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GENERAL TOPIC:

Methodological strategies in learning and teaching process in the English language during the second semester of 2014.

TOPIC:

Methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from Maria Mazzarello Private School during the second semester in 2014.

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Dedictory

This Research is dedicated to our respective parents who have been our complete support.

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Abstract

This research attempted to explore factors that affect listening and speaking skills and their implications in the development of communicative competence at Maria Mazzarello private school in Managua. The participants were students who belong to low advanced level of tenth and eleventh grades from this school. The English curriculum was designed according to the knowledge of them.

Data were gathered through instruments such as observations class, surveys for students and interview for teacher; their replies were analyzed through of graphs and it was used for getting information about the effectiveness and efficiency of work carried out by the teacher. Findings revealed that methodological factors that are affecting the development of both the listening and speaking from students were: to lack of knowledge about teaching strategies to develop listening and speaking skills, the inappropriate way in apply the teaching strategies to develop these skills by the teacher and also the lack of effective didactic resources to optimize it and finally, the low level of effectiveness on assessment applied in listening and speaking skills. Additionally, it was found that these factors are directly or indirectly implied in the development of communicative competence.

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V. Justification

It was decided to research about Methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades who belong to low advanced level in this school from Maria Mazzarello private school. This is, because there are many students who present difficulties to understand and solve listening and speaking tasks. Therefore, they are not able to achieve the desired goal according to the curricula designed for this level. During the observations conducted in some English classes, it was found that students had weaknesses to carry out listening and speaking tasks. As a consequence, they didn't carry out an effective communication using the target language in different situations.

Nowadays, it is difficult for most of students to develop listening and speaking skills. One of the possible reasons is that the methodological approach is affecting this process. In addition, the lack of knowledge about methodological strategies, the inappropriate use of didactic resources and the lack of effective assessment applied by teachers can affect the teaching and learning process in a negative way. Based on these aspects, it is necessary to research about how the methodological approach used by the teacher is affecting the development of language skills of those students.

This research will contribute to provide some solutions to this problem. It means that both students and teachers will get benefits from this research to improve the teaching and learning English process. Based on the obtained results, it is given some suggestions in

Methodological factor that affect the development of both listening and speaking skills

order to reinforce the development of listening and speaking skills of students at Maria Mazzarello private school. It is recommended to take advantage of the available didactic resources that we can find inside and outside the school to increase students' knowledge, so it will make a valuable contribution in language learning in listening and speaking skills.

VI. Introduction

This research is applied to identify the methodological factors that affect the performance of listening and speaking skills of the students of tenth and eleventh grades who belong to low advanced level, morning shift from Maria Mazzarello private school. Through the process of observation during the development of English classes, it was identified that those students have weaknesses in learning a foreign language, specially in both listening and speaking tasks. According to the gathered results, it was considered to apply a research about the methodological factors that are affecting the learning process of students, find the problem and give a possible solution.

The most important factor that affects the learning and teaching process is the inappropriate methodological strategies that the teacher is applying. It means that the teacher's lack of information about teaching methodologies to adapt teaching practices to develop effective lesson for improving listening and speaking skills makes the learning process difficult. In consequence to this, students do not practice English in the classroom, neither outside it. This data was obtained from a survey and an interview which was applied to both the students and the teacher.

Another issue that is affecting the students' performance in listening and speaking skills is the effectiveness on assessment. Instructions and tasks given by the teacher is not figured out by students. Students are not able to ask and respond using English; in addition, they do

not have an active participation in the class; even students do not take advantages about didactic resources that the teacher uses into the classroom.

In brief, it is assumed that the main factor that is affecting the acquisition of listening and speaking skills of those students is the lack of effective methodological strategies applied; for that reason, it is considered to give the teacher some recommendation which could contribute to solve the problem, including more practice in listening and speaking skills according to the level of the students.

VII. Problems and sub-problems

Problem statement:

- What are the methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from Maria Mazzarello private school during the second semester in 2014?

Sub problems:

- Teacher's absence of knowledge about teaching strategies to develop listening and speaking skills.
- The inappropriate way to apply the teaching strategies to develop listening and speaking skills by the teacher.
- The lack of effective didactic resources to optimize the listening and speaking skills.
- The low level of effectiveness on assessment applied in listening and speaking skills.

VIII. General and specific objectives

General Objective:

- To analyze the methodological factors that affect the development of both listening and speaking skills in the students of 10th and 11th grades from Maria Mazzarello private school during the second semester in 2014.

Specific Objectives:

- To determine the teacher's absence of knowledge about teaching strategies to develop the listening and speaking skills.
- To identify the inappropriate way to apply the teaching strategies to develop listening and speaking skills by the teacher.
- To determine effective didactic resources in the development of listening and speaking skills.
- To identify effectiveness on the assessment in the development of listening and speaking skills.
- To provide recommendations to develop the listening and speaking skills.

IX. Historical background

This research is focused on the study of methodological factors that affects the development of both listening and speaking skills of the students of 10th and 11th grades, both of them belong to Low advanced level in Maria Mazzarello PrivateSchool. During the observation conducted in the development of English classes, it is found that the most of those students have difficulties to ask and answer questions and to understand and follow instructions given by the teachersince they are not able to achieve the desired goal of curricula because they feel afraid of speaking English and they do not want to make mistakes.

On the other hand, some students do not have any interest in learning English; in addition, students almost never practiced outside the classroom; it means that they do not practice the target language every day. It is sometimes because they lack vocabulary, they feel nervous or they are not responsible for their studies neither they practice at home.Based on the results obtained in the instruments applied (observation guide, interview and surveys) it is affirmed that both listening and speaking are the most difficult skills to develop for English students;therefore, there is an interest to determine which are the greatest obstacles that students face in order to improve the performance in listening and speaking.

X. Theoretical framework

1. Important definitions to consider

1.1 Listening skill

Listening skill can be defined as, "Listening is the act of hearing attentively". It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, "Active listening, which is very important for effective communication". Listening can be also defined as, "More than just hearing and to understand and interpret the meaning of a conversation". Therefore, within the English teaching - learning process it is important to consider the fundamental skills (Listening & Speaking, Reading & writing) to be developed to achieve a meaningful learning of it. Of these ones, the listening comprehension plays an important role in English learning because the ear understands and recognizes sounds, and becomes familiar with the accent of native speakers. Then, when students learn to "recognize sounds" and "identify the meaning" they learn to listen well and are able to pronounce, understand what is communicated and therefore they may acquire the ability to read and write.

1.2 Speaking skill

Speaking is one of the skills that have to be acquired by students in learning English also to express the needs request, information, service, and etc. Many experts define speaking skill in different ways. According to Yuliantono (2012) writes, "Speaking is one of language

skill that must be mastered by any foreign language learner because speaking is an essential tool for communicating, thinking and learning"p.1).Meanwhile, Amir (2010, p.10) assumed that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing information". So, it can be concluded that speaking is an ability to communicate orally to other people with the aim is to express their idea and feeling.(The improvement of student's speaking skill through guessing games. 2009)

Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

Listening and speaking are two of the most difficult skills students have English, due to shortage of time or opportunities to be exposed to the language in their daily lives. BesidesListening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Nowadays, to adapt to this global world, the abilities of communicating fluently in English is very important. Therefore, it is necessary to improve these two skills: listening and speaking. However, English is not our native language. Somehow we can't always

understand clearly the meanings while listening to it and can't put what we are thinking into words.

1.3 Teaching methodology

A teaching methodology is essentially the way in which a teacher chooses to explain or teach the content material to students so they can use the material to learn the language. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the level of knowledge and preferences of a teacher. It is also not common for a teacher to utilize multiple methods within a single lesson or over the course of several lessons.(What Is a Teaching Methodology? 2001)

Adamu (2008) method can be defined as a procedure by which a goal is reached, a purpose accomplished or a result achieved. Method can also be defined as a practical application of teaching principles based on the nature of learner, the nature of the subject and the learning needs of the students. (Learning and Teaching Methodology. 2012)

1.4 Methodological strategies

Methodological strategies refer to the structure, system, methods, techniques, procedures, and processes that the teacher uses during the instruction. These are strategies that the teacher applies in order to assist students' learning. The use of creative methodological strategies promotes students' speaking skills when they have friendly competition with each other, so each student will participate in the classroom.

According to Brandt(1998), “The methodological strategies, techniques andragogical learning and learning resources prior learning capabilities of potential participants, and limitations of each.(Estrategias de aprendizaje. 2014).This means Methodological strategies for teaching are integrated procedures and resources used by the trainer in order to develop students skills for acquisition, interpretation and information processing sequences; and using these in the generation of new knowledge, its application in the various areas in which daily life, thus promoting significant learning play. Strategies should be designed in a way that encourages students to observe, analyze, review, formulate hypotheses, seek solutions and discover knowledge for themselves.

2. Teachingprocess

2.1 Methodological strategies to develop listening skill

Games

Using games to teach effective listening to students is a fun way to develop auditory skills and social development. Listening is key to following directions and developing the ability to remember concepts taught in the classroom. Games serve as repetitive activities that enhance these skills and cultivate auditory and literacy development. You can even use games as a way to exercise the brain and promote retention of academic content. Listening activities condition students to develop new vocabulary and recognize appropriate grammar.

The following games are the most common game used by teachers from María Mazzarello Private School and these help to the students practice listening skill:

- **Simon Says** as a way to emphasize the importance of focus and following directions. This is a very simple game that can be played in a short amount of time with little preparation. Also it helps students with listening and is a good activity that gets students out of the chairs. Try saying, "Simon says touch your toes and then say sit on the floor."

- **Change Seats** game works best with a small class because the students have to move around, but it can be played in larger classes, too. It can let students practice listening. For instances, students listen carefully the commands given by the teacher.

- **I'm going to My Grandmother's House and...** This listening game is perfect for students of any age. You can ask the students to name objects in alphabetical order, or simply name random objects. The first student will say "I'm going to my grandmother's house and I'm bringing..." and add something he would like to bring. The next student will repeat the line, saying what the first student would bring before adding what he or she would bring. The game continues until each student has repeated every object before him. To make it fair, ask the first student to repeat all of the objects.

- **Answering Machine.** Type out two messages someone would leave on an answering machine. Ask the students to pair up and sit back-to-back. Give each student script, but make sure the neither student in a pair receives the same script. While the students sit back-to-back, the first student will give the information. The second student will have to write down all the necessary information needed to successfully call the person back. The second student will then read his script while the other student writes down necessary information.

- **Describing.** This describing game works well for students who are learning about colors and contrasts, such as "long" versus "short." Cut pictures out from magazines, print pictures out from the Internet or draw pictures. Hang several up at a time. While standing in front of the classroom, describe what is in the picture. For example, if describing a strawberry, you would say "It's red, it's not quite round and it's something you eat." Students will then point to which is correct. In order to make the game more "competitive," place the students into teams and have each team win a point when they get the answer correct.

Songs

Song is very helpful in the language learning process. They are good not only for audio visual but also for kinesthetic learners. They can give good training in listening activities. They are the best means to learn different accent and improve pronunciation, enrich vocabulary, and speaking skill. Listening is the activity of paying attention to and trying to get meaning from something we hear in order to speak properly. So, the principle condition

of working with songs lies and depends on listening, which represents the main medium of receiving and reproducing information.

In this context, Claerr (1984) argues that “songs have unique advantage for the practice of listening comprehension because of their meaningful context, appealing “package”, and topics of broad human interests”. In order to develop the EFL students’ listening skill, songs should have clear and understandable lyrics. (Developing Students Listening Skills with the Use of Song. 2014) Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. As Schoepp (2001) suggests "The enjoyment aspect of learning language through songs is directly related to affective factors."

The affective filter is one of the five hypotheses that Krashen presents. Krashen (as cited in Schoepp, 2001) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp (2001) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Dialogues

The dialogue helps to understand and follow instruction; it is important that the teacher use it. Moreover, it helps to adapt the listening of students to the new language. Beside students

identify different accent and to understand the topic. Students acquired good pronunciation of words.

Role plays

Role-playing activities are an enjoyable teaching technique, allowing students to pretend to be other people, while demonstrating and practicing important lessons. You can use role-playing in your classroom to teach effective listening skills by placing students in roles which highlight specific listening elements. While passive listening is a natural skill people learn as they develop, active listening requires practice and focus to master.

Remove Distractions You can use a role-playing activity to demonstrate the importance of removing distractions while students try to listen effectively. Instruct two students to sit in the front of the class and role-play an interview situation. Provide one student with a list of questions, and the other with a list of personal information she can use to answer the questions. At several points during the interview, stop the interview and ask the interviewer to solve a simple math problem on the board. Afterward, ask the interviewer a series of questions about the interviewee's information, showing how the interviewer had trouble gathering information because of the distractions. Role play works best with people who know each other and have developed a degree of trust. Teachers should be sensitive to learners who are shy or reluctant to take part.

- Decide on a scenario of relevance to the learners, e.g. taking part in a team meeting, handling a difficult customer, making an appointment over the phone, buying a train ticket
- Be clear with the learners about the purpose of the role play

- Develop a series of situation cards applicable to the scenario that describe what each participant in the role play must do
- Collect any props that may be useful, e.g. phones, hats, desks
- Discuss the role-play scenario with the learners. Ask for suggestions for likely contributions. What might be said? What shouldn't be said? Talk about facial expressions and body language. How do participants show they are listening?
- Divide the group into appropriate sized groups for the situation and distribute the role-play card.
- An observer for each group can be useful. At the end of the role play, the observer can offer positive criticism and suggestions for improvement
- Set a time limit. At the end of the time ask learners for feed back
- Learners can swap roles

How to differentiate according to abilities of learner

- Select scenarios of relevance to each learner
- Confident learners may want to perform their role-play for the rest of the group
- Give an opportunity to rehearse role-play situations
- Some learners may wish to develop a script before performing the role-play
- Discuss what may happen in the situation of the role-play, including identifying possible useful vocabulary and phrases
- Show a video or play an audio recording of a similar situation first.

2.2 Methodological strategies to develop speaking skill.

Games

Games serve as excellent communicative activities. The use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously. In this article the author also shares her experience of some interesting games and their application in the language classroom.

Communicative competence, leads language teachers to seek task-oriented activities that engage their students in creative language use. Games which are task-based and have a purpose beyond the production of correct speech, serve as excellent communicative activities (Saricoban&Metin. 2000). On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results.

- **Mysterious Landmarks.** This game encourages students' productive skills and elicits their speech fluency. Cross-culture concepts are also addressed. The number, the length, and the patterns of sentence can vary depending on the students' language ability and linguistic points the instructor would like to reinforce.

- **Story Time.** The recorded stories are all classical bedtime stories for young children and have been translated into most of the major languages worldwide. Students should be familiar with those stories. This game focuses on gist-listening skills. Students only need to catch the key terms to figure out what the story is.

Songs

Griffee (2001) express, “song is part of music that you sing through words”. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable. Songs are part of daily life for most people. Who doesn't enjoy music at home, while travelling or studying, or even at work? Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. But how do songs actually benefit your students? In the first part of this article we look at the theoretical background to these questions; in the second half we look at what we can do with songs in the classroom.

