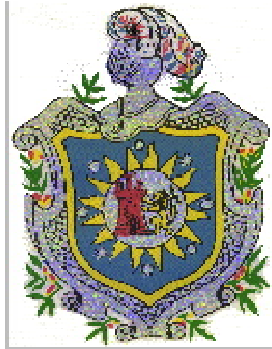**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**
UNAN - MANAGUA
"RUBEN DARIO CAMPUS"
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE DEPARTMENT

Difficulties that the students of first years Saturday's courses at UNAN, MANAGUA have in English Language acquisition in speaking skills as a foreign language

Seminario de Graduación UNAN-MANAGUA.

Research submitted as a requirement for the B.Adegree in Teaching English as a Foreign Language.

AUTHORS: **Roger Lopez Zepeda**
Rodolfo Tinoco.

Tutor: **Pedro Vasquez M.A**

Date: **Managua December 01st 2007**

DEDICATORY

We dedicate this research, first of all to our lord Jesus Christ who is in heaven, to our family who has supported us daily in accordance with their possibility.

To my grandpa who dies while I was doing this research and he inspire me to study English.

To our friends; who shared and lived well and bad time with us while we were studying together, and are still with us, in the completion our degree study in English.

Finally to our teachers who gave us the clues to follow and enrich our knowledge and skills in order to be successful graduates in English.

ACKNOWLEDGMENT

We are deeply grateful to our family, because they have supported us in many ways, giving us, all they have been able to.

We feel gratitude to all those people, who have given and have provided us with resources and guidance in order to develop and accomplish our research.

The staff of English teachers who deserve to be mentioned, because they gave us valuable tools that have helped us to develop our knowledge in the several studies, of the field of education and science, which have led us to be true professionals.

ABSTRACT

Learning to speak a second language is a very difficult skill to develop because language learning involves the widest range of human activity.

The objective of our research is to find the difficulties in English language acquisition in speaking skills.

To obtain real information two different of questionnaire were elaborated, one for the students and the other for the teachers.

The amounts of data required in the questionnaire were about techniques, teachers' student interaction, etc.

According to the answer of the students and teachers we could make a comparison between the two points of view, analyzing that there is a series of problem which obstruct the students to use the target language in class and also do not permit that the teaching learning process goes on efficiently.

This is an analysis that may help teachers and students work together in the improvement of the mastery of the English as second language.

Index

INTRODUCTION

INTRODUCTION

The present work is designed to identify the problems that students have when they learn a new language.

In Nicaragua, English language has a very great importance; the importance is so high that is part of the National Educative Problem.

Our work is based on the difficulties that English students from firsts year of Saturday's courses at UNAN, MANAGUA have in speaking skill and others areas related.

We cannot forget that these students have a problem: they do not speak English when they are in the classroom, neither outside of the classroom. They perform their English only when they have to or when they have to accumulate marks.

Although with this research we'll try to see how to resolve this problem. We pretend to find out which are the main factors and causes that influence in this problem and the possible results that are reliable and useful for the process of learning English.

At the end you will observe a questionnaire and interview that we made to search where the problem of this topic is.

PROBLEM

Why the students of first years Saturday's courses at UNAN, MANAGUA have many difficulties in English language acquisition in speaking skills as a foreign language?

SUB PROBLEM

-The few activities for promoting pronunciation skills.

- The few moments of interactions in the foreign language.

- Poor methodology used to encourage student's participation.

HYPOTHESIS

The no implementation of a very good methodology, the less motivation in the teaching learning process and the few didactical resources are the main causes in speaking skill problem.

THEORETICAL FRAMEWORK

HISTORY BACKGROUND

Our research focuses on the study of students difficulties in speaking fluently and other areas related. Like listening and pronunciation that have been the skills on which students have presented more difficulties for speaking English.

We know that some students have problems in English classes when they are beginning to study English like a career, this problem is due to the fact that some students don't have any interest in learning English or they don't have any knowledge related to the subject.

Most of the students of the first year Saturday`s course at UNAN-MANAGUA prefer to use the mother tongue instead of start practicing the target language and this kind of technique affect them, because they are not getting prepared in the second language.

Other students feel afraid to speak because they do not want to make mistakes or are shy.

In addition, students almost never practice outside the classroom; it means that they do not practice the target language everyday, sometimes because of lack of vocabulary, other times because they feel nervous or because they are not responsible in their study and do not practice every day at home

Speaking and listening are the most difficult skills develops for all non native speakers. We are interested in find out, which are the greatest obstacles that students face in order to overcome speaking and listening well skills.

For this reason, we think that the best way to improve the listening and speaking abilities is by practicing, working together teachers and students, putting each one his/her best effort.

We will work with the students from 1st year of the Saturday's courses at UNAN-MANGUA because when they finish the six levels of integrated English, they should be able to communicate fluently and their listening ability should be develop by them at least in eighty or ninety percent, but we

Have noticed that they are unable to function in the spoken language with fluency; their vocabulary is inadequate and do not have enough vocabulary to express elementary needs; their syntax is sometimes fragmented and they show frequent grammatical inaccuracies; this means that they produce mistakes in basic grammar uses.

In listening   they can not discriminate sounds, so they have to listen several times to get the message. A very important factor that probably affects listening skill of the learners is the noise that comes from outside the classroom; this could affect the learners' perception and comprehension.

Another very complicated problem of a second language learning and teaching has been the construction of motivation in the classroom.

Motivation is the difference; sometimes learners' say that if they are motivated they will learn, and if not they won't.

