NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
UNAN-LEON
FACULTY OF EDUCATION SCIENCIES AND HUMANITIES
ENGLISH DEPARTMENT

Explorative study of the relationship between the strategies used by the teacher and the development of the speaking and listening skills of students in 9th Grade "A" at the National Institute of Villanueva-Chinandega.

Thesis to obtain a degree in Education Sciences with a concentration in English

Authors: Ana Carolina Fletes Williams.
Juan de Dios Avendaño.
Mariella del Socorro Páiz Salgado.

Tutor: MSc. Nelson Quiroz.

Leon, November, 2012

ACKNOWLEDGEMENTS

To Whom It May Concern:

I am writing to affirm that from July 1 to July 7, 2012, I reviewed and revised a document written by three English teachers in Villanueva, Chinandega. The document in question was a thesis titled, "**Explorative Study of the Relationship between the Strategies Used by the Teacher and the Development of the Speaking and Listening Abilities of Students in 9th Grade A at the National Institute of Villanueva, Chinandega**". The authors of the thesis were Mariela del Socorro Paiz Salgado, Juan de Dios Avendaño, and Ana Carolina Fletes Williams.

I was approached by the authors of the thesis to serve the role of a proofreader. On July 1, I received the completed document and was charged with checking for spelling and grammar mistakes. After going through the entire thesis, I later convened with the authors to go over the errors I had found and, when necessary, explain the corrections I had made. My part in the process took no longer than a week, and after July 7 I had no more contact with the teachers in regards to the drafting of the final document. In no part of the process did I engage myself as an editor. In fact, the authors themselves were very particular that any revisions not alter or manipulate what they originally intended to convey to the reader.

Nevertheless I understand that my role in the process creates a very delicate situation. If at any point you feel the need to further clarify my relationship with the authors please do not hesitate to contact me. I hope that you find the authors have written a worthy thesis, one whose quality would have been apparent with or without my assistance.

Sincerely,

Ronald Jaesung Park
Small Business Development Volunteer
Peace Corps
ID: 481587806
Phone: 8701-8519 (Claro)

GENERAL INDEX

1. INTRODUCTION

This present document is the first attempt to study the influence of a teacher's strategies applied in the classroom to student's achievement in acquiring listening and speaking skills in the 9th Grade "A" of the National Institute of Villanueva –Chinandega. For this reason, our research constitute a diagnostic study which will serve as point of reference to examine the attainments, difficulties and challenges that teachers and students face nowadays in our Nicaraguan high schools.

Thus, this exploration examines the results of the strategies used by the teacher in the students' learning, especially in speaking and listening abilities. At the same time, it provides reasons why and for what this study was conducted and a general and specific contextual framework in which the participants in the English teaching-learning process were immersed. In addition, it contains a theoretical framework where we defined and addressed the essential aspects that the theme involves such as: education in general terms, the English teaching learning process, teaching and learning styles, main English teaching approaches, listening and speaking definition with its teaching principles, strategies and methods of assessment.

Therefore, the main contribution of the study is that it was taking into consideration the influence of the contextual limitations on the effective use of certain sort of strategies and getting meaningful attainments in the English teaching- learning process. Thereby, the outcomes of this diagnosis shows the need to work on building students' listening and speaking skills using contextualized strategies oriented to achieve the socio-cultural functions of the language, where the learners are able to communicate inside and out of the class conveying information and interacting with others.

2. JUSTIFICATION

We are aware that teaching and learning another language, in this case, the English language is very difficult. This is especially if teachers and students face diverse obstacles such as lack of didactic materials to make the class understandable and attractive, too little class time assigned to develop the subject, the large classroom sizes, and the most difficult task: to achieve that every student can develop all of the basic English abilities during the time they are in their classrooms.

Because of these reasons, we have identified the need to make a diagnostic study of the relationship between the methodological strategies used by the teacher and the development achieved by the students in 9th Grade "A" at the National Institute of Villanueva-Chinandega in listening and speaking abilities. The purpose is to obtain clear, objective, and reliable information that could serve as a point of reference to reflect teachers and students' strengths and weaknesses. In other words, we hope with this research, to contribute to our community by carrying out an initial study that shows a proof of the reality of the English teaching-learning situation in Nicaragua in order to identify the teacher and students' achievements and difficulties, and also how effective the English teaching-learning process is, and the challenges that teachers face nowadays.

Moreover, we hope that this study can be useful to take proactive measures in order to reinforce and make meaningful the development of the English Teaching-Learning process. Additionally, our wish is that this research could be taken as a reason of inspiration to other studies for those people who want to deepen their understanding of the methodology usage to develop abilities in listening and speaking English, and propose specific didactic strategies to improve the difficulties that could be found.

3. THEME

Explorative study of the relationship between strategies used by the teacher and the development of speaking and listening skills of the students in 9th Grade "A" at the National Institute of Villanueva-Chinandega.

4. GENERAL PROBLEM

What are the results of strategies used by the English teacher in developing students´ speaking and listening skills in the 9th Grade "A" at the National Institute of Villanueva- Chinandega?

5. CONTEXTUAL FRAMEWORK

With the intention of determining the context where this research was carried out, we performed a preliminary research on the socio-economic situation of the municipality of Villanueva, characteristics of the institution in which the study was done, and the general circumstances of teaching foreign language in Nicaraguan high schools.

The municipality of Villanueva, according to Ugalde (1999, p 36), it was founded in 1900 and it is located in the north west part of Chinandega Department, 186 kilometers from Managua. The total population is 25,660 of whom 13,093 are male (51%) and 12,567 are female (49%)[1]. According to Ugalde (1999) Villanueva's main economic activities are agriculture and livestock farming. The majority of its inhabitants are engaged in sowing grains like rice, corn, sesame and sorghum, and the production of livestock. Other sources of income are mining, exploitation of the jicaro sabanero, professional services (teachers, nurses, doctors) and small businesses.

The National Institute of Villanueva-Chinandega, as Mondragon and Sanchez (2003) reported in their study, was founded in 1978 and began working with 45 students and three classrooms with fifteen students each. Also, the new school started working with few teachers because there were not enough local college-graduated and many of the staff had to come from other cities. Nowadays, the high school is located in the western part of the city and offers two shifts of study: daily and Sunday classes. The first shift has 368 students and the second 358 (726 in total), consisting of students from the urban and rural areas of the town. There are 16 classrooms and at the moment the staff is composed of 30 teachers who are college-graduated and are from Villanueva. In addition to this, the school has an office for the administrative personnel, a library, a classroom for counseling, and another for meetings and scholarly events. As well as the described before, the class selected as subjects of our research is the third grade

---

[1] Gobierno de Nicaragua. Instituto Nacional de Estadísticas y Censo (2006). VIII Censo de población y IV de vivienda 2005. Población. Municipios. Vol. IV. http://www.inide.gob.ni/censos2005/VolPoblacion/Volumen%20Poblacion%201-4/Vol.IV%20Poblacion-Municipios.pdf. Extracted April, 07th, 2011

"A" which is composed of thirty students: 15 female and 15 male, 13% coming from rural region and 87% from urban.

On the other hand, making a sum up of the general situation of teaching English in our country at the moment, we start to tell that in Nicaragua who teaches English in public high school face many factors that impede to develop in optimal condition the English teaching learning process. As Chavez introduce in her research(2006, p 1) "the current state of the teaching of English as a foreign language (EFL) at secondary school levels in Nicaragua is an issue that deserves special attention, as it is an area with a number of significant problem". Inspired in what she remarks in her study and according to our experience as teachers we found four main obstacles that English teachers face such as: insufficient didactic materials, large classes and cultural factor.

First of all, it is undeniable that Chavez's expression scarce didactic material is a problem that teachers face every day. One example of this is the lack of reference supplies like updated books in many schools in Nicaragua which makes difficult for teachers to plan a class. To this could be added the economic factors like low salary and the high cost of living by which teachers have made an over effort to look for information through internet, becoming that an alternative resource.

On the other hand, the poor existence or absence of audio visual material to make more attractive and understandable the class can be added to this situation. In an English class is difficult to implement listening activities because in many cases teachers are not provided by enough equipment such as CDs, CD – players or energy power, television, DVD – players. Thus, as Gonzales affirms (quoted by Mondragón. 2003, p 155) "the teacher must act as interceder in the process of learning". We agree with this phrase since the teacher has to play the role of a facilitator to get information and he or she must to be imaginative, creative by seeking new ways of teaching and adapting the material that he or she has on hands according to his or her need and environment.

The next major problem is large class sizes and poor student's discipline. Having this kind of constraint, it could generate situations like students' little participation and not enough

understanding. It is due to the atmosphere of the class which could be turned inadequate to develop an activity of talking or listening because of the noise avoids developing the class in an organized way and also this can influence in the poor shy students' involvement. Thus, it could be very complicated to do correction orally when students' behavior turn into obstacle to keep the sense and the purpose of the class. As a result, students still could not manage to have appropriate proficiency levels at the end of their secondary studies.

Another serious problem is cultural factors that influence the English teaching – learning process. This aspect is related with the students' attitude to learn a foreign language. Learning a foreign language is not exclusively a cognitive act. It involves an affective charge to who is learning a new language that is reflected in his/her attitude to the language itself and its usefulness in his/her social context. In some cases, we can found students who do not like to learn another language because they think that it is not necessary for their lives. For this reason, we consider that the teacher's motivating role is an important factor that could influence the students' mindset towards the foreign language learning.

Thus, in accordance with Gonzales and Serrano (quoted by Mondragón: 2003, p 9) is necessary that the teacher takes into account that "teaching is to interchange, share, confront and debates ideas, with these activities the individual goes beyond their acquired knowledge and generate new mental structures." So, this part expresses an significant issue referred to the one of the main teacher's role: influence the way of thinking of a population, especially in those parents who think that study is a waste of time or to learn a foreign language is not important to their children's future, mainly convincing to whom don´t send them at the school because they prefer to work with them.

Additionally, we can relate to this issue another aspect: the lack of time given to develop the contents. Generally subjects such as Spanish, Mathematic and History have more time than English because those subjects are considered more essential and important for the students Education. We can appreciate this problem when at schools, English teachers complain about the overloaded contents in relation to the limited time to develop them and they usually have two frequencies per week (90 minutes one day and 45 minutes in the other).

To help address these factors, including the problematic that teachers face in the English teaching-learning process, the currently government originated TEPCEs for elementary and secondary school. In TEPCEs all teachers from both: primary school and secondary school meet on the last Friday of every month. Each grade (first to sixth) or discipline (math, science, English, language and literature, etc) selects a coordinator who manages teachers training and development. This process follows the following format: one Friday, teachers program the next two months selecting topics that could be developed in this term. The Next month, the last Friday, teachers share knowledge or information on the topic according to the needs of the group. Therefore, TEPCEs are the opportunity given to teachers to take proactive measures and to share strategies and techniques to develop the specific grades competences of each unit of study. The main purpose is to improve the quality of our educational system and share didactics materials that they have on their hands and some abilities to create them.

6. OBJECTIVES

6.1. GENERAL OBJECTIVE:

-To make a diagnosis about the outcomes produced by the strategies used by the teacher during the English class to develop the listening and speaking abilities of students in 9th Grade "A" at the National Institute of Villanueva-Chinandega

6.2. SPECIFIC OBJECTIVES:

 - To identify the strategies used by the teacher to develop the listening and speaking abilities of the students in 9th "A" at the National institute of Villanueva-Chinandega.

- To specify the progress achieved by the students in acquiring speaking and listening abilities in 9th Grade "A" at National Institute of Villanueva-Chinandega.

-To determine the effectiveness of the strategies used by the teacher to develop the speaking and listening abilities of the students of 9th Grade "A" at National Institute of Villanueva-Chinandega.

7. THEORETICAL FRAMEWORK

7.1.   Education in general

To talk about English teaching is difficult, so to focus on every point that it contains would be impossible. For that reason we chose to center on the relationship between the strategies used by the teacher and the development of the listening and speaking abilities.

In view of that, it was necessary to define firstly the term education and draw a summary around the main English teaching approaches in general terms. Then, it was addressed the English teaching-learning, and teaching and learning style. And finally, was recapitulated and described the listening and speaking definition with their principles, teaching strategies and ways of assessments.

According to the Diccionario Oceano (1998) the education is a procedure in which the people develop their intellectual capacity to face and get involved with their reality in a positive way[2]. In other hand Serrano (2002 considered by Mondragon and Sanchez 2003, p. 6) says that education is "an integrator process, the place of meeting with the subject of the process of teaching and learning". In other words, education is the result of the act of teaching and learning that has as a main purpose: the transformation of the individuals' reality. Another important definition can be found in Ur (1991) in which some theorists state the word Education into the teaching-learning process as a crucial factor that encourage people`s moral, cultural, social and intellectual development, in both dimension, individually and socially. Finally, according to our point of view, education is referred to the right of all human being to grow up intellectually and socially to effect change in their world.

---

[2] Educación: Acción y efecto de educar. Proceso mediante el cual una persona desarrolla su capacidad física o intelectual, haciéndose acta apta para enfrentar positivamente un medio social determinado y para integrarse en él con la aportación de su personalidad formada (Diccionario Océano, 1998, p 368).

7.2. The English teaching-learning process

Analyzing the presentation practice-production paradigm considered by Ur (1995), the English teaching learning process is explained by three components: act of presenting and explaining new material, providing practice, and testing. The first part, for the teachers, consists of the strategies used to present and explain the new material in a clear way, and for the students, the ability to perceive and understand by paying attention, constructing meaning, and formulating their own rules and hypotheses. The second part refers to the time that teachers give to the students to practice what they have learned and the awareness developed by the students about their learning process. The third part is to verify what the students have been acquired and what they did not comprehend and to provide feedback to the students regarding their mistakes. In short, the English teaching learning process involves constant feedback between teachers and students in the classroom, the use of effective strategies by the professor and the way the students learn and make use of new information.

Regarding the comments above, teachers who have interest in teaching the new language have to focus on the need of the learners because of the relationship between teaching and learning. It is reflected on Ur's foreign language teaching conception (1995, p.4) which he expresses that it "is understood as a process that is intrinsically and inseparably bound up with learning". Thus, it can be understood that teaching-learning process become in the central part of the education to achieve the desired changes in the students.

In conclusion, English teaching learning process might involve exploring instructional innovation, trying out alternatives, and modifying or even breaking the existing methods, as well. In other words, the teachers have to ice-break in order to see what to modify, when it is necessary because a monotonous class could be boring and ineffective for the student.

7.3. Different teaching styles

It is important to recognize how the teacher´s teaching style influences the students´ learning outcomes. As Heimlich and Norland (quoted by Lankard 2002) affirms: "Teaching behaviors reflects the beliefs and values that teachers hold about the learners´ role in the exchange". This

phrase makes us think that every teacher has his/her own conception in which   his/her practice is based on, and this at the same time, influence the students' way of learning. For this reason, in the following paragraphs we pointed out the different learning and teaching styles that determine the results of the class.

According to researches about the teaching styles in the classroom, some authors considered by Lankard (2002) contrast their own points of views. Some of them such as Stitt-Gohdes, Hayes, Allison and Cuadron, found that the teachers tend to teach in the same way they had been taught. It is because they felt that this kind of instruction worked well with them, so they prefer to repeat it with their students. These teachers are content-oriented because of their preference to use formal teaching methods and more structured class activities that make students become dependent and their enrollment could be limited. This style is seen as an appropriate environment for dependent students who are accustomed to be provided of instruction and resources without their active and real involvement into the teaching- learning process itself.

However, others like Crews and McCannon, point out that teachers that are trained in adult learning and their teaching philosophy is inspired in student-centered instruction, tend to center their practice in the students' interesting and needs. This kind of teaching makes us suppose that teachers style can be adapted to the students´ level, age, environment and pace of learning, and give the opportunity to self-involvement in their own education through drawing knowledge from their experience.

On the other hand, Pratt (in Lankard, 2002)) calls on teachers to take into account five factors that could help them to determine and reflect about their teaching approaches in which their practice is be based on. These aspects are summed up in this way:

- **Transmission**: Teaching is content-oriented. The teacher is the main protagonist of the teaching -learning process. Students are passive in their learning.

- **Developmental**: Student's prior knowledge is crucial for the teaching-learning process because it contributes to develop student's critical thinking and build effective skills to solve problems.
- **Apprenticeship**: Teachers contextualize the class in order to students construct knowledge by interacting in real situations.
- **Nurturing**: Teachers create the conditions in the classroom letting students learn from others by listening to and conversing with their classmates.
- **Social Reform**: Teachers' explanation and reflection are related with the students' life.

7.4. Different learning styles

Referring us to learning style, there are many approaches, but we considered two features. The first approach is based on Experiential Learning Theory model by Kolb (1984) which defines learning style as the process that enables learning to be orientated according to the preferred method. In other words, everyone has a particular or multiples ways to learn and needs to be stimulated and skilled through different forms to let him or her learn best. In addition, this process is seen as a learning cycle or spiral where the learner experiences, reflects, thinks, and acts to create a new knowledge.

For that reason Kolb proposed four learning styles that incorporate the approaches mentioned before .These learning styles are as follows:

- **Convergers**: Students' learning is characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems.
- **Divergers:** Students tend toward concrete experience and reflective observation. They are imaginative and they are good at coming up with ideas and seeing things from different perspectives.
- **Assimilators:** Students' learning is characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning**.**

- **Accommodators:** Students use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them.

These kinds of ways of learning described by Kolb, show us how every individual creates and develops the easiest way to process information taken from the environment in order to construct knowledge. This important fact should be taken into account as a fundamental resource for the success in the teaching-learning process.

The second approach is the Fleming's VAK model (Visual learners, auditory learners and Kinesthetic / tactile learners) who expresses that **visual learners** have a preference to learn by seeing and thinking about what they are visually exposed (overhead slides, diagrams, handouts, etc). Another style is **auditory learners** who learn by listening and paying attention to lectures, discussions, tapes, conversation and all of involving listening ability.

The last group is **Tactile/kinesthetic learners** who prefer to learn experiencing action like moving, touching and doing. These kinds of learners are interested in active exploration of the world. They learn by via experience. Thus, Fleming's VAK model allows both, teachers and students to identify their learning preference and also it helps teachers prepare classes addressed to maximize the students' educational experience by focusing on what aids them the most.

Concluding this section, we understand that it is difficult to establish a unique way to teach and learn because everyone has his or her own style. But the most important is to focus the teaching – learning process, taking into account the environment, learning pace, and creativity to make use of different didactic materials and teacher – students` behaviors to face diverse challenges that arise in the educational process.

7.5.   Main English teaching approaches

Taking into account the way teachers make the teaching-learning process accessible and understandable for the students, we focused on the most common English Methodological Approaches in which the English teachers' practice is inspired. For this reason Celce- Murcia (2001, p. 5) believes "an approach to language teaching is something that reflects a certain model or research paradigm or could a theory". In accordance with her comments about the different English teaching approaches, we show a summary of the most common below.

Grammar translation approach: This approach was often used to teach classical languages in which modern students had little use of the target language for communication. It is focused on analyzing grammar (form and variation of words). Instructions are given in the students' native language and a usual exercise is to translate sentences from the target language into the mother tongue. In this approach, the students are unable to communicate with others in a target language. Furthermore, it is not necessary that teachers speak the target language to teach in the classroom.

Direct approach: This approach arose as a reaction to the grammar translation approach and its inefficiency to produce individuals who could communicate in target language. In this approach, students cannot use their mother tongue, and the teacher necessary has to be a native speaker. On the other hand, the lessons in study usually are based on dialogues and articles in modern conversational style and the grammar is learned inductively; texts are read more for pleasure, with less emphasis on analyzing grammar.

Reading approach: Reading was seen as the most usable skill to have in a foreign language teaching. Furthermore, grammar aspects are taught basing on reading comprehension. Firstly, vocabulary is controlled and then it is extended slowly. In this approach, translation is again a highly regarded classroom technique and reading is the most emphasized language skill. In the reading approach teachers do not needs to be an expert with oral skill in the target language, but they have to innovate each day to develop good reading activities in the classroom.

Audio-lingualism approach: This approach arose as a reaction to the reading method and its absence of emphasis on oral skills. It was dominant from (1940 to 1960). In the audio-lingualism

approach, the lesson plan begins with dialogues. Mimicry and memorization are used basing on the behavioral psychology theory that postulates that language is a habit formation. Grammar rules are learned inductively. Skills like listening and speaking are more practiced and pronunciation is an important aspect to be emphasized. However but reading and writing are postponed. Learners' errors have to be prevented and meaning and context is not regarded. Moreover, teachers must have proficiency in the structures and the vocabulary that they are teaching because learning activities and materials are carefully controlled.

