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SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH

THE USE OF PEDAGOGICAL APPROACHES TO DEVELOP SPEAKING

SKILLS IN TEENAGERS AT CENIUES

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INTRODUCTION

This document comprises all the information about the undergraduate research project "The use of pedagogical approaches to develop English speaking skills to teenagers at CENIUES. The study describes how the teachers working in the levels: beginner, intermediate and advanced, use different approaches to teach English as a foreign language to teenagers on weekends.

The research contains five chapters: chapter I consists of the description of the problem, objectives and justification. In this chapter are presented the main reasons that motivated the realization of this study. Chapter II is composed of the type of the research, description of the population and sample, data gathering techniques, data gathering instruments, elaboration of the instruments, the use of the instruments and process to validate instruments. Chapter III contains theoretical framework. Chapter IV presents data analysis and interpretation, data analysis of the findings, analysis of the findings based on the interview and data analysis about class observation. Chapter V contains conclusions and recommendations.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

It is difficult to teach teenagers to speak English. Non- native speakers have to deal with many obstacles to learn a language that requires a lot of practice, grammar knowledge, vocabulary, and pronunciation. For this reason, teachers have to be aware of the different barriers students face in this process. Thus, teaching speaking is a process in which teachers have to manage a variety of pedagogical approaches to cope with these difficulties.

Students` interest toward the foreign language affects their speaking performance. Some students attend English classes because their parents want them to learn English, and they are basically forced to be in this process. This fact has a clear negative impact on the acquisition of this foreign language. On the other hand, students who are self- motivated do not face the same negative effect.

Students´ background, and their ages have a direct effect on their learning. Some students have been learning English since they were young children, but for others learning English is a new experience. On the other hand, in the learning process, social-cultural factors like: English knowledge, economic level, technological resources, and students´ personality can have a negative or positive effect on learning. In addition, teenagers are too shy because they are afraid of making mistakes.

Teachers´ knowledge, commitment, and experience affect the complex process of learning English. Teachers have to be updated in the new pedagogical approaches that promote the use of English for verbal communication. The use of these pedagogical approaches can diminish barriers that students face in speaking. Then, for everyone teaching English, it is important to have knowledge, and positive attitudes toward teaching English. Also, teachers´ experience, and teachers` constant professional development make a difference in the learning process resulting in achieving the main goal: Students use the target language not only for academic purposes but for daily life.

It can be said that knowledge and application of the different pedagogical approaches can decrease the lack of students' motivation, their weakness in speaking, and the barriers student face when learning English. In addition, application of these approaches can increase more effective results.

1.2 OBJECTIVES

A.GENERAL OBJECTIVE

*To investigate the pedagogical approaches to develop English speaking skills in teenagers.

B.SPECIFIC OBJECTIVES

* To identify the different pedagogical approaches employed by teachers to support teenagers to speak in English.

* To describe which are the approaches that teachers use to stimulate English speaking skill in teenagers?

* To propose the use of more communicative experiences using speaking in English as the main goal: to improve English speaking skills in teenagers.

1.3 JUSTIFICATION

This research is focused on the development of English speaking skills. The four English language skills are of great importance when trying to learn the English language. For every English learner, to talk about different daily topics becomes difficult when focused only on controlled activities. In the English teaching process, it is essential to clearly understand what speaking means in the English classrooms. Since it is really important to learn how to speak not only for reproducing what the students hear in class, but to create meaningful communication.

Speaking is basically the cover letter for every English language learner. For many learners, speaking is the primary proof that all English language skills have been correctly and deeply internalized. Thus, teachers need to have the support of the pedagogical approaches to improve English speaking in learners. According to Baker and Westrup (2003) in some classrooms, English means that the students repeat sentences and dialogues, or chant English words. Repetition is only one useful way of practicing a new language. For this reason, teachers have to use different pedagogical approaches that change this view of the English classes.

The development of this research will be a watershed not only for the CENIUES campus teachers but for all the teachers in the Foreign Language Department in the University of El Salvador. This groundwork will be supported by previous researches that have obtained important information, and that have been of notice applicability in the society.

For all these reasons, the team researches the pedagogical approaches applied to develop the English speaking skill in teenagers at CENIUES. The research group observes, analyzes and describes the different approaches, techniques and activities employed to help students improve their speaking skill. The information gathered is of great relevance to understand and describe if these approaches are accomplishing the main goal of speak in English to communicate not only in academic environments, but in real contexts.

CHAPTER II
METHODOLOGICAL DESIGN

2.1 TYPE OF RESEARCH

This research is based on a descriptive method. When using this method, the main goal is to observe, to identify, and to describe the use of pedagogical approaches that teachers at CENIUES apply to develop English speaking skill s in teenagers. To use a descriptive method gives the researchers the opportunity to gather all the necessary information through an interview and a checklist. The term "descriptive research" refers to the type of research question, design, and data analysis that will be applied to a given topic (Moore and Dwyer, 2001).

2.2 DESCRIPTION OF THE POPULATION AND SAMPLE

The sample for this research was selected from teachers working with teenagers at CENIUES on weekends. The sample was considered taking into account gender, background, and level of teaching. The representative sample chosen for the development of this research were 18 teachers out of 34 teachers: 6 beginner level, 6 intermediate level, and 6 advanced level.

The type of sampling selected is a non-random- probabilistic sampling, but well-focused criteria that bring more reliability and validity to the final research product. The method used to select the sample had different steps.

First, the research team appealed to the CENIUES teenager teacher supervisor to request the teacher staff according modules and levels, and then the team analyzed the population according to gender, trying to have same amount of female and male teachers. Next, the teacher population was divided related to the teaching English level such as: beginner from the first to the ninth level, intermediate from tenth to fifteenth, and advanced from the sixteenth to the twentieth.

2.3. DATA GATHERING TECHNIQUES

The technique used in this research is a non- participant observation with the purpose of collecting empirical data. Empirical means based on direct experience or observation of the world (Keith Punch, 2008)

Since it is a non- participant observation, the researchers did not get involved in the classroom activities. The role of the researchers was to observe, to identify, and to describe the use of pedagogical approaches used by teachers to develop speaking skills in teenagers.

2.4 DATA GATHERING INSTRUMENTS

The instruments used to collect the data for this investigation were the checklist and the interview. An observation checklist was used to take notes about the pedagogical approaches, techniques, strategies, and activities that teachers applied to develop speaking skills. The interview was used to know the teacher´s opinions about the pedagogical approaches, likes and dislikes of the students learning English, the main obstacles in the use of the target language, and the importance of developing speaking in classes, among others aspects. The research team supports this investigation in researchers as Punch who says: To collect data in qualitative research are most likely to be words, which it's getting by asking- interviewing, watching- observation (Keith Punch 2008)

2.5 ELABORATION OF THE INSTRUMENTS

The checklist was created considering the most common approaches that teachers use. The approaches selected were: Grammar Translation Method, Communicative Language Teaching, Cooperative Learning Approach, Interactive Learning Approach, The Direct Method, Different Learning Styles, Natural Approach, Approach, and Eclectic Method.

The interview was designed in order to get data about the following aspects: motivation of the teachers in teaching English, the most common problems for the students in learning English, strategies to develop oral participation, activities to develop speaking skills, techniques to develop speaking skills, difficulties in developing speaking skills, materials to promote speaking skills, the most difficult skills for students in learning English, and approaches that teachers recommend for teaching English.

2.6 THE USE OF THE INSTRUMENTS

First, every observer used a checklist to identify the pedagogical approaches, strategies, techniques, activities, and methods to develop English speaking skills in teenagers. This process was developed during the teachers' schedules, that was four hours every weekend during five months. The total observation took 20 weeks, 80 hours. The team paid special attention in the definition of what observer means "An observer 'filters' the material that it is obtained from observation and that can lead them to impose their own interpretation on what is observed" (Darlington and Scott, 2000)Second, the interview was administered to eighteen teachers who were 50% of the sample, in the levels: beginner, intermediate, and advanced, with the purpose of knowing their interest, commitment, knowledge, experience, opinions using pedagogical approaches to develop English speaking skills in teenagers.

2.7 PROCESS TO VALIDATE INSTRUMENTS

The interview was validated by the professional experience of the Advisor assigned to this research; and following her suggestions, the members of the group added five more questions to the instrument, in total there were 10 questions. In relation to the checklist, it was necessary to consider the most commonly used teaching approaches, which teachers used in their classes. After that, the researchers asked the opinion of the experts such as the Coordinator of CENIUES, and she gave us her approval, and also with the suggestions of the Coordinator of Undergraduate Process two more approaches were added: Grammar Translation Method, and Natural Approach.   7

CHAPTER III

THEORETICAL FRAMEWORK

The language teaching process in the contemporary era has had a rich variety of methods marked by the appearance of pedagogical approaches that seek to develop the speaking skills paying special attention to the use of the foreign or second language for meaningful purposes. Different strategies, techniques, and activities follow the features and principles of Communicative Approach whose focus is the communicative competences, as opposed to the use of traditional approaches in which the focus is the grammar structure.

The definition of Communicative Approach, also called Communicative Language Teaching or Functional Approach, was the British version of the movement in the early 1960s, in reaction to the structuralism and behaviorism embodied in the audio-linguistics (Jin, 2008) The literature review in this field exposes that in the late sixties, the situational approach in use was questioned; for this reason, linguistics and sociolinguists proposed a new theory in teaching foreign or second languages. They began to emphasize the fundamental dimension of language teaching at that time, the functional and communicative potential of language.