Motivation can be the difference between a successful class and a failure one. Motivation could be positive or negative, it depends on the motivation given to the students by the teachers or how much motivation the students have when are receiving the class. The higher levels of motivation teachers provide to the students the more successful class they will have.

Other thing is that learners should be self-confidence that is the eventual success that they obtain in a task, sometimes students do not believe in their abilities or what are they capable? , they feel so silly or think they will be humiliated when the lack of words or structure leave them helpless when communicate to other person, but there is a simple way of overcoming the problem which is saying the phrase "I can do it", because the heart of all learning is the condition in his/her abilities to accomplish a task.

JUSTIFICATION

We decided to choose this topic because the difficulty the students have when they learn English at the University, and they show big problems in speaking and other areas related.

Another reason was to find out how we can give in some way solution to this problematic.

With this work, we try to get a short answer referring to pronunciations and areas related to speaking skills, where the students have problems; we think that our research will be useful for the following generation of students that decide study English as a foreign language.

We want to make a contribution for the students that present problems with this skill. We hope that in some occasions, this material and resource will be important and may contribute to the process of learning English.

THEORIES

In the realization of this work we found different theories which describe some of many causes of language learners' difficulties in speaking and listening.

We decided to include in our research some signals that can help teachers to detect when students have difficulties in speaking and listening such as:

1. Avoid participation in team work and oral presentations including, being absent when such activities are planned.
2. They do not care about instructions given and need instructions be repeated.
3. Make fun of others when they are listening or speaking.
4. Do not contribute or lead discussion and rely on other students to do the work.

We were following a practice and theory of **¨penny, ur¨** and he said that different difficulties that students have are pointed out in speaking and listening skills. Some of them are: inhibition, learner's pronunciation errors, lack of vocabulary, mother tongue, etc

Also, penny,ur mentioned some useful teaching techniques to teach speaking and listening in classroom such as, songs, films, videos, games, etc.

In conclusion **¨penny, ur¨** is saying that it is important that English students express themselves in utterances that are relevant, understandable to other persons and of an acceptable level of language accuracy. They (students) should also function successfully in real life listening situations

Dealing with common arguments against teaching speaking skills in the classroom

Students won't talk or say anything

One way to tackle this problem is to find the root of the problem and

start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really

shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm.

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication.

When students work in pairs or groups they just end up chatting in their own language.

Is the activity or task pitched at the right level for the students? Make sure you give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1. Also, be aware of the fact that some students especially beginners, will often use their L1 as an emotional support at first, translating everything word for word to check they have understood the task before attempting to speak.

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If the students' are shy about speaking in English, how can they expect to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't have that elusive perfect native accent,

As Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students. The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

If students do not have something to say or do, or don't feel the need to speak, you can be sure it won't be long before they are chatting away in their L1.

Was the timing of the activity good? The timing of a speaking activity in a class can be crucial sometimes. How many teachers have discovered that their speaking activity ended up as a continuation of the students break-time gossip conducted in the L1? After break-time, why not try giving students an activity to calm them down and make them focus before attempting speaking activities that involve groups of pair work.

Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it. If certain students persist in speaking in the L1 then perhaps you should ask them to stay behind after class and speak to them individually and explain to them the importance of speaking English and ask them why they don't feel comfortable speaking in English in the class. Maybe they just need some extra reassurance or they don't like working with certain students or there is some other problem that you can help them to resolve.

Activities to Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas

About an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is

Set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and

The partners will share their information. Information gap activities serve.
Many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others

Need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice

Their speaking ability not only in class but also outside and helps them
becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture Narrating

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

Picture Describing

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

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Some times we hear students telling this

Other students speak English badly, like me!

 If you are studying English in a group, your teacher will often ask you to work with a partner or in smaller groups to discuss or plan something. "What's the use of that?" you may say. "If I practice speaking English with someone who makes the same mistakes as me, how will I make any progress?"

Well, there are several reasons why talking to another student is often better than the whole group trying to talk with the teacher. First, if there are ten people or more in your group, then the time you spend talking directly to your teacher is going to be very limited (about 10%). Talking one to one with the person sitting next to you means that you are speaking 50% of the time, thereby giving you much more practice time.

Second, in real life, there won't be a qualified English teacher carefully listening and taking notes ready to correct your every mistake. In the big wide world where people of all nationalities use English to communicate, you are going to have got by all by yourself.

The point is, it doesn't matter if your partner in class makes the same mistakes as you. If you can make him understand, you will make anyone understand. Try to learn by heart as many correct sentences as you can *before* coming to class, and you will be able to build on your knowledge.

Why should we teach speaking skills in the classroom?

- *Motivation*
  Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.
- *Speaking is fundamental to human communication*
  Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom.

Why student to student interaction is desirable

- *Participation*
  Most people agree that learning anything involves participation. You can't learn to play a musical instrument without actually picking up the instrument and similarly it is difficult to learn a language without engaging with that language. Given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language. In other words, teachers need to promote learner interaction in order to help the learners succeed.

- *Maximizing practice time*
  Learners need to practice as much as possible if they are to be successful. Interaction through pair and group work maximizes the opportunities to practice as more learners speak for more of the time.

- *Collaboration*
  Collaborative learning, particularly through the use of collaborative tasks, has been shown to foster language development since learners can see a reason to use language in order to interact.

- *Socialization*
  Related to the concept of collaboration is that of socialization. Interaction does not only promote language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture.

- *Motivation*
  Motivation is a fundamental aspect of successful learning. Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation.