Teacher can be applies singing a song to improve their speaking skill, the teacher need to motivate students through singing a song that make the students more interested in improving their speaking skill and more enjoyable to practice their speaking with certain technique. Lo (1998) said, “Writing that songs provide a break from classroom routine and that learning through songs develops a non-threatening classroom atmosphere in which the

four skills can be enhanced. The belief that songs provide enjoyment and develop language skills.”Songs also present opportunities for developing automaticity, which is the main cognitive reason for using in the classroom.

According to Segalwitz (1988) define automaticity as a component of language fluency which involves both knowing what to say and producing rapidly without pauses. Using songs can help atomize the language development process. The repetitive style of the song lends itself to an activity where students create their own present progressive sentence based upon their own interest. After listening to the song, students create their own lyrics following the tune of the song.

Teacher should be able to make students speak English fluently singing a song training has a profound impact on other skills including speech and language, also even the ability to convey emotions vocally.Singing a song can improve speaking skill also pronunciation, vocabulary and fluency by using song may give new atmosphere for the students give them fun and enjoyment. Also to enrich students ability to achieve the best goal.

Dialogues

Dialogue is a communication tool that allows people to understand other views without interrupting. The goal of dialogue is to get other view and not to defend our view. Dialogue helps the students practice in speech, pronunciation, intonation, stress and also improves vocabulary. Dialogue brings people naturally sit down together and talk about important issues. Dialogue isn't a problem-solving process directly. It is instead a process that builds

bridges of understanding between groups that helps to reduce misunderstanding conflict.

Dialogue technique has advantages and disadvantages. The first advantage is Dialogue promotes better understanding and more creative cooperation between different people and groups. The process will help to reduce misunderstandings and help ensure more successful interaction. Second, dialogue can make the situation more relax. For example, talking about the interesting topics: hobby, daily activity, advertisement, and so on. Meanwhile, the first advantage of dialogue is that too much dialogue can make confused other people because sometime the dialogue can run short or long. Second, it can throw off readers because they don't yet understand why they should care.

Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates. (Astuti. 2010).

Interpersonal (dialogue)

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda, such as personal interviews or casual conversation role plays. (Brown. 2001)

Role plays

Be practical. Students will be more motivated and eager to participate if you present them with a realistic situation that they might encounter in their daily lives. For example, asking students to role play about a tenant that has a problem with an apartment manager will be more practical than a student speaking with an alien. Using realistic situations gets students to practice essential vocabulary and phrases in such a way that they will be better able to retain what they learn.

It's all in the details. Role plays are an opportunity for students to produce natural, semi-spontaneous speech. When setting up a role play, you should give enough information about the situation to evoke the vocabulary you are targeting, but it should leave enough to the imagination to allow the students to construct their speech on the spot. Students will get more from the exercise if they can correctly use the appropriate vocabulary on their own. Encourage students to make notes while they are planning, but not to write a script. If you want students to read from scripts, try an activity like reader's theatre. In a role play, students should work on building their fluency by using unplanned speech.

In Maria Mazzarello Private School, English teacher express that she uses role plays in different context of the real life as a methodological strategy to develop listening. This was proving; through one celebration of the day of English on October 30th where students show the Cinderella role play as a final project, but the script was changing to modern version context.

Interview

You can do a one on one interview with each of your students to get a good idea of their listening and speaking abilities. You can schedule these types of interviews during class (perhaps take each student into the hall to have a private discussion while the rest of the class does seat work) or schedule with students individually. Asking questions that use grammatical structures and vocabulary that your class has studied will help you know exactly what each student has grasped. Do not penalize a student for not knowing content if he or she can compose grammatically correct statements or questions in response to your questions.

Presentations

Even the person with the worst stage fright in the world can improve his or her presentation skills. In fact, many amazing presenters are horribly nervous before they begin their big talk. To improve your presentation skills, all you have to do is learn to relax, have confidence in what you have to say, and follow a few tricks to connect with your audience. It takes time and patience to improve your presentation skills, but if you set your mind to it, you'll be wowing audiences and getting your point across effectively in no time.

During the observations the teacher applied many activities for having students practicing their speaking skill. One of the activities that caught my attention was the one about doctors and patients. In this activity the class is divided into doctors and patients. After that the patients will explain the doctor what the symptoms are and so the doctor will give recommendation or suggestions to the patient. In this case the activity was intended to help

students gain vocabulary related to sicknesses and their symptoms as well as their appropriate treatments. Other useful and interesting activities that the teacher used were interviews, oral presentations, dialogs, and games. For example, for having students practicing the superlatives and comparatives forms of adjectives the teacher divided the class into two teams, each team had to race to the board to write the correct comparative or superlative form of a given adjective.

3. Effectively of resources

Type of Resources to develop listening and speaking skill

Developing listening skills comes “naturally” for some students, but with great difficulty for others. Acquiring listening skills can even be frustrating for some students. For some time, listening was regarded as a “passive” or “receptive” skill and, consequently, not particularly crucial as a skill area to be taught. Researchers then began to recognize the importance of listening and its role in comprehensible input (Krashen, 1982), and attention to and adoption of newer comprehension-based methodologies brought the issue to the fore. Listening became a skill to be reckoned with and its key position in communication recognized (Omaggio H. 2001).

In the communicative approach to language teaching, this means teachers modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. Given the importance of listening in language learning and teaching it is essential to give our

learners opportunity to develop and improve their listening skills not only in the classroom, but outside the classroom as well.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. In order to develop the speaking and listening skill is important use different resources didactic or material teaching in the process learning- teaching for to help curriculum implementation, achieving the skill, competence or objectives and promote meaningful learning.(Resources for Developing Listening 2010).

Material didactic is considered all the means and resources to facilitate the teaching-learning, to stimulate the function of the senses and activate the experiences and prior learning, to more easily access information, develop skills, abilities and attitude formation and values . According to Gimeno&Loayza cited in Hidalgo (2007), materials are concrete elements, physical, carrying educational messages through one or more communication channels and are used at different times or phases of the teaching – learning.

Sometimes a teacher may think that language contents are the core of its daily practice. Even though this is not inaccurate, the saying that “the medium is the message” can also be applied to language teaching. Not only is it important to consider materials as a central aspect of the profession but also as a decisive element in the relationship among the teacher, the learner and the language (not to mention the community of users of that language and their culture). This is the reason; the materials and resources available to a

language teacher are given some space and attention as part of a course on language teaching methodology.

1. Visual aids: flashcards, wall charts and posters

Flashcards can be prepared by the teacher and the learners or they can be acquired as printed material. The latter are provided by a good number of educational publishers in relation to lexical, functional or grammatical items; the first can be done by the class or the teacher as part of a language learning task by cutting pictures from a magazine or by copying, pasting and cutting images from the Internet. Salaberri (1995) suggests activities such as the following: show the flashcards, substitution dialogues, chains, classify the pictures/words, picture dictionary, domino and other matching games.

Finally, wall charts and posters offer the learners more complex visual stimuli. Wall charts comprise a sequence of events related in time and/or space, which make them suitable for narratives or science-related presentations, among many other possible uses. Posters lack the sequential structure of wall charts; it is quite easy to find maps, posters with numbers and letters, etc., but they can also be easily made as part of a learning task. Salaberri (1995) suggests the following activities to do with wallcharts and posters: predicting and anticipating, descriptions, mind maps, reorder the stage, mime and point, label the pictures, try to remember, say as many words as possible, “hide and seek” game.

12. The textbook

Penny Ur (1996) gives some reasons for and against the use of a textbook. In favour of using a textbook she mentions the sense of structure and progress, its use as a syllabus, its being ready-made, its price (which sometimes is not so reasonable or affordable), its convenience as a package, its guidance help for teachers and that it gives the learner some degree of autonomy. Against using a textbook, she mentions its homogeneity and inadequacy for individual needs and objectives, its irrelevance and lack of interest in many occasions, its limitation of initiative and creativity, its homogeneity and its over-easiness.

However, most teachers would agree that the textbook is the most important (and frequent) single resource they can use. In fact, a textbook does not only provide the teacher with a topic, some texts and a good number of activities; it also caters for some important details which are quite difficult to implement without the aid of a textbook: variety of texts and activities, rich visual design, procedures for continuous and final assessment, a clear statement of objectives and its relationship to texts and activities, etc. For that very same reason, it is extremely important to choose the most appropriate textbook and, then, to use it wisely. In order to achieve both objectives, some usage procedures and a checklist to choose a textbook will be shown below.

Usage procedures:

Cut, copy and paste. Feel free to modify/expand/reduce the textbook.

The book belongs to you; you don't belong to the book

Adapt it to your needs.

Don't use it straight forward, move up and down, forward and backward.

There is life out of the textbook: Add materials/information/resources to your textbook

There is no best textbook, only a better way to use it

Evaluate your textbook and ask your students about it.

Check the teacher's book for ideas, suggestions or further activities.

3. Audio and visual resources

In this section we are dealing with electrical and electronic appliances commonly used in the classroom (Overhead Projector, Audio Player, Video Player and Camera). Although they have been labeled as "New Technologies" until recent times, we prefer to denote them as Audiovisual Technologies (AVT) in order to distinguish them from what today are called ICT, which involve mainly the use of computers and networks.

Advances in technology have also affected the development in technical resources applied to EFL. If in the 80's and the 90's AVT were considered the "New", today, when referring to them, we cannot use this term any longer. Anyway, we don't think they are something from the past. They are not even old fashioned since they are widely used by many teachers in their classrooms and, in many schools; they are still the only technical resources available in everyday lessons. What is intended in this section is just to present the possible uses of them in the classroom and how they can be exploited to the most.

Once we have made these considerations, there are some general aspects that should be taken into account when dealing with the use of AVT:

- Advantages: motivation, interaction, improvement of messages (combination of sounds and images), the teacher can face the students all the time, oral communication enhancement, cultural background exchanges, reusable materials, classroom time saving, promotion of learner-centered systems.

- Disadvantages: old equipment, availability in the classrooms, price, technical skills, extra time

3. Audio player - The sound

Together with the blackboard, the audio player is one of the most common pieces of equipment when teaching languages. One of the reasons could be that most textbooks are supplemented with audiotapes to carry out listening activities. The most recent ones even provide the students with audio CDs so that they can practice orally at home these activities. Apart from what is available in the textbook, there is a great deal of recorded materials especially designed for teaching foreign languages: dialogues, songs, stories...etc.

There are a number of advantages about using recorded materials (Salaberri, 1996)

- They provide certain contextual aspects and some extra linguistic elements that help in the understanding of messages.

- They provide exposure to varieties of English and different speakers.

- They allow for the participation of students through repetition and recording activities.

As regards to the audio player, it is not as heavy as the OHP, so it can be easily carried by the teacher. Moreover, they are cheap, usually available at school, simple to use and tapes are reusable and easy to store. As for the OHP, the audio player can be used in combination with other teaching aids such as the blackboard, the OHP itself, posters or flash cards, the textbook, etc, since we should bear in mind that listening activities are not the only possible ones , they are also very helpful in reading comprehension, oral production or written tasks.

There are also some disadvantages:

- One of their weakest points is sound quality. As the models commonly used by teachers are portable, they have small loudspeakers, which may make them unadvisable for using with large groups in large classrooms.
- Verbal messages demand a great deal of concentration by students, so beginners may have some difficulties if tapes are played for long periods.
- Most materials are predetermined, so the teacher has few opportunities to make any adaptation or adjustment to his students' needs. Needed to prepare activities and materials, teachers' reluctance to use them, bad usage(inadequate materials or usage in isolation).

Finally, it is important to remember that audio extracts are very motivating for students, especially for the young ones, as they usually involve breaking classroom routine by means of songs, games or dialogues performed by young native speakers. This, however, is not the only aim of listening activities. They should mainly be designed to improve the understanding of oral messages. We should make the following considerations.

- They must demand “listening”, they must really help students to improve their listening abilities.
- They should challenge students to do their best in order to achieve this goal.
- Process is more important than results, that is, getting right answers is not the most important aim.
- They should be interesting for students and as natural and authentic as possible.

4. The video player and the video camera - the image and the sound

The most outstanding feature of using videos is the ability to present communicative situations in a complete way (Lonergan. 1984). The combination of both sound and image shown in a context is a powerful tool in the ESL classroom. The speakers, the setting, the gestures, can be seen and heard and, at the same time, technical features of video players allow the teacher to pause, to go forward and backward or to play video recordings. It is also possible for students to make their own video performances, reading their own stories, video-clips, dialogues by using the video camera.

The main advantage of using video recordings is that they provide language within a natural context. They are similar to those offered by audio tapes, but enhanced by image.

Some other advantages are:

- They are highly motivating for students.
- They demand interaction and they are open to be used as learned-centre activities.

Methodological factor that affect the development of both listening and speaking skills

- They allow teachers to use image or sound separately as well. So they can focus on non-verbal language, objects, actions or focus on accent, pronunciation or register.
- Many video courses are integrated with textbooks which provide teachers with a wide range of aims and activities. There are also a great amount of published materials adapted to any level.
- They are reusable and accessible. They can be played or paused as many times as needed.
- They are easy to use and you do not have to turn the lights off. Students can both watch the video and take notes.
- If students create their own materials using a video camera, inter-action and motivation are granted because this may involve acting, interviewing or reporting.
- As language is presented in its context, students tend to associate it with the context in which it is used, which helps them to learn meaningfully It is important to be aware of the disadvantages of videos:
 - TV screens may be small, so they must be carefully placed so that the whole class can see and hear.
 - There may be some difficulties related to availability, so it is advisable to plan in advance when they will be needed.
 - Video materials are predetermined, so there are few chances for making adaptations. A good idea could be using video cameras in order to make our own videos.

- Some technical skills are needed especially when connecting TV and the video player or searching for the right channel. Things get more difficult when using cameras because they demand a great deal of technical skills by the user.

- It may be difficult for students assuming that video recordings are not just for fun. Teaching with video is not just watching TV. It is essential they are introduced gradually and to make them understand how valuable this teaching aid can be.

One of the most important aspects we have to bear in mind before using the video is deciding on the type of materials we want to show.

- Video recordings must be suitable for the students' age, level and interests.

- Teachers must be familiar to the use of these appliances: TV, video player and video camera. It would be advisable to check if the equipment is available for the time it is needed, if it works properly and if all connections have been arranged so that it is ready to be used when needed.

- As for the audio player, the length of the section should not be longer, eight or ten minutes on average, depending on the students' level or the contents of the section. Using different buttons (pause, freeze frame...) can be very helpful to carry out certain tasks (miming, guessing, descriptions...).

- Short and clear instructions must be given to students so that they are carried out and aims achieved. The same type of activities suggested for the audio player can be used here since listening is an important part of video materials. There are, however, some other possibilities due to the fact that image is also present. This will allow teachers to encourage

students to play an active role in the tasks planned by making them think, read between lines and analyze what they are watching instead of just answering comprehension questions:

- Static images can be a useful way of warming up by anticipating or predicting what is going to be seen.