Guochen Jin (2008) says that scholars like Christopher Candlin and Henry Widdowson drew on the work of British Functional Linguistics such as John Firth, and Hallyday, and American work in socio-linguistics like Dell Hymes as well as work in Philosophy. This encounter was a fundamental change in teaching English because these scholars argued that the main focus on teaching must be in communicative proficiency rather than on mere mastery of structures.In addition, Communicative Language Teaching and its principles were developed taking into account the work of the Council of Europe; the writing of Wilkins, Widdsowson, Candling, Christopher Brumfit, Keith Johnson, and others British linguists on the theoretical basis for a communicative or functional approach (Richards, 2006). In addition, these linguists say that learners want to develop the skills of listening, speaking, reading, writing, and the use of these competences in the real contexts of the daily life communication.   8

Also it is important to mention that in teaching English historically there have been two important periods: the traditional approaches, and the modern era approaches. The traditional approaches consist of: Grammar Translation Method, Silent Way, Audio-lingual Method, Suggestopedia, and Total Physical Response. In the traditional approaches teachers were mainly interested in grammatical correctness, but in the modern era, the communicative approaches teachers centered in developing communicative proficiency rather than on mere mastery of structures (Jin, 2008)

Marianne Celce-Murcia (2001) explains that in the late of 1970s and the 1980s, teaching English involved life like communicative situations in the language classroom (e.g., role plays, problem solving tasks, or information gap activities) to impart productive communicative skills incidentally by seeking situational meaning. The interpretation of communicative competence expounded by professor Celce-Murcia comes from of the sociolinguist Dell Hymes. B Johnson (2010) wrote, based on Hymes, that speech cannot be considered separate from the sociological and cultural factors that help shape linguistic form and create meaning, and so the approach he offers in place of grammar, gives equal weight to both aspects of speech: speech and the entailments that give meaning to speech that cannot be considered in isolation. Hymes states that language is ´communicative competence´ in opposition of Chomsky´s linguistic competence.

The research team based on the main ideas presented by the above experts has placed special emphasis in the use of modern approaches, since they are clearly involved in the communicative competences as primary goals. Grammar is considered integrated within learning context of functional speech in which teacher creates a situation and sets an activity, but his role during the activity is not direct, he can serve as a guide, advisor or observer with the main responsibility for assimilating information lies on his students (Jin, 2008).It is important to mention that for this investigation "Teaching by Principles" proposed by the professor Douglas H. Brown (2001) was useful to enlighten the comprehension in the use of pedagogical approaches in teaching English to teenagers at CENIUES.

The volume was useful in the interpretation of the terms: Approach, Method, Technique and Strategies. Brown was one of the main authors of research necessary to understand how all these terminologies have coherence in teaching English. Brown based on Edward Anthony (1963) says: An approach was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

According to Jack Richards and Theodore Rodgers (1982-1986) an approach defines assumptions, beliefs, and theories about the nature of language and language learning. Procedures are the techniques and practices that are derived from one´s approach and design. For the research team both definitions were useful in this investigation as theory in which this research is based with the objective of analyzing the findings. Researchers say that the use of pedagogical approaches to the teaching English as a foreign language is the goal of the communicative approaches.

Researchers such as Jeremy Harmer (2008) remark that it is very important to take into consideration when teaching students from different ages, their specific characteristics, and the approaches that teachers will select in teaching English as a Foreign Language. Hence, the role of the teacher is very important to provide the students different opportunities, and to prepare them to communicate in English. Also it is important to mention that the origin of Communicative Language Teaching is to be found in the changes in the British language teaching tradition dating from late l960´s.As well as Richards (2006) says language was taught by practicing basic structures in meaningful situations. He adds through the evolution of this approach is remarkable how in this modern era the specialists design better approaches in which the main premise is the communicative competences.

In this regard, one of the objectives of this research project is to identify the use of pedagogical approaches for students to speak proficiently. It is often taken for granted that teenagers are difficult students. Considering this characteristic Rivers (2001) suggests the use of The Interactive Learning Approach because it involves all the components of a genuine communication, and it adds interaction comprises not just expression of one´s own ideas, but comprehension of those others. One listens to others; one responds directly or indirectly; others listen and respond. Thus, the whole process of communication is carried out; interactive learning seeks to develop speaking but practicing the real interaction of communicating meaningful messages, and in this way Douglas Brown (2011) also recommends the use of The Natural Approach, and he says that the goal of this approach is to build the basic personal communication skills necessary for everyday languages situations. Presently, developing of a variety of competences to speak English has taken relevance; hence, most of the teaching approaches are directed to communication.

According to Brown (2007) teachers should use in the classroom approaches that promote meaningful communication in English. Brown emphasizes that communicative language teaching came to enlighten the arduous process of enhancing speaking in English classroom. For this reason, the use of The Communicative Approach is useful considering achieve results of teaching that has come to enrich the English language learning.

It is well known that in teaching English, there are four macro skills: Listening, speaking, reading, and writing. From the four skills mentioned, speaking is considered the most difficult of them, and researchers such as Sims & Sims (1995) say that the teacher´s role should be directed to make students aware about their own learning styles and by doing this, teachers make sure that their class organization involves all students' needs, so that they will feel part of the class. On the other hand, Clark (2008) suggests teachers have to look at students as individuals who learn in different ways and have different learning styles; Clark also adds that teachers must plan activities for individuals if their needs require it, and also give instructions for individual not for the whole class.

In this regard, teachers working with teenagers have a great challenge because adolescents are experimenting physical, emotional and neurological changes if they come to class, it may be because that is the place where the rest of their friends are. Says Michelle Worgan (2010) and she adds, teenagers have a strong need for peer approval and this can have a very negative effect during a lesson. However, once a teacher finds the correct balance between respect and authority, teaching teenagers can become a rewarding experience. In this sense, teachers need to select communicative approaches that engage the whole class promoting confidence and self-esteem among the students. Communicative competence is the desired goal in learning English. (Richards, 2006) When someone asks: "Can you speak English?" The answer that the speaker wants to hear is "Yes, I can". But, in learning a foreign language, many students have to develop his or her competence in the use of English. Xiahong (1994) states that the ultimate aim of oral English teaching should be the acquisition of oral communicative competence, i.e., the ability to speak appropriately. In this modern era, there is a variety of communicative approaches and investigators in the field of education recommend that the aspects of language teaching cannot be isolated from the lesson class. Language should not be separated into pronunciation, grammar, and vocabulary. Kumar (2013) explains that there is not one perfect approach or method in teaching English; and for this, teachers mix approaches to employ a variety of strategies to develop: Listening, speaking, reading and writing.

Incorporating communicative approaches in teaching a foreign language offers the best opportunity in teaching and learning English. Krashen (2014) recommends ¨Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill¨For this researcher, the best methods are therefore those that supply ´comprehensible input´ in low anxiety situations, containing messages that student really want to hear. Also Krashen remarks that these methods do not force early production, but allow students to progress when they are ready.

Krashen and Terrell used the Natural Approach in the 1980´s. They are important references in the new way in teaching English. This approach is totally different from the beginner methods like Grammar Translation Method and Audio Lingual Method in which communicative competences were not considered.

The research team in this study observed the use of different methodologies and the traditional methods. The 8 approaches included: The Grammar Translation, Cooperative Language Approach, Interactive Learning, Natural Approach, Different Learning Style, Communicative Language Approach, Eclectic Approach, and the Direct Method. Furthermore, the research team proposed that with the use of these approaches would encourage teenagers to learn English overcoming boringness in the process of learning and teaching. On the other hand, teachers developed their lessons using a variety of activities, materials, techniques that make possible to learn English as a foreign language.

a. **Features of Communicative Approach**

1. Focus on meaning.

2. Communicative competence is the desired goal.

3. Learner- centered.

4. Fluency is the primary goal.

5. Students are expected to interact with other people, either in oral practice, trough pair and group work, or in their writings.

6. Dialogues, if used, center on communicative functions.

7. Intrinsic motivation will spring from an interest in what is being communicated by language.

8. Task-based.

b.Principles of Communicative Approach

1. Activities that involve real communication promote learning.

2. Activities in which language is used to carry out meaningful tasks promote learning.

3. Language that is meaningful to the learner supports the learning process.

Feez (1998) emphasizes that paying attention is an important ingredient employing the communicative approach, and offers the following comments.

a. The focus is on process rather than product.

b. Basic elements are purposeful activities and tasks that emphasize communication and meaning.

c. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

d. Activities and tasks can be either:

Those that learners might need to achieve in real life or those that have pedagogical purpose specific to the classroom.

e. Activities and tasks of a task – based syllabus are sequenced according to difficulty.

f. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Summarizing, the use of the Communicative Approach, improves the process of learning especially when teachers are working with adolescents. Also it is well known that teenagers require reward for learning and practice in learning English. As a result of the implementation of this sociolinguistic approach that teachers can instruct with confidence and sureness in their management instruction in the classroom. 14

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1DATA ANALYSIS OF THE FINDINGS

The following analysis that is presented in this chapter was based on all the information collected from the instruments used: A checklist and an interview. The interview was administered to gather the main information from teachers working at CENIUES in relation with the use of pedagogical approaches and their experience working with teenagers. According to Thornbury (2014) speaking represents a real challenge to most language learners. Speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum.

To gather the data required for this research, class observation and interview of the teachers was used. This study were developed selecting 18 teachers: 6 beginners, 6 intermediate and 6 advanced teachers. The class observation took place for 4 hours in 5 months. Teachers were requested to participate in an interview using 10 pedagogical questions to collect the data about instructional approaches used to teach English to teenagers. The full complete project lasted 21 months including planning, investigation, literature review, chapter consolidations, meetings with the teacher assessor, and finally, presentation of the findings.

The interview was administered with the purpose of exploring: the motivations in teaching English, the common problems for the students in learning English, the kind of strategies to develop oral participation, the activities that teachers use to develop speaking skills, the favorite speaking activities, the techniques to develop speaking skills. Furthermore, the difficulties that the teachers face in developing speaking with teenagers, the kind of materials in use were assessed.

The process of interviewing the teachers was: Researchers communicate teachers about the interview asking for permission, and then they explained teachers the interview objectives.

The researchers interviewed the teachers in their classrooms, explained the importance of this investigation. The process was developed in a friendly environment, treating the teachers with respect ensuring confidentiality and anonymity to all those involved as Geneffa A.Virjee (2011) suggests working with this kind of tools.