Oral-situational approach: This approach was dominant from 1940 to 1960. It took into account features from Firthian linguistics and the arising professional field of language pedagogy. In the oral situational approach the spoken language is crucial, all language material aids are performed orally before being presented in written form and only the target language is used in the classroom. This approach emphasized an effort to teach and encourage to the learners to use grammar and vocabulary into a situational way.

Cognitive approach: This is an outcome of the audio lingual approach influenced by cognitive psychology and Chomsky's linguistics. In this approach, by the contrary of audio-lingualism, the language learning is understood as a rule acquisition, not habit formation, learners are responsible for their own learning and instructions are often individualized. In addition, grammar must be taught inductively, perfect pronunciation is considered as unrealistic and unreachable. On the other hand, the four Basic English abilities: reading, writing, listening and speaking are equally important and vocabulary instruction is important only up to an intermediate and advanced level. Learners' mistakes are expected and are used usefully in the learning process. Teacher must have good general skills in the target language and the ability to analyze the language in study.

Affective –humanistic approach: In this approach, students who are learning a foreign language experience a process of self-realization. According to Moskowitz (1978) and Curran (1976) quoted by Celce-Murcia (2001, p. 8) "it is a reaction to the general lack of affective considerations in the audio lingual and cognitive approach". This approach emphasizes the respect between student and teacher as individuals and their feelings. Another important aspect in this approach is communication because it is considered meaningful to the learners. The

common procedure to give instructions is working in pairs or in small groups into a comfortable classroom environment. Method and materials are not too important. Working in peers is viewed as indispensable for learning. Teacher should be proficient in the target language and must work as a counselor or facilitator.

Comprehension-based approach: In this approach, language acquisition occurs only if learners comprehend what he or she is listening. This approach is an outcome of a research in first language acquisitions that directed some language methodologists who assume that "second or foreign language learning is very similar to the first language acquisition" (Postovsky, Winnitz, Krashen and Terrell in Murcia, 2001, p. 8) In this approach listening is considered as a very important skill that allows to the learners develop speaking, reading and writing. Students develop a better pronunciation by speaking when they feel ready to do it. Error correction is not necessary; the most important thing is the students make themselves understood. If the teacher is not a native speaker, audiovisual materials provide the appropriate input for the learners.

Communicative approach: In this approach the goal of language teaching is to develop the learner's ability to communicate in the target language. The language course is focused on meaning and social functions of the language. Students are usually joined to work in groups or in pairs with the purpose to negotiate meaning in situations where one person has information that the others do not have. Some learning techniques used in communication activities are role plays or dramatizations to make students use the target language in different social contexts, and the classroom materials and activities are often authentic or similar to the existent in a real life situation. Teacher is expected facilitate communication and he should be able to use the target language fluently and appropriate.

Every approach described above involves a teaching model or theory which can address the teaching practice in the classroom. They reflect the evolution and variation of the different conceptualization through the time that try to give alternatives to teachers and appropriate direction in the English teaching- learning process to achieve meaningful outcomes in the students.

7.6.   Teaching listening skills

For years, the teaching and learning listening was considered a passive act because it was seen as a receptive means of learning and the main purpose in the age before 70´s was to speak in a foreign language without being aware of the important role of the listening in communication. If we have a look at the years before the 1970´s, when the British Situational and American Audio-lingual Approach emerged as a reaction to the Reading Approach, we can see that the main function of listening was "based on pay attention to Grammar aspect, pronunciation and imitation of dialogs". (Morley, 2001 p. 69)

However, the same author refers that it was since 1970´s when International Association of Applied Linguistics (AILA) in a conference, included and stated listening, along with reading, as a non-passive and complex receptive skill that was fundamental to be used in a real communication (Morley, 2001). Taking into account the information described above, we saw the need to define the word listening through the different authors' points of view in order to visualize what it involves and show the changes in conception that it has undergone over time.

According to Howatt and Dankin quoted by Saricoban (1999):

> Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously.

This conceptualization shows us the function given to this ability that was perceived around the approach that enhance the learning about the language system, but not how to use this system in a real life situation.

On the other hand, Bulletin referenced by Saricoban (1999), states that listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen

effectively and critically. Bulletin's perception reflects the conceptualization of listening as an active process in communication act and the need to be taught as an important skill in developing awareness and critical thinking in students.

Another important definition found, is the socio-cognitive approach vision about the teaching-learning process of this ability which reflect the activeness, usefulness and awareness of the process when it is taught taking into account the individual's background, what he/she has as a personal experience and the learning environment.

According to this approach, (Diaz-Rico, 2008, p. 200-2002):

Listening is an act of constructing meaning. Listeners draw on their store background knowledge and their expectation of the message to be conveyed as they actively comprehend a conversation or oral presentation. The role of the teacher is to set up situations in which students can develop their own purposes and goals for listening.

This consideration shows us the importance of listening in the students' knowledge acquirement through involving in real communicative situation, so this skill needs to be taught and should not be considered as a passive performance in the teaching-learning process.

In summary, there is no possible speaking without listening and vice versa in the English teaching learning process. They are two important abilities that help us to produce language and for these reasons they can be considered and taught in the same moments: as active skills to be used by learners in a real communication.

7.6.1. Principles for teaching listening skills

In order to grab the students' attention and make the listening teaching-learning process effective Morley (in Celce-Murcia, 2001) proposes three basic principles that we should be taken into account when we are going to analyze and make choices about what we are going to teach (the content) and what we hope to obtain (the outcomes). They have to do with the students' interest

about what they are going to hear, and the development of the learners' abilities of applying the obtained information in determinate context and situation. These propositions are described below:

Relevance: This principle makes us think about the kind of information the students need and want to hear, which is referred to the content, and how useful this information will be to their reality, the results. This is an important aspect to be taken into account in the moment we are planning the learning activities in which the central purpose is, in first place, to get and keep the students' attention, and second, provide real life usefulness to them. In other words, it has to do with the teacher's creative way to adapt the content and materials to be presented and asked the student to use the information. Richards (1983), quoted from Morley, point out some ways to adapt materials, including modifying the objectives; adding pre-listening activities; change the teaching procedure for class presentation; and devising post-listening activities.

Transferability/Applicability: This principle makes emphasis on the conception that listening lessons need to have transferability and applicability value, internally (to be used in other classes) and externally (to be used out of school). It asks us to value the usefulness and contextual dimension that the listening activities provide to the students in the classroom that mirror the real life situation. For instance, means like the radio or television broadcast can be sources of real experience in listening comprehension that students also can use outside of class as source of conversation topics.

Task Orientation: In order to approach this principle, it is necessary to think in a clear way what Task-Orientation involves. For this purpose we refer to some authors, quoted by Morley (in Celce-Murcia, 2001, p 77) who gives us some definitions of such term:

- Brumfit and Johnson (1979) define task orientation from the perspective of the actual transferability of meaning. It is referred to the teaching of language based on carrying out tasks in which the success can be evident if it is performed or not.

- On the other hand, Maley and Moulding (1979) tasks are referred to the way that the instruction is given to learners in order to use the information to develop a project. This

project is based on texts in which students should not prove understanding through questioning and answering, but they should be oriented to share knowledge and ideas.

- Others like Candlin and Murphy (1987) base their definition on the importance of tasks in the learning of a language to construct and negotiate meaning from the perspective of the learners. Tasks are presented to the learners as a problem-solving to be contrasted with their prior knowledge.

In short, the purpose of this principle is to build consciousness about the language learning by providing students practice in listening in which they become able to catch and know how to use the information by carrying out a specific task that give them the "opportunity to analyze selected aspects of both language structure and language use and to develop some personal strategies to facilitate learning." (Morley in Celce-Murcia, 2001, p. 77)

Then again, looking for different perspectives on this matter, we found the interesting Brown's proposition that he has summarized in this way:

- Include listening in an integrated-skills course.

- Use techniques that work on intrinsically motivation.

- Provide authentic language to be used in real contexts.

- Take into the way of listener's responses to evaluate listening comprehension. He recommends some ideas for checking listening comprehension such as: Physical actions, selecting in multiple options, transmitting forms of input, answering questions related to the topic, reproducing through repetition or translation, demonstrating, discussing about a topics.

- Encourage the development of listening strategies: Examples of these strategies are: Key words, nonverbal clues, prediction of purpose of context or topic ,using background knowledge guessing or seeking clarification ,skimming and test-taking strategies.

- Include both Bottom-up and Top-down listening strategies: In Bottom-up listeners pay attention to sounds, words, lexical meaning and grammar. It seeks a final outcome. However,

Top-down strategies are centered on the students' prior knowledge and their expectations are used to deepen in what they heard about the target language.

Comparing what Morley and Brown propose, we can note that the first principles are emphasized in the general teaching-learning listening process in which listening activities should be interesting, applied and useful for students to develop a real communication. These principles contain similar perspectives to the second proposal made by Brown about what we have to consider in the students' listening skills development. However, Brown´s proposal is more specific and it is focused on the strategies and techniques to be used by the teacher to develop and asses this skill in the students.

7.6.2. Strategies and techniques for teaching listening skills

Learning language in an effective way depends on listening; it is a vital source of input to the learners to acquire the skills to interact with others in a real communication. For this reason it is important to move toward the ways that the teacher makes comprehensible and useful the information given to the students through listening activities that are adjusted a variety of situation, types of input and purposes. In other words, we are talking about the strategies and techniques that teachers use to help students achieve to develop this ability to be used into and out of the classroom. According to the National Capital Language Resource Center (NCLRC, 2003-2004)[3], "Listening strategies are techniques or activities that contribute directly to the comprehension and recall the listening input".

Dealing with listening strategies, Peterson (in Celce-Murcia, 2001, p 90) points out a general group of Strategies, in which listening comprehension is based on, including the next categories:

---

[3] The National Capital Language Resource Center (2003-2004), Washington DC. http://www.nclr.org/about.html.

-Meta-cognitive Strategies: These implicate planning, monitoring and assessing what the students have comprehended about the listening activity.

-Cognitive strategies: These are used to manipulate information. Examples of these are training, organization, summarization and elaboration.

-Socio-affective strategies: These are based on the way that information is transmitted between the speakers and listeners, encouraging the negotiation of meaning like a real conversation. Examples of socio-affective strategies are: cooperative learning, questioning for clarification and managing students' emotion in a learning situation.

Having a look at other sources of information, we found that "Listening strategies can be classified by how the listener processes the input". (NCLRC, 2003-2004)[4]. According to NCLRC's view, these kinds of strategies are summed up below:

-Top down strategies: these are based on the ways that the teacher activates listeners' expectation about what they are going to hear to understand and decoding the message. And also, it implies listeners' ability to bring and use prior information or background knowledge to arise interest to know what come next. Examples of this are: listening for main idea, predicting, drawing inferences and summarizing.

-Bottom up strategies: these are centered on text. The teaching and learning depend on paying attention to specific aspect of the language such as grammar, word and sounds in order to construct meaning. Examples of this are: Listening for specific details, recognizing false or true cognates, recognizing word-order patterns.

With the purpose of integrate Meta-cognitive strategies focused on listening process, the NCLRC, 2003-2004) propose and join the three basics stages of the listening process:

-Before listening: Plan for the listening tasks which propose the following actions:

---

[4] [4] The National Capital Language Resource Center (2003-2004), Washington DC. http://www.nclr.org/about.html.

- Plan a purpose and decide what to listen for

- Decide what the activity needs (linguistic or background knowledge)

- Determine whether to enter the text from the general to the specific (top down) or vice versa (bottom up : focus on the words and phrases)

-During and after listening: This stage is based on monitoring students' comprehension.

- Verify predictions and check for inaccurate guesses

- Decide what is and is not important to understand

- Listen/view again to check comprehension

- Ask for help

-After listening: In this stage, the strategy used and listening comprehension are evaluated.

- Evaluate comprehension in a particular task or area

- Evaluate overall progress in listening and in particular types of listening tasks

- Decide if the strategies used were appropriate for the purpose and for the task

- Modify strategies if necessary

7.6.3. Listening ability assessment

Listening is a difficult ability to value or measure, but teachers can resort to some strategies proposed in the article English Language Arts 10: Teaching and Learning Strategies "Listening" that help teachers support students' improvement in this aspect. Restating this consideration, listening assessment can be summarized on this way:

-Informal: Informal assessment is referred to the valuation that the teacher makes through a simple observation in the classroom and students' self- evaluation. However, self-evaluation requires teacher's guidance because students, in a first moment, they may not be aware of the listening process, consequently, they may not recognize their mistakes without the teacher´s help.

-Formal: Assessment becomes formal when a teacher prepares with anticipation the activities that will be valued based on pre-determined objectives and perceived needs. Some recommendations to be taken into account are: Preparing questions to be answered through hearing an excerpt, setting an objective for the listening activity, listening to a pre-taped or teacher-read excerpt, responding in a writing way to the prepared questions, or stating a grade that indicates the level of student's comprehension about the passage.

Other types of formal listening assessment are: paraphrase, summarize, analyze, take notes, complete a listening guide, or write a response to a spoken or multimedia presentation , listing significant ideas and arguments, answering a series of questions, or identifying connotative meanings of key words, formulating their own questions; identifying irrelevant details; identifying fallacies, bias, or prejudice; using the information presented and applying it to a new situation; or judging the effects of various devices the speaker may use to influence the listener or viewer.

Analyzing what was exposed before, informal evaluation constitutes a preliminary resource that let the teacher knows what the students have or do not have learnt. At the same time, it lets to the students a reflection time for recognizing their achievements and difficulties by themselves. On the other hand, formal evaluation allows to the teacher deeps in these achievements and difficulties found in the simple observations and students' self-evaluation by establishing goals and indicators to evaluate.

7.7.   Teaching speaking skills

When thinking about speaking ability, immediately we deduce as Lazaraton (in Celce-Murcia 2000, p.103) shows people's assumptions: "the ability to speak a language is synonymous with knowing that language since speech is the basic means of human communication". Speaking in a second or foreign language has often been viewed as the most demanding of the four skills".

With the purpose to show different point of view about this kind of matter, we described the following authors' reflection: For Chaney, quoted by Kayi (2006) Speaking is defined as "the

process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts". On the other hand, Kayi (2006) gives us her own perception, focusing on the importance of the teaching of this ability to the successful students' learning in our demanding today world:

> Speaking is a crucial part of second language learning and teaching. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

The National Capital Language Resource Center (2003-2004, Washington DC)[5], reinforces in this view pointing out three important areas that speaking involves itself in the teaching-learning process of a foreign language:

- **Mechanics**: this refers to pronunciation, grammar, and vocabulary. In other words, the ability of using the right words in the right order with the correct pronunciation
- **Functions**: this is focused on the transaction of information and interaction between the participants. Said this in another way the ability to exchange a message and build a relationship.
- **Social and cultural rules and norms**: this is related with the conversational and interactional rules taking into account in a social setting like turn-taking, rate of speech, length of pauses between speakers, relative roles of participants and also, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In conclusion, we think that teaching speaking ability and achieve that students develop the communicative skill is a very important and difficult aspect to achieve. In second language learning, the most desired goal for the majority of the people who want to communicate with others is to reach communicate in a foreign language.

---

[5] 5 The National Capital Language Resource Center (2003-2004), Washington DC. http://www.nclr.org/about.html.

7.7.1. Principles for teaching speaking skills

Every teacher has his/her own philosophy of teaching in which its methodology is based on, deciding and choosing the activities from diverse sources and creating, in many cases his/her own material to be a real means of learning for the students who expect to be motivated and involved in this process. Kayi (2006) in order to help teachers to develop the oral language, provide us some suggestions that we should take as rules or principles for teaching such skill. For this purpose we quoted some of them:

- Provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; practice different ways of encouraging student´s participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. You did a good job. I really appreciated your efforts in preparing the materials and the efficient use of your voice…"
- Do not correct students' pronunciation mistakes too often while they are speaking. Correction could distract students from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Walk around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty expressing them in the target language and provide more opportunities for them to practice the spoken language.

7.7.2. Strategies and techniques for teaching speaking skills

Knowing that speaking is a fundamental part of language learning and the most wanted thing that learners seek is to be trained to speak in another language, The National Capital Language Resource Center (2003-2004, Washington DC)[6], recommends teachers three basic strategies to develop speaking skills in order to enrich the students' knowledge and build self-confidence when they use the target language:

-Using minimal responses: Learners who do not have self-confidence to communicate orally and prefer to be quiet while the rest of the class is speaking, need to be encouraged to participate through building a store of minimal responses that help them to be involved in the communicative process. Forms of minimal responses are idiomatic phrases that conversations participants use to indicate understanding, agreement, doubts, and other responses that another participant is saying. It is with the purpose to make learners focus on what another's students say without having a planned answer.

-Recognizing scripts: Another way to enable students to speak is by giving them examples of social and cultural patterns (script) to be used to exchange information, and also to build an interactional awareness about the communicative process. Samples of these scripts are greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms. Through interactive activities, instructors can give students practice in managing and varying the language in different social situations.

-Using language to talk about language: In many cases students feel embarrassed or shy when they do not understand what others are saying and make resistance to speak and interact in class. This is the appropriate moment when the teacher should create awareness of the positive sides of misunderstanding in the teaching-learning process by encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do. Thus instructors can create an authentic practice environment within the classroom itself.

---

[6] [6] The National Capital Language Resource Center (2003-2004), Washington DC. http://www.nclr.org/about.html.

In order to implement the strategies quoted above, Kayi (2006) recommends some activities basined on the communicative function of language, that are centered on real life situation and also giving the opportunity to student to interact with others in a target language:

-Discussions: After a content-based lesson, a discussion can be held in various ways. It could be arriving at a conclusion, sharing ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other, about irrelevant things. For example, students can become involved in agree/disagree discussions. In these discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel".

Then each group works on its topic for a given time period, and presents its opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea most effectively. This activity nurtures critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may be determined by themselves. But groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

-Role Play: one other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

-Simulations: simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborated. In simulations, students can bring items to the

class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, but the characters' words they are playing.

-Information Gap: in this activity, students are supposed to be working in pairs. Each student will have information that the other do not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

-Brainstorming: on a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. A good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

-Storytelling: students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling raises creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell questions or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

-Interviews: students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not

only in class but also outside and helps them become socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

-Story Completion: this is a very enjoyable, whole-class, free-speaking activities where students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

-Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything, worth telling their friends in their daily lives before class.

-Playing Cards: In this game, students should form groups of four. Each suit will represent a topic. For instance: **Diamonds** (Earning Money), **Hearts** (Love and relationships)**, Spades** (An unforgettable memory) and **Clubs (**Best teacher)

Each student in the group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example, if the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life?
- What is the easiest way of earning money?
- What do you think about the lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students should ask open-ended questions to each other so that they reply in complete sentences through:

-Picture Narrating: this activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

-Picture Describing: another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

-Find the Difference: For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

7.7.3. Speaking ability assessment

Speaking is perhaps one of the most stressful areas to be evaluated for students because to speak well in a foreign language is one of the most difficult skills to achieve. For this reason when teachers are going to assess this part of the language in students it is necessary to use a variety of activities which students have the opportunity to be evaluated in different types of interactions. Some of those activities and their respective abilities to be measured are: "reporting and the ability to state the main ideas and express an opinion about them; discussion: arguing; role play: appropriate execution of the necessary speech acts, requesting, apologizing, complimenting". (Cohen in Celce-Murcia, 2001, p. 533).

However, a better detailed example of speaking assessment is given by Shaparro & Trost, (1985)[7] who proposed and adapted a variety of criteria to be taken into account in the moment when teachers evaluate this ability in their students. Those criteria are described next:

-Presentation:

Volume: This aspect is referred to the speaker's voice to be evaluated in the following indicators: loud enough, too loud or too soft, usually loud enough, easily heard with voice loud or soft as required.

Diction: This aspect is based on the speaker's words (easy to understand, hesitant or monotonous**,** usually understandable, clear, easily understood).

Pacing: This point is centered on the speaker's speed (too fast or too slow, speed usually good, good speed, going fast or slow to fit material).

Eye Contact: This refers to the speaker's self-confidence expressed through his or her eyes: (speaker use eye contact effectively, little or no enough eye contact, some eye contact, appropriate eye contact).

Gestures: The aspect to be observed in this part is a speaker's body language use (no gestures used, occasional, gestures used, gestures are used appropriately)

Expression: This is referred to the general body' expression (speaker's voice express feeling, little or no expression, some expression, consistently expressed appropriate feeling).

