UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH

"THE INFLUENCE OF TEACHER'S CLASSROOM MANAGEMENT PERFORMED BY STUDENTS OF PRACTICE TEACHING I AND II AT CENIUES PROJECT WITH ADULTS, MODULES I TO IV, IN THE OUTPUT OF THEIR COMMUNICATIVE SKILLS IN CLASS IN THEIR ENGLISH LEARNING PROCESS AT THE UNIVERSITY OF EL SALVADOR, SEMESTERS I AND II - 2018."

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By Vanessa Elizabeth Ramirez Escobar

TABLE OF CONTENTS

INTRODUCTION

CHAPTER I STATEMENT OF THE PROBLEM

CHAPTER II THEORETICAL FRAMEWORK

CHAPTER III METHODOLOGY

CHAPTER IV ANSWERS TO RESEARCH QUESTIONS

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI REFERENCES

APPENDIXES

INTRODUCTION

This research project is composed of six chapters and the appendix section which basically includes the entire important information gathered throughout the whole investigation.

The first chapter which is the "statement of the problem" is based on the description of the problem, in this part the team describes the desired goal or the main situation which is the influence of the classroom management performed by students from the subject practice teaching I and II of bachelor English Teaching Language. As research group it is important to state possible solutions or recommendations of improvements so that student-teachers can develop a well-managed class.

The second chapter will present the part of theories also called "Theoretical Framework". This part starts with the history of the Communicative Language Teaching Approach a brief history of the study of classroom management. To let readers know a little bit more about the topic, some definitions of classroom management were included of different educational authors who agree that classroom management should be the main aspect of a teacher, since this revolves around everything related with the learning process. Another important part of the theoretical framework is the principles of Classroom Management and the role that it has in the input, interaction and output in the development of oral fluency. The different types of activities used in output and the responses according to the classroom management is another essential part of this chapter, concluding with a

list of definitions used as key words that will explain more some definitions that were part of the theoretical framework.

On the third chapter, the methodological part is presented in order to explain what type of research approach was used by the research group, the procedures which are the elementary parts in order to reach the results of this investigation. In this research the descriptive study was used to follow the correct process when gathering the necessary information and observe the situation stated in the statement of the problem. Additionally, the team took the population of student-teachers of practice teaching I and II where the researchers were observing the behavior these student-teachers had at the moment of giving their classes and the influence of their classroom management in CENIUES adult students of Basic Level, modules I to IV. Furthermore, the sample was taken in a purposive sampling way from practice teaching, where four students were selected as participants of the sampling frame.

All this information gathered helped researchers to know if the problematic situation was solved or needed to be improved to give recommendations and the necessary support to these student-teachers of practice teaching I and II.

In the next part, the teammates describe the results of the checklist that they used when they observed the student-teachers. These results helped the group to conclude what was the influence of teacher's classroom management performed by these student-teachers in the learning process of students from CENIUES project (Adults).

The following chapter involves all the answers about subsidiary questions. They were answered with the questions addressed to the student-teachers in order to gather more and essential information. Moreover, these answers were described through essays.

In chapter five, the group states their conclusions and recommendations through the methods and techniques that were used. Also it is important to mention that these conclusions and recommendations were based according to the general and specific objectives.

The next chapter which is the references contains all the sources and tools used by the researchers to gather information such as books, websites, articles, magazines, and important opinions of people involved in the research, etc.

Finally, this research paper contains the appendixes which were related to the instruments and supporting documents that were used in the research project. The instruments that were utilized were the checklist and interview as a way to gather more relevant information of this interesting research topic.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Statement of the problem

- **Historical Framework**

Through the years, CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador) has played an important role in the commitment of teaching Foreign Languages. This educational establishment began its activities in the late 1990's with a group of teachers from the Language Department as an initiative of the principle of the Department.

CENIUES states that its mission is to guarantee children, adolescents and adults the opportunity to learn foreign languages in environmental and decent conditions with a low price, updated methods and contents, modern technology and professionals with a social vision. Furthermore, this Center of languages declared that its vision is to be a leader in Foreign Language Teaching Centers nationwide with the best offer and academic excellence, with affordable fees and social commitment, aimed to the strengthening of the society development for a better system of fair opportunities.

Since 2006, the Foreign Languages Department and the educational centre "CENIUES" made an agreement in order to help each other. The purpose of this project was to involve students of the subject "practice teaching", giving them the opportunity to grow as professionals; on the other hand, help teachers of CENIUES by providing them the necessary teaching assistance with classes.

- **Description of the Problem**

According to Guadalupe Martínez (General Coordinator of CENIUES) this project has its advantages and disadvantages. An advantage according to her is that some student-teachers are prepared and have the initiative to teach, to accept recommendations or feedback provided by the assigned tutor and also grow as professionals through this practice teaching opportunity in order to gain experience and enrich their knowledge. On the other hand, there are some disadvantages that she points out that should be improved or be serious by the student-teachers at the moment of starting their practice teaching.

During these thirteen years that she has been part of CENIUES, she stated that she has observed different behaviors in the student-teachers; one of them is that student-teachers do not accept any type of criticism from their tutors which should be something important because it helps them to improve certain areas of opportunities, this type of conducts make some teachers of CENIUES reject these student-teachers in each module. Furthermore, some student-teachers do not have the enough experience to stand in front of a group of students and what affects their whole class management. Also Martínez claimed that the student-teachers present some difficulties with knowledge related to certain basic teaching elaboration of visual aids which is an essential part that student-teachers of the Foreign Languages Department must possess in order to develop a well-managed class.

The General Coordinator of CENIUES also added that student-teachers have some difficulties to handle with the behavior of some students and control the whole group.

Besides that, other weaknesses that need to be improved by these student-teachers are lateness, laziness, and attrition as some of the key factors they should control when teaching an English class.

As a research group the decision to take some opinions of some student- teachers was very important in order to gather more information and create a diagnostic about how classroom management influence in their English classes.

Some student-teachers claimed that there are some factors that shall be improved, for instance; the way they dress, they have to learn how to dress formally, and besides that student-teachers have the challenge to learn how to use "technology" such as projectors, cd players, digital recorders, and other devices. Student-teachers at CENIUES have some troubles regarding the time management in class and also to deal with some student's mood. "It is difficult to catch the attention of the students for a long time" they declared. The input which is taught is measured by the response that the students give the teacher in participation by speaking and sharing ideas in the class. This is called output, which means the mental production of the students that show progress learning through interaction. And this product called "output" is affected by some difficulties with classroom management.

Delimitation of the Problem

This research project took place in the first and second semester of the subject "practice teaching" in the current year. The sample of this research was the student-teachers who were selected to accomplish their English practices on the basic modules I to IV at CENIUES project with adults. These student-teachers are from the major of English Teaching of the Foreign Languages Department of the University of El Salvador.

