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TOPIC

An analysis of the strategies to teach speaking in English as a foreign language to 7th grade students at Benjamin Zeledón School in the second semester of 2016

PROBLEM

The effectiveness of the strategies to teach speaking in English as a foreign language course to 7th grade students at Benjamin Zeledón School during the second semester of 2016

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ABSTRACT

The present research is mixed; it is qualitative because is primarily exploratory research. It provides insights into the problem or helps to develop ideas or hypotheses. It is important to mention that the qualitative information is collected applying an observation guide to the class. Moreover, it is quantitative because the information collected through interviews and surveys is quantified generating numerical data. It is used to quantify attitudes, opinions, behaviors, and other defined variables.

The purpose of this study was to research the effectiveness of the strategies to teach speaking in English as a foreign language courses and how these affect students' learning. The study also addresses the types of activities used by the teacher during the speaking activities such as discussions, role play, simulations, information gap, brainstorming, pair work/ group work and others as well as the importance of using the second language to develop students' oral proficiency.

This research paper presents a thorough analysis of the direct interaction between students and teachers of Benjamin Zeledón regular high school. It was possible to observe and assess the quality of education in teaching speaking in 7th grade, which determine the most pressing difficulties, identifying how the little use of speaking strategies demonstrated was not a quite effective in students' learning.

Most of the problems encountered in students match with many national studies that have been already presented, as the major problem that exists is that teachers teach English classes in Spanish and sometimes they explain the class in the same way or in some cases the lack of motivation, difficulties in the learning speaking such as lack of knowledge and participation of the students are some factors that limit the development of speaking skills in the classroom.

I. INTRODUCTION

Learning the English Language has become very important around the world. It is a universal language. In Nicaragua has become an important subject, which has been taught for many years in high school. Nowadays, the English subject in the study plan has gotten more attention by the government and Mined authorities.

This research project is focused on the effectiveness of the strategies to teach speaking in English as a foreign language. It is evident that the students in the school Benjamin Zeledón of seventh grade when they start high school or the first basic year, they have a low knowledge of English and the basic English students know has been learned in the environment.

The use of native language in ESL classes has been debated for a long time. It is not a problem but the English teachers are concerned about its appropriate use and when it is necessary to use. This investigation was taken into account as a reference to the teachers to apply the teaching methods in the right way provided by Mined, in this way the students can acquire a high knowledge of the English language, so they can get a better leaning.

In this way we try to persuade that more attention can be paid and that teachers can reinforce the deficiencies which students start the first year in high school. A good basic knowledge in the first year can contribute to a better teaching in the coming years, and it helps students not to drop off schools for failure subjects.

II. HISTORICAL BACKGROUND

This research project was developed in the public school Benjamin Zeledón located in Pista el Recreo, Plaza Julio Martinez 2 blocks to the west, 3 blocks to the south, in the municipality of Managua, department of Managua. It was founded in 1976. The school has been supported by Fundación Telefónica with technology to the laboratory, the one organization that supports that school.

Nowadays the offer of the Benjamin Zeledón School includes Special Education. The main objective of this school is covering the needs of every student, for that reason the school covers a total amount of 3200 students who come from nearby places like Rene Cisnero, Altagracia, Andres Castro, la Esperanza and others. The different shifts are regular courses with Pre-school, Elementary School and High School in the morning shifts and in the afternoon shift and also Saturday and Sunday courses with Elementary School and High School.

The staff is formed by 70 teachers who have taught for many years and two security guards who are in charge of the scholar security. There are 3 English teachers; one of the teachers teaches to 2nd year to 5th year, the two other teachers teach English to students of 7th grade. The students of 7th grade are distributed into three different groups, group A, B and C, the group A is guided by one teacher and the other teacher manages the other two groups. It is important to remark that in this school there is not a previous research related to English teaching.

III. PROBLEM AND THE RESEARCH QUESTIONS

III.1 PROBLEM

The effectiveness of the strategies to teach speaking in English as a foreign language courses to 7th grade students at Benjamin Zeledón School during the second semester of 2016.

III.2 RESEARCH QUESTIONS

- 1) How often does the teacher develop speaking activities during the lesson?
- 2) What strategies does the teacher implement to teach speaking?
- 3) What are the students' attitudes towards the practice of the speaking skill?
- 4) What are the difficulties that students are facing in learning speaking?

IV. HYPOTHESIS

Students of 7th grade at Benjamin Zeledón High School have a low oral proficiency on speaking skills as a result of the strategies applied by the teacher and the lack of interest toward the learning of the English language.

V. LITERATURE REVIEW

V.1. WHAT IS SPEAKING?

According to Cunningham, M. (1999), Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

V.2. WHAT IS STRATEGY?

Merriam-Webster Dictionary (1828) a careful plan or method for achieving a particular goal usually over a long period of time; and also, the skill of making or carrying out plans to achieve a goal.

V.3. TIME TO DEVELOP STUDENTS' SPEAKING

Raynaud (n.d.) different ways of conducting class give varying amounts of SST (Student Speaking Time). A teacher spends ten minutes giving necessary explanations and ten minutes are often "lost" because of silences, document distribution or students taking out documents, so you have forty minutes left for oral production. If you use a question-answer technique and have the students raise their hands and speak one after another, you will be sharing the remaining time with your students. Undoubtedly, the teacher will repeat certain questions, make comments or explain incorrect answers. Most probably, you will use up twenty-five minutes. Students will be producing language for only fifteen minutes. Consequently, the average Individual "Student Speaking Time" in a class of fifteen will be one minute per student per hour. And with thirty students, a mere thirty seconds! Six years of traditional instruction—60 hours per year—will give students only three hours of ISST (Individual Student Speaking Time). Hardly enough to make them fluent!

Teacher may object saying that while one student is speaking, the others are formulating the answers in their heads. This may be true, but real assimilation takes place only if the student is actually articulating the answer and not just thinking about it. And some students could be daydreaming instead of focusing on the question. Moreover, you alone will wind up asking all the questions—not a very authentic language situation.

V.3.1 SPOKEN INTERACTION

The teacher is an observer making discrete comments to each student when need be. This may be a difficult role for teachers used to being “the leader”. I believe teachers benefit immensely from relinquishing their “power” over students and letting the latter teach each other. The ambiance of a class where the teacher is the “guide” and not the “master” is entirely different with students speaking and listening very intensively 60 to 70% of the time. This is equivalent to 90 minutes per student. With ninety minutes of speech production per week—and two to three hours of homework—you can really learn to speak a foreign language. Now with the Internet students can read and listen to English on their own. In class the teacher can focus on speaking—the most difficult skill to master. Teachers just have to stop talking and listen as much as possible! (Raynaud, n.d.).

V.3.2 SPOKEN PRODUCTION

As Brown, G. & Yule, G. (1983) points out in their book *Spoken language production*, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with. The practical problems are obvious. In written production, each writer can get on by himself, without disturbing the rest of the class at his own speed. In comprehension classes whether written or spoken, the whole class can receive the same stimulus at the same time and each student can do whatever task is required of him by himself. In the production of speech, however, each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to him speaking and to respond to him. When he speaks, He makes a noise which will disturb other students unless they are saying the same thing at the same time, or unless they are listening to what he says. The possible ways of coping with this seem to be limited. You find coral practice of language which is written down, or learned,

or which copies an immediately producing model. You find student giving individuals short responses to the teacher's questions. You find students working with language lab courses without disturbing anyone else, which may give a simulated feeling that there is a listener present and where, from time to time, the teacher may overhear, what the student is saying and correct it. In rare, privileged, environments, you occasionally find small-groups "conversation" classes where eight to ten people talk together in the foreign language.

In courses which are conducted on the basis of large-group teaching or language lab practice, there must necessarily be a premium on "correctness" in spoken language production. The student is frequently expected to "reply in complete sentences" when the teacher ask him a question in class, since, if he simply says yes or no, he gets so little practice in producing the spoken form. The language he produced is, typically, evaluated by the teacher for its correctness, either with respect to pronunciation, grammar or both.

V.4. STRATEGIES TO TEACH SPEAKING

V.4.1 SUB-SKILLS

a) PRONUNCIATION

In the article "What is pronunciation?" (n.d) pronunciation refers to the way in which we make the sound of words. Speakers of different languages tend to develop different muscles of the mouth for pronunciation. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult. By practicing the foreign language pronunciation, our muscles develop and pronunciation improves. This is support by the article "Pronunciation" (n.d.) pronunciation is very difficult to correct if you have been speaking English for a long time. As you know, practice does not make perfect, it makes permanent. That means if you practice incorrectly, it will become permanent. You need to correct this problem before moving forward because having bad pronunciation is one of the most difficult aspects of speaking to someone who does not speak English well.

b. GRAMMAR

In the article "What is grammar?" (n.d) says that grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Do we need to study grammar to learn a language? The short answer is "no". Many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar", but if you are serious about learning a foreign language the long answer is "yes, grammar can help you learn a language more quickly and more efficiently." (What is grammar? n,d) It's important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

c. VOCABULARY

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with any grammar. (What is Vocabulary? n.d).

