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Analysis of the effectiveness of the functional language teaching of 11th grade, morning shift, at Rigoberto López Pérez Institute, Managua, during the second semester of 2015.

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DEDICATORY

Firstly, we dedicate this project to God who provided us wisdom and health to conduct this research. Secondly, to our parents who supported us in our studies during five years. Then to our teachers who gave us their knowledge to train us in the field of teaching. We also dedicate this paper to our tutors who always encouraged us to work hard in order to achieve our goals regarding this project. Finally, we dedicate this paper to the teacher and students at Rigoberto López Pérez who played the role of contributors to the development and objectivity of this project.

ABSTRACT

This research is based on the Effectiveness of the Functional Language Communication at Rigoberto López Pérez High School, Eleventh grade ´C´ morning shift in the first semester of 2015. Students from this school have faced different problems regarding functional communication production in the second language. Their oral communication development is affected by several reasons such as the techniques and activities used by the teacher, the lack of time and authentic material they are exposed.

Besides this, it is important to mention the lack of participation and insufficient confidence while interacting in different activities in the classroom. This research allowed us to find out some pieces of advices to provide the teacher expecting that he may take them into consideration in future classes.

Finally, it is expected that this research will help to improve the functional communication teaching.

I.   INTRODUCTION

English language has its origin in England and it has become the main source of communication among different cultures. Moreover, it is a necessity in the labor field. English language is the bound that allows communication between nations; thus, it is known as the first language taught around the world.

The English language teaching has evolved through time that it has turned into a universal language. For this teaching process to be success it is needed to use appropriate and authentic materials, devote enough time to practice and produce the language. It is vital to highlight the importance that all these educational aspects have on the development and practice of the language.

By conducting this research it is intended to analyze the importance of the teaching techniques to improve English functional communication.

II.   PROBLEM BACKGROUND

A problem is something that is difficult to deal with, is a source of trouble, worry, etc. There is a problem about the effectiveness of the teaching functional communication, it refers to a language that we use to perform various functions, such as giving advice, making request, apologizing, asking for opinions, giving instructions, etc at Rigoberto López Pérez high school. In this case, It is noticeable the lack of use in techniques to teach functional communication, also the activities are not promoted by the teacher. One of the main factors in this problem is the time which is not enough for the development of the class. Due to the time, the teacher cannot use materials to promote communication. In the real world, it is not easy for a teacher to help students to develop functional communication. It is a tough work and it is required to be dedicated to make valuable the class.

The teacher at Rigoberto López Pérez faced series of problems that may have solutions in a long period of time. Most of teenagers want to learn a new language but due to the difficulties in school referring to the lack of organization by authorities in the school, students have been affected.

The main objective about this problem is to analyze the importance of the teaching techniques to improve English functional communication, and some of the advantages for this students are looking for a good job, helping their families and even themselves by learning a foreign language, but if we let the problem to be part of us we will not have the opportunity to move on and help our teenagers to have better living conditions.

Problem

Are the teaching techniques effective to improve English functional communication in the second semester of 2015, Eleventh grade "C", morning shift at Rigoberto López Pérez high school?

Sub-Problems

1. Lack of usage of the techniques to teach functional communication.

2. The activities to teach functional communication are not promoted.

3. Time devoted to functional communication is not enough.

4. Lack of exposure to authentic materials to promote functional communication.

III.   PREVIOUS STUDIES

Nowadays, English has become an international language that provides different opportunities in many fields such as economy, journalism, medicine, and so on. There are a great number of studies that contribute to the development of this research; all of them are carried out with different purposes; in this case, in the Functional Communication Language.

One of the main goals of language teachers is to provide students with the tools to be effective communicators in the TL. Often when students are assigned projects and assignments (like the weather report in Anna's case study) their lack of practical tools to produce the actual language becomes evident. In these cases, students might very well have the necessary resources to accomplish the task, but teachers might need to consider a communicative approach to teaching the language, focusing on the functions of language, to properly equip students to complete assigned tasks.

David Wilkins, a theorist closely linked with communicative language teaching, suggests that language teaching should be organized into notional (relating to meaning) and functional (relating to communication) syllabi. He suggests that the concept of communicative functions (to which he credits Holladay) may be the most important aspect. Other contributors to this theory, such as Jan van Ek, build on Wilkins' terms and ideas, but interpret them somewhat differently. In place of communicative function, they substitute language function, referring to what people do through language.

Whether we are apologizing, expressing a wish or asking permission, we use language in order to fulfill that purpose. Each purpose can be known as a language function. Savignon describes a language function as "the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes" (Savignon, 1983). By using this idea to structure teaching, the instructional focus becomes less about form and more about the meaning of an utterance. In this way, students use the language in order to fulfill a specific purpose, therefore making their speech more meaningful.

IV.   Justification

This research determines the teaching techniques that influence in the development of the functional communication of the students of fifth grade ´C´ in the morning shift at Rigoberto López Pérez High School in the first semester of 2015. This research is about the lack of speaking interaction using functional language among the students since it retrains the real communication in the classroom. This research is mixed since it is based on quantitative and qualitative data.

The decision of conducting this research is to inquire about the importance of the teaching techniques of the functional communication. Moreover, the appropriate methods, resources and communicative activities that promote communication in the classroom. Different information and opinions will be collected by observing the English class, conducting surveys to students and an interview to the teacher.

It is hoped that this research based on the English Functional Communication teaching techniques may be used as a reference for conducting forthcoming ones. It will be helpful for the "Ministry of Education" and also for the English Department at UNAN – Managua. Furthermore, this research will help teachers to understand the real issue that affect students' speaking skills in the teaching process. In addition, it will help them to take some pieces of advice in order to improve the teaching speaking skills.

V.   Research Questions

1. What are the materials the teacher uses when teaching functional communication?

2. What is the effectiveness of the techniques to teach functional communication?

3. How much time does the teacher devote for functional communication?

4. How frequency is functional communication taught?

5. What are the materials used for teaching functional communication?

6. What is the effectiveness of the materials used teaching functional communication?

VI.   OBJECTIVES

6.1 General Objective

To analyze the importance of the teaching techniques to improve English Functional Communication.

6.2 Specific Objectives

1. To analyze the relevance of the techniques the teacher considers the most effective when teaching functional communication.
2. To verify the materials which are applied when teaching functional communication.
3. To determine the time the teacher devotes to the functional communication practice.

VII.   THEORETICAL FRAMEWORK

A theoretical framework consists of concepts and, together with their definition and reference to relevant scholarly literature, existing theory that is used for a particular study. It must demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper and that relates to the broader areas of knowledge being considered. The theoretical framework is most often not something readily found within the literature. Course readings and pertinent research studies must be reviewed for theories and analytic models that are relevant to the research problem that is being researched.

