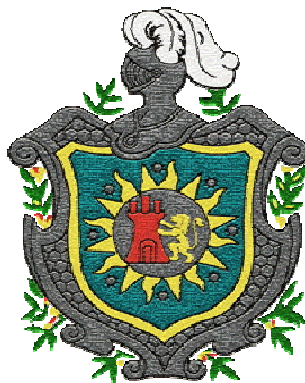


**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA  
(UNAN – MANAGUA)  
RUBEN DARÍO CAMPUS  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE DEPARTMENT**



**THEME: Some methodological factors that make difficult the acquisition of speaking skill in fifth year students afternoon shift at Miguel de Cervantes National Public Institute**

**AUTHOR: Paulino Alfonso Mendez Arceda  
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**Research submitted in partial fulfillment of the requirements for a B.A. Degree in Teaching English as a foreign language.**

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## **DEDICATORY**

First of all, we want to dedicate this work to God because he gave us strength to keep our job as well as this monography.

We want to dedicate this research to our parents who were the only that helped us emotionally and economically to be success in this research.

## **GRATITUDE**

We want to express our gratitude to our tutor Julio César Arévalo Reyes who gave us motivation to work. He taught us by means of his attitude that “we never have to stop against any pressure of a goal that we propose to make a satisfactory end”.

Additionally, we want to thank teacher Roberto Aleman Who allowed us to observe his speaking class and work with his students, as with all of them who filled the survey to carry out this monography.

## **ABSTRACT**

Nowadays in many schools through the country there is a tremendous demand for applying an accurate method to teach a speaking English class. This phenomenon is evident in variety of the way.

First in many schools speaking English class is a complex assignment that teachers have been looking for improving; Besides, speaking English is a required skill beginning in high school and continue through university and it is often one of the area tested on college entrance examinations. In additions, any international corporations are encouraging their employees to develop their speaking English skill by providing English to have a degree in any private school or university because there is a globalization that requires excellent bilingual professionals. That is why, it is very important to analyze some methodological factors that affect a quality speaking English class in order to improve our educative training English class

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# INTRODUCTION

This monography is based on the study of some factors that affect the speaking English skill process in fifth level afternoon shift at Miguel Cervantes National Public Institute in which, we are going to present knowledge, method and strategies in classroom to show the real phenomenon that appear in an English speaking class.

Moreover,it is going to reinforce speaking English knowledge in order to teachers can avoid theoretical and practical mistakes.

Eventually, this research will present clear suggestion which will help to increase students´ motivation as well as present practical and methodological knowledge to improve a speaking English class.

Finally, it is going to present difficulties of teachers and students in which make a complex task for developing a success speaking English class.



## **JUSTIFICATION**

We decided to investigate the factors that affect during fifth level afternoon shift at Miguel de Cervantes National Public Institute. Because we wanted to know the main difficulties that the students present and know the causes of poor interest of speaking English, taking into account that English is very important for our every day life.

Moreover, we wanted to identify the teaching technique, methods, strategies and didactical material that the teacher uses to develop a dynamic speaking English class to motivate students for an active participation as well as knowing the probably errors and mistakes in the teacher's methods which eventually are presented in the English classroom.

## **I. Theme**

Some methodological factors that make difficult the acquisition of speaking skill in fifth year's students afternoon shift at Miguel de Cervantes National Public Institute.

## **II.HYPOTHESIS**

Methodological factors affect the acquisition of speaking skill in fifth year's students afternoon shift at Miguel de Cervantes National Public Institute.

## **III.PROBLEM**

Some methodological factors that make difficult the acquisition of speaking skill in fifth year's student's afternoon shift at Miguel de Cervantes National Public Institute.

### **3.1-SUB PROBLEMS**

1.-Poor strategies and technique applications make difficult the acquisition of speaking skill.

2-Inappropriate environmental conditions to develop a success full speaking class.

3-Very poor motivation of students to perform in the English speaking class.

## **IV.GENERAL OBJECTIVE**

To find out the main factors that make difficult the acquisition of speaking skill in fifth year's student's afternoon shift at Miguel de Cervantes National Public Institute.

### **4.1. SPECIFIC OBJECTIVES**

- 1- To determine the methodological factors that make difficult the acquisition of speaking skill.
- 2- To analyze the teacher`s techniques, strategies and method used in the classroom for teaching speaking skill.
- 3- To identify the poor motivation by students in the English speaking class.

# **Theoretical framework**

## **V.HISTORICAL BACKGROUND**

The National Public Institute Miguel de Cervantes Institute was joined with Ramirez Goyena Institute in the same place; Before, the earthquake the Miguel de Cervantes was exclusively for primary school at night shift for people who work during the day, and Ramirez Goyena Institute was for primary too in the morning shift.

There were five buildings before the earthquake and they were destroyed for it, after that Miguel de Cervantes Institute was built at Zumen, because it was separated from Ramirez Goyena Institute in 1973, and it was only for workers who study at night.

First of all the building only had one floor, but in 2001 the building were reconstructed having two floors, each one with a capacity of 60 students, each classroom. The first principal was Chrisanto Paguaga.

Nowadays Miguel the Cervantes Institute is a secondary school with 3000 students and two English teachers in the afternoon shift.

## **VI.THEORIES**

### **6.1. What is speaking?**

It is the act or an instance of uttering words. Capable of speaking a specified foreign language.

Make articulate verbal utterances in an ordinary 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.

### **6.2. Speaking Skill**

Many language 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 cooperate 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 fail 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.

**We chose these two points of the theory because they clearly explain what speaking refers and what complementary areas of knowledge are necessary to carry out the demands of speaking**

## **6.3 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.

## **6.4 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 also 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.

