National Autonomous University of Nicaragua
Unan Managua
English Department

Problem: The fear to speak the foreign language
at Inmaculada Concepcion High School.

Theme : The students are afraid to read aloud in English in their
8th grade at Inmaculada Concepcion High School in the city of
Managua; second semester 2010.

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DEDICATORY

This assignment is dedicated first of all to our creator Jesus who gave us intelligence and knowledge in every moment of our research to finish our work.

To our teachers at UNAN who gave their best for our education and we were able to accomplish our goal. We learned a lot from them.

To our families who have offered us their support and comprehension in the achievement of our work.

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ABSTRACT

With the elaboration of our research we want to emphasize in the causes that provoke difficulties to speak English in the students of eighth grade at Inmaculada Concepcion High School.

According to our observation we noticed that the lack of didactic materials and the lack of good conditions of the school it is a big problem to develop the speaking English ability in our classroom.

Some of the times the teachers have to face with some of the difficulties in which the teacher have to be careful to achieve its goal with the students. On other hands the lack of use of good strategies and techniques limits the motivation and of course affect the apprenticeship of the students during the teaching process.

Our research project is based in three different instruments:

1. Questionaires

2. Interviews

3. class   observation

We implement   these instruments with the purpose to obtain a good information based on how to teach the speaking ability in grade at Inmaculada Concepcion High School in the deparment of Managua.

At the end of this research we provide   some recommendations   which were made with the intention to help the English teacher about to better the teaching of this ability in the classroom.

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I.- INTRODUCTION

The following Investigation was done with the purpose to point out the main factors that provoke the difficulties to speak English in secondary school in eighth grade at Inmaculada Concepcion high school in the department of Managua.

Through our research we was observing the methodology and techniques the teacher uses during the development of the English class . In this observation we determine some of the aspects that affect the process of teaching English. The lack of didactic materials such as: Text books, magazines dictionaries, tape recorder and others.

Also the conditions of the school do not allow the students to be safe and a good atmosphere.

Other main factor is the lack of motivation by the teacher, he is not creative, and he does not implement any strategies and dynamics to keep motivated the students.

Other negative problem that affect is that the students do not dedicate time to study and practice the foreign language as a second language. In addition the fact that the students do not have the opportunity to study English from they are kids. It is because the English does not implemented in primary school.

SUB-PROBLEMS

1.- What impact does the lack of didactic material have on the students learning?

2.- Why students do not feel motivated to interact with the teacher during the learning process?

3.- How the economical situations affect the students' interest to learn English?

4.- What are the factors that interfere with the students to concentrate during the learning process English?

HYPOTHESIS

The 8th grade students of Inmaculada Institute do not speak English because the teacher does not motivate students to do it and also due to the lack of didactic material.

THEORICAL FRAMEWORK

HISTORICAL   BACKGROUND

The Inmaculada Concepcion High School is located in Managua, Sandak Ivan Montenegro Market 500 meters to the east. It was founded in February 1993.

Upon it's foundations, it offered educational services only for pre-school , morning shift . It began with 38 students. Nowadays it has a complete elementary, middle and high school with about 600 students.

There are 36 teachers attending the school and two of them are English teachers. At present, is led by Lic. Jose A. Morales. The English language has been taught in this institute from it's foundation until present day but teachers are faced with many problems . One of the main problems is the lack of didactic materials, lack of tape recorders, audiovisual lab, and text books which would enable teachers to teach in a more dynamic and engaging manner.

In spite of the difficulties the English teaching has made some progress. Many teachers with poor oral ability may have some difficulty in teaching English. It is impossible to speak in a conversation if you do not listen as well.

At the present, the English language in taught to provide students with communicative skills which is beneficial for students to get the ability to express themselves in English. Language is seen as a tool for creation and maintenance of social relation (interaction found in conversational exchanges). Categorized in terms of strategies, or, as a form of interaction.
Example: Teaching talk as interaction • Do you like walk?

The teaching process is focused to teach the English language because although students come to be professionals the English language helps them to obtain more opportunities while job-searching.

The institute has 18 classrooms and three offices for the director, sub-director and psychology. It has a library but nor resource center.

The school needs materials and training programs for teachers that they can to teach with a new and modern methodology, making the classroom more dynamic, and also activities that would make students more interested in getting to know foreign language (English) for their own benefit.

According to our research focused on speaking skill, we consider that is one of the most difficult subjects to develop. For that reason we decide to do this research about this situation and investigate the causes of this problem and should be the possible solutions to eradicate.