V.5 STRATEGIES TO PROMOTE SPEAKING

In deciding how to structure and what to teach in an oral skills class, questions such as the following should be considered: Who are the students? Why are they there? What do they expect to learn? What am I expected to teach?

One basic consideration is the level of the students and their perceived needs. Level may be determined by a placement test administered by the institution or by a diagnostic test given by the teacher. Information on learners needs can be obtained by means of a

student information sheet on which they report the amount of time they spend speaking English, their future goals, their goals for the course, and their assessment (perhaps a four-point scale from “poor” to “excellent”) of their overall speaking ability, confidence in speaking English, their pronunciation, social conversation, and listening ability.

On the other hand, academic learners will need practice with different sorts of activities, for example, there are many ways to promote oral skills in the ESL/EFL (English as a second language/ English as a foreign language) classroom. The discussion below centers on the major types of speaking activities that can be implemented:

- ✓ Discussions
- ✓ Role plays
- ✓ Brainstorming
- ✓ Picture Narration
- ✓ Picture description
- ✓ Pair work
- ✓ Group work

a) DISCUSSIONS

A discussion is a communicative activity in which learners retain their own personalities and views. Their task is to come to an agreement regarding an issue introduced by the teacher. (Golebiowska, A.1990).

Discussions are probably the most commonly used activity in the oral skills class. Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

b) ROLE PLAYS

A role-play is a communicative activity in which the learners are given a task to complete. In order to ensure a lively and unpredictable course of the activity, the learners are told who they are, what their opinions are and what they know that is unknown to the others. (Golebiowska, A.1990).

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining, and the like.

Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

c) BRAINSTORMING

As Cullen, B. (1998) has pointed out that Brainstorming is an activity used to generate ideas in small groups. The purpose is to generate as many ideas as possible within a specified time-period. These ideas are not evaluated until the end and a wide range of ideas is often produced. Each idea produced does not need to be usable. Instead, initial ideas can be viewed as a starting point for more workable ideas. The principle of brainstorming is that you need lots of ideas to get good ideas.

d) PICTURE NARRATION

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. (Kayi, 2006)

e) PICTURE DESCRIPTION

According to Kayi, H. (2006) another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

f) PAIR WORK

Pair work of students working together is a highly effective and essential strategy for teaching. The opportunity to use pair in your class should never be passed up and almost any activity can be adapted so that it can be carried out by small groups or pairs rather than the class as a whole. (Group Work, 1998)

o) GROUP WORK

Group work is an inherent part of any effective lesson because

- It generates more student talking time than any other techniques;
- It frees the teacher to teach more effectively
- It is learner-centered and thus actively involves all learners;
- It makes learners responsible for their own learning;
- It is beneficial to the development of group dynamics. (Golebiowska, 1990)

V.6 STUDENTS' ATTITUDES TOWARD THE PRACTICE OF THE SPEAKING SKILL

V.6.1. INTRINSIC MOTIVATION

Intrinsic Motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated perform tasks and engage in behaviors because they find them enjoyable. Simply participating in the activity is reward enough. (Hurst, n.d)

V.6.2 EXTRINSIC MOTIVATION

According to Naima, B. (2013) It is the desire to perform and succeed in order to achieve a specific result. It is that drive which results from the influence of some kind of external incentives in the sense that, it results from the need to accomplish external outcomes behind the self-wishes, such as, rewards, grades, and teachers' support.

V.7 DIFFICULTIES IN SPEAKING ENGLISH

V.7.1 LACK OF KNOWLEDGE

a) COGNITIVE PROBLEMS

According to the article “What is Cognitive-Communication Disorder?” (n.d), Cognitive-communication disorders are problems with communication that have an underlying cause in a cognitive deficit rather than a primary language or speech deficit.

A cognitive-communication disorder results from impaired functioning of one or more cognitive processes, including the following:

- Attention
- Memory
- Perception
- Insight and judgment
- Organization
- Orientation
- Language
- Processing speed
- Problem solving
- Reasoning
- Executive functioning
- Metacognition

These cognitive processes are not isolated abilities. They’re controlled by many cortical and subcortical structures within the brain. If the frontal lobe of the brain becomes damaged in a car accident, or a stroke happens in the right hemisphere, these cognitive processes can stop working properly.

A person with a cognitive-communication disorder may have difficulty paying attention to a conversation, staying on topic, remembering information, responding accurately, understanding jokes or metaphors, or following directions.

Cognitive-communication disorders vary in severity. Someone with a mild deficit may simply have difficulty concentrating in a loud environment, whereas a person with a more severe impairment may be unable to communicate at all. (What is Cognitive-Communication Disorder? n.d).

b. PRONUNCIATION

In the article “Problems faced in English Pronunciation” (2011) pronunciation is an aspect of verbal communication which makes it more effective and attractive. Therefore, the significance of pronunciation becomes highly considerable in the process of verbal communication. Speakers of a particular language have a very deep and strong impact of the sounds of the alphabet on their pronunciation.

There are certain sounds which every language possesses. Most of the sounds which a language has seem to be similar, but they are not pronounced in the exact manner. There are certain differences in pronunciation. Therefore, when a person speaks any non-native language, he has to face certain sound difficulties.

c. INSUFICIENT VOCABULARY

The article “Key Literacy component: Vocabulary” (2007) says that vocabulary knowledge is important to reading because the oral and written use of words promotes comprehension and communication. The three primary types of vocabulary are oral vocabulary, which refers to words that are recognized and used in speaking; aural vocabulary, which refers to the collection of words a student understands when listening to others speak; and print vocabulary, which refers to words used in reading and writing. Print vocabulary is more difficult to attain than oral vocabulary because it relies upon quick, accurate, and automatic recognition of the written word. Furthermore, the words, figures of speech, syntax (the grammatical arrangement of words in sentences), and text structures of printed material are more complex and obscure than that of conversational language. A few studies have suggested that vocabulary instruction leads to improved comprehension.

d. MOTHER TONGUE INTERFERENCE

The role and influences of mother tongue or first language (L1) on second language (L2) learning has always been a hotly debated issue. There have always been contradicting views about whether or not to use L1 of the students in the second language classroom. During the past 30 years, in the late seventies to early eighties, the idea of using mother tongue in language classroom was not a favored one. Majority of the language classroom

used solely L2 while the use of L1 is avoided totally. In fact, many supported the use of L2 only so as to provide full exposure to that language. The use of L1 in the language classroom is deemed as depriving the learners input in L2. (Influences of Mother Tongue on Second Language English Language Essay, 2015)

e. SELF CONFIDENCE

Speaking a foreign language can be really intimidating. You know that you're probably making mistakes. You're worried that you might say something offensive and make people angry. It's stressful!

It's hard to make yourself speak when you don't feel confident, but to get better at speaking English, you have to practice. (How do I build my English-speaking confidence? n.d).

V.7.2 CLASSROOM ENVIRONMENT

According to Hannah, R. (2013) a large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive.

If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement

in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students.

V.7.3. SEATING ARRANGEMENT

In the article "Seating Arrangement" (n.d.) Seating arrangements are very important to the classroom for interaction, atmosphere, and behavior. It is easy to take seating for granted, or only see the partial benefits it provides, but proper seating can be a useful tool to accomplish class objectives. There are three styles that are commonly used in the classroom: traditional rows, U-shaped, and cluster (groups/pairs).

Keep in mind, there are other factors involved the educator may not have control over. For example, if the classroom is small, then the options for seating may be limited. Or the "desks" available in the classroom may not be the traditional desk, but a large table to accommodate multiple students.

a) TRADITIONAL ROWS

Traditional rows are very well known because almost every teacher grew up sitting in this style of seating. Similar to a military type of approach where students were lined up rank and file, it still continues today in countless schools across the world. (Seating Arrangement, n.d)

b) U-SHAPE

In the article "Seating Arrangement" (n.d.) The U-Shape method of seating came into being and necessary when instruction moved from teacher centered to student centered classrooms. Although the date is not absolutely known, it has its roots in cooperative learning and is recognized as a seating upgrade to traditional rows in classes seeking to involve students more in the learning process.

Space and class size are major concerns for this style of seating. If the class size is over twenty, then the room needs to be fairly large to accommodate the U-shape. Also, more

students create a larger U-shape that starts defeating the purpose as students move farther away from the board and educator. For larger classes, instead of one big ‘U,’ educators can create multiple smaller ‘U’s’ of five or six students.