- For many people, standing up in public and doing a speech is one of their greatest fears. For many language students in particular, this is the ultimate challenge we will look at some ways we can help students to overcome the difficulties involved and explore some techniques for making their speeches as impressive as possible.

- **What is public speaking?**
  Public speaking involves talking in front of a group of people, usually with some preparation. It can be in front of people that you know (e.g. at a family celebration) or a crowd of strangers. Unlike a presentation there normally isn't a lot of opportunity for interaction between the audience and the speaker – the speaker speaks, and the audience (hopefully) listens.

- Speeches have different functions. These include being persuasive (e.g. trying to convince the audience to vote for you), informative (e.g. speaking about the dangers of climate

change), entertaining (e.g. a best man's speech at a wedding) or celebratory (e.g. to introduce the winner or an award). Some speeches may have more than one of these aims.

- **Why is public speaking useful for students?**
  Most people, at some point in their life, will need to stand up and speak in front of a group of people. Teaching students the necessary skills for doing this will therefore help them to do this more successfully. As a result of the practice, students often report an increase in general confidence as well as a marked sense of achievement. Many students get incredibly nervous the first time they have to do a speech in front of their classmates but with practice the nerves subside and they usually begin to enjoy the whole process.
- Working on public speaking also helps to develop students' overall fluency and requires them to consider how they speak as well as what they say. This is useful for speaking in any situation, public or otherwise.

Suggestions for Teachers in Teaching Speaking

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

OBJECTIVES

GENERAL OBJECTIVE

Difficulties that students of first years Saturday's courses at UNAN, MANAGUA have in English Language acquisition in speaking skills as a foreign language

SPECIFIC OBJECTIVES

1) To analyze the reasons for language interference and mispronunciation and their effect on the teaching learning process.

2) To learn about the students poor interest for learning English and classroom conditions, their influences in the teaching learning process and development of speaking skill.

3) To determine the types teaching materials used to develop speaking skills in students of firsts year Saturday's courses at UNAN, MANAGUA.

VARIABLE

Variable	Sub variable	Indicator
G E N E R A L D A T A	Sex	Male _____ Female ___
	Ages	18 – 20 _____ 21 – 25 _____ 26 – 30 _____ 31– More _____
	Status	Single _____ Married _____ Divorced _____ Other _____
	Social	Alone _____ Parents _____ Relatives _____ Friends _____ Husband _____ Wife _____
	First choice	Was English the first choice career? Yes No
Economical Situation	work	Yes No
	Income	High Average Low
Educational situation	Speaking skills	Fluency Speaking abilities(bad, average, good, very good, excellent) Oral practice inside and outside the classroom
	Background knowledge	Taken any course before Yes

		No
Psychological situation	Type of personality	Self-confident Afraid shy
Methodological situation	Techniques to improve the oral expression	Dialogs Readings Oral presentations Conversations Others
	Evaluations of techniques	Bad Average Good Very good Excellent

METHODOLOGICAL DESIGN

PROCEDURES

Through all the research process that we have executed, we put in practice a series of strategies which helped us to obtain the information.

Our first step was to outline the problem, and divide the problem in sub problems; then determine the topics which lead us to crate the form of how to elaborate the investigation.

The information was obtained through surveys made to the students and also a survey made to the teachers of the 1st year Saturday's courses at UNAN-MANGUA.

From these surveys we obtained the following:

- ❖ The answers are represented by charts.
- ❖ Each graph is detailed about for a better understanding of them.
- ❖ A better comprehension of the topic and a clear idea of our research work.
- ❖ Ideas for a good recommendation as much for the teacher as for the students.

POPULATION AND SAMPLES

The Present research problem is a descriptive research of a group of students from 1st year English Saturday's courses at UNAN – MANAGUA.

To develop the present work it was necessary to look for personal information through a survey made for the students and other for the teachers of the first years.

UNIVERSE: The universe was composed by the Saturday's students from the first year, who makes a population of 48 students both sections.

SAMPLE: We found 48 students from 1st years and we interviewed 41 who constituted the 90 % of the universe.

DISCUSSION OF RESULTS

DATA ANALYSIS

Frequencies

Statistics

Sex

N	Valid	41
	Missing	0

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	51.2	51.2	51.2
	Female	20	48.8	48.8	100.0
	Total	41	100.0	100.0	

Analysis: From all students surveyed the 51.2% belong to the male gender and the 48.8% belong to the female gender.

