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THEME: : Fear and lack of self-confidence are factors that influence in students of fifth year of English at UNAN Managua Saturday course in speaking English inside and outside of the university.

GRADUATING SEMINARY UNAN-MANAGUA

Research submitted in partial fulfillment of the requirements for a B.A. Degree in Teaching English as a foreign language.

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DEDICATORY.

We want to express our deepest gratitude first to God for giving us wisdom, health, strength and perseverance to get our goals.

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This is an expression of their love and understanding for which we are very grateful with them.

ABSTRACT.

The present study deals about the difficulties that students of fifth year of English at UNAN-Managua Saturday course in speaking skill, also the fear and lack of self-confidence that some students have .The hypothesis developed the factors that influence in students of fifth year of English at UNAN-Managua Saturday course in speaking English inside and outside of the university. A survey was developed on the laboring situations, social, economical and also speaking activities, speaking skill, the frequency that students practice English.

Also we developed an interview to teachers about their points of view in speaking skill. Data collated was analysis through frequency and percentage (tables and graphics) to determine the difficulties and factors that influence in speaking skill.

Due to this we present some conclusions and recommendations that we hope to help the improvement of the speaking skill.

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I. INTRODUCTION

The purpose of this research is to find out which are the main problems that the students have with speaking skill.

Sometimes we do not know which are the causes that influence in the development of the use of the foreign language in students of the fifth year Saturday shift. For that reason we feel motivated to know the lack of interest of some students in learning the target language.

We pretend to encourage you to think about this problem with the students of fifth year Saturday shift.

This research has several sections, a survey answered by collaborating students, some important ideas to help students in having interest to improve their learning motivation.

We hope this research could be useful as a good reference for future researcher.

1.1 PROBLEM

Difficulties that students of fifth year of English at Unan Managua Saturday course present in speaking English inside and outside of the university.

1.2 SUB-PROBLEMS

- 1. Lack of study and practice in speaking skills.**
- 2. Students do not have confidence in themselves when they speak inside and outside of university.**
- 3. Fear to speak in front of an audience.**
- 4. The lack of adequate techniques that teachers use to develop the speaking skill.**
- 5. Lack a good pronunciation in speaking class.**

1.3 HYPOTHESIS

Lack of security that students of fifth year of English at UNAN- Managua Saturday course have in speaking English inside and outside of the university.

II.THEORETICAL FRAMEWORK

2.1 Historical Background

The Universidad Nacional Autónoma de Nicaragua (UNAN- Managua) was the first university that included English as a foreign language (EFL) in Nicaragua. In 1965, English was included in the curriculum of the Escuela de Educación.

According to information recorded by the English Department, in 1967 Francisco Betancourt, a United States Fulbright specialist in English teaching, came to Nicaragua to support the establishment of the English Department. As a result, the new English Department began offering the first two courses of the discipline English as a Foreign Language. In 1968, the program was submitted by Francisco Betancourt and approved by the university council. A four -year curriculum was included which provided courses in Oral English Linguistics, Methods of Teaching Oral English, American Culture, Phonetics, and Literature. The ending of the curriculum led to obtain a degree in Teaching English as a Foreign Language in Secondary Schools. There was one additional year of study in order to obtain the Bachelor of Arts degree.

Then, in February 6, 1968 the first summer program of courses was offered to teachers that could not attend to study in the regular program. In this summer program 50 teachers from private and public secondary schools attended instruction appropriate to the needs of each one in Audio-Lingual-Visual Methodology, English instruction at three levels-Phonetics and Phonemics, American Literature, Modern English Grammar and American Culture. The 50

teachers continued the program in order to receive university credits and finally obtain the degree in Teaching English as a Foreign Language.

In 1974, the Saturday courses were opened. The program offered three subjects divided in two semesters, (three subjects in each semester). Since 1980 the English Department has undergone transformation in its curriculum leading to the disappearance of some subjects and the inclusion of others.

The Departmental staff is regulated according to the student population and nowadays there are 15 qualified teachers working full time. It is relevant to mention that all of them are Nicaraguan, graduated at UNAN-Managua. Some of those teachers have studied in North American universities and English universities and who obtained a master degree.

The English students are distributed in three shifts, the morning, the afternoon, and the Saturday one. All of the students have been admitted to the English Major by using the same requirements (an admission test) which is established by the university system.

2.2 THEORIES

What is speaking?

It is the act or an instance of utterance words. Capable of speaking a specified foreign language. Make articulate verbal utterances in an ordinary (not singing) voice.

It is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive; another important idea is the channel, which refers to the medium of the message (oral or written)

Spoken language and written language differ in many significant ways.

Speaking Skills

Many languages learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Relevant Responses

In addition to this, as most talk is constructed between two or more participants, participants in a conversation have to pay attention to what the other says in order to make a response that makes sense in relation to what said before. Together, participants co-operate to construct a logically developing spoken text.

Decisions Based on Purpose-Functions

We talk for a reason, for example, to persuade, to threaten, to inform, to invite etc. Certain phrases are commonly used to carry out these actions and are sometimes referred to as functions. For example, I really think you should... to persuade, If you do that again, I'll... to threaten, would you like to ... to invite etc. Proficient Speakers of English use these ready-made phrases to act as short cuts in carrying out everyday tasks efficiently.

Appropriacy

The purpose of our talk will inform the many choices we have to make moment by moment, for example, our choice of words (grammar and vocabulary), our intonation, the length of our turn. Therefore, appropriacy is another demand: the words and syntax we use may be technically correct but it may not be appropriate for the purpose of our talk. For example, 'Please remove yourself will not work as a polite request in a crowded lift.

Extent or Relevant Length

Dominating the talk is also undesirable. The acceptable and appropriate length of a turn is often dependent on the purpose I task at hand or context. For example, giving one-word answers to questions about your personal circumstances is acceptable in a market research interview but would be deemed uninterested or rude in a job interview. An anecdote about your origins lasting 2 minutes might be acceptable at a reception but not for a job interview. The purpose for speaking will define the relevance of the content and length of a turn.

Responding and Initiating

Most reasons to talk require both participants to take an active role in terms of initiating a new idea or sub-topic as well as responding. Skill and knowledge is required in both identifying the appropriate place to do so and in knowing words and phrases that signal a change in direction of the conversation, for example 'And what do you think about XXX?' or 'By the way' as well as having the confidence and ideas with which to do this. Without this ability the talk can sound one-sided or may actually fail in its purpose (e.g. making arrangements to meet for coffee).

Repair and Repetition

The moment by moment nature of talk means that the participants are constantly making sure that what is being said is being understood. This sometimes means it is necessary to 'repair' (correct) parts of the conversation when misunderstandings occur. 'Repair' (of things said by oneself or the person we are speaking to) often results in repetition. Repetition of part of an utterance, or individual words, can be used to correct oneself or to seek clarification and/or correction from the person we are speaking to. Repair is necessary for keeping the discussion or conversation on track.

