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Activities used by the English teacher to develop the speaking skill of students of fourth year A of Miguel De Cervantes Institute in Managua, in the II semester 2023

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GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: "*Activities used by the English teacher to develop the speaking skill of students of fourth year A of Miguel De Cervantes Institute in Managua, in the II semester 2023*", whose authors are Freydi Amparo Polanco Peña, Siris Leidy Jimenez Lira & David Enmanuel Rivas Vargas, has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 2nd day of December 2023.

Signed by: Dr. Alber Francisco Sánchez
Alvarado

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I. Abstract

The objective of strengthening the weaknesses in the learning of the English language speaking ability, in the students of the fourth grade "A" of Miguel De Cervantes Institute in Managua, in the II semester 2023. an observational, descriptive and analytical study was carried out with a group of one teacher and a universe of 42 students of the Miguel De Cervantes Institute. Based on the data collected (starting from a sample of 42 students), the corresponding database was designed. Once the quality control of the recorded data was carried out, the relevant statistical analyses were performed. According to the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, the corresponding descriptive analyses were performed, including (a) frequency analysis, (b) descriptive statistics according to each case. In addition, graphs of the following type were made: (a) standing graphs for variables of categories in the same plane. From the analysis and discussion of the results obtained, the following conclusions were reached: less than half of the students are inhibited from participating orally in English class due to insufficient vocabulary knowledge, the majority of students affirm that the teacher develops oral expression activities, on the other hand, they select dialogues as the most used activity in the classroom, in addition, the majority of students selected that they like how the teacher develops the activities of speaking skills.

II. Introduction

This research was carried out by fourth year students of the English major of UNAN MANAGUA University of the Saturday program. The researchers wanted to explore what are the speaking activities that teachers apply to develop speaking skill in students of fourth year A of Miguel De Cervantes Institute in Managua, in the II semester 2023. On the other hand, mention the most common problems teachers, deal with when carrying out speaking activities in the classrooms.

Speaking is one of the central elements of communication that people need to interact with each other. Speaking is essential for expressing feelings, emotions, ideas, and opinions. In addition, speaking is an interactive meaning-making process that involves producing, receiving, and processing information. It is one of the English skills that every student should master since learning English opens up many job opportunities.

This research is focused on observing and identifying the activities used by the teacher and how these impact on the development of the students' speaking skill taking into account the problems that a teacher goes through in a classroom in public schools such as disinterest in the English language.

Skill such as speaking in the English language are a topic of great importance within the framework of secondary education in Nicaragua, especially within the Miguel de Cervantes Institute, where the subject of English as a foreign language is taught in the five levels of secondary education, where they attend the five working days of the week, It should be noted that the teaching programs in this institution have a greater inclination in the skills of writing, grammar, being listening and speaking the skills with less use in the classroom.

In addition, the chapter on the theoretical framework will be presented, supported by information obtained from updated books and the Internet. The methodological design chapter will show the type of study, that is, where this descriptive and retrospective research will lead. This chapter also supports the area of study and the sample, which are the students of Miguel de Cervantes High School. It also shows the methods, techniques and tools, which

will lead to the procedure of data collection to perform the tabulation and obtain the results of this research, and then give the respective conclusions and recommendations.

III. Problem Statement

The title of this research is Activities used to Develop Speaking Skill by the Teacher in students of fourth year A of Miguel De Cervantes Institute in Managua, in the II semester 2023. However, through the exploration, it has been observed difficulties that the teacher presents at the time of the application of activities for the development of oral expression skills in fourth grade students of Miguel de Cervantes. That is the main reason that inhibits the development of this skill in students, in which students have lack of motivation to learn the English language, large numbers of students in a classroom. All this implies changes in the objectives that can be achieved and also new challenges in education, facing these problems means developing in students the knowledge, habits and basic skills that allow them to communicate in the English language.

IV. Research Questions

1. Which activities does the teacher use to develop speaking skill?
2. What is the purpose of developing those activities in the classroom?
3. What are the factors that inhibit to development of those activities in the classroom?

V. Rationale

The reason why this topic was researched is because speaking is considered an important key for communication, which activities the students like to do in class with the teacher and that way to develop their speaking skills. If this ability is not developed properly, students will not be able to communicate themselves or share ideas with others and not create a good base related to speaking skills. Therefore, we aim to explore the different activities applied by the teacher to students in the fourth year of Miguel de Cervantes High School, what is the objective behind them and explain the purpose of each one. On the other hand, we want to analyze the different issues the teacher presents at the moment of applying these activities in the classroom with the students, and how the teacher overcomes those issues in the classroom not forgetting the speaking skill.