Again, U-shape depends on the type of class, classroom size, and number of students. It may take some old fashion ingenuity to make it work.

c) CLUSTER SEATING

Cluster seating is when the educator places the students either in groups or pairs. Along with U-shaped seating, this became a preferred arrangement of students that promoted cooperative learning. This concept is very simple as the students usually work as a group to do some work or assignment with the belief that the contribution of many allows a more complete product, since each can contribute something the others don’t know. (Seating Arrangement, n.d)

V.7.4 DISCIPLINE

No matter how interesting and well prepared a lesson may be, it can be ruined by a confrontation with students.

A bad atmosphere can result; the way you reprimand will have an effect on classroom atmosphere so:

- Anticipate misbehavior. Keep scanning the room during the lesson. Be aware of times when students may be distracted e.g. when you are writing on the board, helping individuals or when you are changing activity.
- Use non-verbal signals first. Delay the need to intervene by walking close to disruptive students, catching their eye or involving them in your questioning. (Dealing with discipline, 2010)

VI. RATIONALE

The following research project was done to analyze the effectiveness of the strategies to teach speaking in English as a foreign language, used by teachers, in order to help students to improve the speaking in students of 7th grade in the morning shift at Benjamin Zeledón School during the second semester of 2016.

The purpose of this research project is to find the weaknesses and strengths of the students in the speaking skill in order to give some recommendations for reinforcing the teaching process. Also it is intend to identify the attitudes and difficulties that influence the student's learning process. Furthermore this research is important for teacher and students because they have the opportunity to realize how effective are the strategies use by the teacher to develop speaking during the lesson. On the other hand, the teachers will analyze the advantages of the different strategies applied to develop speaking for students to put in practice in the classroom in a proper way.

Finally, this research will be beneficial for those students and others who decide to make a research paper similar to this in the future. Moreover this research attempts to give teachers an idea about the effectiveness of strategies that could help learners understanding and how it could be useful for them to guarantee a high quality of education in speaking English as a foreign language.

VII. OBJECTIVES

VII.1 GENERAL OBJECTIVE

To analyze the effectiveness of the strategies to teach speaking in English as a foreign language courses at Benjamin Zeledón School during the second semester of 2016.

VII.2 SPECIFIC OBJECTIVES

- 1) To estimate an approximate frequency of the use of activities to develop speaking skills during the lesson.
- 2) To analyze the strategies that teacher implements to teach speaking.
- 3) To establish the students' attitudes toward the practice of the speaking skill
- 4) To identify the difficulties that students are facing in learning speaking.

VIII. SYSTEM OF VARIABLES

VARIABLE	DEFINITION	SUB - VARIABLES	INDICATORS	INSTRUMENT
General information	Answer to a question related to a specific information	Gender Age	Male Female 12 – 14 years old more than 15 years old	Survey
Activities to develop speaking skill	Time to develop students' speaking skills	Spoken interaction Spoken production	Once a week Three times a day Twice a day Once a day Every day Never	Observation guide Survey Interview
Strategies to teach speaking	A careful plan or method for achieving a particular goal usually over a long period of time	Sub skills Strategies to promote speaking	Pronunciation Grammar Vocabulary Discussions Role Play Brainstorming Picture Narration Picture Description Pair work Group work	Observation guide Survey Interview

<p>Students' attitudes toward the practice of the speaking skill</p>	<p>A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation</p>	<p>Intrinsic motivation</p>	<p>Learn a second language To get good grades To improve in speaking To speak fluently Putting in practice the knowledge</p>	<p>Survey</p>
<p>Difficulties in learning speaking</p>	<p>Specific problems processing certain forms of information</p>	<p>Lack of knowledge</p> <p>Classroom environment</p> <p>Setting arrangement</p> <p>Discipline</p>	<p>Cognitive problems Pronunciation Insufficient vocabulary Nothing to say Mother tongue interference Fear Self confidence</p> <p>External noise Chairs in good conditions Amount of students Enough light Enough space in the classroom</p> <p>Chairs organized</p> <p>Pay attention to the explanation Authority Indiscipline problems</p>	<p>Observation guide Survey Interview</p>

IX. METHODOLOGICAL DESIGN

This research is mixed, qualitative and quantitative. Qualitative research is considered to be particularly suitable for gaining an in-depth understanding of underlying reasons and motivations. It provides insights into the setting of a problem. At the same time, it frequently generates ideas and hypotheses for later quantitative research. And, Quantitative Research is considered to have as its main purpose the quantification of data. This allows generalizations of results from a sample to an entire population of interest and the measurement of the incidence of various views and opinions in a given sample. In addition, it is transversal because was developed from August to November 2016. We collected and analyzed the information to understand the effectiveness of the strategies applied by the teacher to teach speaking in the foreign language course.

IX.1 POPULATION AND SAMPLE

The following research was developed at the Benjamin Zeledón School located in the district III Managua. The population was 32 students from 7th grade in the morning shift of regular courses during the second semester 2016. The students' ages ranged between 12 to 14 years old. The majority of them were male students because there were 21 males and 11 female students. However, the 32 students were taken as a sample because we want to know the opinion of each student and take into account the teacher's opinion through an interview.

IX.2 TECHNIQUES TO GATHER INFORMATION

As a first step it was designed an observation guide to obtain the previous data that was important to develop the research: Activities: initial stage, guide stage, culmination stage, the use of the second language to develop students' oral proficiency and also the strategies to teach speaking. This instrument was applied three times during one month.

Moreover, it was necessary applied a survey to students to know their opinion about the different questions to know the achievements and difficulties accomplished during the English class. It is important to mention that the survey was applied in Spanish and the answers from the students were very important to the research.

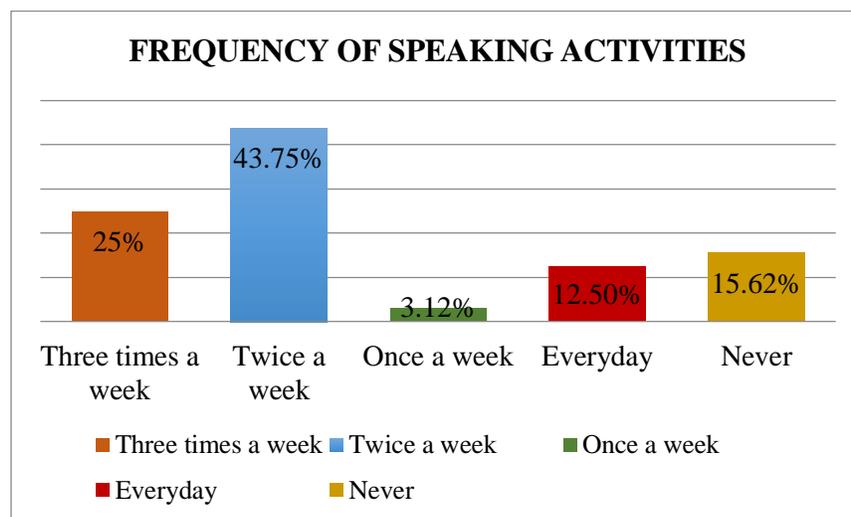
Furthermore, an interview was applied to the teacher to have a clear analysis about the effectiveness strategies to teach speaking and at the same time compare and contrast the answers between the teacher and the students for a deeper analysis of the issue in study.

Finally, following data collection, we organize the data into a suitable format for analysis. During the analysis stage, we examine the relationship, pattern and trends in the data to develop conclusions about the research.

X. RESULTS AND DISCUSSION

To apply these instruments it was asking for permission and presenting to the principal a consent letter wrote by the principal of the English Department. The students were contacted in their respective classrooms and information about the purpose of our study was provided to them. After obtaining their consent, the research questionnaire was administered to them. Furthermore clear instructions were given to respondents before filling the questionnaire. In this way the data collection was carried out in first year in the Benjamin Zeledon Public School.

It is important to mention that the results of this research project are closely related with the specific objectives.



