

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA**

**FAREM – MATAGALPA**



**GRADUATION SEMINAR**

**General theme:**

Methodological Strategies in the teaching learning process of English as a foreign language in Matagalpa and Jinotega during the second semester 2011.

**Specific theme:**

Causes that affect the speaking skill performance in the students of 7<sup>th</sup> grade of Abisinia highschool of El Cua Jinotega during the second semester 2011

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## **Theme**

Methodological strategies in the teaching learning process of English as a foreign language in Matagalpa and Jinotega during the second semester 2011

## **Sub theme**

Causes that affect the speaking skill performance in the students of 7<sup>th</sup> grade of Abisinia highschool of El Cua Jinotega during the second semester 2011

## **Dedication**

There are people that helped during these 5 years that believe in me, they knew that I can do. For this reason I dedicated this work to:

First of all, this work is dedicated to God because he is who has given me the force to come at the end of the way, he gives the knowledge to analyses and express everything related to the topic of this research.

To my family in special to my mother Maria Elena Garcia because she always believed and gives me the inspiration to be a professional, her help has been my guide, step by step overcome the greatest difficulties in the life.

God and my family are the most important thing for me, this is for them.

## **Acknowledgement**

To carry out this work was a hard task, but with the help of different people it was possible, people that gave a contribution for this research came to the end of the way.

I am grateful with my English Teachers that helped me in those 5 years that I was studying, where did not learn just about English also I learned about the life, thanks to give me new knowledge, thanks to cheer me to be a better English Teacher and a best person.

I want to thank to teacher Ligia Pineda who was leading this work and gave me contribution and suggestions in this research, also I am grateful with the UNAN(Universidad Nacional Autonoma de Nicaragua) FAREM Matagalpa for give me the opportunities of to study English and give me the tools like books, computer and others for make this research.

## **Teacher's Valuation**

The teaching-learning process requires an engagement of all the members of a society, so in order to improve this process students of the English major at UNAN FAREM Matagalpa have decided to focus their Graduation Seminar in the topic: **“METHODODOLOGICAL STRATEGIES IN THE TEACHING LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE IN MATAGALPA AND JINOTEGA DURING THE SECOND SEMESTER 2011.”**

The main objective of this research is to investigate the problem that are affecting the English teaching and learning process and at the same give some suggestions, ideas and recommendation which could serve to in service English teachers and future teachers to improve their work.

As tutor of the seminar “ ***Causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade of Abisinia High school of El Cua Jinotega during the second semester 2011***”, consider that it fulfills with the objectives and the requirements of a Graduation Seminar, therefore it is ready to be defended.

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Licenciada Ligia Pineda Ruiz

Tutor

## Summary

The object of study of this seminar is the Methodological strategies in the teaching learning process of English foreign language in Matagalpa and Jinotega during the 2nd semester 2011 and the sub theme is focused on Causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade .

Speaking is a skill that students cannot manage, and there are many factors that affect it, the objective of this research is to assess the causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade.

The purpose of this research is to identify the causes and to determine which consequences affect the development of speaking skill performance in 7<sup>th</sup> grade, with the purpose to overpass the difficulties that face the Students and teachers in the performance of the speaking skill, provide solutions like techniques strategies and some tips to develop the speaking skills in class.

The principal conclusions indicate that English teachers have been developing the writing skill mainly consequently the English students talk very little and they have few opportunities to talk, In addition the little time to develop the English class is not enough, lack of resource like internet, libraries and people whom students can practice English in their communities are the main causes that interfere in the speaking skill performance. For this reason the research gives some recommendations like techniques, strategies and some tips to develop the speaking skill.

The consequences that were found principally are: students use the mother tongue constantly and they are afraid to talk in English. The English class should be focused in interactive class based on speaking activities.



## **Introduction**

The theme of this seminar is Methodological strategies in the teaching learning process of English foreign language in Matagalpa and Jinotega during the 2nd semester 2011 and the sub theme is Causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011.

It is a fact that the low speaking performance that the students show in English class is a problem that occurs in Nicaraguan classroom.

This problem affects: teachers, students and all education system. In addition, it is a problem that have been presenting during the last years.

Simple tasks like simple phrases, commands, greeting, questions and basic vocabulary at least in the minimum level that students must master, but they do not.

For this reason, this research focused on assessing the causes and consequences in 7th grade of Abisinia from el Cua because 7th grade is the root of English learning in the high school where the students learn their basic knowledge.

This research is descriptive because it provides information that occurs in the reality of schools.

This research describes the causes, consequences and gives some recommendation like strategies, techniques and tips to improve the speaking skill performance in the highschool based on speaking activities.

Different instruments were used like Interview to teacher, survey to students and observation to the English class.

The population was 40 students of seven grade "A" of Abisinia Highschool in El Cua, Jinotega and the pool was 20 students, which represent the fifty per cent of them.

The variables that were studied are:

3. The causes that affect the development of speaking skill performance
4. The consequences that affect the development of speaking skill performance
5. The speaking skill Process

## **Justification**

This research is focused on how to assess the causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011, and bring the recommendation to face the problems that affect the development of speaking skill performance.

The low level presented in the development of English of students in the high school, gives many difficulties, it is a reality of the Nicaraguan classroom, but the most principal problem is the speaking skill, it doesn't improve year by year, for this reason this research looks at solutions to this problems.

Determining the causes and consequences, in this research gives some recommendation to improve principally in the students that are beginning the studies of English in the high school of Abisinia.

It is of vital importance to know the reality of the difficulties that affect the speaking skill performance in the students, teachers and the educational system because the English class must develop the speaking skill at least at minimum level, maybe the Nicaraguan classrooms do not produce a speaker with fluency and communicative skill, but it gives the students the fundamental communication.

This research will be a useful tool, because the impact will be turned into a better class, developing speaking skill in the students.

The research will be a useful tool for English teachers, and the educational system, students and the product of this research makes a precedent in the Abisinia School and the secondaries of El Cua.

### **General Objective:**

To assess the causes and consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011

### **Specific Objective**

- a) To identify the causes that affect the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011
  
- b) To determine the consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011
  
- c) To recommend techniques and strategies to improve the speaking skill performance in the students of 7<sup>th</sup> grade "A" of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011

## **Development**

### **1. Process of speaking skill**

#### 1.1 Definition of speaking skill

“Speaking has been to focus on basic competencies needed for everyday life for example, giving directions, asking for information, or providing basic information in an emergency situation” (Mead,1985).Each English class must follow common experiences that live every day, the English class must prepare students to face the real world, practice how giving directions, asking for information on basic competences needed for everyday life, the majority of development of speaking activities in English classroom of Nicaragua are not based on real activities ,students learn to memorize contents in order to give speeches , vocabulary, dialogs and other subjects, sometimes they don't know what they are talking about ,English teacher in Nicaragua should create speaking activities based in real situation, taking the specific vocabulary of each zone(rural or urban), if it is a rural area or urban zone, prepare students in how to give directions of their communities, answer and ask information in a restaurant, in a shop, in a hospital, it will be more interesting and productive for the students.

“Speaking is the oral process expressing thoughts and feelings of reflecting and shaping experience, and sharing information, the speaker combines words to sentences and paragraphs and use a language style that is appropriate to a social context.”(Suryati, 2011) The speaking is a process where the students should interchange ideas in an oral way, where one is a transmitter and receiver in both functions, the point is that people in speaking activities exchange thinking , share information, but in Nicaraguan Classrooms many speaking activities are focus on learning a question and answering in a dialog in the form that is predictable, the students in fact are not exchanging their own ideas, each activities should follow to a real speaking where the students use their through.

## 1.2 Micro-skills

According to Carol Orwig (1998) there are micro skills of speaking

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.

It should be take in account that speaking involves sub skill like pronunciation, speech, fluency and the context in that we talk. Those subs kills form a good speaking. In many English classrooms many teachers don`t focus in those subskills, they do not practice them for improving the development of speaking.

## 1.3 Characteristics of the speaking skill

Carol Orwig (1998) name the Characteristics of a successful speaking activity are:

. Learners talk a lot

- The more the better
- Participation is even and fair
- control talkative participants
- give everyone a chance
- Motivation is high
- Interested in the topic

- Something new to say
- Contribute to achieving a task objective.
- Language is often acceptable level of accuracy and relevance

A good speaker that has received 5 years of English learning, must speak with those characteristics, but the system of education of Nicaragua does not permit that students achieve this goal, there are many factors that interfere in this, even the new curriculum presents good ideas but the time still is insufficient, also some other factors such a social, cultural and educational interfere with the development of the speaking skill.