## **6.5 Method: Learner-centered Instruction**

In language classrooms in the United States, instruction focuses on the learner and the learning process. The instructor creates a learning environment that resembles as much as possible the one in which students learned their first language. Students participate in the learning process by establishing learning goals, developing and choosing learning strategies, and evaluating their own progress. In the classroom, students attend to models provided by the instructor (input) and then build on those models as they use language themselves (output). Classroom activities incorporate real-world situations.

Learner-centered instruction encourages students to take responsibility for their own language skill development and helps them gain confidence in their ability to learn and use the language. Teachers support students by devoting some class time to non-traditional activities, including teaching learners how to use learning strategies (see Motivating Students), how to use available tools and resources, and how to reflect on their own learning (see Assessing Learning).



Many U. S. students have had experience with learner-centered instruction and expect it to be used in their classrooms. Students who are accustomed to more traditional teacher-centered instruction may resist the learner-centered model at first because it expects them to be more involved in the learning process. However, when they discover that learner-centered instruction enables them to develop real-world language skills while having fun, they usually become enthusiastic participants.

**We investigated the importance of strategies techniques and method because they explain how students could develop communicative efficiently in speaking class in order to compare the real world situation in the fifth level students afternoon shift at the Miguel de Cervantes National Public Institute.**

## 6.6 Motivation: the key to success

### Tips for promoting intrinsic motivation: Alive

- **Authenticity:** Materials: news, letters, TV, movies, songs

#### **Practice: group and pair-work, info gap activities, role play**

“Personalization”: discussion, debate, expression of opinions.

- **Learning:** Meaningful assignments  
Multimedia resources (Internet, video, movies)  
Strategies (reading, listening, vocabulary building)  
Continuous feedback (individualized, supportive)
- **Interest:** Hot topics (news, debates, special interests)  
Celebrity personalities (actors, singers, athletes)  
Strange news (true stories from newspapers)
- **Variety:** Topics and activities  
Practice (controlled, guided, communicative)  
Evaluation (alternative assessment, self-assessment)  
Learner styles (visual, auditory, kinaesthetic, inductive-deductive).  
Multiple intelligences (linguistic, creative, interpersonal)
- **Entertainment:** Role play (re-enactment, improvisation)  
Games, songs (vocabulary, grammar, structures)  
Jokes, funny stories, cartoons

## **6.7 Involving the learners**

### **The classroom atmosphere must be the conducive to communication and learning**

The most important condition for learning is that the learners should be ready to engage themselves without constraint in the activities and interactions which take place in their classroom environment. They have to be induced to give up willingly the security of their mother tongue and to accept the 'frustrations of non-communication' and 'initial intellectual and emotional shock' (Stern, 1983: 398) which accompany the first stages of language learning. It is therefore important that the environment should be one which enables them to feel sufficiently secure to make this leap into the unknown.

Over recent years a lot of attention has been paid to the importance of learners' feelings (their 'affective state') in determining the quality of learning that takes place in the classroom. Much of the initial impetus came from trends in education outside language teaching. Humanistic psychologists such as Carl Rogers (1969) emphasized the importance of the 'whole learner' in education and the same message was introduced into language teaching by Curran (1976) and others. They stressed that learners are not simply processors of information who, when they enter the classroom, leave the deeper layers of their identity outside: they are real people who bring with them a whole array of personal attributes and feelings. These have to be respected, if individual development and growth are to take place. One of the fundamental tasks of the teacher as a facilitator of learning is therefore to 'make space for the learner' in the classroom (cf. Spaventa, 1980).

A first step towards making space for the learner is to reduce the dominance of the teacher. This is obviously- related to the need for learners to perform active roles (cf.

section 7.5). However it is not only a question of assigning more active roles. It would be possible to do this in a threatening spirit and make learners feel that their new responsibility is more likely to lead them to fail than to succeed. Active roles can only be exercised creatively- if the learners also feel that there is no threat to their egos (which are so openly exposed in the foreign-language classroom) from a critical and unaccepting audience. The teacher must signal, through his or her way of acting and being, that the classroom is a human environment in which all members are listened to positively and accepted as co-contributors to the events. This is partly a matter of how these events are organized but, even more, it depends on the quality of the interpersonal inter-action which the teacher is able to stimulate.

Equally important as the relationship between teacher and learners is, of course, the relationship between the learners themselves. Ideally the class should provide a network of human relationships in which all learners feel accepted, supported and encouraged by each other. Clearly the attitude of the teacher, mentioned above, is one crucial factor in encouraging this kind of interpersonal climate to grow amongst learners. Another is the nature of the communication pat-terns that emerge from the activities in which the learners are involved. The current acceptance of pair-and group-work as a major mode of working opens up opportunities for interaction between learners that are not present in the more formal, 'lockstep' pattern of teaching (cf. Wright, 1987). Learners can cooperate in the joint solution of tasks and thus form a learning community to which everybody contributes. They can get to know each other as individuals and determine together the nature of the human environment in which they work. One of the most satisfying features of an activity carried out/in groups or pairs is to see how each group settles into its own preferred style of interacting: some pursue their aims with quiet seriousness, some with lightness and humour, and so on. Although the teacher may have organized the structures within which the interactions take place, it is the learners themselves who create the interactions.

' Making space for the learners' means that each individual learner should not feel threatened by forces outside his or her control (e.g. a negatively-disposed audience) and should not feel that his or her social identity is submerged anonymously within the class.

When these conditions exist, they also make possible a further aspect of the involvement of the whole person in the learning process: that learners should have opportunities to express their own identities. One way of achieving this is through the active roles mentioned in section 7.5 below: whenever learners make a choice between alternative meanings, roles or activities, they are expressing their own identities indirectly. More direct forms of self-expression can occur when we relate the content of an activity to the learners' own circumstances, e.g. in the course of a discussion or through techniques for 'personalizing' language practice (cf. Harmer, 1983: 95-8).