Range of Words and Grammar

We need to know a range of words and grammar from which to choose the most appropriate for the different tasks we need to carry out.

Accuracy in Using Words and Pronunciation

In general, we need to be able to use the words and grammar accurately enough (e.g. word order,) and to pronounce them accurately enough to be understood. Interestingly, however, the decisions being made moment-by-moment and speed at which talk happens means that mistakes are frequently made even by the most articulate and proficient of speakers. This speed also means that these often go.

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies. These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns

or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Goals and Techniques for Teaching Speaking.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented:

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic

competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items.

In **communicative output**, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that

are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, E, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, E, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, e, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students.

Teaching speaking skills 1

"I can understand my teacher's English, but when I speak to "real people" I can't understand them". This is a comment I'm sure many teachers have heard. While

it is a bit of an exaggeration, students clearly feel that classroom-based speaking practice does not prepare them for the real world. Why do students so often highlight listening and speaking as their biggest problems? Partly because of the demands of listening and speaking and partly because of the way speaking is often taught. It usually consists of language practice activities (discussions, information-gap activities, etc.) or is used to practice a specific grammar point. Neither teaches patterns of real interaction. So what can we do in the classroom to prepare students for real interaction?

- What do students need?
- Practical suggestions
- What language should I teach?
- How do I get students to use new language

What do students need?

- Practice at using L1 (mother tongue) strategies, which they don't automatically transfer.
- The awareness that informal spoken language is less complex than written language. It uses shorter sentences, is less organised and uses more "vague" or non-specific language.
- Exposure to a variety of spoken text types.
- To be taught patterns of real interaction.
- To have intelligible pronunciation and be able to cope with streams of speech.

Practical suggestions

- Transferring L1 strategies
When preparing for a spoken task, make students aware of any relevant L1 strategies that might help them to perform the task successfully. For example, "rephrasing" if someone does not understand what they mean.
- Formal/informal language
Give students one or more short dialogues where one speaker is either too formal or informal. Students first identify the inappropriate language, then try to change it. Also show students how disorganised informal speech is.
- Interactive listening
Develop interactive listening exercises. Face-to face listening is the most common and the least practised by course books. Any form of "Live listening" (the teacher speaking to the students) is suitable.
- Transactional and interactional language
Raise students awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).

- Preparation and rehearsal
Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.

What language should teach?

Spoken language is both interactional and transactional, but what should teachers focus on in class? Brown and Yule (1983) suggest the following:

- When teaching spoken language, focus on teaching longer transactional turns. This is because native speakers have difficulty with them and because students need to be able to communicate information efficiently whether in their country or in a native-speaker country.
- Teach interactional language by using an awareness-raising approach. For example, with monolingual classes by listening to a recorded L1 conversation before a similar L2 recording.

How do I get students to use new language?

Research by Peter Skehan on Task-based Learning shows that giving students preparation time significantly increases the range of language used in the performance of the task, whereas the accuracy of the language is not as influenced. If this is so, then it seems sensible to give students preparation time when encouraging them to use new language.

- Imagine you have been working on the language that would be useful for the following task: “Having a conversation with a stranger on public transport”. You have now reached the stage where you wish students to perform the task. Rather than just give students 10 minutes to prepare and rehearse the task, give students guided preparation time.

A simple preparation guide for the task could be a few key questions like:

How will you start the conversation?
What topics are you going to talk about?
How are you going to move from one topic to another?
How are you going to end the conversation?

After the preparation stage, students give a “live performance”. This can be in front of the class or group in a large class. This increases motivation and adds an element of real-life stress.

- Another way of encouraging students to use new language in a communication activity is to make a game out of it. Give students a situation and several key phrases to include. They get points for using the language.

Model of Language Teaching and Learning

Language instructors at the university level in the United States are often in one of three situations:

- They are language instructors with experience teaching in their countries of origin, but little or no training in the teaching approaches commonly used in the United States.
- They are professionals in other fields who are native speakers of the language, but are not trained as teachers.
- They are graduate students who have extensive knowledge of language, literature, and culture, but are not trained as language teachers.

Older model: Language learning is a product of transmission. Teacher transmits knowledge. Learner is recipient.

This teacher-centered model views the teacher as active and the student as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the students listen and absorb (or take a nap).

The teacher-centered model may be attractive to new language instructors for several reasons:

- It is the method by which they were taught.
- It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not.
- It requires relatively little preparation: All the teacher needs to do is present the material outlined in the appropriate chapter of the book.
- It requires relatively little thought about student or student activities: All students listen to the same (teacher) presentation, then do related exercises.

However, experienced language instructors who reflect on their teaching practice have observed that the teacher-centered model has two major drawbacks:

- It involves only a minority of students in actual language learning.
- It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them.

To overcome these drawbacks, language teaching professionals in the United States and elsewhere have adopted a different model of teaching and learning.

Newer model: Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students' development of language skills.

In this learner-centered model, both student and teacher are active participants who share responsibility for the student's learning. Instructor and students work together to identify how students expect to use the language. The instructor models correct and appropriate language use, and students then use language themselves in practice activities that simulate real communication situations..

Language instructors who have never experienced learner-centered instruction can find it daunting in several ways.

- It requires more preparation time: Instructors must consider students' language learning goals, identify classroom activities that will connect those with the material presented in the textbook, and find appropriate real-world materials to accompany them.
- It is mysterious: It's not clear what, exactly; an instructor does to make a classroom learner centered.
- It feels like it isn't going to work: When students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics.
- It feels chaotic: Once student start working in small groups, the classroom becomes noisy and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected.
- It sounds like a bad idea: The phrase "learner centered" makes it sound as though the instructor is not in control of the classroom.

Assessing Listening and Speaking Skills.

Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced, and improved.

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness.

How are speaking skills assessed?

Two methods are used for assessing speaking skills. In the observational approach, the student's behaviour is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting with the test administrator and one student – or in a group or class setting.

Both observational and structured approaches use a variety of rating systems. A holistic rating captures a general impression of the student's performance. A primary trait score assesses the student's ability to achieve a specific communication purpose – for example, to persuade the listener to adopt a certain point of view.

Motivating learners.

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their educational and life goals, and succeed as language learners.

Motivation: the key to success

Tips for promoting intrinsic motivation: Alive

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

Games, songs (vocabulary, grammar, structures)
Jokes, funny stories, cartoons

Instructors can tap into students' knowledge about how languages work and how learning happens – their metacognition – to help them direct and monitor the language learning process in two ways:

- By encouraging them to recognize their own thinking processes, developing self-knowledge that leads to self-regulation: planning how to proceed with a learning task, monitoring one's own performance on an ongoing basis, and evaluating learning and self as learner upon task completion.
- By describing specific learning strategies, demonstrating their application to designated learning tasks, and having students practice using them. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success and recognize the value of using them again.