There are many reasons which we have limitants to communicate in oral way such as difficulties to practice in spite of the environment that it is an urban zone there are not people who speak English, it is because more than 70 percent of the population are Spanish speakers, who live in the lowlands of the Pacific and central highlands. As Inmaculada High School is located in Managua which is in the Central of the country where is not available the English language. Zhao said that environment helps students speak correctly.
Speaking – Bygate vs. Harper considered to be 'the ability to keep going when speaking spontaneously' involve the correct use of vocabulary, grammar and pronunciation and, fluency .

Another one is the lack of resources (tape recorder, videos, et other times we are very shy to speak the foreign language in front of others, also to afraid to make mistake, also to unaware the grammatical structures or do not apply it correctly. People just want to express what they need, wish or think, they do

not care to make mistake just communicate without any rule/ We consider that speaking is a powerful tool for communicating, thinking and learning which is very important to implement since early grades.

This is an important consideration of the socio economical factor. In this aspect we can specify about parents work, there are some of their mothers do not work, the majority of them are housewife, and the main of father are the only who support the family. It is a one of the big economical difficult for the student because the income are too low to help their family to get a better education. And also these parents do not have high level education , some of them do not get any profession and so that why they do no have a good employment to get a good job with a good salary, and that situation can't help to provide didactic materials.

The next components help to us to analyze our presented problem.

The economical situation of the school is another factor that affects negatively the development of teaching process. This is because the area where the school is located most of the people are from low income that school and students didn't have the opportunities to make different activities like yard sale etc, to obtain money that help to buy didactic materials.

Another fact is the knowledge of the students due to the lack of resources such as: tape records, VCR, television and more. They usually use wallpaper with photograph out of an old magazine, books and newspaper.
It also implies that a lot of the time is not electric service at the School that situation imply that they can't use tape records, VCR, etc, to improve their speaking skill.

Theories

1. THE NATURE OF APROACHES AND METHODS IN LANGUAGE TEACHING.

When linguistics and language specialist sought to improve the quality of language teaching in late nineteenth century, they did so by referring to general principles end theories concerning how languages are learned, how knowledge of language is presented and organized in memory, or how language it self is structured. The early applied linguistic, such as Henry Sweet (1877-1949) elaborated principles and theoretically accountable approaches to the though many of the specific practical details were left to be worked out by others. They sought a rational answer to questions, such as those regarding principles for the selection sequencing of vocabulary and grammar, though none of these applied linguistic saw in any existing method the ideal embodiment of their ideas.

According to Anthony's model, approach I the level at which assumptions and belief about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedure are described.

2- THEORY OF LANGUAGE

At least three different theoretical views of language and nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first, and most traditional of the three is the structural view, what language is a system of structurally related elements for the coding o meaning, the target of language learning is seen to be the mastery of elements of this system, which are generally define in term of phonological units (e,g., phonemes), grammatical units(e.g. clauses, phrases, sentences), grammatical operations(e.g. adding, shifting, joined, or transforming elements) and the lexical items (function words and structures word).

The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching
subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by element of structure and grammar.

The third view of language can be called the interactional view. It sees language as a vehicle for realization of interpersonal relations and for the performance of social transaction between individuals. Language is seen as a tool for creation and maintenance of social relation. Areas of inquire being drawn on in the development of interact ional approaches to language teaching include interaction, analysis, conversation and ethno methodology, interact ional theories focus on the pattern of move, acts negotiation, and interaction found in conversational exchanges.

2.1 THEORIES OF LANGUAGE LEARNING

Although specific theories of nature of language may provide the basis for particular teaching method, other methods derive primarily from a theory of language.

A learning theory underlying an approach or method responds to two questions:
(a) what are the psycholinguistic and cognitive processes involved in language learning?
(b) what are the conditions that need to be meet in order for these learning processes to be active?

Learning theories associated with at the level of approach may emphasize either one or both of these dimensions. Process- oriented theories build on learning processes, such as habits formation, induction, inferencing, hypothesis testing, and generalization. Condition-oriented theories emphasize the nature of human and physical context in which language learning takes place.

Stephen D. Krashen's monitor model of second language development (1981) is an example of learning theory on which has been built. Monitor theory addresses both the process and condition dimensions of learning. At the level of process, Krashen distinguish between acquisition and learning acquisition relates to the natural assimilation of language rules through using language for communication.