Opportunities for self-expression such as those just described demand comparatively little overt exposure of the individual's feelings and, as such, are likely to be acceptable to all learner. Beyond this, however, we need also to remember that many people do not enjoy talking openly about themselves and that in many cultures it is considered inappropriate to do so (cf. Valdes, 1987). Providing opportunities for self-expression should therefore not be confused with organizing activities in which learners are compelled to talk about matters which they regard as personal (cf. Brumfit, 1982; Stevick, 1990). For many groups, the more self-revelatory forms of communication such as those required by some 'humanistic' techniques (cf. Moskowitz, 1978) will prove inappropriate. This is a domain in which it is important for the teacher to be sensitive to the preferences and needs of each specific group of learners.

In the past, one of the main obstacles to creating the kind of atmosphere in which the emphasis is on acceptance rather than rejection has been the obligation that we have felt to focus on the area in which learners are most deficient; namely, accurate control of the language system. This has sometimes led to an almost continuous focus on learners' errors rather than their successes and has often engendered a sense of inadequacy and hopelessness, particularly amongst slower learners. The present emphasis on the process of communicating rather than on the accuracy of the language produced (cf. section 7.4) enables us to reverse this trend. Although error-correction still has its place, it is no longer the main form of feedback. Errors take their place amongst many other aspects of the language learner's performance, which can be evaluated (in class as well as in testing) more

for its positive aspects than for its shortcomings (cf. Hughes, 1989; Lee, 1989; Underhill, 1987). This enables us to focus attention firmly on what learners can achieve rather than what they lack, with beneficial effects both for individual learners' self-esteem and for the classroom atmosphere.

## **6.8 How is speaking skill assessed?**

Two methods are used for assessing speaking skills. In the observational approach, the student's behaviour is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting with the test administrator and one student – or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.

Both observational and structured approaches use a variety of rating systems. A holistic rating captures a general impression of the student's performance. A primary trait score assesses the student's ability to achieve a specific communication purpose – for example, to persuade the listener to adopt a certain point of view. Analytic scales capture the student's performance on various aspects of communication, such as delivery, organization, content, and language. Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic.

A major aspect of any rating system is rater objectivity: Is the rater applying the scoring criteria accurately and consistently to all students across time? The reliability of raters should be established during their training and checked during administration or scoring of

the assessment. If ratings are made on the spot, two raters will be required for some administrations. If ratings are recorded for later scoring, double scoring will be needed.

## **6.9 Teaching conversation skills with content based materials**

With a little imagination, teachers can create fun lessons that integrate conversation skills and tasks with various content no matter what the content is and what level the class is. Through trial, error, and determination, I have found that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content courses. Basically, it is a matter of slipping content into activities commonly used in conversation classes.

The “Find Someone Who...” activity is very easy to slip content into. In a art college where I taught English for art I used this activity, and in an environment studies class I have also used this activity. In an English for Art class, which I taught for foreign students in America, I gave each student a small card with information such as the following:

- Your name is Dali. You are a surrealist. I also attached a small picture of one of his works.
- Your name is Ansel Adams. You are a famous black and white landscape photographer. I included a small picture of his.

All students received this handout:

Find Someone Who... Write the names of the artists below.

1. is a surrealist \_\_\_\_\_

2. is a sculptor \_\_\_\_\_
3. is a landscape photographer \_\_\_\_\_
4. is a modernist \_\_\_\_\_

This was followed up by a discussion activity in which talked about their favorite types of art and artists. They also expressed their opinions about the pictures.

My environmental studies class concentrates on using environmental content and issues as a spring board for improving communication skills. I recently wanted my students to understand and communicate about endangered species, and I found the “Find Someone Who...” activity very useful. In this class, after preteaching necessary vocabulary, I gave each student a card such as the following:

- You are an African elephant. You are endangered because of habitat destruction and poaching for your ivory. I also attached a picture.
- You are an Atlantic bluefin tuna. You are endangered because of overfishing. I also attached a picture.

Students received a handout like the one below:

Find Someone Who is... Write the name of the endangered species below.

1. endangered because of poaching for fur \_\_\_\_\_
2. endangered because of poaching for ivory \_\_\_\_\_
3. endangered because of overfishing \_\_\_\_\_
4. endangered because of habitat destruction \_\_\_\_\_

Various types of content can be used with the speaking game normally referred to as “20 Questions”. In my environmental studies class my students have played this to practice using vocabulary related to animal classification. Students asked questions such as below:



- Are you a mammal?
- Do you have sharp teeth?
- Are you a carnivore?
- Are you a tiger?

In a mass media based EFL class, my students played “20 Questions” to help them remember vocabulary related to various types of media and media related occupations. Each student pretended to have a job in the media. Example questions were:

- Do you work in the print media?
- Do you work in the electronic media?
- Do you appear on television?
- Do you report news?
- Are you a sports reporter?
- Are you an entertainment reporter?

Jig saw activities offer opportunities for mixing content of any with English conversation skills. Jig saw activities can be made for teaching all aspects of conversation. With the jig saw activity described below, I concentrated on listening and speaking skills.

For the environmental studies class, I cut pictures out of a nature magazine. One set of picture was about scientists trying to restore bald eagles to states in America where they no longer live. The other was about marine biologists trying to preserve habitat for sea horses. Then, using the pictures, I made a poster for each story. The posters were put at opposite ends of the class. Along with each poster, I placed a cassette player with a tape recording, which explained the pictures. Using vocabulary which I felt most of the students knew, I recorded the stories of the pictures, and I added a few relevant words. I pretaught the new vocabulary to the whole class, and then divided the class into the eagle and sea horse group and assigned each student a partner who was with the other group. Then, I explained that

half of the class would listen to one tape while taking notes, so that they could explain the pictures and story to their partner with the other half of class. Students could play the tape over and over again. They could stop it when they wanted. I informed them that at the end of class we would play a game, using the information from the posters and cassette tapes.

