UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
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RUBEN DARÍO CAMPUS
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE DEPARTMENT

THEME: **Speaking skill in Secondary school is not very well developed.**

AUTHORS: **Fensha Theosmy Aristhomene**
Luisa Catalina Zúniga Quinto

TUTOR: **Specialist Julio César Arévalo Reyes**

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GRADUATING SEMINAR

DEDICATORY

We have decided to offer this humble work to God our creator, our children, our, parents who have been with us all the time and to our teacher Julio Arévalo Reyes, because without their help we would have never learned anything about English.

For making this work we have spent time and money, but we have felt thankful for learning a lot of things about our English career.

We hope that the people, who have helped can be proud of us for everything we have been learning in this University, our main objective has been to investigate the reason the difficulties the students of first year at the Benjamin Zeledón institute have with speaking skill in the night shift, and then give them some suggestions for improving their speaking skill.

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ABSTRACT

Our investigation was based in the develop of speaking skill in the Secondary school is not enough to speak English when the students finish the high school, but we have selected one section of the two first year night shift for giving our resume about the methodology that teacher implements when develop the speaking skill.

To begin with this work we have elaborated a survey and an interview for students and the English teacher for helping us to know the methodology that the teacher use to develop to speaking in class.

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I. INTRODUCTION

By mean of this research work we want to reach our main objective which is write down according to our main problem.

We wanted to investigate the reason of difficulties the students of first year at Benjamin Zeledón Institute have with speaking skill in the night shift and first semester of the 2007. We could guess some reasons that students and teachers have to identify the problem by means of some systematic steps of research.

After applying some instruments such as interviews and surveys we made an evaluation about the results that we found in each instrument.

Everything we have done during this process in to help teacher and students of the Benjamin Zeledón school to improve their speaking skill inside the classroom and out of it.

Sometimes it was very difficult to explain some speaking class, because in the classroom there are many students, but we improve many strategies such as form groups and divide the class in two group's pairs or small groups.

Speaking in English is a difficult ability to develop, but if we focus our objective affectively we will give students a lot of ways to improve it.

PROBLEM

Why do first year´s students at Benjamin Zeledón School night shift have difficulties in speaking skill?

SUBPROBLEMS

- Lack of practice of the target language
- The frequency study of the language is not enough
- Poor repertoire of vocabulary of the students
- Fear of the students to make mistakes when they speak

THEME

Speaking skill in Secondary school is not very well developed.

HYPOTHESIS

Strategies, methods, and the time allocated to develop English as a target language in Secondary school are not appropriate.

II. THEORETICAL FRAMEWORK

What is speaking?

It is the act or an instance of uttering words. Capable to speak specified foreign language.
Make articulate verbal utterances in an ordinary (not singing) voice.
It is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.
In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive.
Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (oral or written).
Spoken language and written language differ in many significant ways.

Speaking Skills

Many languages learners regard speaking ability as the measure of knowing a 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 of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are

appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

The demands of speaking

Speaking is not simply written language spoken aloud. Although it relies on almost the same systems of grammar and vocabulary that are necessary for writing, the moment by moment and (usually) interactive nature of speaking make different demands of the participants.
Bellow is a description of some of these demands or sub-skills.

Coherence and real time

Individuals are expected to produce-usually with no time for planning or rehearsal-speech that has a logical flow.

Relevant Responses

In addition to this, as most talk is constructed between two or more participants, participants in a conversation have to pay attention to what the other says in order to make a response that makes sense in relation to what said before. Together, participants co-operate to construct a logically developing spoken text.

Decisions Based on Purpose-Functions

We talk for a reason, for example, to persuade, to threaten, to inform, to invite etc. Certain phrases are commonly used to carry out these actions and are sometimes referred to as functions. For example, I really think you should... to persuade, If you do that again, I'll... to threaten, Would you like to ... to invite etc. Proficient Speakers of English use these ready-made phrases to act as short cuts in carrying out everyday tasks efficiently.

Appropriacy

The purpose of our talk will inform the many choices we have to make moment by moment, for example, our choice of words (grammar and vocabulary), our intonation, the length of our turn. Therefore, appropriacy is another demand: the words and syntax we use may be technically correct but it may not be appropriate for the purpose of our talk. For example, 'Please remove yourself will not work as a polite request in a crowded lift.

Turn-taking, "Ums' and "Errs" and Pauses

Participants in a conversation or discussion need to listen carefully to hear the potential gap in the talk to take the next turn. Missing the gaps gives rise to interruptions or lapses in the conversation - both undesirable. 'Ums' and 'errs' often act as a device to hold the floor while we summon up the ideas/words to take the turn and are therefore a natural feature of speaking. Too many 'ums' and 'errs' and over-long pauses are, however, tiresome on the listener and will usually result in the hesitant speaker losing their turn to someone else present or simply in the conversation being abandoned.

Extent or Relevant Length

Dominating the talk is also undesirable. The acceptable and appropriate length of a turn is often dependent on the purpose I task at hand or context. For example, giving one-word answers to questions about your personal circumstances is acceptable in a market research interview but would be deemed uninterested or rude in a job interview. An anecdote about your origins lasting 2 minutes might be acceptable at a reception but not for a job interview. The purpose for speaking will define the relevance of the content and length of a turn.

Responding and Initiating

Most reasons to talk require both participants to take an active role in terms of initiating a new idea or sub-topic as well as responding. Skill and knowledge is required in both identifying the appropriate place to do so and in knowing words and phrases that signal a change in direction of the conversation, for example 'And what do you think about XXX?' or 'By the way ... .'. as well as having the confidence and ideas with which to do this. Without this ability the talk can sound one-sided or may actually tail in its purpose (e.g. making arrangements to meet for coffee).