- Sound with no images is another way of getting the students involved in the tasks.

- Transferring information. Comprehension dialogues. Video books or worksheets with characters and pictures from the video tape can be used to carry out many tasks before, during or after it is played.

- As regards to the video camera, there are some interesting activities: create your own stories, acting, miming and guessing.

- Drama activities. Role plays of dialogues. Students can role play the same scene from the video representing the characters in pairs or small groups. (Materials and resources for Fernando Trujillo 2010)

The teacher used flashcards, flipcharts, CD player, laboratory, smart TV. These resources increased student's motivation and therefore they were practicing in a low advance level their skills. In other words they were willing to participate more and to fix the mistakes they used to make.

4. Assessment

4.1. Effectiveness in assessment

Assessment methods must be both effective and efficient. According to Brown (2001), assessment needs to be efficient. It needs to be effective as well as manageable. Thus at a time when resource constraints within most organizations are severe and when there is an expansion of students numbers, any assessment method which involves lots of staff time to undertake and to provide effective feedback to students will fail to be implemented successfully no matter how educationally sound it may be. In addition it is necessary for us to review existing practice since assessment methods designed for an era with a smaller and a more homogeneous student population are thus unlikely to be effective. The assessment methods used must also have integrity and fidelity and the costs of ensuring that assessment can achieve these must also be borne in mind. Transparency (both in terms of publishing the criteria and standards used in the assessment process and also in allowing students access to the methods and processes of assessment) is also an important consideration in evaluating assessment methods. Efficiency and effectiveness in assessment Furthermore, if there is a reliance on assessment methods that are conducted in a student's own time there must be systems in place to guarantee fidelity and ensure that students are not plagiarizing. In addition (Huges 1989)

- Selected-response refers to multiple-choice, matching, true or false and similar questions in which a choice of answers is provided. (Efficiency and effectiveness in assessment 2013.)

• **Validity** reflects the extent to which test scores actually measure what they were meant to measure. It is the single most important characteristic of good assessment. Valid assessment information can help teachers make good educational decisions. Without validity, an assessment is useless. There are essentially two kind of criterion related validity: concurrent validity and predictive validity. Concurrent Validity is established when the test and the criterion are administered at about the same time. To exemplify this kind of validity in achievement testing, let us consider a situation where course objectives call for an oral component, to test all of which might take 45 minutes for each student. From the point of view of content validity, this will depend on how many of the functions are tested in the components, and how representative they are of the complete set of functions included in the objectives.

• **Reliability** refers to an assessment's consistency. It is the extent to which a person repeating the assessment or taking an alternate form of it would tend to get the same score, assuming that practice makes no difference.16 indicators of effective assessment in higher education.(Classroom Assessment Student Learning – ETS /ELLM2002).

Checklist for quality in student assessment

1. Assessment is treated by staff and students as an integral and prominent component of the entire teaching and learning process rather than a final adjunct to it.
2. The multiple roles of assessment are recognized. The powerful motivating effect of assessment requirements on students is understood and assessment tasks are designed to foster valued study habits.

3. There is a faculty/departmental policy that guide individuals' assessment practices. Subject assessment is integrated into an overall plan for course assessment.
4. There is a clear alignment between expected learning outcomes, what is taught and learnt, and the knowledge and skills assessed — there is a closed and coherent 'curriculum loop'.
5. Assessment tasks assess the capacity to analyze and synthesis new information and concepts rather than simply recall information previously presented.
6. A variety of assessment methods is employed so that the limitations of particular methods are minimized.
7. Assessment tasks are designed to assess relevant generic skills as well as subject-specific knowledge and skills.
8. There is a steady progression in the complexity and demands of assessment requirements in the later years of courses.
9. There is provision for student choice in assessment tasks and weighting at certain times.

10. Student and staff workloads are considered in the scheduling and design of assessment tasks.
11. Excessive assessment is avoided. Assessment tasks are designed to sample student learning.
12. Assessment tasks are weighted to balance the developmental ('formative') and judgmental ('summative') roles of assessment. Early low-stakes, low-weight assessment is used to provide students with feedback.
13. Grades are calculated and reported on the basis of clearly articulated learning outcomes and criteria for levels of achievement.
14. Students receive explanatory and diagnostic feedback as well as grades.
15. Assessment tasks are checked to ensure there are no inherent biases that may disadvantage particular student groups.
16. Plagiarism is minimized through careful task design, explicit education and appropriate monitoring of academic honesty.(Assessing Student Learning. 2005)

Characteristics of a successful speaking activity

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.(Teaching Speaking. 2008)

4.1 Assessment comprehension

From a pragmatic view of language performance, listening and speaking are almost always closely interrelating. While it is possible to isolate some listening performance types, it is very difficult to isolate oral production tasks that do not directly involve the interaction of aural comprehension. Only in limited context of speaking (monologues, speeches, or telling a story and reading aloud) can we assess oral language without the aural participation of an interlocutor.

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skills, which necessarily compromises reliability and validity of an oral production test. How do you know for certain that a speaking score is exclusively a measure of oral production without the potentially frequent clarification of an interlocutor? This interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factors accounted for by aural intake. (Kusen M. 2012)

Listening

The Listening Comprehension section tests the student's ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed in the formative and summative assessments:

- i. Listening for specific information
- ii. Listening for general understanding
- iii. Predictive listening
- iv. Inferential listening
- v. Listening for pleasure

- vi. Intensive listening

vii. Evaluativelistening

The marking key is prepared before the test is administered. It will take about a period of 30-35 minutes to conduct a listening assessment. At the end of the assessment, the answer scripts should be collected and marked. It is objective type of marking. Therefore, each question or Gap Filling question will be of one mark each. Awarding of half mark should be avoided. Since it is an assessment of listening skills, one or two spelling mistakes may be ignored. If there are more than four or five spelling mistakes then up to two marks may be deducted out of the total marks. But in no case a half mark is awarded. It is suggested that scripts may be marked on the same day.(Assessment of speaking and listening skills – CBSE. ND)

Speaking

Another challenge is the design of elicitation technique, because most speaking is the product of creative construction of linguistic strings, the strings, and the speaker makes choices of lexicon, structure, and discourse. For example, in a picture series task, the objective of which is to elicit a story in a sequence of events, test- takers could opt for a variety of plausible ways to tell the story, all of which might be equally accurate. How can such disparate responses are evaluated? One solution is to assign not one but several scores for each response, each scores is representing one of several traits (pronunciation, fluency, vocabulary use, grammar comprehensibility, etc.)

Basic types of speaking

There are four categories of listening performance assessment is the tasks. A similar taxonomy emerges for oral production.(Huges, 1989)

1. **Imitative.** At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interest only in what is the traditionally labeled “pronunciation no inferences are made about the test- taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short – term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.
2. **Intensive.** A second type of speaking frequently in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as a prosodic elements – intonation , stress) rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction by interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture – cued tasks including simple sequences; and translation up to the simple sentence level.

3. **Responsive.** Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always is almost always a spoken prompt.

4. **Interactive.** The difference between the responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which have the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5. **Extensive.** (Monologue). Extensive oral production task include speeches, oral presentation, and story- telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative(planning is involved) and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pastaprimavera, recounting the plot of a novel or movie.)

Micro- and macro skills of speaking

The micro-skill refers to producing the smaller chunks of languages such as phonemes, morphemes, words, collocations, and phrasal units. The micro skills imply the speaker's

focus on the larger elements: fluency, discourse, function, style cohesion n, nonverbal communication, and strategy options. The micro-andmacro skills total roughly 16 different objectives to assess in speaking.

Micro- and macroskills of oral production.

Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of languages of different lengths.
3. Produce English stress patterns, words in stress an unstressed position, rhythmic, structure and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and various strategic devices pauses, fillers, corrections, backtracking – to enhance the clarity of the message.
8. Use grammatical world classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralization), word order, patterns, rules and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, breathe groups and sentences constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants and goals.
13. Use appropriately style, registers, implicative, redundancies, pragmatic convention rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.
17. The Speaking skill had acquired a very important place as a communication skill. Like listening skill – a number of sub-skills of speaking need to be consciously developed among students. Some of the sub-skills which can be assessed are as follows:
 - a) Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
 - b) Narrating incidents and events, real or imaginary in a logical sequence.
 - c) Presenting oral reports or summaries; making announcements clearly and confidently.

- d) Expressing and arguing a point of view clearly and effectively.
- e) Taking active part in group discussions, showing ability to express agreement or disagreement,
- f) Summarizing ideas, eliciting the views of others, and presenting own ideas.
- g) Expressing and responding to personal feelings, opinions and attitudes.
- h) Participating in spontaneous spoken discourse in familiar social situations.

General Instructions

1. The total administration time for the speaking assessment is approximately 10-12 minutes.
 2. The speaking assessment will be conducted for two students at a time.
 3. There will be a single teacher to function as the Examiner.
 4. The Examiner should be a qualified English Teacher
- (A Brief Summary of Speaking Assessment. 2014)

4.2. kind of assessment.

Formative Assessment

Formal and informal processes teachers and students use to gather evidence for purpose of improving learning “Formative assessment, therefore, is essentially feedback (Ramaprasad, 1983) both to the teachers and to the students about present understanding and skill Therefore the Assessment of Speaking and Listening Skills will be done formally at the term-end examination in Summative Assessment development in order to determine the way forward” (Harlen &James, 1997).In the classroom teachers assess formally through

assignments, tests, quizzes, performances, projects, and surveys; or informally through questioning and dialogue, observing, and anecdotal note taking.

Summative Assessment

Assessments provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. When the information from an assessment is used solely to make a judgment about level of competence or achievement, it is a summative assessment. At the classroom level, an assessment is summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others.

The communication usually takes the form of a symbol, a letter grade or number, or a comparison to a standard such as “Meets the Standard” or “Proficient,” that is reported to students and eventually to parents. Sometimes an assessment intended to be used formatively can be used summative, such as when the evidence indicates that students have attained mastery. And sometimes an assessment intended to be used summative can be used formatively, such as when a test reveals significant problems with learning that we address through re-trying. At the program level, an assessment is summative when results are used to make judgments such as determining how many students are and are not meeting standards in a certain subject for purposes of accountability. The data may be reported to educators within the system, the school board, and the community.

Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities. In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension.(Formative Assessment and Assessment for Learning. ND)

The importance of Enhancing learning by enhancing assessment

Assessment is a central element in the overall quality of teaching and learning in higher education. Well-designed assessment sets clear expectations, establishes a reasonable workload (one that does not push students into rote reproductive approaches to study), and provides opportunities for students to self-monitor, rehearse, practice and receive feedback. Assessment is an integral component of a coherent educational experience. The ideas and strategies in the Assessing Student Learning resources support three interrelated objectives for quality in student assessment in higher education.

Three objectives for higher education assessment	1. assessment that guides and encourages effective approaches to learning;
	2. assessment that validly and reliably measures expected learning outcomes, in particular the higher-order learning that characterizes higher education; and
	3. Assessment and grading that defines and protects academic standards.

The relationship between assessment practices and the overall quality of teaching and learning is often underestimated, yet assessment requirements and the clarity of assessment criteria and standards significantly influence the effectiveness of student learning. Carefully designed assessment contributes directly to the way students approach their study and

therefore contributes indirectly, but powerfully, to the quality of their learning. For most students, assessment requirements literally define the curriculum.

Assessment is therefore a potent strategic tool for educators with which to spell out the learning that will be rewarded and to guide students into effective approaches to study. Equally, however, poorly designed assessment has the potential to hinder learning or stifle curriculum innovation. There are different ways to assess both listening and speaking skills of students, sometimes those are effectiveness. (Core principles of effective assessment)

Presentations

A presentation in class assesses a different aspect of spoken language. When teacher asks student to speak in front of the class, he is able to prepare and practice what he wants to say. He can also research information on his topic. In this case, presentations are effective because the grade that student obtain should be based on both content and presentation.

Role Plays

Another way to assess students' speaking and listening is by having them perform role-plays in front of the class. By giving them a situation and roles to play, it is possible see how creatively students are able to use language with one another. Be listening for content and grammar as with any oral assessment, also they able to understand each other.

Quizzes

Quiz is an atypical way to assess the understanding for students have in different skills of language. Quizzes have to permit teacher checks as long as the answers are grammatically and logically correct, the student should receive full credit.

Tests

When teachers design a test; he or she can include different items to assess such as multiple-choice, writing the questions filling in the blank and matching some information. The abilities to listen critically and to express one clearly and effectively contribute to a student's success in school and later in life. Teachers concerned with developing the speaking and listening communication skills of their students need methods for assessing their students' progress. These techniques range from observation and questioning to standardize testing. However, even the most informal methods should embrace the measurement principles of reliability, validity, and fairness. The methods used should be appropriate to the purpose of the assessment and make use of the best instruments and procedures available. (Top 10 Ways to Assess. 2007-2014)

The most effective ways to assess student's learning, were oral presentations because this way the teacher checked the new vocabulary as well as the fluency of each presenter. Besides oral presentations, another activity which has a great effect on students learning is role plays, because each student is placed in an everyday situation in which they are required to put into practice the content previously introduced. On the contrary, the activities that did not have a good effect were debates because there was a time in which students wanted to express their opinions but they did it at the same time, so they just created a mess.

XI. Research questions

1. What teaching strategies are used by the teacher to develop listening and speaking skills in the students?
2. How effective are the teaching strategies to develop listening and speaking in the students?
3. What does interactive strategies the teacher use to develop listening and speaking skills?
4. What didactic resources are used by the teacher to develop listening and speaking in the students?
5. How effective are didactic resources to develop listening and speaking in the students?
6. What other material does the teacher use to enhance listening and speaking skills in the students?
7. Does teacher use English to give instructions in the class? Are they understood by the students?
8. Do the students use English to ask and to answer statement during the class?
9. What ways of assessments does the teacher use to develop listening and speaking skills?
10. Has the assessment explained by the teacher in a correct way?
11. How effective are the assessments to develop listening and speaking skills?

XII.Methodological design

Through this research process that has been applied, it has been practiced various strategies which helped to get the necessary information. The first step was to outline the problem statement, and divide the general problem in sub-problems; then it was decided the topic which leads us to design the form of how to elaborate the research. The information was obtained through surveys designed to the students and also, an interview applied to the teacher of the 10th and 11th grade of Maria Mazzarello.

From this survey, it has obtained the following:

- ❖ The answers are represented by chart.
- ❖ The main answers are detailed for a better understanding of them.
- ❖ A better knowledge about the real problem that the students have with listening and speaking skills.
- ❖ It has provided some recommendation as much for the teacher as for the students.

From this interview it has got the following:

- ❖ A better comprehension of the strength and weakness that the teacher has in the teaching process.

XIII. Population and sample

This research problem is descriptive research of a group of students from 10th and 11th grade of second semester from Maria Mazzarello Private School. To develop this research, it was necessary to look for personal information and the experience that students have in the learning of listening and speaking skills.