## **II Causes that affect the speaking skill performance**

There are some causes that affect the speaking skill performance such:

### 2.1 Methodology

"Students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication" (Wands, 2004)

"Interaction" is the word that define one of the most productive strategies to develop speaking skills, it is the exchange of ideas to speak, it allows to students to interact with classmates and teacher using L2 , but many methods used in Nicaragua, where the teachers have created writing class, it is a constant reality where the students in the highschool resolve activities based on grammar, reading in the majority but in a short time listening and special speaking skill, it harms the function of interest of students using English, the method is based in students that did their exercises in the notebook, teacher checks and the speaking is not develop, for English Nicaraguan teachers must be clear that speaking activities focus in activities where the student-students or teacher-students using English, it will be a good way to develop the speaking skill performance. After the survey to students, they say that the English class is not based on speaking, 100% of

students say that the skill developed for the English teacher is writing, in the same way the observation to class demonstrated it. On the contrary in the interview applied to the teacher, she states that she develops equally the skills, also she says that the most important skill is writing, likewise in the observation to class, it was demonstrated the same way, the class was focused on grammar exercises most of the time, on the contrary the reality is another. (See the graphic N°1)

### 2.1.1 Interactive Learning

"Given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language. In other words, teachers need to promote learner interaction in order to help the learners succeed" (Howarth, 2006). The interactive learning creates a real environment it is possible since a student came in the classroom the teacher and students should talk in English, the teacher should teach phrases, commands, idioms, that the students use every day and creates a new knowledge with topics to improve the English in a better way.

In particular the survey to students state that their English class is based on exercises of writing and they do not develop activities with their partners and teachers and when they interact with their classmates and teacher, they use Spanish, in the same way the observation to class demonstrates it, in addition the teacher in the interview said that she develops speaking activities based on readings, consequently the class is mainly based on reading and writing.

### 2.1.2 Traditional Class

"Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer" (Wands, 2004). It is very common that the few opportunities to practice speaking that the Nicaraguans students have follow a traditional class loading of a common activity every class, an example are the dialogs, where students memorize a structure, a lot of students learn the sounds, but they do not understand what they are talking, many times if the order changes the question and answer, the way of dialog is incomprehensible,



it activity do not develop the english speaking performance, do not develop the thinking ability, teachers are creating robots, those activities should be creative, interesting, new every day, teaching to students how to speak, understand what he or she is listening and speaking.

In the interview applied to the teacher, she said the class is based on developing in equal way the different skills, also the speaking activities are based on reading, basically listening and repeating the words, in that way according to the observation to class is in the same way in few activities, in addition the survey to students says that 100% of students reflect that the teacher develops most writing in class.

The traditional English class has shown a class full of writing tasks, focus in the development of things like grammar and structure for this reason in Nicaragua many students graduated in highschool cannot talk in English, or at least the basic English, because the methodology that was used in the teaching of English, do not develop the speaking skill.

## 2.2 Motivation

“If the motivation is high in the class, the students are excited and are willing to invest effort in learning activities and to progress” (Bordon, 1998). The interest to class is defined by the motivation that the teacher creates, if the students have a high motivation, they will be successful in learning English, because they are trying to study hard and participate to do the homework and they want to study every day, every time.

Another important point is the attitude of teachers, a boring class gives a lack of motivation, the energy that teacher demonstrates in class helps the students to involve into the class, it is a contagious environment, where the students take advantage of it. Some English teachers often give an English class with little information and few activities so students lose motivation in the class, considering that in 7<sup>th</sup> grade the students come to study English for 1<sup>st</sup> time, it is an opportunity for the teachers teach English. An English class where the teacher shows positive

energy, full of enthusiasm, funny and creative, for that the students will have to be ready to involve into speaking activities. The survey applied to students illustrates that they like English and the same way they feel motivated, on the other hand in the interview applied to the teacher, she states that the motivation is important because students feel the class interesting, in contrast in the observation to class the teacher did not develop dynamics nor games, in addition she did not create material to class, consequently the English class lacks of motivation.

### 2.3 Behavior problems

“Behavioral problems can be highly disruptive in a foreign language classroom setting, Violence, inattention, excessive cross-talk with other learners, absenteeism, physically moving around the classroom and other distractions are but a scarce few of the problems related to this category” (Lynch, 2008)

The behavioral problems can affect the development of the English class, while some students want to focus in class, others are talking creating that the attention to class, at the end those students affect the full class. The observation to class states that in particular some students sometimes interrupt the class talking with their friends however according to the survey the 60% of students say the behavior in class is good and 20% say it is regular moreover in the interview the teacher says that there are some students that present behavior problems, in particular while the teacher speaks some students are talking which creates a disorder in class.(see graphic N°2)

The Attitudes that show a bad behavior are:

1. Challenge the teachers' authority.
2. Interrupt the class
3. Be late to class

Sometimes in the classroom the teacher finds students with behavior problems that harm their performance, but the teacher can take advantage of it, for the talkative

students the teacher may invite them to participated in speaking tasks in order to avoid interruption class.

#### 2.4 Age of Language Learning

“If a child has not learned English as their first language, then the next best time to get them to learn it would be during the time in their life when they are thinking about doing primary schooling.”(Nutt, 2010)

The best age to non native English speakers to take L2 where they are in the primary school, stage where the structure of knowledge is building the base, in this stage is the best time to learn English. The age where students start the learning of English in Nicaragua specially in the rural area in public schools is 12 or over, during the secondary school, the education system just give the English class in 7<sup>th</sup> grade for 1<sup>st</sup> time, eliminating the chance that they studied during primary school, it harms the performance of speaking skill in the students. The reality in Nicaraguan students would be different if they began to study English in 1<sup>st</sup> grade like other educations systems, a child should learn better than a teenager, for improving the English level the education system must change the age in the English teaching. In the interview applied to teacher she said the students age range between 12 to 15 years old, it demonstrates that students begin learning English when they are teenagers.

What is the best age?

Professor Paul Nation(2009) State “a child’s brain is more flexible than that of an adult, which means that before the age of 9 a child is such a specialist in learning to speak that he/she can learn 2-3 languages as easily as one” (Nation, 2009 )

One of the most important factors in acquiring a second language is the age. Learning a second language is a difficult task; students who begin to study when they are teenagers show more difficulties in learning. That is the case of Nicaraguan students where they begin the learning of English language during the highschool, because in the primary school, English is not taught in the public

school, it's a factor that harm to teachers in the development of speaking, the students are 12 -18 years old, if the Nicaraguan students have began in the primary school studying English it will be better than in the highschool .

## **2.5 Social Factor**

### 2.5.1 Environment of Community

“Students of English need to hear native speakers understand their accent and slang, and also it helps them to speak more naturally - more like them. This is accomplished by improving pronunciation, learning expressions and learning about the "conversation culture". (Yuen, 2010)

The community where the students live is a factor that helps or harms the learning of English and specially the speaking skill, communities that give opportunities to the students building the knowledge, like people who speak English, in special native speakers, or other tools like internet, libraries, bookstore, where the students can find English materials (books, reading, magazine ,records etc ) improve the English performance. In Nicaragua specially in the rural zone the reality is very different, hardly ever the students out of school find people who can speak english or people who help them in improving the English performance, it harms the progress, because the time of practice is resumed just in 45 minutes class, fundamental topics like cultural, only the teachers know, just English teachers have the capacity to correct the students´ errors or mistakes, in a few words the students in the rural communities do not have tools where they can find help to improve the english performance. The survey to students illustrates that the 100% says that they do not have access to libraries, internet and people who can they practice english in the same way the interview to teacher state that students do not have opportunities to improve and practice english outside the class.(see graphic N° 3)

## 2.6 Students attitude

### 2.6.1 Habits study

“The homework extends formal learning beyond the school day” (Evil, 2009). If the students do the homework every day they could improve their English learning, because the study at home is an instrument that is complement of the class that students take in the school. Habits study that students have in Nicaragua is present in English class, when they are at home they do not practice the new vocabulary they present many difficulties when is the time for speaking activities. The survey to students says that 80% of students do the homework every day in contrast the teacher says in the interview applied that students sometimes do not do the homework.

### 2.6.2 Interest

“Is important to provide lessons which keep our teenage students interested. If the students are not interested in the material we are using, it is probable that both students and teachers will end up bored and frustrated.”(Thomson, 2006) lessons that keep the students focused in the class help the students english performance, Teachers should incorporate in English class topics where the students are involved like music, sport, TV, internet to keep a class interesting and creative. Teacher must find out more about each of their students and then incorporate their interests and lives into the content of the class. According to the survey the 90% of students like to study English ,it is a factor that the teacher must take advantage to develop the speaking activities in a creative way.(see graphic N°4)

### 2.6.3 The fear to speak

“There's no better way to overcome your fear of making mistakes than engaging in conversations with other English speaking people. Practice makes one perfect!” (Robby, 2011) Making mistake the students improve their knowledge, specially in the development of speaking skill it is something very common, the students must know from their mistake they learn, the teacher's mission is to create a

environment where the students feel that mistakes do not harm them, on the other hand they take advantage of the mistakes because they correct it and then they talk in the correct way. According to survey to students the 60% of them said that they fear to speak in addition the interview to teacher says they feel nervous, finally in the observation to class the majority of students when they speak show nervous.(see Graphic N°5)

#### 2.6.4 Time

“Learners need to practice as much as possible if they are to be successful” (Howarth, 2006). The speaking skill needs time to practice that is the just way to develop it, if students speak English in the class or at least they participate in speaking activities they will show progress and it will be better if the speaking time is more but in Nicaragua the time that give the English class during the week is 1 hour and half that is little, in addition the English teacher develops writing skill more than speaking skill, finally the time to this skill is little. According to the interview applied to teacher says the time in the English class during the week is not enough, in addition the curriculum of the educational system from Nicaragua keeps just one hour and half per week, it is obvious none can gives good results when there is not time to practice, English is a class that needs more practice than another, the most important factor is how much the students are immersed in the language.