7.1 THE IMPORTANCE OF LEARNING ENGLISH

Around the world, students of all ages are learning to speak English, bur their reasons for wanting to study English can differ greatly. Some students, of course only learn English because it is on the curricula at primary or secondary school. Many people learn English because they have moved into a target community language and they need to operate successfully within the community. Some students need English for a specific purpose for instance, to learn legal language, language for tourism, banking, nursing, etc.

Many people think that English will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak and also read and write the language for effectively for wherever and whenever this might be useful for them Harmer, 2013). As it said before English has become the international language all over the world, for business, tourism, education, medicine and literature. Because of that, people from different countries have taken the challenge or has made the decision to study English in order to facilitate interaction between human beings.

The importance of learning English cannot be overstated in an increasingly interconnected and globalized world. For the millions of immigrants who travel the world from non-English- speaking countries every year, learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working

knowledge of the English language can create many opportunities in international markets and regions. In lingua Malta, 2013 list the different reasons for learning English such as:

7.1.1. **International Language**: English is the fourth most widely spoken native language in the world, and in terms of sheer numbers of speaker, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is the first language of global trade and commerce. In many countries, most tourism authorities and others officials in contact with the public speak English to interact and engage with tourist and immigrants.

7.1.2. **Digital Age**: while progress has been made in language translation software and allied technologies, the primary language of the ubiquitous and all influential World Wide Web is English. English is typically the language of latest version applications and programs and new freeware, shareware, peer to peer, social media network, and websites. Software manuals, hardware installation guides and product fact sheets of popular consumer electronics and entertainment devices usually are available in English first before being made available in other languages.

7.1.3. **Job Opportunities**: knowing English opens job and employment opportunities in many countries and markets. Multilateral institutions and agencies in the four United Nation cities of New York. Vienna, The Hague and Geneva recruit professionals with multilingual skills, but also expect the candidates to have good English speaking skills. The common wealth of nation, made up of 50 plus countries that were former British colonies or dependencies, also offers numerous employment opportunities to those who understand and communicate in English.

As mentioned above it has been realized the huge great importance of learning English. It is considered one of the most worldwide spoken language, not only for get a better job or successful a better career, it also is an important means for communication which permits

establishes relationship with people around the world and at the same time exchange our culture and lifestyles.

7.2 The Communicative Approach

According to Richards, 1995, communicative language teaching is best considered an approach rather than a method, it could be that one version among the various proposal for syllabus models, exercise types, and classroom activities might gain wider approval in the future.

Communicative language teaching appeared at time when British language teaching was ready for a paradigm shift. Situational language teacher was no longer felt to reflect a methodology appropriate for seventies and beyond. The rapid adoption of a communicative approach also resulted on the fact that it quickly assumed status of orthodoxy in British language teaching circles, receiving the sanction and support of leading British applied linguistics, language specialists, and publishers as well institutions.

The adoption of communicative approach raises important issues for teacher training, material development, testing and evaluation. Common to all versions of the communicative language teaching, however is a theory of language teaching that start for a communicative model of language and language use, and that seek to translate this into a design for an instructional system, for materials, for teachers and learners role and behavior, also for classroom activities and techniques.

The goal in this approach is to develop communicative competence. As we can see, communicative approach list some important aspects such as teacher training, the use of materials to facilitate the learning process. Its means that students who are being taught with communicative purpose must develop the oral communication skill to be in touch with the world.

7.2.1 Objectives of the Communicative Approach

1. An integrative and content level, language as a mention of expression.

2. A linguistic and instrumental level for learning.

3. An effective level of interpersonal relationship and conduct a language as a means of expressing values and judgments about one self and others.

4. A general educational level of extra linguistic goals.

These four objectives are proposed by Piepho, 1981, mentioning that they are really important in the communicative approach. Since an approach assumes that language teaching will reflect the particular need of the target learner, it cannot be defined beyond this level of specification. These needs may be domains of reading, writing, listening and speaking. Instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative need.

7.2.2 Types of Teaching Activities in the Communicative Approach

The range of exercises types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learner in communication and required the use of different process such as information sharing, negotiation of meaning and interaction. Classroom activities are often designed for completing tasks that are valuable trough the language.

7.2.3 Task Based Communication

Task based communication has to do with activities that promote students speaking, and those activities have been prepared to support communicative language teaching classes, this typically are in the form of one of a kind items, exercise, handbooks, cue cards, activity cards, pair communication, and students interaction.

7.3 The Significance and Implications of Classroom Interaction

The way teachers talk to students and the manner they interact among them is one of the crucial teaching skills that does not demand technical expertise. It means teachers need to be able to communicate to students in a polite way, be good listeners and let students

express themselves; ideas, feelings, and thoughts. This then, could be beneficial for both students and teachers.

The relationship between teachers and students is not the same as the relations students among their parents; however, both have something in common that is the ability to rough tune the language. Rough tuning is the simplification that is made to increase their chances of being understood. In order to rough tune the language, teachers need to be aware of three things; Firstly, they should consider the kind of language the students are likely to understand. Secondly, they need to think about what they wish to say and look for the best ways to do it. And thirdly, they have to consider the manner in which they will speak, including intonation, tone of voice, speed, and vocabulary.

The teacher – students interaction is established when a teacher talks to the whole class at the same time. He takes the role of a leader and decides on the type and process of the activities. The primary function of such interaction is controlled by practicing certain language structures and students mostly repeat them. This is referred to as a drill. The second arrangement is conducted when the teacher refers to the whole class but expects only one student or a group of students to answer. This arrangement is often used for individual evaluation but may also be used for an informal conversation at the beginning of the lesson or to lead students to a less guided activity. The third type of interaction is called 'pair work'. Students get an assignment, which they have to finish in pairs. After the activity, the teacher tells the pairs to join a group and each pair report on their work. The last type of classroom interaction is called 'group work'. As with pair work, the teacher encourages students to report their work at the end of the activity. All types of classroom interactions are needed to develop the communication in and out the classroom.

The roles of teacher are as facilitator, prompter, resource, or tutor. Every role the teacher adopts and which is designed to help students learn is the role or a facilitator. All roles, after all, aim to facilitate the students' progress in some way or another and so it is useful to adopt more precise terms than facilitator as controller since he is in charge of the class and of the activity taking place in a way that is substantially different from a situation whhere students are working on their own groups. Controllers take the roll, organize, read aloud and do a range of others activities in the classroom.

Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing. If, for example, the teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency. Being a controller may work for grammar explanations and other information presentation, for instance, but it is less effective for activities where students are working together cooperatively on a project, for example. In such situations we may need to be prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed. At other times, it is needed to act as feedback providers (helping students to evaluate their performance) or as assessors (telling students how well they have done or giving them grades, etc). It is also needed to be able to function as a resource (for language information, etc) when students need to consult us and, at times, as a language tutor (that is, an advisor who responds to what the student is doing and advises them on what to do next). The way we act when we are controlling a class is very different from the listening and advising behavior we will exhibit when we are tutoring students or responding to a presentation or a piece of writing (something that is different, again, from the way we assess a piece of work). Part of our teacher personality, therefore, is our ability to perform all these roles at different times, but with the same care and ease whichever role we are involved with. This flexibility will help us to facilitate the many different stages and facets of learning.

7.4 FUNCTIONAL LANGUAGE COMMUNICATION

7.4.1 Communicative Approach

To refer to Functions of the Language, it is needed to know about the Communicative Approach or Communicative Language Teaching (CLT). It is the name which was given to a set of beliefs that included not only a re-examination of what aspects of language to teach. The 'what to teach' aspect of the Communicative Approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes. Harmer, p. 84. This aspect is closely related to the ides that language learning will take care of itself and what is vitally important for a student´s development of knowledge and skill is the exposure to language in use and opportunities to use. Activities in Communicative Language Approach typically involve students in real or realistic communication, when the successful achievement of the communicative language task they are performing is more important than the language they use.

Students need to have a desire to communicate something and a purpose for communicating. It means they do not have to be focused on the particular language form when performing tasks, but on the content of what they are saying or writing about. Students should use a variety of language structures, not just the one they are studying in a certain lesson. Activities that are carried out should attempt to product real communication instead of learning grammar structures alone or vocabulary related to the topic.

In order for students to perform tasks not only in the classroom but also outside it, they need to know the aspects that are involved in the Communicative Competence. It is divided into four subcategories; the first two reflect the use of the linguistic system itself and the last two define the functional aspects of communications.

7.4.2 Communicative Competence

The first one is the **Grammatical competence** is that aspect of communicative competence that encompasses 'knowledge of lexical items, rules of morphology, syntax, sentence-

grammar, semantics, and phonology' (Canale & Swain 1980:29). This competence is about mastering the linguistic code of language, which are the structures and rules of the language.

The second competence is the **Discourse competence** is the complement of grammatical competence. It is the ability to connect sentences in stretches of discourse and to form a meaningful all out of a series of utterances. In accordance with Brown (2000, p. 247), discourse means everything from simple spoken conversations to lengthy written texts (articles, books and the like). This competence is concerned with intersentencial relationships.

Sociolinguistic competence is the third competence and it is the knowledge of the sociocultural rules of language and of discourse. According to Savignon (1983, p.37), this competence requires an understanding of the social context in which language is used, that roles of the participants, the information to share, and the function of the interaction. It means, learning a language means learning the culture and the rules of discourse.

The last competence is the **Strategic competence**. It is describes as the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to lack of competence. In other words, the strategic competence are strategies that one uses to compensate for imperfect knowledge of rules or limited factors in their application such as fatigue, distraction and inattention. This competence underlies the abilities to make repairs, to cope with imperfect knowledge, and the sustain communication.

Competence consists of the ability to manipulate the functions of language, a component that Canale and Swain subsume under discourse and sociolinguistic competence. Functions are essential the purposes that are accomplished with language, e.g., stating, requesting, responding, greeting, parting, etc. Functions cannot be accomplished, of course without the form of language: morphemes, words, grammar rules, discourse rules, and other organizational competences. Though functions are related to forms of the language, these are not part of those forms, but their realization in spoken or written communication.

Communication may be regarded as a combination of acts, a series of elements with purpose and intent. It is not merely an event, something that happens; it is functional, purposive, and designed to bring about some changes or effects of the environment of hearers and speakers. These speech acts are used systematically to accomplish particular purposes. Researchers have since been led to examine communication in terms of the effect that utterances achieve and that effect has implications for both the production and comprehension of an utterance; both forms of performance serve to bring the communicative act to its ultimate purpose. That is the reason why second language learners need to understand the purpose of communication, developing an awareness of what the purpose of a communicative act is and how to achieve that purpose through linguistic forms.

7.5 Functions of the Language

The functions of language are neither discrete nor mutually exclusive, thus; a single sentence might incorporate many different functions simultaneously. The seven functions of the language were outlined by Michael Halliday (1973) in the following way:

1. The **instructional** function serves to manipulate the environment, to cause certain events to happen. Sentences have an instrumental function, it means they communicate acts that have a specific perlocutionary force; they bring about a particular condition.

2. The **Regulatory** function of language is the control of events. While such control is sometimes difficult to distinguish from the instrumental function, regulatory functions of language are not so much the unleashing of certain power as the maintenance of control. The regulations of encounters among people, either approval, disapproval, behavior control or setting laws and rules – are all regulatory features of language.

3. The **Representational** function is the use of language to make statements, convey facts and knowledge explain or report – that is to represent reality as one sees it. It is describing what one sees, believes or feels about what is around us.

4. The **Interactional** function of language serves to ensure social maintenance. It refers to the communicative contact between and among human beings that simply allow them to

establish social contact and to keep channels of communication open, is part of the interactional function of language. Knowledge of slangs, jargon, jokes, folklore, cultural moves, politeness and formality expectations, and other keys to social exchanged are required for successful interactional communication.

5. The **Personal** function allows a speaker to express feelings, emotions, personality, and reactions. A person's individually is usually characterized by his or her use of the personal function of communication. In the personal nature of language, cognition, affect, and culture all interact. This function of the language allows speakers to express their feelings and behave the way they are.

6. The **Heuristic** function involves language used to acquire knowledge, to learn about the environment. Heuristic functions are often conveyed in the form of question that will lead to answer. The incessant curiosity of children demonstrate this function, all the questions about the world around them. Inquiring is a heuristic method of eliciting representations of reality from others.

7. The **Imaginative** functions serve to create imaginary systems or ideas. Some uses of the imaginative functions are telling fairy tales, joking or writing a novel. Other examples of pleasurable uses of language as poetry, tongue twisters, and puns fall into the imaginative function. Through the imaginative dimensions of language we are free to go beyond the real world to soar to the heights of the beauty of language itself, and through that language to create impossible dreams if we so desire.

All these functions demonstrate that a learner might acquire correct word order, syntax and lexical items, but understand how to achieve a desired and intended function through careful selection of words, structure, intonation, nonverbal signals, and astute perception of the context of the articular stretch of discourse.

7.6 ACTIVITIES THAT PROMOTE FUNCTIONAL LANGUAGE

According to Julinda Rismaya Maburn, an English Education Study Program teacher (Teaching Speaking Though Dialogue), "the mastery of speaking skills is considered as a priority by many teachers and students who learn English as a foreign language". The

effectiveness of these skills is evaluated according to the level of accuracy when students speak. Another important why speaking is a priority is that the "speaker" as it will be referred to the person who knows the language, therefore "most people are interested in learning to speak (Ur, 1999).