VI. Objectives

5.1 General Objective

To explore what the speaking activities teachers apply to develop students' speaking skill are in students of fourth year A of Miguel De Cervantes Institute in Managua, in the II semester 2023

5.2 Specific Objectives

- To identify what the speaking activities the teachers use in the classroom to develop speaking skills are in students in the 4th year from Miguel de Cervantes High School.
- To determine the purpose behind the activities applied by teachers.
- To mention the most common problems teacher deal with when carrying out speaking activities in the classrooms.

VII. Theoretical Framework

Here we will discuss the main variables of this research project. First, we will define the concept of speaking in the context of EFL learning and teaching. Secondly, we will describe the most common activities used by the teachers to develop Speaking skills. Then, we will explain the purpose of developing the activities mentioned above to improve the speaking skill. Finally, we will determine the most common issues that teachers present to carrying out the speaking activities in the classroom.

6.1 What is speaking?

Speaking is the skill that makes human beings different from and superior to the species of living beings. Gonzalez (2011), argues that “speaking is the ability to express ideas, feelings, needs, doing it fluently and accurately also as the capacity to comprehend messages codes, coming from speaking, listening, and writing”. The Merriam-Webster Dictionary defines that speaking is when someone can provide a speech. This means that this person can communicate with no hesitation, fluently and precisely Reyes & Prado (2021).

Speaking is the active use of a language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned Al Hosni (2014). According to Anglo (2012), “English owns four essential abilities that show a person speak English” (listening, speaking, reading, and writing), and when a child learns his mother tongue, He learns it by listening, and then by speaking and later He learns how to read and finally how to write Zavala et al. (2016).

Similarly, Morehouse stated that “speaking is the second language talent we tend to acquire in our language. it's referred to as a productive talent, or a vigorous talent because it needs North American country to use our vocal tract and our brains to properly manufacture language through sound” as cited in Zavala, et al., (2016). each traditional adult will speak in his language while not effort and this talent could be a natural one. however, speaking in an exceedingly foreign language isn't natural and it requires acutely aware effort throughout the entire methodology.

“In the browse of psychologist Pawlak (2011), speaking involves the collaboration of the many different process mechanisms, parts, and travail to rearrange the words in motion to

talk a language fluently” as cited in Khan et al., (2018). Likewise, Master (2019) explicitly that “Speaking is the most vital ability as a result of it’s one among the talents that are required to perform a spoken communication. English speaking isn’t a simple task as a result of speakers ought to apprehend several important parts like pronunciation, grammar, vocabulary, fluency, and comprehension”.

6.2 The components of the speaking skill

Several authors have recently suggested that all English learners should be aware of the existence of the components of speaking because they will help them master and speak the language properly. “The component of speaking is the aspect that influences the success of oral interaction and communication. Without mastering the speaking component, the oral communication will not take place” Amelia, (2020).

Harris (1974) argued that there are five components of speaking skills; *comprehension, grammar, vocabulary, pronunciation, and fluency*.

6.2.1. Comprehension: Comprehension is an ability to acknowledge and process stitches of discourse, to formulate representations of the sentence's meaning. As a speaker, it is necessary to speak clearly to avoid misunderstanding between both the listener and the speaker.

6.2.2. Grammar: Although grammar is crucial not only for the written language but also for the spoken one, just a few people believe so. It indeed includes a lot of important areas for spoken language such as an understanding of tenses and the correct way to structure sentences. Grammar helps the speaker to convey information in a way that the listener will recognize and understand it. In the same way, Amelia (2020) claimed that if the speaker can learn by heart grammar structures, he will speak English more fluently.

6.2.3. Vocabulary: “Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words happiness to a branch of information or best-known by a private. He additionally states that the lexicon of a language is its vocabulary, which has words and expressions” as cited in HAMBALI, (2018). “Without having a comfortable vocabulary, one cannot communicate effectively or specify their ideas in each oral and written type. while not descriptive linguistics little are often sent, while not vocabulary nothing is often conveyed” Kurniati (2015).

6.2.4. Pronunciation: “In speaking, pronunciation plays a significant role in creating the method of communication straightforward to understand”. “Pronunciation is that the data of finding out concerning however the words in an exceedingly specific language square measure made clearly once individuals speak”. “It deals with the synchronic linguistics method that refers to the element of descriptive linguistics created of the weather and principles that verify however sounds vary and pattern in an exceeding language. There square measure 2 options of pronunciation; phonemes and above segmental features” Kurniati (2015).