The results were used in order to know if the student-teachers were developing their classroom management, how they did it and as well how important this aspect was for them. This information was also used to know if the development of classroom management was performed by student-teachers or if it did not occur and how this affected the students of CENIUES project with adults, modules I to IV in the output of their communicative skills in class within their English Learning Process at the University of El Salvador.

1.2 RESEARCH QUESTION

How does teacher's classroom management performed by students in Practice Teaching I and II, semester I and II 2018 influence in the output of their communicative skills in the English learning process of CENIUES project with adults on basic level, modules I to IV at the University of El Salvador?

Subsidiary Questions

- What methodologies are used by students in Practice Teaching I and II in order to reinforce student's communicative skills in basic level?

- What strategies are developed by students of Practice Teaching I and II in order to accomplish a good classroom management?

- What type of tasks or activities are developed by students in Practice Teaching I and II so that basic students can improve their communicative skills?

1.3 OBJECTIVES

General Objective

To describe the influence of classroom management performed by students of Practice Teaching I and II at CENIUES project with adults, modules I to IV in the output of their communicative skills in class.

Specific Objectives

- To identify what types of methodologies are used by students in Practice Teaching I and II to develop their classroom management in order to reinforce students' communicative skills in basic level.

- To identify strategies developed by students of Practice Teaching I and II in order to accomplish a good classroom management.

- To list tasks and activities developed by students in Practice Teaching I and II so that basic students of CENIUES can improve their communicative skills.

1.4 JUSTIFICATION

This study was presented in order to know how teacher's classroom management performed by students in Practice Teaching I and II, semester I and II 2018 influenced in the communicative skills of CENIUES' project with adults on modules I to IV at the University of El Salvador. Teachers play different roles in a typical classroom but one of the most important parts is "classroom management" which is a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during a class.

The importance of this research is to identify if student-teachers of practice teaching I and II of the Foreign Languages Department (FLD) were performing or developing their good classroom management during their classes at CENIUES project with adults on modules I to IV. Classroom management is essential in the development of the class where student-teachers have to struggle. Therefore, for some student-teachers this is a very easy task whereas for others this is a very complicated task, a challenge where students of practice teaching have to face in their English practices.

Conversely, the production or also recognized as output was observed in the CENIUES students of modules I to IV in their English learning process, this is something that the group investigated in order to know if the classroom management performed by student-teachers of practice teaching was applied, since this student-teachers took a previous course where this topic is already explained and developed in order to be prepared to deliver a class to these adults. The right methods and

strategies are useful in order to achieve a good classroom management and let

students speak as much as they can in order to develop a well-managed class.

Definition of key terms

- **Classroom management**

  Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning.

- **Communicative Approach**

  The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

- **Communicative competence**

  This term refers to both the tacit knowledge of a language and the ability to use it effectively.

- **Input**

  Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in an internalized by the learner so it can be applied.

- **Oral fluency**

  It is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech.

- **Output**

  Defined as the "end product" in teaching this refers to the knowledge passed on to the students and the output of learning is knowledge gained.

- **The traditionalism method**

  Traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision making skills.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains important information regarding the Approach named Communicative Language Teaching (CLT) and its history which is the theoretical based on this study. Besides that, a brief history of how classroom management has been introduced through the years, authors' opinions about classroom management, its principles applied in a class, the relationship between input, interaction, and output in the development of oral fluency and concluding with a list of the most important key words used in the chapter.

2.1 Communicative Language Teaching Approach (CLT)

Communicative Language Teaching (CLT) started developing in Great Britain in the 1960's, when British applied linguists began to question the assumptions underscoring Situational Language Teaching. Noam Chomsky was among the first ones to demonstrate that standard structural theories of language were incapable of accounting for the creativity and uniqueness of individual sentences. Therefore, there was a shift from insistence on the mere mastering of grammatical structures to the emphasis on communicative proficiency. (Basta 2011)

Noam Chomsky (1928)

According to Olkhovych-Novosadyuk (2014) during the 1970s and 1980s applying linguistics and language educators began to re-evaluate pedagogical practice in the light of changed views on the nature of language and learning, and the role of teachers and learners consequently.

Students may know the rules of linguistic usage, but be unable to use the language (Widdowson 1978). It became clear that communication required that students perform certain functions as well, such as promising, inviting and declining invitations within a social context (Wilkins 1976). In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes 1971) knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a Communicative Approach (Widdowson 1990).

Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The following picture is an example of how this approach is developed.
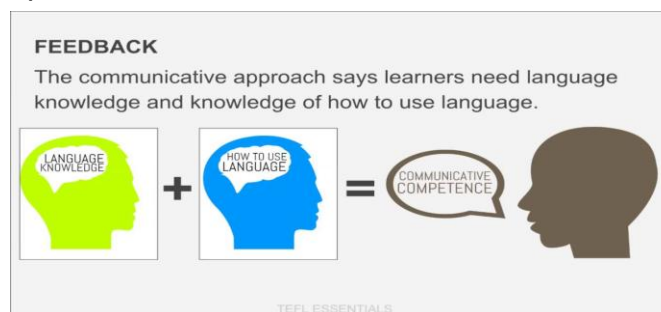

Figure 2. Fiona Solane. (2016). what is the Communicative Approach?, TEFL Essentials.

The following table presents contrasts between the traditionalism and communicative language teaching approach (CLT) proposed by David Nunan (1992).

Table 1. Changing views on the Nature of Language and learning.

TEACHING	TRADITIONALISM	CLT
Theory of language	Language is a system of rule governed structures hierarchically Arranged.	Language is a system for the expression of meaning: primary function-Interaction
Theory of learning	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.	Activities involving real communication; carrying out meaningful tasks and using language that is meaningful to the learner promote learning.
Objectives	Control of the structures of sound, form and order, mastery over symbols of the language; goal-native speaker mastery	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.
Syllabus	Graded syllabus of phonology, morphology, and syntax. Contrastive analysis.	Will include some or all of the following: structures, functions, notions, themes and tasks. Ordering will be guided by learner needs.
Activities	Dialogues and drills; repetition and memorization; pattern practice.	Engage learners in communication; involve process such as information sharing, negotiation of meaning and interaction.

Role of a learner	Organisms that can be directed by skilled training techniques to produce correct responses.	Learner as negotiator, interactor, giving as well taking.
Role of a teacher	Central and active; teacher dominated method. Provides model; controls direction and pace.	Facilitator of the communication process, needs analyst, counselor, process manager.
Role of material	Primarily teacher oriented. Tapes and visuals; language lab often used.	Primary role of promoting Communicative language use; task based, authentic materials.

Source: Nunan and Lamb 2001:31

According to Breen and Chandlin (1980) and Richards and Rogers (1986), the main role of students in this approach is to negotiate between themselves, the learning process and the object of learning; another role is the joint negotiator within the group, which points to the fact that failed negotiation. It is not the fault of the speaker or listener, but a joint responsibility". Also Richards and Rogers (1986) and Larsen-Freeman (1986) declared that the fact that classes in communicative approach are student-oriented does not rule out the importance of the teacher, who, in this case, is defined as a facilitator of language learning and an independent participant within the learning-teaching group. The teacher is also perceived as a group process manager, analyst, and counselor.