Since speaking is so important there are some activities that promote functional language. Some of them are:

7.6.1 Dialogues:

Nowadays, this technique is considered out of fashion. The learners are given a certain number of lines which they will learn by heart. An excellent way of introducing a dialogue is modeling it. It involves students listening to a tape or CD. Also, the dialogue can be performed by the teacher. The purpose of the modeling is that students develop their listening skills and prepare them for the new phrases and vocabulary they might encounter.

This activity consists of three basic steps:

1. Have students to read the dialogue with the person next to them.
2. Have students to read the dialogues by themselves, silently.
3. Have students to turn papers and repeat the dialogues without reading. It is important to encourage the remembering of concepts rather than memorizing. (ESL gold, 2010)

7.6.2 Role Play

Participants are given a situation plus problem or task, as in simulations; but they are also allotted individual roles, which may be written out on cards. (Ur, 1999)

The usage of Role Plays to promote Functional Language

➢ Students will feel more motivated and eager to participate if the activity is presented in a realistic situation that they might encounter in their daily lives. Realistic situations allow students to practice useful vocabulary and phrases that they might use in the future.

➢ Students are exposed to natural and semi spontaneous speech. It is important to give enough information to evoke the vocabulary the teacher expects, but it should leave enough imagination to allow students to construct their own speech. Another important aspect is to encourage students to take notes while they are planning.

➢ It is essential to teach realistic vocabulary. Moreover, different scenarios must be discussed before doing the role play.

➢ Another important aspect is to adapt the role play according to the students' level and their necessity.

➢ At the end of the role play is important to give feedback to the students. Try to avoid giving feedback and correction while students are speaking. (Mobile, 2015)

7.6.3 Group Discussion

A group discussion is a critical conversation related to a specific topic or maybe a variety of topics, conducted in a small group that allows participation by all members. A group of two or three generally doesn't need a leader to have a good discussion, but once the number reaches five or six, a leader or facilitator can often be helpful. When the group number is eight or more, a leader or facilitator, whether formal or informal, is almost always helpful in ensuring an effective discussion.

This technique can differ in a number of ways:

➢ It does not need to have a specific purpose.

➢ It is not formal, and may not have time constraints or structured order.

➢ It makes emphasize on a process.

➢ Leading a discussion group is not the same as running a meeting.

➢ To be effective it needs to have the following elements:

➢ All the group members have the chance to give their opinions and ideas, express their feelings towards the topic being discussed.

➢ The members of the group listen carefully the opinions of the other members.

➢ Group members can receive and respond to respectful but honest and constructive feedback. (Box)

7.6.4 Round Table

This technique is an opportunity for all the participants to get together in an informal setting and share their opinions (Sullivan). It is similar to the group discussion technique but in the round table speakers start on one side of the room and the move one by one around the table until everyone has had the chance to speak.

This structure has some benefits since all the participants have an opportunity to share their opinions. One disadvantage is that the participants have to go all the way around the table which can be time consuming. If there are 15 or 20 people the discussion may take at least two hours.

Three main pieces of advice to have an effective round table discussion are:

1. Every participant must give his/her opinion. Additional comments should be written down or sent by e-mail.
2. Every participant has a maximum of two minutes to share opinions. Participants must be timed.
3. Participants should add relevant comments that have not been shared yet. (Achtzener)

7.6.5 Debate

Debate is an activity for teaching speaking since it engages students in a variety of cognitive and linguistic ways. This activity is also highly effective for developing argumentation skills for persuasive speech and writing. Davidson (1996) wrote that "with practice, many students show obvious progress in their ability to express and defend ideas in debate [and] they often quickly recognize the flaws in each other's arguments." Nisbett (2003) declares: "Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. (Krieger)

The nine principles of a good debating are:

1. Questions or challenges should be professional. Insulting, condescending, or comments involving personal language or attacks are unacceptable.
2. Critical analysis, synthesis, rhetorical skill, and wit are keys to debate success.
3. Focus on the opposing side's position or argument. Knowing the "other side" is critical for preparing strategies to refute your opponent's arguments.
4. Limit your arguments to three or less.
5. Use logic to make your arguments. Present these arguments clearly and concisely.
6. Know the common errors in thinking and use them effectively in your refutation.
7. Present the content accurately. Only use content that is pertinent to your point of view and draw on support from authoritative sources.
8. Be certain of the validity of all external evidence presented for your arguments.
9. Your conclusion in a debate is your final summary position. (Virginia)

7.6.6 Brainstorming

Brainstorming is an activity which purpose is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas. (Cullen)

How to brainstorm

This activity uses a relaxed and informal atmosphere combined with lateral thinking to solve problems. Inspite of its importance in the generation of new ideas, many students do not have enough training to use it. It can be carried out in a one-period session. No materials are required apart from a pen and sheets of paper.

7.6.7 Oral Presentations

Oral presentations are designed to present a summary of a longer research paper in a way that enables the listener to understand the content of your research and to decide if s/he should read the entire paper. This activity can be adapted to the high school environment.

Although it is shorter, an oral presentation is harder to do well than a written presentation because it makes the presenter entirely responsible for clarity. If a reader has difficulty understanding a portion of a written paper, the reader can reread it, put it aside until later or consult other works (like a dictionary) in order to understand it. That is impossible with an oral presentation, when the only opportunity to clarify unclear material comes during the question-and- answer period. (Jones)

7.7 Factors that limit an appropriate use of Functional Language

The importance of the development of the speaking skill in students is vital and necessary. Teachers should encourage students to practice speaking outside the classroom instead of that, teachers mostly focus on the development of grammar. The main factors that affect the development of speaking are environment and grammar. Moreover, some other factors that may affect the speaking skill of students are confidence, listening, grammar and vocabulary.

7.7.1 Confidence:

In the high school environment the English Class has become a "problem" among students. They lack confidence, due to that shyness blocks when sharing ideas or opinions. Learning English is mistake-correction process but students do not see it like that. Practicing and not being afraid of making mistakes are two keys to develop speaking. It is necessary to have a positive attitude, communicate frequently, practice, focus on what you know and try to learn what you do not. Being afraid of making mistakes lead to getting anxious which also affects the development of this skill. Students with lack of confidence consider the English class as an undesirable one.

7.7.2 Listening

Listening is an important skill that all students must develop as well as speaking because listening "has the major impact on having an effective relationship with others during a conversation" (Mind Tools, 2013). Imitation and repetition are important in the development of listening. Also, it is important understand the meaning and catch the main idea of any phrase. In order to become better listeners students should practice "active listening" which means that students need to be focused and get involved in a conversation, listening carefully.