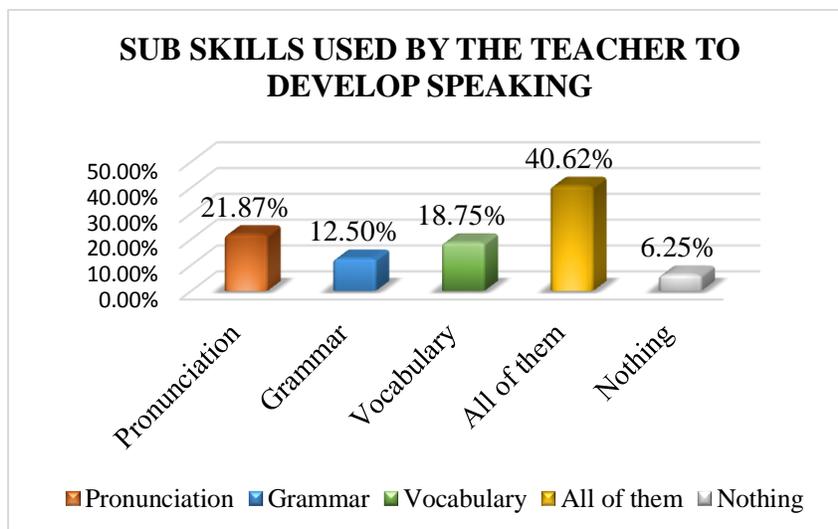
GRAPH 1. FREQUENCY OF SPEAKING ACTIVITIES

In the first variable about the frequency that teacher uses activities to develop speaking, we found that the majority of frequency of speaking activities implemented by the teacher was twice a week with 43.75% according to the answer from the students and also we can mention that 25% of them said that teacher applied activities such as: dialogue and role play three times a week.

On the other hand , 3.12% said that the teacher uses activities to develop speaking only once a week; However, the 12.50% of the students said that the teacher uses activities every day, but a higher amount of student the 15.62% considered that the teacher never uses activities to develop speaking.

These results are related with the observation guide, because during the class the teacher mostly used writing to work inside classroom, and also according to the question include in the interview that was applied to the teacher; the teacher answered that she hardly ever uses activities to develop speaking. Inside the class the teacher has to be the model that students have to follow to develop speaking; however, the teacher almost always used the mother tongue to give instruction to the students for that reason the student are not being motivated to use English as a second language frequently.

It is noticeable in these results in graph 1, and also that the biggest amount of student are agree that the teacher only uses activities to develop speaking twice a week, a little frequency to develop speaking in the good way and make the students improve in this important skill who can help them in teaching learning process.



GRAPH 2. SUB SKILLS USED BY THE TEACHER TO DEVELOP SPEAKING

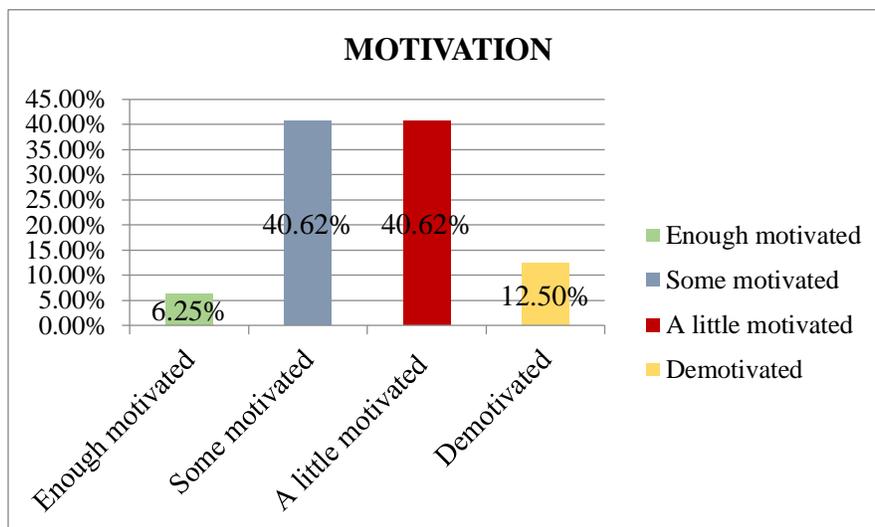
According to our second variable, strategies to teach speaking and the way that the sub-skill in speaking are develop, the following question was asked to students, Through what other abilities do you practice speaking?

In order to determine the sub skills used by the teacher during the class to develop speaking the results was significant, we identify that 40.62% of the students agreed that teacher develop all the sub skills, According to the 21.87% of the student the teacher develop pronunciation; however, according to the observations made in class the teacher do not practice pronunciation because the class is influence by the mother tongue used by the teacher and by the student. In this case, pronunciation has closed relation with vocabulary 18.75% that it is another important sub-skill to improve speaking, when the teacher teaches pronunciation they learn two important aspect at the same time, the new vocabulary and the right pronunciation which can make the students feel confident and start trying to develop speaking put in practice the new vocabulary and pronunciation learned.

In addition a 12.50% of the students told us that the teacher uses grammar to develop speaking, when he writes shorts sentences or ideas to say in a clearly way. These results can be clearly identified in graph 2.

In the article “What is grammar?” (n.d.) has pointed out that “It’s important to think of grammar as something that can help you, like a friend. When you understand the

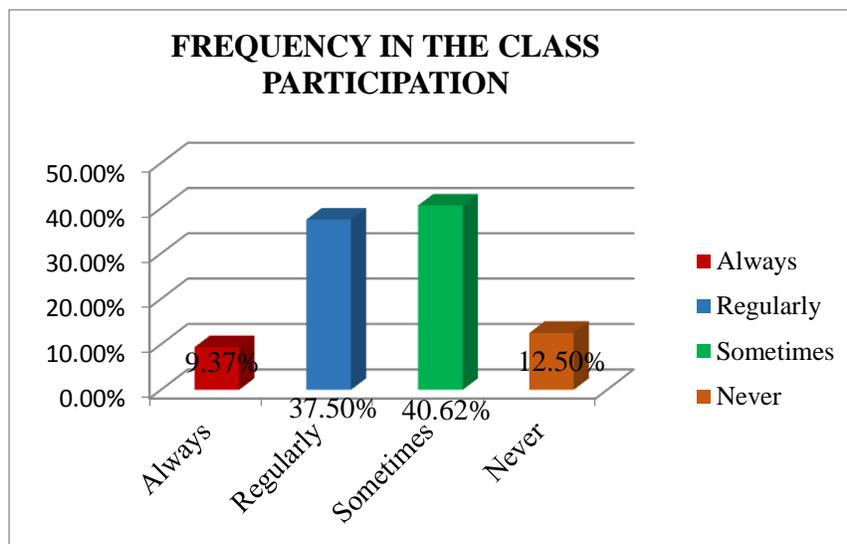
grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.”



GRAPH 3. MOTIVATION

According with our third variable, students’ attitudes toward the practice of speaking we found that a significant amount of student answers the following question, how motivated do you feel during the English lesson? The answers were the 40.62% of the students say that feel some motivated and another 40.62 % says that feel a little motivated during the English class. It was noticeable according to the observation guide because the majority of the student did not pay attention during the class developed by the teacher, only a low amount of student were paying attention as is represented in graph 3 the 6.25% of the students answered that they were motivated when receive the English lesson, so it means that just a few amount of student were completely interested in the English language and a 12.50% of them felt demotivated when the teacher was developing the class.

It is important to mention that the students who are enough motivated will develop step by step the ability to speak, this is support by Hurst, M. (n.d) “Intrinsic Motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated perform tasks and engage in behaviors because they find them enjoyable. Simply participating in the activity is reward enough.”



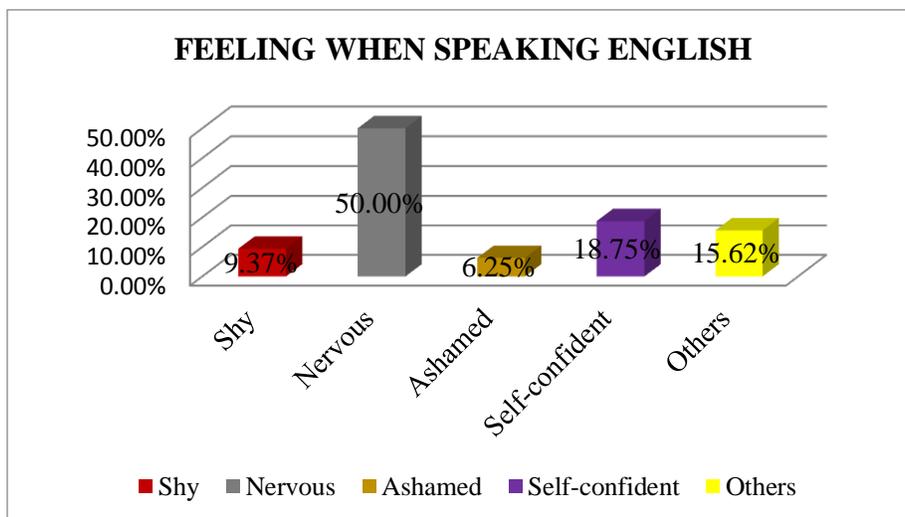
GRAPH 4. FREQUENCY IN THE CLASS PARTICIPATION

It is noticeable that the active participation in class is very low, only the 9.37 percent of the whole class is participating. This is a problem because from the 100% only a few students were completely involved in the class, so the others are not developing this important skill. The strategies that teacher apply should catch the students attention to interact in the class and practice speaking when it be asked by the teacher

On the other hand, if the 37.50% participate regularly and 40.62% participate sometimes during the lessons it means that the objectives propose by the teacher were not achieved to develop speaking. Finally the 12.50% of the students said that they never participate in the class, so if those students never participate and do not practice speaking during the lesson they won't be able to communicate using the second language.