Wilikins (1972) claimed that a functional and communicative definition of language could actually help develop communicative syllabi for language teaching, while Firth

(1950) suggested that a broader sociocultural context, which included participants, their behavior and beliefs, objects of linguistic discussion and a word choice, should also be taken into consideration while teaching any language.

Meanwhile (Canale and Swain1980; Widdowson 1989; Halliday 1970) cited in Basta (2011) also stressed about the importance of communicative approach to language teaching, particularly the communicative acts underlying the ability to use language for different purposes and the relationship between linguistic systems and their communicative values in texts and discourses.

A theory of language as communication lies at the very core of the CLT (Basta 2011). Hymes (1972) advanced the notions of "competence" and "performance" introduced by Chomsky in the 1960s and stated that the goal of language teaching was to develop "communicative competence", which implied acquiring both an ability and knowledge to use language. In other words, communicative competence considers language as a tool used for communication.

2.2 The history of the study of Classroom Management

Marzano and Pickering (2003) state that It is probably no exaggeration to say that classroom management has been primary concerns of teachers ever since there have been teachers in classrooms; however, the systematic study on effective classroom management is a relatively recent phenomenon" (Marzano, & Pickering 2003). Classroom management exists since formal education exists, but regarding to the recent times the first high-profile systematic study was done by Jacob Kounin in 1970.

Robert J. Marzano (1946)

"Classroom management is closely linked to issues of motivation, discipline and respect." (Tan Parsons, Hinson, & Sardo-Brown, 2003) " One of the most difficult aspects of becoming a teacher is how they are going to motivate their students, this characteristic is important because they have to encourage open communication and free thinking in order to make them feel important. In addition, discipline is divided in three essential parts, which are rules, supportive feedback, corrective actions and last but not least, "respect" involves positive teachers-students relationship as something essential for student's learning and development." (Basta 2011)

2.3 Definitions of Classroom Management

Some concepts of Classroom management are presented below in order to collect different definitions of important authors.

"School and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. This academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management" (Froyen,L. A., & Iverson, A. M., 1999).

"Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization and control of learner, the learning process and classroom environment to create and maintain an effective learning experience." (Krause, Bouchner & Duchesne, 2003).

"Classroom management is a skill which requires the teacher to manage the time, space, resources and students' behavior in preparing a conducing learning environment." (Albert & Troutman, 1986).

"Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement." (Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

2.4 Principles of Classroom Management

Effective classroom management requires awareness, patience, good timing, boundaries and instinct. Therefore here are five principles that help the teachers to have a good handling of classes: Samer Rabadi and Betty Ray (2017)

✚ Setting rules and procedures

The rules and procedures that teachers need in their classroom will depend on the needs of teachers and students. Also the rules are based on the vision, mission and discipline that every single school or center of teaching has.

The teacher will have his/her own rules in the classroom with the purpose for the smooth running of classroom teaching and learning. (Marzano, R. J. 2003)

✚ Building a good relationship between teachers and students

In this principle teachers should have a good relationship between their students. In order to achieve this, Marzano, R.J. (2003) proposed three action steps to have an excellent relationship between teachers and students.

1- The first one is that teachers have to use specific techniques to stablish a strong level of purpose and guidance. As a consequence, students will feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. (Nielson & Lorber, para.1, 2009)

If students feel motivated, it will not be difficult to keep a good relationship with their teachers. As a result, they will do their part to improve their learning process and also to participate in every single class.

2- The second step is to use specific behaviors that communicative an appropriate level of cooperation which teachers recognizes the power of feedback to motivate more effort to learn. (Maryellen Weimer, 2009)

3- The last step is that teachers should be aware of student needs, temperaments and learning styles what is more temperament will influence how and what individuals prefer to learn. If teachers are currently helping someone learn, they may want to compare their learning styles. (Donna Dunning, 2003)

In order to know how to work with students; teachers should know the students' profile to identify what are their strengths and weaknesses. Therefore, teachers should prepare the class according to the previous essential steps.

✦ Taking care of yourself to take care of your students

The teachers should know how to take good care of them because they need to sustain their health and sense of purpose and enjoyment, but also because their pivotal role in relation to their students depends as much on "how they are" as it does on "what they teach". (Louis Cozolino""2013) If teachers reach the principle mentioned, it will be an outstanding environment in the student's learning process.

Developing techniques of motivation

Teachers need to know and implement teaching techniques and strategies that promote effective learning at the level of the students while at the same time developing interest in the subject matter with materials that are relevant to students' lives and which challenge their knowledge. (Anuário Estatístico, 2005)

As a research group, the need to develop techniques of motivation is very important because students are more active and they are aware about the topics developed by the teacher.

Maintaining appropriate behavior

The teacher's attitude, educational pedagogy, planning, preparation, and conduct are going to affect how students respond in the classroom. It is essential that students perceive teachers as confident, in charge, and fair. For this, teachers must establish an appropriate authority figure and role model. Often when students are challenging a teacher's authority, the teacher may unwittingly follow with a counterproductive negative emotional response. However, there are several key components that need to be in place in order to avoid any such situation. By carefully planning lessons, knowing the students, having a discipline action plan, and learning from past mistakes, teachers can avoid their own exaggerated emotional responses to disrespectful students, as well as avoiding subsequent defiant outbursts from the students (Fischer, 2004.

2.5 The role of input, interaction and output in the development of oral fluency

- **Input, Interaction and Output**

The role of the three closely relevant factors, namely input, interaction and output has gradually been acknowledged in second language (L2) learning. It is now widely recognized that **input** is essential for language acquisition. In addition to input, it is also accepted that **interaction** plays a crucial role in the process of learning L2. **Output** an automatic output, to be exact is one pedagogical goal in learning L2. So, input, interaction and output are three essential compositing elements in L2 acquisition. But for years there has been a debate about their role. Shumei, Z.. (2009, December). English Language Teaching Journal of CCSE, 2, 91.

- **Input**

In language learning, input is the language data which the learner is exposed to. It is commonly acknowledged that for second language acquisition to take place there must be two prerequisites: L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed (Ellis, 1985).

- **Interaction**

Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the

conversation in order for both parties to understand what the conversation is about (Gass & Selinker, 2001).

- **Output**

Output is the language a learner produces. Swain, the most influential figure for Output Hypothesis, has argued that comprehensible output also plays a part in L2 acquisition. She pointed out early in 1985 that only when learners are "obliged" to produce comprehensible output otherwise comprehensible input alone is insufficient to L2 learning process.

However, prior to her important paper in 1985, output was traditionally viewed as a way of producing what had previously been learned and the idea that output could be part of the learning mechanism itself was not seriously contemplated(Gass & Selinker 2001).