7.7.3 Grammar

Lack of grammar blocks the appropriate development of speaking. Through grammar students are able to express their ideas in a clear and understandable way, all of these leads to the right construction of sentences or ideas.

7.7.4 Vocabulary

Vocabulary is another important tool in communication. One of the most important aspects of improving spoken English is to have an extensive vocabulary so that students could express what they think clearly and easily. Having a good stock of words would help students to be more precise.

VIII. CONCLUSION OF THE THEORETICAL FRAMEWORK

The problem at Rigoberto López Pérez high school (Effectiveness in the functional communication) has been analyzed in the theoretical framework. To do this, it was necessary to find the importance of learning English as Worldwide Language and the opportunities that it can provide. Moreover, it was useful to mention some approaches related to communication; in this case, the task-based communication approach. In order to go over the problem was required to write about the role of the teacher and students by looking at their competence they have focused on grammatical discourse and strategy. It was really important to recite some of the function of the language such as interactional, regulatory, imaginative and instructional language pointing out the activities that promote them for instance, brainstorming, oral presentations and discussions. It was also referred that the factors that limit an appropriate usage of functional language are confidence, listening, grammar and vocabulary. In order to achieve this research was a great help to use some instruments like surveys to students and interview to the teacher.

IX.   RESEARCH MATRIX

Objectives	Variables	Indicators	Sources
To analyze the relevance of the techniques the teacher considers the most effective in the functional communication	Relevance of the functional communication techniques	Dialogues Discussions Round Table Role-Play Debate Brainstorming Presentations Dynamics	Interview to the teacher
To verify the materials which are applied when teaching functional communication	Materials that are applied in the teaching functional communication process.	Whiteboard CD player Books Handouts Pictures Poster Markers	Observation to the class

Objectives	Variables	Indicators	Sources
To determine the time the teacher devotes to the functional communication practice.	Time devoted to the practice of functional communication	Review time Handouts Group work time Pair work time	Observation to the class

X.   METHODOLOGICAL DESIGN

10.1 Type of Research

This is a transversal research because it is a type of observational study that involves the analysis of data collected from a population, or a representative subset, at one specific point in time. It took place in the first semester of 2015 at Rigoberto López Pérez High School. Besides, it is a mixed approach research because it consists of a process about qualitative and quantitative data analysis.

10.2 Instruments

Interview

Two interviews were planned to get information in relation to the methods, time, techniques, and didactic materials the teacher uses to develop Functional Communication. Both of them are structured interviews because they provide the researcher with adequate understanding of a topic to construct meaningful and relevant close-ended questions. The paper was given to the classroom teacher and he filled it out.

The time devoted for the first interview was half an hour and the same for the second one. Both interviews were held in different days

Observation Guide

The observation was done two times one during a 90 minute class and the other one in a 45 minutes class. The information we were intended to gather was about the material the teacher uses, how he starts a speaking activity, if he encourages students to practice speaking, if there's a balance between the use of English and Spanish when giving the lesson, etc. A check list observation was designed to collect the necessary information and it consists of 21 items.

Survey

The survey was designed in order to collect information about the time, methods, techniques and didactic materials. It was made of 12 items with multiple response (students were intended to check with the information they consider true for them). It took half an hour. The type of results we got were all quantitative.

10.3 POPULATION AND SAMPLE

The sample was determined through a rule of three since the single sampling was too high. The results in the single sampling were 42 out of 48. The population of this research was 28 students. The sample was obtained through the non-probabilistic method of Intentional Sampling, also called Convenience Sampling.
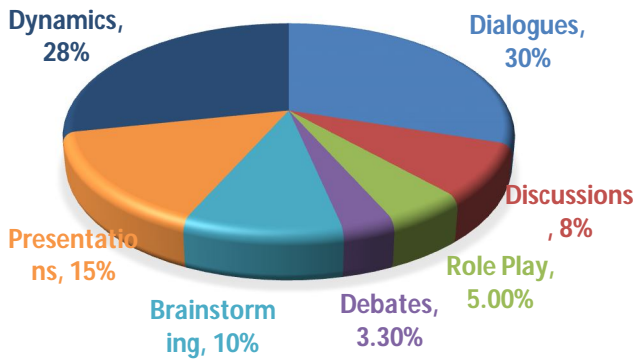
$$48 \qquad \underline{100} = 28$$
$$60$$

The 28 students were selected by counting them from 1 to 3. Then students with number 3 were left out. After that, we count again without taking into account students with the number 3. We did that until we got 28 students.

XI.   DATA ANALYSIS

Objective N$_o$. 1 to analyze the relevance of the techniques the teacher considers the most effective when teaching functional communication.

TECHNIQUES TO TEACH FUNCTIONAL COMMUNICATION

Dynamics, 28%
Dialogues, 30%
Discussions, 8%
Role Play, 5.00%
Presentations, 15%
Debates, 3.30%
Brainstorming, 10%

Practicing the language is one of the most important process when learning to develop speaking skills. Teaching speaking has become boring because teachers do not use a variety of techniques. Over this research it has been stated about 7 techniques teacher can use to develop students' speaking

skills: Dialogues, role play, group discussion, dynamics, debates, brainstorming and oral presentations. In the interview applied to the teacher it was asked to him what the techniques he considered the most relevant were: Dialogues, dynamics and oral presentations. In order to confirm what the teacher said, a survey was designed and applied to students. There is a match between what the teacher said and the results of the interview, even though in the day of the observation none of these techniques were carried out.

Dialogue is considered an out of fashion technique because it requires memorization and a fixed language, it means students cannot change what is stablished on the dialogue. However, today's world requires that the goal of teaching speaking skills must improve students' communicative skills; in this way, students will learn to express themselves and learn how to follow the social and cultural rules appropriate in each communicative context. The teacher we interviewed said he knows this technique is not motivating for students but it can be modified in order to make it interesting for them. One of the things he mentioned was letting students create their own dialogue although they make a lot of grammatical mistakes. With the information got, it was inferred that the teacher models the

dialogue or plays a CD-player in order to expose students to the pronunciation of the words and new vocabulary they might encounter also he does not set a context for instance: introducing yourself or asking for permission.

The other technique mentioned by the teacher was dynamic. Dynamics are a funny way to teach and learn the language; in order to make dynamics meaningful; they must be closely related to the topic being taught. The information gotten from the teacher was the he does dynamics just for fun which means those dynamics do not contribute to the students' speaking skills development on the other hand, these dynamics motivate students to be focused and interested in the class. In this case, dynamics have a positive and negative impact on students; positive impact because dynamics keep students interested on what the teacher is explaining and negative impact because the teacher is not relating what he teaches with the dynamics he carries out in the classroom.