#### 2.7 Transition to primary to highschool

“**Transition** to secondary school is marked by several changes in educational expectations and practices. In most primary schools, students are taught mainly in single classrooms, with a familiar set of classmates, by one to three teachers. However, once students reach secondary school, they interact with many more students, in different classrooms, with more teachers” (Fung, 2009) The transition to primary to highschool harm every class, there are more difficulties in the English class because it is a new language that in primary school the students do not study.

The survey to students say that 70% of them feel difficult to study English for the first time, moreover the interview to the teacher states that students feel unfamiliar talking English because it is new.

### **3. Consequences**

#### 3.1 Interaction

##### 3.1.1 Interaction Teacher-students

"A common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher's question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer"(Jonathan, 1999). A passive class does not give good results, sometime the Nicaraguan English class finish bored, where just the teacher talks and the students are in complete silence because they do not understand what the teacher is saying. According to the observation to English class that it was passive, some students ask and answer questions to teacher, but the majority of students just listen, the teacher must talk slow for the class listen and understand the message, the teacher must use some common phrases for the students that the students listen every day and they recognize the speech of the teacher and understand, In addition the survey applied to students says the 60% of students do not use English to communicate with the teacher.(see graphic N° 6)

##### 3.1.2 Students –students

"Interaction is the ability of the students to make sustained conversation in English. It means that the students are not only able to respond in one-sided dialogue, but then he/she is able to give a prompt for his/her partner to give responses and vice versa" (Jonathan, 1999)

The interaction in English class is an exchange of messages between the English teacher and students or between students-students using English language, but in

the Nicaraguan classrooms it does not happen frequently because they (teacher and students) often communicate using Spanish, Of course if the teacher teaches some phrases and commands that they use every day in class and put them into practice, the students and teacher probably can practice more interaction. According the survey applied to students they interact with their classmates using Spanish, the 80% use Spanish to communicate with their classmates, they do not use English in addition to observation to class shows that student interact using Spanish, and also the interview to teacher says that students talk little in English.(see graphic N°7)

### 3.2 Problems with speaking activities

Loanne Piccolo (2010) writes that the principal problems in speaking activities are:

#### 3.2.1 Inhibition

a. Worried about making mistakes. The students make a mistake when they talk it is very common in the speaking practice, they think they must look fine, and do not make mistakes, if they do not have the confidence to talk, the better is do not talk.

According the survey to students the 60% of students feel embarrassed when they make mistake, in addition in the observation to class some students frequently laugh when the classmates talk in English, the majority show nervous when they speak English.

b. Fearful of criticism or losing face. Terror about criticism, the teenagers keep in mind what their classmates think about them what they say, good or bad things, they do not want that classmates criticize them.

c. simply of the attention that their speech attracts. If they pronounce bad, the classmates laugh about them, therefore they lose self confidence, for this reason they do not want to be criticized.

Speaking activities can fail miserably due to some real problems in the EFL class. The most common problem is student's inhibition. They may also be worried about



making mistakes, being criticized or losing face in front of the rest of the class. The survey to students states that students feel embarrassed when they speak in English in the class, the 60% feel it, in the same way in the class observation the students often show afraid to speak in English consequently the interview applied to teacher says that the students feel embarrassed when they practice English.

### 3.2.2 Nothing to say. They have no motive to express themselves

The students of Nicaragua do not have the habit of study every days, it harms each class in special English class, the class should be a constant study of grammar, vocabulary, pronunciation and practice of speaking but if they do not put those habits they will fail. The interview to teacher illustrates that students have little vocabulary to express in English, however the survey to students states that the 100% of students have a good vocabulary they do not have problem in the vocabulary, but the observation says the contrast because they use little vocabulary to express in English.

### 3.2.3 Low or uneven participation

- a. Only one participant can talk at a time
- b. Tendency of some learners to dominate, while others speak little or not all

Sometime in the English class there are some students that participate in every activities that the teacher promotes but those students always are the same and the other part of the class are passive, it harms the development of other students, the teachers should keep the time limited for each student and give the same opportunities for every student. According to the observation few students participate in the English class, similarly the survey to students illustrates that the 60% of them do not participate in speaking activities, in the same way the interview to the English teacher states that the students participant in Speaking activities is very poor.(see graphic N° 8)

### 3.2.4 Mother tongue use

The English students use Spanish in class because:

- a. is easier
- b. they feel unnatural to speak to one another in a foreign language
- c. they feel less exposed if they are speaking in their mother tongue

The students in English class often use Spanish to communicate, sometimes the English teacher use Spanish too, but how improve the English level using the mother tongue, of course to use mother tongue does not improve the English learning, it harm. The teacher and students talk in Spanish, they think that if they speak in Spanish the students understand better, when they talk in the native tongue they lose opportunities to talk in English. the majority of students in the rural zone, do not have English influence like movies, music, TV that have English language, and they always talk in Spanish in the English class, because is a habit in addition the English teacher harms the situation too using Spanish, he or she should use English frequently and use Spanish sometimes if it is necessary but not everytime.

In the class observation the English teacher often uses Spanish in the same way the survey applied to students says that 40% of them like take the explanation using English, on the contrary in the class observation the students use Spanish to communicate with their classmates and the 80% of them like to use Spanish to communicate with their classmates. (See Graphic N°9)

According to the survey applied to the students they say that they use Spanish to communicate during the English class moreover during the observation to class the students show the same way, finally according to the interview applied to teacher she states that the students use much Spanish in the English class also the observation to class shows that the English teacher often uses Spanish in the English class.

### 3.2.5 Students cannot participate actively in conversation

In the high grades the students have a low level of conversation, because they study English like a requirement and have a poor base (few vocabulary, grammar), according to the survey to students 80% of them do not look up new words and 80% do not have dictionaries, in addition in the interview applied to the teacher says that they have few vocabulary, they frequently do not talk in English because they do not have words or vocabulary to express their ideas.

### 3.3 Why teenagers avoid using English

Clarinda Rybowskiak (2011) lists why the teenagers often avoid practicing spoken English in class:

1. They feel silly speaking a language in which they know they are making mistakes.
2. It is artificial to communicate with their classmates in a foreign language.
3. When they want to say something important to each other, they do so spontaneously in their mother tongue.
4. They do not have the English to express the concepts that the teacher wants them to express.
5. They do not understand the point of speaking English all the time in class.
6. It is very tiring to concentrate on producing a foreign language especially when your level is low.
7. The topic / activity that they are supposed to be talking about in English is boring, so they talk about something else in their mother tongue.
8. Speaking English is difficult.
9. Speaking English is not fun.

The use of the mother tongue in English class is a thing that is happening very often, the students feel better using Spanish and they do not want to concentrate in

what they can say in English in addition some class full of writing activities broke the development of speaking performance, and they cannot use English.

## **4. Recommendation**

### 4.1 Strategies to develop the speaking activities

#### 4.1.1 How to develop the Interaction

“Interaction is the ability of the students to make sustained conversation in English. It means that the students are not only able to respond in one-sided dialogue, but they are able to give a prompt for their partner to give responses and vice versa.”(Wuryanto,2010). The English classroom in 7<sup>th</sup> grade should give to students the environment where they can exchange information using English, the class must focus in create a constant communication between teacher and students or students-students using dialog, role plays, interviews and other strategies. According to the survey applied to students the 100% says that the skill most develop for the English teacher is writing, in the same way the observation to class demonstrate it, on the contrary the interview to teacher states that she develops all different skills

#### 4.1.2 Real interaction patterns

Amy Dickison (2006) says that the teacher should Teach real interaction patterns. Introduce the following basic interactional pattern: Initiate, Respond, Follow-up.

The following interaction could be analyzed as follows:

A: What did you do last night? (Initiate)

B: Went to the cinema (Respond)

A: Oh really? (Follow-up)

What did you see? (Initiate)

B: Lord of the Rings (Respond)

Have you been yet? (Initiate)

A: No it's difficult with the kids (Respond)

B: Yeah of course (follow-up)

.Real-life task

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

Take things of real life, like talk about the event of all days, if the students are teenagers, talk about artist, music things that they have interest, real contents could be increase the motivation and create at class English fun that motivate them. Through well-prepared communicative output activities such as role plays and discussions, the class encourages students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

#### 4.1.3 Interaction speaking activities

According Gibson (2004) there are some speaking activities that can be practice by interaction:

1. Simulating "Real" Conversation

2. Exchanging

An interactive task should require students to exchange information, opinions, attitudes, but not for its own sake. There should be a real purpose; each participant should need to find something out from the others in order to complete the task.