- **Structured Output activities**

Language learners must have opportunities to produce output in order to gain fluency and accuracy. Lee and VanPatten state that structured output "is a concept that can be applied to the development of activities that encourage learners to use newly learned vocabulary in a productive manner" (2003: 179). In terms of progression, structured output activities should follow structured input activities.

Lee and VanPatten define structured output as: "a special type of form-focused activity that is communicative in nature" (2003: 168). They provide two major characteristics of structured output activities:

1- They involve the exchange of previously unknown information.

2- They require learners to access a particular form or structure in order to express meaning.

The guidelines established by Lee and VanPatten for developing structured output activities include:

- ➢ Present one thing at a time.
- ➢ Keep meaning in focus.
- ➢ Move from sentences to connected discourse.
- ➢ Use both oral and written output.
- ➢ Others must respond to the content of the output.
- ➢ The learner must have some knowledge of the form or structure.

- ▪ **Types of Responses to Output**

One of the guidelines of structured output activities is for learners to respond to the output. This acknowledges that the output has a purpose and contains a message. Lee and VanPatten suggest the following responses to the output:

- ➢ Comparing with someone else
- ➢ Taking notes, then writing a paragraph about what was said

- Making a list of follow-up questions and interviewing a partner to get the new information.

- Filling out a grid or chart based on what was said

- Signing something

- Indicating agreement or disagreement

- Determining veracity of the statement

- Responding using any of several scales

- Drawing something

- Answering a question

CHAPTER III

METHODOLOGY

The following chapter comprises the approach which is the perspective or basis that was sustaining the theory of the project, the type of study that was the methodology and framework of the study, the research design that was the strategy used in order to integrate the different components of the study in a coherent and logical way, the universe which was composed by the population, the sample, and the sampling frame. Finally, the instruments which helped to gather the results of the research study.

3.1 Research Approach

- **Qualitative Research Approach**

The "Qualitative research, with its focus on the experiences of people, stresses the uniqueness of individuals… qualitative researchers collect data from their respondents, often in their natural environments, taking into account how cultural, social and other factors influence their experiences and behaviour" (Parahoo 1997)

The Qualitative research was used by the group because it is related to studies that investigate the quality of relationship, activities, situations, or materials. In the sample of the group, the researchers observed the behavior of the student-teachers of (Practice teaching I and II) and took notes of how things occurred.

3.2 Type of study

- **Descriptive study**

Herbert W Seliger and Elana Shohamy from Oxford University states that a descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In other words, descriptive research is used to establish the existence of phenomena by explicitly describing them .Its value is centered on the premise that problems can be solved and practices improved through observation, analysis and description.

As a research group, the descriptive study was the adequate because it involves collecting information through observation, checklists, surveys or interviews. The techniques and instruments was used in the study to gather important data from the participants which in this case was the "student-teachers" of Practice Teaching I and II whom were the sample to carrying out the investigation.

3.3 Research design

- **Observational study**

According to Raymond G. Hoffman and Hyun Ja Lim an observational study is sometimes termed a "Natural experiment".

In a nonparticipant observation study, researchers do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly

involved in the situation they are observing (Jack R. Fraenkel and Norman E. Wallen.)

The research study was observational nonparticipant because the researchers were not participating at the moment to pass the research instrument "checklist". The checklist helped to observe the behaviour of the student-teachers and the students of CENIUES.

3.4 UNIVERSE

- **Population**

The research population for this study was comprised by the students from Practice Teaching I and II and the students of Basic level of CENIUES at the University of El Salvador, semester I and II - 2018.

- **Sample**

Since the population of Practice Teaching I and II is a large group of students, the researchers took the decision to observe only the student-teachers who were in charge and assigned as assistant teachers of the groups of modules I to IV at the CENIUES project with adults. It was necessary to search for the official schedule and speak with the coordinator of practice teaching in order to get the correct number of student-teacher assigned in the modules I to IV and participants of the

observational checklist used by the researchers. The numbers of participants were four students-teachers from the subject "Practice teaching II" of the year 2018.

3.5 Sampling frame

- **Purposive sampling**

Purposive Sampling (also known as judgment, selective or subjective Sampling) is a sampling technique in which researchers relies on his or her own judgement when choosing members of population to participate in the study.

Purposive sampling is a **non-probability** sampling method and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money".

Alternatively, purposive sampling may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design, aims and objectives. (Saunders, M., Lewis, P. & Thornhill, A. (2012

The following picture is an example of how a sample is selected in a purposive sampling
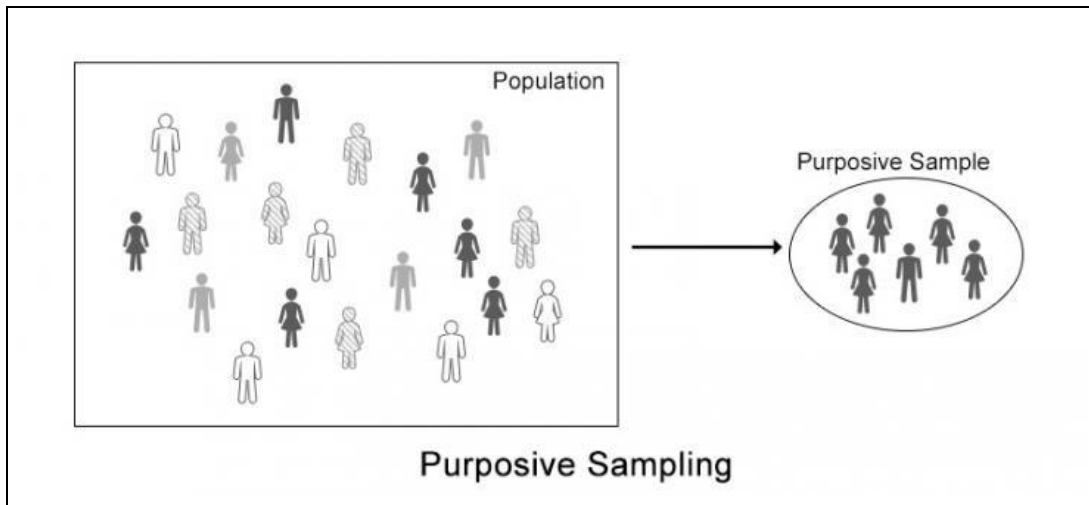
Figure 1. Purposive sampling method

Advantages of Purposive Sampling (Judgment sampling)

1. Purposive sampling is one of the most cost-effective and time-effective sampling method available.

2. Purposive sampling may be the only appropriate method available if there are only limited numbers of primary data sources who can contribute to the study.

The most convenient category selected by the researchers was the **(Homogeneous sampling)** because it focuses on one particular subgroup in which all the sample members are similar, such as a particular occupation or level in an organization´s hierarchy.

This research involves students from the subject Practice Teaching I and II but the group selected in order to be observed was from Practice Teaching II with a total of one hundred thirty-five students but the sample that was taken by the research group

was a sample of 4 students. The purposive sampling was the appropriate type of sampling for this research, since it was fitting perfectly with the number of sample inside the population.