Graph
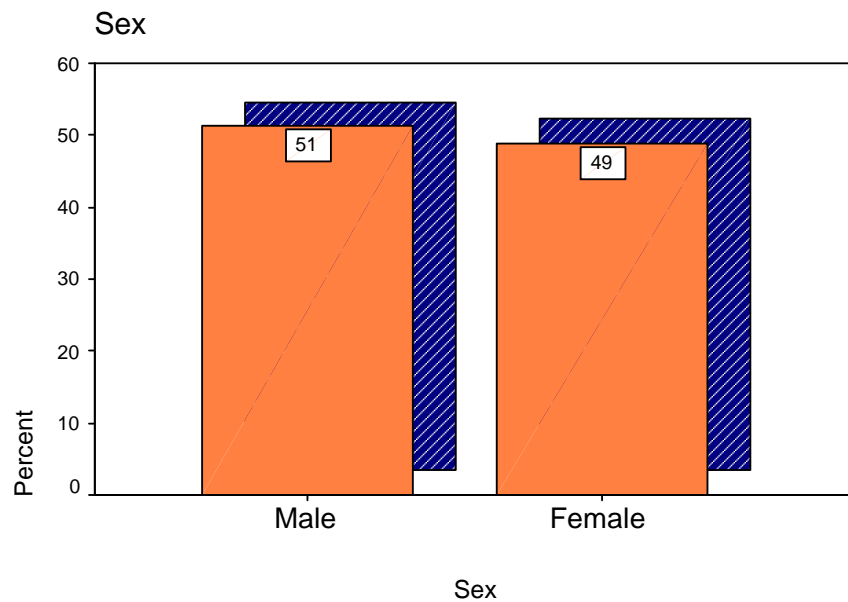
Source: Survey

Frequencies

Statistics

Age

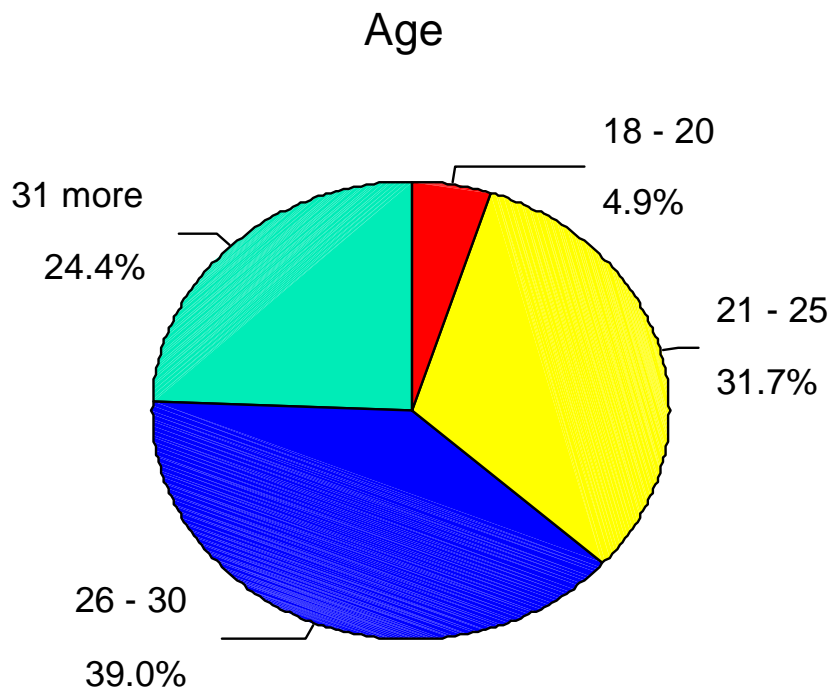| N	Valid	41
	Missing	0

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 20	2	4.9	4.9	4.9
	21 - 25	13	31.7	31.7	36.6
	26 - 30	16	39.0	39.0	75.6
	31 more	10	24.4	24.4	100.0
	Total	41	100.0	100.0	

Analysis: The 39% have ages between 26 – 30 years old; the 31.7% have ages between 21 – 25 years old, the 24.4% have ages between 31 and more, and the 4.9% of the students have ages between 18 - 20 years old.

Graph

Age

Source: Survey

Frequencies

Statistics

Marital Status

N	Valid	41
	Missing	0

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	20	48.8	48.8	48.8
	Married	21	51.2	51.2	100.0
	Total	41	100.0	100.0	

Analysis: From the students surveyed the 51.2% are married and the 48.8% of them are single.

Graph
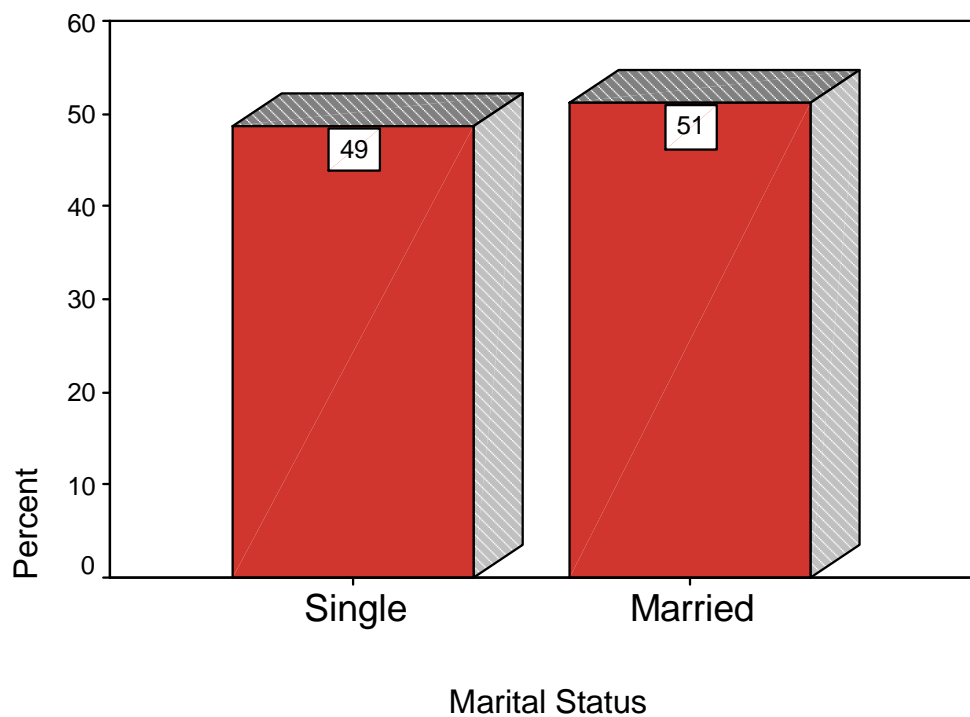
Source: Survey

Frequencies

Statistics

Social Live (with)