Study of language rules and is a conscious process. According to krashen, however, learning is available only as a monitor. Krashen's theory also addresses the condition necessary for the process of acquisition to take place. Krashen describe these in term of input to learner level of competence, interesting or relevant, not grammatically sequenced, in sufficient quantity, and

experience in low-anxiety contexts. "Theory on Testing Speaking Skill" by Marek Standowicz.

The primary problem here is that speech is a construct that proves difficult to define; it can be subdivided into: fluency, accuracy, pronunciation, and intonation, it can be categorized in terms of strategies, or, as a form of interaction, examined with the usage of methods of pragmatics or discourse analysis.

It is a generally acknowledged truth that the objective of teaching spoken language is the development of the ability to carry on successful conversation (involving both listening comprehension and speech production) in the target language (Hughes, 1990: 101). However, in most schools the students' final marks depend on their marks in written tests only; oral performance very rarely is included in their evaluation. This situation can be harmful to students, because the fact that their oral performance is not assessed may make them not treat speaking seriously; those students who are shy may even cease speaking at all when they do not feel oblige to perform. This, in turn, may cause a situation in which some students will be relatively proficient at writing, but will not be able to make themselves understood in an English-speaking country. In practice, for the teacher it means the necessity to give oral tests, which hopeful will result in motivating the students. According to Kathleen and Kenji Kitao:
"if speaking is tested, unless it is tested at a very low level, such as reading aloud, this encourages the teaching of speaking in classes" (Kitao, Kitao, 2004 : 1). Baobin Zhao also recognises the importance of oral testing in teaching a foreign language. During his practice as an English teacher in China, he has observed that "in the four skills, speaking is usually the poorest for the students of learning English in China" (Zhao, 1998 : 1).

He blames the lack of speaking practice for such a status . As the students are reluctant to speak during and after classes, it is the teacher's job to motivate them, and there seems to be no better way to do so than testing them (Zhao, 1998 : 1)

According to Zhao, there are two main factors that can affect learners' oral performance in class, one being their failure to find suitable words to express themselves, the other being their fear of making mistakes. Sometimes the fact that the students are shy or nervous strongly affects their performance: under strain they make more mistakes. The natural conclusion here is that friendly environment helps students speak correctly and actively (Zhao, 1998 : 1).

It is known (e.g. Underhill, 1992) that a fully successful oral test should present a humane approach; making testing a challenging, instructive, and even enjoyable experience is the only way to get an accurate picture of the learner's abilities. According to Underhill, the interviewer can do the following things to create a friendlier environment for the testee:

• personalise the test to the learner, for example by finding an area of common interest or encouraging the student to say a few words about his/her personal experience. Even if it is not a part of the exact question, such free conversation may help relax the atmosphere.

• If an opportunity occurs, say a few words about herself/himself. This shows that the interviewer is also a human being, not an insensitive 'testing machine' (Underhill, 1992 : 42-43).

• Although giving some personal information may help the testee relax, the interviewer should not speak too much during the test (Hughes, 1990 : 105-106). Moreover, she/he should not interrupt the interviewee (either to give the right answer or to correct any mistakes), but speaking clearly and maintaining eye contact is an absolute must (Kitao, Kitao, 2004 : 3).

• Learners must not be discouraged from making a second attempt at a task that they have difficulty with.

Teaching Speaking Theories
and Methodologies

Typical learner problems

•Cannot sustain spoken interaction beyond short segments

•Frequent communication breakdowns and misunderstandings

•Lack of vocabulary needed to talk about common utterances

•Lack of communication strategies

•Speaks slowly and takes too long to compose utterances

•Cannot participate actively in conversation

•Spoken English doesn't sound natural

•Poor grammar

•Poor pronunciation

Reasons for poor speaking skills

•Lack of curriculum emphasis on speaking skills

•Teachers' limited English proficiency

•Class conditions do not favor oral activities

•Limited opportunities outside of class to practice

•Examination system does not emphasize oral skills

Aspects of oral fluency

•Use of conversational routines(

•Use of short and long turns

•Topic range

•Mastery of basic functions

•Use of adjacency pairs

•Use of casual and formal language (politeness)

•Back channeling (verbal and non-verbal)

Three major speech types

•Interactions
•Transactions
•Performances

Features of interactions

•Create social interaction
•Address the face needs of participants
•Focus on participants and their social needs
•Feedback and response
•May be casual or formal
•Reflect patterns and rules–e.g.,for openings, topic choice, and closings
.•Include greetings, small talk, compliments, personal recounts, and narratives
Teaching talk as interaction

• Do you like cooking?
•How often do you cook?
•Are you a very good cook?
•What sort of things do you like to cook?
•Do you follow a recipe?
•What was the last meal you cooked?