Understanding of material: It is based on the speaker's understanding of the material (uncertain or confused delivery, usually in control, strong purposeful presentation)

Effect on audience: This aspect is centered on if the speaker makes it easy for the audience to understand and have an interest in what was said, uninteresting, showed enthusiasm and sincerity, created enthusiasm or other appropriate feeling in audience.

---

[7] Shaparro & Trost. (1985). Sample Assessment for Formal Speaking: Form One. Used by permission of McDougal, Littell and Co.

-Content and Organization: Poor –Satisfactory- Good:

Introduction: This aspect involves if speaker let the audience knows immediately what the speech is about or if the speaker start with a monotonous introduction and confusing, made topic clear, made topic clear and created interest in it quickly.

Body of speech: In this case the referent aspect is the speaker's speech organization (disorganized, confused, ideas seemed to be connected, well organized, maintained high interest).

Summary of conclusion: this refers to the speaker's ability to make a logical ending of his/her speech (if the speaker keep the ideas of his/her speech until the end, let you know the speech was completed, if his/her could not restated the message of his/her speech, left you wanting to hear more).

8. RESEARCH QUESTIONS

- What are the strategies used by the teacher to develop the speaking and listening abilities of students in 9th Grade "A" at the National Institute of Villanueva-Chinandega?

- What is the development achieved by the students in acquiring the speaking and listening abilities?

- What is the effectiveness of the strategies used by the teacher to develop the speaking and listening abilities?

8. METHODOLOGICAL DESIGN

In order to carry out the present thesis about the relationship between the strategies used by the teacher and the development of the listening and speaking skills of the students in 9th grade "A", was necessary to define the kind of methodology of collecting and analyzing data.

9.1 Kind of research

First of all, this research is characterized as qualitative due to it is based on "the description, reflection and understanding the educative reality through the perception and meaning produced by the participants' experience" (Hernandez, Fernandez-Collado, and Baptista: 2006, p.12). What was mentioned before, acquire sense because this study was carried out in a natural context where the different informants were found; for this reason, it is considered that this research belong to the phenomenological and micro-ethnographic approach, developed into the natural context of the classroom.

According to the depth of the knowledge the present research, it is explorative-descriptive because our purpose was to carry out a diagnostic study in which we attempted to identify and describe the relationship between the strategies applied by the English teacher and the development of speaking and listening abilities of student during the teaching – learning process in 9th grade at the National Institute of Villanueva – Chinandega. Our intention was to obtain the necessary information by making six observations of the 9th grade "A" classroom during the first and second semesters.

In addition this research is supported by a documental and fieldwork characteristic as we had to check and analyze documents in order to collect theoretical elements that let us to obtain all of the possible information about the theme and also we had to establish contact with the context in which the study was placed through making direct observation to the participant subject of study.

9.2. Selecting the informants

One of the main characteristic in a qualitative research is to build knowledge from the perspective and experience of who are involved in this process. For this reason we selected the informants taking into account the quality and enrich information that we could obtain form the participants' practice and perception without applying statistics techniques.

One of the methods to select the informants in a qualitative research is the intentional and comprehensive method. Thus, the students in 9th grade "A" were chosen because of the intermediate time that they have been in contact with the English subject. The whole population is composed of 30 students: 15 female and 15 male and showed the following characteristics:

-Students who were in 9th grade A.

-Students ages were between 14 to 15 years old.

-The students were from rural area (13%) and urban area (87%).

Additionally, the teacher selected was the English teacher who had more experience in teaching this subject in this high school and who has been in charge of these students from the 7th grade. In addition to this, the principal of the high school was included as a key informant because one of his main function is to provide of pedagogical assessment to the teachers and also, with the purpose to know his own consideration of the teaching-learning process of this subject.

9.3. Data collection

In order to gather the necessary information we applied the following empirical research techniques:

- Direct observations: we performed six direct observations in the classroom which were focused on the teacher and the students in different stages of the teaching-learning process by designing and applying a focalized template centered on the teacher's strategies for developing speaking and listening skills in the students in 9th Grade "A".

- **Interviews:** We applied two guide interviews with opened questions to the English teacher who was in charge of the English subject in 9th "A. The first interview was applied in the first stage of the observation before the teacher was abroad taking a course named SIT-TESOL in Costa Rica (School for International Teachers). The second interview was addressed in the second stage of the observations when the teacher came. These interviews were focused on the following aspects such as: teaching strategies (comparing first stage and second stage), strengths and weaknesses in developing listening and speaking abilities in the students.

Furthermore, we applied another interview (with opened questions) to the principal of this school which was focused on knowing the principal's general vision of the English language as a part of the students' education in this institute. In addition, we made use of two kinds of instruments where we selected at random to 20 (the 66% of the study population) students of 9th grade "A" who were10 girls and 10 boys to know their opinions about English learning process. In the first interview the instrument used was a questionnaire with closed and opened questions to explore their perspective about their English learning process. In the second interview the instrument used was another questionnaire with opened questions with the objective to reinforce the first data. Both were answered in a written form.

- **Document Review** such as the English Program, lesson plans and TEPCEs programs with the purpose of identifying the strategies that the teacher uses and to contrast with the information gathered from the interview. Additionally, we checked the students` written tests and notebooks of 6 students with the objective to know the development of their written abilities which were compared with the interview, questionnaire and the direct observations.

Also we took a **video** of the participants (teacher-students) during the development of the class at different stages. The purpose was to establish a relation between the data gathered through interview and direct observation and at the same time to support them.

9.4. Methodology to process the data collected

In this study, we processed the information by analyzing the results of the questionnaires in **frequency tables and graphs** to support the most relevant aspects of the study.

In addition to this, we analyzed and synthesized the different results about the application of the data collection instruments through making the following operations: **Comparison, Contrasting and Triangulation of the information**. We established a relation between the information gathered from the different sources and instruments and to value their similarities and differences. In addition, identifying those similarities and differences between the collected data, we analyzed in depth those oppositions that we found out.

10. ANALYSIS AND INTERPRETATION OF RESULTS

In order to process the information obtained from the observations, videos, interviews to the English teacher, the students and the Principal, and various auxiliary documents such as lesson plans, TEPCEs Programs, Syllabus, Students' notebooks and tests, all of them with the propose to know about teaching-learning development of listening and speaking abilities, it was necessary to divide the research process into two stages comprised of three observations made in the first and the second semester respectively, being the main axis of analysis the two abilities chosen.

10.1- Teaching Listening in the Classroom

The first ability studied was listening in which was analyzed the results of the observations made, comparing the information obtained in both stages. The following chart was built to shows the teaching listening indicators taken from the different English teaching strategies summarized in the Framework in order to identify the procedures used by the teacher in the development of this skill in each stage.

Table Nº 1. Listening Indicators observed in the Class

Nº	Observation Indicator	First stage	Second stage
01	Teacher and students practice linking sounds.	x	x
02	Professor read aloud and the students repeat what they heard.	x	x
03	Teacher uses commands in order to students perform actions		
04	Teacher makes word or sentences dictation to reinforce the students´ listening ability.		
05	Teacher carries out picture dictation.		
06	Students hear recordings and repeat what they heard to practice pronunciation	x	x
07	Teacher extracts unknown words from the listening activity to analyze the meaning	x	
08	Students practice listening through live conversations in the classroom.		
09	When teacher uses recordings, he plays them many times to make sure students have listened.	x	x
10	When students practice a listening activity, the teacher activates students' expectations about they are going to hear		x
11	Students practice listening for main idea.		
12	Students are encouraged to draw inferences about the listening		
13	Students make summaries about they have heard.		
14	Students practice listening for specific information.		x
15	Students listen to recognize cognates.		
16	Students listen to recognize word-order patterns		
17	Students listen to recognize sentence – order patterns.		x
18	Teacher puts in practice the basic stages of listening activities (pre- while and post).		x

Source: Data taken from Teacher Instrument "A"

10.1.1-First listening Observation (First Stage)

In the first listening stage before the listening activity began, the students have done a short presentation about traffic signs which is described in the speaking observations section. After that the teacher showed the lyric of the song **"Said I loved you but I lied"** on his own initiative, although it was not reflected in the Unit 5 of the Syllabus (referred to Directions) and the TEPCEs Program. This teacher's action was taken with the purpose to practice listening and reading abilities, to learn new vocabulary and to exercise pronunciation. So the instructor gave sheets of paper to some students.

In this case, we could observe that this ability was developed by using some of the qualitative values presented in chart Nº1 above which was carried out through making the following actions such as:

- ➢ The practice of linking sounds.
- ➢ Professor read aloud and the students repeated what they heard.
- ➢ Students heard recordings and repeated what they heard to practice pronunciation.
- ➢ Teacher extracted unknown words from the listening activity to analyze the meaning.
- ➢ When the teacher used recordings he played them many times to make sure students had listened.

This can be supported by the video taken when starting the minute 25 the teacher read aloud the lyric and the students just listened. After that, they heard the song in a CD – player, then, the teacher together with students sang the track, first without the melody and then, accompanied by the music. In addition, the teacher read aloud the lyric; he made emphasis on the pronunciation of some words that are indicated next: wind and, light on, heart of, Out of, and into, Said I love you but I lied, this is, Said I love you but I was, never ever, With all, heart explains, taste of, found in, Need you, Out of, and into (See annex 2).

It is important to note in the objectives stated before that the communicative proposal and the building effective students' listening leaning skills were not taken into consideration. This is demonstrated in the lack of use of the key aspects contemplated in the observation template like: the practice of listening through live conversations, the activation of the students' expectation, the students' encouragement to draw inferences and make summaries about they have heard and the put into practice the basic stages of listening activities (pre- while and post). Nonetheless, it is significant to overcome the teacher's disposition and initiative to reinforce the students' listening skills through letting time and applying extra class activities that compensate these weaknesses.

On the other hand, examining the writing exam that students took in the first semester which contained exercises that pretended to evaluate Listening, Reading and Writing abilities, we found out that 52% of the students achieved the highest grade in the listening exercise. The exercise consisted of completing a chart by listening to a reading aloud made by the teacher. The students had to identify the people who did an activity in a particular day. The rest of the students, being the total amount 48%, either got one point wrong (31%) or got two points wrong (17%) (See annex Nº2). To appreciate this information, including the rest of the abilities before mentioned, we illustrated the resulting table in which are described the students' success and mistakes in a quantitative way.

Table Nº 2. Result of the written test

Abilities	Responded well to all		Responded well to three		Responded well to two		Responded well to one		No correct responses		TOTAL	
	students	%	students	%	students	%	students	%	students	%	students	%
Listening	15	52%	9	31%	5	17%	0	0	0	0	29	100%
Reading	4	14%	1	3%	20	70%	3	10%	1	3%	29	100%
Writing	0	0	0	0	8	27%	2	7%	19	66%	29	100%

Source: Data taken from the Students' Written Exam. I Semester

If we observe the writing and reading section just 14% of the student answered correctly all of the items of the reading exercise and the 66% didn't responded correctly to any writing exercises.

Those outcomes of the listening section of the written exam and the techniques used to practice listening ability in the class observed, manifest that in this first listening moment is noticeable that the teacher resorts to those strategies that are focused on how the listener process the input, in this situation, to those belong to bottom up strategies. As the National Capital Language Resource Center (2003, 2004) pointed out in the theoretical framework, it was observed that those strategies are centered on text (the reading interpreted by the teacher) and also, the teaching and learning depend on paying attention to specific aspect of the language, punctually in words and sounds for the reason that teacher motivated to students to practice linking sounds into the sentences that the song contained. It can be also supported by the video taken in the class when in the minute 26 the teacher was reading the lyric and make emphasis in reproduce the sounds of the words.

In addition to this, we perceived that the learners could response to those listening activities through reproducing word sounds heard from the teacher and the recording, and also they could identify the meaning of some words defined before.

10.1.2-Second Listening Observation (Second Stage)

In the second stage we made two listening class observations in which the content of the classes was "Likes and Dislikes", having as Unit Nº5 "Recreation" reflected in the syllabus of this grade (See annex Nº 2). The criteria related to the development of listening in this document are presented next:

❖ **Grade Competence**: "Student expresses preferences in a clearly way".

❖ **Listening Achievement Indicators Nº 2**: "The student draws conclusions about the strength of an argument in a believable story"

❖ **Listening Suggested Activity**: "The student reads and listens to a text and underline relevant information about like and dislikes" and "The student listens attentively to the speaker for specific information"

❖ **Evaluation Procedure**: "Verify if the student demonstrates understanding when listening to a text writing sentences or answering comprehension questions".

Additionally, revising the TEPCEs Program that English teachers design monthly (one for evaluation and the other for planning), was possible to notice that they agreed to consider only Achievement Indicator Nº 3 "The student states an opinion about like and dislikes and gives two or more reasons to support it" (See annex Nº2).

It is relevant to mention, that in this stage was observed that the teacher developed the following indicators reflected in the chart Nº1 (Listening indicators to be observed in the class) to carry out the listening activities in the two classes attended:

- The practice of linking sounds

- Listening to reading and recordings

- Practicing pronunciation by repeating words.

- Giving to the students the opportunity to confirm what they have comprehended.

- The activation of students' expectation.

- The practice of listening for specific information.

- The practice of listening to recognize word-order-patterns and sentence-order-patterns.

- The organization of listening activity putting into practice its basic stages: pre-while-post.

Thus, in the succeeding paragraphs are detailed the moments in which those indicators were perceived in each stage of development in the two classes observed.

10.1.2.1 First class observed

In the first class attended, even though listening ability was not taken into account explicitly in the TEPCEs Program, a listening activity was carried out by hearing the following passage written and read aloud three times by the teacher, where the students had to put a check (x) in the correct place on a chart according to what they heard about people's preferences:

Reading

Peter doesn´t like to mop, but he listens to music in the morning. He doesn´t like to sweep on Saturday. I like to watch TV in the afternoon, but I don´t like to listen to music. You don´t like to watch TV, but you like to listen to music and you don´t like to sleep very late at night. My brother likes to mop in the morning, and he likes to sleep very late at night.

With the intention of students catch the specific information that listening exercise demanded, the teacher facilitated the resulting chart drawn in the board with following aspects:

Table Nº 3. Listening Exercise: Put an "x" in the correct place.

People	Watch T.V	Mop	Listen to Music	Sweep	Not/ Sleep
Peter					
I					
You					
My Brother					

Source: Exercise Taken from the Listening Observation Class.

In this first activity was noted that the professor practiced the similar strategy applied in the first moment because he made use of reading aloud (see chart Nº1, indicator Nº2), but in this case the students are also encouraged to catch specific information and the teacher provided feedback by clarifying the students' mistakes at the end of the class.

10.1.2.2. Second class observed

Passing to the next class, before the second listening activity started, the teacher revised a homework assignment that consisted of the translation of a dialog. After the students' homework was checked, teacher and learners practice pronunciation of sentences from the dialog. Initially the teacher read aloud the statements and students repeated them back. Then, they passed in front of the class in pairs to practice the following conversation in which linking sounds were emphasized:

 Dialog:
A: Hello what are you doing?
B: I´m doing my homework.
A: Let´s go to play football or watch TV better.
B: No I don´t like to play football. I prefer to stay here.
A: O.K, let go to watch TV instead.
B: What I prefer to do is to study for my English test.
A: Well I´m going to invite my cousin to do something more interesting.
B: OK lets me do my homework I do like to do my homework bye.

   If we examine the content of the short dialog, we can see that it contains communicative structures based on daily activities. However, during the development of the class, was noted that the teacher made emphasis of the grammatical organization and the use of specific words and phrases such as **I like, I don´t like** and **I prefer** after the recording finished.

   After the teacher practiced with the students the pronunciation of the sentences and the conversation itself, he explained to the learners that they were going to do a Listening activity from a CD-Player, so he put on the floor thirteen pieces of papers which were taken by thirteen students. Every slip of paper contained a question or an answer (See annex Nº2). Also, he clarified that they had to listen to the recording in order to organize the

statements according to the information that they could get and once they had identified the phrases, they must show it by walking a step in front of the class.

Once the participants had the slips of papers in their hands, the teacher played the recording with the purpose of activating the students' expectation of what they would hear. Thus, the dialog was played three more times so that the learners could organize the information. To give an idea about the content of the conversation, it was printed below:

Recorded Conversation:
A: What should we do, Mandy?
B: Oh, I don´t know Bob.
A: Let´s go to the video Arcade.
B: We went there yesterday.
A: Well, then let´s go for a swim.
B: I can´t I don´t have a bathing suit, I have to buy a new suit.
A: Let´s go shopping.
B: I can´t I have to save money for a new stereo.
A: OK why don´t we go for a ride bike.
B: I can´t my bike has a flat tire, I have to fix it.
A: Do you have any ideas? What should we do today?
B: Well, why don´t we go to the video Arcade?
A: Good idea!

Source: Taken from the Super Goal Book. Second Edition Part B. p. SB2

After the students heard and organized the information, the recording was played again to make the whole class listened and recognized the order of the phrases. At the same time learners who had the pieces of papers read the short dialog aloud. Finally as an ending activity, the teacher wrote the conversation in a disordered way on the board and asked to the whole class to number the phrases from 1 to 13 in their notebooks. Therefore the audio was played three more times so that they were involved in the activity.

Analyzing the development of the second activity, we noted that the teacher put into practice the indicators 1, 2, 6,9,16 and 17 contemplated in the table Nº1 such as practice linking sounds, listening to readings aloud and recordings to exercise listening skill and pronunciation, giving them the opportunity to hear many times to make sure they have understood and recognized sentence-order patterns. In addition, it is important to mention that in the development of this activity the teacher put into practice other strategies that became this process of the class more organized because of the teacher used in this case the basic stages of listening activities: pre- while and post (indicator Nº18 quoted in the chart Nº1) which are ascribed to the Metacognitive strategies such as those set out by Peterson (2001, p. 90) in the Theoretical Framework: those involve preparation, monitoring and evaluating what the students have comprehended about this listening activity.

Evidences of pre-listening activities can be found when the teacher asked the students practice their speaking and listening abilities by reviewing the last homework and practiced reading together, at the same time, and the most relevant: prepared the students to feel confident for the next stage by letting them select the sheet of papers and listen to the recording to familiarized themselves with the conversation. Then, while listening activity was noticeable when the instructor played the recording for three times and the participants organized the dialog sentences with the rest of the class integrated into the exercise. Finally, the post listening activity can be found when the teacher wrote the dialog in disordered form to reinforce the students´ listening comprehension and integrated the students who were not participating.

Considering the Achievement indicators stated in the Syllabus for this year of study and the facts described before, we found that what the students have achieved in this phase was listen to reproduce words and sentences sounds, organize sentences in a logical order into a conversation through listening to recordings. Additionally, the development of the class experienced a change in the way that the teacher developed the listening activity.

10.2- Teaching Speaking in the Classroom.

The second ability studied was speaking, and as with listening skill, it was observed in two different stages. To carry out those observations we selected some qualitative indicators to identify the strategies that the teacher might use to develop this skill in the students. Such aspects are presented in the following chart below:

Table Nº 4. Speaking Indicators observed in the Class

Nº	Observation Indicator	First stage	Second stage
01	The content of the class is based on communicative purpose.	x	x
02	The activities of the class are oriented to achieve the communicative goal.	x	x
03	Teacher makes comments about the topic or situation to elicit students' responses.	x	
04	Teacher and students communicate in the target language through asking and answering.	x	x
05	Teacher encourages students to practice the language through oral exercises.	x	x
06	Oral exercises are focused on daily activities		x
07	Students make communicative activities after they have practiced long drilling.		
08	Teacher pronounce words or phrases and students repeat to practice pronunciation	x	x
09	Students are exposed to language through some kind of materials like newspaper, magazines, flashcards, and posters in their classroom.		
10	Teacher works the negative filters through giving to the students the opportunity to participate.	x	x
11	Teacher describes words or phrases in the target language to make students infer the meaning.	x	x
12	Teacher uses dialog technique to develop the students´ speaking ability	x	x
13	Teacher makes mimics so that the students recognize vocabulary orally	x	x
14	Teacher uses drawings and pictures to make students learn and practice vocabulary in oral way.	x	
15	Students convey information by giving opinions.		x
16	Students communicate in target language through questioning and answering.	x	x
17	Students practice free conversations.		
18	Students participate in discussions, role plays or debates		
19	Students work in small groups to carry out speaking activities	x	
20	Teacher follows the basics stages to develop speaking activities (pre-while and post)	x	x

Source: Data taken from Teacher Instrument "B"

10.2.1-First speaking observation (First Stage)

In the first speaking observation stage was possible to attend in two sessions and a complementary activity to reinforce the students' abilities. The class was about the same content referred to **Traffic Signs** which had as Unit Nº IV: Transportation that is registered in the Syllabus of this year of study (See annex Nº2). This unit is accompanied with its Grade Competence that stated: **The student demonstrates understanding of diverse language forms**, and other aspects related with this ability which are described below:

- **Speaking Indicators**: Indicator Nº 3: The student recognizes gestures and body language related to the target language and those culturally different. Indicator Nº 5: The student asks and answers questions about traffic regulations.