6.2.5. Fluency: Consistent with anomaly (2017 as cited in Cedeño, 2021), fluency is said to be communication and also the speed with which an individual will deliver a speech. Moreover, Kurniati, et al., (2015) stated that “It is often outlined because the ability to talk fluently and accurately”. “It means somebody will speak with no hesitation. somebody will speak fluently even supposing he makes errors in pronunciation and grammar” Amelia (2020). alongside this, Kurniati, et al., (2015) pinpointed that fluency in speaking is that the aim of the many language learners. Signs of fluency embrace a fairly quick speed of speaking and solely a tiny low variety of pauses and “us” or “ers”. These signs indicate that the speaker hasn't spent a great deal of time sorting out the language things required to precise the message.

6.3 Most Common Activities Teachers do to develop Speaking Skill.

In this era of globalization, drastic changes have taken place all over the world. This occurs when people have a strong desire to achieve something. People's wishes are fulfilled when they clearly express their ideas and opinions to others. Therefore, they need to learn communication skills to fulfill their ambitions, desires, and goals. In this modern world, communication skills play a vital role and one must have mastery over these skills to be successful in their respective fields. So, speaking is the most important skill among the four language skills to communicate well in this global world.

Since English is widely used throughout the world, there is a need for students to acquire the communication skills to be successful in their respective fields. You may think that speaking is developed naturally however that is not true! All language teachers know that speaking is a basic skill to teach and practice, but coming up with creative or engaging

ideas can be difficult. The teacher needs to teach this skill, as it benefits students' speech, language, and communication skills and to focus on and process all the information.

We know that speaking activities are essential for English language classes, besides speaking activities are not always an easy task. The teacher must be able to create an environment in the classroom that invites everyone to build their learning and not just follow what they do or say. According to Bend de Souza (2017), A good lesson will be determined by the introduction. How you present the lesson will guide how the lesson unfolds. The teacher needs to be aware of their students' personalities, abilities, and as well among other skills. Bellow activities that have been used while teaching English-speaking lessons.

6.3.3. Role Plays: Eturk (2015) states that it is a teaching technique that increases motivation, interest, and engagement. It is a technique that allows students to explore realistic situations by interacting with other people funnily to develop experiences and trial different strategies in a supported environment. Students behave as if they are in different social settings and assume different social roles. For role-play to be successful, students must understand their role and context. This is a fun communicative exercise that allows students to be creative and to improvise.

6.3.4 Repetition: Repetition is when the person repeats a single word, phrase, or sentence many times. According to (Merriam-Webster) repetition is "the act or an instance of repeating or being repeated". sometimes repetition can be boring and exhausting, in the investigation of (Roadways) "Repetition isn't the flashiest or most exciting strategy for learning something new, but research shows that it is necessary. Repetition is required to transition a skill from the conscious level of understanding to the subconscious".

6.3.6. Dialogues: Felske's, (2011) are two-person conversations based on English concepts - a powerful strategy for getting students engaged in learning. It can be used to help students understand new learning activities to use in the classroom. This activity is very good and common in all English classes, since they have to express themselves using the English they already know. As a result, they not only improve their speaking skills but also learn to use the resources of language to communicate.

6.4 Purpose of Doing This Activities

Being aware of the most common speaking activities that are put into practice in high school classrooms, we want to understand the purpose and benefits of doing these activities.

6.4.3 Role Play: A Productive Teaching Strategy to Promote Critical Thinking written by Sumaira Rashid & Shahzada (2017), states the following advantages and benefits of practicing roleplay as a teaching technique are the following:

- by participating in a role play student improved their confidence by talking openly in discussions. They can also remove the ambiguities of the question at issue by exchanging dialogue with each other.
- It may also strengthen their social bonding among each other. It brought them close to each other as a group. Another change observed was that students improved their language skills.
- Students engaged in the critical thinking process and deep understanding of the content to further apply in a real-world context.
- Role play improves their decision-making powers as they independently make decisions during the role-play activity to meet the specific task requirement.
- Moreover, students are encouraged to see the relevance of the content for handling real-world situations.

On the other side, they suggested that role-play helps students to learn complex material naturally, and these active experiences not only enhance their learning but also improve students' attitudes.

As a conclusion they state that Role play provides an opportunity for students to enjoy their natural proclivity for play; they find it fun. Role plays also promotes cognitive as well as affective kinesthetic modes of learning. This pedagogy also strengthened all modes of learning, reading, writing, speaking, and listening.

6.4.4 Repetition: The repetition encompasses a ton of advantages and conjointly encompasses a specific purpose, however, it depends on the teacher the aim of this activity. According to Childhood (2021) “Repetition in speech conjointly assists with language acquisition, particularly in infants. whereas you will end up singing an equivalent song or

distinctive an equivalent object once more and once more, every repetition helps solidify the noun, verb, or adjective in your child's mind. when several repetitions, they'll be able to sing, recite, or determine aboard you. Once kids have down a word or phrase, it will currently be employed in combination with others as they still develop linguistic confidence''. The repetition within the student is going to be a decent thanks to develop linguistic confidence and remember differing types of vocabulary conjointly the repetition facilitates learning and memory.