Features of transactions
•Giving or obtaining information, or getting goods and services
•Focus on message
•Communication strategies –Not dependent on grammatical accuracy(

Teaching talk as transactiom

-Information activities

–Role plays

–Group discussions

Features of performances

•An audience

.Speaker creates a "product"

•A single speaker

THEORY OF SPEAKING

The aim of the part concerning theoretical background of speaking will be to determine the position of speaking skill among the other skills and to analyze the elements that speaking as a skill includes. The following part will present the theory of communicative competente and its relation to speaking, primarily based on Lyle F. Bachman's (1994) theoretical inputs.   Finally, activities in which speaking skills can be developed will be dealt with by drawing upon William Littlewood's (1991) typology of activities.

 Speaking – Bygate vs. Harper

Almost entire libraries have been written on speaking, however space provided here does not allow to cover all the theories and notes in this work. Speaking, together with writing, belongs among productive skills. (Harmer, 2001) Gower *at al.* (1995, 99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. This is, however, rather superficial view of this skill..

Bygate's theory

According to Bygate (1987, 3), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

We do not merely *know* how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.
(Bygate 1987, 3)
Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second aspect of speaking - the skill, Bygate notes (p.4).
Bygate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors
 (Bygate 1987, 7).

Theories of Teaching Oral English

A. Functions of Spoken Language

The language can be seen as having two functions: transferring Information(transactional function) and establishing/maintaining social relationships (interactional function).

Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity of information is not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning. Brown & Yule summarize the above stating that where as interactional language is "listener oriented", transactional language is "message oriented".

B. The Possibility and Necessity of Teaching Oral English

Pedagogical facts:

Firstly, generally speaking, people have the notion that learning English has something to do with oral English. When one says some students are good at English, people will naturally think he or she can speak English well.

Secondly, oral English can be very useful for the development of reading and writing skills .As Rivers points out: when we read and write, we call upon what we know of the language orally. He goes on to say that there must be a connection between reading and speaking .If the students are reading, then they are using their oral English, too .If a student has poor English, his reading ability may also be poor. Similarly, Rivers (1968) argues that writing involves oral ability as well.

Although many teachers with poor oral ability may have some difficulty in teaching English, however, it is possible for them to do so. They may teach oral English by an indirect method. They may use a recorder to provide an authentic accent and some authentic materials like dialogue for students to imitate. They can also make good use of class time for active participation by all their students .So the teachers can make up for their deficiency in oral ability by encouraging the students' participation with prepared lessons, highly organized activities and effective techniques.

C. The Importance of Using Integrated Skills in Teaching Oral English

As Harmer suggests: one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading
The table below shows how all four skills are related:

-Spoken Language Understanding, Speaking
-Receptive Skills Understanding, Reading
-Productive Skills Speaking, Writing
-Written Language Reading, Writing

Since the four language skills of listening, speaking reading and writing are interrelated and interacted with each other,
it may be suggested that the four basic skills should be taught inclusively rather than separately, as Byrne argues, we need to see why integrated skills activities are important :

-a) They provide opportunities for using activities naturally, not just practicing it.
-b) Many pair and group work activities call for a variety of skills sometimes simultaneously, in order to involve all the *English Language Teaching* September, 2009 13 learners.

-c) Students seem to learn better when they are engaged on activities more than one skill.

Therefore, when we teach oral English, we should get the students involved in an oral communicative activity to do some writing or reading or listening in order to accomplish the task which the activity asks them to perform.

D. Integrating Skills in Activities

Byrne argues that: "we are not of course suggesting that single skill activities are not effective: there will in fact be many occasions when we shall ask the students just to talk or read or write, because this is appropriate." He then emphasizes, "equally, however ,we should be looking for opportunities to knit skills together, because this is what happens in real life ."(As we all know, the main aim of foreign language teaching is to help students achieve some kinds of communicative skills in the foreign language. Therefore, the teacher should organize classroom activities, create a free atmosphere within the class or group and give the students hints to use the activities in class to integrate their skills.

The following activities may be well recommended to show how to integrate skills by getting the students to work in pairs or groups:

a. Communication Activities

•Describing and drawing.

•Finding the difference between two partially identical pictures.

Rixon & Byrne (1979) and Harmer (1983) refer to the above two activities as "communication games".)