-To teach language learning strategies effectively, instructors should do several things:

- Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates.
- Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities.
- Be explicit: name the strategy, tell students why and how it will help them, and demonstrate its use.
- Plan continuous instruction in language learning strategies throughout the course.
- Use the target language as much as possible for strategies instruction.

Involving the learners

The classroom atmosphere must be the conducive to communication and learning.

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

A first step towards making space for the learner is to reduce the dominance of the teacher. This is obviously- related to the need for learners to perform active roles (cf. section 7.5). However it is not only a question of assigning more active roles. It would be possible to do this in a threatening spirit and make learners feel that their new responsibility is more likely to lead them to fail than to succeed. Active roles can only be exercised creatively- if the learners also feel that there is no threat to their egos (which are so openly exposed in the foreign-

language classroom) from a critical and unaccepting audience. The teacher must signal, through his or her way of acting and being, that the classroom is a human environment in which all members are listened to positively and accepted as co-contributors to the events.

Equally important as the relationship between teacher and learners is, of course, the relationship between the learners themselves. Ideally the class should provide a network of human relationships in which all learners feel accepted, supported and encouraged by each other. **Clearly the attitude of the teacher, mentioned above, is one crucial factor in encouraging this kind of interpersonal climate to grow amongst learners. (Comment)**

Learning must be relevant to learners' interests and needs

It is a fundamental characteristic of teaching that whereas we can create contexts which facilitate learning, we have no direct control over the actual processes of learning. These depend on the learners themselves. One important factor in encouraging learning to take place was considered in the last section: that the classroom environment should be conducive to learning and communication. **Another important factor is that the learners must feel motivated to engage with the specific experiences and materials which we offer them.**

At general level, the importance of motivation as a factor leading to success in language learning is well established. A common distinction is often drawn between an 'integrative' orientation to learning and an 'instrumental' orientation (cf. Gardner, 1985; Skehan, 1989). Students whose motivation is predominantly integrative want to learn the language in order to communicate with native speakers of the language. Those whose motivation is primarily instrumental want to learn the language for some other, more extrinsic reason (for example, to pass an examination or gain social advancement). This does not mean that learners fall neatly into one category or the other: the motivation of any specific individual is likely to be a subtle mixture of the two motives

Our first priority in the classroom has to be that the learners' experiences there should enable them to engage their minds with the language and thus internalize its resources in such a way that they can later deploy them creatively in different contexts (cf. Prabhu, 1987). It is therefore the second kind of relevance and authenticity that is most crucial. For some learners, the first kind may be a necessary condition in order to create confidence in the value ('if their learning and, as a result, a frame of mind in which the second,' more personal kind of relevance can grow. For other learners, on the other hand, the strongest degree of mind-engagement may occur through experiences of, say, an imaginative or aesthetic nature, which bear little superficial resemblance to the situations where they will later use the language.

Teaching conversation skills with content based materials

With a little imagination, teachers can create fun lessons that integrate conversation skills and tasks with various content no matter what the content is

and what level the class is. Through trial, error, and determination, I have found that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content courses. Basically, it is a matter of slipping content into activities commonly used in conversation classes.

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

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

All students received this handout:

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

1. is a surrealist _____
2. is a sculptor _____
3. is a landscape photographer _____
4. is a modernist _____

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

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

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

Students received a handout like the one below:

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

1. endangered because of poaching for fur _____
2. endangered because of poaching for ivory _____
3. endangered because of overfishing _____

4. endangered because of habitat destruction _____

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

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

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

Correction and giving feedback

Comment on what was correct/good – not just on what was wrong.

A fear of masking mistakes and/or being corrected for every error will only reduce fluency and natural sounding interaction. It will also restrict the free flow of ideas. Therefore, when assessing and giving feedback to students on speaking tasks, sensitivity should be shown.

Students need to be encouraged and assured by positive feedback on what they are doing right, as well as being focused on what needs improvement.

As a general rule, it is best to keep feedback on a speaking task until it has finished.

When students are practicing the speaking tasks in pairs or small groups, it is best to keep feedback until the task is finished. If the teacher interrupts to correct (or praise), the students will be distracted from the development of ideas and natural interaction will be disrupted.

Consider what was said (and achieved), not just how it was said.

In order to keep interest in the topic high and to assist in the development of business-related ideas, try to get feedback from students on the content of the task as well as giving feedback on how it was said.

Let your students know the assessment criteria

To aid development in all areas of the assessment criteria, students should be familiar with it. Why not use the Understanding the Assessment Criteria Activity with them? Also, making it clear which part or parts of the criteria they are being assessed on in feedback on class speaking activities, should help focus development.

Limit the number of areas to assess.

In order to provide individual assessment to all students in a group, limit the number of areas to feedback on. For example, during discussion tasks in small groups walk around the classroom taking note of equal participation of participants. The next time the students do the activity, focus on a different area to provide feedback on.

Criteria for evaluating speaking skills fairness in grading

Many criteria for evaluating English speaking are possible, and there are as many ways to prioritise them. Especially when the parties involved are from different cultures, these criteria cannot be taken for granted as mutually understood and agreed upon. The main purpose for the JTE and ALT to discuss criteria and clarify their priorities to the students is to ensure fairness in grading. Yet in learning what constitutes effective speaking, particularly to native speakers of English, students also gain a clearer picture of where their speaking practice is aimed, and they can better simulate English speaking as an effective form of international communication.

Communicative realism

Speaking is practiced after listening as preparation for actual communication in English, and the best speaking is that which simulates realistic communication. Appropriate gestures, a cheerful rather than stilted attitude, and other concomitants of affective communication enhance speaking and therefore provide criteria for its evaluation, insofar as these are taught to the students.

At the junior high school level, dialogues can be sought or adapted to be as realistic as possible, sounding natural to the ALT. Whereas in Oral Communication classes at the high school level, teachers could make speaking quiz actually communicative by helping the students individualize their dialogues in terms of their own information or what they really wish to say to their partner in English.

Avoiding reliance on memorization

This activity aims to evaluate the improvement in speaking skills resulting from regular classroom practice. The quality of speaking thus needs to be isolated from variable such as memorization which may take the place of communicative skills. Recitation of a prepared speech is even more vulnerable to this problem, but even in the case of dialogues memorization can overwhelm the communicative variables and be mistaken for skill in English speaking.