Repair and Repetition

The moment by moment nature of talk means that the participants are constantly making sure that what is being said is being understood. This sometimes means it is necessary to 'repair' (correct) parts of the conversation when misunderstandings occur. 'Repair' (of things said by oneself or the person we are speaking to) often results in repetition. Repetition of part of an utterance, or individual words, can be used to correct oneself or to seek clarification and/or correction from the person we are speaking to. Repair is necessary for keeping the discussion or conversation on track.

Range of Words and Grammar

We need to know a range of words and grammar from which to choose the most appropriate for the different tasks we need to carry out.

Accuracy in Using Words and Pronunciation

In general, we need to be able to use the words and grammar accurately enough (e.g. word order,) and to pronounce them accurately enough to be understood. Interestingly, however, the decisions being made moment-by-moment and speed at which talk happens means that mistakes are frequently made even by the most articulate and proficient of speakers. This speed also means that these often go.

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining

information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and al so on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be / more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In *communicative output,* the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with so me of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other' s timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this

narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, e, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, e, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, e, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gap that must be bridged for successful completion of the task. However, where ¿ authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Rave students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until

another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion:
  Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Rave students report to the class on the results of their discussion.
- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make.

Teaching speaking skills 1

"I can understand my teacher's English, but when I speak to "real people" I can't understand them". This is a comment I'm sure many teachers have heard. While it is a bit of an exaggeration, students clearly feel that classroom-based speaking practice does not prepare them for the real world. Why do students so often highlight listening and speaking as their biggest problems? Partly because of the demands of listening and speaking and partly because of the way speaking is often taught. It usually consists of language practice activities (discussions, information-gap activities, etc.) or is used to practice a specific grammar point. Neither teaches

patterns of real interaction. So what can we do in the classroom to prepare students for real interaction?

- What do students need?
- Practical suggestions
- What language should I teach?
- How do I get students to use new language
    - Further reading

What do students need?

- Practice at using L1 (mother tongue) strategies, which they don't automatically transfer.
- An awareness of formal/informal language and practice at choosing appropriate language for different situations.
- The awareness that informal spoken language is less complex than written language. It uses shorter sentences, is less organised and uses more "vague" or non-specific language.
- Exposure to a variety of spoken text types.
- The ability to cope with different listening situations. Many listening exercises involve students as "over hearers" even though most communication is face-to face.
- To be competent at both "message-oriented" or transactional language and interactional language, language for maintaining social relationships.
- To be taught patterns of real interaction.
- To have intelligible pronunciation and be able to cope with streams of speech.
- Rehearsal time. By giving students guided preparations/rehearsal time they are more likely to use a wider range of language in a spoken task.

Practical suggestions

- Transferring L1 strategies
  When preparing for a spoken task, make students aware of any relevant L1 strategies that might help them to perform the task successfully. For example, "rephrasing" if someone does not understand what they mean.

- Formal/informal language

  Give students one or more short dialogues where one speaker is either too formal or informal. Students first identify the inappropriate language, then try to change it. Also show students how disorganised informal speech is.

- Vague language
  Using tape scripts of informal speech, focus on examples of vague language.

- Different spoken text types
  Draw up a list of spoken text types relevant to the level of your class. Teach the language appropriate for each text type.

- Interactive listening
  Develop interactive listening exercises. Face-to face listening is the most common and the least practised by course books. Any form of "Live listening" (the teacher speaking to the students) is suitable. (See Try article for a more detailed outline of this).

- Transactional and interactional language
  Raise students awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).

- Real interaction patterns
  Teach real interaction patterns. Introduce the following basic interactional pattern: Initiate, Respond, Follow-up. This is a simplification or Amy Tsui's work. See Tsui (1994). The following interaction could be analysed as follows:

  A: What did you do last night? (Initiate)
  B: Went to the cinema (Respond)
  A: Oh really? (Follow-up)
  What did you see? (Initiate)
  B: Lord of the Rings (Respond)
  Have you been yet? (Initiate)
  A: No it's difficult with the kids (Respond)
  B: Yeah of course (follow-up)

- Understanding spoken English
  After a listening exercise give students the tape script. Using part of it, students mark the stressed words, and put them into groups (tone units). You can use phone numbers to introduce the concept of tone units. The length of a tone unit depends on the type of spoken text. Compare a speech with an informal conversation. In the same lesson or subsequent listening lessons you can focus on reductions in spoken speech, for example, linking, elision and assimilation.

- Preparation and rehearsal
  Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.

- Real-life tasks
  Try to use real-life tasks as part of your teaching.

What language should teach?

Spoken language is both interactional and transactional, buy what should teachers focus on in class? Brown and Yule (1983) suggest the following:

- When teaching spoken language, focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able communicate information efficiently whether in their country or in a native-speaker country.
- Teach interactional language by using an awareness-raising approach. For example, with monolingual classes by listening to a recorded L1 conversation before a similar L2 recording. For recordings of native-speaker interactional and transactional conversations, have a look at "Exploring Spoken English" by MacCarthy and Carter (1997) It not only contains a variety of text types, but each recording comes with analysis.

How do I get students to use new language?

Research by Peter Skehan on Task-based Learning shows that giving students preparation time significantly increases the range of language used in the performance of the task, whereas the accuracy of the language is not as influenced. If this is so, then it seems sensible to give students preparation time when encouraging them to use new language.

- Imagine you have been working on the language that would be useful for the following task: "Having a conversation with a stranger on public transport". You have now reached the stage where you wish students to perform the task. Rather than just give students 10 minutes to prepare and rehearse the task, give students guided preparation time.

  A simple preparation guide for the task could be a few key questions like:

  How will you start the conversation?
  What topics are you going to talk about?

How are you going to move from one topic to another?
How are you going to end the conversation?

After the preparation stage, students give a "live performance". This can be in front of the class or group in a large class. This increases motivation and adds an element of real-life stress.

- Another way of encouraging students to use new language in a communication activity is to make a game out of it. Give students a situation and several key phrases to include. They get points for using the language.