3. Checking Understanding

The task should require the participants to make sure they fully understand what the others tell them and to make themselves fully understood to the others. In this way, students will need to adjust to each other's contributions.

#### 4. Equal Opportunity

Where possible, the task should allow participants (and definitely exam candidates) an equal opportunity to structure the conversation. Ideally, they should have equal access to important features of turn-taking such as self-selection and nomination and should be able to initiate, negotiate and follow up other participants' contributions. Care must therefore be taken not to devise *assessment* tasks that require or encourage the adoption of unequal roles in conversation (unless, of course, it is specifically designed to practice unequal social roles, such as boss-employee, etc).

Teaching to students situation from real life is the best way to prepare students to face their lives, simulating although dialog, role plays or interviews, situation in a restaurant, in a market, in shop, in a bus stop in a hospital, in an airport where the student exchange information for example if they are in a bus stop, this activity must have questions and answers looking for a bus or a route where they want to travel. In the same way the activity should be based in to give the same opportunities for each student.

Adrian Doff (1998) write about the mission of English teacher in the teaching of English: "The aim of teacher in practicing oral English is to develop students' ability to communicate freely and spontaneously in English" Of course the mission of the teacher is teach, the English teacher must make that the students can communicate, that they can understand, receive and give messages in an oral way, for this reason the teacher of English should effort and give the best for that the students take the success, looking the best methodology and techniques for improve the speaking level of the students.

##### 4.1.4 Developing Speaking Activities

"The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say". (Kaufman, 2006)

To create classroom speaking activities that will develop communicative competence, activities that give multiplies forms of expression, at the end those activities give students opportunities to practice language and use more freely.

## **4.2 Recommendation to develop English speaking activities**

### 4.2.1 Keep the interest

“Sometimes the teenage students do not want to be in class in the first place and often their minds can be on other things when we are giving an English lesson. However, teen classes can also be fun and very rewarding for both the teacher and students”(Thomson, 2006)

The class bored give a student's boring, a class without elements that represents an attraction for the students do that they involve in other activities during the class, and they lose the interest on the class, is so important to provide interesting lessons which the teachers keep the teenage students interested, there are many ways like music, sport, technology those are some topics that they like and are interesting. If the students are not interested in the material they are using, it is probably that both students and teacher will end up bored and frustrated, students can be given practice in forming questions by writing then asking questions to each other. It is usually a good idea for the teacher to give an example of an interesting question before the students start writing their questions.

The survey to students says that 90% of them like English, it represents a good element to develop a fun English class, on the other hand the English teacher develops a bored class it was observed in the class, it harm the process of students in find a interesting class, if the students like the class and the teacher adds an interesting class, the product will be the best.

### 4.2.2 Helping students learning English

“There's no better way to overcome your fear of making mistakes than engaging in conversations with other English speaking people. Practice makes one perfect” (Robby, 2011). The mission of a teacher is help to students at understand that the

mistake is something very normal when they are studying English, consequently in the practice of English every student have made mistakes and no one escape from them. According to the survey applied to students 60% of them feel afraid to speak in English class consequently the interview to teacher says that she helps to students that face speaking problems, giving them opportunities to participate In the class little by little.

“The teacher would correct errors as little as possible, but never interrupt student to correct them”(Doff,1998). If the student makes a mistake the best is correct them not in personal way, at the end of the class the teacher gives the correction of mistakes in general way caring that the students do not feel shy because the teacher is correcting them.

“To help students develop a positive attitude to errors, encourage them, focusing on what they have got right and praise them for correct” (Doff, 1998). Making mistakes is a natural thing of humans, in the learning of a second language, this include that the learners make mistakes, and of course in the speaking practice is a natural thing, when the teacher corrects the students must be careful, trying that the students do not feel bad for the mistakes, in the mind of students must be the idea that the mistake is normal and it helps to improve their English level and it is a instrument to take the best.

#### 4.2.3 Spend the time

“By far the most important factor is how much time the class is immersing in the language. If there are more time the class spends with the language, faster students will learn. That is the greatest guarantee of success” (Piccolo, 2004)

If the English teacher spends the time of English class in speaking activity mainly, it will be a success in the basic level of students, the teacher should take advantage of the time with a full class activity where the students use speaking. According to the survey to students the 60% of them say that just 10 minutes per class they practice speaking in addition during the week they have the English



class frequency in just 2 hour and quarter minutes all those factor indicate the time to short is not enough to develop a good English class.

#### 4.2.4 Successful speaking activity

Loanne Piccolo(2004) gives some tips to do a successful speaking activity

**Teacher talking time** must be kept to a minimum in the EFL classroom, ensuring that students have the opportunity to speak as often as possible. Allocating as much time as possible to student talking can help create the best environment for oral activities. Other characteristics of **successful speaking activities** include:

- making sure that student participation is not dominated by a few talkative students
- making sure that students want to speak because they are interested in the topic
- making sure that students have something relevant to say
- making sure that students can be understood by everyone
- making sure that there aren't frequent interruptions while a student is speaking

in the observation to class was observed that there is a little group that talks while the teacher is speaking, in addition in the interview applied to teacher said there are some students that interrupt the class because they have behavior problems in the same way the 20% of them say that their behavior is regular during the class. The teacher should involve the students with behavior problems in the English class giving specific roles, asking questions, giving opportunities to participate in class.

If in the English class the student participation is dominated by a few talkative students a good way to avoid that few students always talk and participate in class

is creating opportunities talking for every students in the classroom, avoid that the same students talk all the time.

The following ideas can create opportunities to talk.

A card (moving around of class)

B. Playing Bingo

C. Calling the attendance

D. Selecting the participants

Every student will have the same opportunities to talk in the specific time.

#### 4.2.5 Twelve Step Program

Marty Dawley (1999) gives some steps to help the teachers to improve the students' English level

1. Identify failure early and act on it. This includes getting evidence of students level and abilities within the first week of class through testing, in class writing, and interviews.
2. Confront the student privately with facts (test papers, lack of study and homework, class requirements including time, etc.). Many students are anxious to deny there is a problem. "Don't worry, teacher. No problem." Be specific and blunt. "There is not a single correct sentence in this composition. Also use your good judgment. Some students need this more than others.
3. Get the student to verbalize her own problem and identify causes and solutions. Don't allow the student to minimize the problem. Analyze the problem with the student. This self recognition is the key to any self help program. The student must recognize the problem and decide she wants to fix it.

4. Listen. Be honest and direct in your responses. Offer respect and encouragement. Listen and look with great attention. Look at the distance a student holds the book from him as he reads. Listen to what she says about her study time. Let the time you spend with this student be exploratory. You may have only seen symptoms of the problem, but not have any idea of its source.
5. Help the student create a plan of action with realistic goals. Help her to move back to a reasonable starting place. Help her develop steps to reaching her goal. Don't guarantee her a passing grade. Offer her a chance to make progress.
6. Make sure the student adopts the plan as his own set of goals and responsibilities. Let him write or articulate his plans. Check carefully to see if you are on the same track. Make sure he includes his own ideas.
7. Follow up on the plan daily or each time you meet. Let the student know you are interested in her success. Congratulate her on daily successes in front of others if it's appropriate. "Your grammar was much better in this paper." "This is your highest grade this term." Your reinforcements can become less regular as the student improves.
8. Remind the student of his goals. Be positive, but firm. Don't reinforce the student's bad reputation. Don't make negative comments in front of the class, but do ask him to come and see you. He may need help. Watch for backsliding. Old habits are hard to break.

According to the interview applied to the teacher she said that she helps students with speaking problems in order to improve their English level and she gives feedback of topics that they do not understand, a good way to understand why the students show nervous, feel embarrassed, do not participate in class, fail in class, why they are shy is talking with them in personal form, exploring what happened with them, and what action they can do to overpass the different difficulties, the teacher must give the students confidence to talk about the problems.

#### 4.2.6 Asking for Clarification

Rytee (1999) writes some phrases that the students and teachers can use into the class:

- Excuse me, I didn't quite catch that.
- I'm sorry, could you repeat that more slowly, please.
- I still haven't quite got that. Would you mind repeating it again, please?
- I'm sorry, I don't understand. What does X mean?
- Could you spell that, please?

The use of common phrases in the development of English class, give a English real communication, it phrases give the opportunities of exchange information between English teacher and the students or students-students, if the students need some clarification about the language is necessary that they use those phrases to ask to teacher, in seven grade is necessary that the English class begin little by little, the English class must teach few expressions in a speaking activity, maybe much English is tired for students that are studying English for the first time.