To counteract this tendency, dialogues need to be selected for adjusted to challenge speaking skills such as pronunciation, intonation, accent, stress, listening and turn-taking. If each turn at talk is brief, there can be more turns at talk rather than long passages to memorize. Communicative criteria are valuable for

the students to know in general, so the students can be cautioned that signs of reliance on memorization will be evaluated negatively.

Model of spoken English selected

Varieties of English exist, even within countries such as Britain and the U.S. There is not a Standard English in the way that there is for Japanese or French.

The spoken English of the JTE could be considered one valid model for the students. In any case, a model or models need to be selected and clarified to the students. These could include the English spoken by the ALT and on any software such as cassette tapes utilized in class.

In most cases the students would have listened to dialogues before performing them, and their closeness to the model would be a fair indicator of their listening as well as of their speaking. Listening could be called the sincerest form communication.

Pronunciation

Since pronunciation could easily be mistaken for the whole of speaking, a number of broader criteria have been considered first. For just as memorizing the sounds well could be mistaken for mastery in speaking, pronunciation alone would also be too narrow a criterion. The cooperation with the procedure and the desire to improve in English speaking are not usually considered aspects of communication, yet they tend to result in better speaking. Similarly, the attention and effort to listen to the model presented by the teachers is not an aspect of speaking, yet it is an act of communication meriting recognition or reward.

Every aspect of pronunciation is involved, including loudness overall, accented syllables in words, reductions and other combinations pronounced differently from the words in isolation. Then at the sentence level there are the patterns of stress, pitch, intonation, breath groups and speech rhythm. These patterns carry information beyond the words, and changes thereof carry a special meaning, such as changes in the tone of voice or speech rhythm.

Loudness

A louder voice has a better chance of being understood; therefore it is generally to be positively evaluated. Whereas a softer voice may mask doubtful areas where the student failed to listen or ascertain the correct pronunciation from a teacher. It could be explained that a louder voice sound more positive, confident, enthusiastic and cheerful, besides being more easily understood. Thus, short of excessive loudness which becomes noise, loudness is an important communicative criterion of speaking.

The reading approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty.

Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

Hints for Using Audio-lingual Drills in L2 Teaching

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern.
2. Drills should be conducted as rapidly as possible so as to insure automaticity and to establish a system.
3. Ignore all but gross errors of pronunciation when drilling for grammar practice.
4. Use of shortcuts to keep the pace of drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.

III. JUSTIFICATION.

We chose this topic because we considered important to know the Difficulties that students of fifth year of English at Unan Managua Saturday course present in speaking English inside and outside of the university even though they have finished the six levels of Integrated English.

On the other hand, to analyze the kinds of motivations that students have and if the students take part in the classroom, also the techniques and activities that teachers use in speaking class to improve this ability.

We truly believe that this investigation will help not only the students and teachers at UNAN Managua, but also to those deal with the same problem.

The report of this research will benefit teachers who want to improve their understanding of how learners master a foreign language particularly the development of speaking skills.

IV. GENERAL OBJECTIVE

4.1 General Objective

To find out the difficulties that students of fifth year of English at UNAN-Managua Saturday course present in speaking English inside and outside of the university.

4.2 Specific Objectives

- 1. To determine the main aspects why students do not speak English fluently.**
- 2. To distinguish the kind of motivations that students have in the classroom.**
- 3. To verify if the students take part in the classroom.**
- 4. To analyze the techniques that teacher uses in speaking class.**
- 5. To analyze the activities that teacher uses in speaking class.**

4.3 SYSTEMS OF VARIABLES

Variables	Sub-variables	Indicators
1. Personal Information	Sex	Male female
	Age	22 to 25 26 to 29 30 to 33 34 to 40
	Marital Status	Single Married Divorced Widow other
2. Social	Live (are) Live with	Mother Father Both Grand parents Other family
3. Economical	Work	Yes No

Variables	Sub variables	Indicators
4. EDUCATIONAL	English Practice (How often)	In the classroom Everyday One a week
	How Practice English	Speaking to audience Listening to others Make yourself heard TV Lecture Conversation

	Teacher's Technique	Group Work Pair Work Question and Answer Chain Drill Dramatization
	Teaching Material	Handout Book Pictures Real Objects Charts Tape records Videos Overhead Projector
	Speaking Problems	Timid Shy Limited Vocabulary Shame

Variables	Sub- Variables	Indicators
	Teaching Speaking Activities	Learn Songs Read More Describing Pictures Speaking to Others Dialogs
	Pronunciation	Choral Repetition Conversation Dialogue
	Intonation	Raising and Following of words Stress

V. METHODOLOGICAL DESIGN

5.1 Population and Sample

The point of our work is based in the students of the fifth year of English at UNAN Managua Saturday course taking a sample of 20 students.

Procedures and Techniques

- a. Based on our research theme we made our survey according to the system of variables.**
- b. We collected the data information from teachers and students from English career at UNAN-Managua.**
- c. First, we collected the information with the authorization from the teachers. After that we visited to the teachers to ask them some questions about our research theme.**
- d. When we finished collecting the information, we reviewed the answers obtained and made the table of data recollection.**
- e. We made the charts and graphics to display more clearly the results.**

Instruments

- a. Survey : the survey was applied to the teachers and students. It consisted on two different surveys.**
- b. Teacher´s surveys has seven questions related in speaking process used by them.**
- c. Students´s survey has eleven questions related to the speaking activities to improve their speaking.**

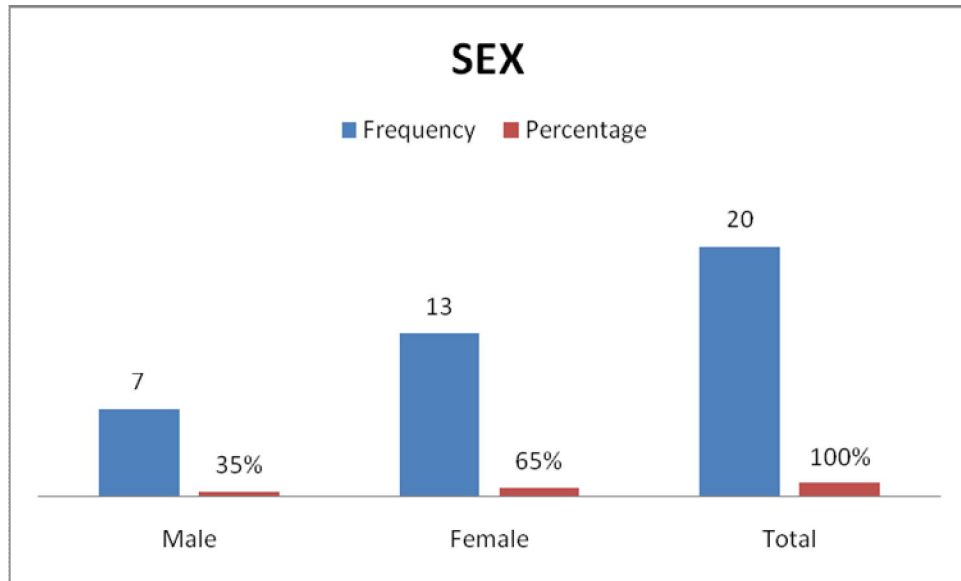
VI. DISCUSSION OF RESULTS.