Similarly, when working on the language of discussion, you can produce a set of cards with the key phrases/exponents on. The cards are laid out in front of each group of 2/3/4 students. If a student uses the language on a particular card appropriately during the discussion, he/she keeps the card. The student with the most cards wins. If he/she uses the language inappropriately, then he/she can be challenged and has to leave the card on the table.

Benjamin Zeledón's school is a big school it has all the shift: Morning, Afternoon, Night also Saturday and Sunday even the shift on the morning has many students than the other shift and the efficiency academic of the students on the morning is higher than the others students in the night shift are adults who's trying to finish their high school or primary school maybe for some circumstances they had in their past time their couldn't have done with their high school. At the moment the most of them are people who work and the others are teenagers between them you can see the differences in the score of the students in the night shift, not only in English students in the night shift have difficulties but in the all the subjects, why ? because they are working and they don't have enough time to study or practice their homework and sometimes if they feel tired they don't come at school and they lost this class and also the assistance of student in the night shift is rare because one day they come in class and the next day they don't come they like the "cometa" so if someone loose one or two days class its like to loose one month class not only in Benjamin Zeledón's school it happens but in all the public school.

We are not saying that students in the night shift don't know nothing but the teaching on the morning and the afternoon are not the same at night and those students have better opportunity than the night and they receive many hours and full time class and they have time to study and doing their homework and also come to the library to investigate and doing a lots of staff things etc…, Things that students in the night don't have and students in the night have class at 6 pm to 8.30 it means they receive two and half hours classes so teachers don't have enough time to develop all the subject but they have to reduce the subject

according to the hours that the Minister of Educations establish to the students in the night shift.

Respect to the second semester the problem of the light out is a serious factor that affect the students in the night shift because now the light always gone at 7.00 pm that means now students in the night are never receive classes, we think is fundamental problem that MINED should cared about, however the budget of Minister of Education not solve truly the necessity of scholars. Others factors is the transports, in a free time we had the opportunity to ask them some question related to the transports how many of you usually take the taxi to come in class early, we could see most of the them take the bus because sometimes they don't have to pay taxi and they prefer to take the bus it doesn't matter if they arrive late the most important for them is being in classes for those reasons the students in the night are never getting bettering the efficiency academic and the teachers are conscious about the situations and they are pleased with the effort that the students in the night make to finish their Bachelors and graduated like others students as on the morning as the afternoon. Doing that investigation I had the opportunity to talk with others teachers English who teach in the night in other school like Heroes and Mártires of Batahola "Alfonso Cortes" and Miguel de Cervantes and those teachers say to me their opinion about the difficulties that theirs students have with the subject "English" and then compare with the students of Benjamin Zeledón's school I could verified that the difference is the same. Next here is some General and specifics problem that cause some difficulties in the students in the night shift.

General Problems

1) Lack of national lesson plan for teaching English in public school. Every time the semester starts the teacher make their plans according to their point of view.

2) Lack of materials: books, audio visuals, laboratory etc.

3) Lack of knowledge about the subject from students who left the primary school and start the secondary. I must say that few public school teaching English on primary.

Specific Problems

1) Lack of time: the frequencies per week are very short

- Student's psychological barriers for facing English as a subject.

- Crowded classrooms (50 and 60 students per each one).

- Lack of training to improve our way of teaching.

HISTORY BACKGROUND

Benjamin Zeledón's school was founded in 1971, its located to Barrio El Recreo de la Plaza Julio Martinez, 2 blocks down, and 5 blocks lake, it had only one classroom for each level, one Director and 6 teachers for all the Primary school.

In 1998, 2nd December it was integrated to the Autonomous scholar (educative participation), and its name at the present owes to the General Benjamin Zeledón in honors.

Since 2002 to 2007 it is in position of Lic. Mayra Cortez, at the present it has all the shift, morning, afternoon, night, Saturday and Sunday.

In the high school there are one hundred three teachers, fourteen of them are empirical. In the morning shift are fifteen teachers, afternoon shift are fifteen teachers, in the night shift are eight teachers and in the distance are six teachers.

Nowadays it attendants the modes pre-school, regular primary, mode extra-age, daytime, night and Saturday high school.

III. JUSTIFICATION

We would like to express that before choosing a topic we visit an Institute and we try to know how the English class has been developed. At the end of our seek we decided to work with speaking skill, because we found that the majority of students did not speak English, neither in the classroom nor outside the classroom.

We wrote down our topic difficulties that students have with the language when they left the high school and they can not speak English.

So we started to get information about our problem by reading books and magazines. Beside that we used some instruments to get information from people who got involved in this situation such as students and the English teacher.

Our main objective was to investigate the difficulties of the students first year at the Benjamin Zeledón Institute had with speaking skill and the methodology that teacher used to teach English.

IV. GENERAL OBJECTIVE:

To find out the main causes that impede students at Benjamin Zeledón School night shift have to speak English when they finish the Secondary school.

SPECIFIC OBJECTIVES:

1. To determine the difficulties the students have in the speaking skill.

2. To know what strategies teacher uses in class in order to students acquire the English language.

3. To analyze what methods the teacher uses to develop the speaking skill.

THEORIES

English is a universal language and the most speaking in every world that's the main reason the language English is teaching in any country. According to the four abilities of the language English we are going to talk a little the grammatical rule because the students of the 1st year in the night shift have difficulties in learning English but in the grammar. To learn English is important to know the pronunciation of words, verbs, articles, pronouns etc. during the teaching English class the teacher explains how to use the verb with the personal pronouns and how to make in plural nouns, but student make always mistake in the quiz, exercises etc. so the teacher has to use an easy strategy for those students who have difficulties of catching the explanation and also students have to say to the teacher when they understand or not to the classes. It's very important to study and practice the abilities of the language English some of them say always complain about the English some of them say is difficult learning English. However there are many way for the student better in the language taking some courses, practice their listening, not afraid to talk in class and doing their homework, sometimes working in pair or groups helps student understand the structure of the words, watching TV program in English or doing some reading, listening song in English, the main task is the constant practice to not limited with the few they receive in class but investigate by their owns, respect to the pronunciations teachers have to help student to pronounce the words in English not only translate words but to familiarize with the language and students have to pay attention and listen carefully the sounds of words in English and then make in practice in class. The lack of interest of the students for understanding the subject is a serious problem for the teacher develop the class so teacher should be motivate and encourage them to practice the habit of good students. Where there's a will, there is a way, always when there is wish of learning anyone make sacrifice to overcome any obstacle to do what they want and learning English is a advantage for any body because with the language there is much opportunity to find a job.