The third most relevant technique mentioned by the teacher was oral presentations. This technique takes time to develop because there are three stages: planning, practicing and presenting. It was asked to the teacher what the methodology when assigning oral presentations was and he said that he just gives topics so they can prepare their presentation. The three stages mentioned above are really important to have a good oral presentation. In the first stage students have the opportunity to know how the presentation should be organized and how they must deliver the topic to the audience in the second stage students have to practice their presentation in order to avoid pronunciation mistakes, and the last stage is presentation; they are supposed to deliver the topic in the way assigned in the first stage.

All of these activities are really important to develop basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and interesting for them.

Through the survey it was found that the teacher focuses the most on teaching speaking since in high school what matters is that students finish their course knowing at least some phrases about introducing themselves, asking the time, talking about national holidays and famous poets like Rubén Darío. Many linguistics and teachers agree on that students learn to speak

LANGUAGE SKILLS

■ Writing ■ Reading ■ Listening ■ Speaking

31%
38%
14%
17%

the second language by interacting. Communicative language teaching serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in the class, students will have the opportunity to communicate with each other in the target language. Some of the activities that promote speaking are the ones mentioned above (dialogues, role play, group discussion, dynamics, debates, brainstorming and oral presentations) but there are also others such as simulations, information gap, storytelling, interviews, story completion and reporting.

Teaching speaking is a very important part of learning a second language. The ability to communicate clearly contributes to the success of students in school and success later in other phases of students' lives. Moreover, it is really important that English teachers pay great attention on teaching this skill so instead of having students to memorize; teachers must provide a rich environment where meaningful communication takes place.

One of the most important points to develop speaking is to exposed students to authentic materials. When interviewing the teacher, he said that he exposes students to these materials for example a newspaper. He explained that newspapers are one of the best resources since they contain information based on reality. Reading a newspaper "provides students with the opportunity to study the language, as it is used in real context" (Freeman D.L., Techniques and Principles in Language teaching)

Objective N$_o$. 2 to verify the materials which are applied when teaching functional communication.

It represents the type of materials used by the teacher as it is shown; whiteboard is the main material while teaching with a percentage of 26%. In our observation we could see that it was true the teacher did use it. All the materials are important for the development of functional communication but some of them are less meaningful than others for instance, books with a percentage of 2.20%; this low percentage is due to the lack of text books in the classroom the rest of

Materials to teach Functional Communication

5%
7%
16%
26%
21%
23.60%
2.20%

■ CD player   ■ Markers   ■ Books   ■ Handouts

the materials are useful but less in class. For example in the interview made to the teacher, he confirms that the white board is essential for the development of the class because through the white board students can see the way that words are written, spelled, and also the pronunciation of them. School is dependent upon the resources of the school to provide the equipment and the b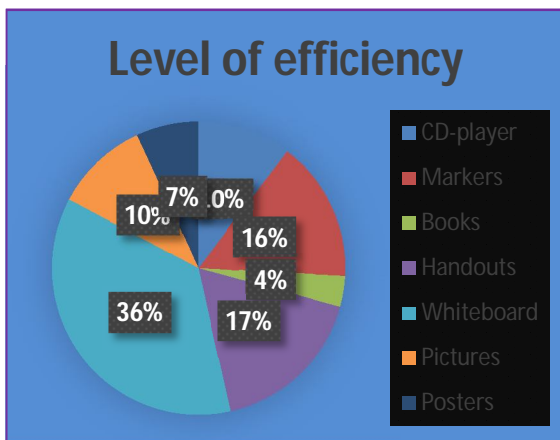eliefs of the teaching staff as to the value of the tool. As such, there is considerable variation across the implementation. This can range how the materials are placed in classrooms (who has them and where they are physically located), how teachers use them, and access to professional development.
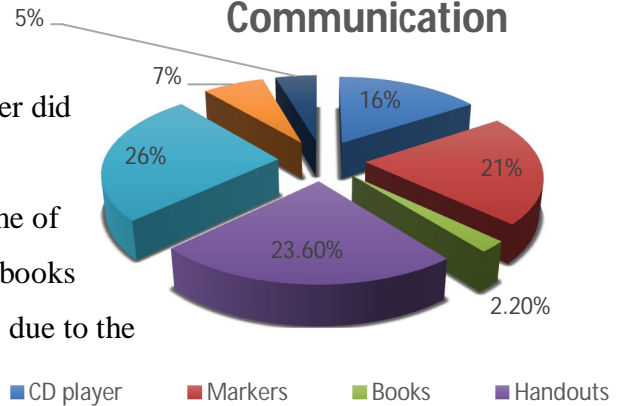
Moreover, teacher said that he use the board to engage every student in every single lesson because they love correcting the mistakes during the class and no one is worried about

Level of efficiency

7%   0%
10%
16%
4%
36%   17%

■ CD-player
■ Markers
■ Books
■ Handouts
■ Whiteboard
■ Pictures
■ Posters

technology failing when you needed most, so it is when using a smart whiteboard. He always starts with something easy that everyone should be able to handle and he works up to more difficult content. For example, teacher gives unscrambled sentences then he moves to something more complex like giving sentences with grammar mistakes that they are supposed to identify and correct.

38

He alternates a few minutes of direct instruction with a few minutes of individual white board practice, always checking to see if students are ready for the next step. Teaching this way allows him to keep instruction moving quickly when students grasp the concepts easily, or slow down when they need more time. After he presents each problem, he moves around the classroom while the students are working to see how they are solving the problems. If he notices that a student is having difficulty, he makes a point to walk over to that child while he or she is working, offering help as needed.

The purpose of the teacher of using whiteboard is because he wants to show the level of efficiency that it has during a class and as it is mentioned before all the materials are very important but in some cases the time is not enough for the development of them. The teacher is careful when he is going to use the whiteboard because if he does not write information that a student needs he might have problems that is why the whiteboard is the main material in a class.

Objective N$_0$. 3 to determine the time the teacher devotes to the functional communication practice
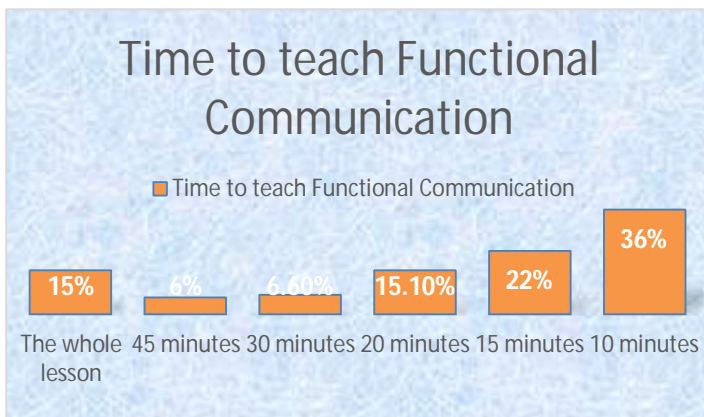
Studies of time use in schools consistently document that a limited portion of allocated time, between 50 and 60%, is used for instruction (Hollowood et al., 1995).