•Discussing ideas/views/opinions -notably students are engaged in activities in which they have to:

—Choose from a list of (unalterable) given statements the ones they most agree/disagree with.

—Choose from a list of given statements the ones they agree with and modify the remaining ones according to their

opinion.

—Rank a number of statements according to their beliefs/opinions.

—Agree on and formulate statements expressing their views on a given subject and then discuss them in different

groups (having to reformulate the ones they disagree on according to the second group's opinion).

The activities mentioned are selected/adopted in order to provide the students with a context in which they can re-integrate the strategies/skills dealt with in each lesson, and to lead students to "become used to dealing with the kinds of unpredictable problems which reciprocal speech brings into (these) interaction situations" (notably informal discussion and informal planning/decision making). Bygate terms these activities as "two-way" and argues that they

"generate more talk and more use of negotiation procedures".

Such activities are "functional communication activities" ("processing information" and "sharing and processing information"). The stimulus for communication comes from the need to discuss and evaluate (these) facts. Learners must agree, justify and persuade in order to reach a common decision. Some experts refer to such activities as"interaction activities" in which personal meaning can be conveyed.

b. Questionnaires

Questionnaires are a simple way of giving the students meaningful question and answer practice .For use they should relate to a topic of some kinds, e.g. like and dislike about food, activities, abilities etc. the answer required should be either yes or no, or one of the frequency adverbs (never, hardly ever, sometimes, quite often, etc.)

If students are going to write their own questionnaires, it is helpful to elicit some ideas from the class first and perhaps write these on the board. Then ask the students to make up their own questionnaires, using some of these items. They can work in pairs for this, thus providing an additional source of talk. They may interview more than one student. They can also be asked to report what they have learned to another student or to the whole class.

When students of pairs or groups collaborate on the production of the questionnaire, they will talk and write .At the interviewing stage, they integrate talking and writing as well .In comparing the results, they have reading and talking.

c. Quizzes

Quizzes are similar to questionnaires but the answers are usually factual, which often involve knowledge. To turn quiz writing into an oral practice activity, you must ask the students to work in pairs to produce the quiz. This will involve talking and writing. Each pair should then ask another pair of students to answer the quiz orally, which involves some talking, listening and writing as well. When the quiz is passed back to the students who write it, they will get reading and talking integrated.

In short, from those types of activities suggested above, we may notice that those activities can introduce a "talk "component into the normally silent activities of reading and writing .We may also find how purposefully the skills are used in the way in which the students talk, read or write "in order to get something done.

Justification

We decided to investigate this specific problem, because we considered that the speaking skill is more important than others skills, because is a way to communicate with another person that is part of our life.

It is a big problem with the language acquisition in the classrooms; when the students finish their high school studies they do not fulfill the main objective of the teaching and learning process: to speak English well.

We wanted to get some recommendations and suggestions to the teachers and this way help the students to take out the fear to read aloud the foreign language.

The necessities of improving the teaching and learning styles constitutes a requirement of strategies, methodologies to be implement and the instruments used in the classroom during the lesson, all of it in order to motivate students speaking properly.

With our investigation, we also wish to contribute to overcome this problem to students and teachers.

OBJECTIVES

GENERAL OBJECTIVE

To determine the causes why the students have difficulties in the learning process in 8th grade at the Inmaculada Concepcion High School in the city of Managua, second semester 2010.

SPECIFIC OBJECTIVES

1- To identify the didactic materials the teacher is using in the English learning process in 8th grade at Inmaculada Concepcion High School.

2- To determine the methods and techniques the teacher uses to develop speaking skill and motivate the students at Inmaculada Concepcion High School.

3- To verify if the economical issues imply in the interest to learn and to speak English.

4- To identify the conditions and atmosphere the students experiment in school.

VARIABLES

Variables	Sub Variables	Indicators
General Information	Sex	Male
		Female
	Age	12-15
		15-Over
	Shift	
		Morning
		Afternoon
		Other
Economical Factor at the School	Didactic materials	Pictures
		Tape Recorders
		Flash cards
		Drawings
		Books
		Other
	Electricity	Yes
		No
	Conditions	Good
		Medium

Variables	Sub Variables	Indicators
Socio-Economical Factor	Parents Work	Yes
		No
	Parents Income	High
		Moderate
		Low
	Parents Scholarship	Yes
		No
	Live In	Urban Zone
		Rural Zone
Back ground Knowledge	Receive English before Coming to High school	Yes
		No
	English in High School you Calificate it is:	Bad
		Regular
		Good
		Excellent
	Teacher methodology used in the classroom is:	Bad
		Regular
		Good
		Excellent
	Taking other courses	Yes
		No

METHODOLOGY DESIGN

PROCEDURES AND TECHNIQUES

To carry out our research work, we made our survey according to the system of variables. We collected the data, information from teachers and student's questionnaires from 8th grade at Inmaculada Concepcion High School in the city of Managua; second semester 2010.