6.4.6 Dialogues: Dialogue is the conversation between two or more persons, in this activity the students can share different ideas or opinions about something and express their feelings about the conversation also students put into practice the vocabulary learned, the structure of the grammar, and coordination of their ideas when to express something. According to Bangra, (2009) ' I am convinced that recitation of dialogues does help in making all language learners better listeners and speakers. In this article, I present five compelling reasons why they have a place in listening and speaking classes: They represent real-life speech, they teach culture in different social situations, students love to roleplay, they are springboards for learning new vocabulary and sentence structure and Scaffolding learning leads to improved conversation ability.

All activities researched are thought to help pupils in the improvement of their speaking skills. It is important to mention that every activity has a different purpose and advantages, but the goal is still the same; overcome all the oral issues in learners. These activities are applied by teachers to develop speaking and alternative areas of the language such as synchronic linguistics, listening, vocabulary, and fluency. Consistent with Cudoo (2019) ' Learning a brand-new language or perhaps up your communication skills in your language could be a long, persistent method – really, the educational method ne'er very stops. up your skills in any language means several things: writing, grammar, vocabulary, spelling, listening, and speaking. So, it's not as simple as it looks – it's a fancy process.

6.5 The most common issues teachers present to carry out speaking activities in the classrooms

According to Al Hosni (2014), speaking is the most important skill among four skills (listening, speaking, reading, and writing). Zainurrahman & Sangaji, (2019) considered speaking "as a primary language skill that must be mastered" when learning a new language, "It is a two-way interactive process that involves producing, receiving and processing information in the presence of both a speaker and a listener to convey feelings, thoughts and

opinions Sharma (2018 as cited in Hiu)”, nevertheless, the achievement of this skill is usually tough for learners and teachers. Sriharto (2018) believes that since students need to improve all their skills when learning English, especially speaking, teachers should be able to apply suitable strategies to teach this skill.

It is well known that teaching English focusing on speaking skills is a real challenge for many teachers around the world, due to factors that hamper teachers to carryout successfully their lessons. In the construction of this research, literature was reviewed to determine the most common issues teachers cope with while practicing speaking activities in the classrooms.

6.5.1 Large classes: They become an issue since they “demand special didactic attention compared to a small class” Chowdhury & Shaila, (2013). This means that educators must organize accurately their time because pupils need immediate individual feedback when performing speaking activities to improve or correct any mistake. Along with this, Chowdhury & Shaila (2013) claim that organizing oral activities in large classes may be challenging for non-experienced teachers, they may feel lost and at first sight, speaking activities with a lot of students may feel like an overwhelming place. Likewise, the successful development of these activities lies in the environment the classroom presents, both the instructor and the students need to feel confident, positive, and relaxed to be cooperative with each other. Some other factors that influence large classes are the traditional teaching methodologies students are used to; these inhibit students from participating in dynamic or innovative activities, linguistic bullying; occurs when a learner is participating in an activity and their classmates begin to laugh or make jokes because of his oral mistakes.

6.5.2 Anxiety: Students will exhibit extreme anxiety when they are required to use the new language in such activities as oral reports, skits, role, plays, or speaking and listening tests Harmer (1998 as cited in Hakim, 2015). Despite the educators facing their pupils’ anxiety in the classrooms every day, just a few can recognize its symptoms (heart rate, muscle tension, sweating, headaches, tightening sensation in the chest...etc.) and assist their students. Likewise, teachers can also suffer anxiety in the classrooms, especially when a lesson is getting difficult to develop due to students’ misbehavior.

6.5.3 Learners lack the of vocabulary:

Many students are good at grammar but they have serious problems when it comes to vocabulary, usually, they are not able to communicate their ideas because of this. Al Hosni, (2014) concluded in his study “Speaking Difficulties Encountered by Young EFL Learners” that learners are not able to speak because they do not know the proper words, which usually leads pupils to rely on their native language to produce their ideas and communicate.

6.5.4 Interference of mother-tongue:

Both learners and instructors are liable to use it in the classroom; Learners who share the same mother tongue tend to use it because it is easier and teachers to use a lot of L1 during the lesson especially when they explain a grammar point or give the meaning of some words and sometimes the instruction of a task Al Hosni (2014).

6.5.5 Inadequate teachers’ speaking strategies:

It is possible that teachers select speaking strategies that are not suitable for certain pupils’ levels or they do not introduce the tasks properly, this may cause either disinterest of students in the activities or confusion during the lesson. Effective strategies from teachers can remind the students ability to sharpen their knowledge of speaking in language learning, and therefore teachers are required to have the capability that be creative in developing strategies for teaching speaking Sriharto (2018). Apart from this, when teaching speaking the students should talk a lot and the teacher allows the students to communicate with each other as much as possible by using the target language Ur (1996 as cited in Al Hosni, 2014).