I let the students go to their pictures. They listened and wrote notes. I observed the class and at the point when they appeared to be finished with note taking, I told each student in the eagle group to pair off with their sea horse group partner and explain the eagle poster. Next, the sea horse group explained the sea horse poster. After this, I had the class return to their seats with the partners sitting together. Each pair was assigned a number. I read questions about the poster stories aloud. The first pair to correctly answer the questions received a point. Within each pair, sea horse group students could only answer questions about the sea horse story. They could explain the answer to their partner, but their partner would have to announce the correct answer to me. The pair with the most correct answers received a small prize.

These are three examples of mixing content with conversation activities. If you are not teaching a content based course, but are interested in these ideas, I suggest you do a survey of your class to find out what interests your students. Then, combine the topics they like with your conversation class activities. Most of my students in Japan respond that they want to communicate and learn about music, travel, and foreign cultures. I have found that students respond favourably to English lessons in which I have integrated their content choices.

**In this last section of theories we got tips for promoting intrinsic motivation, and suggestions to involved the learners in a comfortable classroom atmosphere to communicate as well as examples also they teach how speaking skill is assessed to achieve accuracy and consistency to all the students across time.**

# **Methodological design**

## **VII.METHODOLOGY**

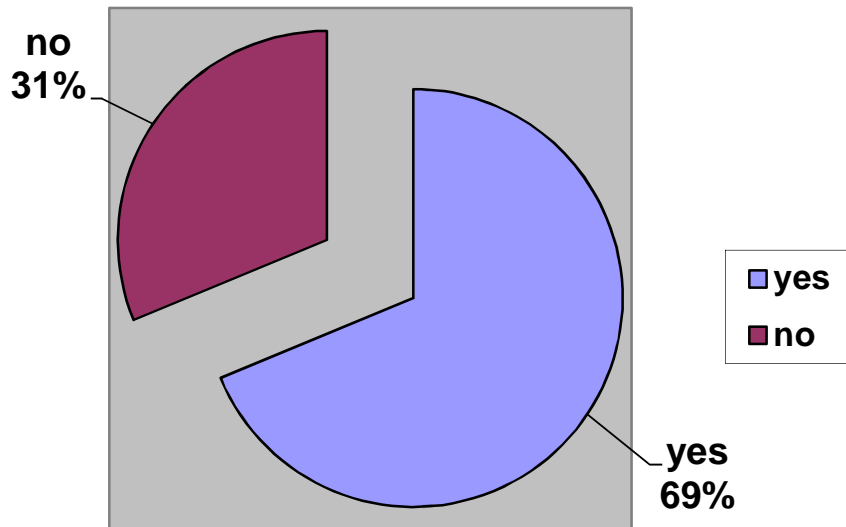
This investigation is an explorative and descriptive type; it was carried out at Miguel de Cervantes National Public Institute. We obtained information by using survey, interviews and observation. Through them we have obtained an amount of information from students and the teacher.

Finally, the results obtained from the instruments will reflect the level of importance of getting an accurate method application to improve “speaking” in classroom.

### 1. Do you like the English class?

Indicators	Frequency	%
Yes	22	69 %
No	10	31 %
Total	32	100 %

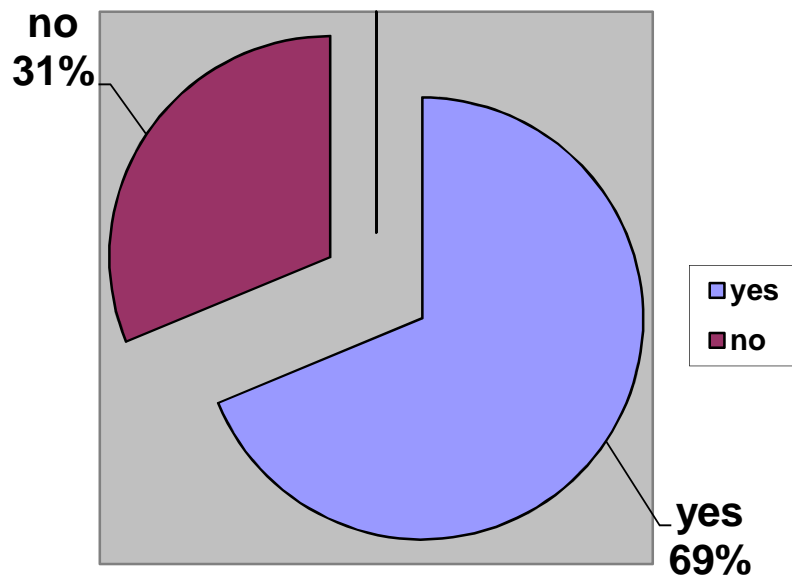
In the first question 22 students answered they like the English class which represent 69%, and 10 students answered they do not like the English class which represent 31%.



## 2-Do you practice the pronunciation in the English class?

Indicators	Frequency	%
Yes	22	69 %
No	10	31 %
Total	32	100 %

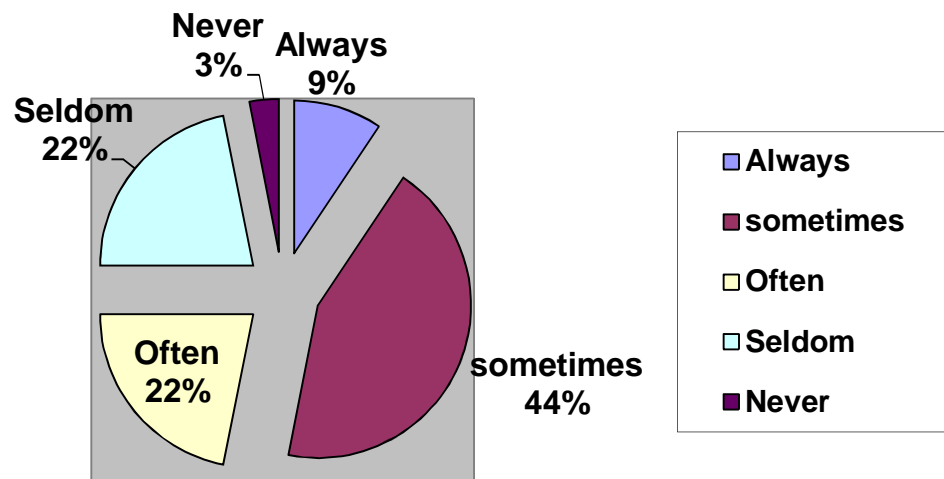
Twenty of them answered they practice pronunciation which represent 69% and 10 students answered they do not practice at all



