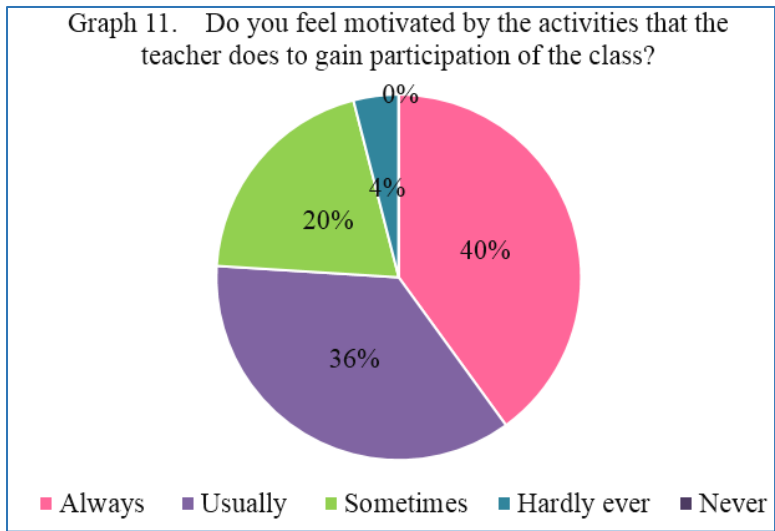
This graph number 12 shows that the 4% of the students agreed that they always participate in role plays, the 28% say that they always participate in oral presentations, none of the students said that always participate in games, the 28% of them confirmed that they always participate in dialogues, the 40% of them agreed that they always participate in repletion activities. The 32% of the students agreed that they usually participate in role plays, the 20% say that they usually participate in oral presentations, the 28% affirmed that they usually participate in games, the 44% of them agreed that they usually participate in dialogues and none of the students say that usually participate in repletion activities. The 24% of students affirmed that they sometimes participate in role plays, the 36% of the students agreed that they sometimes participate in oral presentations, the 20% of the students say that the teacher sometimes participate in games, the 20% of the students say that they sometimes participate in dialogues, the 52% of the students say that they sometimes participate in repletion activities. The 12% of the students agreed that they hardly ever participate in role plays, the 16% of the students say that they hardly ever participate in oral presentations, the 36% of the students said that they hardly ever participate in games, the 8% of the students said that they hardly ever participate in dialogues, none of them answered that hardly ever participate in

repletion activities. The 28% of the students agreed that they never participate in role plays, none of them answered that never participate in oral presentations, the 16% of the students said that they never participate in games, none of the students affirmed that never participate in dialogues and the 8% of them agreed that they never participate in repletion activities.

The highest percentage of the students said that they sometimes participate in the repetition activity because they do not produce anything; they just repeat the words that the teacher says. In addition, she mentions that she uses the repetition of words as speaking strategy.
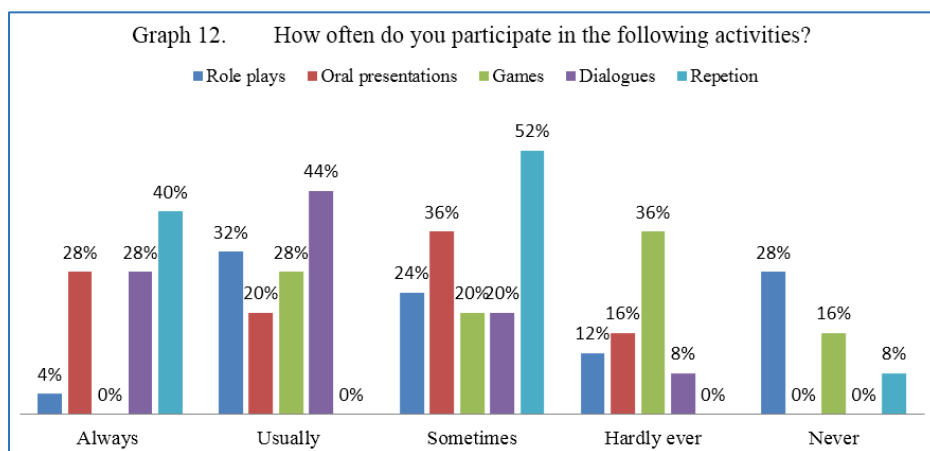
Graph 12.   How often do you participate in the following activities?