- **Speaking Learning Activities Suggested**: "The student asks and answers questions regarding traffic violations", "The student practices orally in groups some dialogs relates to means of transportation in Nicaragua", "The student presents in groups in front of the class his or her opinion about traffic regulations."

- **Evaluation Speaking Procedure**: "Check if the student uses auxiliary verbs when asking and answering questions about traffic regulations", "Verify if the student recognize simple gestures and body language regarding traffic regulations", "Check if the student can use auxiliary verbs and preposition of place correctly in short conversations" and "Value if the student demonstrates confidence when speaking in target language".

Upon reviewing the teacher's TEPCEs Programs for this grade of study, we found that the participants of this meeting created a new achievement indicator and added an evaluation procedure suggested in the Syllabus, possibly taking into account their own situations and learning pace (See annex Nº2). The following writing presents what they agreed to develop and evaluate in the students:

- **Achievement Indicator:** The student compares means of transportation and different traffic signs.

- **Evaluation Procedure:** Verify if the student makes and understand simple sentences about transportation and signs.

Basing on what was programmed in the TEPCES, the classes visited were observed taking into account the achievement indicators and evaluation procedure proposed by the

English teacher and the indicators defined in chart Nº4 presented above which are pointed out in the description of the development of each class.

Another important aspect included in both speaking stages is the revision of students' notebooks. In the six students' notebooks examined was possible to find the vocabulary charge that contained nouns, verbs, structures of communicative phrases and written exercises that reproduce those grammatical constructions. Other features found were exercises such as readings given by the teacher and paragraphs written by the students who reproduced the reading models which served as input to be used in the subsequent speaking activities in the classroom.

10.2.1.1 First class observed

In the first class, it was observed that the learners were continuing the sequence of the last lesson in which firstly, a new vocabulary about traffic signs was introduced, and in that time, the teacher reinforced these words by mimicking actions and using pictures drawn by hand (indicator Nº13 and Nº14 pointed out in chart Nº4) and encouraging the students to express themselves in English in order to recognize and practice the pronunciation of the terminology orally. It can be seen in the video taken from the minute 5 to 11 when the teacher showed illustrations and movements accompanied by phrases that defined the words (indicator Nº11 quoted in the chart Nº4) such as: Take over, traffic lights, road, cars, bridge, return, houses, and no tobacco of any kind and the description of their meanings which were usually translated for the students (See annex Nº3). Examples of some phrases used to define the meaning of the words mentioned before are:

> Teacher: – I want you to write down a new vocabulary. Take over. Takeover is when are… there are two cars one car is trying to takeover. This is a car, this is another car. This car is trying to takeover. What is the meaning in Spanish?
> Students: – ¡girar! ¡Dos vías!, ¡detener!, ¡no adelantar!, ¡doblar!
> Teacher: – Adelantar, aventajar ok.

.

After they practiced the vocabulary and the teacher made the students try to understand their meaning, he wrote on the board and exposed in some instants certain expressions such as descriptive sentences, questions and answers in which the teacher gave their pronunciation and the students repeated (indicator Nº8 showed in table Nº4). Some examples are the succeeding utterances taken from the video recorded in which are pointed out the minutes when it occurred (See annex Nº3):

Sentences:

- That is a traffic light. (Minute Nº 5, second Nº 40)

-What is this? (Minute Nº 5, Second Nº 58)

-What color is this? (Minute Nº 6, second Nº 40)

-What are these? (Minute Nº 7, Second Nº 38)

- These are two cars. (Minute Nº 8, Second, Nº 5)

-This is a road. (Minute Nº 9, Second Nº 49)

- No tobacco of any kind. (Minute Nº 10, Second Nº 8)

-This is a house. (Minute Nº 11, Second Nº 42)

As well as this, the teacher explained the logical order of the questions and answers in order to introduce a communicative structure to be practiced with the students, passing from the simple to the complex, with the purpose of making the students exchange information describing the symbols and their meaning. Some samples of this are:

-What is this?

-That is a car.

-What does this symbol mean?

-That symbol means………

After that, the instructor asked to everyone the question: What is this?, using the pictures as a feedback activity in order to involve to the students who did not participated in the class and reinforce to the whole class the meaning of the words and its pronunciation.

Taking into account what was observed in this first session, it was noticeable that the class was directed to support the student's lexis to achieve a communicative goal by giving them the basic communicative structure to be developed in the activities of the next class (indicator Nº2 seen in the chart Nº4). Other important aspect observed was related to reach what the achievement indicator demands through such as: showing vocabulary by making gestures, using pictures and explanation in target language. As well as this, students accomplished to practice listening, in the case that they had to pay attention in what the teacher said and try to infer meaning; and speaking, in the point that they practiced pronunciation and could deduce meaning by identifying words definitions, which is synonym to acquire vocabulary .

10.2.1.2 Second class observed

In the second session observed there was a practice class in which was noted the following actions reflected in the indicators explained in chart Nº4 that will be described in the next paragraphs:

Before the demonstration began, the whole class practiced orally the communicative structures related to the description of the traffic signs (indicator Nº5) and the teacher showed the criteria to evaluate in the activity that were related to knowledge of the significance of the signs and the pronunciation of the phrases which were described and evaluated in the following manner: Knowledge of the exposition (10 pts.) and good pronunciation (10 pts.).

Afterward, the teacher began to elicit students´ response through making comments (indicator Nº3) and questions (indicator Nº4) about what they were going to do, which can be noticed in the video recorded when in the minute Nº14, second Nº20 in the subsequences teacher´s phrases extracted: "Tell me what is the question? Manuel. What is the question to ask?"

After that, the students were explained to make short presentations in pairs (indicator Nº19) making use of picture drawn by them and one of the communicative structure introduced in the last class which was referred to compare the meaning of the traffic sing by asking and answering orally (indicator Nº15). Such expressions to be used in the posterior presentation were:

What does this symbol mean?

That symbol mean………

Once the students have rehearsed pronunciation (indicator Nº8), they proceeded to perform the activity in which the traffic signs compared by describing their meaning which can be perceived in the presentations recorded in the video taken from the minute 17, second20 to the minute Nº 22, and also that were complemented by the next learners´ quotation attached below:

First Group:

 Symbols: hand, bridge, turn (noun), turn (verb).

[Hand]

Student A: What does this symbol mean?

Student B: That symbol means we have to stop.

[Bridge]

Student B: What does this symbol mean?

Student A: That symbol means that is a bridge.

[Turn]

Student A: What does symbol mean?

Student B: That symbol means that is a return.

[To turn]

Student B: What does this symbol mean?

Student A: That symbol means we have to turn.

Second Group:

Symbols: keep the distance, bus stop.

[To keep the distance]

Student A: What does this symbol mean?

Student B: That symbol means that we have to keep the distance.

[Bus stop]

Student B: What does this symbol mean?

Student A: That symbol means that is a bus stop.

Third Group:

Symbols: stop, traffic light, to turn right, maximum velocity.

[Stop]

Student A: What does this symbol mean?

Student B: That symbol means that is parking, parking… we have to keep the distance.

[Traffic light]

Student B: What does this symbol mean?

Student A: That symbol means that is a traffic light. Red color means we have to stop or we have to park. The green color means we have to continue. Yellow means we have check the light.

[To turn right]

Student A: What does this symbol mean?

Student B: That symbol means to turn…

[Maximum velocity]

Student B: What does this symbol mean?

Student A: That symbol means that we have to limit the speed and we can to keep the distance.

Fourth Group:

Symbols: stop, bridge, not available returning

[To stop]

Student A: What does this symbol mean?

Student B: That symbol means we have to stop or there is a dangerous place.

[Bridge]

Student B: What does this symbol mean?

Student A: That symbol means that we have to pass on bridge.

[Not available returning]

Student A: What does this symbol mean?

Student B: That symbol means that are not available returning.

Once the students made their demonstration, the teacher provided feedback by showing the pictures used and asking questions to some students at random with the intention of reinforcing the vocabulary studied and to include the learners who did not take part in the activity. This action can be associated with indicator Nº10 because the instructor gave the opportunity to the students to participate while helping them vocalizes the phrases. An example of this can be seen in the video taken when at minute Nº24, second Nº48, teacher asked a student to answer a question and she did not want to participate and was helped by him.

Considering what we have observed in the classroom and relating that to the achievement indicators stated in the Syllabus and TEPCES workshop, we conclude that what the students have accomplished in this stage is to identify and describe symbols by asking and answering to exchange information orally. As well as this, we note a change in the structures used in the first session comparing to the second. In the first, questions were focused in the following order: **what question** + the **verb to be** + **demonstrative pronouns** and the answers just identified the sings and did not describe meaning. However, in the second, the question included: **what question + the auxiliary verb do + noun** + **main verb** and the answers not only identified symbols but stated significance**.** Examples:

First structures:

What is this?   What are these?

This a road   These are two cars

Second structure:

What does this symbol mean?

Answer Nº2: That symbol means that is a bridge.

Answer Nº7: That symbol means that is a traffic light. Red color means we have to stop or we have to park. The green color means we have to continue. Yellow means we have check the light.

Nonetheless, although the learners who made the presentation could identify and describe the meaning of signs, their speech lacked autonomy and naturally because of the presence of memorized phrases (patterns) given by the teacher and some students' dependence to answer the questions. Examples of this can be seen in the video recorded from minute Nº18, second Nº56 to minute Nº19, second Nº51 where one of the participants hesitated leaving unfinished her response: Such quotations are stated next:

Symbol: Stop

Answer Nº1, group Nº3: That symbol means that is parking, parking… we have to keep the distance.

Symbol: To turn right

Answer Nº3, group Nº3: That symbol means to turn…

As for the teacher's strategies implemented in the class that were reflected in the indicators explained in chart Nº2 we observed the succeeding aspects:

- The implementation of activities oriented to attain a communicative goal
- The students' encouragement to practice the language orally
- The use of dialog technique through questioning and answering between students.
- Working with small groups (pairs) to carry out an activity

10.2.1. 3. Complementary activity

Another strategy used by the teacher to make students practice speaking was reading a paragraph based on the same topic. At the beginning of the activity the teacher explained to the students that they were going to copy a passage in their notebooks. First, he asked four

students to come to the board to read the passage with or without good pronunciation, and then, he read aloud and the learners listened and repeated what they heard. After that, he asked the rest of the class to read it individually in their places and then, working in groups of four, answer some questions, first in their notebooks and next orally.

To give an idea about the content in which the activity was based on, the following paragraph states the passage and the questions to be answered by the students:

My beautiful town

Chinandega is a city located in the northwest part of Nicaragua. It has a big population and there are many kinds of cars. The traffic lights are very important in this department in order to do not have accidents. When there is a street in bad condition, the drivers have to take another street.
On the streets we find different route markers. Some streets have one or two ways. To go against the way is not permitted.

Questions:

1- Where is Chinandega located according to the reading?
2- What is considered important in Chinandega?
3- Why is important to have a traffic lights in a city?
4- What is not permitted in the city?

The students' answers are possible to hear them in the video recorded from minute Nº31, second Nº 27 to minute Nº33, second Nº39 where the teacher asked a students from each group to respond orally (See annex Nº3). The students' answers are expressed in the following phrases:

Question Nº1
Answer Nº1: Chinandega is located in the northwest part of Nicaragua.
Question Nº2
Answer Nº1: The traffic lights are important in Chinandega.
Answer Nº2: The traffic lights. It's important in the department.
Question Nº3
Answer Nº1: Because it avoids accidents.
Answer Nº2: It's very important in order to don't cause accidents.
Question Nº4
Answer Nº1: To go against is no permitted.

Analyzing what was observed in this activity, it is important to mention that the students not only reproduced what they read but they also produced other expressions making use of the vocabulary they acquired during the learning process. In addition, we note again, the way the teacher and students practiced pronunciation of the words and sentences, and the forms of communication between them in the target language: questions and answers. Such actions are described in chart Nº4 above, the first in indicator Nº8 and the second in indicator Nº 4.

10.3. Second speaking observation (Second Stage)

In the second stage, it was possible to visit two classes that were about the same content, **Likes and dislikes,** which were a part of **Unit Nº V**: Recreation (See annex Nº2). This unit is complemented with its **Grade Competence**: The student expresses preferences in a clear and correct way. To achieve this Competence, the syllabus for this school year registers the following achievement indicators:

- **Speaking Achievement Indicators**:
- Nº1: The student uses appropriate vocabulary to express preferences.
- Nº3: The student states an opinion about likes and dislikes and gives two or more supporting reasons.

- **Suggested Speaking Activities**:
- Nº2: The student asks and answers questions in pairs to check his or her answers according to a reading.
- Nº3: The student reads the text again and discusses in group of five the ideas of the text.
- Nº4: The student uses correct falling intonation when asking a wh-question.
- Nº9: The student creates a dialog with a partner describing his or her personal likes and dislikes.
- Nº10: The student role plays the dialog in front of the class.

- Nº11: The student reports to the class his or her preferences orally in the target language.

- **Evaluation Procedure**:
- Check if the student can express his or her conclusions on a text orally with acceptable fluency.
- Value if the student can tell his or her personal opinion about entertainment activities with confidence.
- Check if the student uses correct intonation when expressing his or her ideas.

However, revising the teacher's TEPCES program we found that the teachers who participated in this workshop selected achievement indicator Nº3 that hoped that students can state opinions about likes and dislikes, as the primary objective, and encompass the other indicators, as a second purpose (See annex Nº2).

10.3.1. First class observed

The first session was a practice class about the topic **Expressing likes and dislikes** in which the strategies used by the teacher were identified through the following indicators, indicated in chart Nº4. The process of the class is described in the paragraphs below.

To begin with the description of the class itself, it is significant to mention two aspects perceived before the class started: first, the content of the class was based on communicative purpose (indicator Nº1) because according to the indicator stated in the TEPCES assembly it was expected the students would expressed information giving their opinions about their likes and dislikes. Second, the activities carried out in this period, which are explained next, were oriented to achieve the same objective (indicator Nº2).

Starting with the narrative of the activities, after the teacher took the attendance and checked homework, he said to the students that they were going to do a speaking activity. Then, he put on the floor thirteen pieces of paper with the following words: to (twice), like (twice), you, do, don't, wash (twice), I (twice), sweep and better, in an isolated way to be

ordered and to form questions and answers. As well as this, four participants were asked to express the words in the target language to make the students catch the message and to encourage them to speak in English (indicatorNº11). This can be seen in the video taken at minute Nº3, second Nº58 when the instructor articulated some expressions: "I want… quiero verdad… four volunteers. Four volunteers, please. Come here four volunteers".

Once the four participants were organized and the sheets of papers were spread on the floor, they proceeded to take one and revise the other participants' slips to put the words in order and get them organized according to the syntactic sequence of the resulting question related to the communicative structure introduced in the last class: Do you want to wash? After that the students practiced six times the pronunciation of each word selected being helped by the teacher (indicator Nº8). First the learners read the words separately, and then they read them together with the correct intonation of a question. Afterwards, the instructor asked six other students to put the pieces of paper in order to answer the question formed: No, I don´t like to wash; No, I like to sweep better.

If we observe, the first answer was a simple negative form which was practiced two times in order to check if the words were right. Then, the students practiced the same question and the second answer together three times, adding another option. After that, the teacher gave to the students a slip of paper and some verbs and nouns such as: dance, cook, iron, seem, like, sport, cartoons etc. so that they write in their notebooks a question by using the grammatical structure: Do you like + verb. Do you like + noun. Example:
Do you like to cook?
Do you like chocolate?

Afterward, the instructor explained to the student that they had to make two lines A and B in face to face position where group A was expected to move at the end of the line once they had asked and answered a question and line B had to stay in the same place. It was with the purpose of sharing information through asking and answering orally. For this reason each member of the first group had to ask the second one about his or her preferences by using questions that they had written on his or her slip of paper and line B

had to reply. Once the students of line A had asked to their counterparts, the line B had to ask to line A and change their slip of papers, so the first student of the line A had to move at the end of his/her line and the next classmate had occupy his/her place and so on, with the aim of everybody could share information. To give an idea of this activity it was represented by the following illustration:

Line A:

Line B:
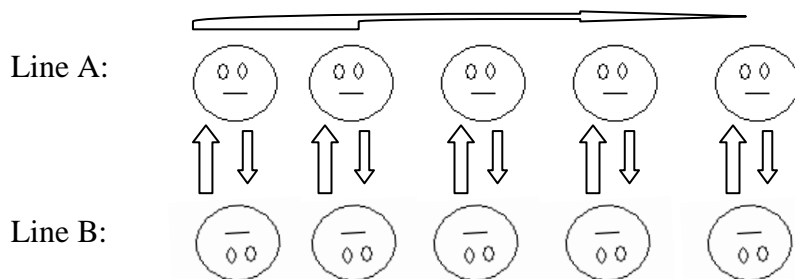
Before starting this activity, the teacher explained to the students the procedure in different ways which can be seen in the video when at different moments the teacher tried to clarify students' doubts:

- By explaining in the native language, twice (from minute Nº11, second Nº31 to minute Nº13, second Nº30)
- By doing illustrations on the board (minute Nº14, second Nº49)
- By making demonstrations with a student in front of the class (minute Nº17, second Nº30)
- By showing examples in the line (minute Nº19, second Nº30)

Moreover, in the same video at minute Nº21, second Nº12, it was observed that the teacher involved himself in the activity to manage and encourage the students' participation and the students asked some questions taking into account the grammar rules established previously such as: Do you like to sing? Do you like cartoons? Do you like to listen to music? Additionally, during this activity the students' enthusiasm and their alertness were evident. Everyone was ready to ask or answer a question, to change the pieces of papers and positions in the line.

At the end of the activity the instructor reviewed the vocabulary by mimicking (indicator Nº13) and the students were supposed to identify the words they had studied during the class. This can be observed in the video taken from minute Nº28, second Nº35 to minute Nº29, second Nº33, where the teacher simulated through doing actions that described the meaning of some verbs and the students identified and pronounced them such as: dance, watch T.V, sweep, sing, iron, listen to music, eat and drink. Then, from the minute Nº30, second Nº55 to the minute Nº33, second Nº40 the teacher reinforced the structures by writing them on the board and asking the students review what they had practiced in the recent activity.

Afterwards, there was a reflection moment about what the students did wrong and what they had learnt from the activity. First, the teacher called to the students to learn from their mistakes and he remarked about the use of the word **to** before a verb not before a noun. Second, the students and teacher concluded what they had learnt from the speaking exercise was practice pronunciation and how to communicate with their classmates, using the structure. This can be seen in the video taken from minute Nº34, second Nº20 to minute Nº 38, second N º30:

-"Aprender de los errores y del que lo hizo bien". (teacher's words)
-"El **to** no me lo pongan ahí si no va el verbo. Si es verbo sí, si no es verbo no". (teacher's words)
-"I don't like sport better". (stdent's words)
-"Aprendimos escritura, habla y escucha". (Teacher's words)
-"Cambiamos parejas". (Student's words)
-"¿En qué les ayudó?"(Teacher's words)
-"A practicar pronunciación". (students' words)
-"Estructura, luego pronunciación". (teacher's words)

To conclude the class the teacher asked the students to write a four-lines paragraph written about their likes and dislikes in the morning, in the afternoon and at night with the purpose making a short presentation for the next class.

Analyzing the process of the activities described above, it is clear that the indicator adopted in the TEPCEs assembly was achieved when the students shared opinions about their likes and dislikes in English, even though the lack of autonomy and naturally when they were speaking was perceptible. Also, was observable the presence of metacognitive strategies used by the teacher because the organization of the exercise was based on applying the basics stages of developing speaking activities: pre-while and post (indicator Nº20). This was first observed when the teacher helped the student remember the syntactic organization of the structure introduced in the last class through the first activity where the learners were prepared for the next stage (pre-speaking activity). Then, once the students had reviewed the communicative construction, they proceeded to use it to share information (while-speaking activity). And finally, the teacher encouraged the students to speak again by remembering vocabulary and reflecting on their mistakes and their achievements (post-speaking activity).