### 3- How often does your teacher make exercises of speaking?

Indicators	frequency	%
Always	3	9 %
Sometimes	14	44 %
Often	7	22 %
Seldom	7	22 %
Never	1	3 %

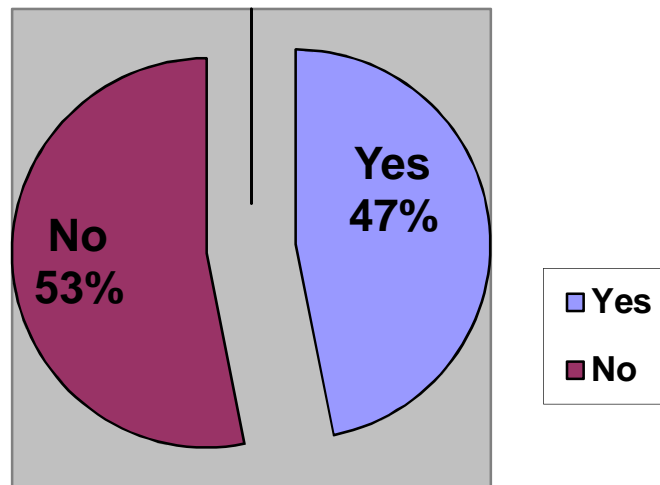
In this question there are a variety of answers, three of the students answered teacher always makes exercises of speaking which represent 9% then 14 students said that teacher sometimes does, which represent 44% and both often and seldom seven answered that the teacher makes exercises which both represent 22%. Finally, only one said that the teacher never makes exercises of speaking which represent 3%.



#### 4-Do you practice speaking in your house?

Indicator	frequency	%
Yes	15	47 %
No	17	53 %
Total	32	100 %

Most of them said that they do not study the speaking which represent 53%. And fifteen answered yes they do which represents 42%.

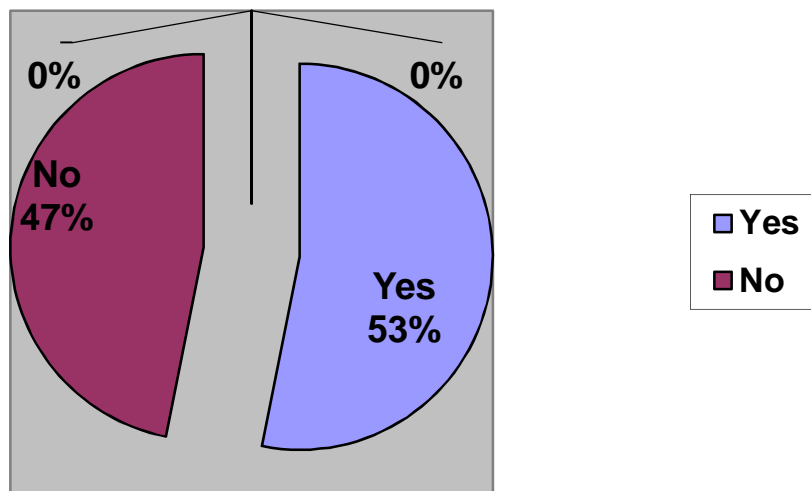




**5-Do you have time enough to practice speaking in the English class?**

Indicators	Frequency	%
Yes	17	53 %
No	15	47 %
Total	32	100 %

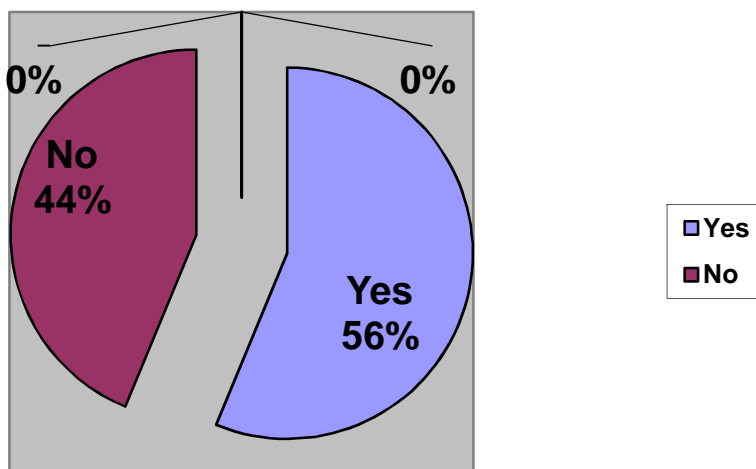
As we can see 17 answered that they have time enough to practice “speaking” which represents 53% and 15 answered no they do not which represent 47%.