After gather a process the information acquired through the survey applied to students at UNAN-Managua we found out the following facts.

1. To the questions number one about what sex are they ? , 7 students (35%) said male and 13 students (65%) said female.

Sex	Frequency	Percentage
Male	7	35%
Female	13	65%
Total	20	100%

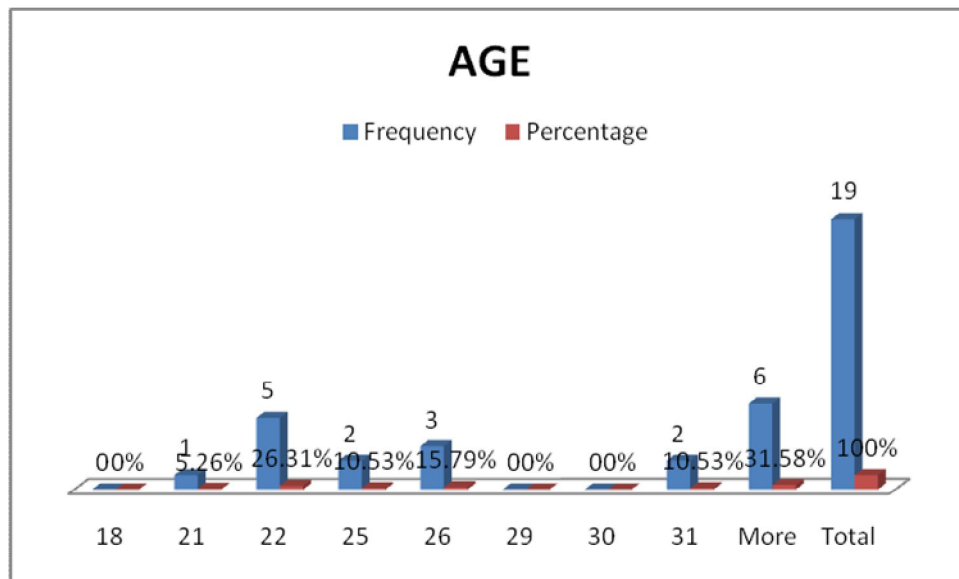
Are you male_____ or female_____ ?



2. How old are you ? 0 students not answered from 18 years (0%). 1 student (5.26%) answered from 21 years. 5 students (26.31%) answered from 22 years. 2 students (10.53) answered from 25 years. 3 students (15.79%) answered from 26 years. 29-30 students not answered (0%). 2 students (10.53%) answered from 31 years. 6 students (31.58%) answered from more than 31 years.

Age	Frequency	Percentage
18	-	0%
21	1	5.26%
22	5	26.31%
25	2	10.53%
26	3	15.79%
29	-	0%
30	-	0%
31	2	10.53%
More	6	31.58%
Total	19	100%

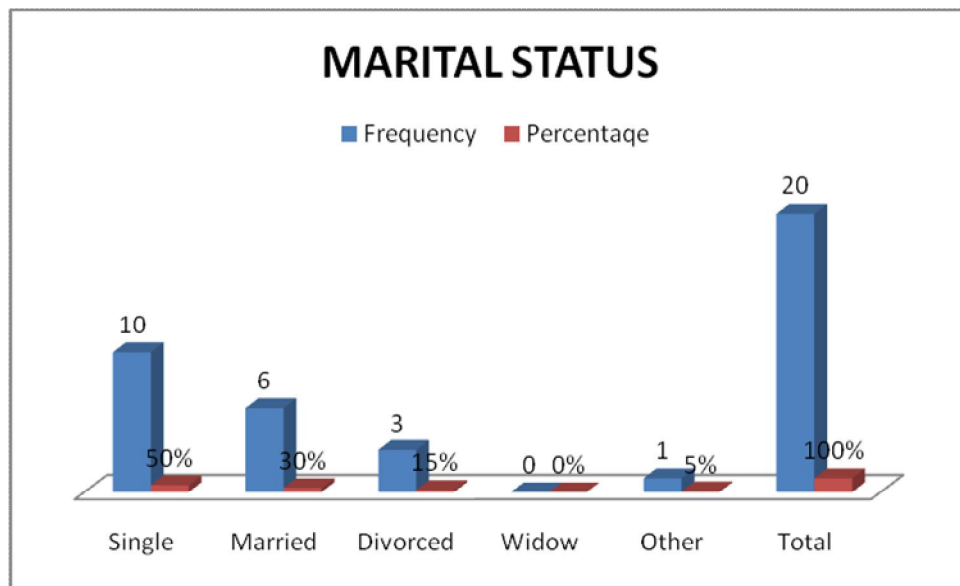
How old are you ?



3. **Marital Status.** The majority of the students (50%) answered that they are single. 6 students (30%) answered married. 3 students (15%) answered divorced. 0 student (0%) answered widow. 1 student (5%) answered other.

Marital Status	Frequency	Percentage
Single	10	50%
Married	6	30%
Divorced	3	15%
Widow	-	0%
Other	1	5%
Total	20	100%

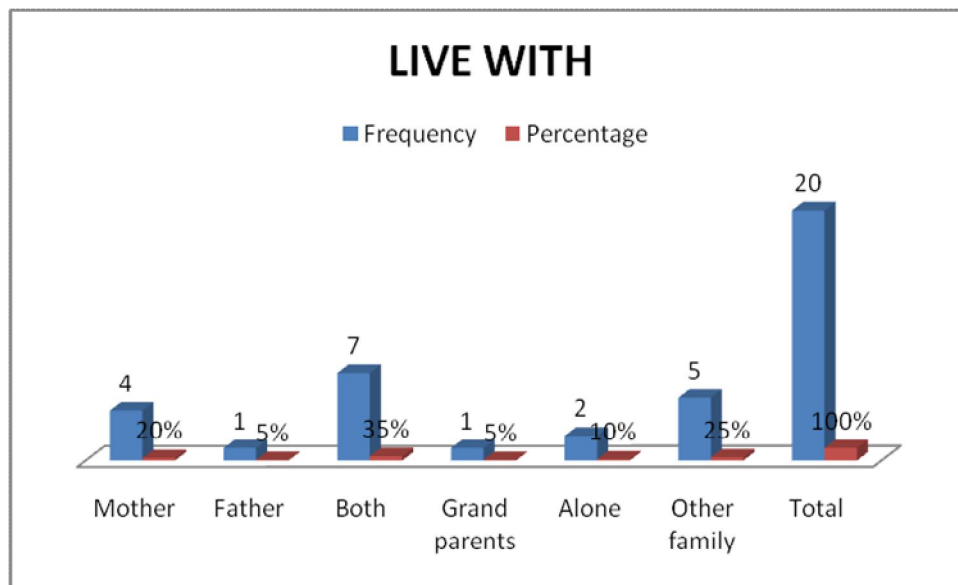
Marital Status.