Furthermore, it is important to mention that the effectiveness of these strategies can be attributed to the fact that the students have experienced another way to put into practice their speaking skill and have been given more time and opportunity to communicate in the target language.

10.3.2. Second class observed

The second class attended was a short period of forty-five minutes that was mostly a reinforcement activity based on the exposition of the prior class' homework assignment. This class covered the same content (expressing likes and dislikes) but this time the main focus was on what the students liked and did not like to do during different times of the day: in the morning, in the afternoon and at night. In addition, the class sought to evaluate the following:

- Knowledge of the work. 15pts
- Good pronunciation. 10pts

On the other hand, it is important to mention that revising some students' notebooks was found that they had on hand vocabulary from the class before, which could be used to express their opinions. Such expressions were: **in the morning, at night, in the afternoon, at noon, every day, what I like to do is to + verb, what I don't like to do is to + verb, but, then, on, what I do like is to…**

To begin the class, the teacher and the students reviewed the vocabulary expressed above through hearing and repeating what the instructor said that correspond to the indicator N°8 pointed out in chart N°4. Then seven students started to make their presentation using a flipchart as unique visual material that they had on hand to support their speech. The flipchart was made at their homes and they could read the written that they had in their aid material. To give an idea about the content of their presentations we have provided the following excerpts:

Example N°1:

On Saturday in the morning what I like? Is to eat, to watch T.V, and chat. What I don't like in the morning? Is to sweep and wash.
In the afternoon what I like? is to listen to music, watch movies and study. What I don't like in the afternoon is to work.
In the night what I like? is to dinner, watch cartoons and documental programs. What I don't like in the night is to sleep.

Example N°2:

What I like to do on Saturday morning is to watch T.V, then movies or cartoons, but at 10:30 a.m. I like to listen to music. But in the afternoon I like to play baseball in the house.

What I don't like to do in the night is to watch sports. I don't like to watch soap operas and what I like to do is to go to sleep.

After the students finished their descriptions, the teacher proceeded to correct their mistakes in both their writing and speaking such as: the use of question signs in an incorrect place into the sentences, improper intonation of the sentences and the repetitive use of some transitional signs like **but.**

Considering this class observed, we noted that the strategy that teacher implemented was the oral presentation which is associated with indicator Nº5 because the learners were motivated to practice the language through by orally exercises, although in these presentations it was not noticeable that the students expressed with naturally their points of view. Also, the content of the exposition were focused on daily activities in the case that they had to expressed what they liked or do not like to do and at the same time they were conveying information to the rest of the class through giving their opinions about this matter. Those aspects are associated with the indicators Nº6 and Nº15 respectively.

10.4 Analysis of the information gathered from the interviews with the students, teacher and principal.

The two observation stages in both listening and speaking, were supported by interviews with the English teacher, the students and the principal in order to compare their perceptions about the English teaching-learning process containing the following thematic described below .

10.4.1 The teacher and the students' conception of methodology.

In the first stage of the observation, was applied an interview with the teacher that was based on the teaching methodology in general taking to account the four main English abilities (Speaking, Listening, Reading and Writing) in order to get a general idea about the development of those skills. According to the teacher, he related the term Methodology with the specific strategies used to get the students motivated and active in the development of the class. This can be deduced from the teacher's statement on instrument "C": "It´s the

way I work with my students to teach or introduce a specific topic, what strategies I use in class so that the students get involved in class."

This response can be contrasted with the response given in the second interview conducted in the second stage in which English teaching strategies were defined almost similar to methodology. The teacher's definition was based on the way to make an engaging class to the students which can be observed in the following extract: "English teaching strategies are the way to go through students in order to catch their attention of everyone. It is how to do the students be encouraged to pay attention to a particular activity. It is the way to develop a dynamic class". (Teacher's statement in instrument "D"). Also, this teacher's theory expressed before can be supported by the data obtained from the students' instrument "B" related to the students' perception of the teacher´s way to develop the class where they evaluated this aspect as **Excellent** ,**Very Good** and **Good**. This is represented in the resulting graphic below:

Graphic Nº1. The teacher's way to give the class

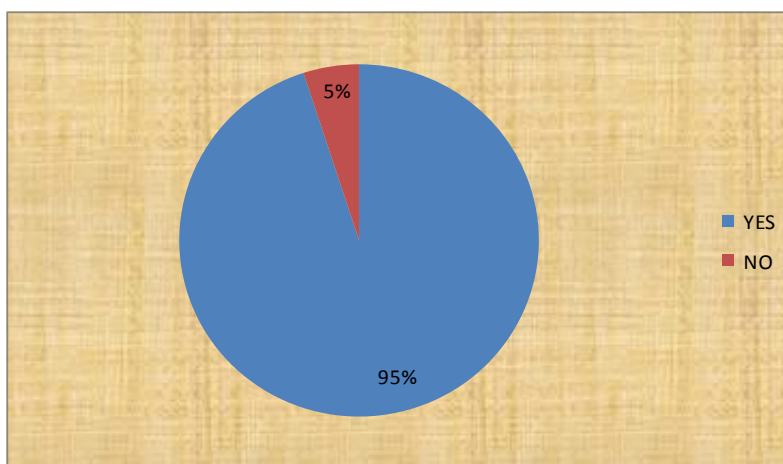Source: Data Taken from the Students' Instrument "B"

As well as this, playing with others variables at the end of the same instrument to know the student´s point of view about the same aspect approached above, was possible to discover that 50% of the interviewees considered the teachers' style to be **dynamic**,

Interesting and **Useful**. The last data shows a relation with the first because if the students consider a class exellent it is because the teacher made use of his abilities and creativity to engage the pupils in his class, so this is a part of the dinamism of the teaching-learning process.

Relating this information with the observation made in both stages, we can notice the difference identified in the way that activities were applied in order to engage the students in the english teaching learning process. There was a noticeable shift in the classes from the first to the second stage. In the first stage the teacher and students experienced a less oragnized class and the second, the class was more structured. This shift shows us the teacher´s experience adquired from SIT-TESOL (School for International Teachers. Costa Rica) and the importance that the constant teacher's updating has for the improvement of the students education.

Additionally, the results of the teacher's effort to encourage the student's interest in the subject, is reflected in the student´s perception of the English teaching- learning process which was related with the acceptance of this area. Thus, 95% of the interviewees expressed a disposition to study English class, with just 5% disliking this discipline. This information can be illustrated in the next graphic bellow:

Graphic N º2. Students' acceptance of the English class

Source: Data Taken from the Students' Instrument "B"

The reasons given by the students who expressed a preference for the class were based on its perceived importance in secondary education. This is reflected in some student´s answers in the interview B: "porque me enseña a escuchar y hablar un idioma muy interesante", "Me gusta porque así lograre entender y comunicarme en los dos idiomas", "Me gusta porque aprendemos vocabulario nuevo y conocemos un poco del idioma de otro país."

Comparing this information with data obtained from instrument "A" (which was an open questions interview), there was a noticeable corralation between the results of the two instruments. A considerable part of the interviewees, 80%, stated to be interested in English class pointing out to be aware of the importance of learning another language nowadays, the skills they had learned from the teacher and the opportunity given to them to participate . The reason for those that thought that English class is interesting were based on the prominence of learning a foreing language because of our demanding reality and for the future opportunities it can provide. This can be appreciated in the following students´expressions:

> "La clase de ingles es interesante por que en el futuro nos puede servir de mucha ayuda","La considero muy importante para nosostros por que aprendemos conocimientos nuevos", "Para mi la clase de ingles es muy interesante por que hoy en dia hablar ingles es importante", "La considero una clase muy importante por que me ayudara en mi futuro". "La considero excelente por que nos ha enseñado bastante". "Hemos aprendido mucho con él todo lo que nos enseña en las actividades diarias", "Bueno yo la considero excelente por que me gusta participar y le entiendo mucho y asi participo mas". (Students´expressions in the instrument "A")

At the same time we can say that the above quotations are some examples of the students' reflections about the usefulness of english for their education and real life opportunities. This complements what the interviewees remarked in the responses of the instrument "B" where 100% of them admitted its importance for communication for traveling to other countries and getting jobs which demand the bilingual or multilingual abilities. Some students' statements on this matter are:

"Es importante para poder tener un trabajo y para relacionarme con la sociedad", "Si porque cuando esté grande y pueda viajar a otro lado, ya sé un poco de inglés", "Primeramente es importante por el simple hecho de que es fundamental en el trabajo", "Bueno es importante porque por medio del inglés aprendemos como por ejemplo si salimos a otro lugar tenemos que utilizarlo". (Students' statements in instrument"B")

On the other hand the students who considered difficult to study this subject said it was because of the difficulty in understanding the teacher when he gave instructions in the target language: "Lo considero un poco difícil porque a veces no logro entender al profesor lo que dice", "Lo considero un poco difícil porque tengo dificultad en algunas palabras", "Lo considero un poco difícil porque no le entiendo mucho al inglés."

The responses above can be associated with the students' perception of the teacher´s explanation where was possible to find out the following arguments that reflects that the teacher uses many ways to help students understand the contents although sometimes the indiscipline is a negative factor that impede a better students´ learning:

"Yo considero la explicación del profesor muy buena porque si yo y otra compañera no le entendemos, explica de Nuevo", "Lo considero muy perfecto porque por medio de la clase que nos explica nosotros le entendemos mejor", "Lo considero excelente porque la manera que él explica nos ayuda aprender un poco más que nos sirve para comunicarnos muy bien", "Lo considero bien porque a pesar que a beses todos los alumnos en su momento somos inquietos, el siempre trata de explicar lo mejor", "Lo considero muy bien explica súper bien porque nos explica de muchas formas hasta lograr que entendamos mejor". (Student's words in the instrument "A")

Meanwhile there were another part that expressed to be greeted with his clear way to explain to them and his patience, spending time for clarifying questions: "Yo considero buenas las explicaciones por que se les entiende lo que dice", "Mi profesor explica de una manera muy clara y paciente y si algunas veces no entendemos es porque no prestamos atención", "Bien porque nos aclara sobre las dudas que tenemos." (Students' expressions in the instrument "A")

Another point that is closely related with what we explained above is the students' points of view about their favorite qualities of their teacher. They overcame the teacher´s explanation summarizing it in some basic characteristics that a good educator should have. Those characteristics mentioned are: knowledge in the subject, clear explanations, tolerance, good humor, initiative to find the easiest ways for the students to learn. The following are some students' responses:

"Lo que más me gusta de mi profesor es que él nos tiene paciencia para explicar y si no le entendemos nos explica de Nuevo", "Lo que más me gusta es como explica el inglés porque él sabe mucho de inglés y cuando vayamos a otro lugar ya sabremos lo que nos enseñó en secundaria", "Me gusta porque es muy paciente en explicar la clase para que le podamos entender y poder aprender más sobre el inglés", "Lo que más me gusta del profesor es que explica bien lo que dice en el aula de clase."(Students' citation in the instrument "A")

However, in the part of the interview on what the teacher had to improve, there were students who agreed with his way of teaching, but others who expressed that they want the teacher to be more dynamic in class. Others features to be improved such as his explanations and character were of lower importance, suggesting other attributes to be taken into account such as flexibility and correcting tasks on time:

"Ninguno, porque su forma de evaluar, de hacer divertida la clase y forma de explicar me gusta y no quiero que la cambie", " ningún aspecto que sea así como es", " Para mi ningún aspecto porque sabe dar la clase", "Pues a mí me gustaría que el profesor nos pusiera temas alegres que nos divirtiéramos mucho porque a mí en veces me abure en la clase, "Bueno quisiera dinámicas y juegos en la sección más seguramente en su plan de trabajo, "que nos pusiera música para que aprendamos el vocabulario mejor y que hagan más pruebas sobre música." (Students' words in the instrument "A")

Comparing this information with the data from the observations in the second stage video, we can see support for what the students affirmed above. This can be observed from minute Nº11, second Nº31 to minute Nº19, second Nº30, when the teacher gave instructions for the speaking activity through words, drawings, gestures, and demonstrations with the students until they have understood.

10.4.2 The listening and speaking strategies used in the classroom

To approach this issue, first it is necessary to identify the teacher's perception about what abilities are most important to the students' learning. In the first teacher's interview, we found that he considered relevant listening and speaking abilities to be the most relevant, as these that prepare students to communicate in a universal language: "Speaking and listening are the two more important abilities that a student has to develop because they have to communicate with people whose language is spoken in everywhere." (Teacher's statements in instrument "D").

On the other hand, checking the students' interview (instrument "B") they supports the teacher's assertions because they stated that the most practiced activity in their classroom is speaking, followed by listening, reading and writing which we illustrated in the next graphic.

**Graphic Nº3. The most Practiced Activity
In the Classroom**
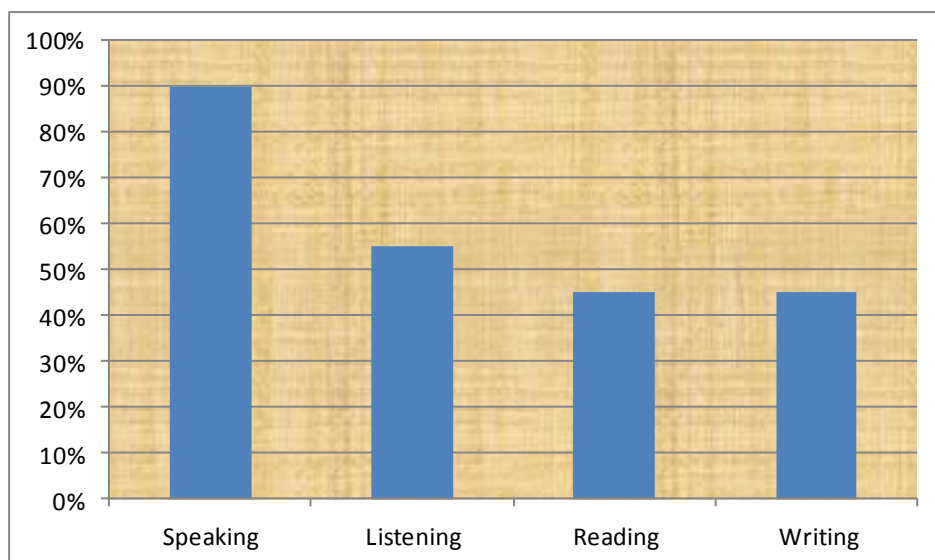
Source: Data Taken from the Students' Instrument "B"

However, to picture this in a more detailed way, we gave every student the opportunity to choose from one or more choices that represented different combinations of activities when they

exercised those skills, and also what they think to have learnt from this class. This data has been put into a table below:

Table Nº5. Combination of activities
Practiced by the students in the classroom

Abilities that the students have practiced in the Classroom	Students	%
All of the abilities	2	10%
Speaking, Reading and Listening	3	15%
Speaking Writing and Listening	4	20%
Speaking , Writing and Reading	1	5%
Speaking and Reading	2	10%
Speaking and Listening	2	10%
Reading and Listening	1	5%
Speaking	4	20%
Writing	1	5%
Total	20	100%

Source: Data Taken from the Students' Instrument "B"

The data above illustrates the ways in which the four abilities are integrated and worked where students carry out the activities into the classroom, and the teacher's effort to achieve communicative proficiency by putting emphasis on speaking and listening exercises to reinforce the student's skills.

Another important point from both teachers' interview was the sort of strategies used to develop speaking and listening activities. In both he favored joining the students into groups, pairs and individually to carry out speaking activities by using diverse strategies such as: oral presentations, dialog and short interview. In the case of listening activities, he favored to apply: completing songs and charts, organizing words and phrases of a dialog, listening from a CD or a passage read aloud.

What was explained above can be compared with the results of the students' interview in instrument "B" where the specific speaking activities done in the classroom were dialogs, expositions, and answering questions, and to lesser degree, debates. However it is necessary to clarify that the students were given the opportunity to put a check next to

various options, so was necessary to show the specifics frequency in which they practiced each activity.

Table Nº6. Speaking Activities Practiced in the Classroom

Speaking Activities	Students	%
Dialogs	18	90%
Presentations	15	75%
Answering Questions Orally	11	55%
Debates	2	10%

Source: Data Taken from the Students' Instrument "B"

These results are supported and associated with the qualitative information obtained in Students' Instrument "A" and "B" where the main to develop speaking ability were the following activities such as dialogs in pairs, presentations describing places and drawings, and reading sentences. Other common activities were asking and answering between students – students and students – teacher in order to practice vocabulary and pronunciation. This is supported by the following statements:

"En mi aula los tipos de actividades que realizamos son dialogos, exposiciones y preguntas", "Cuando nos hacen preguntas de los temas estudiados, tambien nos ponemos a practicar palabras en ingles con musica", "Algunas de las actividades que practicamos son: el dialogo con la participacion de dos estudiantes, exposiciones donde describimos un lugar y otros temas comunes", "Realizamos dialogos con el maestro y con nuestros compañeros para aprender la pronunciacion de algunas palabras o frases que no entendemos","Realizamos preguntas, oraciones, dialogos, exposiciones, dibujos, etc". (students' statements in instrument "A")

Nevertheless, when the class was about Listening the students stated that they praciced it in two ways: hearing Live Conversations and hearing Recorded Conversations in which they do the following exercises such as : write true or false, fill in the blanks, circle the correct letter and answer questions. To have a better appreciation of the data we haved organized it into the following table (interviewees could mark multiple answers).

Table Nº 7. Listening Activities Practiced in the Classroon

Listening Activities	Students	%
Recorded Conversations	15	75%
Live Conversations	11	55%
Solve Exercises Like:		
Fill in the Blanks	15	75%
Answer Questions	14	70%
Circle the Correct Letter	8	40%
Write True or False	7	35%

Source: Data Taken from the Students' Instrument "B"

Taking into account this data with the results of interview "A", we could clarify what the students affirmed in instrument "B". The students pointed out the different ways they participated in listening classes: listen to the teacher´s explanations, listen to music and conversations on a CD or DVD and repeat what they heard. To this is added others forms such as: listen to the teacher and repeat what he said, listen to their classmates and ask questions to the teacher. To support what was stated before, we cite some statements from Instrument "A":

"Por medio de grabadora, leer en ingles en la pizarra, atraves de dialogos y pidiendo ayuda al profesor", "En mi aula de clase la realizamos con mayor frecuencias dos actividades escuchando un CD y repitiendo despues con ayuda del profesor.", "Bueno, lo hacemos de ambas maneras el profesor habla y nosostros repetimos en ingles lo que el dice o pronuncia.", "La manera que lo hacemos es escuchando musica , conversaciones grabadas, etc.", " Nosostros practicamos de la siguiente maneras conversando con mi compañeros en parejas."

Regarding the strategies of evaluation for listening and speaking the teacher prefers to do both individually, but sometimes he does it in group, especially in the case of listening, in order to identify different students' strengths and weaknesses. The activities that the teacher apply to assess listening ability are: answer in the blank and competitions on the board. However to assess speaking the teacher facilitated diverse activities such as

dialog, intonation of the song and reading aloud, to take into account students' pronunciation:

"It is necessary to evaluate them individually because in such a way, I know how much the students are learning, how he or she has improved. This evaluation can be trough dialogs, songs and Reading aloud. I also evaluate according to the type of intonation pronunciation. I evaluate it individual and trough songs, in groups by giving better score to those students who have a better answer in the blank and finally competitions on the board."

According to the students' answers in instrument B, the strategies that the teacher used when they demonstrate lack of understanding toward the class are: explaining again, giving examples, using body language and assigning extra-tasks. This is reflected in the following quotations:

"Nos pone ejemplos en inglés, hace muecas, mímicas lo cual es interesantes y divertido". "El profesor explica nuevamente hasta que le entienda". "A veces nos hace señas para que nosotros vayamos aprendiendo". "Me vuelve a explicar con más paciencia y facilidad y me deja trabajos extra para poder entender mejor". "Lo que hace es volverme a explicar y darme más ejemplos". (Students' statements in instrument "B")

Relating the information obtained from the interviews with the observations made, we found that the development of both speaking and listening activities varied in its organization (less organized to one more organized), but the strategies implemented to develop speaking were similar in both stages: vocabulary memorization and pronunciation, followed by asking and answering to exchange information to prepare the students to communicate. However, in listening there were other changes in the development of the class in regards to the strategies applied. In the first stage this ability was practiced just to reinforce the students' listening and pronunciation skills, but in the second stage the students were encouraged to solve drills by filling in the blanks, organizing phrases and recognizing word order patterns by listening to the teacher's pronunciation and recorded conversations.