6.5.6 Teachers’ poor classroom management skills:

“The major problem in our schools is not discipline. It is the lack of procedures and routines...Teachers must set their principles from the beginning to not let students go out of their control and disturb the learning process. Wang (2012 as cited in Rawya, 2014) While developing speaking activities discipline is crucial, furthermore, space is needed, students need to practice the oral activities without being interrupted by someone else’s conversation, noise, or jokes. At this point, the role of the teacher as a manager and monitor is important, the more he controls the smooth running of his classroom, the more he and his students will benefit. In other words, sitting arrangement, discipline, and harmony must be present in the classroom if a lesson is intended to be successful.

6.5.7 Learners' lack of motivation:

Many factors can affect pupils' motivation to learn or do something in class, nevertheless, it is the teachers' responsibility to encourage these to keep building their knowledge and improving their weaknesses. As claimed by Sriharto (2018) when students have low motivation, then they might fail to reach their goal in speaking. Motivating students to learn a foreign language is usually an issue for teachers, thousands of strategies can be applied but if the interests of students are unknown to teachers any will work.

Aside from this, motivating learners to participate in oral activities in English class is another issue for teachers, however, "good teachers have effective ways to solve any problem" Rawya (2014). Teachers' innovative strategies are crucial since "The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them" Littlewood (1981 as cited in Al Hosni, 2014), this means that teachers need to be ingenious using resources to motivate and help students learn better, cooperative learning is suggested to support learners to reach their goals together. "Motivational Perspective theory assumes ... that all learners are motivated to help another learner to reach their goals even they will support each other to reach the goals" Hakim (2015).

VIII. Research Design

7.1 Research Type

This research is a mostly quantitative approach with some qualitative method. The purpose of using this method was to combine both statistical and descriptive data, to have a better understanding of the problem under study. Therefore, an interview was carried out to obtain qualitative data. Additionally, a survey was carried out to provide statistical information and to understand the problem better through the use of graphs.

7.2 Study Area

The study area was conducted at the Miguel de Cervantes Institute. This research was focused on students of 10th grade “A”; there is a population of 42 students where 27 are women and 15 are men in the morning shift. The age range of the students is from 13 to 16 years old.

7.3 Sample

The representative population of this study was EFL students in the tenth grade at Miguel de Cervantes School Institute. The number of students belonging to this grade was 42 in total. The sample consisted of fifteen (15) students which represented 36% of the population, and the English teacher of this grade. Students were chosen randomly.

7.4 Data collection techniques

To answer the research hypothesis and objectives, quantitative and qualitative tools have been used for collecting data, which are student surveys and teacher interviews.

A survey is a method of gathering information using relevant questions to understand populations as a whole; they allow for investigation of the characteristics, opinions, customs, habits, tastes, knowledge, occupational or cultural situations within a certain group, depending on the topic to be researched and the purposes pursued.

As well, they can be carried out in personal form, by telephone or mail. The purpose of this survey was to obtain data from the participants about the speaking activities their teacher used in the classroom to develop their speaking skills and the factors that inhibit them from participating in these oral activities.

A semi-structured interview is a more closed type of interview than an unstructured interview in terms of the formulation and order of questions. It mixes open and closed questions, with a preplanned script and additional probing. The purpose of this interview was to identify the speaking activities the teacher used in the classroom to develop speaking skills, the issues she faced when developing these activities, and the factors that inhibit students from participating in these oral activities from the perspective of the teacher.

7.5 Instruments

This study was focused on mixed-method research. To obtain information, two types of instruments were designed. The instruments were a teacher's interview and student surveys. The survey was applied to fifteen students, it consisted of eleven open and closed questions that were designed in English but applied in Spanish to get real information from students. The interview was applied to the teacher with seven close questions and four open-questions that were applied in English to get information about what activities the teacher implemented to develop speaking skills, the inconveniences faced when developing these activities, and the factors that inhibit students from participating in these activities.

7.6 Validation

The instruments were evaluated and validated by Professor Abraham Antonio Valenzuela from UNAN-Managua.

7.7 Application

The instruments were applied at Miguel de Cervantes Institute to students from 10th grade "A" in the morning shift, in the second semester of 2023.

IX. Findings

In this research, fifteen students and one teacher were selected to provide information about the speaking activities used by the teacher in the classroom and the issues she faced when developing these activities, as well, as the factors that inhibit pupils from participating in oral activities. It was carried out in fourth year “A” at Miguel de Cervantes Institute during the second semester in the morning shift 2023.