Thus, the questions used in the interview were:

1. Do you enjoy teaching English?
2. Which are the most common problems for your students in learning English?
3. Which strategies do you use to develop speaking skill?
4. Which kind of activities do you use to develop speaking skill?
5. What are your favorite speaking activities?
6. Which techniques are you using to develop speaking skill?
7. What kind of difficulties do you face in developing speaking in your students?
8. What kind of materials do you use to promote speaking skill?
9. Is speaking the most difficult skill for your students?
10. Which approaches do you recommend in teaching English?

4.2   ANALYSIS OF THE FINDINGS BASED ON THE INTERVIEW

The researcher team with the use of the interview   found useful information for teachers working with teenagers, and for future teachers who will face similar challenges. These findings demonstrate the real situations, necessities, and perceptions that teachers face in their daily activities in encouraging students in learning English, creating for all of them opportunities for developing their abilities in speaking using limited resources. Beidler (1997) says that the desire to be a good teacher is one who succeeds in every aspect of teaching, just as teachers recognize students who really try to be good students.

Questions

1. Do you enjoy teaching English?

Beginner Level

Teachers in the beginner level answered that they like teaching English to teenagers. They said for example: "Yes, I decide to be a teacher"." Yes, of course." "Yes, I really like teaching". "Yes, I do". "Yes, I do"." To that reason I decided to be a teacher"." Yes, of course" "It´s been always rewarding, especially when I have effective learning results". For the research team, these answers are meaningful because when teachers love, like, and enjoy teaching, they are spontaneous, and they can create a friendly environment to promote speaking participation and joyful learning. Most students can find joy in learning if teachers find joy in teaching; this engages them as partners in the collaborative project of education. Teaching, in other words, is joyful dialogue (Austin, 2011).

Intermediate Level

The teachers interviewed are fascinated by teaching English. For example, their answers were: "Yes, I do a lot." "I decide to be a teacher because I like to teach". "Yes I do". "Yes of course. Of course, it is nice to share knowledge and people learning from you." The research team can say that teachers enjoy teaching English based on their answers, and also how they interacted with their students, was remarkable the positive environment in the classroom in which learners were interchanging their learning without fear. The research team can add that most of the teachers have chosen their career for vocation. Furthermore, they like to share their knowledge with their students. Also, teachers consider that teaching is a great experience in which they do their best to increase the learning process in speaking among students. Lynn Freeman Dhoroty (1997) comments: If I wanted to get better results in my language classes, I needed to find tools that were more effective, to embody the same qualities that I wanted my students to mirror, and to demonstrate the willingness to risk fully, engaged wholeheartedly and experience enthusiastically the joy can be derived from learning.

Advanced Level

The advanced interviewed teachers agreed that they enjoy teaching English. In this level the answers were different and varied among them, for instance, a teacher answered that" It depends of the kind of students, representing a lack of teacher interest in teaching". On the other hand, four teachers answered: "Yes, I do like to teach". To emphasise an important view,   one teacher shared an answer that showed a deeply like in regards to teaching: "Teaching is for me pretty like sharing with others what I know about language"." I do feel happy and satisfied when I see student progress in the acquisition of the target language" " I love it." Jeremy Harmer (2008) explains that if we have managed to establish a good rapport with a group, almost anything is possible. We have discussed some of the key requirements in creating such a rapport, yet behind everything we have said lurks the possibility of magic- or a lack of it. Because the way some teachers are able to establish fantastic rapport, or get students really interested in a new activity may be observable, but trying to work out exactly how it was done or why it happened may be more difficult.

2.   **Which are the most common problems for your students in learning English?**

Beginner Level

The interviewed teachers had similar answers. For example: Some of the students are timid; they like to speak Spanish and use the cell phones and social networks; on the other hand, students do not like English but, their parents want them to learn. Students also face problems with grammar and pronunciation. According to the teachers, some difficulties derived from the institutions where the students are studying, public or private schools; for some teachers, one of the main problem is the lack of interest to use English during and post class, and also teachers said that some problems are the result on student´s learning styles; otherwise, some students are good at learning at any specific skill, but mostly they have problems with communication.

For the researchers, these answers are very important because to be a teacher it is not only to manage the foreign language, but also how to face the variety of necessities or limitations that teenagers do not know how to solve. Teenagers bring to the classroom and learning situation an exceptional combination of social, emotional and cognitive factors. Perhaps we should get rid of our pre-conceptions and stop for a moment to analyze the reasons for teen "apathy" and examine how teachers can modify and adapt their pedagogy to meet the needs of this special group.(Espino, 2015).

Intermediate Level

Teachers answered that in most of the cases; students attend classes because their parents wanted and forced them to study English. On the other hand, teenagers have lack of commitment; they are distracted using social networks. As a result, they are not interested in learning about grammar rules, pronunciation, intonation, and new vocabulary acquisition. Besides, the lack of self-confidence, shyness, and fear of being embarrassed when participating; are the most difficult barriers that students bring to the classroom. Another hurdle that students indirectly face in their learning process is the large classes, since they do not have personalized teaching. As well, students do not like to study at home, also they do not like to participate in classes reflected on their lack of motivation while repeating or working on the lesson.

Advanced Level

According to the teachers, the most common problem for students in learning English is shyness. Students are afraid to participate because they think that they could make mistakes, so they barely participate in speaking activities. Another problem that teachers mentioned is the lack of motivation as some students are forced by their parents to learn the language, and that becomes teaching speaking even more difficult. Also some teachers answered that students bring lack of knowledge from previous levels for example: lack of vocabulary, lack of grammar structures, and translation problems. Besides, students do not pay attention to the class because most of the time they are distracted in different things like cell-phones and social networks. On the other hand, the lack of confidence that students

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show on what they know is reflected on their poor English when participating in speaking activities.

1. Which strategies do you use to develop speaking skill?

In relation with the use of the term strategy in this research study was defined as the way in which teachers face the variety of necessities in learning, and how they select some especial strategies and to support the students to achieve the main goal in learning: The use of the target language. For some experts like Natasha Thomson (2015) both strategy and technique are interchangeable, also she says is difficult to establish the distinctions in meaning, especially when the researchers are doing class observation.

Beginner Level

Teachers with students in the beginner level commented: Depend on the level for example, working with basic group one teacher said: "I use repetition drills, questions and answers", others teachers considered the practice of listening activities to produce speak later; but for some of them it is important to create confidence and to work peer-speaking and to give extra points for willingness to participate. Also teachers explained that they select the most interesting topics to talk about it and after that do questions when the exercise is finished. And they comment that the most effective strategies are the ones that focus on mainly communicative practice: Pair work, group work, or whole class.

Intermediate Level

Teachers encourage students to participate in different strategies such as; onion rings, chain games, oral presentations, interviews, information gap, dialogues, among others. Teachers also include relevant topics to promote the use of the language. A number of speaking teaching strategies were utilized in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009).

Advanced Level

Teachers answered they provide interested topics; on the other hand, one teacher said that he tried to discover in what students are interested in nowadays, besides different situations they can predict. Also another teacher answered that he used the semi-circle to make all his students participate in their job. Teachers also have students working in groups to have them interacting with their classmates. Moreover, teachers ask students direct questions to make them speak.

2. **Which kind of activities do you use to develop speaking skill?**

Beginner Level

Teachers said that the activities they use to develop speaking skill in their students are: Oral presentations, role plays, spelling contest, inner and outer circle balloon, also partner correction when students are developing conversations, question games, research paper, and class discussion among others, give them an interesting topic, and then ask questions, oral expositions, chanting, research paper, class discussion. Brown (2001) says: The role of the teacher is that of facilitator and guide. Students are encouraged to construct meaning through into reaction with others.

Intermediate Level

Teachers agreed that sometimes they focused more on fluency than accuracy for practicing the second language they used different activities such as: individual or group oral presentations, information gap (filling the blanks), role plays, interviews, discussion, conversations, and group work. Harmer (1984) says that in teaching speaking, there are some activities that promote student oral participation such as role plays in which teachers give information to the learners explaining what they are and what they have to do according to the character that he or she pretends to be interacting among them. Also, simulation is another speaking activity highly recommended by Harmer since this activity increase self-confidence of hesitant students because in the simulation activity they have a different role. They do not have to speak for themselves, which means they do not have to take the same responsibility. 21

Advanced Level

The activities teachers used to develop speaking skill are: pair work, group work, class discussion, questions focused on something innovating, readings and discussion, conversations, role plays, presentations, and performance about short stories. According to Harmer (1984) it is convenient to bring into the classroom speaking activities that motivate students to participate, for example the brainstorming is an activity in which is given a topic to students can produce ideas in a short time, sharing with the group their opinions and prepare a short speech about the topic selected.

The interview is a useful activity in which teachers and students can work together. The teacher provides the rubric for students to prepare questions about what they want to know about other students in relation to the topics developed in class. Then, students simulate a real interview to have the chance to practice among themselves, and students can report what they have discovered from interviewing their partners. Team research reports that the use of this activity can increase student self-confidence and the motivation to participate creating an effective communication, and the desire of keeping learning English.

3. **What are your favorite speaking activities?**

   Beginner Level

   In this question, teachers told that they favorite activities while working at the beginner level are: Dictate or give questions, interchange students with other teachers so they practice with students of different classroom not only their classmates. Some teachers told that they use dialogues and presentations, but others do games like hot balloon, individual descriptions, and the use of real videos. Speaking about teenager's topics promotes speaking and reading´s comprehension, as does participation in challenging activities to prepare oral presentations related to a student topic. The researchers consider that the role of the teacher is to create more and more opportunities for conversations with the students. According to Brown (2008) the goal of the communicative classroom is that children use the language inside and outside the classroom. 22

Intermediate Level

The favorite activities were: role playing in which teachers provide a piece of paper with a specific role that explains what students have to present and a specific topic. These include the topics and vocabulary that have been developing in the course. This piece of paper is given at the moment of the activity so students to have a limited time to prepare their presentation since one of the main goals of this activity is to show creativity. Teachers answered that they use dialogues than are given by the teacher or that are created by the students in the class or outside the class. Moreover, teachers use short and well prepared presentations or projects in which students work individually, or in groups to present a topic given by the teacher or selected by students, the main goal is to show creativity and to improve or display the oratory and expressive skills.