It is important to mention that student toward the practice of speaking feel shy, afraid and nervous, so the teacher need to be creative and look for the way to catch students attention using the most significant strategies to make the class interesting and the students interact each other and develop this ability.

In addition, the teacher has to encourage students to speak during the lesson, even, if in the future they won't study English. In addition in the interview applied to the teacher she says" she does not do anything to motivated student because they are not interested in English." If there is no one to encourage student to learn English and develop speaking the students won't improve speaking and they won't practice the knowledge they have.

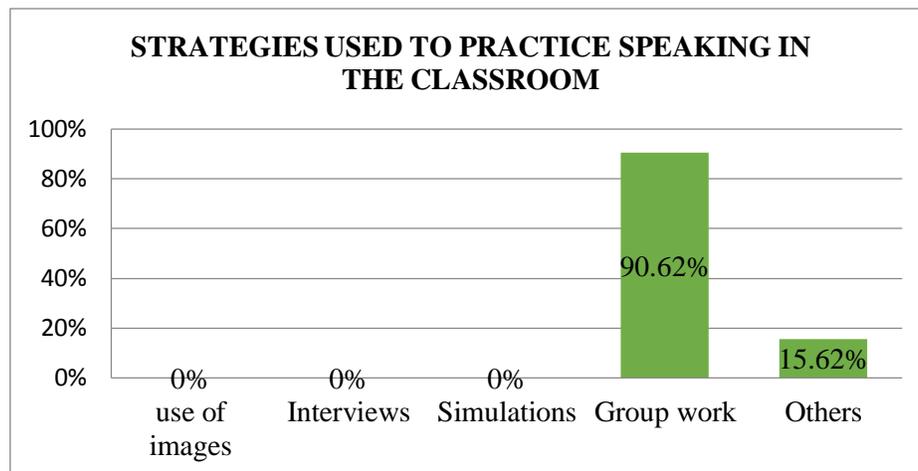


GRAPH 5. FEELING WHEN SPEAKING ENGLISH

According to this graph 5 when the students try to speak in English and the teacher ask him/her for something we found that the 50% of the student feel nervous, the other part feel self-confident (18.75).

The 9.37% of the students said that they feel shy it means that they don't feel self-satisfied when they try to structure their sentences talking in front of the class. The 6.25% of the students feel ashamed and the 15.62% don't feel secure when speaking English.

It is common at the beginning to learn a new language that the students feel shy, nervous, and ashamed and always there is a low amount of student that have previous knowledge and are self-confident. The responsible to the participation in class is the teacher who have to apply effective and affective strategies according to the student's age and students' interesting to create a good environment where the speaking ability be developed and student will be able to get involved in the class and interact in the speaking activities oriented by the teacher.



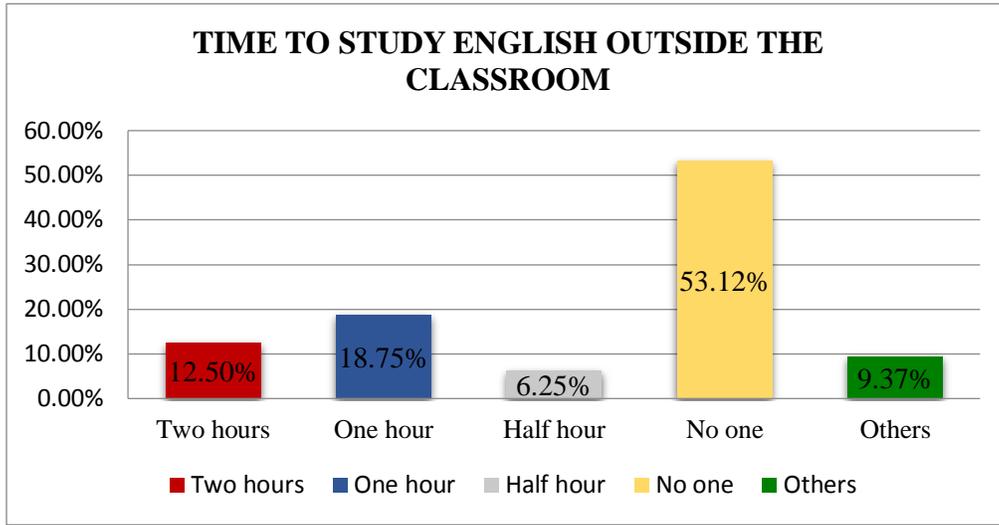
GRAPH 6. STRATEGIES USED TO PRACTICE SPEAKING IN THE CLASSROOM

In graph 6 and according to the students' answer we can find that the most effective strategies used by the teacher to practice speaking in the classroom was group work (90.62%) where the students feel secure to share their different opinions when they talk with a classmate. Working in group they can work confident; however, as we can see in our observation guide the student use too much the mother tongue when they are working in group and also the teacher do not give the instruction in English, we consider that the teacher have to use English to give instruction and if some student do not catch the idea the instruction can be given in Spanish.

The 15.62% of the students said they prefer work in pairs which is better to help each other and the use of images, interviews and simulations has 0% showing us that teacher does not apply those kinds of strategies to practice speaking in the classroom.

It is important to mention and according to the observation in class when student are in group in the group the assignment is made by two or three student and the rest of the student are talking all the time with other classmate, are using cellphone, making calls, texting and the student who decide two work in pair were silent, and working all the time.

Moreover, there were some groups with few students with three or four student and the majority of they were working, the problem with some group work is that have many student and with too much student in a group behave in a wrong way.



GRAPH 7. TIME TO STUDY OUTSIDE THE CLASSROOM

This graph 7 shows us that no one of the student put in practice the knowledge to speak English outside the classroom (53.12%). These students have demonstrated not to feel any interest for developing their speaking skills. However, the results says that a small amount of students dedicate just one hour to study English (18.75%), others, the 12.50% of them dedicate their time to study two hours per day.

The 6.25% of students said that spend half hour studying because it is a little boring for them and the other part (9.37%) use less time to study just to do the homework assigned by the teacher.

The graph show that a low amount of students dedicate extra time to study English by themselves, for that reason the teacher should provide student extra material to work outside the class, so if student study new vocabulary, practice pronunciation and practice grammar the class could be effective because student could put in practice what they study and learn outside the classroom, working outside the classroom can make student independent at the moment of study and study by themselves with any guide just because they feel motivated to learn a new language if they are really interested in.

XI. CONCLUSIONS

The use of native language in ESL classes has been discussed for a long time. One of the problems that teachers sometimes face with students who all share the same native language is that they use their native language rather than English to perform classroom tasks.

This may be because they want to communicate something important, and so they use language in the best way they know. They will almost certainly find speaking in their language a lot easier than struggling with English and according to the analysis that we have made, we can affirm that the students of seventh grade have problems in the basic vocabulary and pronunciation to understand quite better the English class.

The study showed that the frequency of speaking activities are presented twice a week by the teacher which points out that little time and preparation of it are very low; nonetheless, most students recognize activities such as role play that is one of the most important because they have better language proficiency. However, when activities are practiced, students had the opportunity to develop their skills.

On the other hand group work and dialogues were the most used strategies to practice speaking in English classes. These strategies are helpful but are not enough to ensure effective communication because students must be motivated to learn a second language and to get good grades.

There are a few students who have a high interest in speaking English but they feel nervous when they speak. The positive thing about this is that these students develop competences through interaction with other people, practicing using song, seeing movies inside or outside of the school.

Finally, we concluded that the students of seventh grade have learning problems such as nothing to say, self-confidence and insufficient vocabulary at the moment of practicing speaking and it is reflected in their low scholar grades, nonetheless we would like to remind that we got these results through investigation process.

XII. RECOMMENDATIONS

During the process of this research and according to the information gathered through the survey to students, the teacher's interview and observation guide to the class of first year who belong to the Public School Benjamin Zeledón we could identify that the strategies apply by the teacher are not effective as should be, that means that students are not developing enough speaking during period of classes.