SYSTEM OF VARIABLES

VARIABLES	SUB-VARIABLES	INDICATORS
General Information	Sex	Male Female
	Age	17-20 21-25 25-30 31- more
	Procedure	Urban Rural
Educational Situation	a) Difficulties with speaking	Low level of English Can't pronounce words in English Can't hear well the words Sentences are too long to pronounce Lack of reading (books) stories, tales Too many unknown word Reading hard to under stand
	b) Techniques for speaking in the classroom	Speak English all the times Listen carefully the pronunciation of words Not afraid to speak Learn more vocabulary or words Practicing the reading Watching TV program singing song in English Listen to people talking then try to understand what the conversation is talking about
	c) Teaching material available for teaching speaking	Tape record Cassette Reading books Pictures Over projector

VARIABLES	SUB-VARIABLES	INDICATORS
Educational Situation	c) Teaching material available for teaching speaking	Language laboratory Singing song in English
	d) Communicative activities practiced in the classroom to develop speaking	Works in pairs Work in group Comprehension about the text Give their own opinion about the text Catching the ideas what the text is talking about
	e) Students participation in communicative activities	Very active Active Shyness Afraid to participate No participation No very active

V. METHODOLOGY DESIGN

Our information was gathered through the questionnaire for students and teacher and observation of classes (English class)

In respect to the analysis and interpretation of result of student's questionnaire we have observed that 30% of the students always practice the speaking using conversation in English, taking courses, most of the time listening song and singing in English.

And 70% said that that they do not have time to take English courses, which result a bit difficult in acquiring the speaking, because the speaking skill requires more practice.

Our population was students of 1st year high school and teacher of English we can say that the result obtained was satisfactory thank fully to the survey realized by the students and teacher of Benjamin Zeledón School.

POPULATION AND SAMPLE

Universal 60 students

According to the investigation with difficulties that students have with speaking skill as in 1st year Benjamin Zeledón high school in the night shift we interview some students of 1st year our universe is thirty students because there are two 1st year in the night each section has thirty students so we focus on one section.

SAMPLE Thirty students

We interview thirty students of 1st year of this high school in the night shift at Benjamin Zeledón School Institute by using some tools to gather information about difficulties they have in the speaking skill in the English class.

SURVEY

1. Do you use conversation in tape recorder in your class?

Yes

No

2. How often do you use reading a story or tales in the English class?

Always

Sometimes

Never

Often

3. When you are teaching how long do students practice the speaking in class?

10 minutes 20 minutes

15 minutes 25 minutes

4. What kind of music do you use in English class?

Romantic

Rock

Classic

Pop

Other

5. How often student practice dialog in pairs?

Sometimes

Rarely

Occasionally

Never

Always

6. When you are teaching do you usually speak English or Spanish?

Yes

No

Both

7. What kind of materials do you use in speaking class?

Expositions of short stories

Dialogs

Reading

Newspaper report

Books

Tape record

Others

8. What difficulties do students have in speaking class?

Pronunciation

Hearing

Unknown words

9. Are you assigning homework to students and then they will expose in class?

Yes

No

Sometimes

10. What kind of strategy do you use in English class when student do not understand?

    a. Explanations
    b. Use example
    c. Take some courses

VI. DISCUSSION OF RESULTS

According to the results of the survey 20 percent of the students are girls and 10 percent are boys.

We could say that 50 percent of the students surveyed like English and only 50 percent dislike, these students said that do not feel motivated to learn English and do not like this subject.

50 percent of the students think it is enough time. Other 50 percent said that it does not enough time.

In the questions we made about practicing speaking English in class 70 percent said that sometimes speaking English class 20 percent said that always speaking English class 10 percent said that never speak English class.

33 percent of the students felt motivated by the teacher speaking English in class and it is because of the way he/she uses to teach, but 34 percent said they didn't feel any kind of motivation to speaking this language, they just didn't care and about it and they just needed to pass the class and nothing else.

72 percent of the students said that the teacher felt motivated to practice speaking English, other 28 percent said that didn't feel any motivation to practice to speaking English.

54 percent of the students surveyed said the teacher didn't have good methods to teach the English class, and only 46 percent of these students said that the teacher had good methods to teach to speaking English.

According to the questionnaire 34 percent of the students said that the teacher always provided them with enough didactical material for the development of the class.

66 percent of the students said that the teacher never used any kind of material to improve the speaking skill.

According to the questionnaire 50 percent said that the teacher sometimes used tape recorder for improving their English speaking skill 30 percent said that improving their English speaking skill 20 percent of the student said that the teacher always use it in class.

INSTRUMENTS

We used different kinds of instruments to finish our work.

This survey was applied to teacher and students and consisted on three different questionnaires.

Teacher's questionnaire had ten questions and ten surveys related to the Methodology strategies and techniques used in the classroom.

Student's survey had ten questions related to the level of motivation and methodology used by the teacher.

We also used a class observation in order to know what kind of methodology, didactical material and techniques the teacher used to develop speaking skill.

Observation consisted on eight different parameters to evaluate the class.

This instrument was also useful and important to get the information.