Teachers also mentioned fun activities such as dramas, sharing opinions about this kind of activities. In this sense, teachers look to have students motivated to participate by using a variety of activities that stop the monotony. Penny (2015) says that teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to think about what interests them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm.

Advanced Level

Teachers agreed that their favorite speaking activities are: class discussion, presentations, and role playing. One teacher answered that one of his favourite speaking activity is to ask questions to his students directly because in that way teacher and students have the opportunity to interact directly, and if the teacher feels that the student participation does not fulfil the activity goal the teacher has the opportunity to ask more questions until the student express what he or she knows about the topic. Teachers may also have students work in pairs or teams discussing topics. This interaction creates a positive impact in the learners since they feel that their participation is taken into account and brings important information to the class development. 23

On the other hand, one teacher answered that he does not have a favorite speaking activity, he said that students need to ask questions to get the information they want to know. According to Penny Ur (2015) the activities you are using in class should offer your students enough opportunities to express their own ideas, opinions, experience and discussions. Even a simple question about interesting visual materials can spark the student's imagination while game like activities will help them set aside their shyness. Activities should be interesting and fun to do.

4. Which techniques are you using to develop speaking skill?

Beginner Level

To address this question, when teachers were asked about the techniques to develop speaking they answered: Giving interesting topics to the students and use only English, even to give instructions and ask them know if they understand. Dynamic activities, reading, writing, listening and using communicative methodology such as games or music. Also, the use of eclectic focus, to differentiate student´s weaknesses or strengths, and the use of the foreign language. Teachers explained when this was followed in the classroom, they were dynamic guides and enthusiastic facilitators of the learning process in teaching English. For teachers the techniques are the actions that they implement in order to teach students English. Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging students to awaken their curiosity and desire to learn (Santos, 2013).

Intermediate Level

Teachers answered that the techniques they use to develop speaking skill are: individual work, group work, all class activities, interesting topics to teenagers and authentic conversations based on real situations. Taking into account the class observation by the research team, it was clearly noticed that the use of techniques such as individual work, and pair work in which the students work focused on toward an objective that was always related to the topic developed in the class.   24

In the classes observed, the teachers always used a variety of activities in which students were working in pairs or groups showing one of the principles of the Cooperative Approach Zhang (2010). Cooperative learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals. People operating in a cooperative learning activity attain higher achievement levels than those who function under competitive and individualistic learning structure.

Advanced Level

Teachers answered that they used: work groups to share some material and then discuss the content of the material used, taking into account student´s need. Use of effective non-verbal communication (gestures). Competitions, teenagers like to compete for something all the time, so teachers used that to the class benefit. We seek to empower students to use what they have learned with no fear by letting them know that we all are learning. Teachers use debates with the object of having experience sharing ideas with others face to face.

Encourage students to learn sentence structures not only words; and to repeat after the teacher. At this level, teachers were more inclined to develop speaking by applying a variety of activities that clearly empowered students to use their speaking skill developed in previous levels, and acquired the new ones on regards of advanced English skills such as fluency and coherence when speaking. Bashir, Azeem & Hussain (2011) state that many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

5. **What kind of difficulties do you face in developing speaking in your students?**

Beginner Level

Teachers expressed that they face the following difficulties in developing speaking ability. Students speak Spanish in class and they have lack of vocabulary, lack of confidence, lack of commitment, grammar problems and they do not like the language. Students also display a fear of making mistakes, nervousness, shyness, and laziness; for other teachers students do not like to talk because they are not sure how to answer correctly. We should all time try to appeal to student´s ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for ¨being all that they can be¨ even in those techniques that don´t send students into ecstasy, help them to see how the activity will benefit them (Brown, 2001).

Intermediate Level

There are complex problems with teenagers such as: Shyness, nervousness, and lack of confidence due to their age. They are afraid of making mistakes, and they do not want to be embarrassed; this is one of the main barriers why they do not like to participate in class activities, and prefer to talk in Spanish to avoid others laughing at them. Students are bored most of the time because they do not like to participate in the activities or because they do not have the materials, or they leave their materials at home such as: photocopies, the student's books. On the other hand, there are not enough basic resources such as overhead projector, laptop for each teacher. Furthermore, large classes affect the learning process. Regarding this specific question, teachers mentioned typical problems for teenagers and their age of discovering what identity is. Wadman, Durkin, & Conti-Ramsden (2008). Adolescents are at risk of lower self-esteem and experience shyness, although they want to interact socially. The relationship between language ability and self-esteem at this point of adolescence is complex, with shyness potentially playing an important mediating role.

Advanced Level

In regard to this question, the teachers answered that overcoming the fear and shyness of speaking English is the most remarkable difficulties they faced when teaching. The student lack of confidence on what they know is reflected on the lack of participation and motivation towards the activities that teachers develop. Besides, the lack of grammar knowledge stops students from improving their speaking skill since they are afraid of making mistakes so that they speak little as they can, they avoid participation, and when they participate they speak Spanish. All these problems are shown in the way students speak; even though at this level students are fluent they show weaknesses in grammar structures as well as sentence structure. The lack of motivation to learn English language is the result of their shyness, and lack of self-confidence since they prefer to remain quiet rather than being ashamed when participating in the avtivities of the class. (Dörnyei, 2001). Motivation to learn a language is a complex situation, as language learning is not only an educational activity, but also involves social and cultural issues.

5. What kind of materials do you use to promote speaking skill?

Beginner Level

Teachers answered that the kind of material they use in teaching speaking with beginner level are: Questionnaires, flashcards, extra materials like books, worksheets, surveys, videos, songs, fashion things, pictures, cards, wall chart, realia, photocopies, board games, audios, and the use of the Internet. The researchers in the class observation had the opportunity to see how teachers used different materials in doing more interested aspects of the learning process, and also the happy reaction of the students with to the use of a variety of resources some of them made by their teachers. As we know, the use of the materials is important because students usually get bored using only the student´s book, the tape-recorder and the white board. Teachers know the effect that the materials produce in teaching, and for the research team it was useful to verify how the students were engaged and motivated. In some classes teenagers themselves prepared their own materials using technological resources.

(Pratt,2011) has confirmed that teachers often base their selection of teaching materials (coursebook or supplementary materials) on a ´needs analysis´, i.e. a study of learner´s level, language needs and interests, using questionnaires, interviews or diagnostic tests. This information helps to build up a class profile (a description of all the learners in the class) and shows what the learners have in common and how they differ from each other. The teacher´s task is then to select the material that best matches this profile.

Intermediate Level

Teachers selected different materials to promote speaking skill such as: internet resources, photocopies, worksheets, visual aids, flashcards, color full charts, board games, audios, songs to learn correct pronunciation. (Santoso, 2014) states that all materials are developed based on three principles: learning is characterized by joy and absence of tension, conscious and unconscious, and tapped through suggestion. The English speaking materials should integrate the language skills and the content. The English speaking material should contain linguistic and communicative competence. All materials create 3 kinds of learning: learning language context of situation, learning through language natural, social, moral realities, and learning about language knowledge of vocabulary, grammar, pronunciation. All materials can give students good communication skills in English and have good character and avoiding: student absenteeism, discipline problems, drug abuse, gang violence, bullying, teen pregnancy, poor academic performance, brawls, riots, thefts, sexual crime.

Advanced Level

Teachers used a variety of materials to promote speaking skill in teenagers, for example: information from internet, videos, song lyrics, pod-cast about interesting topics, pictures, flashcards, readings and discussions, questions, short stories, and books. In this level, the teachers used a variety of materials that prevent students from getting bored and stagnant in the learning process (Tomlinson, 2003). Materials design should begin from the learners who are in order to link language study not only to the learner's future use but to their present perception. It is important to look at both subjective needs and objective needs in the learners.   28

The former comprises such areas as learners speaking proficiency, the learners speaking difficulties, and real life conversational situations outside of the classroom, all of which will help teachers decide what to teach.

6. Is speaking the most difficult skill for your students?

Beginner Level

In relation to the most difficult skill in learning English some teachers answered: In general it is speaking, for others speaking and writing and teachers added that they work in the lesson plan to reinforce these skills developing presentation, production, and practice. There are others who said it depends on the learning style and the most difficult skills are speaking and listening, also reading but mostly speaking. Teachers explained that some students who are good in the four skills (Brown, 2001) capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also, of course, include listening. Don´t lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

Intermediate Level

At the intermediate level, the teachers are agreed that the most difficult skill for teenagers is speaking because this skill is basically the consolidation of all the skills. For example, if students have acquired reading, listening, and writing as well as important language components like grammar structures, discourse and language coherence, students will speak the language properly and clearly. According to Bailey (1992) many people feel that speaking in a new language is harder than reading, writing or listening for the first two years: First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then, second when you speak you cannot edit or revise what you wish to say as you can if you are writing.

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Advanced Level

All the teachers answered that the most difficult language skill for advanced students is speaking. In this level, the deficiency in speaking is more notorious since the students have to speak more in the activities such as presentations, dialogues, role plays. In these types of activities, it can be noticed when a lack of vocabulary and grammar structures affect the fluency and coherence when speaking. In the class observation, the research team was able to observe these deficiencies. Teachers spoke about this in the interview; students bring those deficiencies from previous levels. In authentic communicative situations, not only low-proficiency but also high language proficiency ones are sometimes faced with the communicative problems. In order to solve their problems, students are inclined to develop communication strategies to overcome target language deficiencies and eventually develop communicative competence. (Bialystok, 1990; Dornyei, 1995; Willems, 1987).

8.Which approaches do you recommend to teaching English speaking?

Beginner Level

Teachers had a variety of answers in relation to approaches that give successful results in teaching English, some teachers said: "I do not use a specific approach" " I like consider it is better to use the Eclectic Approach and the use of different activities to work in all the skills". For others the pedagogical approaches that are recommended are Communicative Language Teaching; also, Direct Method and Grammar Translation Method. It is very important that teachers expressed that there is no specific approach in teaching, but they agreed teacher´s personality and care for students is fundamental, along with a nice and appropriate book appropriate to level. Furthermore, a joyful class environment would be the best thing for students so they can speak with no fear.