According to the results obtained from students of eleventh grade "C" at Rigoberto Lopez Perez high school, they complained about the time to develop their oral communication. They feel that the time is limited to practice the language; most of them said that they just had ten minutes to express themselves and understand others. On the other hand, they do not have the opportunities to be corrected by the teacher when they made a mistake while they are practicing the language due to the fact of the amount of student in the classroom, in our observation we could see that is true the time is not enough.

In our experience as a student, there are many difficulties having not enough time to develop speaking skills, which means it is necessary that the teacher tries to dedicate more time to teach functional communication, have a better time organization and bring activities that contribute to improve students' communication.

According to Freeman (1986, 131) it is vital for teacher to be able to set up activities and promote communication in class. Moreover, all speaking activities should be logically organized and have clear objectives, which are to be announced to students before setting up the activity.
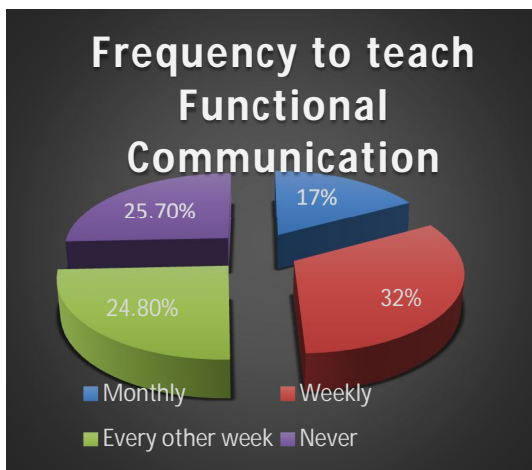
The frequency to teach functional communication at the school Rigoberto Lopez Perez is only twice a week. As a result of this, students of eleventh grade "C" think that frequency is not enough to improve their speaking skill by practicing during that time; they receive English class twice a week. A period of 90 minutes in one day and 45 minutes in the other day. In others words, students think that is necessary that teacher needs more time to teach functional communication.

XII.   FINAL CONCLUSIONS

1- The techniques that are the most relevant to teach functional communication for the teacher are: dialogues, dynamics and oral presentations. All of these techniques contribute greatly to the development of speaking and motivate students to participate actively during the class period.

2- The materials that are used for the functional communication are CD player, markers, books, handouts, whiteboard, pictures and posters. But the most useful is the whiteboard because is the one that make students to be focused on.

3- 3.The time that teacher devotes to the functional communication practice is ten minutes which is considered not enough to improve students' speaking skills.

XIII. RECCOMENDATIONS

Some of the recommendations to teach the speaking skill in the classroom are the following:

1. Use creative strategies to get students' attention to involve them in activities that develop their speaking skills according to their level.

2. Use a variety of techniques. Teacher should combine some of them in order to motivate students in speaking activities.

3. Use techniques that make students feel confident while practicing the language. It is going to help them to achieve a positive self-concept and strong sense of self study.

4. Select the proper objectives to develop speaking skills according to the level of the group.

5. Organize the time in order to develop the speaking skill in the class.

6. Expose students to authentic materials such as videos, television programs, and any others sources of language that might stimulate language use.

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XV.   ANNEXES

SURVEY TO THE STUDENTS

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN- MANAGUA

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

LA EFECTIVIDAD EN LA ENSEÑANZA DE LAS FUNCIONES COMUNICATIVAS

ENCUESTA AL ALUMNO

El propósito de esta encuesta es obtener la información en relación a métodos, técnicas, tiempo y material didáctico para la enseñanza de la habilidad del habla inglesa, en específico, las funciones comunicativas en Undécimo año "C" del Instituto Público Rigoberto López Pérez.

Caso # _____

1. **Información General**

    a) Lea detenidamente y marque con una equis (X) la información que se le pida en cada una.

    - Género

    Masculino [   ]   Femenino [   ]

    - Edad

    15 – 16 [   ]   17 – 18 [   ]   Más de 19 [   ]

2. Técnicas para la enseñanza de las funciones comunicativas

b) Marque con una equis (X) las técnicas que utiliza el docente para el desarrollo de las funciones comunicativas.

Diálogos	Discusiones	Mesa Redonda	Drama	Debate	Lluvia de ideas	Presentaciones	Dinámicas

c) Marque con una equis (X) que tanto han sido de ayuda estas técnicas para el desarrollo de las funciones comunicativas.

Nivel de satisfacción Técnicas	Mucho	Suficiente	Poco	Nada
Diálogos				
Discusiones				
Mesa Redonda				
Drama				
Debate				
Lluvia de ideas				
Presentaciones				
Dinámicas				

3. Tiempo para la enseñanza de las funciones comunicativas

d) Marque con una equis (X) el tiempo utilizado por el docente para el desarrollo de las funciones comunicativas.

Técnicas	Tiempo					
	Todo el período	**45 mins**	**30 mins**	**20 mins**	**15 mins**	**10 mins**
Diálogos						
Discusiones						
Mesa Redonda						
Drama						
Debate						
Lluvia de ideas						
Presentaciones						
Dinámicas						

e) ¿Cree usted que este tiempo es suficiente para el desarrollo de la habilidad del habla?

Sí [   ]   No [   ]

f) Marque con una equis (X) la frecuencia con la que el docente utiliza dichas técnicas.

Técnicas	Frecuencia			
	Mensual	**Semanal**	**Semana de por medio**	**Nunca**
Diálogos				
Discusiones				
Mesa Redonda				
Drama				
Debate				
Lluvia de ideas				
Presentaciones				
Dinámicas				

4. Materiales para la enseñanza de las funciones comunicativas

g) Marque con una equis (X) los materiales utilizados por el docente para el desarrollo de las funciones comunicativas.

Grabadora	Marcadores	Libros	Folletos	Pizarra	Imágenes	Laminas

h) Marque con una equis (X) el nivel de eficiencia de los materiales utilizados por el docente para el desarrollo de las funciones comunicativas.

Nivel de eficiencia Materiales	Muy bueno	Bueno	Regular	Malo
Grabadora				
Marcadores				
Libros				
Folletos				
Pizarra				
Imágenes				
Laminas				

5. **Importancia de los materiales**

i) Marque con una equis (X) cuán importante han sido los materiales para su desarrollo comunicativo.