TABLE FOR MATRIX INFORMATION

No	Sex		Age				Material Status				Family Residence		Like-English		Practicing speaking in class					Frequency class per week		Motivated to participate in class		Method teacher use help them speak		Video or any kind of the tape recorder for teaching				
	F	M	17 to 20	21 to 25	25 to 30	31 and More	Single	Married	Divorced	Widow	Urban	Rural	Yes	Not	Always	Often	Sometimes	Usually	Never	Enough Time	Not Enough	Yes	Not	Good	Not Very Good	Always	Usually	Often	Sometimes	Never
1	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	x			x	x
2	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	x			x	x
3	X	X	X	X	X		X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	x			x	x
4	X	X	X	X	X		X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	x			x	x
5	X	X	X	X	X		X	X	X		X	X	X	X	X		X		X	X	X	X	X	X	X	x			x	x
6	X	X	X	X	X		X	X			X		X	X	X		X			X	X	X	X	X	X				x	
7	X	X	X	X	X		X	X			X		X	X	X		X			X	X	X	X	X	X				x	
8	X	X	X	X	X		X	X			X		X	X			X				X		X	X	X				x	
9	X	X	X		X		X	X			X		X	X			X				X		X	X	X				x	
10	X	X	X		X		X	X			X		X	X			X				X		X	X	X				x	
11	X						X				X		X	X			X				X		X	X	X				x	
12	X						X				X		X	X			X				X		X	X	X				x	
13	X						X				X		X	X			X				X		X						x	
14	X						X				X		X	X			X				X		X						x	
15	X						X				X		X	X			X				X		X						x	
16	X										X										X		X						x	
17	X										X										X		X						x	
18	X										X																		x	
19	X										X																		x	
20	X										X																		x	
21											X																			
22											X																			
23											X																			
24											X																			
25											X																			

Benjamin Zeledón High School
Details statistical
First Semester

Kinds	Final Registration			Teachers for kinds
	Shift			
	Morning	Afternoon	Night	
Pre-scholar	117	90		4
Regular primary	875	418		48
Primary Extra-age	90	91		5
CEDA			38	2
Daytime highschool	723	425		30
High school night			124	8
high school distance	391			6
Total	2,196	1,024	162	103
Observations				
1 Principal				
3 Sub-principals				
2 inspectors (without classroom)				
2 library				
Total : 8				
Total: 111 Teaching				

ANALYSIS AND INTERPRETATION OF RESULT

SEX

INDICATOR	FREQUENCY	%
Male	10	33%
Female	20	67%
Total	30	100%

AGE

INDICATOR	FREQUENCY	%
17-20	10	33.33%
21-25	8	26.66%
25-30	10	33.33%
31 - More	2	6.66%
Total	30	100%

MATERIAL STATUS

INDICATOR	FREQUENCY	%
Single	15	50%
Married	10	33.33%
Divorced	5	16.66%
Widow		
Total	30	100%

FAMILY RESIDENCE

INDICATOR	FREQUENCY	%
Urban	25	83.33%
Rural	5	16.66%
Total	30	100%

LIKE ENGLISH

INDICATOR	FREQUENCY	%
Yes	15	50%
No	15	50%
Total	30	100%

PRACTICING ENGLISH IN CLASS

INDICATOR	FREQUENCY	%
Always	10	33.33%
Often		
Sometimes	15	50%
Usually		
Never	5	16.66%
Total	30	100%

FREQUENCY CLASS PER WEEK

INDICATOR	FREQUENCY	%
Enough time	10	33.33%
Not enough time	20	66.66%
Total	30	100%

MOTIVATE TO PARTICIPATE IN CLASS

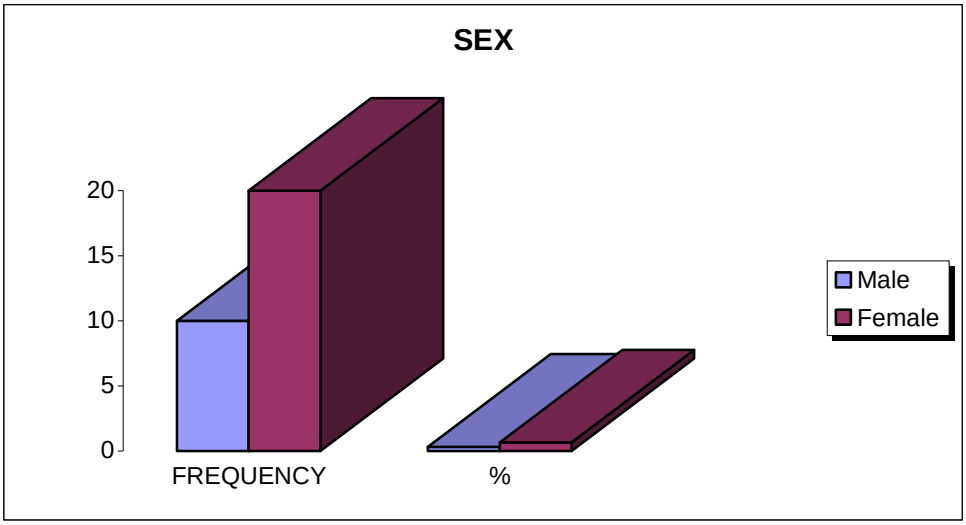
INDICATOR	FREQUENCY	%
Yes	10	33.33%
Not	20	66.66%
Total	30	100%