Develop speaking is important to increase student knowledge and participate constantly will make them lose shyness, and they be self-confident when practice speaking. The students will be able to communicate in English outside the classroom, when the practice in class is effective and the teacher uses effective strategies during the teaching-learning process. For this reasons we want to share some recommendations to the teacher and also recommendations to the students to improve their knowledge in the English class:

XII.1 RECOMMENDATION TO THE TEACHER

- The teacher should increase the use of many affective and effective strategies which could catch the students' attention and make the student motivate to interact during the lessons.
- The teacher should emphasize the use of speaking with students and develop creative activities to help students be interesting in the class and get better result in speaking.
- The teacher could provide the students extra materials such as the learning of new vocabulary to put in practice speaking outside the classroom.
- It is important to mention that the teacher should motivate students doing activities during the lesson and create a good classroom environment to makes students feel comfortable.
- In addition, the teacher has to be very sociable and apart of being the teacher, be students' friend, a confidence model.
- Teacher can also use authentic material from the environment to develop an effective speaking class.
- The materials used in the class should be more interesting.
- The English class should be more dynamic.
- The students should get motivated to create a self-study habit.

XII.2 RECOMMENDATION TO STUDENTS

- Always practice the English language: at home, school or everywhere.
- The student should learn new vocabulary and put in practice in short conversation inside and outside the classroom to improve speaking.
- Do not feel afraid of the pronunciation while presenting homework or speaking English.
- Participate in class; the participation is the best learning way.
- Students must feel motivated to learn English as a foreign language.
- Student have to follow the instruction made by the teacher during the English class and put in practice the role as student in school.
- It is important to mention that student interact every day with many gadgets in which student can download many application(a good application which guide you step by step is call “duolingo”) to practice speaking.

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XIV. ANNEXES

XIV.1 INSTRUMENTS

XIV.1.1 SURVEY

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA UNAN – MANAGUA



ENCUESTA

Estimados estudiantes: Somos estudiantes de 5to año de la carrera de Inglés de la UNAN - MANAGUA. Nuestra encuesta es acerca del “Análisis de las estrategias para enseñar la parte comunicativa durante la clase de inglés” con la finalidad de conocer cuáles son sus logros y dificultades alcanzados en la materia de Inglés.

Le pedimos responda a las siguientes preguntas marcando con una CHECK (✓) una de las opciones, lea cuidadosamente y le agradecemos su cooperación.

Datos generales

Género: F _____ M _____

Edad: _____ Nivel: _____

Factores académicos

1) ¿Con que frecuencia su profesor usa actividades para desarrollar las técnicas de expresión oral?

Tres veces en la semana _____

Dos veces en la semana _____

Una vez en la semana _____

Diario _____

Nunca _____

2) **¿Cuáles son las actividades usadas por su profesor para desarrollar la parte comunicativa en el salón de clase?**

Presentaciones oral _____

Debates _____

Diálogos _____

Comprensión lectora _____

Discusiones _____

Entrevistas _____

Otras _____

Ninguna _____

3) **¿Cuáles son las sub-habilidades utilizadas para practicar la parte comunicativa?**

Pronunciación _____

Gramática _____

Vocabulario _____

Todas _____

Ninguna _____

4) **¿Cuáles son las estrategias usadas por su profesor para practicar la parte comunicativa en el salón de clase?**

Uso de imágenes _____

Entrevistas _____

Simulaciones _____

Trabajos en grupo o de manera individual _____

Otros _____

5) **¿Cómo calificarías las estrategias utilizadas por su profesor para enseñar a hablar el idioma?**

Excelente _____

Muy bueno _____

Bueno _____

Regular _____

6) **¿Qué tan motivado se siente cuando recibe la clase de inglés?**

Bastante motivado _____

Algo motivado _____

Poco motivado _____

Ninguna de las anteriores _____

- 7) **¿Cómo se siente cuando habla inglés en clase?**
Tímido _____
Nervioso _____
Avergonzado _____
Seguro _____
Otras _____
- 8) **¿Cuánto considera usted que es su dificultad al hablar en inglés?**
Mucho _____
Algo _____
Poco _____
- 9) **¿Con que frecuencia su profesor presenta vocabulario en inglés?**
Siempre _____
Algunas veces _____
Casi nunca _____
Nunca _____
- 10) **¿Cómo valoraría que es su dominio de vocabulario?**
Avanzado _____
Intermedio _____
Básico _____
- 11) **¿Con que frecuencia participa usted en la clase de inglés?**
Siempre _____
Regularmente _____
A veces _____
Nunca _____
- 12) **¿De qué manera se involucra en la participación de la clase?**
Voluntario _____
Propuesta por el profesor _____
Ambas _____
Ninguna _____

13) ¿De qué manera practica la parte comunicativa fuera del salón de clase?

Escuchando música _____

Hablando con alguien que me corrija _____

Leyendo _____

Viendo películas subtituladas _____

Ninguna _____

Otras _____

14) ¿Cuánto tiempo le dedica a la materia de inglés fuera de clase?

Dos horas _____

Una hora _____

Media hora _____

Ninguna _____

Otras _____

15) ¿Cuál es su opción de preferencia de trabajo en el aula de clase?

Individual _____

En grupo _____

En pareja _____

Sin preferencia _____

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN – MANAGUA**



SURVEY

Dear students: We are English students of 5th year at UNAN-Managua. Our survey is about “Analysis of the strategies to teach speaking during an English class. Our goal is to determine the accomplishments and difficulties obtained in the English subject.

We ask you to answer the following questions, marking one of the options with a check

(✓) read carefully and we thank you for your cooperation.

General Information

Gender: F _____ M _____

Age: _____ **Level** _____

Academic Factors

1- How often does your teacher use activities to develop speaking skills?

Three times a week _____

Twice a week _____

Once a week _____

Everyday _____

Never _____

2- What are the activities used by the teacher to develop speaking skills in the classroom?

Oral presentation _____

Debates _____

Dialogues _____

Reading Comprehension _____

Discussions _____

Interview _____

Other(s) _____

None _____

3- What are the sub-skills used to practice speaking?

Pronunciation _____

Grammar _____

Vocabulary _____

All of them _____

None of them _____

4- What are the strategies used to practice your speaking skills in the classroom?

Use of images _____

Interview _____

Simulations _____

Group work or individual work _____

Other(s) _____

5- How do you grade the strategies used by your teacher to teach speaking in English?

Excellent _____

Very Good _____

Good _____

Regular _____

6- How motivated do you feel when you are during the English lesson?

Enough motivated _____

Some motivated _____

A Little Motivated _____

None of them _____

7- How do you feel when you speak English during the lesson?

Shy _____

Nervous _____

Ashamed _____

Confident _____

Other _____

8- How much difficulty do you have when you speak English?

A lot _____

Some _____

A Little _____

9- How often does your teacher present English vocabulary?

Always _____

Sometimes _____

Hardly ever _____

Never _____

10- How would you rate your mastery of vocabulary?

Advanced _____

Intermediate _____

Basic _____

11- How often do you participate in the English lesson?

Always _____

Regularly _____

Sometimes _____

Never _____

12- How do you get involved to participate in class?

Voluntarily _____

When proposed by the teacher _____

Both _____

None _____

13- How do you practice speaking outside the classroom?

Listening to music _____

Speaking with someone that corrects me _____

Reading _____

Watching sub-titled movies _____

None _____

Other(s) _____

14- How much time do you spend to the English subject outside the classroom?

Two hours _____

One hour _____

Half hour _____

None _____

Other _____

15- How do you prefer to work inside the classroom?

Individually _____

Group work _____

Pair work _____

No preference _____

11) How do you promote the students participation in class?

12) How and when do you correct the students' spoken errors?

13) Do you talk to your students about the purposes for which they need speaking skill? How often?