3.6 RESEARCH TECHNIQUES

- **Interview**

The research group used the technique of interview in order to gather more information and have an opinion of each practitioner regarding the methodologies that used at the moment of teaching their groups.

- **Observation**

This technique was helpful to collect details and evidence about how the student-teachers control the environment in the classroom, also to check the different techniques, methodology and activities that students from Practice Teaching I and II apply at the moment of teaching.

3.7 RESEARCH INSTRUMENTS

- **Checklist**

The researchers will use this instrument to observe how students of the subject Practice Teaching I and II perform their classroom management. The observer's checklist will include some questions to gather the data from students of practice teaching and how they develop their classes.

3.8 Main Findings and results of the Checklist

The following results were the information gathered through the Checklist which was addressed to the student-teachers of Practice Teaching I and II of the year 2018. The results helped the research group to know if and how the student-teachers classroom management influences in the Communicative skills in Basic Level, Modules I to IV (Adults) of CENIUES Project.

- **Student-teachers**

The student-teacher has a good rapport with students.

In the first part of the observation stage, the group could observe that half of the student-teachers observed were able to engage with their students, the practitioners used a very acceptable way to grab student's attention and make them interact with each other. On the other hand, there was not enough rapport between the student-

teacher and students because there was no interaction. The practitioner was just talking and students were not paying attention, it was difficult for these student-teachers to grab student's attention, in some cases it was necessary to raise their voice, clap their hands, tell them to be quiet etc.

According to Benson and colleagues (2005) rapport is important because it needs to be associated with positive student perceptions (enjoyment of the subject and the professor) and behaviors (attending, studying and paying attention). This provides further evidence that rapport with students can lead to higher ratings of instruction.

The student-teachers implement teaching techniques and strategies for an effective learning.

According to the results of the checklist most of the practitioners observed were implementing teaching techniques or strategies in their classes for a good developed class. Most of the strategies used by the student-teachers were group work/cooperative learning and the inquiry-based instruction. On the other hand, researcher could also observe that some students were confused at the moment of developing the activities explained by the student-teachers.

The student-teacher sets rules and procedures according to the student's needs.

It was observed that most of the student-teachers were setting rules and procedures according to student's needs. Most of the practitioners were doing a great job but some students were talking to each other and were not paying attention.

The student-teacher gives clear instructions to the students.

According to the results observed in the classroom of each practitioner, most of the student-teachers were able to give clear instructions to the students. This was reflected because in each activity the students were aware of what to do, how to create the activity according to the time given. On the other hand, one of the practitioners was not able to give clear instructions; there were too many doubts by the students, some students were talking to each other and were not paying attention.

- **<u>Students</u>**

Students participate actively in class.

According to the results of the observational checklist, most of the students were paying attention. There were just a few students trying to participate, this means that it was always the same students participating trying to understand what the teacher

was explaining. The researchers could observe that a portion of students was definitely ignored by the student-teachers, no sufficient eye contact.

According to Dr. Kenneth Shore class participation is an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask for questions, they learn how to obtain information to enhance their own understanding of a topic.

Class participation also is a valuable learning tool for teachers through students' questions, you learn what they don't understand, and can adjust your instruction accordingly.

Just as speaking in front of a group doesn't come easily to many adults; however, speaking up in class is a struggle for many students. That struggle might manifest itself in the classroom in a variety of ways -- not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.

Students have mastered the material and class taught by the students-teacher

It was observed that most of the students were confused at the moment to mastered the class given by the practitioners, the group could perceive that CENIUES students were in some cases confused or did not have a clear idea of the whole topic provided by the practitioner; this result was checked when the student-teacher was asking the

students if they had any questions or doubts about the topic, there was a silence of doubts, no one responded correctly or gave an opinion about it.

Students are aware of the development of the class.

Regarding the result observed, most of the students were aware of the development of the class. They were doing each activity, they made groups, and there were speaking activities. Some practitioners were able to do different activities and use other type of materials according to the activity and space of the classroom.

Students pay attention and follow the instructions provided by the student-teacher

Most of the students were paying attention to the student-teacher instruction. There was a portion of students that was always talking during the class, and this could be reflected at the moment of participating because they were confused or they were asking about what to do. On the other hand, some students were always paying attention to the class and did the activities without any problem.

- **Tasks**

Students develop fluently the oral task

In this section, the researchers could identify that most of students had difficulty in performing oral tasks because they got confused at the moment of organizing their ideas. Also some students felt shy at the moment of developing the oral activities provided by the student-teacher. As a consequence students did not feel confidence when they talked.

The student- teacher uses worksheets to help students to be able to perform their tasks.

Worksheets are effective tools for teachers in order to help their students learn important concepts given in the class. This important tool has been useful to the students from Practice Teaching I and II at this point in time to teach because students could go over the topic thought by the practitioners and discussed the main idea with their classmates.

- **Atmosphere**

The arrangement of the desks is appropriately organized for the class and activities.

In this part, the teammates could check that half of student-teachers had an advantage in the arrangement of desks because they were the proper ones for the activities that they conducted in the class since there was enough space to do it; this allowed the students to develop in a good way the activities carried out by students-teachers.

Nevertheless, the other half of student-teachers had a disadvantage because they did not have enough space in the classroom in order to teach. Some of them had to complete some activities out of the classroom.

The atmosphere is the appropriate for the basic level

The environment of most of the student-teachers that were observed was well-known because practitioners provided students encouragement and positive reinforcement during the all class. Also some students-teachers managed environment very well because they tried to conduct the activities according to the space and time that they had to teach. Notwithstanding, students teachers did not have enough visual aids to instruct the class.

CHAPTER IV

ANSWERS TO RESEARCH QUESTIONS

In this chapter, the researchers describe the subsidiary questions based on the observations and interviews made to the student-teachers who were taking Practice Teaching I and II with the purpose to determine how they manage the class and how this can influence in the communicative skills of students from CENIUES project with adults of Basic level, Modules I to IV of 2018.

1. What methodologies are used by students in Practice Teaching I and II in order to reinforce the student´s communicative skills?

Diane Larsen (2000) states that methodology links thoughts and actions because teaching is not entirely about one or the other. In this research paper it is important to confirm what methodologies were used by the student-teachers who were taking the subjects Practice Teaching I and II when they were teaching.

As consequence, in the interview made to the student-teachers, the teammates classified two methodologies that student-teachers used at the moment to develop their classes. These methodologies are the Communicative Language Teaching Approach, and the Traditional Teaching Method.

It is also important to mention that researchers identified only two methodologies due to the student-teachers got confused at the moment to answer this question because most of them mentioned the strategies (which will be discussed later) that

they used instead of methodologies. Below, there is a more detailed description of the methodologies used by student-teachers.