4. How do you live with ? 4 students (20%) answered mother. 1 student (5%) answered father. 7 students (35%) answered both. 1 student (5%) answered grand parents. 2 students (10%) answered alone. 5 students (25%) answered other family.

Live With	Frequency	Percentage
Mother	4	20%
Father	1	5%
Both	7	35%
Grand parents	1	5%
Alone	2	10%
Other family	5	25%
Total	20	100%

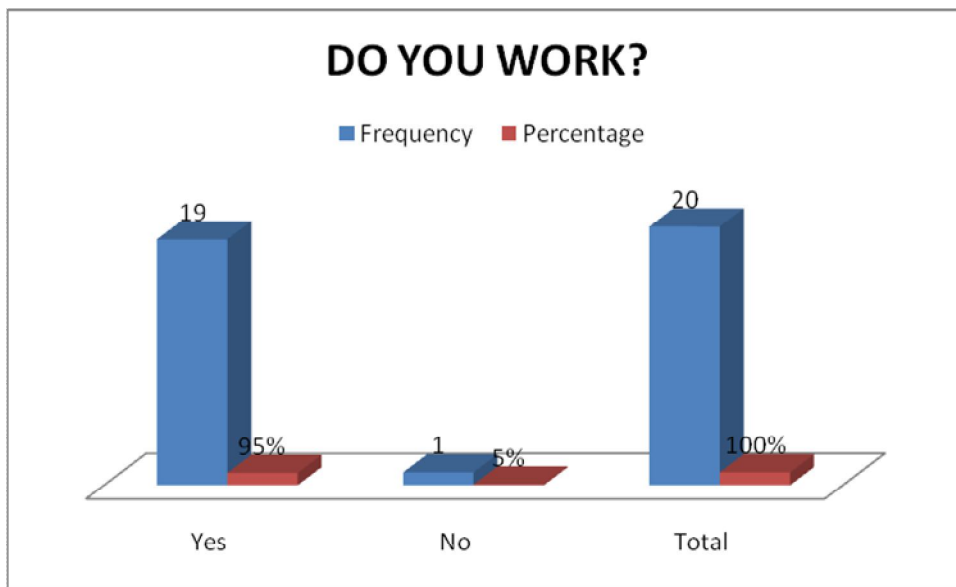
How do you live with ?



5. Do you work ? 19 students (95%) answered yes. 1 student (5%) answered no.

Do you work ?	Frequency	Percentage
Yes	19	95%
No	1	5%
Total	20	100%

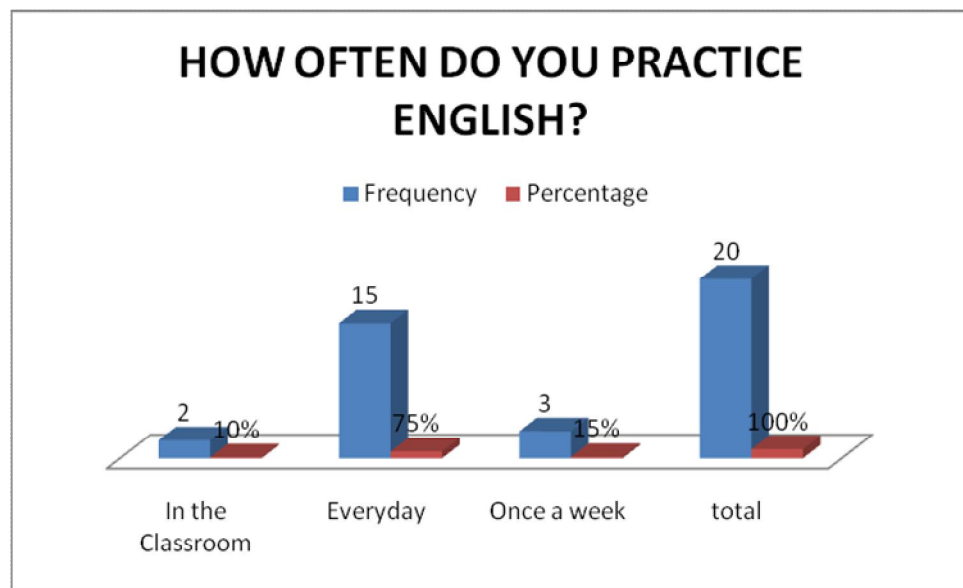
Do you work ?



6. How often do you practice English ? 2 students (10%) answered in the classroom. 15 students (75%) answered everyday. 3 students (15%) answered once a week.

How often do you practice English ?	Frequency	Percentage
In the Classroom	2	10%
Everyday	15	75%
Once a week	3	15%
total	20	100%

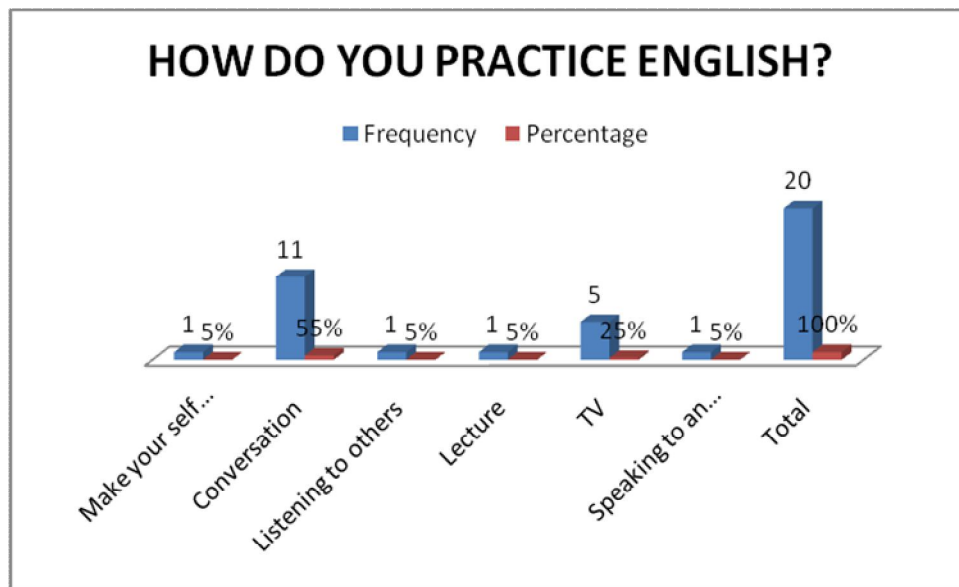
How often do you practice English ?