8.1 Teacher’s Interview

The interview was divided into seven closed questions and four open questions in which the objectives of this research were tackled. Firstly, the teacher said that speaking is the most difficult skill to develop in students of public schools due to many factors, but mainly because of students’ insufficient English vocabulary, this factor enables students to express their ideas and share their thoughts with others. Nevertheless, she confessed “I do care about the development of this skill in my students because I know that they have difficulties speaking, some of them are passive users of the language”, she also affirmed that speaking activities were frequently used in the classroom specifically role-plays, dialogues, and repetition(drills), additionally, she mentioned oral presentations about specific topics taking into account pupils interests, she stated that to her view, oral presentations were the best activities for developing the skill since students are in the constant practice of the language and get exposed to new knowledge.

In addition, they allow teachers to assist individually to students, coaching their performances and correcting their mistakes, not to mention that students gain confidence little by little. Along with this, she confirmed that she had to deal with students’ overuse of their native language (Spanish), however, it was a minimal rate in comparison with her students’ speaking time, she assured that her pupils spoke very often (70%) English during the English lessons, and sometimes (50%) they spoke Spanish, she explained that this percentage may belong to the shy students “those who don’t want to participate” whom usually speak Spanish during the English class, it may also represent any situation in which a student forgot or did not know the words and appealed to his mother-tongue language.

Furthermore, she emphasized her demanding attitude toward students when it comes to speaking Spanish during English class, and commented that motivation was crucial to reduce this issue, particularly, she used the explanation of tough topics for students or the

clarification of doubts, the variation of topics according to their levels, and motivational words to improve their oral skill. Apart from this, she reported that keeping students focused on an oral activity sometimes was hard, but she usually ran the classroom by telling students that the oral presentation or the speaking activity would be quantitatively evaluated, as well as the classmates' behavior during its development, in this way, she kept pupils focus on the task and prevent misbehavior.

Similarly, the teacher stated that her strategies to encourage learners to participate in oral activities in the classroom were firstly letting them know that their grades will depend on their participation in the English class, and secondly, the persistent explanation of the importance of learning English for the future. Also, she expressed that students' lack of English vocabulary was the biggest challenge for her because she had to put more effort into trying to motivate learners and teach them the curricular contents. She shared that she had suggested students use dictionaries to research new words, picture dictionaries to remember these new words and avoid translation, and as a last resource a digital translator. At the end of the interview, the teacher denied that speaking was the strongest skill of her students, she expounded that despite her attempts and efforts, most of her pupils can understand but not speak. Sometimes because of shyness and sometimes because they do not like English.

X. Survey of students

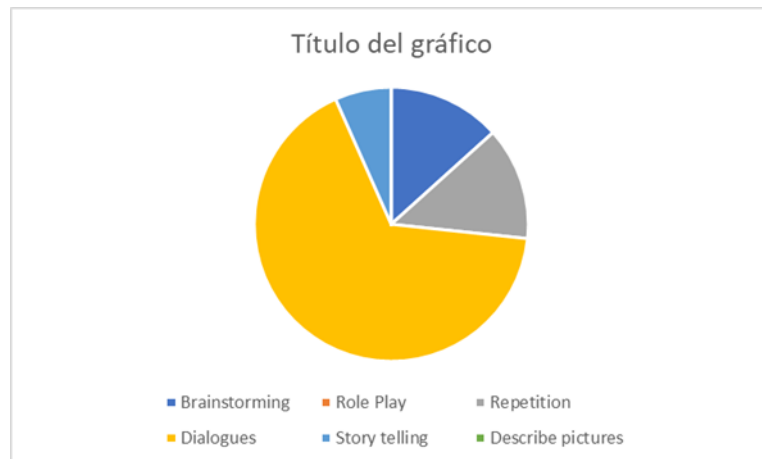
In this survey the students answered nine questions about the activities developed by the teacher, also we determined the different factors why the students do not want to participate in the speaking activities. Each graphic of the pie represents the result we funded.

1. Does your teacher introduce speaking activities?



On this question, 14 students selected that the teacher developed speaking activities and 1 student selected that teacher did not develop speaking activities.