Nivel de importancia Materiales	Muy importante	Importante	Poco importante	Nada importante
Grabadora				
Marcadores				
Libros				
Folletos				
Pizarra				
Imágenes				
Laminas				

6. Desempeño del profesor

j) Marque con una equis (X) como valora el desempeño del profesor en el uso de las técnicas para el desarrollo de las funciones comunicativas.

Desempeño del profesor Técnicas	Excelente	Bueno	Regular	Pobre
Diálogos				
Discusiones				
Mesa Redonda				
Drama				
Debate				
Lluvia de ideas				
Presentaciones				
Dinámicas				

7. Organización del aula

k) Marque con una equis (X) la organización que utiliza el profesor en el aula.

Filas	Circulos	Semi-Circulos	Grupos	Parejas

8. Habilidades del idioma

l) Marque con una equis (X) la(s) habilidad(es) en la(s) que se enfoca el profesor para el desarrollo comunicativo.

Escritura	Lectura	Escucha	Habla

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN - MANAGUA

LANGUAGE AND EDUCATION FACULTY

THE EFFECTIVENESS OF FUNCTIONAL LANGUAGE TEACHING

STUDENTS SURVEY

The purpose of this survey is to gather information related to methods, techniques, time and didactic materials to teaching the speaking skill, specifically, the communicative functions in the 11th grade C at Rigoberto López Pérez High School.

Case # _____

1. General Information

Read carefully and mark with an (X) the required information.

a) Gender

Male ☐   Female ☐

b) Age

16 – 16 ☐   17 – 18 ☐   More than 19 ☐

2. Techniques to teach Functional Communication

c) Mark with an (X) the techniques the teacher uses to develop Functional Communication.

Dialogues	Discussions	Round Table	Drama	Debates	Brainstorming	Presentations	Dynamics

d) Mark with an (X) how helpful these techniques have been for you

Level of Satisfaction Techniques	A lot	Enough	A little	Not at all
Dialogues				
Discussions				
Round Table				
Drama				
Debates				
Brainstorming				
Presentations				
Dynamics				

3. Time devoted to teach Functional Communication

e) Mark with an (X) the time the teacher devotes to develop Functional Communication.

Techniques	Time					
	The whole lesson	45 mins	30 mins	20 mins	15 mins	10 mins
Dialogues						
Discussions						
Round Table						
Drama						
Debates						
Brainstorming						
Presentations						
Dynamics						

f) Do you think that time is enough for the development of the speaking skill?

Yes [   ]   No [   ]

g) Mark with an (X) how frequently the teacher uses these techniques.

Techniques	Frequency			
	Monthly	Weekly	Every other week	Never
Dialogues				
Discussions				
Round Table				
Drama				
Debates				
Brainstorming				
Presentations				
Dynamics				

4. Materials to teach Functional Communication

h) Mark with an (X) the materials the teacher uses for the development of Functional Communication.

CD-Player	Markers	Books	Handouts	Whiteboard	Pictures	Posters

i) Mark with an (X) the level of efficiency of the materials used by the teacher for the development of the communicative functions.

Level of efficiency Materials	Very Good	Good	Not so good	Poor
CD-Player				
Markers				
Books				
Handouts				
Whiteboard				
Pictures				
Posters				

5. Importance of the materials

j) Mark with an X how important this materials have been for your communicative development.

Level of importance Materials	Very important	Important	Not so important	Not important
CD-player				
Markers				
Books				
Handouts				
Whiteboard				
Pictures				
Posters				

6. Performance of the teacher

k) Mark with an X how do you evaluate the teacher's performance in the use of the techniques for the development of functional communication.

Performance of the teacher Techniques	Excellent	Very Good	Good	Poor
Dialogues				
Discussions				
Round table				
Role play				
Debates				
Brainstorming				
Presentations				
Dynamics				

7. Seating Arrangement

l) Mark with an X the seating arrangement the teacher uses in the class

Lines	Circles	Semi-Circles	Groups	Pairs

8. Language Skills

m) Mark with an X the skills in which the teacher focuses the most for the development of functional communication.

Writing	Reading	Listening	Speaking

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN - MANAGUA

FACULTAD DE EDUCACIÓN E IDIOMAS

DEPARTAMENTO DE INGLÉS

THE EFFECTIVENESS OF FUNCTIONAL LANGUAGE TEACHING

INTERVIEW TO THE TEACHER #1

The purpose of this interview is to gather information related to the methodology, time, and didactic materials used for teaching functional language communication in 11th Grade C at Rigoberto López Pérez.

Teacher's name: _____

1) How long have you been teaching English?

2) What areas of functional communication do you develop the most? Why?

3) What methods do you use for teaching functional language communication?

4) How frequently do you use those methods?

5) Why do you consider those methods are appropriate for teaching functional language communication?

6) Which techniques do you use to develop functional language communication?

7) How much time do you assign for the development offunctional language communication? Is it enough?

8) Which materials do you use to develop functional language communication?

9) What are the benefits of using those materials in the development of functional communication?

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THE EFFECTIVENESS OF FUNCTIONAL LANGUAGE TEACHING

INTERVIEW TO THE TEACHER #2

The purpose of this interview is to gather information related to the methodology and didactic materials used for teaching functional language communication in 11th Grade C at Rigoberto López Pérez.

Teacher's name: _____

1. What techniques have been useful for an appropriate development of functional communication?

2. Why do you consider these techniques appropriate for the level of your students?

3. What material has been useful for the development of functional communication?

4. According to your previous answer, why do you consider this material useful?

5. What type of training do you receive to improve your teaching methodology for the development of functional communication?

6. In what way are the students' mistakes corrected?

7. How important is for you the development of functional communication?

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LA EFECTIVIDAD EN LA ENSEÑANZA DE LAS FUNCIONES COMUNICATIVAS

OBSERVATION GUIDE

The purpose of this observation guide is to verify the methodology and the time, as well as the didactic materials used for teaching functional language communication in 11th Grade C at Rigoberto López Pérez.

This guide will help us to observe:

	Yes	No
1. Greets in English when entering into the classroom		
2. Organizes the classroom		
3. Makes a review of the previous class In what way does the teacher do it? _____		
4. Starts the class with a warm-up		
5. Uses the whiteboard		
6. Uses a tape recorder		
7. Uses extra material Specify: _____ _____		
8. Organizes group work		
9. Organizes pair work		
10. Makes questions before a speaking activity?		
	YES	NO

11. Makes questions while a speaking activity?		
12. Makes questions after a speaking activity?		
13. Makes debate		
14. Encourages students to practice speaking In what way? _____ _____		
15. Makes debates		
16. Corrects mispronounced words		
17. Does dynamics according to the topic being studied		
18. Motivates his/her students to practice speaking In what way? _____ _____		
19. There is an agreement between the material and the topic		
20. There is a good relationship between the teacher and the student		
21. Uses half English and half Spanish when teaching		