10.4.3 The development achieved by the students in acquiring the speaking and listening abilities

Although we note in the previous section that the teacher considered speaking and listening to be the most important abilities that students have to develop, the teacher observed that his students have also developed the listening and writing abilities which is stated in the following excerpt:

> "Listening and writing. The student considers easier to write because they are using vocabulary studied in class. I always try to speak in English to my students and after that I say what I mean in Spanish, but not all the time. Songs are the ways to put into practice listening and vocabulary." (Teacher's words in the instrument "C")

Meanwhile he noted that his students demonstrated development in speaking ability when they establish shorts conversations by questioning and answering between teacher - students and students – students: "when they interact with me and other students through short conversations, questions and answers between teacher-students and students-students" (Teacher's statement in the instrument "D")

However, taking account the students' responses in instrument "B" on the abilities they considered to have acquired from English every one selected the abilities (not necessary one of the abilities) that they considered to have competence. The 30% of them manifested to have gained all of the skills and the rest stated a combination of proficiencies. This information is reflected in the table below.

Table Nº 8: Abilities acquired by the students.

Abilities that the students have learnt in the Classroom	Students	%
All of the Abilities	6	30%
Speak, Write and Read	2	10%
Speak, Listen and Read	1	5%
Listen, Write and Read	1	5%
Speak and Write	3	15%
Speak and Listen	1	5%
Speak and Read	1	5%
Listen and Read	1	5%
Listen and Write	1	5%
Listen	1	5%
Speak	2	10%
Total	20	100%

Source: Data taken from the students' instrument "B"

Analyzing the data above, we note that those combination manifest that the students have learnt speaking and listening abilities by also doing others activities that involve reading and writing. This reflects us the teacher's effort in developing communicative activities in the classroom.

Another issue related with the students' development in acquiring the speaking and listening abilities is to identify what is easiest and the most difficult for them to learn. To do this, required coming back to the responses in instrument "A" where the students stated that the easiest ability for them is listening. Many of them expressed preference for listening to and repeating songs and CDs recordings. Here are some students' responses: "Para mi escucha porque me gusta escuchar las canciones en inglés", "La actividad más fácil es la escucha porque escuchamos música o conversaciones grabadas", "La escucha porque solo tengo que ponerle atención al maestro." (Students' statements in the instrument "A").

The ability identfied as most difficult to learn for the students, was speak. Common reasons given for that difficulty include the need to memorize vocabulay, dialog models, phrases and their pronunciation. On the other hand, there were some who claimed to have impediments in learning listening because of the difficulties in understanding what the teacher said in the target language and the misbehavior of some students impiding the learning procces. Examples of these opinions are presented below:

"Para mi es más difícil la escucha porque a veces somos inquietos y eso nos dificulta poder oir las cosas que el maestro está explicando…" " La más difícil es la escucha porque no captamos nada." "Para mí es más difícil la escucha porque ya que aprendemos a pronunciar". (students' expressions in the instrument "A")

This data can be related with the information obtained in the students' instrument "B" which asked about the langauge used in the class where just 20% of the interviewees affirmed that the teacher and students used the English language to communicate in the classroom. This information is illustrated in the graphic below:

78

Graphic Nº4: Language most used by teacher and students in class
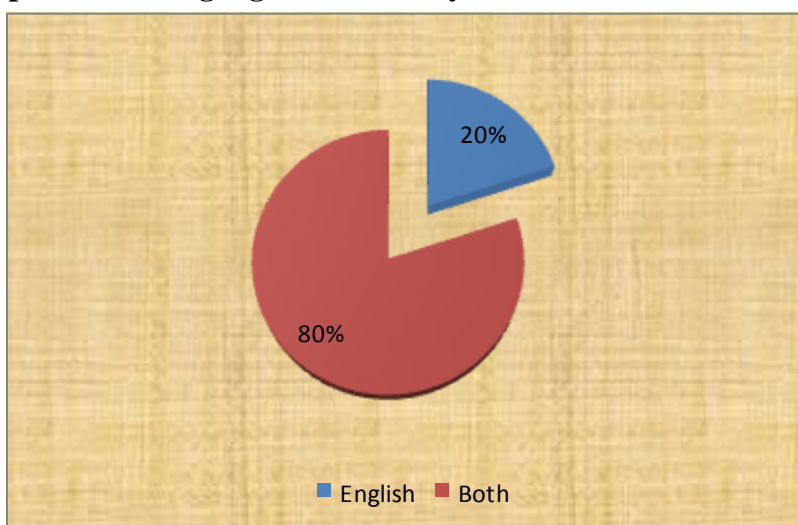
Source: Data taken from the students' instrument "B"

Thus the information in the above paragraphs can be supported with the results of the subsequent topic covered in instrument "A" which was about the ability to communicate in English with the teacher. A considerable part of the interviewees commented that they did not have the confidence to speak in English with the teacher because of the difficulty with pronunciation and the fear to express themselves in the target language, or the inability to understand what the instructor is telling them. These feelings can be shown in the following quotations:

"No me considero capaz tengo una mala pronunciación", "No me considero capaz porque no hablo ingles mejor que el profesor"," No me considero capaz conversar con el profesor porque no he aprendido mucho de inglés el profesor pone mucho empeño en que nosotros aprendamos inglés", "No porque no lo sé pronunciar. No es lo mismo exponer o hacer párrafos que conversarlos", "No, no me considero capaz, tal vez si tenga la capacidad pero el miedo y la inseguridad invaden mi mente…quedándome en silencio…sin entender una palabra."

However the rest of the interviewees replied that they can communicate with their teacher in the target language because they feel capable to do it, just when they have enough knowledge about what they have learned:

-"Bueno yo me considero capaz porque siento que yo he aprendido bastante para comunicarme con el profesor en inglés", "Si porque si yo pongo atención en la clase me creo capaz de lograrlo y superarme y también que es muy importante", "Claro que si porque si me lo propongo puedo aprender todo lo que quiera y quien sabe tal vez pueda llegar a ser una gran profesora de inglés."

Comparing what was found in the teacher and students interviews with the observations made in the two stages; we found that the students could communicate in English in two ways: questioning and answering, and reproducing the structures given by the teacher. However it was not observed that there was not an inter language developed in the students which could be due to the short time given to the subject, the greater use of the mother language, the big size of the class and the faithful carrying out of the English program. However, in listening they demonstrated an ability to solve exercises by identifying sounds of words and phrases, and organizing words to build affirmative, negative and interrogative statements, after hearing the teacher's speaking and recorded conversations.

10.4.4 The effectiveness of the strategies used by the teacher in the students' learning.

To evaluate the effectiveness of the strategies applied by the teacher in developing the students' speaking and listening abilities, we first need to know the general and specific achievement goals and the difficulties in such abilities in study and contextual impediments that the teacher faced during the teaching-learning process. The main obstacle identified was students' misbehavior which obstructs the learning process: "the scholar discipline is the first fact that avoids a good learning in a classroom, so I consider it is a difficulty to improve the learning process. To have a small class is a better teaching". (Teacher´s statements in instrument "D")

Analyzing the teacher's words also show us a type of problem that reflects our unique contextual situation because in addition to the overloaded Nicaraguan high school classrooms we are faced with cultural elements that influence the parents and students´ attitude toward this subject. This can be seen in the teacher´s words stated in instrument

"C": "I told to guide teacher to have a meeting with the students and their parents. I have student who have not interested in my class, make exercise in class in order to have them busy".

In regards to the specific achievements and difficulties that the teacher has had in developing listening and speaking skills, he mentioned that he has gotten some students to communicate through asking and answering activities. In the case of listening ability, he expressed that some students are able to identify words and phrases during the hearing of short dialogs and song on CD; however students' misbehavior is still the main obstacle to the students´ development:

> "What I have reached in my speaking is that some students have been able to ask and answer to short questions through dialogs, and listening, the students have been able to understand unknown and known words through dialogs in CDs or songs. My difficulties have been the lack of interest and the indiscipline by some students in the classroom. (Teacher´s statements in the instrument "D").

Concerning the specific limitations found in the workplace environment, we found that although school management has a basic knowledge of the subject, based on interviews with the high school principal, it was clear support for English took the form of allowing teacher participation in different workshops and the supply of basic materials. In addition, the principal conducts monthly supervision inside the classroom. Based on the se observations the principal asserted that the teacher fulfill all of the requirements, although more could be done to generate students' interest. He suggested that the teacher may not be using all available strategies and he proposed that the teacher look for other ways to make students interested in this subject. Nonetheless the administration itself did not offer to be involved in the solution of those deficiencies. The following words are an extract that illustrate the ideas stated before:

> "Tiene gran importancia ya que sirve de mucho este idioma a la comunidad educativa, lo que será de gran utilidad en el país y fuera del mismo". "Lo considero muy bueno ya que el profesor que imparte esta área cumple con todo los requisitos". "Durante mis observaciones de 100% el 45% se interesan por esta clase el resto menos interés lo que nos conlleva negatividad a esta área". "Quizás hay

poco uso de estrategias de parte del docente que ayude a los estudiantes a interesarse por sus clases". "Que el maestro analice, se proponga estrategias que ayude al estudiante a interesarse por sus clases lo que también ayudará a mantener una buena retención en el centro educativo". (Principal's statements in the interview.)

Furthermore, when attempting to identify the specific aid resources used by the teacher to develop a class, was perceived that his workplace just provided to him elementary materials like the syllabus, outdated books, white markers, notebooks for planning and the book register. The teacher mostly had to create his own materials or tries to find supplies at other institutions such as: CDs; CD – player, books, lyrics of songs, workbooks, flashcards, and the teacher's guides and Handouts.

Thus, the teacher has sought alternatives like putting in practice new strategies taken from his own initiative and from the workshop that he has attended such as: NICATESOL, SIT-TEASOL Costa Rica (School for International Teachers), and exchanging different knowledge with teachers from UNAN-LEON, Peace Corps, PEARSON and ANPI:

"I have tried to change my activities and strategies to go through my new class. It is also to encourage those students, to get interested in English as a second language. I usually look up information in different books, internet and ask for help to teachers who have more experience in the area." (Teacher´s expressions in the instrument "D")

The effective use of strategies to develop these abilities plays an important role in achieving the communicative goal for the students' learning. However, upon analyzing the observation performed in both stages we determined that although the speaking and listening strategies used by the instructor were intended to achieve a communicative objective, this was not perceptible in the results. The students still lacked autonomy and natural reaction to the language. This could be due to the repetitive way to make the student internalize the vocabulary and the communicative structures (vocabulary memorization).

On the other hand, one cannot deny that what the students and the teacher have achieved is due to the teacher's creativity and efforts to inspire students' motivation to learn English.

11. CONCLUSIONS

The results of this research let us to obtain a general diagnosis about the English teaching-learning situation in our country centered on the strategies used by the teacher to develop speaking and listening abilities. Thus, we proceed to show the conclusions obtained from this process. We hope to contribute to enrich the English teaching researching in this field of study and have achieved the objectives proposed.

- Based on the observations made in the two stages, we found that the principles, on which the strategies applied by the teacher to develop the students' listening and speaking skills were based on some of 9th grade Syllabus. These principles were centered on the subsequent aspects: vocabulary acquisition, applying grammar structure according to content, reading to encourage students to speak through short answers and motivating the students' oral communication by questioning and answering.

- We determined that the abilities that the students have achieved to communicate in the target language were asking and answering questions about a reading, and doing presentations and short dialogs about the contents, but these are overly depend on reproducing the grammatical structures introduced previously and lack spontaneity. On the other hand, they showed the ability to identify sounds of words and phrases, and also the ability to build affirmative, negative and interrogative sentences following a pattern.

- There was a change in the strategies applied by the teacher between the two stages. In the first stage, the activities were developed based on the teacher's training in university, but the second stage activities reflect new knowledge acquired from his participation in SIT- TESOL Costa Rica (School for International Teachers).

- The effectiveness of these strategies can be identified in what the students have experienced another way to put into practice these skills, passing from a less

83

organized class to one more structured, which increased the students' engagement in the teaching-learning process.

- Taking into account what was explained above, it is clear how important it is that a teacher keeps up-to-date, especially in communicative subjects such as foreign language, to make the teaching learning process effective and meaningful for the students.

- Additionally, taking into account what the students and the teacher have achieved, it is important to emphasize that it has been possible through the teacher's creativity and disposition to make use of what he has on hand. As we mentioned before, the teacher is not provided with enough didactic resources and the needed time to develop his subject because of the traditional conception that other areas are more essential to the students 'education.

- It important to overcome the teacher's effort to develop the students' listening and speaking skills by integrating both of them in the others skills such as reading and writing through applying exercises that pretend to achieve a communicative goal.

12. RECOMENDATIONS

Recognizing the contextual limitations that the English teacher and his students face on a day-to-day and the teachers' effort to guide the English teaching-learning process towards a communicative purpose, the results of this research try to project possible solutions that can be taken into account to improve some aspects that are explained next:

- Support the teacher's work and the English teaching-learning process by establishing connections with other institutions that specialize in the promotion of foreign language learning. These connections should be addressed to get pedagogical guidance and didactic resources such as updated books and reference materials and visual aids such as CD-Players, DVDs, computers, Data- shows etc.

- The teacher should center his practice on building and applying effective and contextualized strategies and techniques according to the students' level and learning pace in order to develop their listening and speaking skills. Some of them could be:

    - Building **students' minimal responses** that help them to be involved in the communicative process through internalizing phrases that the learners could use in real conversations.
    - Encouraging students **recognizing scripts** to exchange information into a social and cultural environment.
    - Letting students **use the language to talk about language** through creating an authentic practice environment into the classroom**.**

- Those strategies should be developed in a logical way by involving the main aspects of the communicative language teaching, such as: notion-functional, lexical, socio-linguistic, grammatical, cultural and strategic contents.

- The need for constant involvement of the administrative bosses in changing the attitudes toward the class through applying strategies meant to engage the students who have not gotten interested in the subject.

- The teacher can motivate more students by providing the students the opportunity to be exposed to the language by illustrating the classroom with visual aids materials and inviting to native speakers who are working in the town such as the Peace Corps Volunteers.

13. BIBLIOGRAPHY

13.1. Bibliographic reference

- Broughton G. / Brumfit Ch. / Flavell R. / Hill P. and Pincas A. (1978, 1980) Great Britain. Routledge Education Books

- Brown H. (2002) English Language Teaching in the "Post–Method" Era: Toward better Diagnosis, Treatment and Assessment. In Richards J, Renandya W. (ed.) Methodology in Language Teaching. United Stated of America: Cambridge University Press.

- Celce – Murcia, M. (2001) Teaching English as a Second Foreign Language. United State of America. Heinle & Heinle Thomson Learning.

- Díaz-Rico, L. (2008) A course for Teaching English Learners. California. Pearson Education, Inc.

- Diccionario Ilustrado de la Lengua Española. (1998). Barcelona, España. OCEANO, Grupo Editorial S.A.

- Field J. (2002) The Changing Face of listening. In Richards J. , Renandya W. (ed.) Methodology in Language Teaching. United Stated of America: Cambridge University Press.

- Hernandez, R., Fernandez-Collado,C and Baptista, P. (2006). Metodología de la investigación. Cuarta edición. Mexico: Mcgraw-Hill. Interamericana Editores, S.A de C.V

- Lam W. (2002) Raising students' Awareness of the feature Real-World Listening Input. In Richards J. , Renandya W. (ed.) Methodology in Language Teaching. United Stated of America: Cambridge University Press.

- Lazaraton, A. (2001) Teaching Oral Skill. In Celce – Murcia, M. (ed.).Teaching English as a Second Foreign Language. United Stated of America: Heinle & Heinle Thomson Learning.

- Mondragón, W. and Sánchez, L. (2003). Low academic yield in first years "B", "C", and second"C" of the Instituto Nacional Autónomo Villanueva. Managua, Nicaragua.

- Morley, J. (2001) Aural Comprehension Instruction: Principles and Practice. In Celce – Murcia, M. (ed).Teaching English as a Second Foreign Language. United Stated of America: Heinle & Heinle Thomson Learning.

- Nunan D. (2002) Listening in Language Learning. In Richards J. , Renandya W. (ed.) Methodology in Language Teaching. United Stated of America: Cambridge University Press.

- Nunan, D. (1992). Research Methods in Language Learning. United State of America: Cambridge University Press.

- Richards J. , Renandya W. (2002) Methodology in Language Teaching. United Stated of America: Cambridge University Press.

- Ugalde, J. (1999). Serie Didáctica de Estudios Sociales Nº5. Managua, Nicaragua. SIMEN.

- Ur, P. (1991). A Course in Language Teaching. United Kingdom: Cambridge University Press

13.2. Electronic reference

- Chavez, E. (2006). In-service teachers' beliefs, perceptions and knowledge in Nicaraguan EFL context. UNAN-LEON. http://www.encuentrojournal.org/textos/16.4.pdf. Extracted April 4th, 2011.

- English Language Arts 10: Teaching and Learning Strategies "Listening". http://www.sasked.gov.sk.ca/docs/xla/ela15b.html. Extracted August, 12th , 2011.

- Goals and techniques for teaching listening. http://www.nclrc.org/essentials/reading/reindex.htm. Extracted August, 03rd, 2011.

- Gobierno de Nicaragua. Instituto Nacional de Estadísticas y Censo (2006). VIII Censo de población y IV de vivienda 2005. Población. Municipios. Vol. IV. http://www.inide.gob.ni/censos2005/VolPoblacion/Volumen%20Poblacion%201-4/Vol.IV%20Poblacion-Municipios.pdf. Extracted April, 07th, 2011

- Kayi, H. Teaching Speaking: Activities to Promote Speaking in a Second Language University of Nevada (Nevada, USA). http://unr.edu/homepage/hayriyek kayih [at] unr.nevada.edu. Extracted August, 23rd, 2011.

- Lankard, B. (2002). Teaching Style vs. Learning Style. http://www.cete.org/acve/textonly/docgen.asp?tbl=mr&ID=117

- Leite, Walter L.; Svinicki, Marilla; and Shi, Yuying: Attempted Validation of the Scores of the VARK: Learning Styles Inventory With Multitrait–Multimethod Confirmatory Factor Analysis Models, pg. 2. SAGE Publications, 2009. En htt://www.wikipedia.org/wiki/learning-styles.Extracted August, 23rd, 2011.

- Pashler, H.; McDaniel, M.; Rohrer, D.; Bjork, R. (2009). "Learning styles: Concepts and evidence". *Psychological Science in the Public Interest* **9**: 105–119.

http//www.Idpride.net/learningstyle.mi.Ldpride.(n.d)- What are learning style? Retrieved October17. Extracted August 31st, 2011.

- Principles for Teaching Speaking Skill by IIK Iklimah language Teaching Methodologies. http://www.google.co.id/imglanding?q=gambar+orang+berbicara. Extracted August, 15th, 2011.

- Saricoban, A. (1999). The Teaching of Listening. http://iteslj.org/ http://iteslj.org/Articles/Saricoban-Listening.html. Extracted. August 31rst,2011

- Shaparro & Trost. (1985). Sample Assessment for Formal Speaking: Form One. Used by permission of McDougal, Littell and Co. http://www.sasked.gov.sk.ca/docs/ela20/pg061.pdf. Extracted September, 28th, 2011.

- Smith, M. K. (2001). *David A. Kolb on experiential learning*. Retrieved October 17, 2008, from: http://www.infed.org/biblio/b-explrn.htm

- The National Capital Language Resource Center (2003-2004), Washington DC. http://www.nclr.org/about.html.

- Vernon, Sh. (2006). Teaching English Games All Rights Reserved. How to Teach English for Different Learning Styles. http://www.teachingenglishgames.com/adults.htm. Extracted August, 25th, 2011.

- .

ANNEXS

ANNEXS Nº1.

DATA COLLECTION INSTRUMENTS

ANNEX Nº 1.1 Teacher's instrument "A": Listening Indicators observed in the Class

Nº	Observation Indicator	First stage	Second stage
01	Teacher and students practice linking sounds.		
02	Professor read aloud and the students repeat what they heard.		
03	Teacher uses commands to order students to perform actions		
04	Teacher makes word or sentence dictation to reinforce the students´ listening ability.		
05	Teacher carries out picture dictation.		
06	Students hear recordings and repeat what they heard to practice pronunciation		
07	Teacher extract unknown words from the listening activity to analyze the meaning		
08	Students practice listening through live conversations in the classroom.		
09	When teacher uses recordings he plays them many times to make sure students have heard.		
10	When students practice listening activity, the teacher activate students' expectations about they are going to hear		
11	Students practice listening for main idea.		
12	Students are encouraged to draw inferences from what they are listening		
13	Students make summaries about they have heard.		
14	Students practice listening for specific details.		
15	Students listen to recognize cognates.		
16	Students listen to recognize word-order patterns		
17	Students listen to recognize sentence – order patterns.		
18	Teacher put in practice the basic stages of listening activities (pre- while and post).		