The teacher's knowledge of teaching strategies to develop the speaking skill in the students

The graph number 13, showed that none of the students agreed that the teacher always does role plays in the classroom, the 16% said that the teacher usually does role plays, the 44% say that the teacher sometimes does role plays, the 8% of the students said that the teacher hardly ever does role plays and the 32% of the students said that the teacher never does role plays activities in the classroom. The 8% of the students agreed that the teacher always does oral presentations in the classroom, the 48% said that the teacher usually does oral presentations, the 28% affirmed that the teacher sometimes does oral presentation, hardly aver and never have a similar result with the 8% for each one the students said that the teacher hardly ever and never does oral presentations in the classroom as speaking activity. None of students affirmed that the teacher always plays games in the classroom but the 8% of the

students agree that the teacher usually plays games, the 28% of the students said that the teacher sometimes plays games, the40 % of the students said that the teacher hardly ever plays games and the 24% of the students said that the teacher never plays game in the classroom as speaking activity. The 32% of the students agreed that the teacher always dialogues in the classroom, the 36% of the students said that the teacher usually does dialogues, some times and hardly ever have a similar result with 12% for each one. The 8% of the students said that the teacher never does dialogues in the classroom as speaking activity. The 28% of the students agreed that the teacher always does repetitions of word in the classroom, the 8% of the students said that the teacher usually does repetition of words, the 44% of the students said that the teacher sometimes does repetition of words, the 8% of the students said that the teacher hardly ever does repetition of words and the 12% of the students agreed that the teacher never does repetition of words in the classroom as speaking activity.

In this graph, it is clearly showed the different speaking activities that the teacher does in the classroom and their frequency. The activity that showed a higher percentage is oral presentation, which is done usually by the teacher. According to the observations made, it could be verified that the teacher usually does oral presentations for the development of the speaking skill because oral presentation is an extension of oral communication skill and it is where the presenter shows their knowledge on a particular subject.

Graphic 13. How often does the teacher do the following activities?
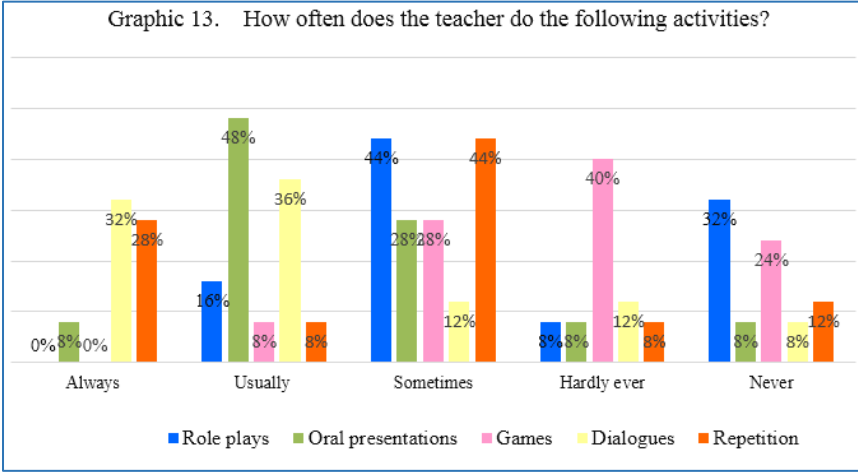
1. Answer to the research questions

With this study it was to possible to answer the following questions:

1. What are the methodological factors that affect the speaking skill?

    - The teacher uses Spanish language most of the time

    - The way the teacher promote participation in the English class

    - The teacher inadequately use of the didactic materials

2. How are the methodological factors influencing the lack of use of English language in the classroom?

    These factors are affecting negatively because the students do not participate voluntary in the English class since they do not feel secure of talking in this language.

3. What kind of didactic materials does the teacher use to carry out the speaking activities?

    The kind of didactic materials most used to develop the speaking skill is permanent materials since most of the time she uses books, handouts and pictures.

4. How does the teacher promote the students participation in the class?

    The results found indicated that the teacher promotes participation in the English class and the way she does is through point, if the students participate they can get some extra points.

5. Why do not teachers use speaking strategies in class?

    It was no found any answer or result for this question.

6. What are the recommendations to improve the teaching methodology for the speaking skill?

    Finally, highlighting that there are many distractors inside the classroom that are interfering the students' participation such as chatting with their cellphones, screaming to another student, and so on. The English teacher can use students` likes in order to motivate them to perform any speaking activity such as using cellphones to establish phone calls and also they can download English stuff that can be used in the English class.

XII. Conclusions

It is crucial to describe the results that were found based on the possible factors that hinder learners from producing the target language in the classroom.

1-It is concluded that repetition of words is the strategy most used by the teacher in the classroom as well as it is the activity in which students participate the most, this is because the students do not have to make any effort to create something new by themselves.

2- It is concluded that the teacher classifies the didactic material in two groups; permanent materials such as books, flashcards, pictures, handouts and technological materials such as CD players.

3-It is concluded that the teacher promotes a regular participation to the students in the class but the students do not always participate in a voluntary way. One reason is because they do not feel comfortable when they have to speak English in the class.

4- It is concluded that the teacher has the knowledge to apply the different teaching strategies in the classroom to develop the speaking skill in the students but most of them are not applied due to the lack of didactic resources in the classroom as well as the lack of the students' motivation and the time.