Intermediate

All the teachers recommended the Communicative Language Approach but also they recommend Cooperative learning, Natural Approach, Task Based, combination of approaches and also one of them recommend not to use the Grammar Translation Method. Teachers know that there is no perfect pedagogical approach that can achieve all the English goals, so that they use mixed approaches to enrich the English language learning process. (Luo, 2013) There is no perfect pedagogy for all language students, but there is a best practice in English language teaching for international students that will help them succeed academically in an English language program. Educators usually pursue research focusing on either one approach in a number of language courses, or they focus on a variety of approaches in a specific language course.

Advanced level

The majority of the teachers agreed to use the Communicative Approach but, one teacher said: "I don't like to be attached to a specific method or approach because teaching is a matter of applying methodology all the time". Another teacher recommended not only the Communicative Approach but also the Cooperative Approach. In the advanced level, most of the teachers interviewed agreed that the best approach that can attain the speaking language goals is the Communicative Language Approach since this approach deals directly with the speaking language competences emphasizing English speaking in real contexts where students can learn to speak not only in academic contexts but to learn how to express their ideas, thoughts, opinions, feelings, and agreements or disagreements in all real life contexts. (Hymes, 1971) It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence or simply put communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

4.3 DATA ANALYSIS ABOUT CLASS OBSERVATION

The class observation was an important pedagogical tool that made possible to have a complete view about the experience of teaching and learning English. (Ajnryb, 1992) says that class observation is a learning tool; it is about being observer in the language learning classroom and learning processes. The process of the class observation began from November 2014, and finished on March 2015. The researcher team had the permission to enter to the classes by the approval of the Coordinator at CENIUES licenciada Rosario Guadalupe Martinez, and after that requirement every observer presented to every selected teacher a letter in which the topic of this research was mentioned: The Use of Pedagogical Approaches to Develop English Speaking Skills in Teenagers at CENIUES, semester II-2014, semester I-2015; the letter also had the signature of the Teacher Assessor licenciada Sara Méndez Gómez, and the sign of licenciada Rosario Guadalupe Martínez.

The representative sample selected in this process was 18 teachers that were working in the levels: Beginners, Intermediate and Advanced; 6 teachers for every level, including males and females in order to have a complete perception in teaching English to teenagers, independently if the teachers were women or men. The class observations were developed with no previous communication with the teachers, this means that there were not artificial arrangements in the classroom, and this was meaningful in collecting data because the settings were natural as every weekend the teachers do they work. The research team had in every class observation a checklist for the purpose of taking notes about the all process of the class and doing relations with the characteristics of the approaches selected.

The process of the class observation was developed on weekends including Saturday and Sunday morning. In total, the time consumed in this observation was eighty hours. The researchers, previous to the class observation, designed a checklist with the 8 Pedagogical Approaches and their main characteristics, the approaches are: 1) Communicative Approach. 2) Cooperative Approach. 3) Interactive Learning. 4) Direct Method. 5) Grammar Translation Method. 6) Natural Approach. 7) Different Learning Style. 8) Eclectic Approach.

The main purpose was to identify which approaches were used in developing speaking ability It is important to note that these approaches were selected among a variety of approaches based on the experience as students of the major Licenciatura en Idioma Inglés, Opción: Enseñanza. On the other hand, researchers say that the use of pedagogical approaches to develop speaking in the process of teaching English as a foreign language is the goal of the communicative approaches. Researchers such as Jeremy Harmer (2008) remark that it is very important to consider how to teach the different ages of the students, their specific characteristics, and the approaches that teachers will select in teaching English as a Foreign Language. Hence, the role of the teacher is very important to provide the students different opportunities, and to prepare them to learning English.

1. **Communicative Language Approach**

The Communicative Approach according to Celce-Murcia, is focused on improving the learner´s ability to communicate in the target language. This approach is one of the modern era which is well known the exigency to learn foreign languages for many purposes. Specifically, the Communicative Approach develops communicative competency; its focus is that the learner become a successful speaker communicating ideas, opinions, desires, agreements or disagreements and others thoughts. Emphasis is on understanding what has been said by his or her interlocutor in order to establish a real communication between them.

According to Douglas Brown the Communicative Language Teaching Approach has the following characteristics:

1. All the CTL components are developed (grammatical, discourse, functional, sociolinguistics)
2. Speaking techniques are designed to teach speaking for meaningful purposes
3. Speaking activities focused on real- word contexts
4. Teachers develop their role of facilitator
5. Students are active participants in their learning process
6. Teachers are focused on develop linguistic fluency.   33

1. COMMUNICATIVE LANGUAGE APPROACH

Beginner Level

In developing speaking ability with beginner students teachers used a variety of interesting topics such as: shopping, description of places, schedules of transportations, daily routine, among others contexts. Teaching activities focused on real word context, because the purpose of the teachers is to become active participants with the students to developing linguistic fluency as Brown says. Furthermore, teachers employed other activities that improve speaking participation, for example: games, dialogues, role play, oral presentations, and information gaps. Moreover, it was observed that teachers had an active role in the class motivating and monitoring voluntary participation, facilitating the student learning, creating a positive environment, and helping students in the acquisition of the oral skill. In this pedagogical approach teachers develop their role of facilitator.

Teachers developed their lessons taking into account: Pair work, group work, and whole class work was observed in every class observation using the exercises of the handbooks, and illustrating which others materials the topic of the lesson, with the main purpose of teach not only speaking but also: Listening, reading, and writing. Furthermore, students were evaluated trough group work and trough individual test, this requirement is part of the Communicative Approach because evaluation is necessary in the process of teaching and learning as a tool to improve teaching and learning.

In addition, it was observed that teachers corrected grammatical mistakes, and they repeated the sentences using the correct word to show the correct usage. On the other hand, students listened, read, spoke, and wrote with teachers´ help. In the classroom, the use of grammar structures was observed in the context of dialogues: possessive pronouns, long adjectives, comparative forms, present progressive, simple past, countable and uncountable nouns. Most of the students had active participation in classes, and the professor was an important guide for all of them. 34

Intermediate Level

In this level, it was found that teachers work the four skills: listening, writing, reading and speaking emphasizing grammar; encouraging English communication; supporting reading comprehension, and using new vocabulary. Teachers used a variety of speaking techniques such as brainstorming, description of pictures in the student book, and reporting speech in order to teach and to practice affirmative and negative sentences.

In this regard, teachers use speaking activities focused on real world context: for example, description of important people such as Nelson Mandela or Abraham Lincoln; presentations about daily topics like global warming; and other activities such as dialogues and role plays. Teachers also used games such as bingo to introduce new vocabulary.

Thus, it was noticed that the teachers had a facilitator role, getting involved in students' activities while having fun in speaking participation. On the other hand, teenagers had an active role working individually or in groups to encourage oral participation.

Advanced Level

In this level, it was discovered that teachers promote more linguistic fluency leading the students to be spontaneous in different topics such as weather, tourism, cuisine, local places, and personal information such as family vacation, future plans in their life, pets, music, horoscopes, and food. To reinforce speaking, teachers corrected pronunciation mistakes, helped students in their dialogues, promoted voluntary participation, and encouraged speaking without fear. In order to make students more confident, teachers had students worked individually or in groups, and monitoring mistakes in pronunciation. Students were involved in the learning process since they participate in all the activities, and games developed in the class such as ping pong, interviews, oral presentation, role play and songs.

1.**COOPERATIVE LEARNING APPROACH**

According to Kimberly Tanner (2003) the theoretical foundations of cooperative learning grew out of the work of social psychologist Morton Deutsch who specialized in the study of social interdependence (Deutsch, 1942). Tanners says that Deutsch studied the effects of different group structures—ones that promote cooperation versus competition versus individual achievement—on the processes and outcomes of group efforts in a variety of social and work settings. In addition Dr.Spencer Kagan (2009) says that the cooperative learning is learning mediated by students rather than the instructor, and he suggests that students work in groups to teach themselves content being covered, and he recommends that teachers utilize a variety of learning structures while providing cooperative learning.

Characteristics   of Cooperative Approach (Brown, 2001)

1. Students work together in pairs and groups

2. Students share information and come to each other's aid

3. Students pairs and groups work together to achieve goals

4. Activities and techniques promote intrinsic motivation and heighten self- esteem

5. Students and teachers work together to propose goals and objectives

6. Group learning activities are dependent on the socially structure exchange of information between learners.

Beginner Level

While observing the classes, it was noticed how teachers assigned students to work in groups preparing a power point presentation relating to celebrities; after that, students shared information to the whole class, showing and explaining their work.

Students worked together in order to be successful in achieving goals and this gave them satisfactory results in their learning. Furthermore, they worked together to achieve the activity goal: to have a good oral presentation. Another activity that students helped developed speaking was doing a comparison among different countries, and teachers promote dialogues from the student's book. Then, learners worked together in pair or in groups doing discussions in which students share information and come to each other´s aid as Brown expresses in working with the Cooperative Approach. On the other hand it was important to observe how students and teachers worked together with the purpose of to achieve goals and objectives which are established in every lesson. The research team saw the interest of the students while sharing information about the topic of the lesson, and this action was very useful because it promotes cooperative learning among peers.

According to Brown (2001) group learning activities are dependent on the social structure to exchange of information between learners. Teachers developed activities involving the participation of the whole class, group work or pair work in which the main goal was: The use of the target language. The observers noted that with the use of this approach students develop better relationships, and the environment in the classroom is one of friendly motivating students learning English and interchanging their knowledge. Even though teachers did not mention the use of the Cooperative Approach, the research team could observed the implementation of this approach in the classroom, and the joy of the students working together was obvious.