ANNEX Nº1. 2. Teacher's instrument "B": Speaking Indicators observed in the Class

Nº	Observation Indicator	First moment	Second moment
01	The content of the class is based on communicative purpose.		
02	The activities of the class are oriented to achieve the communicative goal.		
03	Teacher makes comments about the topic or situation to elicit students' responses.		
04	Teacher and students communicate in the target language through asking and answering.		
05	Teacher encourages students to practice the language through oral exercises.		
06	Oral exercises are focused on daily activities		
07	Students make communicative activities after they have practiced long drilling.		
08	Teacher pronounce words or phrases and students repeat to practice pronunciation		
09	Students are exposed to language through materials such as newspaper, magazines, flashcards, and posters in their classroom.		
10	Teacher works the negative filters through giving to the students the opportunity to participate.		
11	Teacher describes words or phrases in the target language to make students infer the meaning.		
12	Teacher uses dialog techniques to develop the students´ speaking ability		
13	Teacher mimics words so that students recognize vocabulary		
14	Teacher uses drawings and pictures to make students learn and practice vocabulary in oral way.		
15	Students convey information by giving opinions.		
16	Students communicate in target language through questioning and answering.		
17	Students practice free conversations.		
18	Students participate in discussions, role plays or debates		
19	Students work in small groups to carry out speaking activities		
20	Teacher follows the basics stages to develop speaking activities (pre-while and post)		

ANNEX Nº 1.3: **TEACHER'S INSTRUMENT "C": Interview applying in the first stage.**

OBJETIVE: **To identify the teaching methodology applied and the student-teacher relationship from the teachers' point of view.**

1- According to your opinion what is methodology?

2- What kind of methodology do you know?

3- What strategies and techniques are you using to develop the basic abilities in your students? Why?

4- According to your experience, what didactic resources do you use while you are teaching? Why?

5- What abilities you consider are most important to develop in your students? Why?

6- According to you, what abilities have your students developed? How did they get it?

7- During each class. Do you encourage the students to get better? How? Explain it.

8- If your students correct you for any mistake you made during the class. How do you react? Why?

9- Which are your achievement and difficulties you have during the teaching learning process?

10- If you have had some difficulties, what have you done to improve it?

11- What type of help have you received from the academic direction?

ANNEX Nº1.4: TEACHER INSTRUMENT "D": Interview applied in the second stage.

PLEASE ANSWER THE FOLLOWING QUESTIONS TO HELP US GATHERING THE DESIRED INFORMATION ACCORDING TO YOUR OWN OPINION.

1- What do you understand for Teaching English Strategies?

2- What sort of strategies do you use to develop speaking activities in your classroom?

3- According to your experience, what didactic materials do you use while you are teaching speaking and listening activities?

4- What kind of strategies do you apply to develop listening activities in your classroom?

5- How do you consider the effectiveness of those strategies in the students' learning? Why?

6- According to your experience, how do your students demonstrate the development of the speaking ability?

7- According to your experience, how do your students demonstrate the development of the listening ability?

8- How do you evaluate the speaking activities in your students? Why?

9- How do you evaluate the speaking activities in your students? Why?

10- Which are your achievement and difficulties you have during the teaching speaking and listening abilities?

11- If you have had some difficulties, what have you done to improve it?

12- What type of help have you received from the academic direction?

13- What do you do in order to be updated in your area?

14- What kind of workshop have you attended?

ANNEX Nº 1.5: Students Instrument "A"

Estimado estudiante con sus respuestas nos ayuda a obtener la debida información para nuestro trabajo monográfico y así hacer un buen análisis tomando en cuenta su opiniones.(Dear students with your own answers, you help us to obtain current information for our monography work and taking into account your opinions)

- ¿Cómo considera la clase de Ingles? ¿Por qué? (How do you consider the English Class? Why?

- Cuando la clase de Ingles es oral ¿Qué tipo de actividades realizan en tu aula? (When the English class is oral. What type of activities do you do in your classroom?

- Cuando la clase de Ingles es de Escucha ¿de qué manera lo hacen en tu aula? (When the English class is listened. What type of activities do you do in your classroom?)

- ¿Cuál de las dos actividades (oral o escucha) es más difícil realizar para ti? ¿Por qué? (Which activities, **listening or speaking,** is the most difficult for you?)

- Entonces ¿Cuál de las dos actividades es más fácil de realizar para ti? ¿Por qué? (So which of the two activities is easier for you? Why?)

- ¿Cómo consideras las explicaciones del profesor? ¿Por qué? (How do you consider the teacher's explanation about the class? Why?)

- ¿Te consideras capaz de comunicarte en Inglés con tu profesor? ¿Por qué? (Do you consider that you are able to communicate in English with your teacher?)

- ¿Qué es lo que más te gusta de tu profesor? ¿Por qué? (What is the quality that you like the most about your teacher? Why?)

- ¿Qué aspecto te gustaría que tu profesor mejorara? ¿Por qué? (What aspect would you like your teacher improve? Why?)

ANNEX Nº1.6: Student Instrument "B".

Estimado estudiante con sus respuestas nos ayuda a obtener la debida información para nuestro trabajo monográfico y así hacer un buen análisis tomando en cuenta su opiniones.(Dear students with your own answers, you help us to obtain current information for our monography work and taking into account your opinions)

1-   ¿Te gusta la clase de Ingles? (Do you like the English class?)

      a) Si (Yes) _____   b) No_____

¿Por què? (Why?)¿Cómo considera la manera que el profesor imparte la clase de Ingles? (How do you consider the way that your teacher gives the English class?)

a. Excelente (Excellent)_____   d. Regular_____

b. Muy Bien (Very good)_____   e. Mal (Bad)_____

c. Bien (Good)_____

3-¿Què actividades Usted màs practica en el aula? (Which activities do you practice more in your classroom?)

 a)-Actividades del Habla (Speaking Activities) _____

b)- Actividades de Lectura (Reading Activities) _____

C- Actividades de Escritura (Written Activities) _____

d)- Actividades de Escucha (Listening Activities) _____

4- Para Usted, ¿Qué ha aprendido en la clase de Ingles? (According to you, what have you learnt from the English class?)

a) Hablar (To Speak)_____   d) Leer (To Read)_____

b) Escuchar (To Listen)_____

c) Escribir (To Write)_____

5- Cuando la clase de inglés es oral ¿qué actividades realizan en tu aula de clase? (When English class is spoken. What activities do you do in your classroom?)

a)- Dialogos (Dialogs) _____

b)- Exposiones (Expositions) _____

c)- Debates_____

ANNEX Nº1.7: <u>ENTREVISTA AL DIRECTOR DEL CENTRO INVI</u>

(Interview to INVI principle)

<u>INTRODUCCION:</u> ESTIMADO DIRECTOR CON SUS RESPUESTAS NOS AYUDA A OBTENER LA DEBIDA INFORMACION PARA NUESTRO TRABAJO MONGRAFICO Y ASI HACER UN BUEN ANALISIS SOBRE IMPORTANCIA DEL INGLES COMO LENGUA EXTRANJERA. (Dear principle with your own answers, you help us to obtain current information for our monography work and so doing an important analyze of English as Foreign Language.)

1) ¿Qué conocimientos tiene usted en el área de ingles? What kind of knowledge do you have about the English class?

2) Para usted¿ qué importancia tiene la clase de Inglés para el aprendizaje de los estudiantes de este centro educativo? (For you, what is the importance of the English class for the students' learning?)

3) ¿Cuántas veces Ud. Acompaña las clases de Ingles? (How often do you do observations to the English class?)

4) ¿Cómo considera el trabajo de los Docentes de Ingles dentro del centro que Ud. Dirige? (How do you consider English Teachers 'work at High School?)

5) De acuerdo a lo que Ud. Ha observado ¿Cómo reaccionan los alumnos al –momento de recibir la clase de Inglés? (According to what you have observed. What has it been students' reaction at the moment of taking English Class.?)

6) De acuerdo a los acompañamientos que ha realizado en la clase de Ingles mencione (According to your observations that you have done in the English class mention)

9.3.1. Algunas debilidades (Some weakness)

9.3.2. Algunas fortalezas (Some strenghts)

9.3.3. ¿Qué recomendaciones ha dado(what sort of recommendation you have given)

9.3.3.1. ¿Qué hace Ud. Para promover el Inglés en el Centro? (How do you promote the English in the high school?)

ANNEX Nº2

ANALYZED DOCUMENTS

ANNEX Nº1: Lyric of the Intonated Song in the first Listening Moment

<u>SAID I LOVE YOU BUT I LIED</u>

I

You are the candle, love´s the flame
A fire that burns through wind and rain

Shine your light on this heart of mine

Till the end of time

II
You came to me like the dawn through the night
Just shinin´ like the sun
Out of my dreams and into my life

You are the one … you are the one …

CHORUS

Said I love you but I lied

´cause this is more than love I feel inside

Said I love you but I was wrong

´cause love could never ever feel so strong

Said I loved you but I lied

III

With all my soul I´ve in vain

How can mere words my heart explain

This taste of heaven so deep so true

I´ve found in you

So many reasons in so many ways
My life has just begun
Need you forever, I need you to stay

You are the one … you are the one…

CHORUS

You came to me like the dawn through the night
Just shinin´ like the sun
Out of my dreams and into my life
You are the one … you are the one...

NOMBRE DE LA UNIDAD : **TRANSPORTATION**
NÚMERO DE LA UNIDAD : **IV**
TIEMPO SUGERIDO : **15 HOURS / CLASSES**

Competencias de Grado

1. The student demonstrates understanding of diverse language forms.

Competencias de Ejes Transversales

2. Respeta y practica la ley y normas de tránsito, que conlleven a una conducta vial responsable.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de aprendizaje sugeridas	Procedimientos de Evaluación
1.	• The student recognizes common means of transportation and different traffic signs.	• Means of transportation • Traffic signs • Driving safety warnings	• The student practices vocabulary related to means of transportation.	• Verify if the student uses preposition by when expressing means of transportation correctly.
2	• The student interprets traffic regulations and traffic violations.		• The student writes short sentences interpreting different traffic signs.	• Verify if the student makes and understands simple sentences about traffic signs.
3	• The student recognizes gestures and body language related to the target language and those culturally different.		• The student asks and answers questions regarding traffic violations. • The student answers reading comprehension questions in simple texts about traffic regulations.	• Check if the student uses auxiliary verbs when asks and answers questions about traffic regulations.
4	• The student demonstrates understanding of driving safety warnings.		• The student writes a short composition about traffic regulations and its importance.	• Verify if the student can recognize simple gestures and body language regarding to traffic regulations.
5	• The student asks and answers questions about			

No.	Indicadores de Logro	Contenidos Básicos	Actividades de aprendizaje sugeridas	Procedimientos de Evaluación
6	traffic regulations. ▪ The student shows respect for driving safety warnings.		▪ The student practices orally in groups some dialogs relates to means of transportation in Nicaragua. ▪ The student presents in groups in front of the class his or her opinion about traffic regulations.	▪ Check if the student can use auxiliary verbs and prepositions of place correctly in short conversations. ▪ Value if the student demonstrates confidence when speaking in the target language. ▪ Check if the student demonstrates respect for traffic regulations.

NOMBRE DE LA UNIDAD   :   RECREATION
NÚMERO DE LA UNIDAD   :   V
TIEMPO SUGERIDO   :   13 HOURS / CLA

Competencias de Grado

1. The student expresses preferences in a clear and correct way.

Competencias de Ejes Transversales

1. Muestra conductas positivas de: liderazgo, comunicación efectiva, manejo de emociones y conflictos, pensamiento crítico y creativo para enfrentar las situaciones de la vida cotidiana.

No.	Indicadores de Logro	Contenidos Básicos	Actividades de aprendizaje sugeridas	Procedimientos de Evaluación
1	▪ The student uses appropriate vocabulary to express preferences.	▪ Entertainment activities ▪ Expressing likes	▪ The student reads and listens to a text and underline relevant information about likes and dislikes.	▪ Verify if the student is able to use appropriate vocabulary in his or her own texts.
2	▪ The student draws conclusions about the strength of an argument in a believable story.		▪ The student asks and answers questions in pairs to check his or her answers.	▪ Check if the student can express his or her conclusions of a text orally with a acceptable fluency.
3	▪ The student states an opinion about likes and dislikes and gives two or more reasons to support it.		▪ The student reads the text again and discusses in groups of 5 the ideas of the text.	▪ Value if the student can tell his or her personal opinion about entertainment activities with confidence
4	▪ The student demonstrates understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs		▪ The student uses correct falling intonation when asking a wh-question.	▪ Verify if the student demonstrates understanding when listening to a text writing sentences or answering comprehension

No.	Indicadores de Logro	Contenidos Básicos	Actividades de aprendizaje sugeridas	Procedimientos de Evaluación
5	▪ The student uses past tense regular verbs with -ed endings appropriately with simple subjects.		▪ The student listens attentively to the speaker for specific information ▪ The student writes sentences about personal preferences. ▪ The student checks his or her own errors and those from others. ▪ The student writes a short paragraph about entertainment preferences. ▪ The student creates a dialog with a partner describing his or her personal likes and dislikes. ▪ The student roles play the dialog in front of the class. ▪ The student reports to the class his or her preferences orally in the target language.	questions. ▪ Check if the student uses correct intonation when expressing his or her ideas. ▪ Verify if the student differences singular and plural regular and irregular nouns and action verbs. ▪ Check if the student can add —ed ending to regular verbs in past tense.

Chinandega: Villanueva   TEPSE N°2.
Subject: English as a Foreign Language. /
Teacher's name: William José Mondragón B.

Grade	Unit: N°	Topics	Achievement Indicators	Time
	III Unit Usual Activities	1) Every day Activities 2) The Alphabet - Numbers 3) Spelling names 4) Telephone numbers 4) Family Member	- student describes daily act. using simple present tense. - the student uses adverbs of frequency and auxiliary verbs in correct word order.	6hrs(1) 02-05 (2) 6hrs
	IV unit The Time	1. Time 2. Coins and currency 3. Ordinal Numbers 4. Months of the year.	* the student creates short texts about the time using simple form. - The student differences Cardinal Number for Ordinal	3 6hrs 3 6hrs
2nd Grade	III Unit Food	* National Food * Food containers and quantities. * Singular/Plural There is/are	1. The student uses English language to express Knowledges of National food.	6hrs 6hrs
	IV Unit Clothes	1) Clothing items 2) Asking for clothing in a store. 3) Colors. 4) Clothing sizes 5) Price. - Adjectives too too/	The student talks about and reads about clothes, colors accord different activities	6hrs 6hrs
3rd Grade	III Unit Direction	1) Locating places 2) Asking for and giving direction.	the students talk about direction by asking for and giving direction.	
	IV unit Transporta-	3) Means of transportation 4) Traffic signs 5) Driving safety driving	the student express the means of transpor to how took proper to take	

Dosificación: Mayo y Junio.
Familia de Valores: (Principios y Valores Familiares - /Mayo
- Intercapacitación: (Principios y Valores Ecológicos. Junio
27 Mayo Periodo = 2 Mayo - 24 Junio.

Start	Finish	Observation
02/05	14/05	
16/05	27/05	
30/05	10/06	
13/06	23/06	
02/05	14/05	
16/05	27/05	
30/05	10/06	
13/06	23/06	
02/05	14/05	
16/05	27/05	
30/05	10/06	
13/06	23/06	

Municipio Villanuevo.   TEPCE N° 3.   Fecha

Esc. Inst. Nac Villanueva   24 / 06 / 14

Disciplina: Lengua Extranjera.   Junio

Periodo: 27 Junio - 28 Agosto 2011 . Interc. 29 Julio . Doc 18 26A

rel	Unit	Achievement Indicator
	IV The Time	- The ss. creates short texts about the time using simple forms. - Student expresses abilities to say the everydays activities.
	IV Home	- the ss. interacts conversation about his/her house features confidently.
	Cloth. IV	the ss. identifies the most appropriate clothes of every season.
	IV Transportation	- The Ss demostrates understanding of driving safety warnings.
	IV Tourisms.	- The ss describes. post experience about touristics places he/she has visited.
	IV Community	The student demostrates abilities to talk about their community and past hobbies in the same place.

Familia de Valores: Jul.: Principios y Valores Nacionale.
Agost: Principios y Valores Econ.
Eje. Transv. Jul. Promover y pract. oct. patriotismo resp. los símbolos P. y N.
Ag. Emplear y foment. el trab. coop. p' la renovación de lo econ. de n

Topic	Time	Start	Finish	Observation
- How often.		30/06	28/07	
- What time.	9hrs			
- Days of the week				
Months of the year.				
1. Rooms at home				
2. Home appliances and features.	9hrs	07/08	25/08	
- Asking for clothing in a store				
- Colors. How much quest.				
Price. Singular / Plural.	18 hrs	30/06	25/08	
(season of clothing) TOO + adjectives.				
- means of transportation				
- Traffic signs.				
- Driving safety warning, (should - have to...)	18 hrs	30/06	25/08	
1. Grammar: 1. Simple. present prog. 2. Smp. P. Prog.	18 hrs	30/06	25/08	= yes/no question with or /used
Regular and Irregular verb				
- Used to. Yrs be used to!				
1. Time clauses.				
2. Used to Yrs be used to	18	30/06	25/08	
3. Yes/No Questions				
be/did:				

Municipio: Villanueva   TEPCE N°4   Fecha
- Colegio: Instituto Nacional Villanueva.   26/08/2011
- Disciplina: Inglés.   Viernes
- Período: 29-Agosto-Septiembre-Octubre(27).28 = Dosificación
- Familia de Valores: Principios y Valores Patrióticos, Principa y Val Intelectuales.

Level	Unit	Achievement Indicator
7th grade	VI Unit My Community.	- The student interacts in short conversations about people, and places of the community.
8th	- Unit V Leisure Time	- The ss. answers questions about different sports.
9th grade	V Recreations	- The ss. states an opinion about likes and dislikes and gives two or more reasons to support it
	V unit Environment.	The ss talks about the weather climate and other things about the nature, environment or time.
	V unit Communication and Technology.	the ss expresses his/her feeling by talking about his/her community and knowledge of new technology in the current time.

Eje Transversal: Indentidad Nac y Cult.

119

* Intercon: 30. sep.

Topics.	Time	Start	Finish	
- Time : what time questions				
- Rooms at home				
- Home appliances.				
Types of housing				
1- Sports, Games holidays				
Wh- questions = plural-S				
like - dislikes				
- Entertainment activities				
- Expressing likes and				
dislikes! verb				
prefer and like better				
1- Pollution				
2 Climate change				
3- Green house Efect.				
4- should - shouldn't				
Internet.				
Modern life				
Global age.				

Lesson Plan

Level: 9th grade A-B-C
Date: Wed- Aug. 31st-2011
Subject: English.
Unit V: Entertaiment

Note: This class will not be taught another day/se

Topic: Expressing likes and dislikes.
Indicator: The SS expresses what he/she likes
or doesn't by talking about different things.

Introduction

The teacher	The students.
- introduces the topic by asking questions about what the students like or they don't like.	- Express what they think about it, but in spanish. (target language)
- Present an example on the board and pronounce it.	- write the example and pronounce with the teacher.
I like soccer, but I dont like baseball.	- repeat after the teacher
Rosa likes the music, but she doesn't like pop music.	- do simple questions.
- Gives the pronunciation of the sentences	

Practice Activities

- Asks the students to talk about what they like or don't.	- talks about what they like or dislike.
- Tell them that they can talk about means of transportation. E.g:	Expres) what means of transportation they like bett
A. I like to travel by ship.	- or another thing they like
B. I prefer to travel by plan	or prefer to do.
C. I like by bus better.	

Final activities

- The students do what the teacher say.
- Question: A Do you like to drink coffe?
  1) B. No, I don't. I like milk better.

2) Do you like sports?
   No, I don't. I prefer soap operas

The students in pair will work with these questions.

Homework

TO say in 5 sentences what you
like or dislike.