In addition we achieved obtaining the responses according to questionnaires and class observations. We observed a period of class, in which we took into, account the methodology used by the teacher, the students motivation, the resources used in class and how much the language is practiced.

TYPE OF INSTRUMENTS APPLIED IN OUR RESEARCH THEME.

Questionnaires:

Basically, some relevant questions were asked to students and teachers questions related to our topic to collect data to contribute to find out the factors that affect speaking in the foreign language acquisition.

Interviews:

Through interviews we obtained information that made more clearly the possible reasons that make to difficult the foreign language acquisition on the students even when they finish high school.

Class observation:

It consisted of taking notes about the teaching techniques and materials used in the classroom, students and teacher's attitude during the teaching and learning process to know in what ways English as foreign language was built.

Population:

There were 36 students morning shift of the 8th grade at the Inmaculada Concepcion High School in the city of Managua, second semester 2010 and the teacher of English.

Sample:

The sample was ten students and the teacher applying the questionnaire. So the sample of the 8th grade were 10% of the population.

Total of Students	36
Interviewed	10
Percentage	72%

DISCUSSION OF THE RESULTS

After gathering and analyzed the applied instruments to students and teachers at 8th grade at Inmaculada Concepcion High School in the city of Managua; second semester 2010, we want to specify the following details:

We are going to start analyzing the sex, from the sample 7 are female students and the other 3 % are male. With the age the 88% are between 12 and 15 the other 12% are over 15.

Going on with the analysis of the rest of the questions that are related the kind of didactical materials that teacher used were: picture, books,tape recorder, flash cards and others.

The 100 % of the students sample said that they used pictures to understand better what they need to improve and develop in English learning.

We observed the didactic materials that teacher uses in the classroom; we noticed that 90% he implements just pictures, which demonstrate the lack of materials. We know that are not enough to get success in speaking there are more materials that help students to get speaking effectiveness and develop other skills.

Although the school conditions are not good to develop teaching learning process due to the constant electricity interruption, and the school is near to the street , so the educational environment is too noisy; there are not enough chairs for the students.

When we asked the students if their parents work, we could know that the most of the students´ parents work, one of them and most of the parents get middle salary.

About the English background knowledge of the 8th grade students reached a 100 % indicating that they never received English class in primary school. This is another element that provoke difficulty to develop the language skills properly.

Through the teacher and principal´s interview we could determine the different difficulties that the 8th   grade students perform. These factors are the following:

During the develpment of the English class we observed the kind of material the teacher is using in the classroom . The teacher does not use text books, workbooks, videos, cd recorder, pamphlet , wallcharts. So the teacher used only the lesson plan during the class, sometimes he used flash cards and magazines. In spite of the school has to provide the teacher with didactic material it does not happen which represents the teacher can not do a better class. This implies that students do not develop the language skill properly.

Through the class observation we considered to point out the different behaviours or strategies the teacher used with the students to teach a new language and how the teacher does to keep motivation and interaction with the students to develop the speaking skill. We noticed the teacher did not implement many strategies to develop language abilities.

These are the speaking strategies the teacher uses during the development of the English class;

1. Pair work (conversation)
2. Repetition of vocabulary
3. Reading short paragraph

However , there are other fundamental strategies the teacher can use to improve the speaking skill and are not applied by the teacher. Here some of them are mentioned :

1. Describing pictures, places, animals, things
2. Telling stories
3. Role play
4. Telling Biography about historical people
5.- Perform a speech about a book
6.- Singing a song
7.- Conversation

According the observation during the English class we realized that the economical situation of the students is other negative factor that affects the teaching process because parents do not like to colaborate with the school . It is because they are not interested in their education of their children . As the school lack of didactic material and an audiovisual lab the personal asked for contribution to the parents to solve some of the mention problems , but they do not respon to the need.

It was observed the conditions of the educational environment which are not good affecting the teaching learning process , because of the lack of chair and noise the students can not be concentrated.