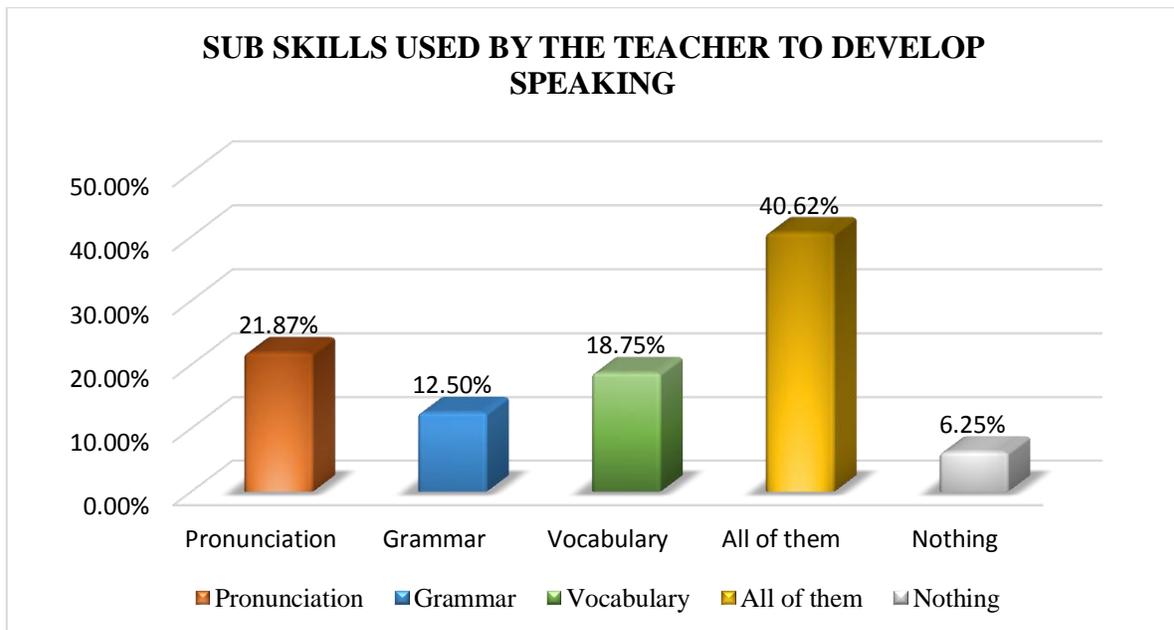
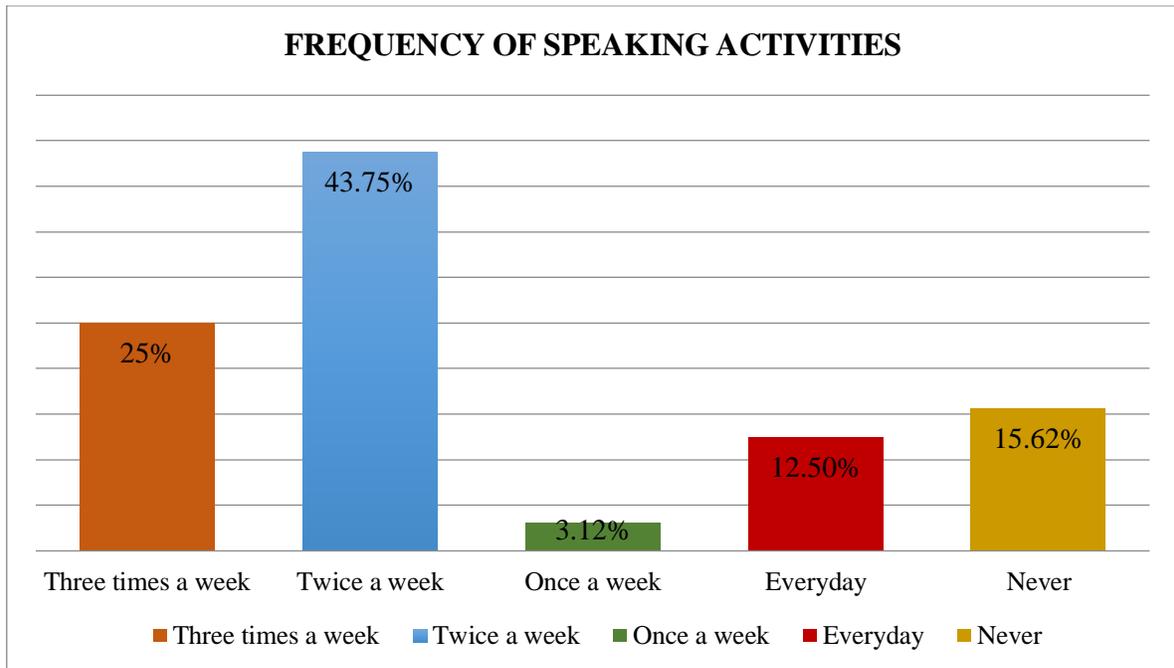
Thank you very much for your time and contribution.

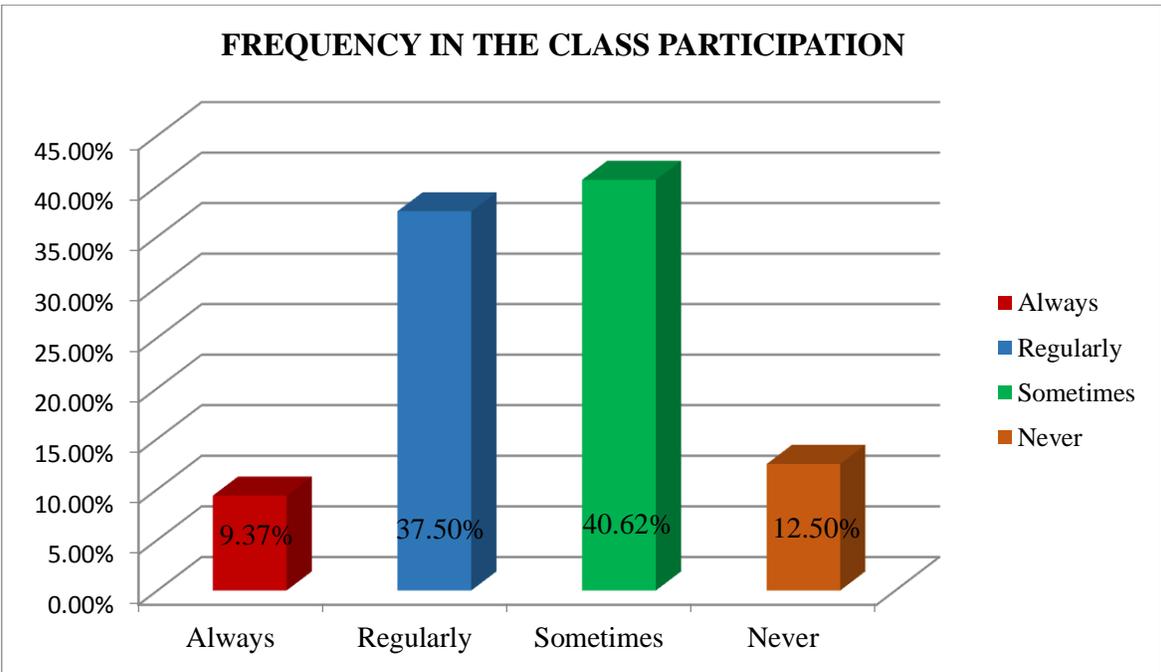
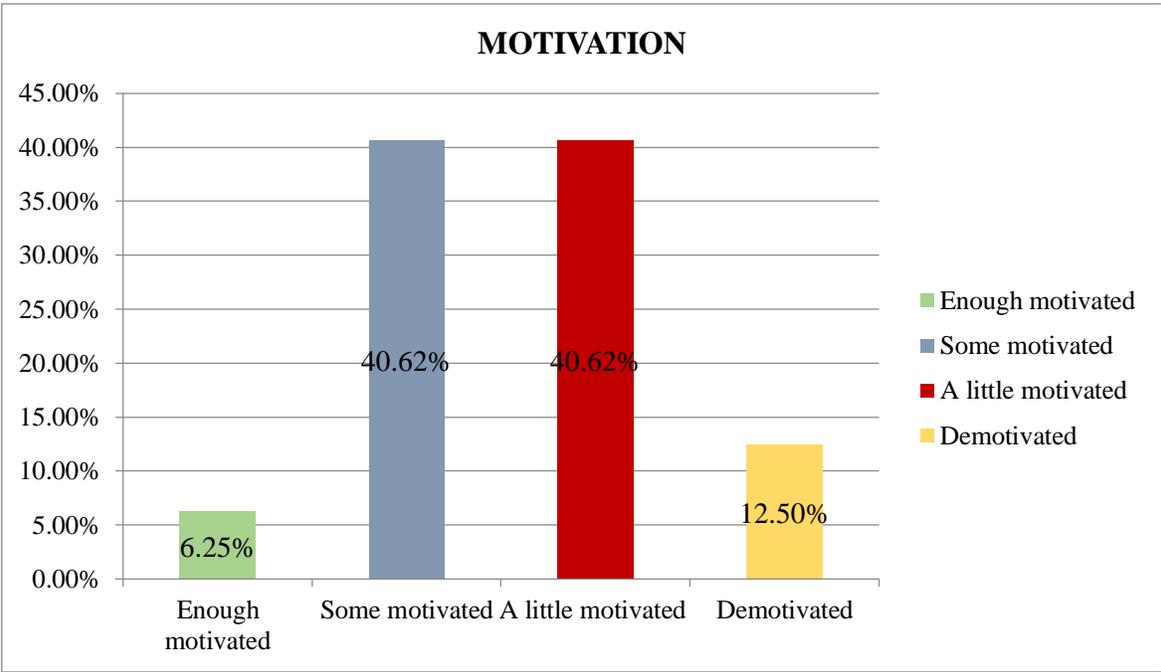
XIV.1.3 OBSERVATION GUIDE