### 6-Do you have time enough to speak in front of the class?

Indicators	Frequency	%
Yes	18	56 %
No	14	44 %
Total	32	100 %

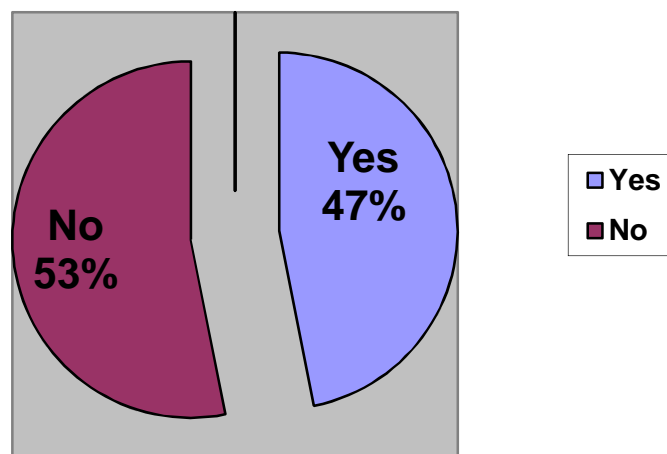
Eighteen said time they have time enough to speak English which represent 56% and 14 said they do not have time enough to speak English which represent 44% of all students.



## 7-Do you speak in front of the class?

Indicators	Frequency	%
Yes	15	47 %
No	17	53 %
Total	32	100 %

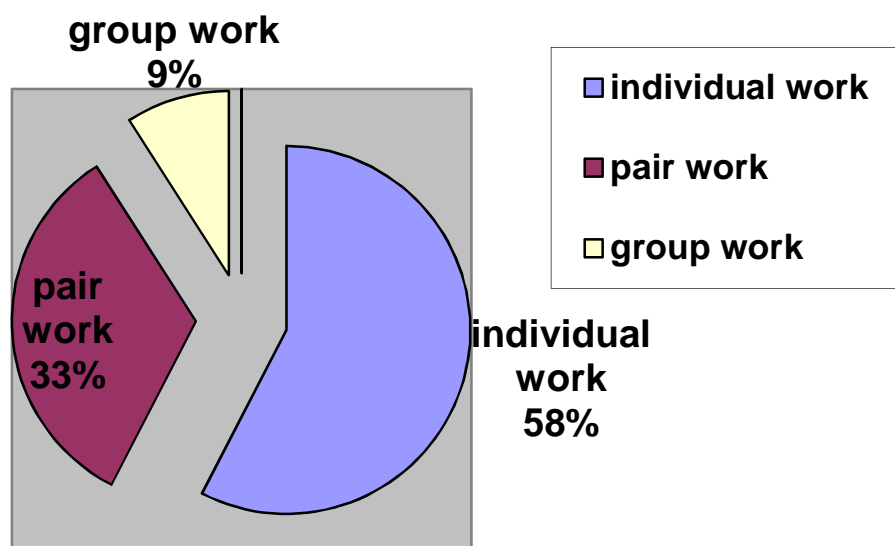
Fifteen students said that they have time enough to speaking English in front of their partners; and seventeen answered they do not have time enough to speak in front, which represent 53%



## 8-Techniques for English teaching

Indicators	Frequency	%
Individual work	19	60 %
Pair work	11	35 %
Group work	2	6 %
Total	32	100 %

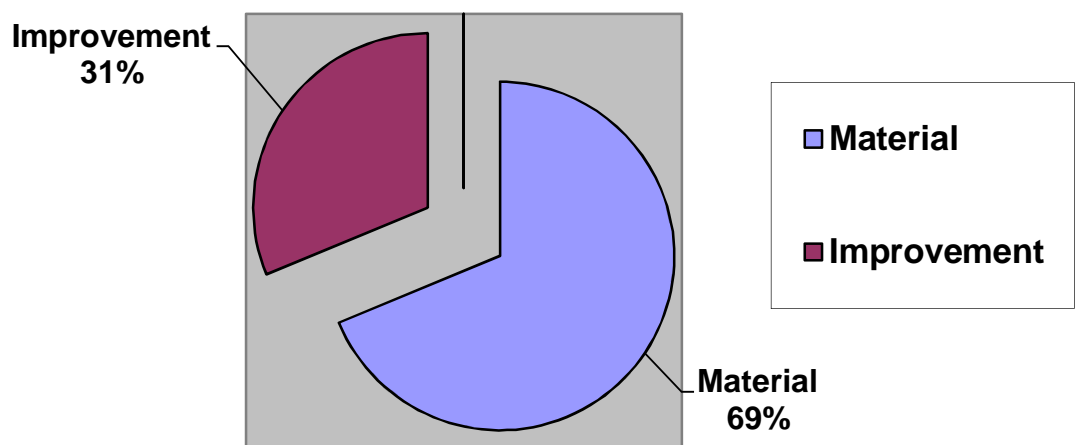
In this question there are three options in which 19 of students said they work individually this represent 60%. Other said that they work in pair which represent 34%. And the last one who are two students said that they work in groups in the speaking English class.