By the teacher interview we obrtained the following information :
The difficulties that 8th grade students present is due to the lack of interest in English subject because the students express English is an additional class and they are not interested. Another aspect that affect the development of the speaking skill is because they miss class constantly , also sometimes do not carry out their notebooks , do not do the homework , showing in this way the students do not care if they fail the subject.

The teacher has been working for ten years which means she has experience on teaching however it is not enough to create new motivate strategies. She is graduated in English speciality.

The evaluation that the teacher applied is systematic and flexible such as the Mined orients. Even the teacher suggests students to be more responsible with the class the students do not study.

Lack of practice of the language also provokes difficulty in order to develope speaking skill, because they do not have enough vocabulary to communicate and also the lack of material.

Through the principal´s interview we obtained the following information:

- The students are not responsible for the class because they do not study.
- The education authorities do not provide of suitable material to teach English language.
- The lack of bibliography and media resources such as tv, computers and cd recorder.
- The teacher does not use motivational strategies.

CONCLUSIONS :

Through our research we want to point out what are the main difficulties that affect the developing of the speaking skills ability in 8th grade at Inmaculada Concepcion High School. All difficulties that we find out were done with the application of the instruments, such as: interviews, questionnaires and class observations.

During this investigation that we realized we found out the foll**owing problems:**

1. The conditions to teach English are not good at all, because the school is on the street so it is to noise.

2. There are not didactic materials such as: text books, workbooks , dictionaries, etc.

3. There is not an audiovisual lab where the students can observe and to feel enthusiasm with the English.

4. The student's lack of their own text books which is very important to develop their abilities and skills at home.

5. The teacher uses more Spanish than English during the teaching process.

6. The methodology the teacher uses is not adequate to improve the English as a second language.

7. The activities the teacher develops in the class are not related to speaking skill.

8. The motivation of the teacher is very poor.

9. The atmosphere of the classroom does not contribute to the apprenticeship of the English subject.

10. The shyness of the students to speak aloud do not allow them to improve the speaking English.

RECOMMENDATIONS

Facing these problems that we determined in our research, we want to do some suggestions or recommendations with the purpose to improve the English speaking skill.

These are refereed firstly to the school, then to the teacher and finally to the students:

1. The school must be able to provide the teacher and students of didactic materials, like: texts books, magazines, dictionaries, videos, tape recorders, etc, to improve the speaking skill.

2. The school needs to organize encounters with other schools to share and exchange experiences.

3. The school has to provide the students with a suitable audiovisual lab.

4. The English teacher should apply dynamics that awake the interest for English language.

5. The teacher have to encourage students to speak English applying different activities like: conversation , reading , singing a song, telling a history, descriptions, etc.

6. Teacher should be more creative to keep the students motivated and integrated.

7. Students have to face the shyness in the classroom.

8. Students must practice the speaking skill in wherever place not only in the classroom.

9. Students should interact with the teacher during the English class.

10. Students must be aware about the importance to learn and speak English. Because it is a tool for a good job, travel to other countries and know other cultures or to become an excellent English teacher.
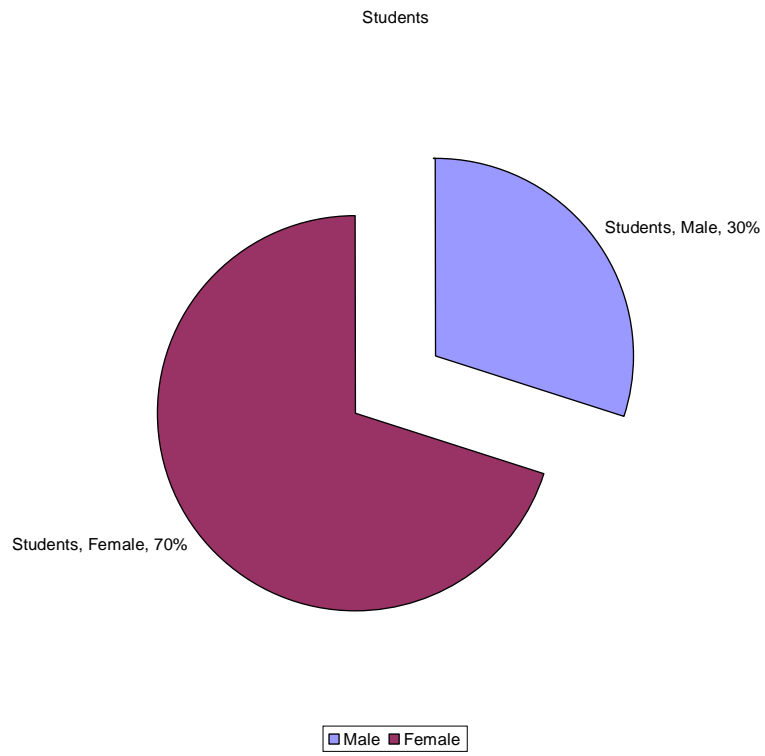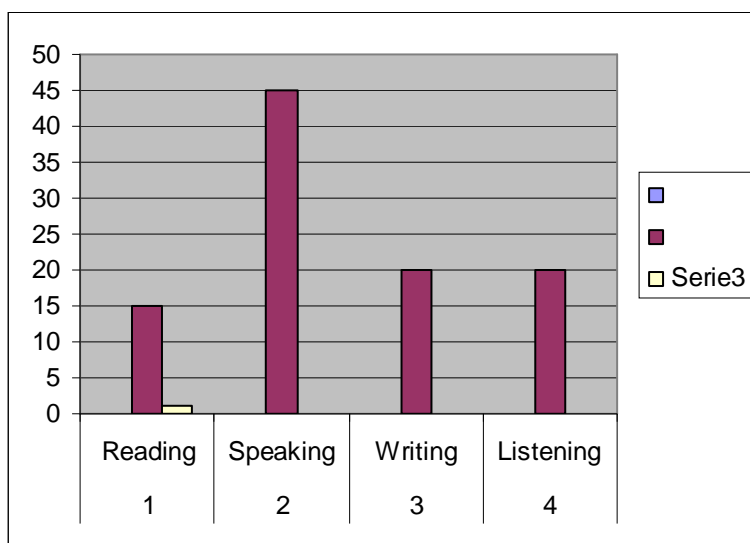
ANNEXES