Intermediate Level

Students shared agreements and disagreements about which is the best city to visit; also, they shared their personal experiences. Teachers and students worked in the workbook to review the unit in which they worked; afterward, the teacher developed an activity related to vocabulary knowledge, (Holly et al, 2005), say that we collaborate with others to enhance the power of learning and we face the challenges we meet with action and analysis, sharing the result with others to critique, not only for criticizing but also for sharing ideas and provide correct feedback, and showing that they are engaged in the communication.

Teachers helped students in their pair work practicing speaking, that is the main goal in this activity. In the observation, the researchers found that teachers tried to work with the students in groups, in which the role of the teachers is to provide the necessary resources and the suitable activities to reinforce the class development. This effort is not always beneficial to students who sometimes react indifferently to the teachers´ work.

Advanced Level

Students worked together speaking about experiences in foreign countries. They explained about their travels; thus, students exchanged information about customs and traditions from other countries. Teachers promoted individual and pair work participation. According to the research team one of the characteristics in the class was that teachers always make students speak about their own experiences expressing what they have lived and sharing that information to enrich the class participation. This important characteristic does not match with all the classes observed since in some groups the students were too shy to share their experiences. Also it was remarkable the way teachers look for topics and strategies that students can speak at length since they know a lot about that topic. According to Dobson (1981) to communicate to others using English as foreign language is more complicated than learning English as a second language where the target language is used. For this reason, the teachers have to use many opportunities to encourage speaking. For instance, dialogues, games, songs, role plays, all support English to encourage

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communication. Learning skills of oral English is closely related to practice and the teachers should thus focus attention on making the classroom a place where the use of spoken language is strongly supported.

3.1 INTERACTIVE LEARNING APPROACH

Interactive Learning (Rivers, 1987) Interaction is vital to language learning situations because through interaction learners can enrich their knowledge of the foreign language as they are exposed to authentic linguistic material while listening or even having a discussion with their teacher or peers.

Characteristics of Interactive Learning (Brown, 2001)

1. Teachers develop speaking activities that create opportunities for genuine interaction in classroom.
2. Teachers develop a significant amount of pair and group work.
3. Speaking activities allow for authentic language input in real world context.
4. Teachers apply classroom speaking task that prepare students for actual language in the real world.
5. Speaking activities are characterized by the give and take and the spontaneity of actual conversation.

Beginner Level

The research team observed the use of some characteristics of Interactive Approach. For example, teachers develop a significant amount of pair and group work, with students interacting in sharing information related to the topic in the lesson. Students made a circle guided by the teacher listening music and passing the marker and the students that had the marker answered a question related to the lesson´s topic; thus, students felt the experience of the group competence not individual competence, and this increased self-worth. The research team observed speaking activities allow for authentic language input in real world context. 39

On the other hand, with the use of the games, dialogues, oral presentations, descriptions teachers motivate speaking activities that are characterized by the give and take spontaneity of actual conversation. And another experience in developing speaking was the use of dialogues about schedules or transportation: by bus, train, plane, using the words like bus ticket, train driver, train station, gas station. This promotes interchanging communication, doing the experience in learning, a variety of opportunities for genuine interaction in classroom.

Intermediate Level

Teachers employed authentic conversation with different activities such as discussions, role plays. Teachers introduced interesting and encouraged topics sharing information among others. While observing the intermediate levels, the research team noted the use of presentations in which teachers had students presenting topics, and then had them interacting with their classmates and with the teacher directly, discussing what they had presented. This activity is a good interactive activity and gives students the opportunity to be part of their learning process. According to Brown (2011) one of the main characteristics of the Interactive approach is to perform classroom tasks that prepare them for actual language use "out there".

Advanced Level

Teachers wrote sentences related to zodiacal signs and asked students to share what they have written with the whole class. Teachers had students talk about promises, or decisions, and the use of the future tense. In this level the application of the interactive approach was remarkable since students have acquired, in a noticeable way, all the components of pure English language communication. This is more than previous levels in which they were supposed to repeat, and memorize script and then reproduce it. In the advanced level, students use the pronunciation, fluency, discourse, grammar rules, vocabulary, dialogue features, and all the language structures that make communication something normal and not script-like. (Brown, 2011) The communicative purpose of language compels us to create opportunities for genuine interaction in the classroom.   40

Brown mention in his book "Teaching by Principles" that the role of the teacher in providing genuine interaction students is clearly important and it has to be a goal in the development of the daily lessons.

4.**DIRECT METHOD**

According to Diane Larsen, the Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstrations and visual aids, with no use of the students' native language.

The Direct Method has one very basic rule: No translation is allowed (Freeman, 2004). The main purpose of this method is that students practice the new language, and teachers always use the target language in classrooms: when giving instructions, explaining activities, teachers try to be understood by giving examples, using visual aids, showing pictures. The Direct Method presumes that conscious control is necessary for acquisition, that conscious knowledge of grammar can be accessed at all times, and by all the students. It demands full control of late- acquired structures in oral production (Krashen, 2009) In this method grammar is practiced through questions and answered exchange between teacher and students so that native language is not used in any case and translation is not allowed, but does not guarantee that this will not be the case outside of the classroom.

Characteristics of Direct Method (Brown, 2001)

1. Classroom instructions are conducted exclusively in the target language.

2. Oral communication skills are organized around questions and answers exchange between teacher and students.

3. Both speech and listening comprehension are taught.

4. Grammar is taught inductively

5. Correct pronunciation and grammar were emphasized.   41

6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

7. New teaching points are taught through modelling and practice.

Beginner Level

The research team in the experience of the class observation identified some characteristics of Direct Method. For example: Classroom instructions were conducted in the target language. Also it was important to observe students practicing speech and listening comprehension during class discussion or presenting topics in oral expositions. In this regard, teacher and students used English in the classroom working in pairs or in groups, interchanging questions for affirmative or negative answers about schedules of the different kind of transportations. Teachers correct pronunciation and grammar after or immediately the students' speech.

Students had active participation in groups, and teachers supported corrective pronunciation to describe pictures from the student book; then, teachers asked questions and verified if the students understood giving feedback for listening comprehension. Teachers monitor the speaking asking questions individually about the tourist places, hotels, restaurants, or talking about local places in El Salvador.

Intermediate Level

Teachers always speak in English. At this level, all the instructions are given in the target language, and when students do not understand something, teachers provide examples until everything is clear for them. The goal of this method is that students can associate meaning and the target language. When teachers introduce a new target language word or phrase the students can demonstrate meaning through the use of realia, pictures, or a pantomime. He or she can translate it into the students' native language (Freeman, 2011).

Advanced Level

Since it is an advanced level, students and teachers interact only in English which is of the main characteristics of Direct Method. Teachers develop an activity in which students present a topic and then ask questions about something that is not clear. Students are given the tools for interactions in the classroom in target language (Krashen, 2009) that also can ask and answer questions, learn new words, and make sentences in different conversational activities. Teachers provide comprehensible inputs to make students produce the target language by oral practice. Teachers then have the chance of to correct grammatical accuracy and pronunciation in the moment that is required in class.

5. GRAMMAR TRANSLATION METHOD

Grammar translation Method is one of the least used methods in classes. Even though it is important to get knowledge about grammatical rules, it is one of the purposes, of learning to speak a new language. The focus of Grammar Translation Method is through the study of grammar of the target language. Students then become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. (Freeman, 2004) states that in this approach, students basically are explaining through translating sentences though they are not paying attention to real content. To develop speaking skill, it is necessary that student put in to practice all the grammar functions and structures that they have learned in classes.

Characteristics of Grammar Translation Method (Brown, 2001)

1. Classes are taught in the mother tongue, with little active use of the target language
2. Reading difficult classical texts is begun early
3. Content of texts is treated as exercises in grammatical analysis
4. Often the only drills are exercises in translating disconnected sentences from target language into the mother tongue
5. Little or no attention is given to pronunciation

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Beginner Level

In the beginning level, the grammar translation method is minimal due to the lack of English language knowledge. Classical Method: focus on grammatical rules and translation of texts, doing written exercises. Brown (1994) suggests beginning classes are taught in the target language not in the mother tongue, and no was reading of classical texts. On the other hand, pronunciation is supported by the teachers and speaking is developed in meaningful experiences not in disconnected word or phrases. No were exercises in translating disconnected sentences from target language into the mother tongue.

Intermediate Level

The researchers can assure by class observation that Grammar Translation Method is not applied in intermediate levels. Teachers develop speaking activities, the main goal is to make students speak in the target language. It is well know that Communicating in the language was not a goal of Grammar Translation, so classes were taught primarily in the students' native language, and the teacher made no effort to emphasize correct pronunciation of the language. Grammar study was the focus of the lessons (Zainuddin et al, 2011)

Advanced Level

At advanced level, Grammar Translation is not used since teachers motivate students to use only the foreign language. The main emphasis of this method, (i.e., the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension). (Zainuddin et al, 2011) classes are structured for learning not only to know about conjugations of verbs, sentences structures, grammatical exercises and rules and also for applying the used of them. This knowledge allows the students to acquire language accuracy in different contexts that teacher creates to facilitate the students the use of the target language.

6.NATURAL APPROACH

The Natural Approach developed by Tracy Terrell and supported by Stephen Krashen, is a language teaching approach which claims that language learning is a reproduction of the way human naturally acquire their native language. (Rhalmi, 2009)

The Natural Approach as a goal in the classroom is to provide comprehensible input (Krashen, 2009). Teachers use the foreign language from the first day of the classes and develop different speaking activities such as performing tasks, solving problems, using topics, according to student's interest. In this approach, the teacher uses different resources such as real materials and pictures in which the students learn in a natural way. Teachers create an environment in which students feel comfortable to participate without the stress and fear of making mistakes in speaking. Since, this approach is paying less attention in grammatical rules, students are allowed to use the first or second language to express their opinions in classes while they are getting familiar with the use of target language. The goal of the Natural Approach is to build the basic personal communication skill necessary for everyday language situation (Brown, 2011).