### 9-What is the based content in speaking English class?

Indicator	Frequency	%
Material	22	69 %
Improvement	10	31 %
Total	32	100 %

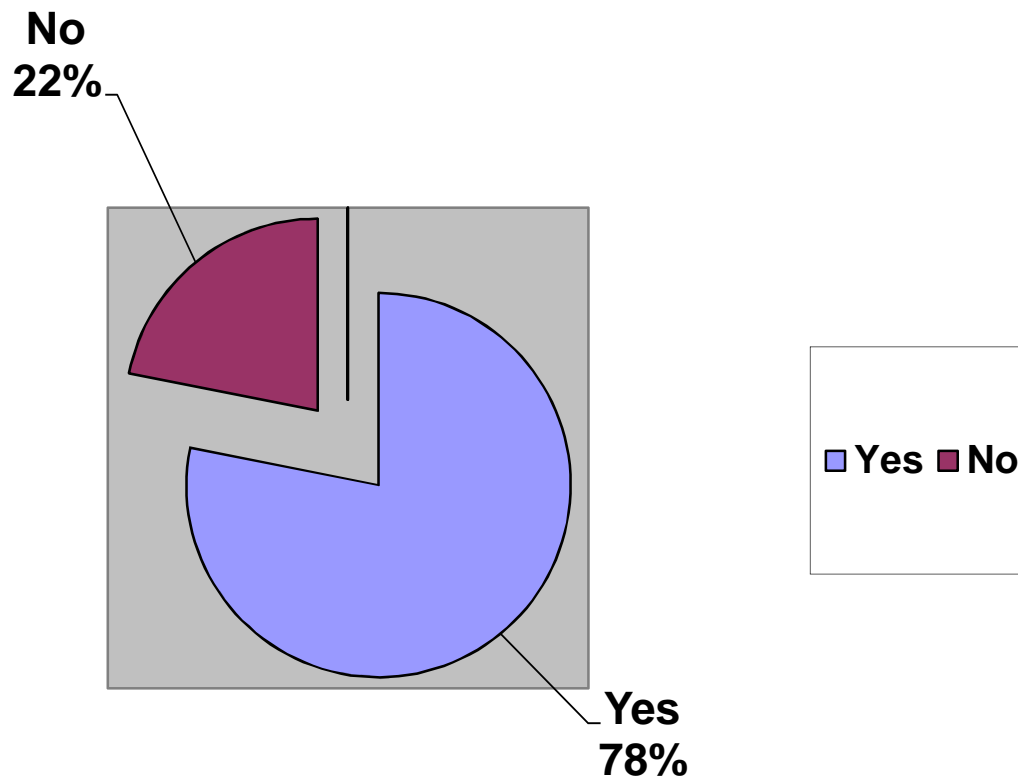
Two options are in which 22 students said that they speak English based in material in which represent 69%. The other said they must improve the speaking so they represent the 31% of the students.



**10- Does your teacher give encouragement to take responsibility for your own language speaking skill?**

Indicators	Frequency	%
Yes	25	78 %
No	7	22 %
Total	32	100 %

Most of the students said teacher encourages them to study their own foreign speaking language, in which represent 78%. The other said teacher did not encourage them, which represent 22%.



## **VIII.POPULATION AND SAMPLES**

This research has been done with one classroom of fifth level afternoon shift at Miguel de Cervantes National Public Institute with a population of forty students from which I took a sample of thirty two students that represent 80%, it also has one teacher who was interviewed.

The Instruments that were used are compound for the following elements survey, observation, analysis and interview for teacher.

## IX. Matrix of variable

Variables	Sub- variables	Indicators	Source of research	Instrument
-Poor methodological application	-Lack of didactical material.	-Lack of comprehension from students.	-Students and the teacher.	-Observation and survey.
	-Incomplete method application	-Poor participation from students	-From 5th level afternoon shift Miguel de Cervantes National Institute.	
-Inappropriate environmental conditions	-Uncomfortable students.	-Dirty board. -Noisy classroom	Cervantes National Institute.	-Observation
-Lack of motivation from students	-They do not like to study. -Some of them are good.	-They do not do homework. -Students´ nervous.		-Interview -Survey



## X. Chronogram of activities

Theme Problem and Sub-problem	Aug to 18						
General and specific Objectives.  Hypothesis		Aug 25 to Sep 1					
Introduction Dedicatory Justification Abstract			Sep 1 to Sep 15				
Theoretical framework Historical background				Sep 15 To 22			
Instruments Survey Interview Guide for observation					Sep 22 to Oct 6		
<b>Methodological design Population And sample System of variable Methodology</b>						<b>Oct 6 to Oct 20</b>	
<b>Conclusion Recommendation</b>							<b>Oct 20 to Nov 3</b>

# **XI. INSTRUMENTS**

## 11.1 AN INTERVIEW GUIDE FOR THE ENGLISH TEACHER

1-Are you a graduated teacher?

Yes  No

2-Are you fluent in speaking English?

Yes  No

3-Do you develop “speaking” with your students?

Yes  No

4-What is the percentage of Spanish and English speaking during the English class?

English  % Spanish

5-What method do you use in speaking English class?

6-What kind of didactical aids do you use in your speaking English class?

7-What kind of techniques do you use to practice a dialogue with your students?

8-How do you do characterize your students?

9-how do you assess the speaking English class?

10-Do you agree with the requirement from MINED?

Yes  No

11-Do you agree about the contents of English program which is developed from MINED?

Yes

No

## 11.2 GUIDE FOR CLASS OBSERVATION

General data:

Observer's name \_\_\_\_\_

High school: Miguel De Cervantes Saavedra.

Kind of high school: public

Year: fifth. Group \_\_\_\_\_

Number of observation: \_\_\_\_\_

Time of observation: \_\_\_\_\_

1 Aspect of control

1.1 the teacher speaks English in class yes \_\_\_\_\_ no \_\_\_\_\_

1.2 Students speak English in class yes \_\_\_\_\_ no \_\_\_\_\_

1.3 Spanish is used in class. A lot \_\_\_\_\_ little \_\_\_\_\_ very little \_\_\_\_\_  
not at all \_\_\_\_\_

2. Environmental conditions.

2.1 The environment in the class is quite \_\_\_\_\_ noisy \_\_\_\_\_

2.2 The classroom clean yes \_\_\_\_\_ no \_\_\_\_\_

2.3 Do students have access to chairs? Some of them \_\_\_\_\_  
few of them \_\_\_\_\_ all of them \_\_\_\_\_

a

2.4 there is enough visibility. Light yes \_\_\_\_\_ no \_\_\_\_\_

2.5. The classroom has green board in good conditions. yes \_\_\_\_\_ no \_\_\_\_\_

3 The strategies used by the teacher.

3.1 How does the teacher begin that class?

Does the teacher give extra task after speaking activity? Yes \_\_\_\_\_ no \_\_\_\_\_

4 the purpose of speaking activity

4.1 Getting the main idea \_\_\_\_\_

4.2 Predicting \_\_\_\_\_

4.3 Drawing inferences \_\_\_\_\_

4.4 Getting new vocabulary \_\_\_\_\_

4.5 Remember vocabulary \_\_\_\_\_

5 The use of visualization in classroom.

5.1 Are there visual aids in the classroom? Yes \_\_\_\_\_ No \_\_\_\_\_

5.2 Teacher uses visual aids in pre, during and post speaking activity.

Yes \_\_\_\_\_ No \_\_\_\_\_

## 11.3 QUESTIONNAIRE FOR STUDENTS

Dear student please answer these questions

Personal informations.

a) Sex

Male

Female

b) Age

c) Do you live With

Mother and Father

Mother

Father

Grandparents

Other family

d) Where do you live?