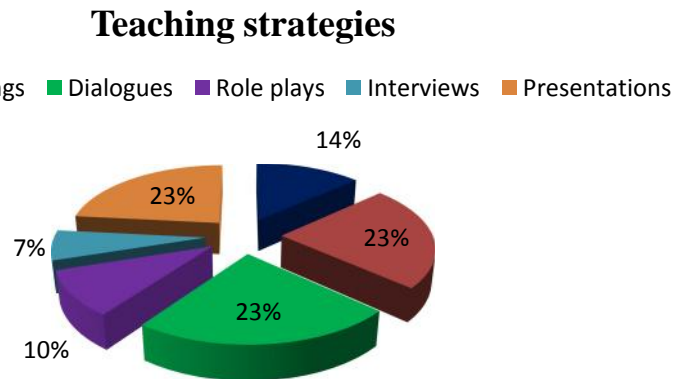
The population was composed by students of Maria Mazzarello School from 10th and 11th grade, who makes a population of 28 students in low advance level. The sample was obtained through the non-probabilistic method of international Sampling, also called for convenience Sampling. The sample for this research was 14 students who constituted the 50% of the population.

XIV. VARIABLE

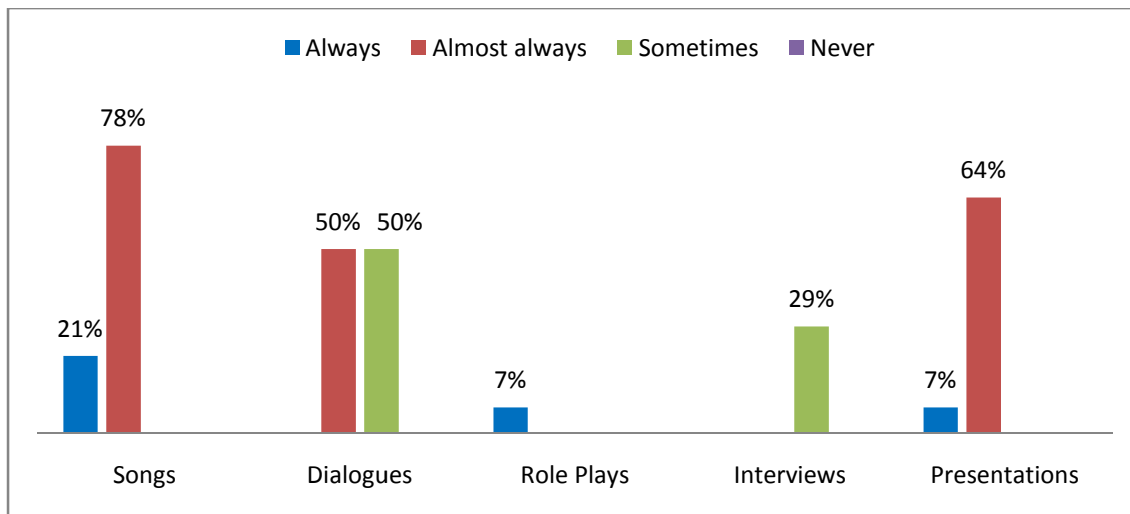
Objectives	Variables	Instruments
<p>➤ To determine personal information about English teacher.</p>	<p>General Information Gender: Age Grades teach Labor experiences Time worked teaching English subject Level to teach Places where she has worked before</p>	<p>Interviews</p>
<p>➤ To identify the inappropriate way to apply the teaching strategies to develop listening and speaking skills by the teacher.</p>	<p>Teaching Strategies</p> <ul style="list-style-type: none"> • Games • Songs • Dialogues • Role play • Interviews • Presentations 	<p>Observation Interview Survey</p>
<p>➤ To determine effective didactic resources in the development of listening and speaking skills</p>	<p>DidacticResources</p> <ul style="list-style-type: none"> • Books • Videos • Tape recorder • Pictures • Lab 	<p>Observation Interviews Survey</p>
<p>➤ To recognize effectiveness on the assessment in the development of listening and speaking skills.</p>	<p>The assessment</p> <p>The type of assignment that teacher used to students increase their listening and speaking skills. Those are:</p> <ul style="list-style-type: none"> • Quizzes • Presentations • Role plays • Tests • Class practices • Homework 	<p>Observation Interview Survey</p>

XV. Analysis of Data

1- What kind of teaching strategies does the teacher apply?

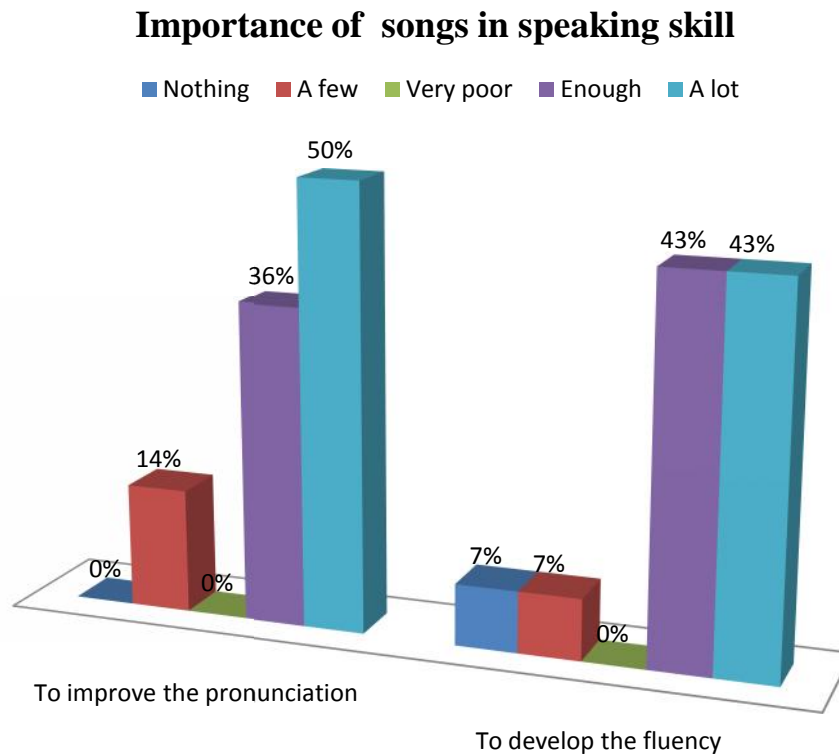


2- How often these teaching strategies are used by the teacher?

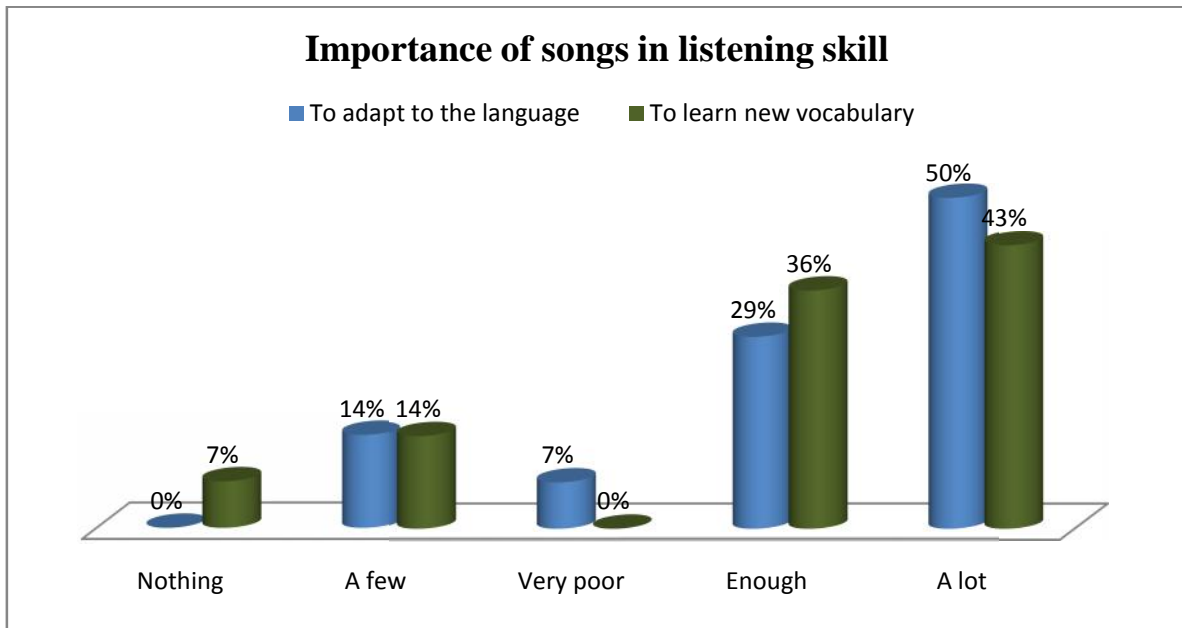


According to the gathered data, the most strategies that the teachers apply are songs, dialogues and presentations, but students express that the teacher does not use them frequently. It means the use of these strategies may be not effective for developing listening and speaking skills. Additionally, the class observations show that these strategies have helped to improve the confidence of students and to reduce the stress.

3- How much have this Teaching Strategy helped to develop listening and speaking skills?

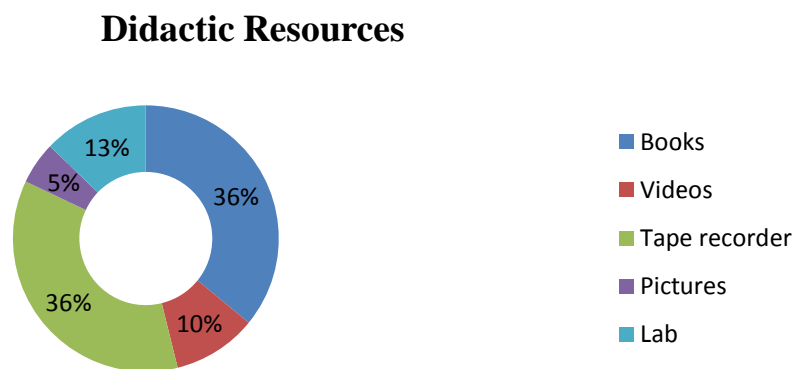


Through the gathered datas of survey, 50% of students perceive that songs have helped them in speaking skill to improve pronunciation a lot. According to theoretical framework, songs are one of the most delightful and culturally rich resources for contextualization. In contrast, many ESL and EFL teachers are reluctant to use songs in the classroom, quite possibly because they consider them frivolous or unproductive.

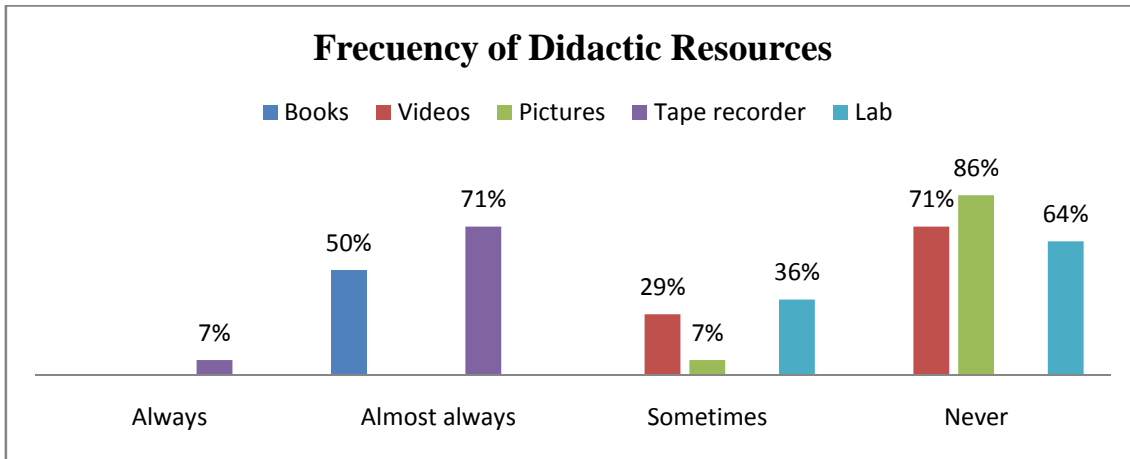


According to students surveyed, 36 % of students express that songs help them to learn more vocabulary, and 29% of them help them to adapt to the target language. During the observations, the students demonstrated more self confidence in singing. On the other hand, the teacher expressed in the interview that she used songs to pretend that the students get fluency in English.

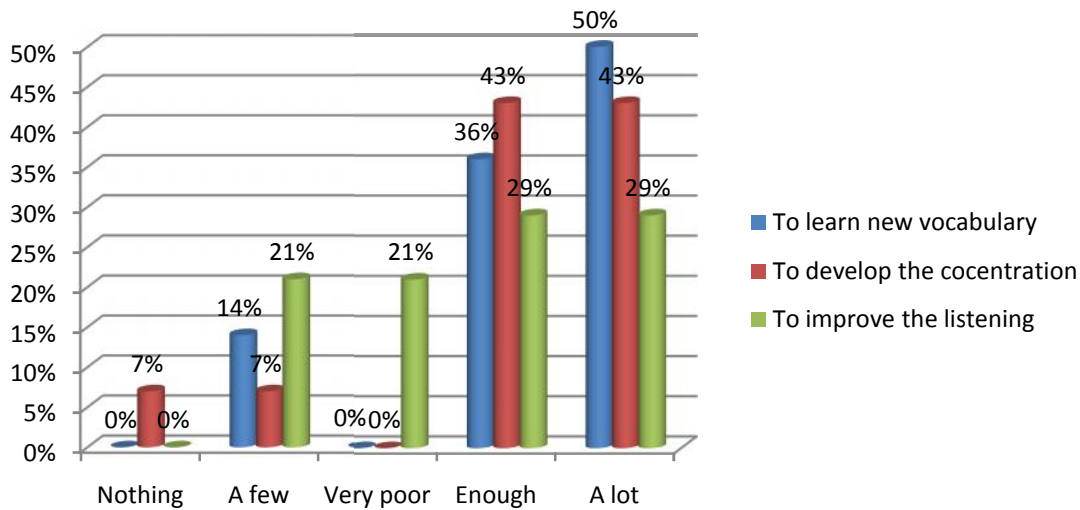
4. What kind of Didactic Resources are used by the teacher?



5. How often these didactic resources are used by the teacher?



6. How much have this Didactic Resource helped to develop listening skills?

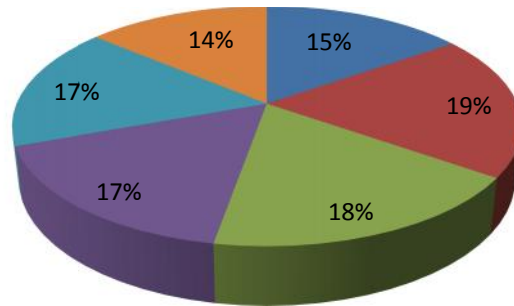


According to surveyed students, the didactic resources that the teacher most uses are books and tape recorder; however, they perceive that those resources help them just in listening to following instructions, and in speaking to learn new vocabulary. In addition, the curricula designed for this level intends that students be able to develop English skills through practice activities; as a consequence, this practice will be improve the acquisition of many skills such as self-confidence to express their ideas in oral presentation, to improve their comprehension and pronunciation.