One of the methodologies that student-teachers used was the Communicative Language Teaching Approach which has an important goal, that is to make the students talk and develop their communicative skills and according to the team group there are many ways to achieve this. Moreover the teachers should give feedback to the students.
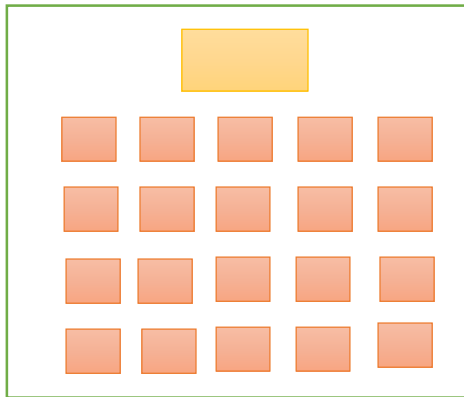
Robert Sommer, 1969
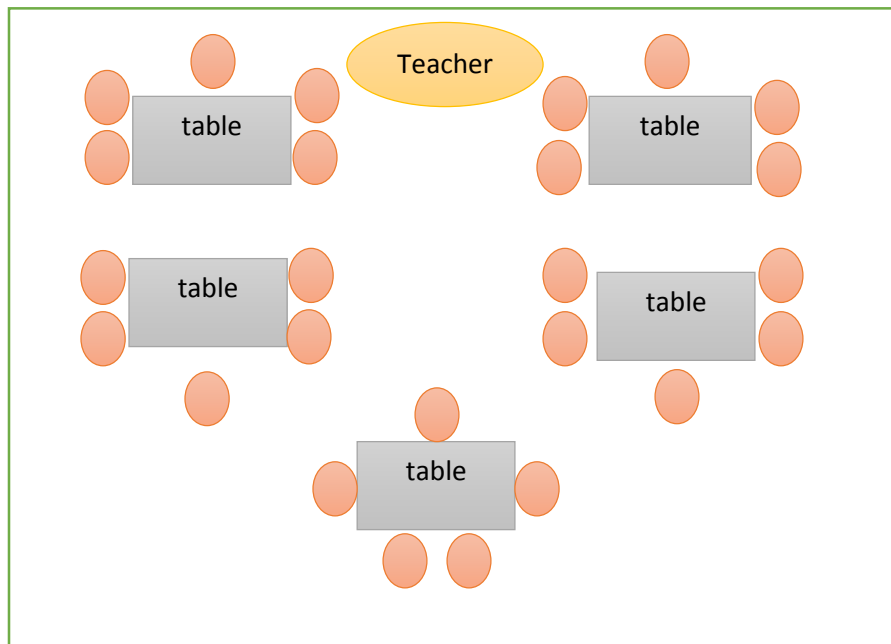
The student-teachers developed some activities which are part of this methodology; one of them is that they asked students at the beginning of the class what they understood about a specific word related to the topic. In this part, students could express their ideas and student-teachers started the class.

The group considers that it is normal to know that students will make mistakes when they are expressing their ideas, however the group work could identify that student-teachers did not provide the correct feedback to students when they made some mistakes.

Another methodology that student-teachers used was the traditional method. With the observation, the researchers realized that 2 out of 4 students who were taking Practice Teaching I and II used this kind of methodology because the students read a text.

Robert Sommer, 1969

Moreover, students had some questions in their books and they discussed these questions with the person next to them. In addition, the student-teachers monitored those discussions.

This process also helped the students to have more confidence at the moment to speak English. Also to get more vocabulary, to follow up a conversation and try to understand what the classmates was saying.

2. What strategies help students of Practice Teaching I and II to realize a good classroom management?

The teaching strategies used by practitioners of Practice Teaching play an important role in the development of a good classroom management. Lawton defines teaching strategy as a generalized plan for a lesson(s) which includes structure desired learner behavior in term of goals of instructions and an outline of planned tactics necessary to implement the strategy. Teaching strategies are used by teachers according to the student's needs, the subject and the instructional objectives to be developed in the class.

There are a lot of teaching strategies used by teachers, in other words there are a variety of teaching strategies that can be implemented by the teacher in a class but the most important is to know which topics will be included and if the teaching strategy is going to work and show a good result in the development of the activities during the class. The most useful strategies observed in the student-teacher of Practice teaching I and II were the following: The group work/ the cooperative learning and the inquiry-based instruction.
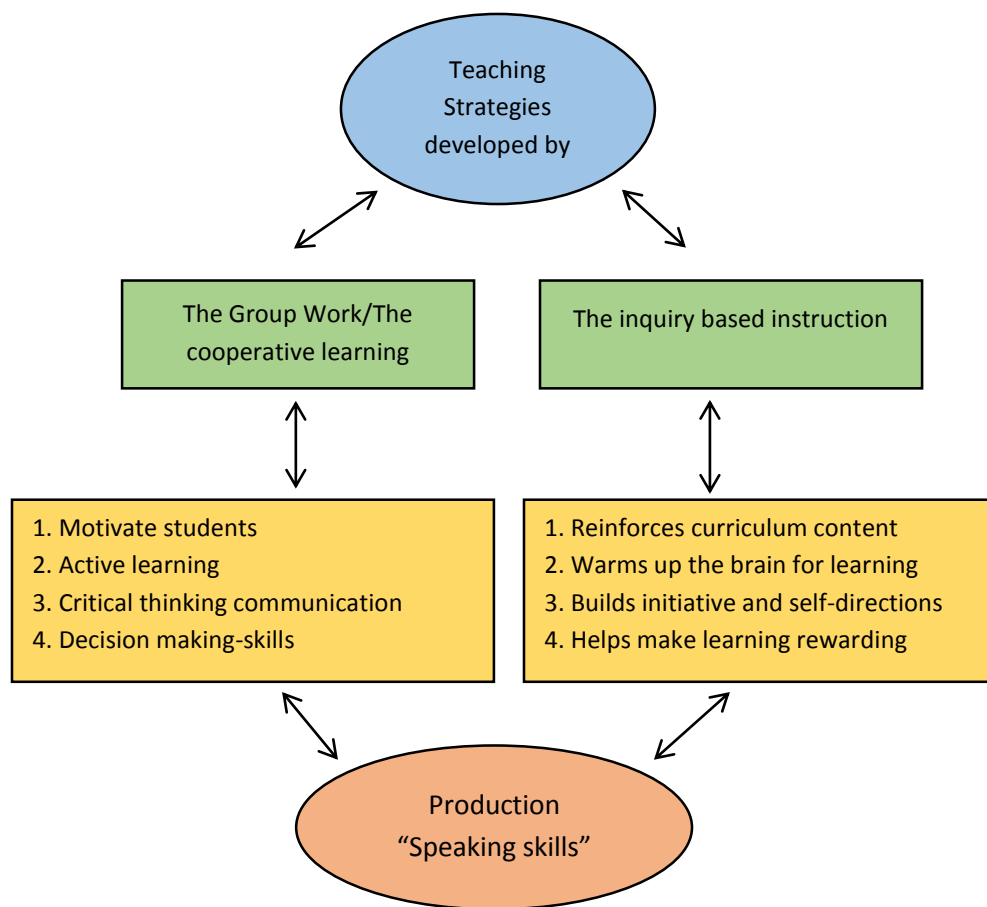
Conceptual map of the strategies used by the student-teachers of Practice Teaching I and II

The first and most useful strategy used by the Student-teachers of Practice Teaching according to the results observed in the checklist and the answers of the practitioners in the interview was the strategy of "Group work or cooperative learning". This strategy is very common in English classes because it gives the opportunity to students to work with others, share ideas and see different points of view.