Statistics Tables
Student from the sample

Students

Students, Male, 30%

Students, Female, 70%

Male   Female

English skills difficulties

No	English skills	%
1	Reading	15
2	Speaking	45
3	Writing	20
4	Listening	20

Universidad Nacional Autónoma de Nicaragua
Unan Managua

Dear Student:

A research is being done to find out the causes that provoke dificulties in the speaking skill of English discipline of 8th grade during the second semestre 2010 at Inmaculada Concepción High School in the department of Managua.

The information you provide will be useful to get our purposes. Thanks for your contribution.

Student interview

1.   Name _____

2.   Age   12-15 _____   15 _____
3.   Sex   Male _____ Female_____
4.   Shift   Morning_____ Afternoon_____
              Other_____
5.   Are your parents working
     yes____ no_____
6.   Your parent's income
      High_____ Moderate_____ Low _____
7.   Parents Scholarship yes_____no _____
8.   Live in
     Urban zone_____ rural zone_____
9.   Do you consider these didactical
     materials as the most adequate to
     use in English classes?

10. Do you consider more didactic the
     use of the computer and recorder

     for the class?

11.   Do you considers that the use of

         wallpaper with photograph out of an old magazine

         help you to explain situations in those that you

         to develop the speech?

12.   Do you consider that the lack of electricity

         service affect the speaking ability?

         yes_____   no_____

13.   What is the economical condition of the school?

Good_____ medium_____ poor_____

Universidad Nacional Autónoma de Nicaragua
Unan Managua

Dear Teacher:

A research is being done to find out the causes that provoke dificulties in the speaking skill of English discipline of 8th grade during the second semestre 2010 at Inmaculada Concepción High School in the department of Managua.

The information you provide will be useful to get our purposes. Thanks for your contribution.

1.- Why speaking English skill is difficult for students of eighth grade?

2.- How long have you been teaching English?

3.- What do you consider are the causes that provoke difficulties in speaking skill?

4.- How do you apply evaluluation oriented by Mined?

5.- Are you graduated?

6.- What are your personal suggestions to improve the develop of speaking skill in English subject?

Universidad Nacional Autónoma de Nicaragua
Unan Managua

Dear Principal:

A research is being done to find out the causes that provoke dificulties in the speaking skill of English discipline of 8th grade during the second semestre 2010 at Inmaculada Concepción High School in the department of Managua.

The information you provide will be useful to get our purposes. Thanks for your contribution.

1.- How long have you been principal in this school?

2.- What do you think are the causes that provoke difficulties to develope speaking skill?

3.- Does the teacher hava didactic material provide by the school?

4.- What level of difficulty have you observed in the teacher´s proficiency as well as in their evaluation?

5.- What are your recommendations to improve the develop of speaking skill in 8th grade students in English subject?