7. What kind of assessments does the teacher apply?

Assessment

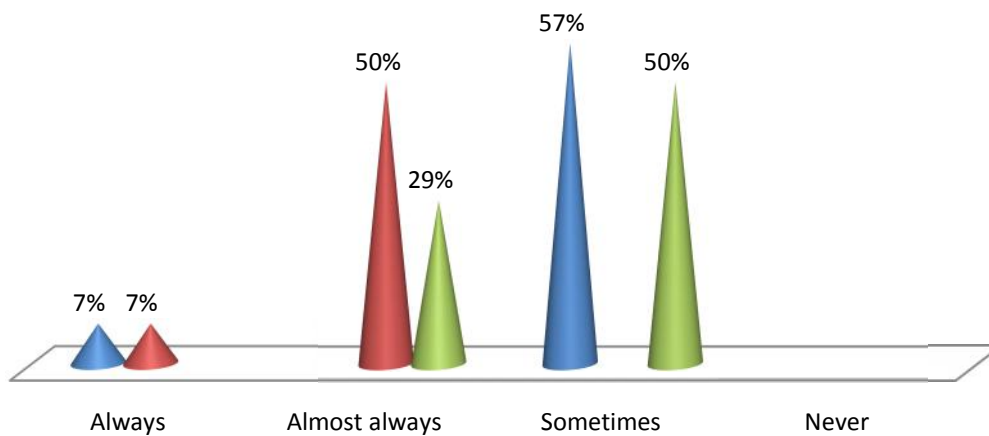
■ Quizzes ■ Presentations ■ Role plays ■ Tests ■ Practice activities ■ Homeworks



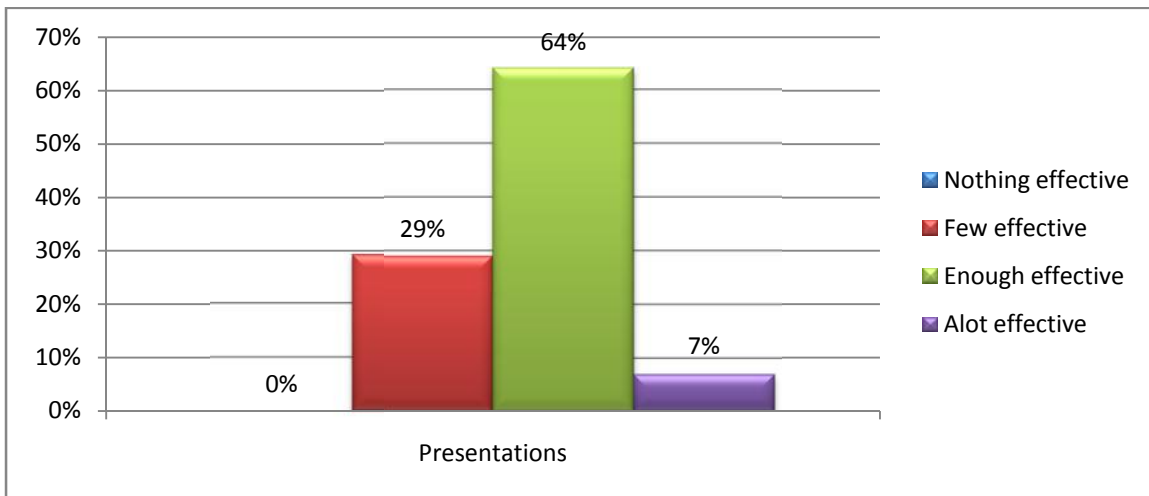
8. How often these assessments are used by the teacher?

Frequency of assessment

■ Quizzes ■ Presentations ■ Role play



9. How much effective have these assessments been in the develop of listening and speaking skills?



According to gathered data through of the survey applied to the students, 19% of them perceive that role play is the instrument that the teacher most uses to assess both listening and speaking skills, in addition , 43% think that the level of effectiveness of this activity is enough effective for them. According to the interviewed teacher, presentations are easier for the students because they can prepare and practice, even choose the topic that they are going to present.

XVI. CONCLUSION

After having analyzed the results of instruments that were applied, it was found some methodological factors which are affecting the development in listening and speaking skills of the students of 10th and 11th grades who belong of Low Advanced Level of Maria Mazzarello morning shift private school. One of the main methodological factors are the inadequate way to apply teaching strategy, another is the inappropriate use of didactic resources to develop listening and speaking skills, and the lack of effectiveness to assess those skills.

According to the observation applied during the classes, it was found that teacher has knowledge about teaching strategies even she applied teaching strategies, but they are not being applied frequently and correctly. In addition, students surveyed expressed that the teacher's strategies help them to improve listening and speaking skills to acquire the target language and use it inside and outside the classroom. Other factor analyzed was the effectiveness of resources, both the teacher and the students answered that the resource most used is the book, which according to gathered results helps to students to learn new vocabulary, to get concentration and improve the listening, those items don't increase enough the development of listening and speaking skills.

The students' performance in listening and speaking skills is the effective assessment, the instructions and task given by teacher are not figured out. They are not able to ask and answer using English language; in addition, they do not have an active participation in the

class. The most frequently instruments used by teacher are role play and presentations; in consequence, role play is not effective way to assess for the students because they are not able to understand tasks and follow instructions using the target language. In contrast, according to the theoretical framework, presentations result a better way to assess because students can prepare and choose the subject according to what they prefer. There are others effective instruments that teacher can use to assess such as debate and conferences in English.

Finally, based on obtained result on this applied research, it was suggested some recommendations for English teachers to increase the development of both listening and speaking skills, those recommendations are to provide adequate methodological teaching strategies, appropriate way to use resources and effective assessment which will contribute to the successful of teaching and learning process in English as a foreign language.

XVII. RECOMMENDATIONS

During this research applied in students of 10th and 11th grades who belong to Low Advanced level in Maria Mazzarello Private school according to the information gathered through the survey by students of low advanced level, it is recommended to applied different teaching strategies which include more practice in listening and speaking skills according to level of the students through the use a variety of methods and techniques in order to be more self_ confidence among them, avoid making errors at the time of the listening and speaking tasks, also it is important that the teacher provides more specific vocabulary beforehand that the students need in listening and speaking activities during English classes it will help to provide opportunity to students use the target language fluently.

According to the data analysis, the teacher uses only two resources, for that reason, it is important that the teacher includes more the use of technological resources and lab to increase the interest of students.

The finally recommendation that the teacher may use on assessment will be to apply diagnostic test to identify the abilities and the difficulties in listening and speaking skills in students, beside the teacher should make corrections of pronunciation after students had

spoken. The teacher ought to apply the assessment effectively, according to the knowledge and interest of students such as presentations, dialogues and songs to assess both listening and speaking skills; it is vital that the teacher gives feedback with positive signs to encourage an active participation of students during the class.

XVIII. REFERENCES

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ESCUELA NORMAL MARIA MAZZARELLO



ANNEXES

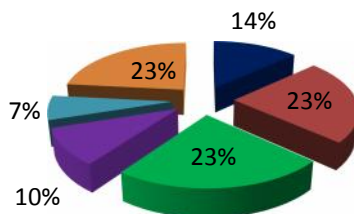


1- What kind of teaching strategies does the teacher apply?

Teaching Strategies	Numbers of participants
Games	8
Songs	14
Dialogues	14
Role plays	6
Interviews	4
Presentations	14

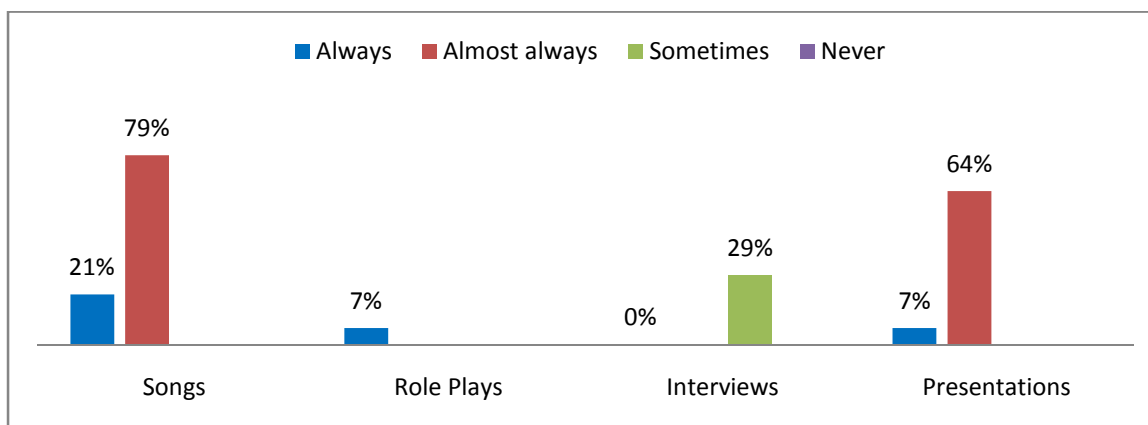
Teaching strategies

■ Games ■ Songs ■ Dialogues ■ Role plays ■ Interviews ■ Presentations



2- How often these teaching strategies are used by the teacher?

Teaching strategies	Always	Almost always	Sometimes	Never
Games	0	2	6	6
Songs	3	11	0	0
Dialogues	0	7	7	0
Role play	1	2	3	8
Interviews	0	0	4	10
Presentations	1	9	4	0

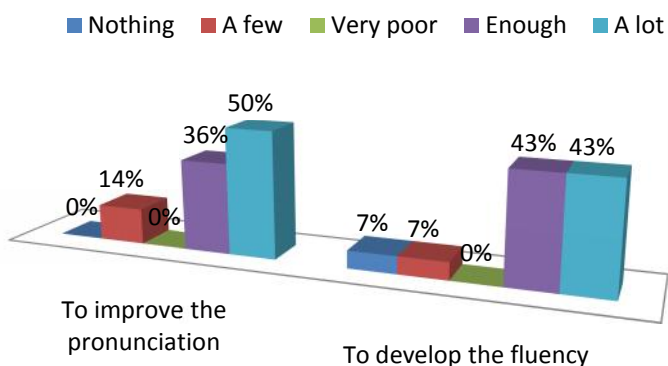


3- How much have these Teaching Strategies helped to develop the listening and the speaking skills?

The Songs.

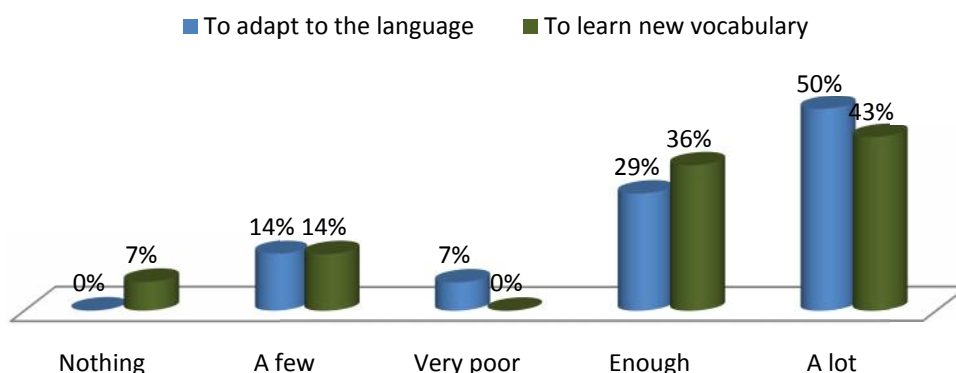
Speaking	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To improve the pronunciation	0	2	0	5	7
To develop the fluency	1	1	0	6	6

Importance of songs in speaking skill



Listening	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To Improve the concentration	0	1	3	4	6
To adapt to the language	0	2	1	4	7
To learn new vocabulary	1	2	0	5	6
To identify different accents	2	2	3	3	4

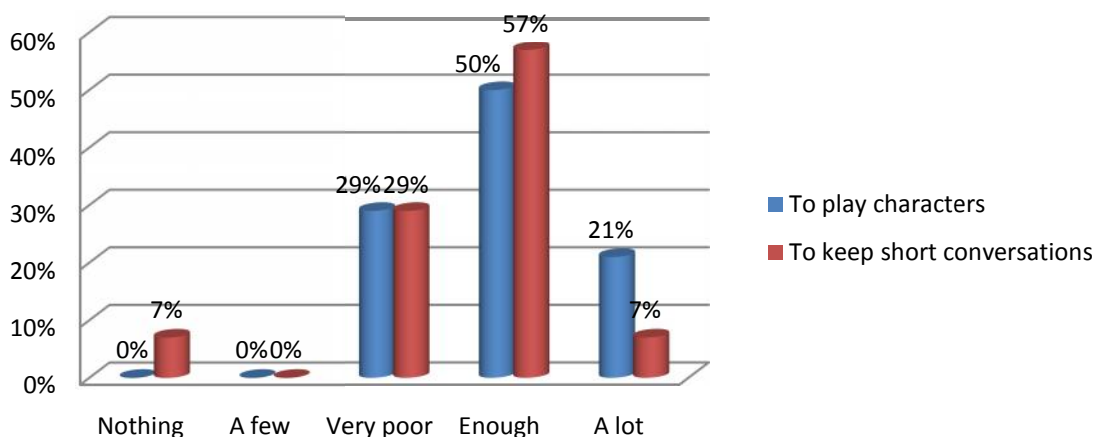
Importance of songs in listening skill



The Dialogues

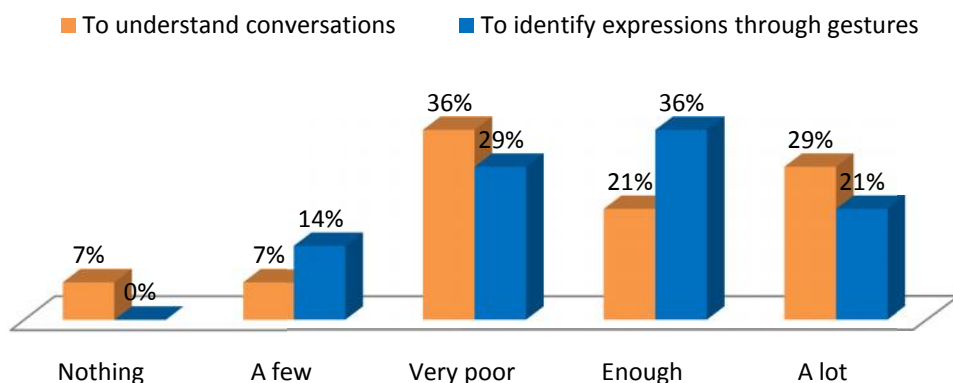
Speaking	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To play characters	0	0	4	7	3
To keep short conversations	1	0	4	8	1

Importance of dialogues in speaking skill



Listening	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To understand conversations	1	1	5	3	4
To identify expressions through gestures	0	2	4	5	3