N	Valid	41
	Missing	0

Social Live (with)

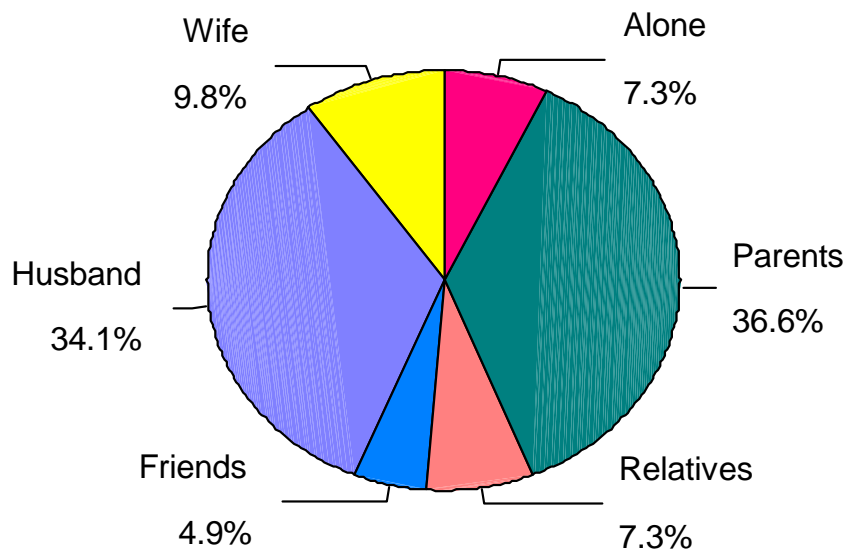|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alone	3	7.3	7.3	7.3
	Parents	15	36.6	36.6	43.9
	Relatives	3	7.3	7.3	51.2
	Friends	2	4.9	4.9	56.1
	Husband	14	34.1	34.1	90.2
	Wife	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Analysis: The 36.6% of the students lived with their parents, the 34.1% with their husband, the 9.8% with their wives, a 7.3% lived with a relative, other 7.3% lived alone and the other 4.9% lived with some friends.

Graph

Social: Live (with)

Source: Survey

Frequencies

Statistics

Do you work ?

N	Valid	41
	Missing	0

Do you work ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	12.2	12.2	12.2
	Yes	36	87.8	87.8	100.0
	Total	41	100.0	100.0	

Analysis: The 87.8% of the students work, while the other 12.2% don't work.

Graph

Do you work ?
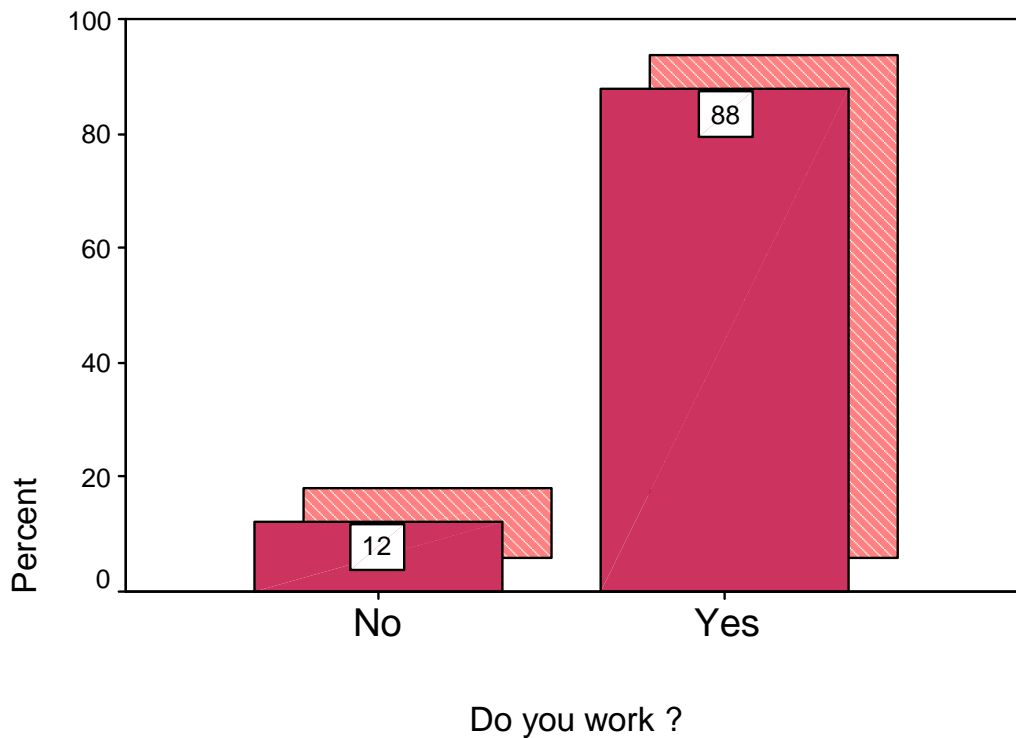
Source: Survey

Frequencies

N	Valid	41
	Missing	0

How is your income ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	21	51.2	51.2	51.2
	Low	20	48.8	48.8	100.0
	Total	41	100.0	100.0	

Analysis: The 51.2% of the students assured have an income average, and the 48.8% assured to have a low average.