7. How do you practice English ? 1 student (5%) answered make your self heard. 11 students (55%) answered conversation. 1 student (5%) answered listening to others. 1 student (5%) answered lecture. 5 students (25%) answered tv. 1 student (5%) answered speaking to an audience.

How do you practice English ?	Frequency	Percentage
Make your self heard	1	5%
Conversation	11	55%
Listening to others	1	5%
Lecture	1	5%
TV	5	25%
Speaking to an audience	1	5%
Total	20	100%

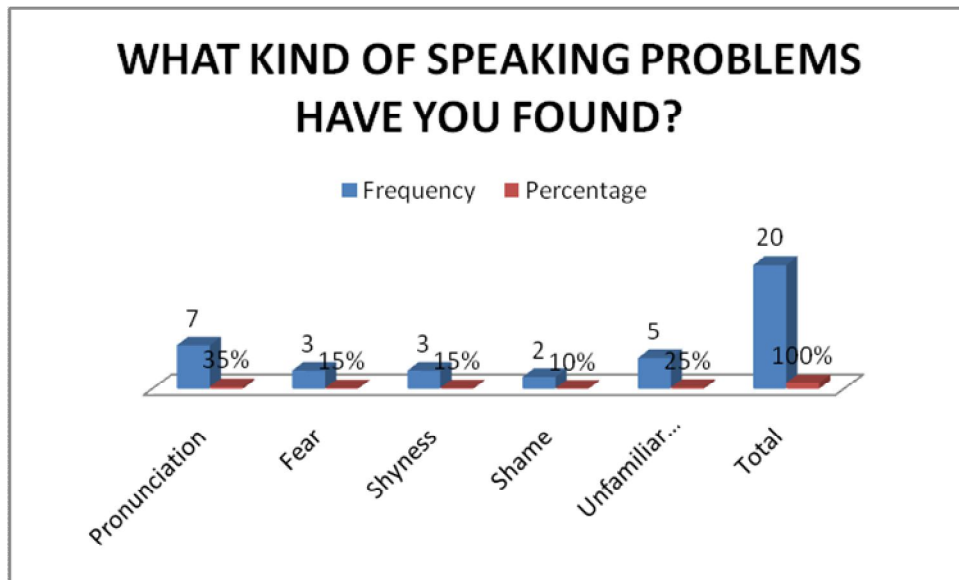
How do you practice English ?



8. What kind of speaking problems have you found ? 7 students (35%) answered pronunciation. 3 students (15%) answered fear. 3 students (15%) answered shyness. 2 students (10%) answered shame. 5 students (25%) answered unfamiliar vocabulary.

What kind of speaking problems have you found?	Frequency	Percentage
Pronunciation	7	35%
Fear	3	15%
Shyness	3	15%
Shame	2	10%
Unfamiliar Vocabulary	5	25%
Total	20	100%

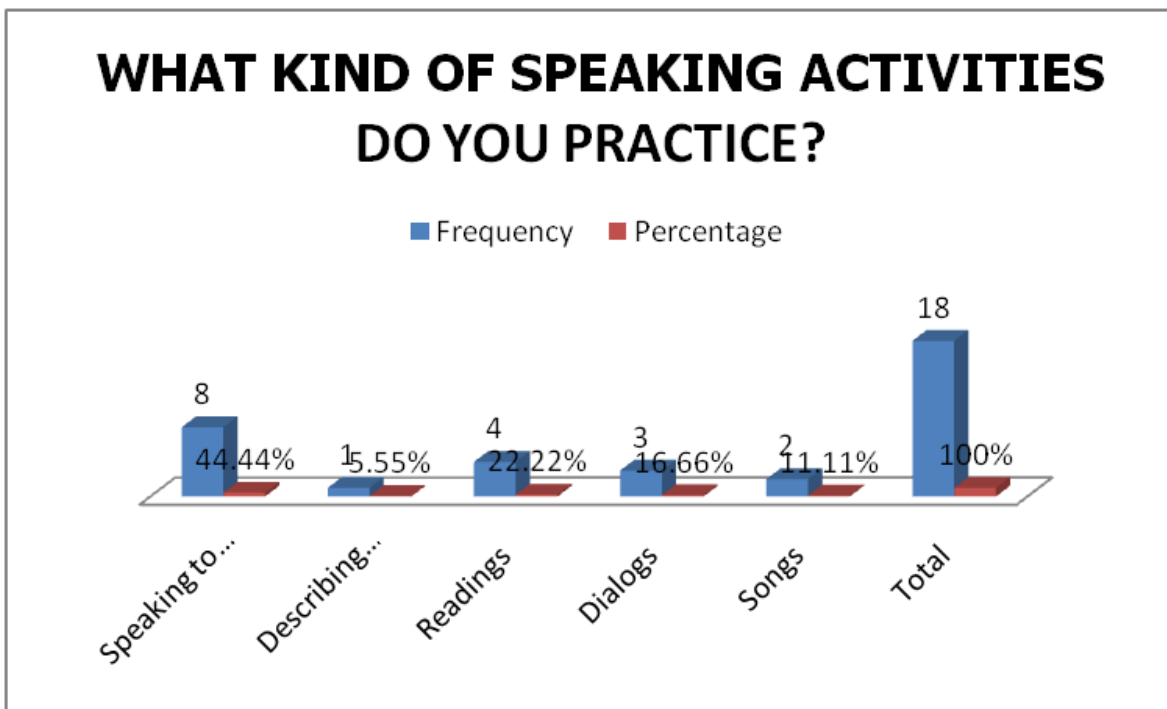
What kind of speaking problems have you found?



9. What kind of speaking activities do you practice? 8 students (44.44%) answered speaking to other. 1 student (5.55%) answered describing pictures. 4 students (22.22%) answered readings. 3 students (16.66%) answered dialogs. 2 students (11.11%) answered songs.