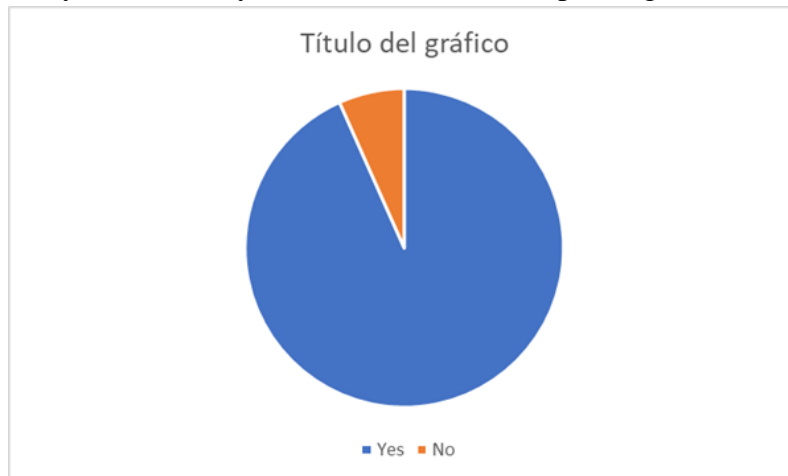
2. What are the oral activities that your teacher usually does in the classroom?



On this question, the students chose the following answers:

- A. 2 Students chose role-play
- B. 2 students chose repetition
- C. 10 students chose dialogues

3. Do you like how your teacher introduces speaking activities?



On this question, 14 students selected they liked how the teacher presented speaking activities. Only 1 student chose that did not like how the teacher presented speaking activities.

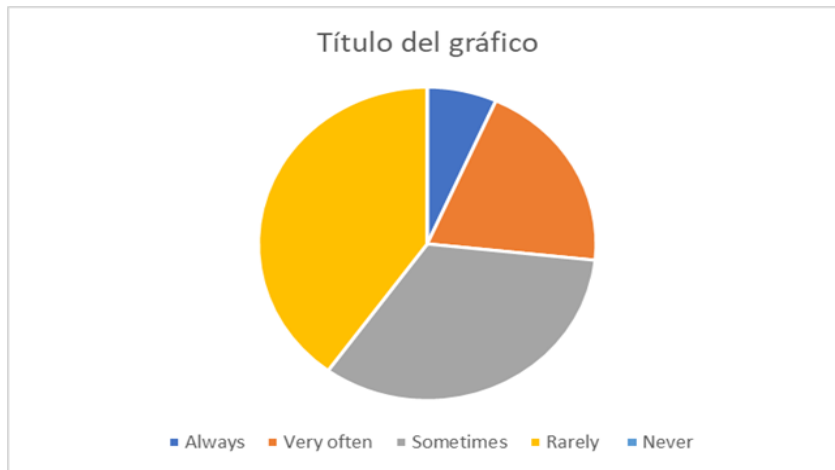
4. How often are these activities applied?



On this question, students select the following

- A. 1 student selected that the teacher always develops speaking activities.
- B. No student selected between five and four times per week
- C. 5 students chose three and two times per week
- D. 9 students chose once a week

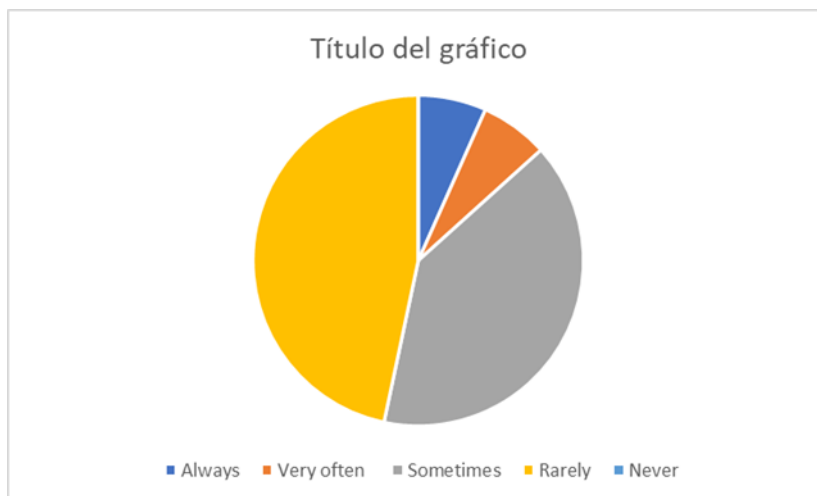
4. How often do you speak Spanish during the English class?



On this question, the students selected the following.