#### 4.3 Speaking tips to teacher and students

There are some tips to improve the oral expression in English, when the teacher must be the guide.

Teacher must teach to students

##### 1. confidence

- b.** Students must participate in oral activities, though they have afraid
- c.** The teacher must not use structure so complicate
- d.** The teacher must use simple phrases
- e.** Students must not be worry about mistakes ,it is better to make mistake than never to talk
- e.** People learn from their mistakes

## 2. Teaching words and use full expressions

- a. Teaching basic vocabulary
- b. Teaching commands and phrases of common use
- c. Use the phrase in constant form

4. Develops interviews to all topics

5. Teaching clarification and repetitions of phrases

6. Giving opinions

7. Have an English corner, where the students have phrases command, structure of grammar that use every day with the objective to see and feedback the topics.

8. Practicing information questions that students use in an interview like:

- What is your name?
- What is your surname?
- Can you spell your surname?
- Where do you live?
- Where were you born?
- How long have you lived in this area?
- What do you think of this area?
- How far do you travel to school?
- How long have you been studying English?
- What are the problems with learning English?
- Can you tell me something about your family?
- What do you do in your free time?
- Do you practice any sports? Which one? How often do you practice it/ do you train?
- Do you like reading? What sort of books do you read?
- What is your favorite television programme?
- What did you do last weekend?
- What do you do when you are with your friends?

- What are your favorite school subjects?
- Have you ever been abroad?
- Have you got any plans for the summer?
- What would you like to do when you leave school?
- Have you thought about a career?
- Would you like to go to university?

Clarify and repeat use some phrases like:

- I'm not sure what you mean.
- Do you want me to ....?
- Do you mean...?
- Sorry?/ Pardon?
- Could you say that again, please?
- Could you repeat that, please?
- Sorry, I didn't hear you.

Make time to think about the answer

- Well, let me think ....
- That is an interesting question. I suppose ...
- I've never thought about that before.

Like and dislike

I love/really like ...

- I can't stand/ hate ...
- I don't mind ...
- It is great/ terrible when ....

To explain main aspects

- Who is in the photo?
- Where are they?
- What are they doing?
- How do you think that they feel?
- Why do you think they are in this situation?

To give Opinions

- What do you think about ..?
- What about you?
- Do you agree?
- Why do you think that?
- What makes you think that?

To make invitations and answer them

Would you like to...?

- I'd love to.
- I'd like/ prefer to ...
- I'd rather (not) .
- We'll see

#### 4.3.1 Teaching English through English

English teacher should remember the following phrase "Speaking and using English in the classroom as often as you possibly can"(Evil, 2009). According to the survey to students the teacher uses English 90% in the class in contrast in the class observation the English teacher frequently used English, English teacher must always use English language in class, of course they can use Spanish when it is appropriate.

#### 4.3.2 Tips for Improving Speaking Skills

Dorit Sasson (2007) wrote about how to improve the speaking skill of the students

- a. Allow a time limit for each and every speaking activity. Take into consideration those activities that involve either group or pair work.
- b. Keep the activity [fun](#) and simple. Make sure the instructions are also crystal clear.

- c. Don't overdo speaking activities in one lesson.
- d. Make sure you aim for a balance between speaking and listening.
- e. Have a back-up plan for the entire class and for individual students who are withdrawn.
- f. Always [reflect](#) on what can you do as a teacher to help students improve their speaking skills.

The more diverse and creative speaking activities become to the easier it will be for the train of students to improve their speaking skills and speaking exercises will become much more automatic. Always that a teacher keeping a class active with fun, the students find attractive the class and they will involve in volunteer form, therefore the students take the goal of speaking. In Nicaragua some English teachers do not put in practice dynamics, the class is traditional and students lose the motivation for the class.

According to the observation to English class the teacher do not develop dynamics, in addition the survey to students say that students do not practice, dynamics on the contrary the interview to teacher says that she develops songs, dynamics and develops interesting topics.

#### 4.3.3 Humor

“The humor in class is a good way for keeping the interest in the class” ([Mills, 2009](#)) If the teacher chooses to have fun in class the students will also have fun. Even the topics most complicated can be lightened and delivered in an enjoyable way. It is obvious that a funny class keeps the interest in the students, the students do not want boring class, at the contrary if the teacher makes the class fun the students could study more and they will feel motivated and participate in speaking activities.

Techniques, strategies and some tips to develop speaking activities were added for the teacher and the students where they can improve the speaking skill performance using this:



## Conclusions

The causes that affect the speaking skill performance in the students of 7<sup>th</sup> grade “A” of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011 are:

1. The English class is based on writing activities
2. There are few opportunities to talk
3. The students do not participate in speaking activities during the English class
4. The students do not have access in their communities to resources like internet, libraries and people who they can practice their English.
5. The students have not developed the habit of study.
6. Little time to develop the English class.
7. The transition from primary school to highschool creates difficulties to study English by the first time.
8. The English language for the students is new and unfamiliar.

The consequences that affect the speaking skill performance in the students of 7<sup>th</sup> grade “A” of Abisinia high school of el Cua Jinotega during the 2<sup>nd</sup> semester 2011 are:

1. The students use the mother tongue constantly
2. Low or uneven participation of students in class
3. The Students had not learned how to express their ideas.
4. They feel afraid to talk in English.
5. They have bad pronunciation in some few words that they say.
6. They cannot communicate using English.
7. There is not English interaction.

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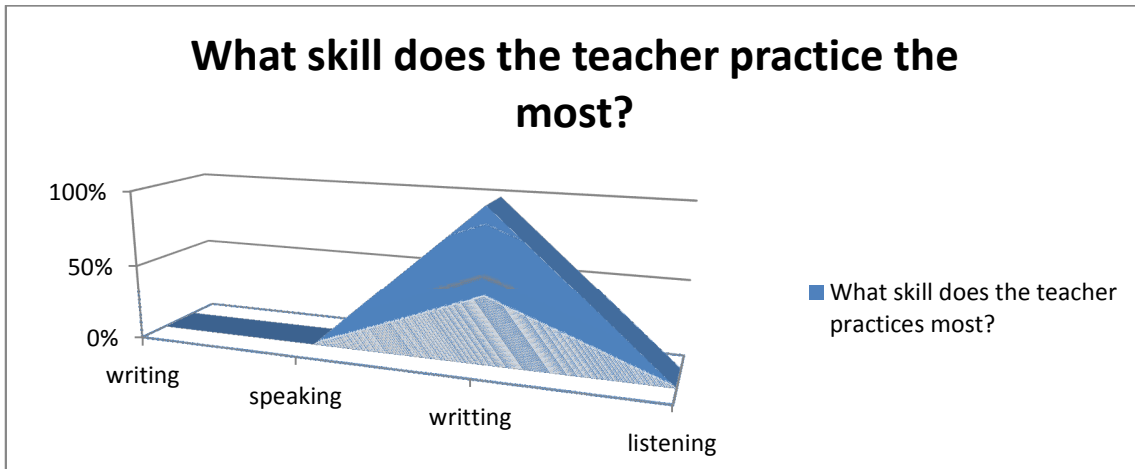
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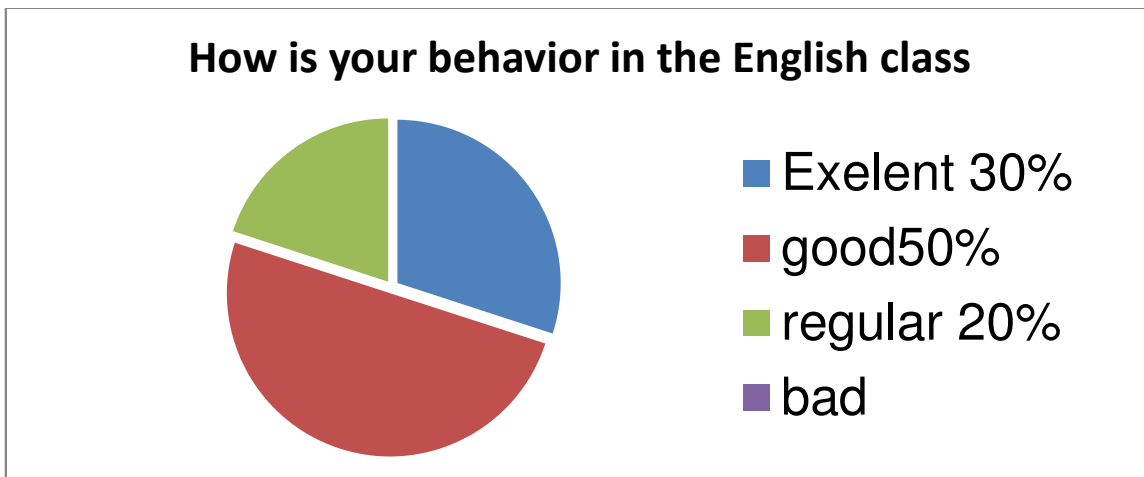
# Appendices