Teaching strategies in the speaking skill plays a major role in how students learn, their motivation to learn, and how teachers teach the English language. Furthermore, during the English class, in order to fulfill the objectives of each class session, the teacher needs to bring feedback, help the students when they have difficulties and correct their mistakes in the right moment. The techniques that are the most relevant to teach the speaking skills are: Dialogues, repetition and oral presentations. All of these techniques contribute greatly to the development of speaking and motivate students to participate actively during the class period. The materials that are used for the functional communication are handouts, pictures and books. Finally, the lack of eliciting technique is a factor that affects the students' oral communication in the classroom. To sum up, it is a great responsibility that the English teachers have with respect to applied the teaching strategies in the students learning process, because this helps the teachers know the difficulties that their students have in the acquisition of the language.

XIII. Recommendations

Taking into account all the results gathered in this study and according to the conclusions mentioned, these are the recommendations.

- ➤ The teacher should do game activities more often in the classroom in order to enrich students' vocabulary, so that they can express complete ideas properly.
- ➤ The teacher should use the CD player at least once a week in order to help students get familiar with the pronunciation of certain vocabulary.
- ➤ The teacher should include background for each picture to help students remember the word easily. For example, characteristics (shape, color, size,).
- ➤ The teacher should instill confidence in his students by telling them that they have potential to express themselves clearly in the target language.
- ➤ The teacher should use creative strategies to get students attention in order to make them involve in the speaking activities to develop their speaking skill.
- ➤ Highlighting that there are many distractors inside the classroom that are interfering the students' participation such as chatting with their cellphones, screaming to another student, and so on. The English teacher can use students` likes in order to motivate them to perform any speaking activity such as using cellphones to establish phone calls and also they can download English stuff that can be used in the English class.

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XV. Anexes

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

English department

Students` survey

Problem statement: Analysis of the methodological factors that affect the speaking skill, in the students of 8th grade at Rigoberto López Pérez Institute-Managua, during the second semester 2017.

General Objective: To analyze the different methodological factors that affect the speaking skill in the students of 8th grade at Rigoberto López Pérez institute, during the second semester of 2017.

General data:

Date: _____

Genre: M: ____   F: ____   Age: _____

I. Mark the corresponding box with an X.

1- How often does the teacher use the following didactics materials?	Always	Usually	Sometimes	Hardly ever	Never
Books					
Handouts					
CD players					
Pictures					
Flashcards					

2-How often does the teacher do speaking activities in the classroom?	Always	Usually	Sometimes	Hardly ever	Never

3- How often does the teacher do the following activities?	Always	Usually	Sometimes	Hardly ever	Never
Role plays					
Oral presentations					
Games					
Dialogues					
Repetition					

4-How often do you participate in the following activities?	Always	Usually	Sometimes	Hardly ever	Never
Role plays					
Oral presentations					
Games					
Dialogues					
Repetition					

5- Do you speak English in class?	Always	Usually	Sometimes	Hardly ever	Never

6-Do you feel comfortable when you speak in English in front of the class?	Always	Usually	Sometimes	Hardly ever	Never

7- How do you consider the following activities that the teacher does to develop the speaking skill?	Excellent	Very good	Good	Regular	Deficient
Role plays					
Oral presentations					
Games					
Dialogues					
Repetition					

8- How often does the teacher promote participation in the class?	Always	Usually	Sometimes	Hardly ever	Never

9- How often do you participate in a voluntary way in the oral activities assigned by the teacher?	Always	Usually	Sometimes	Hardly ever	Never

10- How often does the teacher use the reading aloud to help develop the speaking skill?	Always	Usually	Sometimes	Hardly ever	Never

11- Do you feel motivated by the activities that the teacher does to gain participation of the class?	Always	Usually	Sometimes	Hardly ever	Never

Problem statement: Analysis of the methodological factors that affect the speaking skill, in the students of 8th grade at Rigoberto López Pérez Institute-Managua, during the second semester 2017.

General Objective: To analyze the different methodological factors that affect the speaking skill in the students of 8th grade at Rigoberto López Pérez institute, during the second semester of 2017.
General date:

Date:

Answer the following question.

1- What is your last level approved?

2-How many workshops related to teaching have you attended?

3- Have you ever attended workshops related to teaching English in your country?

4- Have you ever attended workshops related to teaching English in another country?

5- What kind of speaking activities do you include in your lesson plan?

6- What strategies do you use to develop the speaking skill?

7- How do you correct your students if they missprounce a word?

8- Do you consider important to correct your students? Why?

9- How do you correct your students?

10- How do create a social climate in the classroom?

11- What kind of didactic materials do you use to develop the speaking skill in the students?

12- What is the language that you use the most, English or Spanish in the English class? Why?

13- How do you teach the vocabulary to develop the speaking skill in the classroom?

14- How do you motivate your students to participate in oral activities in the class?

15-Do you use technology to develop the speaking skill in the students? How?

The students of 8th grade in Rigoberto López Pérez Institute

Students working in pairs.

Teacher explaining the lesson.