The second teaching strategy used by the student-teacher was the Inquiry-based instruction; this technique was applied by most of the practitioners because they believe that students make more engagement by asking questions, investigating, exploring and reporting what they see. The inquiry-based instruction is primarily a pedagogical method, developed during the discovery learning movements of the 1960s as a response to traditional forms of instruction.

Nowadays, this technique implies involving students in the learning process so they will have a deeper understanding of what they are learning. As it was mentioned before the characteristics of the inquiry-based instruction is to engage students to learn by asking questions, making investigations, exploring and reporting everything that might be interesting for them.

3. What type of tasks or activities are developed by students in Practice Teaching I and II so that basic students can improve their English learning process?

Task and activities are an important part of the development of the class. Some of them are developed since the very beginning of the class in order to catch the student's attention, and through the whole class.

As Jack C. Richards (2018) stated the term activity is more general and refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course.

For example singing a song, playing a game, taking part in a debate, having a group discussion, are all different kinds of teaching activities, and a task is normally defined as something that learners do or carry out, using their existing language resources or those that have been provided in pre-task work.

There are thousands of types of activities and tasks that are carried out in class that fits in the different teaching methodology existing. In the stage named observation that the team performed in this research, two types of activities were identified; the first one is the Warm up, drill repetition, and worksheets.

The team observed that the most common activity carried out by the student-teachers were the warm up "two teams". This consists on dividing the class in two groups and assigning letters to the group respectively A and B. The student-teacher pronounced different words in order for pupils to write in the whiteboard and the team

that wrote the highest amount of words got more points and at the end that team was the winner.

This type of activities at the beginning of the class help to raise student's attention and to release stress before the class might continue.

As cited in Ashia Akther (2014) Using warm up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide them purpose and motivation (Eragamreddy, 2013)

The other activity that students-teacher developed frequently was drilling repetition. According to Julie Tice (2014 for British Council) Drilling is an activity that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.

Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

After half of the class, and after having taught the presentation of the class, the student-teachers developed the task named worksheet. Bowen Tim (for one stop English) states that the task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they

are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

 As a conclusion and according to the results of the observation obtained with the instruments used (Checklist and interview) the activities and tasks developed by the student-teachers helped to the teaching process. Although the activities were not totally according to the Communicative Language teaching approach, they worked in a way to students learn. But it is important to mark that many times student-teachers were not appropriately prepared with the correct activities and tasks according to the methodology used, and that affects the pupils learning and hence the output they might produce.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

According to the results gathered from the observations and interviews, the research group concluded that half of the student-teachers of the subject Practice teaching I and II are doing a valuable effort in the beginning of their professional practice as teachers and at the same time this help them to get more knowledge about the management with a group class.

On the other hand, some student-teachers did not feel confident at the moment to teach because they were not sufficiently prepared and familiar with the contents that should be covered; furthermore they did not provide clear instructions to students. As consequence, students got confused, unmotivated, there were no participations and students were not engaged with the student-teacher.

Despite of student teachers have the main responsibility to develop their teaching abilities with the purpose to improve the English learning process of the students developing the different methodologies, strategies, tasks and activities, they had a deficiency of teaching experience produced by the lack of opportunities of practice in the educational system or by their own interest.

For these reasons we can conclude that the staffs of Ceniues state in a way something that is true but on the other hand student teachers do not have the sufficient didactical space for improving.

5.2 Recommendations

Based on the conclusions from researchers through the interview and observation made to the student-teachers of Practice Teaching I and II, the group work suggested the following recommendations:

- Student-teachers should focus on developing strategies that work better to get the best learning for their pupils.

- Student-teachers should develop different activities according to the appropriate level of the students.

- Student-teachers should define an approach according to their own convictions, preferences, and have a clear sight of the teaching process.

- Foreign Language Department should provide more spaces for the student teachers to practice more in their methodological subjects before they start the teaching practice to play a better role.

- Student-teachers should search opportunities to practice what they have learned in public schools, Institutes and other places to gain experience.

CHAPTER VI

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APPENDIXES

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT

CLASS OBSERVATION CHECKLIST

According to the Principles of Classroom managements, the student-teacher has to implement the following principles for a good handling of class. (Samer Rabadi and Betty Ray (2017).

CRITERIA					
Students-teachers	**Yes**	**No**	**Students**	**Yes**	**No**
The Student-teacher has a good rapport with students.			Students participate actively in class.		
The student-teacher implements teaching techniques and strategies for an effective learning.			Students have mastered the material and class taught by the student-teacher.		
The student-teacher sets rules and procedures according to the students needs.			Students are aware of the development of the class.		
The student-teacher gives clear instructions to the students.			Students pay attention and follow the instructions provided by the student-teacher.		
Tasks	**Yes**	**No**	**Atmosphere**	**Yes**	**No**
Students develop fluently the oral tasks.			The arrangement of the desks is appropriately organized for the class and activities.		
The student- teacher uses worksheets to help students to be able to perform their tasks.			The atmosphere is the appropriate for the basic level		

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGE DEPARTMENT

This interview was addressed to the practitioners who are students of the Foreign Language Department of the subject practice teaching I and II of 2018. The reason of this interview was to collect information according to the opinion of the practitioners who were observed and interviewed to enrich the results of the research project and accomplish one of the objectives of the research topic. **The influence of Teacher's Classroom Management performed by Students of Practice Teaching I and II at CENIUES project with adults, modules I to IV in the output of their communicative skills in class in their English learning process at the University of El Salvador.**

Objective: To identify which type of methodologies are used by students in Teaching Practice I and II to develop their classroom management in order to reinforce basic student´s English Learning Process.

1. What methodologies do you implement in your class in order to make your students achieve maximum output in their English Learning Process?