Characteristics of the Natural Approach (Brown, 2001)

1. The preproduction stage is the development of listening comprehension skills

2. The early production stage is usually marked with errors as the student struggles with language. (Teachers do not make a point of correcting errors during this stage)

3. Last stage is one of extending production into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions, and extended small-group work

Beginner Level

Some characteristics of the Natural Approach were observed in the classroom; for example: students in this level, practice listening comprehension through games and different activities. Students follow what the teacher says, and after that, they perform these actions with other classmates. 45

Teacher used the CD´s from the textbook to reinforce listening comprehension in students. (Krashen & Terrell,1988) According to input hypothesis, speaking is absolutely essential for language acquisition.

We gain from what we hear or read and understand, not from what we say. The input hypothesis claims that the best way to teach speaking is to focus on listening and reading. Spoken fluency will then emerge on its own. Also in the classroom, students interacted in role playing, participating in dialogues, working in pair or in small groups.

Intermediate Level

In the intermediate level, teachers follow the principle steps that characterized the Natural Approach. Krashen & Terrell (1988) as part of the Natural Approach, had students listen to the teacher using the target language. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language. In early stages, students are not corrected during oral production, as the teacher was focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning). Communicative activities prevail throughout a language course employing the Natural Approach, which focused on a wide range of activities including games, roleplays, dialogs, group work and discussions. There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities.

Advanced Level The use of the natural approach in the advanced level was clearly marked since in this level teachers had the challenge of teaching not only accuracy but fluency when speaking. It was observed that the use of listening comprehension activities by having student speaking about a specific topic that teachers had prepared related to the listening activity. Then, teachers assessed student's comprehension by asking questions in recording. 46

In this regard, teachers developed the listening comprehension and the speaking at the same time in a very proactive activityKrashen & Terrell (1988) state that the goal of Natural Approach is communication skills: The general goal is the ability to communicate with native speakers of the target language. b) Comprehension precedes production: If communicative ability is based on acquired knowledge, then it follows that the students must first focus on comprehension. c) Production emerges with speech and writing emerging as the acquisition process progresses. We expect speech at first to be incomplete and for the most part to contain many errors. Students were not forced to respond in the target language and when they started to produce speech in their speaking usually consisted of simple words and short phrases. d) In the event that the instructor and students share, a common language acquisition activities are central. The great majority of class time is devoted to activities which provide input for acquisition. e) Lower emotional filter: since input cannot be utilized by adults for acquisition in the effective filter is high. The value of all classroom activities is measured by the degree to which the effective filter is lowered.

7.DIFFERENT LEARNING STYLES

Different learning styles are related with teaching auditory learners and this population represent about 30 percent of the students (Zappia, 2015) they benefit from speaking with information aloud and repeating key concepts. This researcher says that auditory learners prefer spoken instructions and benefit from lectures, debates, audiotapes and discussions. Learners are also kinaesthetic and the author says that group constitutes the five percent of the population. They learn best when they are permitted to move, touch and get active in some way. They also enjoy the use of tools and build models from hands-on teaching techniques. Furthermore, there are visual learners, who learn better when they can observe pictures, diagrams, films. In addition, the use of flashcards, cartoons, highlighted material, maps among other resources. Zappia suggests that is useful this information about visual learners which represent about 65 percent of the population.

DIFFERENT LEARNING STYLE

Visual Learners

Learn best from information they can see or read

Prefer written instructions as they remember information they read

Prefer visual aids to accompany verbal instructions

Learn how something is done through the observation of others

Enjoy information that is presented visually

Auditory Learners

Need to hear information to retain it

Prefer verbal instructions over written materials

Remember information through verbal repetition

Prefer to discuss ideas aloud in order to further process information

Enjoy group discussions and activities

Kinesthetic Learners

Prefer to learn through experience

Obtain the greatest benefit by participation in an activity

Remember information that they experience directly

Enjoy acting out or recreating situations, such as role playing

Enjoy hands-on activities that involve active, practical participation

Beginner Level

In the beginning level, students were identified with some characteristics of the Different Learning Styles Approach. Teachers in order to develop speaking used flashcards, pictures in textbooks, maps; among others resources which motivated students to speak in English especially the visual learners. Beside, students also did oral descriptions using maps to identify places in the world. Some students made their own videos presentations and used these resources, sharing topics with the rest of the class.

On the other hand, teachers used in teaching English the use of the different games, to motivate students to participate in oral activities, moving around the classroom, sharing and enjoying their learning through the use of the games. This kind of activity was appropriate for kinaesthetic learners who were enjoying role playing and having active participation. Teachers encouraged the auditory learners given and explaining verbal instruction, verbal repetition and discussion groups.

Intermediate Level

The research team found some characteristics of Different Learning Style in intermediate level. Dunn and Dunn (1992) define style as the way in which individual students at the beginning of the class can concentrate on the process, internalize and retain new and difficult academic information. For promoting speaking skill in kinesthetic learners, teachers developed different activities such as: role plays, oral presentations, and games in which students feel comfortable to participate, to learn and to have fun at the same time.

Advanced Level

At the advanced level, the use of the Different Learning Styles was easier to find since in this level, teachers have the advantage of using different methodologies that allows them to use audio, visual and kinaesthetic educational materials. Teachers gave students topics in which they had to prepare activities to make classmates understand better the content of their presentation. While discussing what they had presented, they had a good participation from their classmates and that made their work much more interesting and meaningful. (Sims & Sims, 1995) State that, understanding how students learn is an important part of selecting appropriate teaching strategies.

8.ECLECTIC APPROACH

According Larsen-Freeman (2011) Eclectic Approach in teaching it is desirable to use coherent and pluralistic features in language teaching. This professor says that Eclecticism involves the use of a variety of language learning activities, each of which may have different characteristics and may be motivated by different underlying assumptions. The author remarks that the use of eclecticism is valuable that there are strengths as well as weaknesses in employing a single theory based methods. (Hui- Tzu Min, 2009) The main principle of eclecticism is the use of coherence, and pluralistic methods which entail diverse learning activities depending on learners needs.

On the other hand, Mellow (2002) suggests maintaining coherence and sequence within units so that teachers design activities to develop the skills of the students. In addition, the activities must be consistent because students need to grow in learning English as a foreign or second language. Hence, it is necessary for look new approaches in the daily labor of teaching English as guides or tutors. The use of the Eclectic Approach could be satisfactory for some teachers, but for others it may be unnecessary especially when there is a barrier for introducing any change in teaching.

The researchers observed that in the beginner level teachers used not only the Eclectic Approach; Communicative Language Teaching; Direct method; Grammar Translation Method, but also according to the results in the class observation teachers in addition, are using other approaches like: Natural Approach, Different Learning Styles, and Cooperative Approach to develop oral speaking skill in teenagers. These findings were satisfactory because with the use of these communicative approaches students are learning and using the target language according to their level in course. Teachers that were working in the levels: beginner, intermediate, and advanced use mixed approaches which have as the main goal that students can learn the use of the English language. In this regard it was important to observe that the approaches that they used are among the most used approaches in teaching English as the researchers had the opportunity to study along the study of the Major Licenciatura en Idioma Inglés, Opción Enseñanza, and also when the research team had to do the teaching practices at CENIUES. 50

Eclectic method recommended mixing approaches with communicative use of the language through different activities (Freeman & Mellow, 2000).Because of the importance to involved the 4 skills in learning a second language, most of the investigation suggest to combine different pedagogical approach taking the best part of each one to integrate the principal skills: grammar, reading, writing and speaking as well, since the best approach does not exist teachers can use a variety of strategies for teaching a new language.

Teachers used different approaches as they said and the research team observed in the classroom. The use of mixed approaches is important because in this way students benefit with a variety of activities, materials, techniques, promoting learning English. But teachers also recommend the use of Communicative Approach one of the most used in developing speaking working with teenagers at CENIUES.

CHAPTER V

CONCLUSIONS

The researchers in this investigation selected 8 pedagogical approaches based on the experience learned in the major of Licenciatura en Idioma Inglés: Opción Enseñanza as the most common approaches to develop speaking English. Besides, the main goal for this research was to investigate which was the most common approach by teachers at CENIUES working with teenagers. The researcher team considered the following: The Communicative Language Approach, Cooperative Language Approach, Interactive Learning, Grammar Translation Method, Natural Approach, Direct Method, Different Learning Style, and Eclectic Approach.

The main conclusions of this research are:

✓ The pedagogical approach used the most by teachers is the Communicative Language Approach. Teachers used this approach because it considers all skills of language teaching: listening, reading, writing, speaking, grammar, functional and sociolinguistic discourse. (Nunan, 1989) Language is a system for the expression of meaning; primary function- interaction and communication.

✓ On the other hand, the least used pedagogical approach used by the teachers is the Grammar Translation Method because in this method students do not have the opportunity to speak in English. Prator & Celce-Murcia (1979) In the Grammar Translation Method the classes are taught in the mother tongue, with little active use of the target language; vocabulary is taught in the form of lists of isolated words, and little or no attention is given to pronunciation.

✓ The Communicative approach facilitated students learning, and they became active participants in the language acquisition process during the classes. The team observed that with the use of this approach, the teacher's role was to be a facilitator creating a positive environment in the classroom, helping students, monitoring individual working in pairs work, giving support to the whole class in speaking activities. 52

(Spratt, 2011) expresses: We can see that speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them.

✓ In the Communicative Language Approach, speaking techniques were designed for meaningful purposes in dialogues, role- playing, games and songs in which teachers motivated students to be volunteers and participate by supporting each other during presentations. The researchers observed that when students work together they behave more freely, are more confident, and enjoy learning together and speaking a foreign language as they were not embarrassed speaking in English. (Klankar, 2006) "I try to keep in mind that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible".

✓ Teachers working with the Communicative Language Approach considered the following steps to develop their classes: warm-up, oral presentation, reading comprehension, explanation examples, grammar, vocabulary, pronunciation, listening, speaking, writing, reading, and the use of the workbook. This was very important because students knew at the beginning what was the process of their learning in every class. This process was used to develop different topics: historical events, cell phones, telephone language, education; also, family rules, health, illness and treatment, natural events, medicine, environment, technology, and others like: global warming, tourism, culture, politics, formal debate among students which have relation in the daily modern life in whatever social context. (Ur, 2001) A good topic is one to which learners can relate using ideas from their own experience and knowledge.