# Graphics

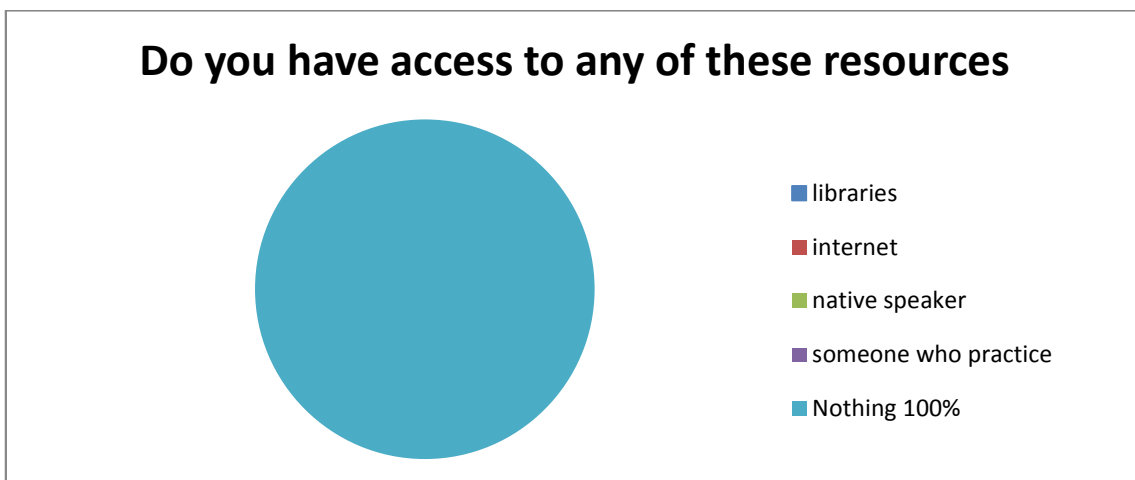
Graphic 1



Graphic 2

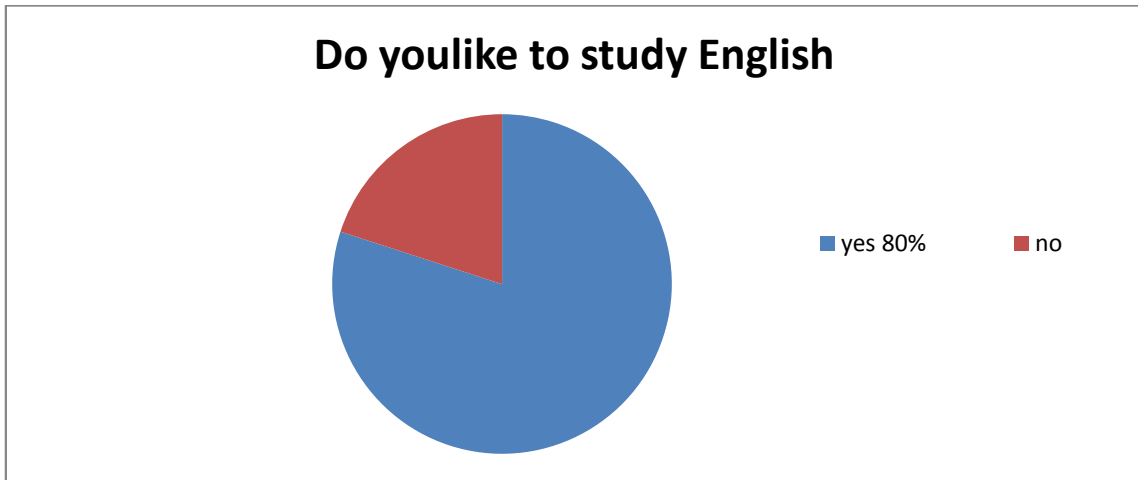


Graphic N.3

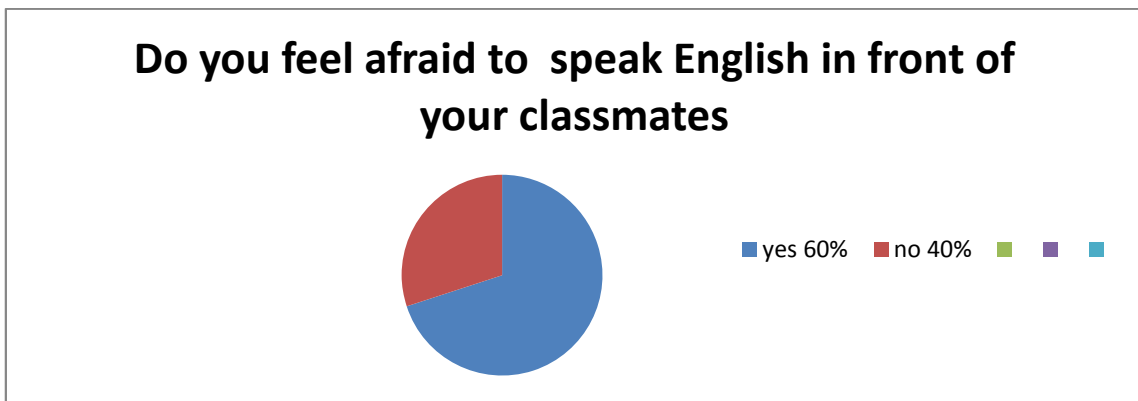




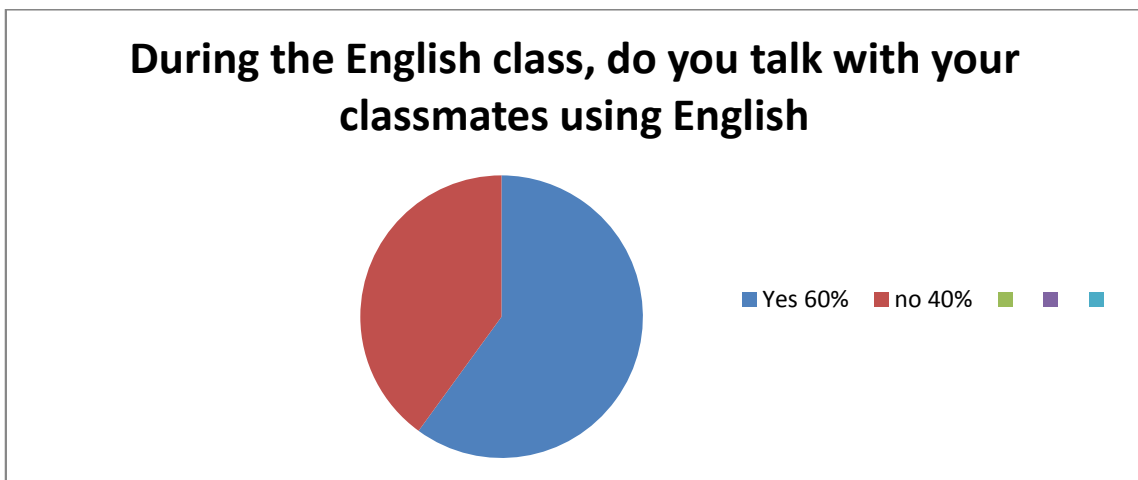
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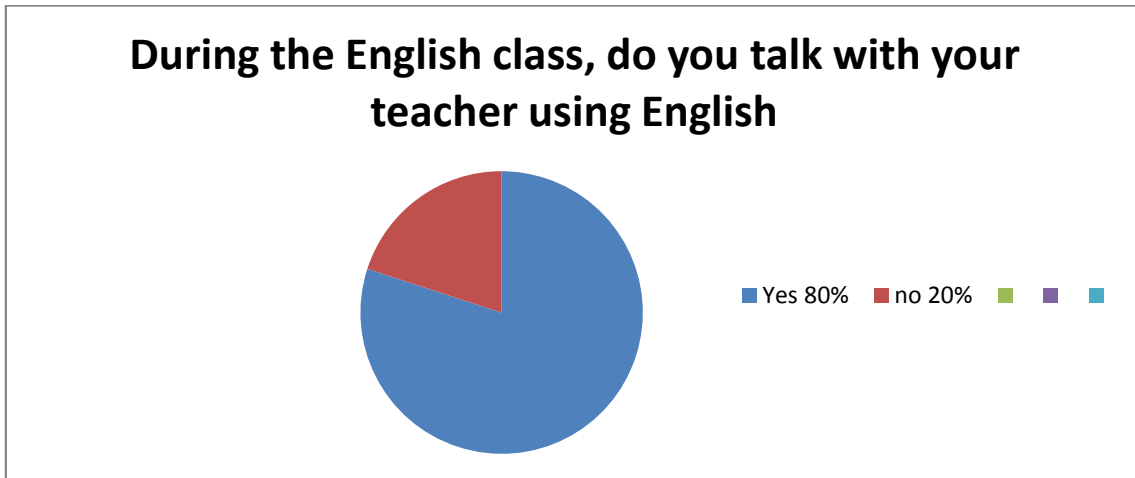
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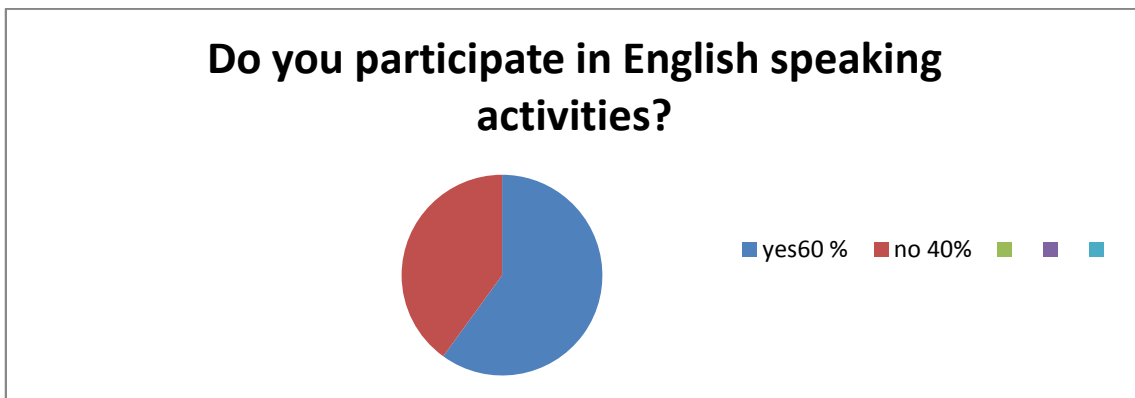
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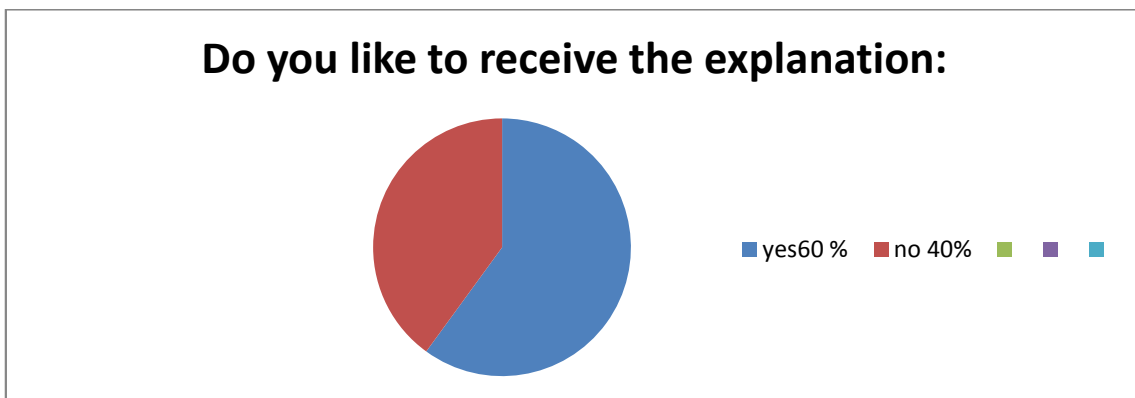
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Graphic N.8