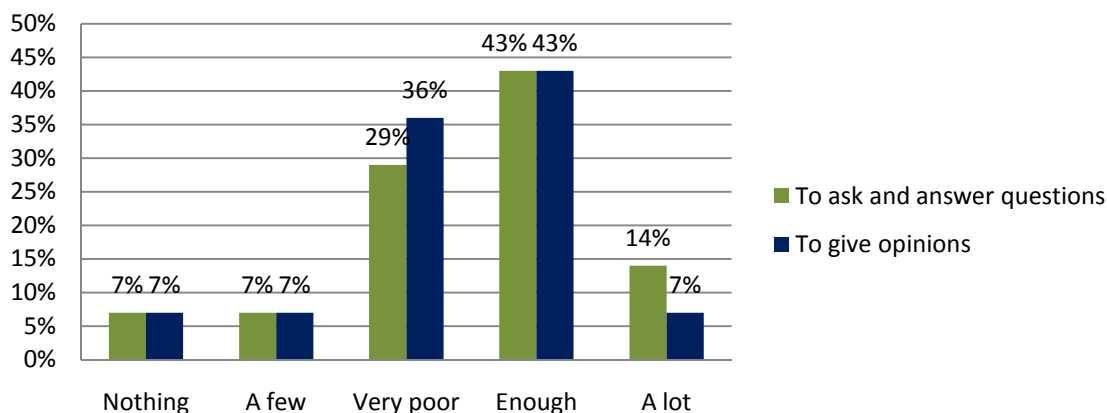
Importance of dialogues in listening skill



The presentations

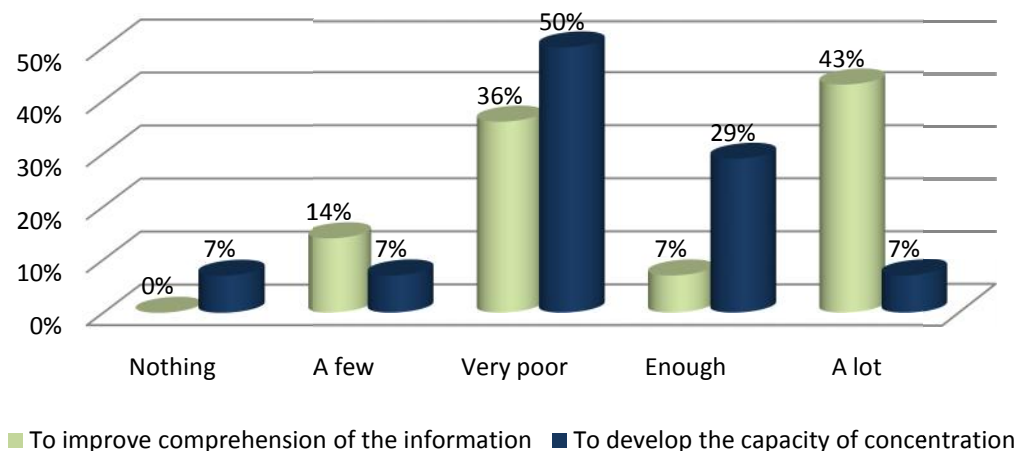
Speaking	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To ask and answer questions	1	1	4	6	2
To give opinions	1	1	5	6	1

Importance of presentations in speaking skill



Listening	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To improve comprehension of the information	0	2	5	1	6
To develop the capacity of concentration.	1	1	7	4	1

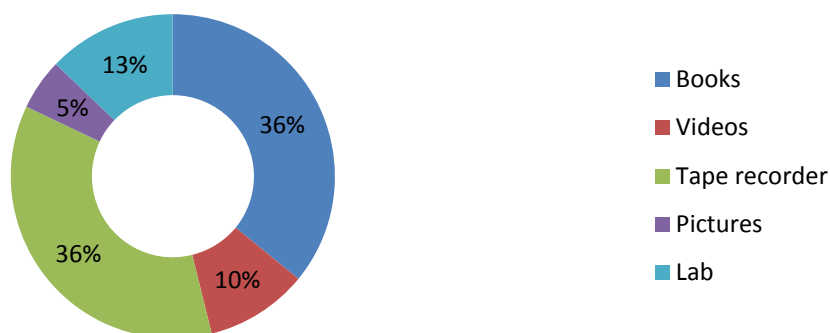
Importance of presentations in listening skill



4- What kind of Didactic Resources are used by the teacher?

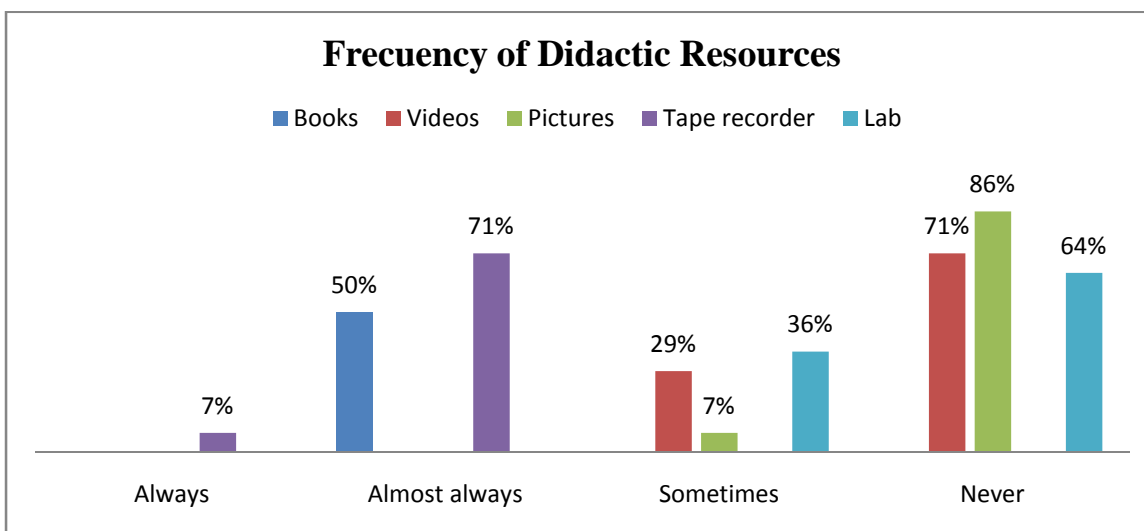
Didactic Resources	Number of answer
Books	14
Videos	4
Tape recorder	14
Pictures	2
Lab	5

Didactic Resources



5. How often these didactic resources are used by the teacher?

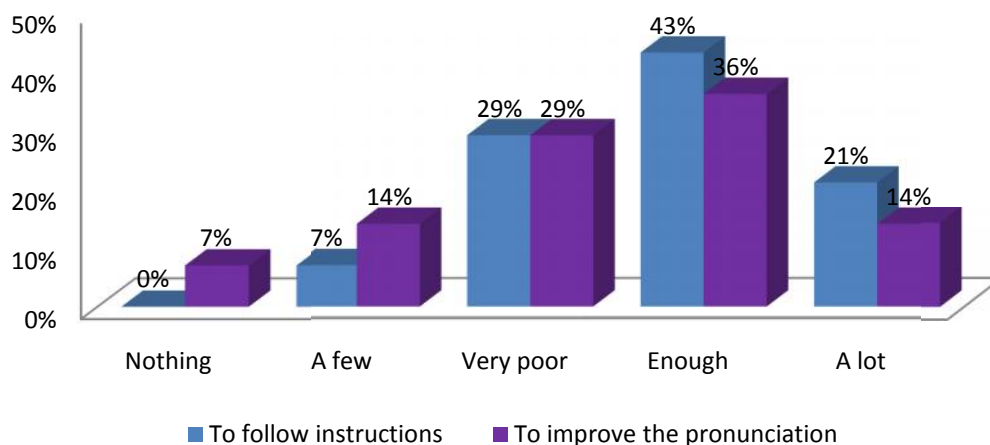
Didactic resources	Always	Almost Always	Sometimes	Never
Books	1	7	6	0
Videos	0	0	4	10
Tape recorder	1	10	3	0
Pictures	0	1	1	12
Lab	0	0	5	9



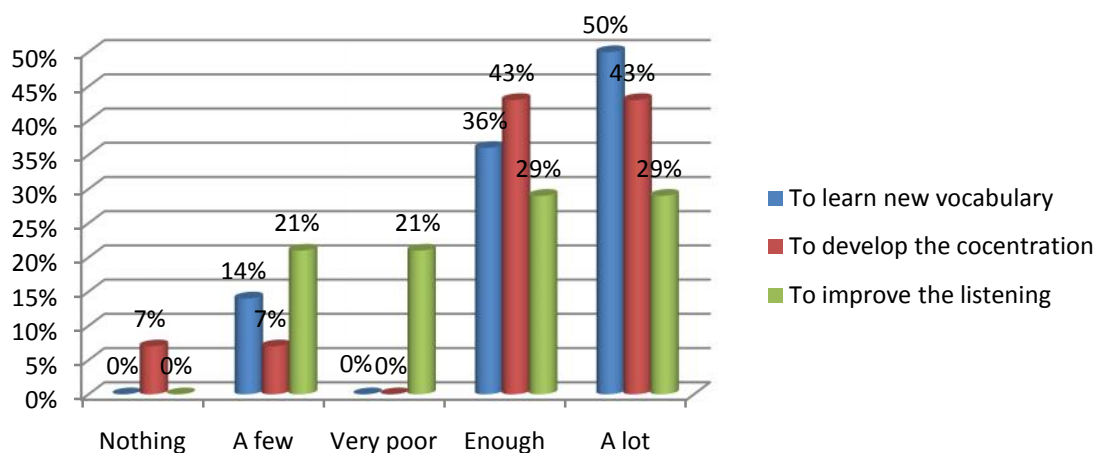
3- How much have these Didactic Resources helped to develop the listening and the speaking skills?

Books

Speaking	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To follow instructions	0	1	4	6	3
To improve the pronunciation	1	2	4	5	2



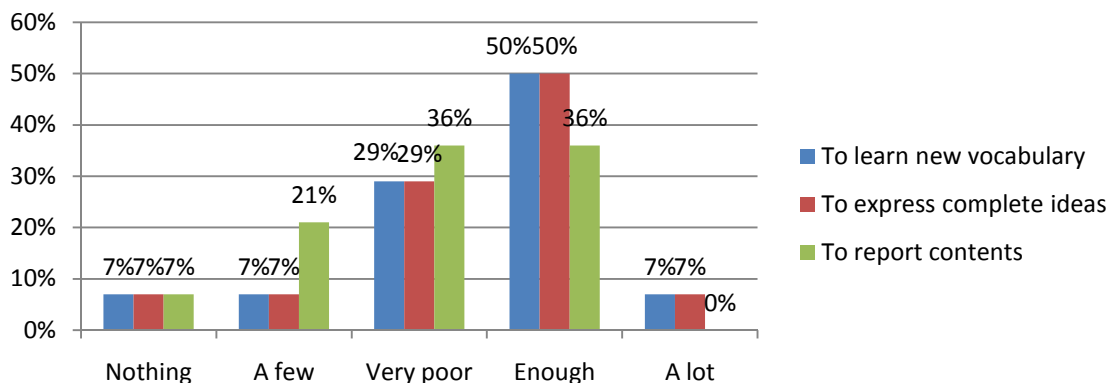
Listening	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To learn new vocabulary	0	2	0	5	7
To develop the concentration	1	1	0	6	6
To improve the listening	0	3	3	4	4



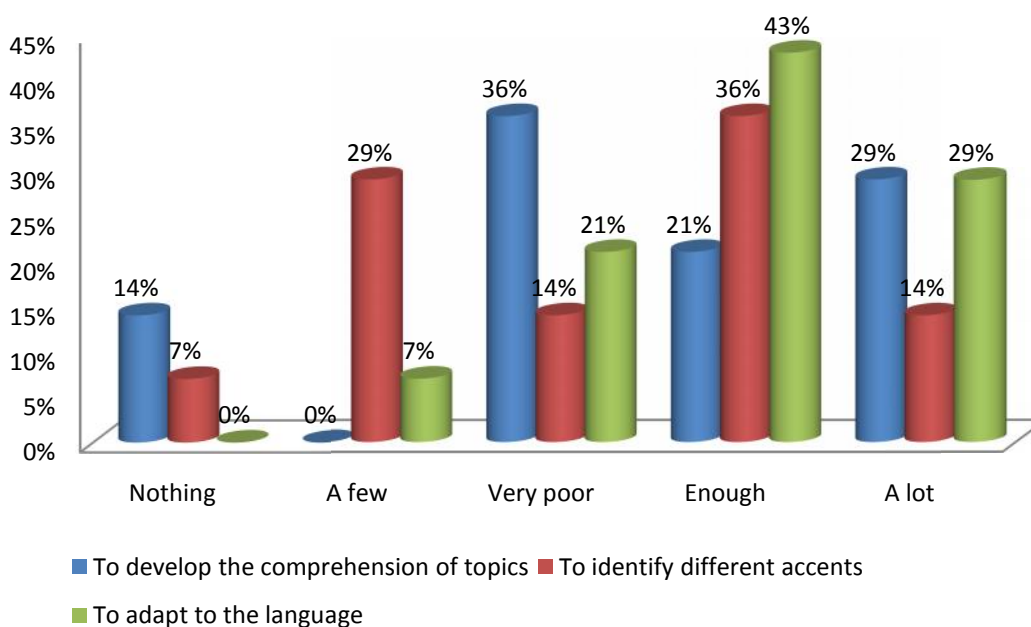
Methodological factor that affect the development of both listening and speaking skills

Tape recorder

Speaking	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To learn new vocabulary	1	1	4	7	1
To express complete ideas	1	1	4	7	1
To report contents	1	3	5	5	0



Listening	Nothing 1	A few 2	Very poor 3	Enough 4	A lot 5
To develop the comprehension of topics	2	0	5	3	4
To identify different accents	1	4	2	5	2
To adapt to the language	0	1	3	6	4

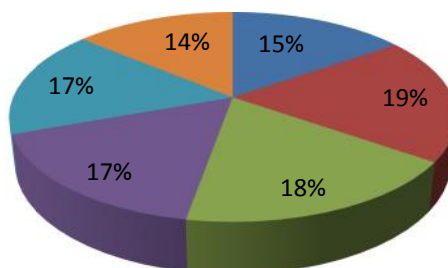


7. What kind of assessments does the teacher apply?

The assessment	Number of students
Quizzes	11
Presentations	14
Role play	13
Tests	12
Practice activities	12
Homeworks	10