Graph

How is your income ?
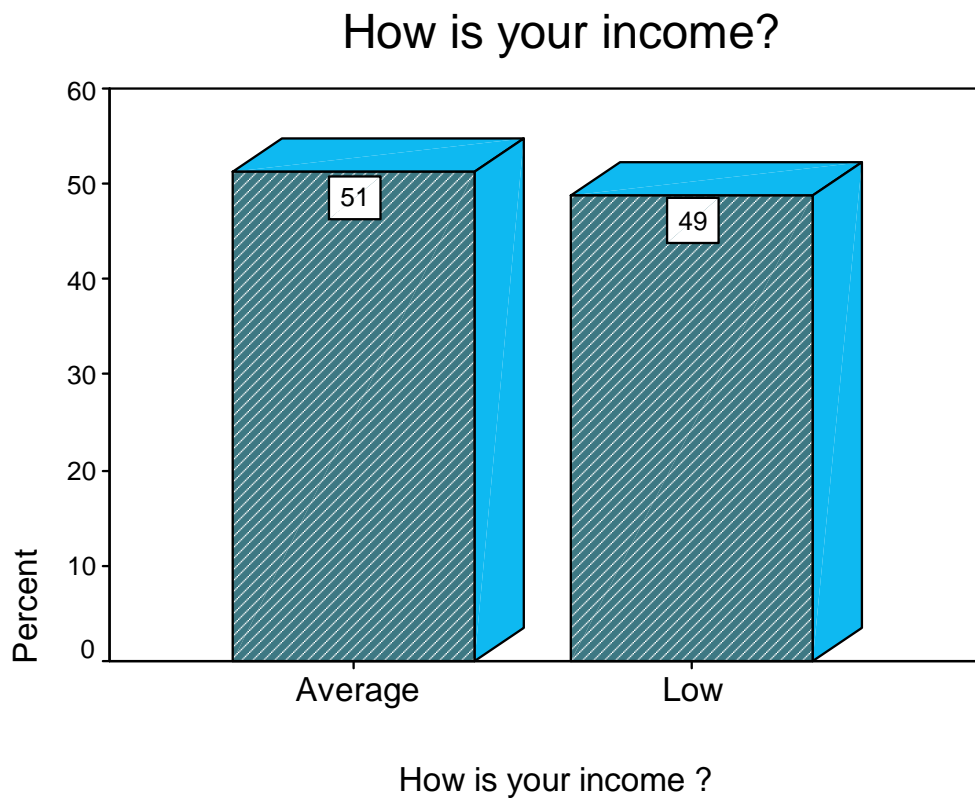
Source: Survey

Frequencies

Can you speak English fluently ?

N	Valid	41
	Missing	0

Can you speak English fluently ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	31	75.6	75.6	75.6
	Yes	10	24.4	24.4	100.0
	Total	41	100.0	100.0	

Analysis: The 75.6 % of the students surveyed don't speak English fluently, and the 24.4% assure to speak English.

Graph
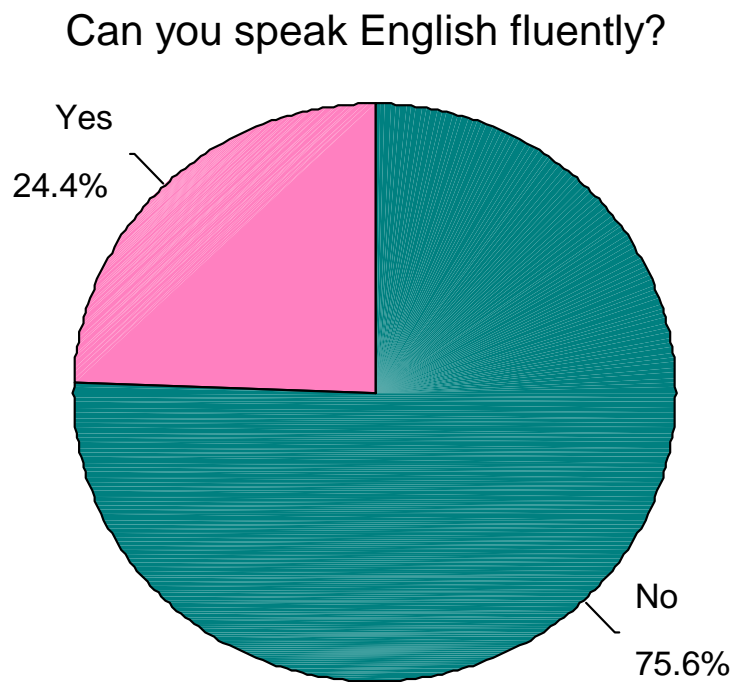
Can you speak English fluently?

Yes
24.4%

No
75.6%

Source: Survey

Frequencies

How do you consider your English speaking abilities ?

N	Valid	41
	Missing	0

How do you consider your English speaking abilities ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bad	6	14.6	14.6	14.6
	Average	19	46.3	46.3	61.0
	Good	10	24.4	24.4	85.4
	Very good	6	14.6	14.6	100.0
	Total	41	100.0	100.0	

Analysis: The 46.3% consider having averages abilities to speak English, the 24.4% consider that their abilities are good, and 14.6% consider that their abilities are very good and the other14.6% considers that their abilities are bad.