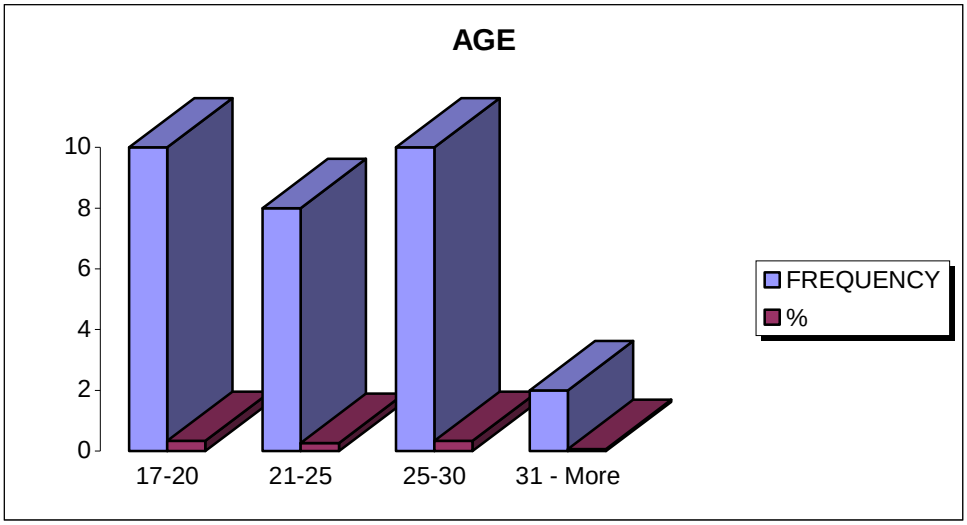
METHOD TEACHER USE HELP THEM SPEAK

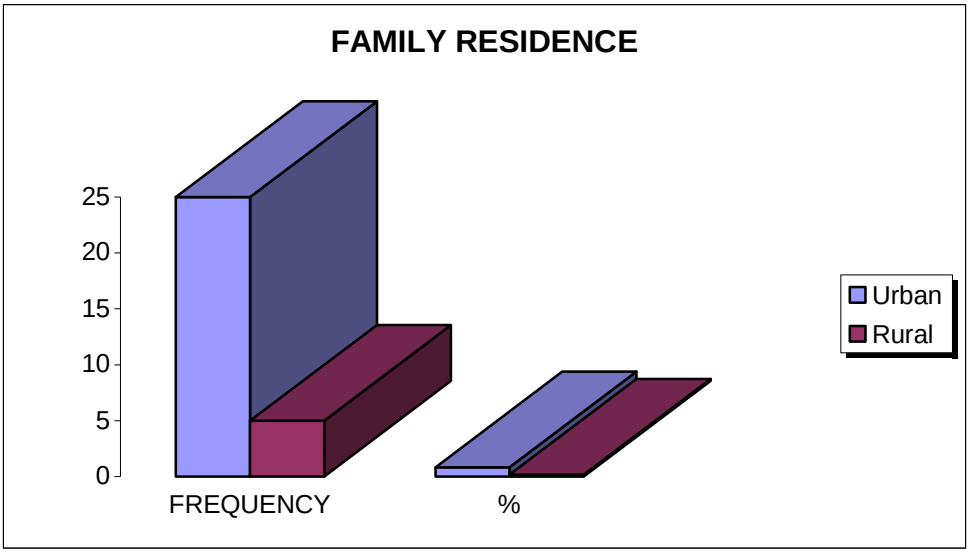
INDICATOR	FREQUENCY	%
Good	15	50%
Not very good	15	50%
Total	30	100%

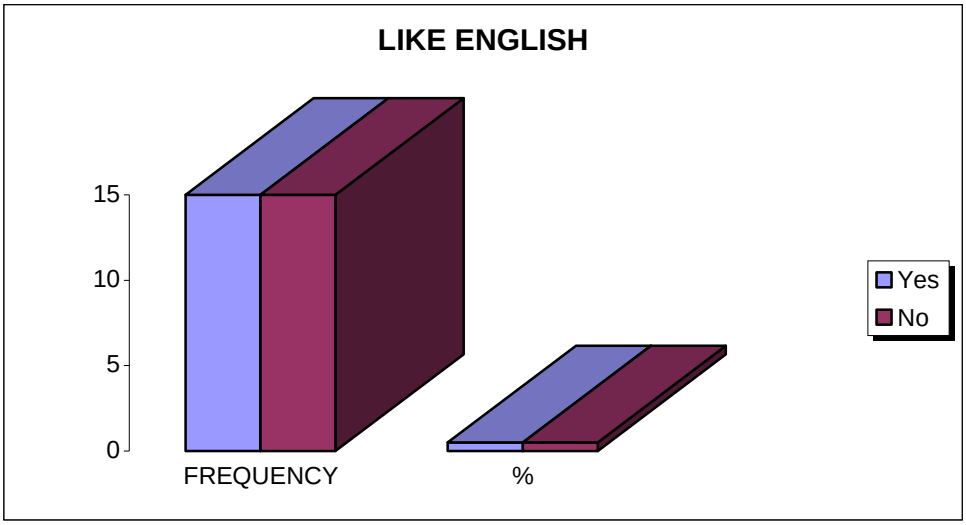
VIDEO OR ANY KIND OF THE TAPE RECORDER FOR TEACHING

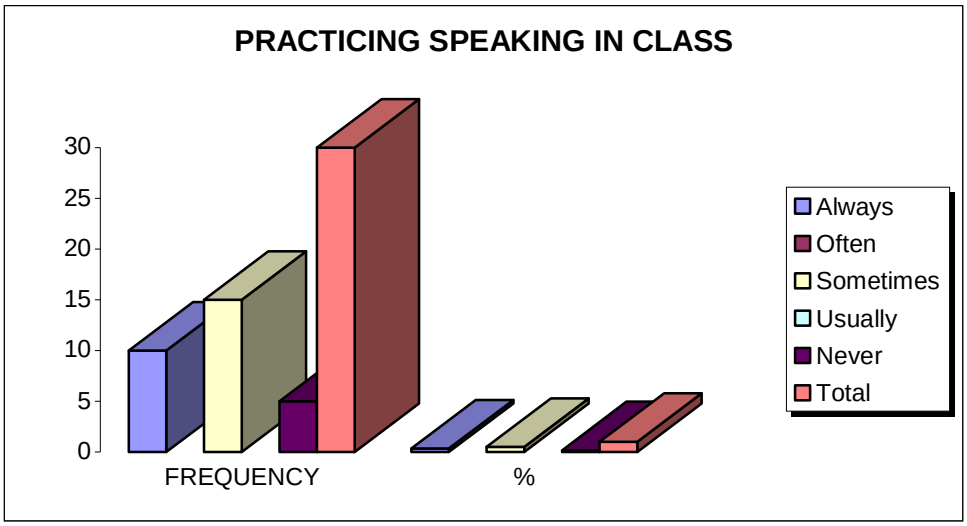
INDICATOR	FREQUENCY	%
Always	5	16.66%
Usually		
Often		
Sometimes	20	66.66%
Never	5	16.66%
Total	30	100%