The assessment

■ Quizzes ■ Presentations ■ Role plays ■ Tests ■ Practice activities ■ Homeworks

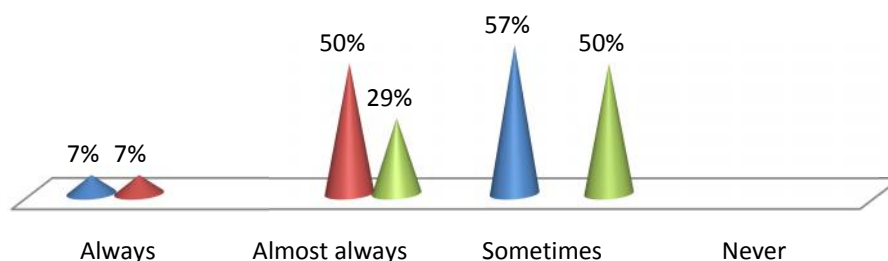


8. How often these assessments are used by the teacher?

The assesment	Always	Almost always	Sometimes	Never
Quizzes	1	2	8	3
Presentations	1	7	6	0
Role plays	2	4	7	1
Tests	4	7	1	2
Practiceactivities	4	6	2	2
Homeworks	1	2	7	4

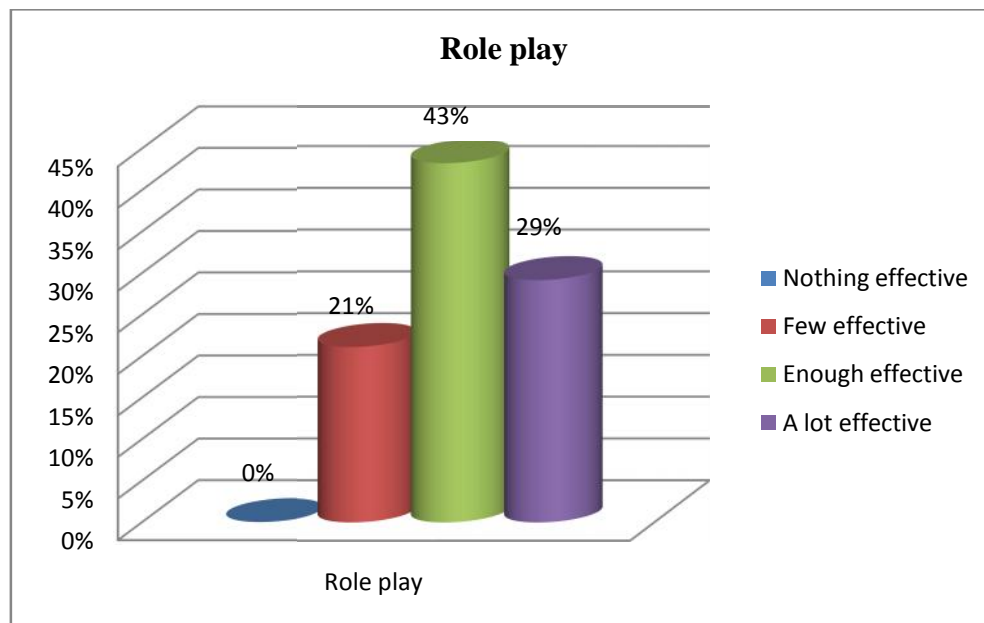
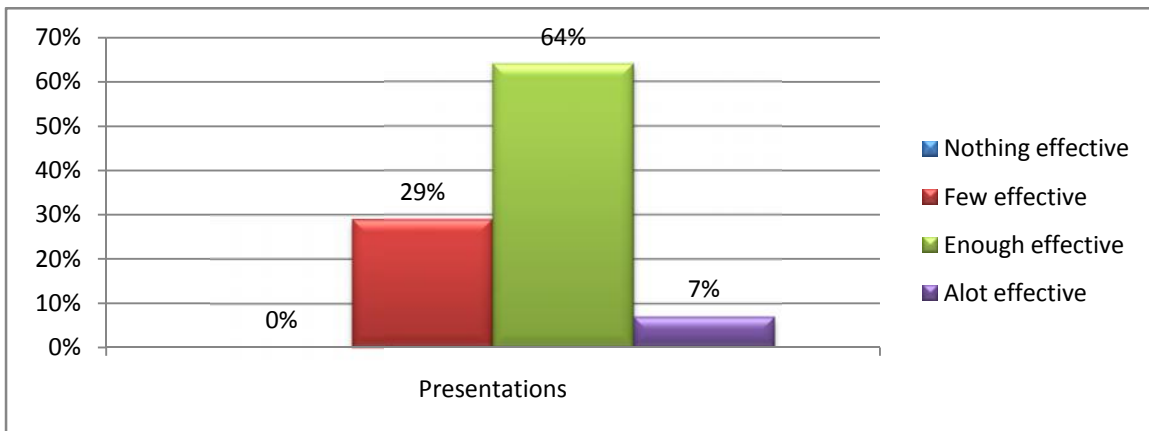
Frecuency of assessment

■ Quizzes ■ Presentations ■ Role play



9. How much effective have these assessments been in the develop of listening and speaking skills?

Forms of Evaluation	Nothing effective 1	Few effective 2	Enough effective 3	A lot effective 4
Quizzes	1	5	6	0
Presentations	0	4	9	1
Role plays	0	3	6	4
Tests	0	3	6	3
Practice activities	0	2	6	4
Homeworks	1	4	3	2





**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA UNAN
MANAGUA.**

Tema: Factores metodológicos que afectan el desarrollo de las habilidades de habla y escucha de los estudiantes en el idioma inglés.

Encuesta para el estudiante NO _____

Escuela Normal María Mazzarello		
Edad:	Género:	Fecha
Área:	Grado y nivel :	

Estimado(a) estudiante, tu opinión acerca de tu proceso enseñanza aprendizaje del idioma inglés como lengua extranjera y la forma como el profesor (a) organiza, desarrolla y evalúa el curso es muy importante para nuestra investigación educativa. A continuación se presentan una serie de aspectos relevantes en este sentido, para que valores el desempeño del docente con la mayor objetividad posible, marca con una equis (X) frente a cada aspecto, la respuesta que mejor represente tu opinión.

1. ¿Qué tipos de estrategias metodológicas utiliza tu docente?

- Los juegos _____
- Canciones _____
- Diálogos _____
- Role plays _____
- Entrevistas _____
- Exposiciones _____

2. ¿Con qué frecuencia usa tu docente estas estrategias metodológicas?

Estrategias metodológicas	Siempre	Casi siempre	A veces	Nunca
Los juegos				
Canciones				
Diálogos				
Role plays				
Entrevistas				
Exposiciones				

3. ¿En qué medida te ha ayudado las siguientes estrategias metodológicas a desarrollar la habilidad de la escucha y el habla? Tomando en cuenta la siguiente escala: 1: nada, 2: muy poco, 3: poco, 4: suficiente, 5: mucho.

✓ **Los juegos**

Habla

Escucha

Mejorar la fluidez

Comprender instrucciones

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Desarrollar la espontaneidad al hablar.

Seguir instrucciones

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Reportar contenido de aplicaciones

1	2	3	4	5
---	---	---	---	---

✓ **Canciones**

Habla

Escucha

Mejorar la pronunciación

Mejorar la concentración

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Desarrollar la fluidez.

Adaptar el oído al nuevo idioma.

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

Aprender nuevo vocabulario.

1	2	3	4	5
---	---	---	---	---

Identificar diferentes acentos

1	2	3	4	5
---	---	---	---	---

✓ **Diálogos**

Habla

Interpretar personajes.

1	2	3	4	5
---	---	---	---	---

Establecer conversaciones cortas.
expresiones gestuales.

1	2	3	4	5
---	---	---	---	---

Escucha

Comprender conversaciones.

1	2	3	4	5
---	---	---	---	---

Identificar expresiones a través de

1	2	3	4	5
---	---	---	---	---

✓ **Role plays**

Habla

Desarrollar la fluidez.

1	2	3	4	5
---	---	---	---	---

Establecer conversaciones.

1	2	3	4	5
---	---	---	---	---

Interpretar personajes.

1	2	3	4	5
---	---	---	---	---

Escucha

Comprender conversaciones.

1	2	3	4	5
---	---	---	---	---

Identificar personajes

1	2	3	4	5
---	---	---	---	---

✓ **Entrevistas**

Habla

Expresa oraciones con sentido completo.

1	2	3	4	5
---	---	---	---	---

Mantener conversaciones.

1	2	3	4	5
---	---	---	---	---

Escucha

Comprender preguntas.

1	2	3	4	5
---	---	---	---	---

Desarrolla capacidad de escucha.

1	2	3	4	5
---	---	---	---	---

✓ **Exposiciones**

Habla

Hacer y responder preguntas.

1	2	3	4	5
---	---	---	---	---

Expresar sus opiniones.

1	2	3	4	5
---	---	---	---	---

Escucha

Mejorar la comprensión de información.

1	2	3	4	5
---	---	---	---	---

Desarrollar capacidad de concentración.

1	2	3	4	5
---	---	---	---	---

4. ¿Qué tipos de recursos utiliza tu docente?

- Libros de texto _____
- Videos educativos _____
- Grabadora _____
- Lámina _____
- Laboratorio _____

5. ¿Con qué frecuencia usa tu docente estos recursos?

Recursos	Siempre	Casi siempre	A veces	Nunca
Libros de texto				
Videos educativos				
Grabadora				
Lamina				
Laboratorio				

6. ¿En qué medida te ha ayudado los siguientes recursos a desarrollar la habilidad de la escucha y el habla?

Recursos

✓ **Libros de texto**

Habla

Enriquecer el vocabulario

1	2	3	4	5
---	---	---	---	---

Mejorar la pronunciación

1	2	3	4	5
---	---	---	---	---

Escucha

Mejorar la escucha

1	2	3	4	5
---	---	---	---	---

Desarrollar la concentración

1	2	3	4	5
---	---	---	---	---

✓ **Videos educativos**

Habla

Expresar ideas

1	2	3	4	5
---	---	---	---	---

Escucha

Desarrollar la concentración.

1	2	3	4	5
---	---	---	---	---

Enriquecer vocabulario

1	2	3	4	5
---	---	---	---	---

Mejorar la comprensión

1	2	3	4	5
---	---	---	---	---

✓ **Grabadora**

Habla

Enriquecer el vocabulario

1	2	3	4	5
---	---	---	---	---

Expresar ideas completas

1	2	3	4	5
---	---	---	---	---

Reportar contenido

1	2	3	4	5
---	---	---	---	---

Escucha

Desarrolla la comprensión

1	2	3	4	5
---	---	---	---	---

Identificar diferentes acentos

1	2	3	4	5
---	---	---	---	---

Adaptar el oído al nuevo idioma

1	2	3	4	5
---	---	---	---	---

✓ **Láminas**

Habla

Describir personas, animales y lugares.

1	2	3	4	5
---	---	---	---	---

Desarrollar y ampliar vocabulario.

1	2	3	4	5
---	---	---	---	---

Desarrollar la imaginación

1	2	3	4	5
---	---	---	---	---

✓ **Laboratorio**

Habla

Enriquecer el vocabulario

1	2	3	4	5
---	---	---	---	---

Expresar ideas completas

1	2	3	4	5
---	---	---	---	---

Reportar contenido de aplicaciones

1	2	3	4	5
---	---	---	---	---

Escucha

Identificar vocabulario

1	2	3	4	5
---	---	---	---	---

Diferenciar palabras homófonas

1	2	3	4	5
---	---	---	---	---

7. ¿Qué formas de evaluación utiliza tu docente? Y con qué frecuencia?

Formas de evaluación	Si	No	Siempre	Casi siempre	A veces	Nunca
Sistemáticos						
Exposiciones						
Dramatizaciones						
Exámenes						
Actividades prácticas						
Tareas						

8. ¿Qué tan efectivas han sido estas formas de evaluar en desarrollar la habilidad de la escucha y el habla?

Formas de evaluación	Nada efectivas	Poco efectivas	suficientes efectivas	Muy efectivas
Sistemáticos				
Exposiciones				
Dramatizaciones				
Exámenes				
Actividades prácticas				
Tareas				

GRACIAS POR SU VALIOSO APORTE!



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA UNAN
MANAGUA.

TOPIC:Methodological factors that affect the development of both listening and speaking skills in students of 10th and 11th grades from Maria Mazzarello private school.

Survey for the students NO _____

Maria Mazzarello private school		
Age:	Gender:	Date:
Subject:	Grade and level :	

Dear students, your opinions about your teaching-learning process of English as a foreign language and the way the teacher organizes, develops and assesses the course is very important for our educational research. Below a series of important aspects presented in this survey, in order to assess the teacher performance with objectivity mark with X in the blank; according to your opinion.

1- What kind of teaching strategies does the teacher apply?

- Games _____
- Songs _____
- Dialogues _____
- Role plays _____
- Interviews _____
- Presentations _____

2- How often these teaching strategies are used by the teacher?

TeachingStrategies	Always	Almostalways	Sometimes	Never
Games				
Songs				
Dialogues				
Role plays				
Interviews				
Presentations				

3- How much have these Teaching Strategies helped to develop the listening and the speaking skills? Take into account the following scale: 1: nothing, 2: a few, 3: very poor, 4: enough, 5: a lot.

✓ **Games**

Speaking Listening

To improve the fluency

1	2	3	4	5
---	---	---	---	---

To understand instructions

1	2	3	4	5
---	---	---	---	---

To improve the speaking.

1	2	3	4	5
---	---	---	---	---

To follow instructions

1	2	3	4	5
---	---	---	---	---

To report general and specific information

1	2	3	4	5
---	---	---	---	---

✓ **Songs**

Speaking Listening

To improve the pronunciation To improve the concentration

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

To develop the fluency

1	2	3	4	5
---	---	---	---	---

To adapt to the language

1	2	3	4	5
---	---	---	---	---

To learn new vocabulary

1	2	3	4	5
---	---	---	---	---

To identify different accents

1	2	3	4	5
---	---	---	---	---

✓ **Dialogues**

SpeakingListening

To play characters To understand conversations

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

To keep short conversations

1	2	3	4	5
---	---	---	---	---

To identify expressions through gestures

1	2	3	4	5
---	---	---	---	---

✓ **Role plays**

Speaking

To develop the fluency

1	2	3	4	5
---	---	---	---	---

To keep conversations.

1	2	3	4	5
---	---	---	---	---

To play characters.

1	2	3	4	5
---	---	---	---	---

Listening

To understand conversations.

1	2	3	4	5
---	---	---	---	---

To identify characters

1	2	3	4	5
---	---	---	---	---

✓ **Interviews**

Speaking Listening

To express complete ideas.

1	2	3	4	5
---	---	---	---	---

To understand questions.

1	2	3	4	5
---	---	---	---	---

To keep conversations.

1	2	3	4	5
---	---	---	---	---

To improve the listening.

1	2	3	4	5
---	---	---	---	---

✓ **Presentations**

Speaking

To ask and answer questions.

Listening

To improve the understanding of information.

Methodological factor that affect the development of both listening and speaking skills

1	2	3	4	5
---	---	---	---	---

To give opinions.

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

To develop the ability to concentrate.

1	2	3	4	5
---	---	---	---	---

4- What kind of Didactic Resources are used by the teacher?

Books _____
 Videos _____
 Tape recorder _____
 Pictures _____
 Lab _____

5- How often these didactic resources are used by the teacher?