2. Why do you consider these methodologies effective?

<u>Appendix 3</u>

Results obtained of the Interviews addressed to the student-teachers of Practice Teaching I and II of the year 2018

Analysis of the interviews based on codification and abstraction model

INTERVIEW 1 **Interviewer:** What methodologies do you implement in your class in order to make your students achieve maximum output in their English learning process? **Interviewee:** Well I try to use more students talk than teacher talk, something that is more difficult because when you are in the basic level or elementary level is complicated, but I try to they look or they find the grammar rules by themselves they are discovering things in order to learn, when they discover the things by themselves, they learn better. It is better when you let them to talk and ask them for participation, I try to do that, and I try to do some dynamics and activities in order that they can talk or they can develop that kind of activities. I prefer one day can work with developing speaking and listening because when in order that they can talk they can produce because grammar is in that, so that is why I consider is my methodology.	The student-teacher pays attention to the time she takes for teaching. What she meant is that she employs less time for her talking participation than the time that students have to participate. It is difficult for the basic levels because they are not supposed to have a good fluency level or an advanced vocabulary as the others level are supposed to have. She said that she prefers in the future to work more with speaking and listening to let student practice spoken language more than written. She said that doing that is better than just studying grammar rules alone because when students talk, grammar in inside the speaking and it is like to say the best practice.	Many training courses based on CLT insisted that teacher talking time (TTT) was counterproductive and that teachers should reduce TTT for a number of reasons - Excessive TTT limits the amount of STT (student talking time). If the teacher talks for half the time in a 60 minute lesson with 15 students, each student gets only 2 minutes to speak. - A large amount of TTT results in long stretches of time in teacher-to-class (T/class) mode and a monotonous pace. Student under-involvement inevitably leads to loss of concentration, boredom and reduced learning. - TTT often means that the teacher is giving the students information that they could be finding out for themselves, such as grammar rules, the meanings of vocabulary items and corrections.

		• Teacher explanations alone are often tedious, full of terminology and difficult to follow. There may be no indication of whether the students have understood. • If the teacher takes the dominant role in classroom discourse in terms of initiating the topic, allocating turns and evaluating comments, the student's role is only that of respondent. Opportunities for developing the speaking skill are therefore severely limited.
Interviewer: Why do you consider these methodologies effective? **Interviewee:** Well until here I don't have too much time in this, but I have learned in that way, many students have told me ok, we will learn when you do some activities that are dynamic they are engaged to learn to practice to do something, I have tried to elicit them to practice the thing that they have learned, because it is not just that we are spelling the things that is why I ask them until they talk me something maybe little things but I consider that it is important.	Student-teacher stated that she has not a lot of experience in teaching but her students have told her that they learn better when she employs dynamic activities in which they can engage. She declared that she elicit (try to get responses from the students) from them the answers. These answers can be short but they are meaningful in the learning process.	**Elicitation** Elicitation is a technique by which the teacher gets the learners to give information rather than giving it to them. In the classroom Elicitation is an important technique for various reasons. It helps develop a learner-centered dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment.

Transcription of the interview	Interpretation of the answers	Theory	
INTERVIEW 2 **Interviewer:** What methodologies do you implement in your class in order to make your students achieve maximum output in their English learning process? **Interviewee:** authentic material, because with this they can give an opinion, they have to talk, only that. That is the only one I remember right now. What others exist? I don't remember **Interviewer:** There is also the communicative approach. **Interviewee:** I think that is the authentic material because is based in homework, but also the communicative approach, because it is most important for the interaction, social interaction I think that is the other.	The student-teacher said that authentic material gives to students the opportunity to participate in natural way, since it has to do with speaking of natural facts of the daily life. The teacher-student had a vague idea of what methodology she was using, but when conversing more she realized that maybe authentic material could be part of communicative approach even when she did not realize. But in General she was not aware of that.	"Using authentic materials is one of the mainstays of an imaginative and motivating higher level course, but rarely features at levels lower than intermediate." According to this article in basic levels of teaching language is not appropriate to use authentic material.	

Interviewer: Why do you consider these methodologies effective? **Interviewee:** Because I consider that the purpose of teaching English more that anything is to communicate, because the others skills is more …memorizing not practical , instead speaking is to talk more to develop that ability because we don't interact with others speaking English. I think that is one of the most important issues, I mean grammar, vocabulary because it also helps, but interaction among students I thinks is when they connect more with language, I mean they practice, only that.			

Transcription of the interview	Interpretation of the answers	Theory
<u>INTERVIEW 3</u> **Interviewer**: What methodologies do you implement in your class in order to make your students achieve maximum output in their English learning process? **Interviewee:** Well, I always try to use flashcard for introducing vocabulary also I like to use chart for explaining the grammar structure and posters for students can speak about them and applying thinking skills.	The student-teacher was not conscious of the methodology she was using. But she was clear that visual aids take an important place in learning vocabulary. What she meant by saying thinking skills is that when students see images they think on that image and that produce they would be able to speak.	Visual aids incorporate pictures, diagrams, charts, graphs or videos which assist students in their understanding of a lesson or concept. These also help to make a point or enhance a lesson or presentation. For example, if a student had to name the parts of the human face, photographs of people could be used as visual aids. Visual aids assist you in presenting a lesson clearly and smoothly, without complications or tangents. They allow you to explain the meaning behind vocabulary and structures without having to go into great detail. In addition, questions can be asked about your visual aids to motivate students' talking time and lead them to answers. Visual aids assist you in presenting a lesson clearly and smoothly, without complications or tangents. They allow you to explain the meaning behind vocabulary and structures without having to go into great detail. In addition, questions can be asked about your visual aids to motivate

		students' talking time and lead them to answers.
		Thinking skills are the mental activities you use to process information, make connections, make decisions, and create new ideas. You use your thinking skills when you try to make sense of experiences, solve problems, make decisions, ask questions, make plans, or organize information.
Interviewer: Why do you consider these methodologies effective? **Interviewee:** Well because I think that pictures and charts and posters students can get in a better way the information that the teacher want to explain them.		

Transcription of the interview	Interpretation of the answers	Theory
<u>INTERVIEW 4</u> **Interviewer:** What methodologies do you implement in your class in order to make your students achieve maximum output in their English learning process? **Interviewee:** Basically the methodology that I try to use when I am teaching classes is PPP because I consider that one covers all the necessary steps in order to students acquire the best knowledge or maybe all the information covered in the subject,	The student-teacher mentioned the PPP which is a methodology of teaching and it is related with the communicative approach regarding to the steps practice and production. He says that PPP method has the necessary steps for teaching	The PPP method could be characterized as a *common-sense* approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with. The first stage is the **presentation** of an aspect of language in a context that students are familiar with, much the same way that a swimming instructor would demonstrate a stroke outside the pool to beginners. The second stage is **practice**, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. To continue with the analogy, the swimming instructor allowing the children to rehearse the stroke in the pool whilst being close enough to give any support required and plenty of encouragement. The final stage is **production** where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his young charges to take their first few tentative strokes on their own.

		As with any well-established methodology, PPP has its critics and a couple of relatively new methodologies are starting to gain in popularity such as TBL (task based learning) and ESA (engage, study, activate). However, even strong advocates of these new methodologies do concede that new EFL (English as a foreign language) teachers find the PPP methodology easiest to grasp, and that these new teachers, once familiar with the PPP methodology, are able to use TBL and ESA more effectively than new trainees that are only exposed to either TBL or ESA.
Interviewer: Why do you consider these methodologies effective? **Interviewee:** I use that one because I consider that the tree steps presentation, practice and production give an easy way for the students have the best knowledge that they can acquire because that specific methodology is easy and also cover the necessary steps in order for them be able to reach the target of the knowledge that is request for them.		