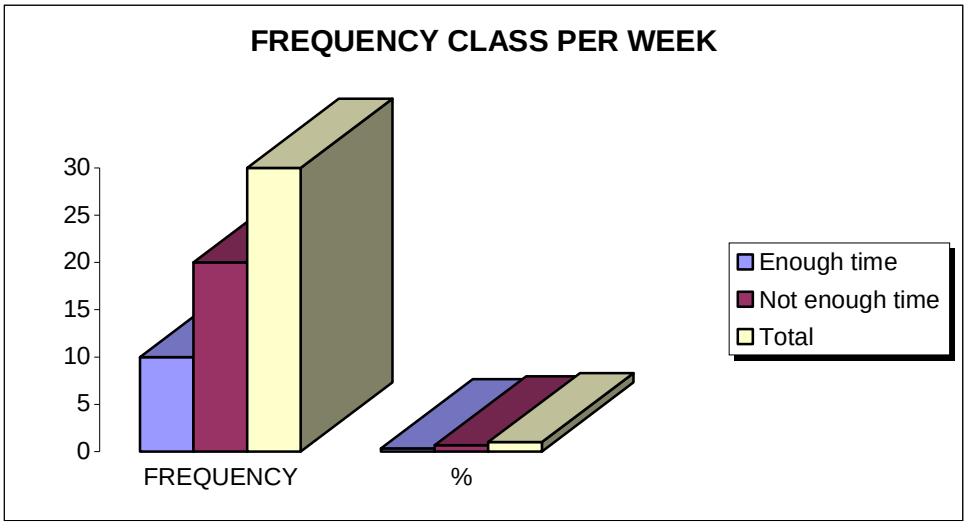

SEX
20
15
10
5
0
FREQUENCY
%
Male
Female

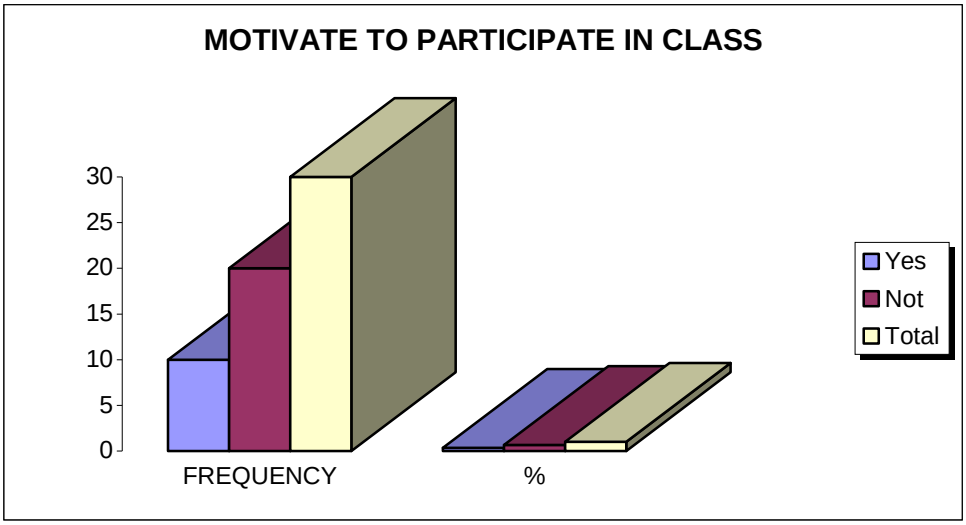

AGE
10
8
6
4
2
0
17-20
21-25
25-30
31 - More
FREQUENCY
%

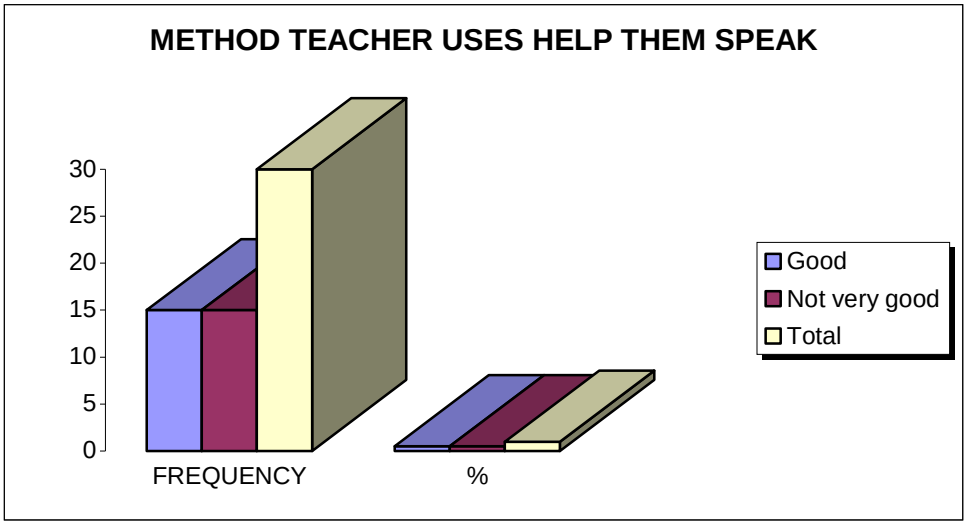

FAMILY RESIDENCE
25
20
15
10
5
0
FREQUENCY
%
Urban
Rural

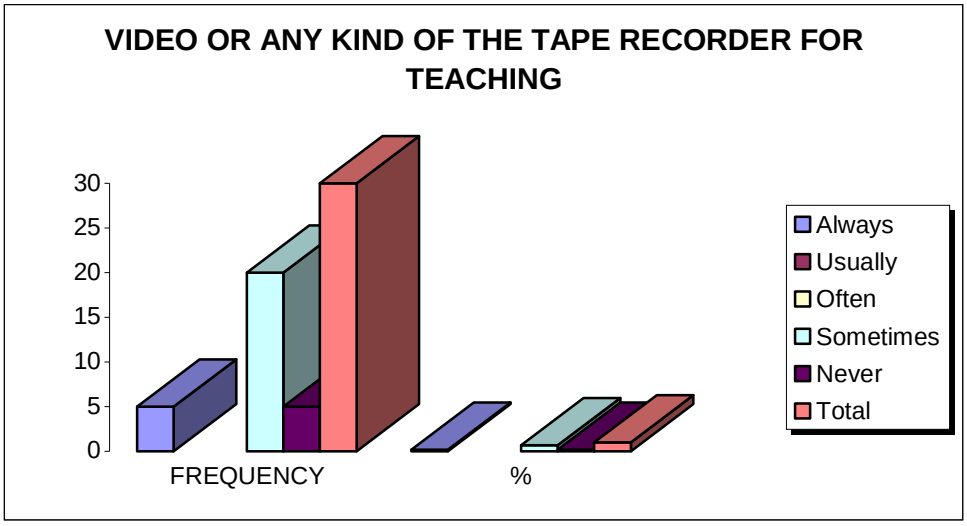

LIKE ENGLISH
15
10
5
0
FREQUENCY
%
Yes
No


PRACTICING SPEAKING IN CLASS
30
25
20
15
10
5
0
FREQUENCY
%
Always
Often
Sometimes
Usually
Never
Total


FREQUENCY CLASS PER WEEK
30
25
20
15
10
5
0
FREQUENCY
%
Enough time
Not enough time
Total


MOTIVATE TO PARTICIPATE IN CLASS
30
25
20
15
10
5
0
FREQUENCY
%
Yes
Not
Total


METHOD TEACHER USES HELP THEM SPEAK
30
25
20
15
10
5
0
FREQUENCY
%
Good
Not very good
Total


VIDEO OR ANY KIND OF THE TAPE RECORDER FOR TEACHING
30
25
20
15
10
5
0
FREQUENCY
%
Always
Usually
Often
Sometimes
Never
Total

CHRONOGRAM OF ACTIVITIES

	DESCRIPTION	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
1	Problem	4th			
2	Hypothesis	4th			
3	Theoretical framework / Historical Background		8th		
4	Rationale/Justification		8th		
5	Objectives: General and Specifics Variables	11th 25th			
6	Methodology Design			13th	
7	Procedure, Population, Sample Discussion of results			20th	
8	Finding, results, data analysis Conclusions			22th	
9	Recommendations			22th	
10	Bibliography			22th	
11	Appendixes/Annexes			30th	24th

VII. CONCLUSION

According to the information that we have gotten by applying some instruments to teacher and students, we provide the following conclusion.

At first we can say that most students of first year of the Benjamin Zeledón Institute can not speak English because the teacher does not have some didactic material and the few he has are not very well managed for him or her.

The teacher does not have enough time for individual attention to the students because the class is very crowded. This impedes the teacher to develop the speaking skill as he or she would desire.

We could observe that the teacher does not have enough experience and this also is another difficulty for the development of the speaking skill.

Teacher argued that he never received any training; he only teaches his class using the text book and he doesn't assign any homework to be checked next day.

RECOMMENDATION

The principal of Benjamin Zeledón Institute must provide the English teacher with enough didactical material to improve the development of the English Speaking skill.