Didacticresources	Always	Almostalways	Sometimes	Never
Books				
Videos				
Tape recorder				
Pictures				
Lab				

6- How much have these Didactic Resources helped to develop the listening and the speaking skills?

DidacticResources

✓ **Books**

Speaking Listening

To learn new vocabulary

1	2	3	4	5
---	---	---	---	---

To improve the listening skill

1	2	3	4	5
---	---	---	---	---

To improve the pronunciation

1	2	3	4	5
---	---	---	---	---

To develop the concentration

1	2	3	4	5
---	---	---	---	---

✓ **Videos**

SpeakingListening

Methodological factor that affect the development of both listening and speaking skills

To express ideas

1	2	3	4	5
---	---	---	---	---

To improve the concentration.

1	2	3	4	5
---	---	---	---	---

To increase the vocabulary

1	2	3	4	5
---	---	---	---	---

To improve understanding

1	2	3	4	5
---	---	---	---	---

✓ **Tape recorder**

Speaking Listening

To increase the vocabulary

1	2	3	4	5
---	---	---	---	---

To improve understanding

1	2	3	4	5
---	---	---	---	---

To express complete ideas To identify different accents

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

To report contents To adapt to the language

1	2	3	4	5
---	---	---	---	---

1	2	3	4	5
---	---	---	---	---

✓ **Pictures**

Speaking

Describe people, animals and places.

1	2	3	4	5
---	---	---	---	---

To increase the vocabulary.

1	2	3	4	5
---	---	---	---	---

To develop the imagination

1	2	3	4	5
---	---	---	---	---

✓ **Lab**

Speaking Listening

To increase the vocabulary

1	2	3	4	5
---	---	---	---	---

To identify new vocabulary

1	2	3	4	5
---	---	---	---	---

To express complete ideas

1	2	3	4	5
---	---	---	---	---

To make different between type of words

1	2	3	4	5
---	---	---	---	---

To report contents

1	2	3	4	5
---	---	---	---	---

7. What kind of assessments does the teacher apply? How often these assessments are used by the teacher?

Forms of assess	Yes	no	Always	Almost always	Sometimes	Never
Quizzes						
Presentations						
Role plays						
Tests						
Practice activities						
Homeworks						

8. How much effective have these assessments been in the develop of listening and speaking skills?

Forms of assess	Nothing effective	Few effective	Enough effective	A lot effective
Quizzes				
Presentations				
Role plays				
Tests				
Practice activities				
Homeworks				

Thank you for your help!



**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN MANAGUA.**

Interview for teacher

Topic:

Methodological factors that affect the development of both listening and speaking skills in students of 10th and 11th grades from Maria Mazzarello private school.

Purpose of this interview is to verify some factors that are affecting the student's development in English language.

Before you begin, please read the following information.

You are being asked to complete this interview as part of a research about methodological factors that affect student's development in listening and speaking skills.

There are no right or wrong answers— your responses are an important information
The interview should take you approximately 20 minutes to complete.

Personal Information

School Name: _____

Gender: F ___ M ___ **Age:** ____ **Graduated:** Yes ___ No ____

Labor Experience:

Time to teach English: _____ other places before: _____

Levels to teach: Preschool ___ Elementary ___ High School ___ University _____

Other _____

Other places where worked before: _____

Think about teaching

1. What factors do you think are affecting the develop of the students in listening and speaking skill?
2. What methodological strategies do you use to improve the listening and speaking skill?
3. What didactic material do you use to develop the listening and speaking skill?
4. What activities do you use to develop the listening and speaking skill?

5. Do your students have active participation during the class?

6. Are they using the English Language to ask and answer statement during the class?

7. What type of assessment do you apply in your class?

8. What type of assessment do you think are most effective to increase the level of learning in your students?

9. What type of listening and speaking activities your students prefer?



Universidad Nacional autónoma de Nicaragua UNAN – Managua
“Ruben Dario Campus”
Education and Language faculty
English Department

Language Classroom Observation Form

Class: _____ Section: _____

Teacher: _____ # of students: _____

Observer: _____ Date: _____

Rating Scale

4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

A. PREPARATION

1. The teacher had a clearly discernible lesson plan. 4 3 2 1
2. There was an appropriate balance of structured and open-ended/communicative activities. 4 3 2 1
3. The exercises and activities were introduced in context. 4 3 2 1
4. The plan was geared toward real/authentic language use. 4 3 2 1

B. LANGUAGE USE

1. The teacher used the target-language in the classroom appropriately 4 3 2 1 / NA and effectively.
2. Use of English was appropriate to student needs. 4 3 2 1 / NA

C. LESSON PRESENTATION

1. The lesson was presented effectively and clearly. 4 3 2 1
2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1
3. There were smooth transitions between activities. 4 3 2 1
4. The time allotted for activities was appropriate. 4 3 2 1
5. The amount of teacher talk and student talk was appropriate. 4 3 2 1
6. The type and amount of teacher feedback was effective. 4 3 2 1
7. Cultural instruction was integrated into class activities. 4 3 2 1

D. TEACHING METHODOLOGY

1. The use of small groups/pair work during each activity 4 3 2 1 was appropriate.
2. The seating arrangement facilitated learning. 4 3 2 1
3. The use of audio-visual & tech materials was effective. 4 3 2 1
4. The teacher divided his or her attention among students appropriately. 4 3 2 1
5. Student participation was on task. 4 3 2 1

E. CLASSROOM ATMOSPHERE

1. Student participation was active and lively. 4 3 2 1
2. The class atmosphere was warm, open and accepting. 4 3 2 1
3. The teacher was sensitive to students' difficulties and abilities. 4 3 2 1

F. USE OF RESOURCES DIDACTIC

1. Use of resources (video, audio, pictures, book) was appropriate given the material being presented. 4 3 2 1
2. Use of resources was particularly creative, i.e. it accomplished something that could not have been done as easily with other media. 4 3 2 1
3. Use of resources is limited in the classroom, but used appropriately outside the class 4 3 2 1

G. ASSESMENT

1. Use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and report student progress 4 3 2 1
2. Assessment is embedded in relevant, meaningful, and authentic performance task throughout the placement, as well as in culminating activities, and ongoing feedback to learners is provided 4 3 2 1

COMMENTS

STRENGTHS:

SUGGESTIONS FOR IMPROVEMENT:

NIVEL: LOW ADVANCED

DESCRIPCION DEL NIVEL: En este nivel se pretende continuar con el desarrollo de las habilidades del idioma ingles por medio de tareas practicas e interactivas, lo cual ayudara al estudiante a adquirir confianza en el momento de usar el idioma, así como mejorar su pronunciación y también saberse expresar y comprender la mayor parte de las interacciones orales que tenga con sus compañeros de clases o profesores.

OBJETIVO GENERAL: Utilizar el idioma de forma segura, eficaz, razonable y flexible en situaciones concretas en donde tendrán que comprender y emitir juicios de una forma coherente y razonable.

OBJETIVOS ESPECÍFICOS: Al finalizar este nivel los estudiantes serán capaces de:

- Hablar sobre diferentes tipos de libros
- Hablar sobre lo que les gusta y lo que no.
- Compartir sobre eventos especiales de sus vidas
- Hacer ofertas
- Discutir sobre problemas de salud
- Conversar sobre sobre hábitos alimenticios.
- Hacer especulaciones.
- Compartir sobre su película favorita.
- Describir personalidades
- Hablar sobre estilos de vestuarios.
- Discutir sobre enfermedades y sus síntomas.
- Expresar sus opiniones
- Reportar lo que alguien más dijo.
- Discutir sobre problemas globales
- Expresar condiciones
- Discutir sobre situaciones injustas.
- Discutir sobre problemas cotidianos.
- Discutir sobre prohibiciones.

LEVEL: LOW ADVANCED

UNIT: I

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Refer to different things using the correct adjective, adverb, or pronoun. • Recognize the meaning and correct usage of phrasal verbs. • To talk about different kinds of books. • Identify and use appropriately compound nouns. • To give reasons about different issues. • Write about their likes or dislikes. 	<ul style="list-style-type: none"> • Such (adjective, pronoun, adverb) • Phrasal verbs. • Kinds of books and readings • Compound nouns • Giving reasons • Idioms 	<ul style="list-style-type: none"> • Presentations • Debates • Laboratory • Listening • Writing • Pair work • Individual work • Interviews 	<ul style="list-style-type: none"> • Check if students are able to: • Refer to different things using the correct adjectives, adverb or pronoun. • Recognize and use in an appropriate way phrasal verbs. • Give their opinions about the different kinds of readings. • Use in a correct way compound nouns. • Give reasons about different and actual issues. • Use idioms in their daily speech. • Write about what they like, or what they don't like.

LEVEL: LOW ADVANCED

UNIT: II

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Use the passive voice in a correct way in all tenses. • Use correctly the verbs make and Do. • Talk about permissions and disapprovals. • Talk about special events in their lives. • Talk about their plans • Use in a correct way words that are sometimes used in an incorrect way. (Confusing words) 	<ul style="list-style-type: none"> • Passive voice (all tenses) • Subjunctive • Make – Do • Confusing words • Let • Be allowed to • Idioms 	<ul style="list-style-type: none"> • Reading • Presentations • Exercise solving • Discussions • Debates • Pair work • Individual work • Interviews 	<ul style="list-style-type: none"> • Check if students are able to: • Use the passive voice in all tenses in a coherent way. • Give suggestions to different things using the subjunctive. • Use correctly the verbs make and do • Identify the correct word that is to be used in different phrases • Include idioms in their daily speech. • Talk about permissions and disapprovals

LEVEL: LOW ADVANCED

UNIT: III

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Talk about future situations or plans. • Tags questions. • Talk about quantity expressions. • Talk about people using the correct indefinite pronouns. • Use idioms in their daily speech. • Make offers • Talk about health problems. • Share opinions about eating habits. 	<ul style="list-style-type: none"> • Will / won't (predictions) • Tag questions. • Food • Eating habits. • Health • Idioms • Indefinite pronouns • Quantity expressions 	<ul style="list-style-type: none"> • Book report • Case study • Concept mapping • Debate • Discussion • Dramatization • Drill and practice • Interview • Journaling • Lecture • One minute paper • Peer exchange. 	<ul style="list-style-type: none"> • Check if students are able to: • Make predictions in an appropriate way. • Talk about different kinds of food and their advantages and disadvantages for their health. • How to get responses using tag questions in a correct way. • Use idioms in their daily speech. • Use indefinite pronouns in a correct way. • Use quantity expressions correctly.

LEVEL: LOW ADVANCED

UNIT: IV

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Use the correct words to make speculations. • Use adjectives with ed or ing endings in a correct way. • Talk about their emotions. • Talk about their favorite movie. • Use linking verbs appropriately. • Report what someone has said • Report what someone has asked • Use adverbs of degree in a correct way. 	<ul style="list-style-type: none"> • Could, might and may for speculation. • Ed vs. ing adjectives. • Body movements. • Emotions. • Movies review. • Linking verbs • Passive voice future • Reporting questions present • Adverbs of degrees 	<ul style="list-style-type: none"> • Role playing • Debates • Writing tasks • Exercise solving • Discussions • Listening • Lab search. • Presentation • Pair work 	<ul style="list-style-type: none"> • Check if students are able to: • Make speculations about different situations • Use correctly adjectives ending in ed or ing • Talk about their emotions • Make a summary of a movie • Link sentences using the appropriate words. • Use the passive voice in a correct way. • Report what someone has said and asked

LEVEL: LOW ADVANCED

UNIT: V

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Talk about actions they frequently did in the past. • Use gerunds after prepositions in a correct way. • Describe personalities • Talk about moods • Talk about different dressing styles. • Talk about fashion. • Talk about sicknesses and their symptoms 	<ul style="list-style-type: none"> • Used to Vs. would • Gerunds after prepositions • Adjectives to describe personalities • Moods • Reason clauses • Contrast clauses • Clothing • Sicknesses 	<ul style="list-style-type: none"> • Role playing • Debates • Writing tasks • Exercise solving • Discussions • Listening • Lab search. • Presentation • Pair work 	<ul style="list-style-type: none"> • Check if students are able to: • Talk about activities they repeatedly did in the past. • Identify which gerunds go after a preposition. • Describe people´s personalities • Talk about moods • Give reasons • Compare by contrasting different issues. • Talk about sicknesses and their symptoms.

LEVEL: LOW ADVANCED

UNIT: VI

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Talk about things that started in the past but they continue till now. • Use embedded questions in a correct way. • Talk about their hobbies and pastimes. • Talk about things people say. • Ask and answer where to get something done. • Show preferences • Talk about things they are or have to get accustomed to. 	<ul style="list-style-type: none"> • Present perfect continuous • Embedded questions • Hobbies and pastimes • Unusual habits. • It is said vs. They say • Have something done • Would rather. • Be used to.. / get used to... 	<ul style="list-style-type: none"> • Role playing • Debates • Writing tasks • Exercise solving • Discussions • Listening • Lab search. • Presentation • Pair work 	<ul style="list-style-type: none"> • Check if students are able to: • Talk about things that started in the past but they continue till now. • Use embedded questions in a correct way. • Talk about their hobbies and pastimes. • Talk about things people say. • Ask and answer where to get something done. • Show preferences • Talk about things they are or have to get accustomed to.

LEVEL: LOW ADVANCED

UNIT: VII

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Report what someone else said. • Report what someone else asked • Talk about problems that are affecting our world. • Use determiners in a correct way. • Use the reflexive pronouns correctly. • Build relative clauses in a coherent way. • Use so, such enough and too in an appropriate way. 	<ul style="list-style-type: none"> • Reported speech (past tense) • Reported questions (past tense) • Worldwide problems • Personality adjectives • Determiners • Reflexive pronouns • Relative clauses • So and such • Enough and too 	<ul style="list-style-type: none"> • Role playing • Debates • Writing tasks • Exercise solving • Discussions • Listening • Lab search. • Presentation • Pair work 	<ul style="list-style-type: none"> • Check if students are able to: • Report what someone has said or asked. • Talk about different problems that are affecting our world. • Use determiners in a correct way. • Apply reflexive pronouns in an appropriate manner. • Build relative clauses using the correct pronouns. • use too, so , such and enough correctly.

LEVEL: LOW ADVANCED

UNIT: VIII

COMPETENCES	CONTENTS	LEARNING ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • Students will be able to: • Talk about what they would have done. • Talk about conditions • Talk about different workplaces. • Talk about everyday problems • Talk about unfair situations • Give reasons • Talk about restrictions. 	<ul style="list-style-type: none"> • Zero conditional • First conditional • Second conditional • Third conditional • Period • Coma • Time clauses • Reason clauses • Restrictive adjective clause 	<ul style="list-style-type: none"> • Role playing • Debates • Writing tasks • Exercise solving • Discussions • Listening • Lab search. • Presentation • Pair work 	<ul style="list-style-type: none"> • Check if students are able to: • Are able to talk about conditions that would have permitted them to do something. • Talk about workplaces • Talk about everyday problems • Talk about unfair situations • Use correctly the comma • Use appropriately the period • Build restrictive clauses. • Give reasons.