Graph

How do you consider your English speaking abilities ?
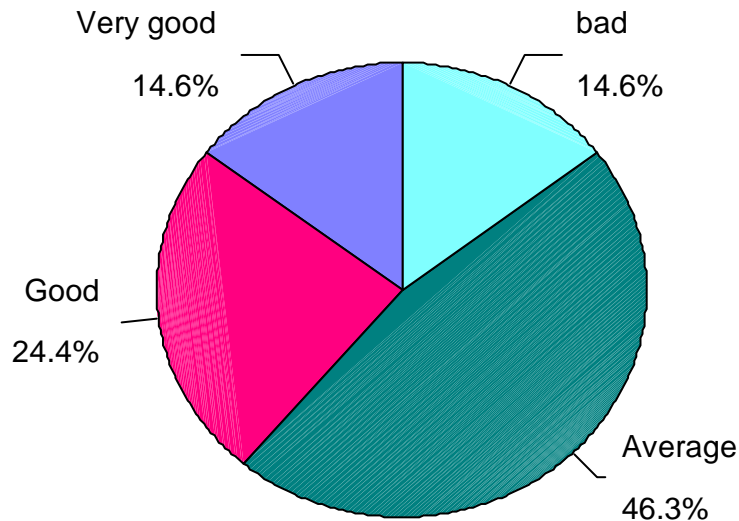
Source: Survey

Frequencies

Statistics

Do you practice English inside the classroom ?

N	Valid	41
	Missing	0

Do you practice English inside the classroom ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	14.6	14.6	14.6
	Yes	35	85.4	85.4	100.0
	Total	41	100.0	100.0	

Analysis: The 85.4% of the students said that they practice English inside the classroom, while the other 14.6% said that they don't practice it inside the classroom.
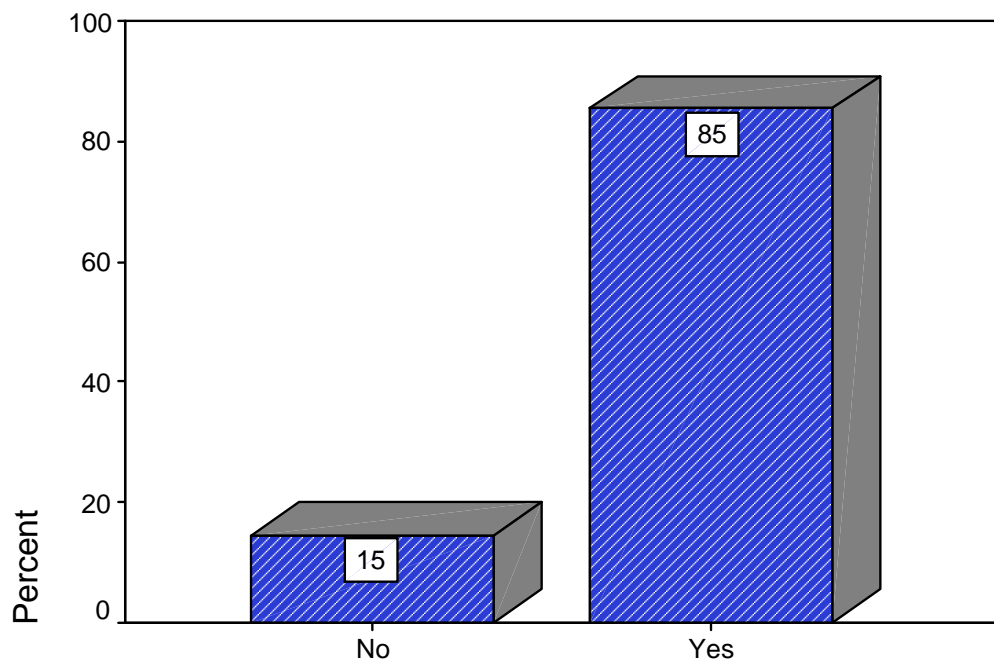
Graph

Do you practice English inside the classroom ?

Source: Survey

Frequencies

Statistics

Do you practice English outside the classroom ?

N	Valid	41
	Missing	0

Do you practice English outside the classroom ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	24	58.5	58.5	58.5
	Yes	17	41.5	41.5	100.0
	Total	41	100.0	100.0	

Analysis: The 58.5% of thee students said that they practice English outside the classroom; the other 41.5% said that they do not practice English outside the classroom.

Graph

Do you practice English outside the classroom ?

Do you practice English outside the classroom ?

Source: Survey

Frequencies

How do you consider yourself in front of your classmates ?

N	Valid	41
	Missing	0

How do you consider yourself in front of your classmates ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self confident	17	41.5	41.5	41.5
	Afraid of your classsmates	2	4.9	4.9	46.3
	Shy	5	12.2	12.2	58.5
	You think that your oral expresion is not good	17	41.5	41.5	100.0
	Total	41	100.0	100.0	

Analysis: The 41.5% of the students consider themselves self confident, the 41.5% think that their oral expression is not good, the 12.2% consider themselves shy, and the other 4.9% consider themselves afraid of their classmate.

Graph

How do you consider yourself in front of your classmates ?
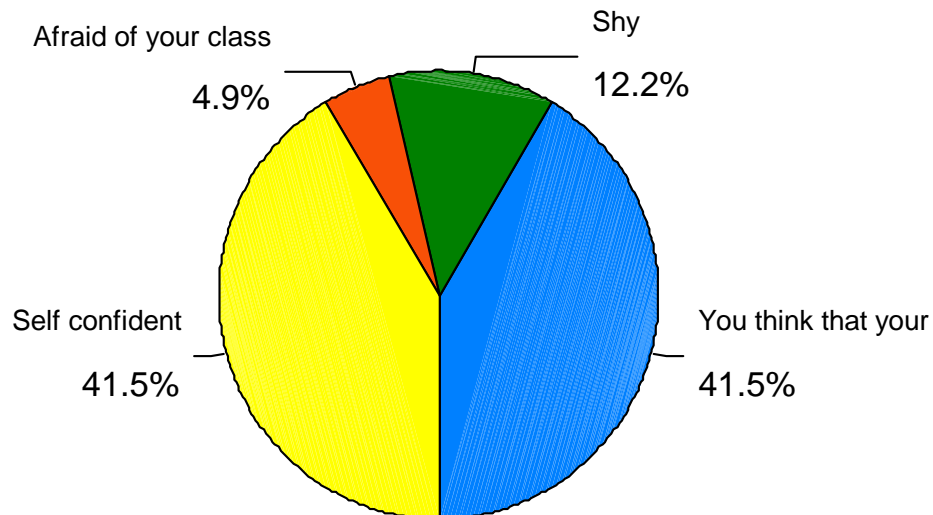
Source: Survey