Graphic N.9



# **Instruments applied**

**UNAN**  
**Farem Matagalpa**

*Instrument: Survey to students*

*Dear students this survey is focus to assess the causes and consequences that affect the speaking skill performance in the students of seven grade A of abisia school, with the reason to give some recommendation to improve the speaking skill*

*Objective: To Know what are the causes and consequences that affect the speaking skill performance in the students of seven grade A of abisia school*

Name : \_\_\_\_\_

Date: 20 Oct 2011

Level: 7th grade A

School: Abisia

N	Question	Nstudents	10 min	%	20 Min	%	30min	%		
N	Question	Nstudents	10 min	%	20 Min	%	30min	%		
1	How long does your teacher practice speaking activities in English class?	20	12	60 %	8	40 %				
2	What skill does the teacher practices most?	20	Writing		Speaking		Listening		Reading	
			20	100 %						
3	Do you participate in English speaking activities ?	20	Yes	%	No	%				
			8	40 %	12	60 %				

4	Do you feel afraid to speak English in front of your classmates	20	12	60 %	8	40 %				
5	Do you practice English outside school?	20	6	30 %	12	70 %				
6	Do you like to receive the explanation:	20	English	%	Spanish	%				
			8	49 %	12	60 %				
7	Do you feel motivated to study English	20	yes	%	No	%				
			14	70 %	6	30 %				
8	When you make a mistake in pronunciation do you feel embarrassed	20	12	60	8	40				
9	During the English class, do you talk with your teacher using	20	8	40 %	12	60 %				

	Spanish ?									
10	During the English class, do you talk with your classmates using English	20	4	20 %	16	80 %				
11	Does your teacher explain the class using English	20	All time		sometimes		Hardly ever		never	
			18	90 %	2	10 %				
12	What problems do you have in speaking activities	20	Bad pronunciation	%	To afraid to speak	%	Few vocabulary			
			18	90 %	2	10 %				
13	Do you have a dictionary?	20	yes	%	no	%				
			4	20 %	16	80 %				
14	Do you look new words in your dictionary or asking for it	20	4	20 %	16	80 %				
1	Do you	20	yes	%	No	%				

5	like study English		18	90 %	2	10 %				
16	Do you feel difficult to study English in first time	20	14	70 %	6	30 %				
17	Do you have access to any of these resources	20	Internet		Libraries		Nothing		People who can speak L3	
						20	100 %			
16	How is your behavior in the English class	20	bad		Reg		excel		Good	
					4	20	6	30	10	50
17	Do you do the English homework every day	20	yes	%	no	%				
			16	80 %	4	20 %				
18	Do you practice vocabulary yourself in your home?		8	40 %	12	60 %				

**National Autonomous University of Nicaragua**  
**Research Instrument**  
**Graduation seminar**

Observation to teacher

*Objective: To Know what are the causes and consequences that affect the speaking skill performance in the students of seven grade A of abisinia school*

Date 20 -10- 11 Level: 7<sup>Th</sup> time: 45 school: Abisinia

1. The teacher uses English to communicate with their students:

always	__	sometimes	*	Often	_____	Hardly	ever	_____
Never	_____							

2. The students communicate with their classmates using English

__	always	__	sometimes	_	Often	_____	Hardly	ever*	_____
Never	_____								

3. The Teacher explains the class using English

__	always	__	sometimes*	_	Often	_____	Hardly	ever	_____
Never	_____								

4. Students comprehend when the teacher explain the class using English

Yes \_\_ no \*\_\_

5. Students use English to communicate with the teacher

__	always	__	sometimes	_	Often	_____	Hardly	ever*	_____
Never	_____								

6. How many students use English to communicate?

Who

Some of them	_____	most of them	_____	a few of them	__*	_____
--------------	-------	--------------	-------	---------------	-----	-------

7. The Teacher develops speaking activities:

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

8. The Teacher use material to develop the speaking activities

Yes \_\_\_\_\_ No \*\_\_ What \_\_\_\_\_

9. Which skill does the teacher develop in class

Listening \_\_\_\_\_ Reading \_\_\_\_\_ Writing \*\_\_ Speaking \_\_\_\_\_

10. Students use Spanish to communicate with their classmates

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

11. The Teacher uses Spanish to communicate with students to explain the class



always \_\_\_ sometimes \_\_\_ Often \_\_\_ \* \_\_\_ Hardly ever \_\_\_  
Never \_\_\_\_\_

12. Students participate in speaking activities

always \_\_\_ sometimes \_\_\_ Often \_\_\_ \* \_\_\_ Hardly ever \_\_\_ Never \_\_\_\_\_

13. Students show afraid when they speaking English

Yes \_\_\_ no \_\_\_

always \_\_\_ sometimes \_\_\_ Often \_\_\_ \* \_\_\_ Hardly ever \_\_\_  
Never \_\_\_\_\_

14. How many students participating in speaking activities

Some of them \_\_\_\_\_ most of them \_\_\_\_\_ a few of  
them \_\_\_ \* \_\_\_\_\_

15. students laugh at their classmates when they make mistakes in the pronunciation

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

16. students don't show confidence when they speak English

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

17. The Teacher makes English dynamic

Yes \_\_\_\_\_ No \_\_\_ \* \_\_\_ Which \_\_\_\_\_

18. What difficulties do the students show in speaking?

19. Students present behavior problems? Yes \_\_\_ \* \_\_\_ No \_\_\_\_\_

20. Which: various students interrupt the class talking with their friends while others are writing or listen to the teacher

Others: Three students participant most of time whit the activities of the teacher, the majority show nervous when they speak English at least when the teacher make practice of pronunciation and they laughs constantly ,the class was based in writing activities.