- ✓ The experience in teaching English using the Communicative Language Approach is totally different in comparison with the use of the traditional methods like the Grammar Translation Method in which the main objective is to translate, and to write paragraphs from the native language to the target language.

- ✓ In the case of the Direct Method, even though it is a traditional method, it was noticed that teachers used English almost always to develop the classes. Teachers used questions to explore if students knew the topics they were studying. Teachers also used the CDs in developing listening and after that teachers asked questions to verify listening comprehension. At the same time, students developed speaking.

- ✓ The research team found in the class observation that teachers also used the Natural Approach following the natural order: listening, speaking, reading, and writing as children learn the native language. In addition, by using games, teachers promoted student participation creating confidence and interest in learning the English Language. (Nunan,1989) In the Natural Approach the essence of language is meaning. Vocabulary, not grammar, is the heart of language.

- ✓ Teachers used the Cooperative Language Approach. In this regard, the research team observed: teachers and students work together in pairs or in groups in order to achieve the main goal: to speak in English. In this way, teachers promoted conversations taking into account topics from the student's book, like body language, and mind, science and discovery, extraordinary people, and others promoting group work doing descriptions, discussions, debates oriented not only in learning English, but also promoting learner independence. (Brown, 2007) Students work together in pairs or in groups. They share information and come to each other is aid. They are a team of players that must work together in order to achieve goals successfully.

✓ Teachers used the Different learning Style Approach, even though they did not asses every student attitude, habit, interest, and desire. Teachers employed visual aids, auditory activities, kinesthetic activities as well as pair work, individual work, and also whole class activity developing talking, listening, writing, reading, supporting the "Contents pages of the Student´s Book" (Bailey & Mckee, 2008) Remark that the course has a topic- led syllabus which integrates separate grammatical, lexical, pronunciation, skills, and learners independence syllabi.

✓ Teachers used the Interactive Approach. They selected activities that created meaningful learning specially speaking in group work; also they motivated volunteer participation through a positive class environment. Working in artificial environments teachers and students individual or in groups they did the best effort to interchange ideas trough dialogues, descriptions, comments, and practicing oral communication (Brown, 2007) The communicative purpose of language compels us to create opportunities for genuine interaction in the classroom.

✓ The research team found that the use of the Eclectic approach takes into consideration that language is a whole. Teachers mixed approaches choosing different techniques, strategies and activities from different pedagogical approaches to reach a specific goal, to develop speaking skill. (Kumar, 2013) according to the researchers, the best approach or method to teaching English does not exist and for this, teachers mixed approaches as an alternative to offer different strategies in teaching speaking English.

RECOMMENDATIONS

The researchers, based on the analysis of the data gathered through the class observation and teacher interview, present the following recommendations not only to CENIUES teachers but every teacher that wants to enrich the English speaking process for teenagers:

According to the findings in the teacher interview, the main obstacles that teenagers face developing English conversations, are:

- ✓ Lack of motivation

- ✓ Lack of knowledge

- ✓ Dependence on the use of the mother tongue

- ✓ Shyness, timidity

Given the above findings the research team propose the following suggestions to overcome these obstacles:

- ✓ **The lack of motivation**

Motivation is very important in language learning. It is one of the key factors that helps make language learning successful. (Spratt, at al., 2011) In the case of" lack motivation", one useful solution could be working with interactive strategies (ways of keeping people interested and involved in what we are doing). For example: group work or individual work monitoring class participation in discussions, creating opportunities and freedom to express opinions. It is important to provide interesting topics for teenagers that motivate them to participate, for example, doing appointments by phone, taking interviews, simulating hotels reservations, going to the doctor, fixing a car with a mechanic, and talking about politics, among others. As well as, it is important to take into account teenager's interests: music, movies, fashion, friendship, family, art, science, culture, among others. The problem is not the actual topic of the lesson, but the type of activities involved. (Worman, 2014)   56

✓ **Lack of knowledge**

For teachers, it is important to have information about the previous knowledge that students have before developing the course. This information gives them the opportunity to select more appropriate activities. There are four skills in teaching and learning a language: listening, speaking, reading and writing: speaking seems intuitively the most important (Richards & Renandya, 2002).Teachers have to give more opportunity for speaking practice using a variety of activities such as storytelling (real or fictional stories), and jokes, describing a person or place in detail, recounting the plot of a film, play or book, giving a short lecture or talk and arguing a case for or against a proposal (Ur, 2001).

✓ **The use of mother tongue**

It is convenient that teachers have the control of the class during activities which involve all learners practicing speaking using the words that they have learned. The focus is to help students developing accuracy and fluency in English by increasing the use of grammar rules, vocabulary and pronunciation working with the four skills: listening, writing, reading and speaking. There is nothing wrong with teachers getting involved, of course, provided that they do not start to nominate the practice. Although, it is probably better to stand back so that you can watch and listen to what's going on, students can also appreciate teacher participation at the appropriate level- in other words, not too much (Harmer, 2008).

Shyness

This is a complex feeling that inhibits active participation in the learner process. Even though teachers are not psychologist to help overcome these student problems, they can apply a variety of activities that can help students

become active participant in their own learning process.

According to Lynn Freeman (1997), it is useful to create a joyful environment to facilitate learning in teenagers, especially when they are shy. Thus she suggests the following strategies to overcome this learning problem:

- ✓ **Use of songs**

1. Sing songs in the target language that you know or have the music to.

2. Sing songs that your students know well in English, but ask them to re-write them and perform them in the target language.

3. Teach songs that have a dance step or theatrical element to them.

4. Teach songs that are found in musicals, foreign plays or popular films.

The use of humour motivates teenagers to want to come to class (Veira, 2014), Students should be rewarded when they work too hard using games and fun activities. In this case, teachers always needed to have control of the class. This is something that teenagers consider a qualification of a good teacher. In this regard, the use of humour has a clear impact in overcoming students´ shyness since when they feel teachers are rude and strict, they barely participate unless they are pushed by the teacher. Teenagers will feel comfortable to participate and share their ideas, when teachers give a sense of humour to the class.

✓ **Use of humor**

1. Teachers can have students watching short funny videos about different real or fictional life situations that people upload to the internet. Then, teachers can make students to speak about what they like the most and what they find to be funny.

2. Teachers can arrange the class in a horseshoe form to have a better perception of all students, then he or she can present the beginning of a funny story; next, students have to continue with the story providing their own sense of humour.

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ANNEXES

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

Research Topic: The use of pedagogical approaches to develop English skills to teenagers at CENIUES, semester II-2014, semester I-2015

Teacher Interview

1. Do you enjoy teaching English?

2. According to your experience in teaching English, which are the most common problems for the students, in learning English?

3. Which strategies do you use to develop oral participation with your students?

4. Which kind of activities do you use to develop speaking skills?

5. What are your favorite speaking activities?

6. Which techniques are you using to develop speaking skills in your students?

7. What kind of difficulties do you face in developing speaking in your students?

8. What kind of materials do you use to promote speaking skills?

9. Which are the most difficult skills for students: listening, reading, writing, speaking?

10. Which approaches do you recommend in teaching English?

UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

Research Topic: The use of pedagogical approaches to develop English skills to teenagers at CENIUES,

Semester II-2014, semester I-2015

Criteria	Yes	No	Comments
Communicative Language Teaching Approach			
• All the CLT components are developed (grammatical, discourse, functional, sociolinguistic)			
• Speaking techniques are designed to teach speaking for meaningful purposes			

• Speaking activities focused on real-world contexts			
• Teacher develops his/her role of facilitator			
• Students are active participants in their learning process			
• Teacher is focused on develop linguistic fluency			
Cooperative Learning approach			
• Students work together in pairs and groups			
• Students share information and come to each other's aid.			
• Student pairs and groups work together to achieve goals successfully.			
• Activities and techniques promote intrinsic motivation, and heighten self-esteem.			

• Students and teachers work together to pursue goals and objectives.			
• Group leaning activities are dependent on the socially structured exchange of information between learners.			
Interactive Learning Approach			
• Teachers develop speaking activities that creates opportunities for genuine interaction in the classroom.			
• Teachers develop a significant amount of pair work and group work.			
• Speaking Activities allow for authentic language input in real- world context.			
• Teachers apply classroom speaking tasks that prepare students for actual language use out there.			
• Speaking Activities are characterized by the give and take and spontaneity of actual conversations.			

The direct Method Approach			
• Classroom instruction is conducted exclusively in the target language.			
• Oral communication skills are organized around question-and-answer exchanges between teachers and students.			
• Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary us taught by association of ideas.			
• Both speech and listening comprehension are taught.			
• Correct pronunciation and grammar are emphasized.			

Grammar Translation Method			
• Classes are taught in the mother tongue, with little active use of the target language.			
• Long, elaborate explanations of the intricacies of grammar are given.			
• Reading of difficult classical texts is begun early.			
• Content of texts are treated as exercises in grammatical analysis.			
• Often the only drills are exercises in translating disconnected sentences from target language into the mother tongue.			
• Little or no attention is given to pronunciation.			
Natural Approach (characterized by 3 stages)			

• The preproduction stage is the development of listening comprehension skills.			
• The early production stage is usually marked with errors as the student struggles with language. (teachers does not make a point of correcting errors during this stage)			
• The last stage is one of extending production into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions, and extended small-group work.			
• Activities are characterized by its daily meaning context -giving orders at home -giving instructions at school - following maps -finding locations -making an appointment -point out values (family, friendship, love, marriage)			
• Issues and current events are makeable -environmental problems -economic issues -education -economic			
Eclectic Approach			
Teacher uses mixed approaches in order			

to develop speaking			
• Communicative approach			
• Different Learning Styles			
• Interactive Approach			
• Natural Approach			
Teacher uses traditional approaches			
• Grammar Translation Method • The Direct Method			

Different Learning Styles			
Teacher analyzes students skills to plan English class			
• Visual			
• Kinesthetic			
• Auditory			
• Pair work			
• Individual work			