	Frequency	Percentage
Speaking to other	8	44.44%
Describing pictures	1	5.55%
Readings	4	22.22%
Dialogs	3	16.66%
Songs	2	11.11%
Total	18	100%

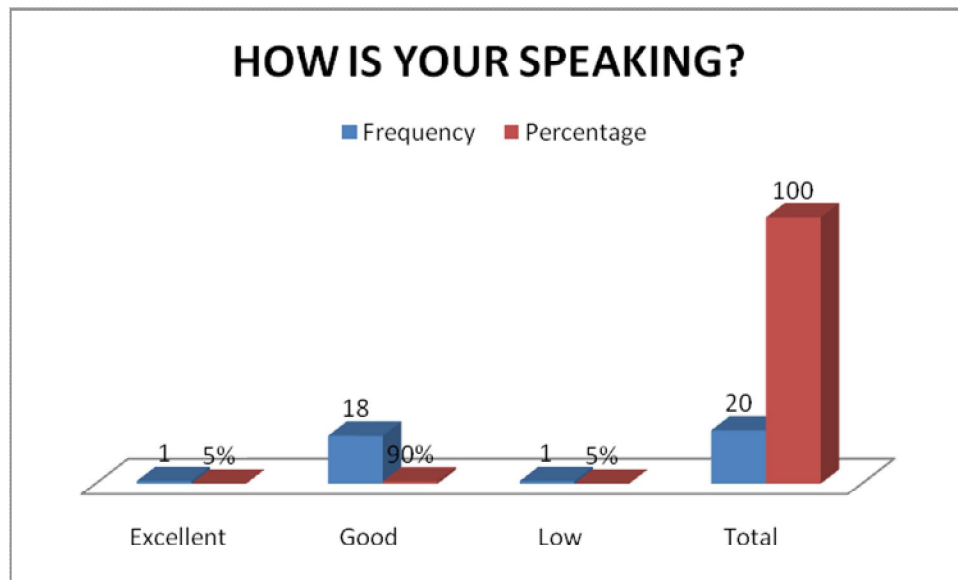
What kind of speaking activities do you practice?



10. How is your speaking? 1 student (5%) answered Excellent. 18 students (90%) answered good. 1 student (5%) answered low.

How is your speaking?	Frequency	Percentage
Excellent	1	5%
Good	18	90%
Low	1	5%
Total	20	100

How is your speaking?



6.1 FINDINGS

After having analyzed the results we found that:

The 75% of students answered that they practice English everyday, the 15% answered that do it once a week and the 10% answered that only do it in the classroom.

It is important to notice that the majority 55% answered that they practice although the conversation, other 25% answered that do it watching TV and the other 20% do it in other activities like speaking in an audience, lecture , listening to others and make themselves heard.

Talking about the level of speaking 90% of the students answered that have a good level of pronunciation and the 5% have a low level and the other 5% have an excellent level.

Talking about speaking problems the results is divided the 35% students answered that have pronunciation problems, other 25% answered that have unfamiliar vocabulary, and another 40% answered that have problems of fear, shyness and shame.

According to the kind of activities that students practice the 44.44% answered that they practice to speaking to others, a 22% answered although , a 16% answered dialogs, a 11% answered songs and 5.55% answered describing pictures.

On other hand the teacher interview revealed that they use the communicative method in speaking class to help to develop the speaking skill in the students also a good way to correct students when they make a mistake is correct them when they finish speaking activity and only the worst mistake.

VII. CONCLUSIONS

In our research as conclusions we can say the following:

- 1. The English teachers use different kinds of activities to develop the speaking skill.**
- 2. Students consider that they practice the speaking skill inside and outside the classroom every day. But we found that they have a lot of problems in their pronunciation because of shyness and fear.**
- 3. The kinds of some methodological activities that the teachers use in class helping to have an interaction between them and students.**
- 4. Lack of motivation from the teacher to some students who need more attention in the speaking process.**
- 5. We also conclude that some students need more activities to encourage them to improve their speaking skills inside and outside the university.**

7.1 RECOMMENDATIONS

Based on the conclusions of this research work, we think that the English Department should:

- 1. Include in the “pensum” or “curriculum” more conversation classes in the three first years of the career.**
- 2. Promote workshops between students of different universities or implementing an English Club where students can increase their abilities in speaking the target language and no have fear or feel very shy in front of the class.**
- 3. Develop speaking activities in class such as telling stories and amazing experiences that they had lived.**
- 4. Give more time to practice the language in the English laboratory.**
- 5. Train teachers in receiving Methodological Courses by using new techniques for teaching the speaking skill.**

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<http://l.msu.edu/default.html>

<http://eltj.oxfordjournals.org/::ESL/EFL> articles

IX. ANNEXES

National Autonomous University of Nicaragua
UNAN-Managua Ruben Dario's Campus
English Department
Survey

Dear students :

The purpose of our investigation is to gather information about some difficulties in speaking skill in students of fifth year Saturday course. Your answer will be very important to our investigation and your university.

Thanks for cooperating

General Information

Mark with x the correct answers.

Sex : Female _____
Male _____

Age :

18 _____ 21 _____ 22 _____ 25 _____ 26 _____
29 _____ 30 _____ 33 _____ more _____

Marital status :

Single _____
Married _____
Divorced _____
Widow _____
Other _____

Social
Live with :

Mother _____
Father _____
Both _____

Grand parents _____
Alone _____
Other family _____

Economical

Do you work ? : Yes _____
No _____

How often do you practice English ?

In the classroom _____
Everyday _____
One a week _____

How do you practice English ?

Make your self heard _____
Conversation _____
Listening to others _____
Lecture _____
TV _____
Speaking to an audience _____

What kind of speaking problems have you found ?

Pronunciation _____
Fear _____
Shyness _____
Shame _____
Unfamiliar vocabulary _____

What kind of teaching speaking activities do you practice ?

Speaking to others _____
Discribing pictures _____
Readings _____
Dialogs _____
Songs _____

How is your speaking skill ?

Excellent _____
Good _____
Low _____

**National Autonomous University of Nicaragua
UNAN-Managua Ruben Dario's Campus
English Department
Teacher Survey**

Through the following survey, we want to know the kind of methods, strategies, alternatives that the teacher gives the students to develop the speaking skill.

- a. What kind of methods do you use in the teaching speaking process ?**

- b. What strategies do you apply in the classroom to increase student's motivation in the speaking process ?**

- c. Do you consider important the relationship between teacher and students ?**

- d. Do you help to improve the environment when you teach English ?**

- e. What alternatives do you give the students that don't understand when you speak English ?**

- f. How do you correct students when they make a mistake in speaking skill ?**

- g. What is the easiest way to improve the speaking skill ?**

CHRONOGRAM OF ACTIVITIES.

Activities	August	September	October	November	December
Problem + Sub-Problem	11 th to 18 th				
Objectives General Specifics Historical Background Theories	27 th to 30 th .	1 st , 6 th , 8 th , 20 th , 22 nd .			
Hypothesis Population Sample Methodology System of variables		27 th to 29 th .			
Survey- Questionnaire Interviews Observations.			6 th , 13 th , 20 th , 27 th .		
Processing information				3 rd , 5 th , 6 th	
Conclusions				8 th , 9 th ,	
Findings recommendation				10 th , 17 th , 24 th .	