**National Autonomous University of Nicaragua  
Research Instrument  
Graduation seminar**

**Interview to English teacher**

*Dear Teacher this interview is focus to assess the causes and consequences that affect the speaking skill performance in the students of seven grade A of abisinia school, with the reason to give some recommendation to improve the speaking skill*

*Objective: To Know what are the causes and consequences that affect the speaking skill performance in the students of seven grade A of abisinia school*

Name : \_\_\_\_\_ -

Date: 20 Oct 2011

Level: 7th grade A

School: Abisinia

Date \_\_\_\_\_ 20 10 11 \_\_\_\_\_ Level \_\_\_\_\_ 7th \_\_\_\_\_ School: \_\_\_\_\_ Abisinia

1. What is your academic level?

She is graduated in English degree

2. How long have you been teaching English?

5 years

3. What is the main principal skill to teach?

Writing

4. Do you teach speaking skill?

Yes \* No

5. What kind of methodology do you use to develop the speaking skill?

Reading, listen because they repeat the sentences and words that they listen

6. What percent of class do you give to the different skills?

Writing 25% Reading 25% listening 25%  
speaking 25%

7. How often do you plan speaking activities?

Two times per week

8. Which are the principal difficulties that students present in the speaking activities?

Students show embarrassed, problems of pronunciation, few vocabulary of the students.

9. What activities do you do to face the difficulties in the development of the speaking skill?

Feedback

10. What are the causes that affect the speaking skill performance?

They are unfamiliarity with English, the English is new

11. What are the consequences that affect the speaking skill performance?

They use Spanish

They talk few in English

They don't participate in English activities

12. What do you do with students who face problems in speaking?

She try to focus, helping few by few, and make that they participating more in the class

13. How do you encourage students to participate in speaking activities

Makes songs in class, plays, develop interesting topics

14. Do you have enough time to develop the English class?

Not

15. Dou you think students have time to practice English over the class?

No

16. How does the transition from primary school to high school affect the English learning?

Is difficult, cause is a new language and they need time to learn

17. Do students of 7<sup>th</sup> grade A, present more problems en speaking activities?

Yes, because the group is big

18. Do you think the motivation is important to develop the English class? Why

Yes , a class with the motivation, the students feel the class interesting

19. Do you think the students' behavior in English class is affecting your class?

yes

20. Do your students present behavior problems?

Yes\_ while the teacher talk, another are talking, it create a disorder class

# Variables



Variable	Definition	Sub variable	Indicador	Question	scale	whom	I n s t r u m e n t s
Speaking skill process							
causes		Methodology	- strategies	<p>1. The Teacher develops speaking activities: Yes _____ No _____</p> <p>2. Which skill does the teacher develop in class Listening _____ Reading _____ Writing _____ Speaking _____</p> <p>3. The Teacher makes English dynamic Yes _____ No _____ Which _____ _____</p>		teacher	G u i d e o b s e r v a t i o n

				-			
				<ol style="list-style-type: none"> <li>1. Do you teach speaking skill?</li> <li>2. What kind of methodology do you use to develop the speaking skill?</li> <li>3. What percent of class do you give to the different skills?</li> </ol>		teacher	I n t e r v i e w
				<div style="border: 1px solid black; display: inline-block; padding: 2px;">Writing</div> <ol style="list-style-type: none"> <li>4. How often do you plan speaking activities?</li> </ol>			

				<p>es?</p> <p>5. What are the causes that affect the speaking skill performance?</p>			
				<p>1. What skill does the teacher practices most?</p> <p>Writing _____</p> <p>_____</p>		teacher	S u r v e y  s t u d e n t s
			-materials	<p>1. The Teacher use material to develop the speaking activities</p> <p>Yes _____</p> <p>No _____</p> <p>_____</p> <p>What _____</p> <p>_____</p> <p>_____</p> <p>_____</p>			



				2. Do you have a dictionary ?		teacher	S u r v e y
			- Motivatio n	1. How do you encourage students to participate in speaking activities		Teacher	I n t e r v i e w
				2. Do you think the motivation is important to develop the English class? Why		students	S u r v e
				3. Do you feel motiva			

				ted to study English ?			y s t u d e n t s
	Social	- Environm ent of  communit y		1. Do you practice English outside school? Yes ___ N o ___ who ____ 2. 3. Do you have access to any of these resources ? Internet _		students	S u r v e y  s t u d e n t s
	time	Class period		1. Do you have enough time to develop the English class? Why? 2. Do you think studen		teacher	i n t e r v i e w

				ts have time to practic e English over the class?			
				3. How long does your teacher practice speaking activities in English class? 10 min _____		teacher	S u r v e y s t u d e n t s
		Students` attiduted	Habit of study	1. Students participat e in speaking activities  Yes ___ N o ___ always _		studetns	C u i d e o b s e r v a t i o n

				<p>1. Do you participate in English speaking activities? Yes___no _____</p> <p>4. Do you do the English homework every day? yes_____No o__</p> <p>2.</p>			S u r v e y s t u d e n t s
			Interest	<p>1. Do you look for new words in your dictionary or ask for it?</p> <p>5. Do you like studying English? Why</p> <p>6.</p> <p>7. Do you practice vocabulary yourself at home? Yes___No _____</p>			S u r v e y s t u d e n t s

			-Criticism	<p>1. Students show afraid when they speaking English Yes__ no__ always__</p> <p>1. students laugh at their classmates when they make mistakes in the pronunciation Yes____ No____</p> <p>2. students don't show confidence when they speak English Yes____ No____</p> <p>8. Do you care about the opinion of your friends when you have problems in the pronunciation of</p>	students	Guided observation
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				English?Yes _____ No_____w hy_____ _____ _____ _____			
				4. Do you feel afraid to speak English in front of your classmates? yes__No_ _____  2. When you make a mistake in pronunciation do you feel embarrassed? Yes_ No_ why__		students	S u r v e y  s t u d e n t s
				1. What do you do with students who face problems in		teacher	i n t e r v i e w

				speaking?			
		behavior	Emotional change	<p>1. Students present behavior problems? Yes _____ No _____ Which _____</p> <p>2. Do you think the students' behavior in English class is affecting your class?</p> <p>3. Do your students present behavior problems? Yes_ No_ which_</p>		students	Guided observation
				<p>1. How is your behavior in the English class? yes_No_why</p>		students	Survey to
		Transition	Primary to secondary	<p>1. Do you feel difficult to</p>			ss

				study English in first time?			
Consequence		Speaking Skill problems	- communication	<ol style="list-style-type: none"> <li>1. What difficulties do the students show in speaking?</li> <li>2. What are the consequences that affect the speaking skill performance</li> <li>3.</li> <li>4. Do students of 7<sup>th</sup> grade A, present more problems in speaking activities?</li> </ol>		students	Guided observation
				<ol style="list-style-type: none"> <li>1. Which are the principal difficulties that students present in the speaking</li> </ol>		teacher	Interview



				activities?			
			-English interaction	<p>2. The teacher uses English to communicate with their students:  <input type="checkbox"/> always <input type="checkbox"/></p> <p>1. The students communicate with their classmates using English  <input type="checkbox"/> always <input type="checkbox"/></p> <p>2. The Teacher explains the class using English  <input type="checkbox"/> always <input type="checkbox"/></p> <p>3. Students comprehend when the teacher explain the class using English  Yes <input type="checkbox"/>  no <input type="checkbox"/></p> <p>4. Students</p>		Teacher and students	Guided observation

				<p>use English to communicate with the teacher</p> <p><input type="checkbox"/> always</p>			
				<p>5. How many students use English to communicate? Who Some of them _____ most of them _____ a few of them _____</p>			
				<p>3. During the English class, do you talk with your classmates using English? Yes _____ No _____ Why _____</p>		studnets	S u r v e y s t u d e n t s
				<p>1. What activities do you do</p>		teacher	I n t e r

				to face the difficulties in the development of the speaking skill			v i w
			-Mother tongue use	<p>1. Students use Spanish to communicate with their classmates Yes _____ No _____</p> <p>2. The Teacher uses Spanish to communicate with students to explain the class Yes _____ NO _____ always _____</p> <p>1. Do you like to receive the explanation in Spanish or in English?</p>			

				Spanish_ English_			
				<p>4. During the English class, do you talk with your teacher using Spanish? Yes ___ N o ___ wh y ___</p> <p>5. Does your teacher explain the class using English or Spanish? All time ___</p>		students	S u r v e y s t u d e n t s
			- Pronunci ation	<p>1. What problems do you have in speaking activities? Pronuntiation _____ _Fluency_ _____ know few vocabulary</p> <p>2. Do you feel that you have improved</p>		students	S u r v e y s t u d e n t s

				in your speaking? Yes ___ N o _____			
			fluency	1. What problems do you have in speaking activities? Pronuntiation _____ _Fluency_ _____ know few vocabulary		students	S u r v e y s t u d e n t s
Variable							