- A. 1 student chose the option always
- B. 3 students chose the option very often
- C. 5 students chose the option sometimes
- D. 6 students chose the option rarely
- E. No one chose the option never

5. How often do you speak English during the English class?

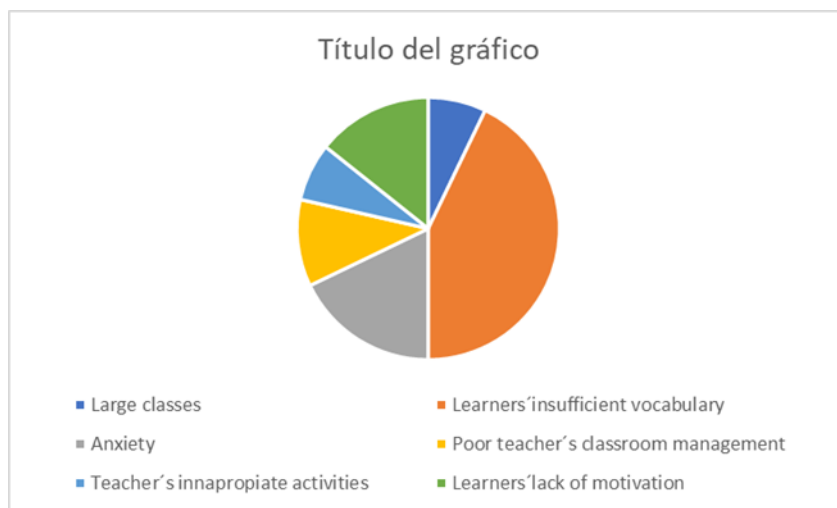


On this following question students selected the following:

- A. 1 student chose the option always
- B. 1 student chose the option very often

- C. 6 students chose the option sometimes
- D. 7 students chose the option rarely
- E. No one chose the option never

6. What factors inhibit you from participating in oral activities?



On this question, students had the option to choose more than 3 getting the following results.

- A. There are a lot of students in the classroom, so this option was selected twice.
- B. I feel anxious whenever I have to speak English, this option was selected five times.
- C. I don't have much English vocabulary; this option has been selected 12 times.
- D. My classmates make a lot of noise and interrupt me when I'm trying to participate.
- E. I don't like the activities that are developed in the classroom by my teacher, this option was selected 2 times.
- F. I don't need to feel motivated to participate in oral activities., this option was selected 4 times.

7. Do you consider that your teacher motivates you to participate in speaking activities?



On this question, we got the following results:

- A. 8 students chose the option, Yes
- B. 7 students chose the option, No

8. Is speaking your strongest skills?



On this question, students selected the following.

- A. 10 students chose the option Yes
- B. 5 students chose the option No

XI. Conclusion

The development of speaking skills is a difficult task for both teachers and students from public schools, especially when ineffective activities are applied in the classroom and learners are not motivated to learn or participate. This research aimed to identify the different speaking activities teachers used in the classroom to develop speaking skills in students. Literature was reviewed and it was found that storytelling, role-plays, dialogues, repetition, describing pictures, and brainstorming were commonly used to develop this active skill. It is important to mention that in this study apart from brainstorming and repetition, oral presentations and dialogues were identified as the regular activities to develop the skill in the tenth grade “A”.

Furthermore, the most common issues teachers faced when carrying out speaking activities in the classroom were investigated, it was discovered that students’ insufficient English vocabulary was the major problem in comparison with other issues such as large classes, Interference of mother tongue, keeping students disciplined while working on the speaking activity, and learners’ lack of motivation. Likewise, the lack of students’ vocabulary was determined as the leading cause that hampered pupils from participating in oral activities in the classroom, followed by feeling anxiety, lack of motivation, and teacher’s poor classroom management skills.

Apart from this, a mismatch was found between the results of the interview and the surveys, because although the teacher stated that her students spoke very often English during the English class, they contradicted her by saying that they rarely spoke the language in the classroom. Also, students mentioned that they did not participate in the oral activities because they did not feel motivated at all to do so (third prominent reason), and their classmates usually were making noise or interrupting them when they tried to speak (fourth prominent reason).

The teacher claimed that she motivates her students firstly, by letting them know that their grades will depend on their participation in the English class, and secondly, by the persistent explanation of the importance of learning English for the future, it seems as if these motivational strategies are being ineffective. She also added that she did not have problems keeping students disciplined while working on the speaking activity. Finally, students

considered speaking as their strongest skill in the foreign language, however, the teacher answered that it was not, it might be listening due to their being able to understand but not to speak.

All in all, it is remarkable that in this research the objectives were achieved and the hypothesis was confirmed, the proper development of the speaking skill will depend mainly on the speaking activities that are applied in the classroom unless these activities are appropriate to the students' levels and interests, they will not be effective.

In short, this study concluded that since less than half of the students are inhibited from participating orally in the English class because of their insufficient vocabulary knowledge, the teacher should change her way of directing this issue, perhaps changing her way to motivate them to participate by either choosing a variety of interesting and interactive activities or implementing more attractive motivational strategies for instant, praising, positive competition among students, modeling enthusiasm for learning, tracking the process, and creating a threat-free environment.

Besides, more than suggesting to students how to improve their skills, applying those suggestions in the classroom, providing students interaction with the language and a new perspective of improvement, and having their teachers coach them while they improve little by little.

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