The teacher must devise creative activities in which the students share with each other the speaking skill.

The teacher must speak English in class to force students to develop their speaking abilities and motivate them to use the language.

The teacher pronunciation must be improved receiving training on this field; it will help the students to be motivated to speak.

Evaluations should not be only written test, but can include speaking tasks and conversations.

The teacher must use better techniques (using mimic, TPR (Total physical response), etc), to improve this ability and get better results in this skill.

VIII. BIBLIOGRAPHY

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- Super Goal Students Book “2” Manual Dos Santos

- American language course / defense language Institute English Language Center/Lack/and air force base-Texas

- Teaching English Though soags/teacher Marco Calderón Conference/Nicatesol

- Testing/Oxford/University

- Didactical material for Improving the English class

- Didactical material for improving Teacher’s Julio Arévalo Reyes

IX. ANNEXES

SPECIFIC OBJECTIVE

This section measures the speaking comprehension ability that students have developed through the English class.

This section takes into account the following:

- Fluency : Ability to express spontaneously with ease
- Comprehension : Ability to understand what has been asked
- Vocabulary : Personalities behaviors, emotions words
- Pronunciation : Stress, intonation
- Grammar accuracy : Well structured sentences
- Organization : Logical reasoning

	Excellent (4)	**Good (3)**	**Regular (2)**	**Not satisfactory (1)**
Fluency (4)				
Comprehension (4)				
Vocabulary (4)				
Grammar (4)				
Organization (4)				

Every aspect is ranking into excellent with a score of 5 points, good with 4, Regular with 3, and not satisfactory with 1. Making up a total of 20 points.

Benjamin Zeledón High School
Second examination of English
First year night shift

Name: _____ Section: _____

Date: _____ Score: _____

I. Listening carefully and answer the questions.

1. What is your name?

2. Where are you from?

3. How old are you?

4. Where do you live?

5. What is your nationality?

ANSWER KEY

Speaking (20 points, 4 each)

R1. My name is Sandra

R2. I am from Nicaragua

R3. I am 18 years olds

R4. I live in Linda Vista Casa B - 18

R5. I am Nicaraguan