Lesson Plan of 9th grade A-B-C.
Date: Wed- Oct- 05th- 11.
Subject: English.
Teacher's name: William Mondragón B.
Indicator: SS WBAT: Talk about what they
like or dislike through questions and
short answers.
Use the negative form of the verbs with don
Topic: Expressing likes and dislikes.

Introduction

The teacher	The students
Checks and corrects the homework to remember the last activities. Asks SS to sit around the classroom.	- show the homewo and correct the mista - Sit around the class

Development Activities

The teacher asks SS to write a question in
a slip of paper by using DO you like...?
The teacher explains to SS that they can use
a verb or something they want to talk about.
1 { A: DO you like to dance?
  { B: No, I don't like to dance, I like to sing b
2 { A: DO you like rock music?
  { B: No, I don't. I like romantic music bea
(or) yes, I do, but I prefer romantic music
After the SS ask the questions, without a
they will be in two lines, face to face.
Line A, and B. The line A will have the
questions, and B will answer then A give t

question to line B. Line A move to the right but only they will do it. Line B will stay standing in the same place. now the line B has the question to ask line A and so on.
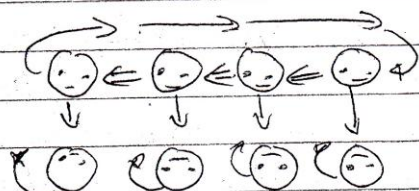
The students will make/from two lines and when the teacher says. "Start" all of them will ask the question that they already have.

Final Activities.

the teacher asks SS to sit and work with the next activity. "Forming Sentences" Puzzle" every SS will have a piece of paper with some Phrases of a question and answer. example

| DO | you | like | to | sweep |
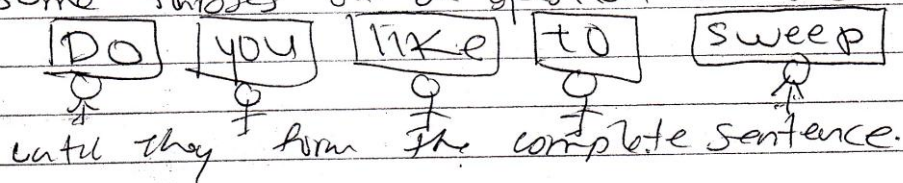
until they form the complete sentence.

Learning evidences.

→ the SS is able to ask and answer oral question by expressing what they like or dislike.
→ Good grammatical structure when forming the sentence with the slips of paper.
→ Good pronunciation of the short interview.

Homework

Lesson Plan of 9th grade - A.B.C

Date: wed - Oct. 19th - 11.

Class #.

Indicator: The student talks about, through a short pragrograph, what they like or dislike with an exposition.

Topic: Exposition. likes/dislikes
= Paragraph.

Introduction:

The teacher checks and correct the homework in order to remember the last topic.

The student presents his/her homework and check the mistakes made and correct them.

Development Activities.

- The Teacher: asks ss to stay around the classroom.

- Tells ss to prepair to the exposition.

- The student:

• posses to the board to expose the work

• Pays attention to the exposition of their partner.

Criterions to evaluate.

= Good Knowledge of the work = 15

- Good pronunciation : 10

= ~~mistake~~ Quality of work = 5

Final Activities:

- The teacher correct mistakes.

- Ask ss to hang the work on the wall

Homework

Lesson Plan

Level: 9th grade A.B.C

Date: Wed- Oct. 26th +1

Indicator: The ss put into practice listening
and speaking skills through a dialog.

Topic: dialog.
Listening. speaking

Introduction:
The teacher checks and corrects homework
by correcting the mistake in order to remem
ber the last topic.

Warm up:
The teacher puts on the flour some slips
with some questions and answer,
Then He will play the cb.
The students will listen to the cb, and
then will try to order the slips until
they have the complete dialog.

Development Activities
The teacher asks ss to practice the
pronunciation of the dialog in order to
play the role of it.
The Teacher checks and corrects mistakes
in the pronunciation.

Final Activities
the students put into practice the
dialog in pairs.
the teacher helps in the pronunciation

Homework
To study the dialog.

bus

TOPIC Safety warning and Sings
AVISO Y SEÑALES DE SEGURIDAD

park → estasionarse → Park
turn → jirar (doblar) → Tern
stop → parar (detener) → stop
advance → abansar → edbans
pass → pasar → pas
detour → desvio → ditor
parking lot → Aparcamiento (parqueo) → parkin lot
bus stop → parada de buses → basstop
bridge → puente → brisg
traffic liagh → semaforo → trafitilait
symbol → simbolos → simbol
Transportation sings Signs → Señales petrancito transisoyo
transit → Transporte
Keep the distance → Guarde distancia → Kitdedisten
high speed → Alta Velosidad → hayspic
low speed → baja Velosidaol → lowspic
NO warnig → Prohivido. Estasionarse → Noparqu
danger → Peligro → denyer
On the right → A la derecha
This symbol means that on the left → ab
este simbolo significa que... isquierd
we have to → Tenemos que...

) we dont have to → No tenemos que

Unit III Directions
Class #12
Topic: Traffic Signs

Take over ⇒ adelanta ó abentajar
That is a traffic light⇒eso es un semaforo
No Smoking ⇒ Prohivido fumar
That Sign means that

sey de cheinch of de laing
ait the change of the light.
sperar el cambio de luz

we can⇒ Podemos

Continue ⇒ Continue
follow ⇒ Seguir
Keep on ⇒

This is a traffic, the red colors means
that we have to stop (or) we don't have
to pass.
he green color means that we
n pass or continue and the yellow
or means the change of the lights

that we have to wait.

Class: #3.4.   September 21st. 11.
Topic: Expressing likes and dislikes
1 What ru do you think ke about.....?
2 what about you?
3 Do you like it _____ ?
4 Do you like _____ ?

Sports   ⎧ 1 Qué piensa usted de, sobre ...
music   ⎪ 2 Y tú qué?
movies   ⎨ 3 Te gusta el....?
Soap operas   ⎪ 4 Te gusta .....?
cartoons   ⎩
Documental Programs
        Verbs
    dance bailar   watch T.U   Uer .TU
    Sing cantar   listen to music escuchar musica
    sweep barrer I love it
    mop lampacia
    cook Cosinar
    iron Planchar
    wash lavar
    eat... - Comer
    drink... beber
    play... jugar

Example:
A: Do you like sports?
B: No, I don't like sports, I like cartoons better
what about you?
A: I don't like cartoons, I like sports better.

HOME WORK
Do you like sweep?
No, I don't like sweep, I like
mop better.

What

What I like to do in afternoon is to listen to music and read, what I don't like to do is to sweep and mop; after that what I like to do is to cook, what I don't like to do is to sweep the yard; later in the night what I do like is to eat dinner, what I don't like to do is to play soccer. finally what I like to do at 7:00 is to watch soap operas, brush my teeth and go to bed.

Oh, I don't Know
Bob.

Well, Why don't we go
to the video arcade?

I can't. I don't have
a bathing Suit.
I have to buy a new suit.

O.K, why don't we go for a bike ride.

Let's go To the video Arcade

What should we do, Mandy?

Do you have any idea
what should we do today

Good Idea!

We went there
yesterday.

I can't. I have to save money for a new stereo.

Let's go shopping then.

I can't. I have to save money for a stereo.

**✳

I can't. my bike has a flat tire. I have to fix it.

Well, then Let's go
for a swim

I can't. I have to
save money for a ne
stereo.

                                ** **

NAME: Luisa Albertina Rios Méndez   N° _____   DATE 23-04-...

I. **Listening.** *Listen the reading and check (x) the people who do the activity in the correct day.*

people	monday	tuesday	saturday	sunday
Martha		X		
Anna			X	
				X
Juan	X			

12

II. **Reading.** *Read carefully the following reading and say TRUE or FALSE.*

Lorena gets up every day at 5:00 because she is a hard worker person, then she goes to the river to wash the cloth. At 10 am, she prepares the meal and then she rests for some minutes. At 12:15 Lorena eats lunch and after that she washes the dishes. She goes to sleep at 8:00 every night.

1. Lorena goes to the river to take a bath. __False__
2. On Mondays she gets up at 5:00 am. __False__
3. She prepares the meal after she washes the cloth. __False__
4. After she goes to sleep, she washes the dishes __False__

6

III. **Vocabulary comprehension.** *Complete the sentence with the appropriate occupation.*
1. If I work in the restaurant I am a _____
2. Reyna is a __Teacher__ because she works in the school.
3. Michael plays soccer, he is a soccer __Player__

4

4. **Writing** By using the connectors: *first* *then, after, then* and *finally*, say 4 activities you do on Saturday.

1 First I gets up
2 then I eat breakfast
3 after that I take bath
4 finally I go to the park.

5

Good Luck

ANNEXS Nº3

VIDEO TRANSCRIPTION

Annex Nº3.1: transcription of the video taken in the first observation moment.

<u>Introduction New Topic:</u>

Time	Expressions

Time   **Expressions**

2: 56   **Teacher**: What´s direction?
               Student: Direcciones.
               Teacher: What´s traffic sign?
               Students: señales de tránsito

3: 40   **Teacher**: I want you to write down a new vocabulary. Take over. Takeover is
                   when are… there are two cars one car is trying to takeover. This is a car,
                   this is another car. This car is trying to takeover. What is the meaning in
                   Spanish?
                Students: ¡girar! ¡Dos vías!, ¡detener!, ¡no adelantar!, ¡doblar!
                Teacher: Adelantar, aventajar ok.

5:09   **Teacher:** That is a traffic light. What is this?
               Students: That is a traffic light.
               Teacher: Es un semaforo.

6: 36   **Teacher:** What color are these?
               Student: Red, Yellow and Green.

7:34   **Teacher:** What are these?
               Student: These are two cars.

8: 53   **Teacher:** Road … Road … What is this?
               Student: Road …

10: 07   **Teacher:** No tabaco any kind and It means:” Se prohibe
                    Cualquier tipo de tabaco.”
               Students: No tabaco any kind.

11:09   **Teacher:** BRIDGE … What is this?
               Students: That is a bridge.

11: 56   **Teacher:** What is this?
                          Students: That is a house.

12: 19   **Teacher:** Turn … What does it mean?
                          Student: Girar.
                          Teacher: Desvio.

                    The Students Produce The Learning:
14: 08   **Teacher:** The criterions to evaluate today is: Knowledge of the
                          Exposition ten points and Good Pronunciation is ten points.

14: 37   **Teacher:** What does this symbol mean?
                          Students: What does this symbol mean?…

17: 15   **Student A**: What does this symbol mean?
                          Student B: That symbol means we have to stop.

17:20   **Student B**: What does this symbol mean?

                          Student A: That symbol means that is a bridge.

17:30   **Student A**: What does symbol mean?

                          Student B: That symbol means that is a return.

17:40   **Student B**: What does this symbol mean?

                          Student A: That symbol means we have to turn.

18:15   **Student A**: What does this symbol mean?

                          Student B: That symbol means that we have to keep the distance.

18:38   **Student B**: What does this symbol mean?

                          Student A: That symbol means that is a bus stop.

18:52   **Student A**: What does this symbol mean?

                           Student B: That symbol means that is parking, parking… we have to

                          keep   the distance.

20:20	**Student B:** What does this symbol mean?
	Student A: That symbol means that is a traffic light. Red color means we have to stop or we have to park. The green color means we have to continue. Yellow means we have check the light.

21:09	**Student A:** What does this symbol mean?
	Student B: That symbol means to turn…

21:19	**Student B:** What does this symbol mean?
	Student A: That symbol means that we have to limit the speed and we can to keep the distance.
21:40	**Student A:** What does this symbol mean?
	Student B: That symbol means we have to stop or there is a dangerous place.

21:50	**Student B:** What does this symbol mean?
	Student A: That symbol means that we have to pass on bridge.

22:00	**Student A:** What does this symbol mean?
	Student B: That symbol means that are not available returning

Feedback:

22: 09	**Teacher:** What does this symbol mean?
	Student: This symbol means that you have to stop.

22: 19	**Teacher:** What is this?
	Student: Puente…
	Teacher: In English
	Student: Brigde…

22: 30	**Teacher:** This is a road. What does this symbol mean?

Student: It´s a road. This symbol means … we have to return.

23: 58   **Teacher:** Kattia … Kattia … Remember the colors. What does the color mean?
Student: The red color means that we have to stop.

24: 45   **Teacher:** This is green color. What does color mean?
 Student: The red color means that we have to continue.

Reading and Listening.

25:36   **Teacher:** Tener una canción no es solamente para estar
Cantando, sino también para salir de la rutina. A veces
Mucha gramática nos causas aburrimiento. Uno de los
Objectivos principales es la escucha (Listening). En este
Caso vamos a evaluar dos cosas.
  ➢ Una que es el Listening ya que Ustedes van a escuchar la canción.
  ➢ La segunda es la lectura (Reading) es decir Ustedes van a estar leyendo, escuchando y viendo la letra de la canción.
  ➢ El otro de los objetivos es conocer nuevo vocabulario y pronunciación, esperando que ponga atención.

26: 43   **Teacher:** Primero voy a leer la canción y Ustedes van viendo la
Letra de la canción, se las voy a leer de una manera lenta.
La canción se llama: "Said I loved you, but I lied." Dije que
Te amaba, pero menti.

27: 20   **Teacher:** Just listen and Don´t repeat anything here.

27: 36   **Teacher:**   To wind and rain
Shine alone
This heart of mine … till the end of time

You came on me, like down through the night
Just shining like the sun
Out of my dreams … and into my life
You are the one … you are the one…

Said I loved you, but I lied
This is the model of love I feel inside
Said I loved you, but I was wrong
Cause I never ever I feel so strong
Said I loved you, but I lied

28: 42   **Teacher and Students:**   You are the candle, love´s the flame
The first burns, to wind and rain

Shine alone
This heart of mine, till the end of time

You came on me, like down through the night
Just shining like the sun
Out of my dreams , and into my life
You are the one , you are the one.

Said I loved you, but I lied
This is the model of love I feel inside
Said I loved you, but I was wrong
Cause I never ever I feel so strong
Said I loved you, but I lied

29: 50	**Teacher:** Now we are to read "My beautiful city"
30 : 00	**Student:** Chinandega is a city located in the Northwest Of Nicaragua. It has a big population and they Are many stores. The traffic lights are very Important in this department in order not to Have accidents. When there is a street in bad condition, the drivers have to take other streets.
33:09	**Teacher:** Where is Chinandega located according to the Reading? **Student:** Chinandega is located in the Northwest of Nicaragua.
33:32	**Teacher:** What is it considered important in Chinandega? **Student:** Chinandega, este… traffic light in Chinandega. **Teacher:** Read … Lea … **Student:** Traffic Light is important in Chinandega. **Student**: The traffic lights. It's important in the department
34: 36	**Teacher:** Why is important to have Traffic Light in a City? **Student:** Because it avoids accidents. **Student:**It's very important in order to don't cause accidents. To go against is no permitted.
36: 16	**Teacher:** Ahora vamos a la tarea ponga mucha atención Write a short paragraph about a city like somotillo Or Villanueva. ¿Qué es lo que hay alli o aquí?.

Annex Nº3.1: Transcription of the video taken in the second observation moment.

- **Teacher:** Bianca

- **Student:** afuera.

-**Teacher:** Tania

-**Student:** Anda en una capacitación,

-**Teacher:** Alexa presente.

-**Teacher:** Claudia.

-**Student:** presente

-**Teacher:** Cristel

-**Student:** presente.

-**Teacher:** Wendy

-**Student:** Anda en una capacitación.

-**Teacher:** Madelen.

-**Student:** presente,

-**Teacher:** Geisell

-**Student:** present,

-**Teacher:** Katia.

-**Student:** no vino, no vino profe, no vino.

-**Teacher:** Carelia

-Student: afuera,

-Teacher: Rita

-Students: En capacitación.

-Teacher: Claudia, David

-Student: no vino,

-**Teacher:** Joel

-Student: anda en capacitación

(Revisión de tareas) minute 1:45 to 3: 18.

-Teacher: Desgraciadamente no vinieron todos. Ok i want here I want four volunteers. Students: necesita parejas de cuatro.

-**Teacher:** four volunteer please. Come here four volunteers. No volunteers. No hay voluntarios.

-Students: ¿Qué es lo que vamos a pasar a hacer?

-Teacher: Come here.

-**Student:** Si explica primero.

-Teacher: Come here, I'll explain here.

-Student: Y si no me gusta me regreso

-Teacher: come here please.

-**Student:** Pero, me va a explicar.

-Teacher: Come here. Ok Paul, ¿cuál la primera parte de la pregunta que estuvimos viendo? Paul what is the first one? Number one. Ok la pregunta ¿dónde está? Don´t repeat sh.sh…sh… don't repeat.

-**Student:** cállense chavalas.

-Teacher: The second one. Do you like to wash? Quickly. De Nuevo, do you like to wash? Más rápido. Do you like to wash? Quikly. Do you like to wash? I want four volunteer here, to answer no, I like I don't like.

-**Teacher:** Muy bien. I don't like what is missing? What is missing? ¿Qué falta allí? Vamos. Es lo que yo quiero ver si está correcto. Es lo que yo quiero, no le digan, yo quiero que ellos busquen la vos del lugar. Vamos a ver si esta correcto. Read, no I don´t like to… Esta bien, to cook.

-**Student:** I don't like to wash. I like to better.

-Teacher: to to to…

-Students: o.k. sweep, sweep better

-Teacher: O.k read.

-Students: I like to sweep better.

-Teacher: Quikly. De nuevo.

-Students: do you like to weep better?

-**Teacher:** No tampoco tan rápido. Ahora pregunto ¿qué pasa si podemos sacarle, el to? Desaparece allí. ¿Quiénes desaparecen allí? en la pregunta. Do you like? Disappear to.   O.k. Read again.

-Students: Do you like cartoons? I like. No I like sweep better.

-Teacher: Se dieron cuenta.

-Teacher: O.k. please 3 in one question. What is your verb? ¿cuál es tu verbo? Mop, iron sweep. Muchachos haber es la pregunta que me van a hacer en este papel, es la pregunta que me van hacer la pregunta. Este es el verbo que está aquí.

- Student: yo ya la hice profe me regala otro papel por fa…

-Teacher: y porque me está escribiendo what I like. El what I like ya paso. O.k vamos hacer dos líneas y ustedes van a estar face to face. Línea A y línea B luego cuando yo les diga ya ustedes van a empezar a preguntarle. Eso que tienen allí en su papelito, ¿están escuchando? Quiero ver si están atentos. Ya vamos hacer la pregunta al compañero del frente, luego este como vamos a preguntar la pregunta que tenemos. O.k van a preguntarle a su compañero, luego que se preguntan ¿qué es lo que vamos a hacer? A intercambiarse. Ponga atención Cristel. Tenemos que la línea A le pregunta a la línea B. Supongamos que él es de la línea A y yo soy de la línea B y supongamos que somos los últimos de la línea. O.k él pregunta.

-**Student:** Do you like to mop?

-Teacher: No, I don't like to mop, I like music better. Do you like music?

-Student: No I like sport better.

-Teacher: Intercambian papel. Ustedes no se van a menear. Yo lo que voy hacer es, me voy atrás. ¿Qué va a pasar, este, cuando yo diga "ya". Todos van a empezar. Cuando se termine la pregunta, hacen la otra pregunta. Los del B no se van a mover. Ahora todo el mundo.

Minute 7: 26

- Teacher: Grupo A. One, two, three, four, five, six, seven, eight, nine and ten. Otro, grupo B one, two, three, four, five, six, seven, eight, nine, ten.

Minute 15.

--Teacher: I like to be aironing better. Esto fue lo que hicimos, haber nosotros tenemos que aprender de los errores y del que lo hizo bien. Al inicio, ¿que hicimos al inicio? Decimos I don't like to wash. I like to sweep better. No se dice no I don't like to sport. Se dice I like sport better.

Aprendimos la estructura de la pregunta y la respuesta la pronunciación. Otra pregunta ¿ustedes observaron la misma pronunciación entre sus compañeros? ¿Qué nos dice? que no todas las persona tenemos la misma pronunciación. Observamos que las preguntas son diferentes. Estuvimos haciendo diálogos en la actividad anterior. ¿que aprendimos?

-Students: A practicar, a hacer diálogos.

-Teacher: Estructura, pronunciación. Me van a hacer un párrafo de que es lo que les gusta hacer y lo que no le gusta hacer, ok. Un pequeño párrafo y a estudiar muchachos esos verbos.