2- Do you like English? Yes  No

2. How often does your teacher make exercises of speaking?

Always

Sometimes

Seldom

Never

3. Do you practice speaking in you house?

Yes

No

Do your parents help you at home?

Yes  No  Sometimes

Do you practice pronunciation in the English class?

Yes  No

5. Do you have time enough to practice "speaking"?

Yes  No  Why \_\_\_\_\_

\_\_\_\_\_.

Do you have time enough to speak in front of the class?

Yes  No

What kind of techniques do you do in speaking practice time?

Individual work

Pair work

Group work

Does your teacher give you encouragement to take responsibility for your own language speaking skill?

What is the based content in speaking class?

Material  Improvement

## 11.4 HONORABLES ESTUDIANTES POR FAVOR RESPONDER ESTAS PREGUNTAS

1. a) Sexo          Femenino\_\_\_\_\_ Masculino\_\_\_\_\_

b) Edad\_\_\_\_\_

2) ¿ Donde Vives?

3.)Vives con tu:

Mama y Papa                       Abuela

Solo con mama                       Otra familia

Solo con papa

4) ¿Te gusta la clase de Inglés?

Si           No

5)¿Practica la pronunciación en la clase de Inglés?

Si           No

6)¿ Cada cuanto se comunican en Inglés en clase?

Siempre                       Rara ves

A veces                       Nunca

Frecuentemente

7) ¿ Practicas el idioma Inglés en tu hogar?

Si           No

8) Tienen suficiente tiempo para practicar el Inglés a la hora de clase?

Si           No

9) ¿Tienen suficiente tiempo para practicar el Inglés a la hora de clase?

Si  No

10) ¿ Hablan Ingles en frente de sus compañeros?

Si  No

11)¿Cómo hablan el Ingles?

Individual  En grupo

En pareja

12) ¿Qué tipo de temas practican a la hora de la clase comunicativa del idioma Inglés

Vegetales  Noticias  Otros

Deportes  Direcciones

13)¿En que caso se basara la clase comunicativa de Inglés?

Material  Improvisado

14)¿Los anima su maestro a practicar Inglés comunicativo?

Si  No



## **XII.ANALYSIS FOR CLASS OBSERVATION**

During the class observed in fifth level afternoon shift at Miguel de Cervantes National public Institute, we found the following aspects: first, the teacher did the initial activity at the lesson plan requires. Then he presented the class by writing on the board and at the same time students copied the speaking class who used only notebooks and pens to work in class; Therefore, the teacher used the elicit method and applied some strategies such as: getting students to guess, imagining new vocabulary, as well as remembering vocabulary. He made mimics to explain the topic, so at the end of the presentations he asked students “ if they understood the speaking class”.

In the practice he asked students to repeat the vocabulary so they practiced pronunciation and applied some techniques such as individual and pair work. After that he asked students to speak themselves in front and give their points of view about the topic. But the activity was not completed because of time.

Finally, the teacher elicited the information about the giving class to prove if students really acquired new knowledge and gave an oral homework.

### **XIII.CONCLUSION**

In conclusion, we found out some factors that affect the speaking English factors through the entire research. For example, in spite of most of the students live in steady economical situation, which is very important for students' concentration in the study; They do not study at home then we found out in the English class that there is time enough to carry out input as well as output speaking skill; However, it is not taken advantage very well because there is not the same attention for all the students. Consequently, the concentration is in material memorization but not in improvisation which consumes much time and makes the speaking class very tired.

On the other hand, sometimes speaking class is carried out throughout the year in which the individual technique is not appropriated because students are not used to converse so that it makes difficult to students be enthusiastic to participate in the speaking class; Besides, the ordinary material ( paper graph,) which is the only visual aid used in the classroom it makes speaking class very bored and stressful for both as students as the teacher.

Finally, the lack of homework instruction is the last factor we identified that affect the students' understanding of the speaking English class.

## **XIV.RECOMENDATIONS**

-To have a good speaking English class, teacher must take into account the following aspects:

-To select different visual aids to explain the speaking class.

-To apply accurate techniques in the speaking class.

-To apply the complete method in order to avoid slant in students.

-To implement speaking class since the first year to the fifth year.

To assign and check homework to study at home.

-To give more time in the application of the main skill of a foreign language in the lesson plan.

# **xv. Annexes**

## **15.1 REPORT ABOUT THE REAL ENVIRONMENTAL CONDITIONS**

The classroom of fifth level afternoon shift is placed at the west side center in the institute in which at the south of the classroom there is a cafeteria where many students used to buy at the time classes. They do it because some teachers always fail for different reasons so it provokes their students make a noisy environment. There is also a field where students used to play volleyball, often the English class is affected by these factors therefore; near the classroom is a ladder which leads to the first floor in which every time the rings sounds student from the first floor go down to buy at the cafeteria it provokes disconcentration in fifth level students. In addition there are many chairs in dirty and bad conditions and the white board is crashed; besides, the floor is too old that brightness is not getting back again and there is not outlets to apply tape recorders. So these conditions are very important to take into account to improve for giving a quality speaking English class.

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