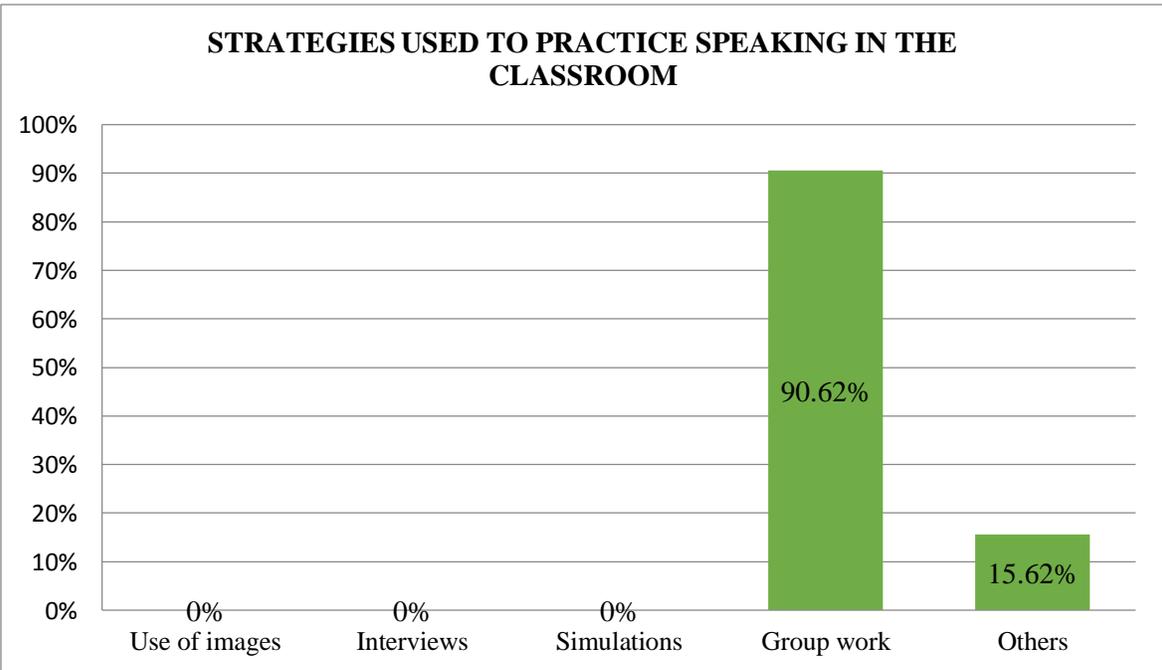
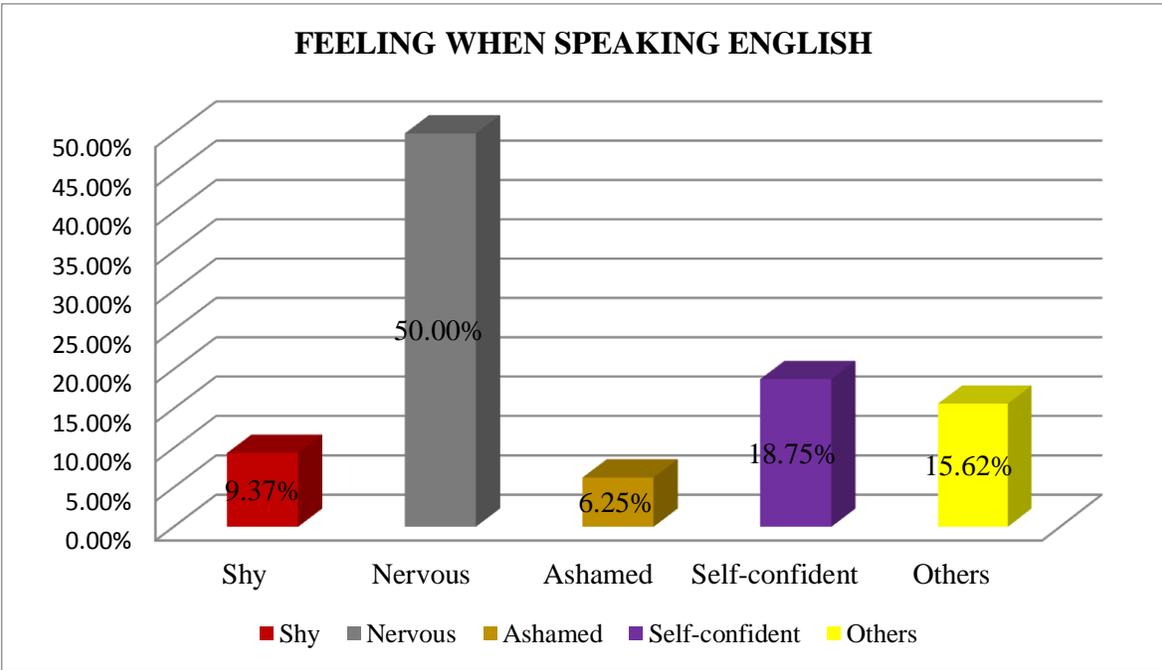
INDICATORS	YES	NO	SOMETIMES	OBSERVATIONS
Lesson Plan				
Activities: Initial stage, guide stage, culmination stage.				
Spoken interaction / spoken production				
Strategies to teach speaking				
Use English as a foreign language to develop students' oral proficiency				
Activities to promote speaking				
Use of sub-skills				
Students' attitudes				
Difficulties in the learning speaking				
Participation of the students				

Motivation to the students by the teacher				
Chairs organized				
Teacher's instructions are in English				

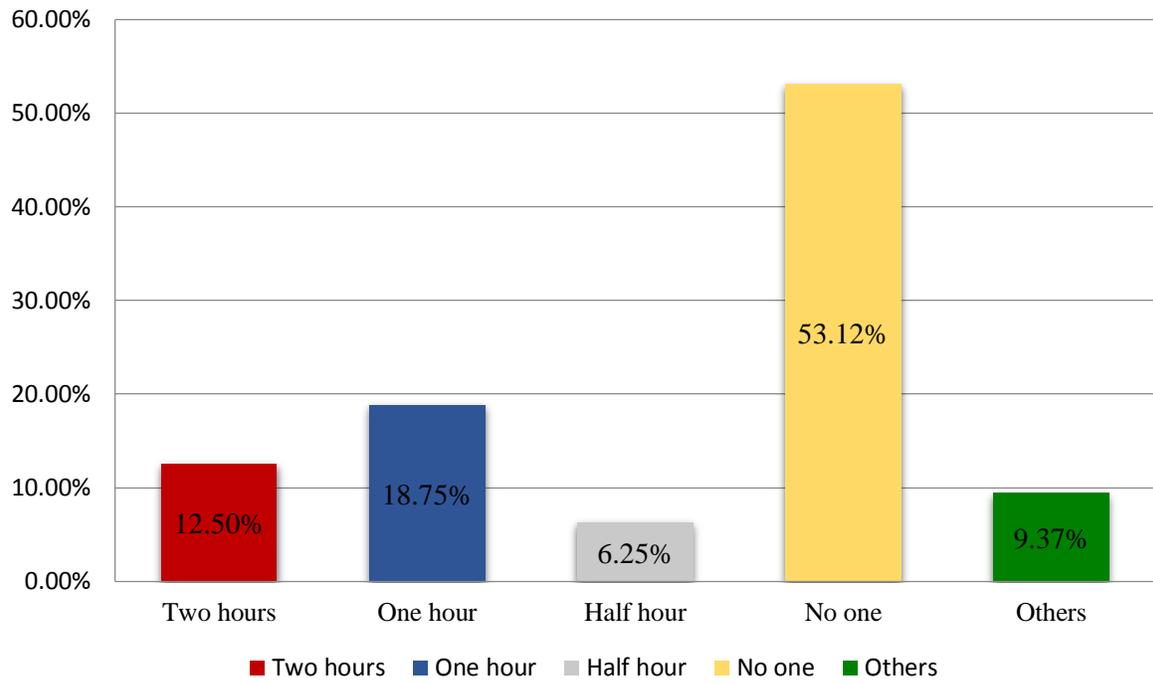
XIV.1.4 GRAPHS







TIME TO STUDY ENGLISH OUTSIDE THE CLASSROOM



XIV.1.5 CHRONOGRAM

ITEMS	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Topic, problem and sub-problems				
General objective and specific objective – hypotheses				
Historical background				
Literature review				
Introduction				
Population and sample/ methodological design				
System of variables				
Instruments: survey, questionnaires, interviews, observations				
Processing the information				
Analysis and interpretation of results				
Recommendations				
Conclusions				
Hand in monograph				
Presentation and pre defense				