Frequencies

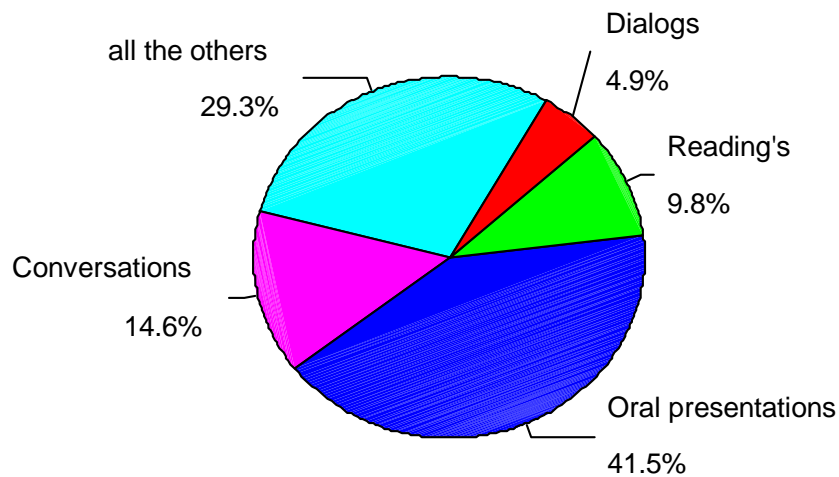What do your teachers do to improve your oral skills ?

N	Valid	41
	Missing	0

What do your teachers do to improve your oral skills ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dialogs	2	4.9	4.9	4.9
	Reading's	4	9.8	9.8	14.6
	Oral presentations	17	41.5	41.5	56.1
	Conversations	6	14.6	14.6	70.7
	all the others	12	29.3	29.3	100.0
	Total	41	100.0	100.0	

Analysis: The 41.5% of the students said that their teacher improve their skills through oral presentations, the 4.6% said that their teacher do conversations, the 9.8% said through readings, the 4.9% said through dialogs and the other 29.3% said that the teacher put in practiced all the activities mentioned before.

Graph

What do your teachers do to improve your oral skills ?

Source: Survey

Frequencies

Statistics

How do you consider the methodology that
your teacher uses to develop your oral skills ?

N	Valid	41
	Missing	0

**How do you consider the methodology that your teacher uses to develop
your oral skills ?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	2	4.9	4.9	4.9
	Average	16	39.0	39.0	43.9
	Very good	19	46.3	46.3	90.2
	Excellent	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Analysis:

The 46.3% of the students consider that methodology used is very good, the 39% consider the methodology average; the 9.8% consider the methodology used is excellent, and the other 4.9% consider the methodology used is bad.

Graph
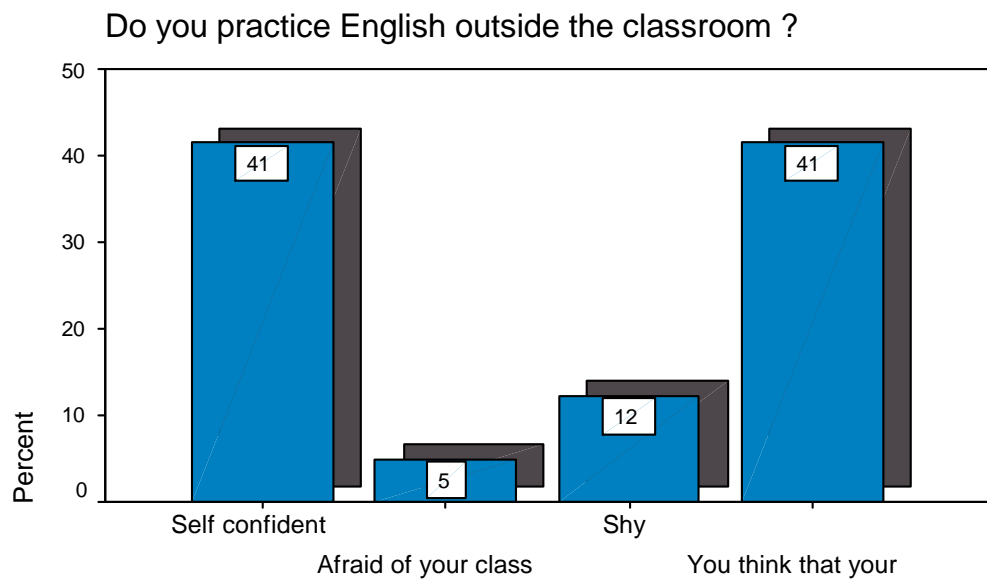
Do you practice English outside the classroom ?

How do you consider yourself in front of your classmates ?

Source: Survey

Frequencies

Have you take any courses apart from the university ?

N	Valid	41
	Missing	0

Have you take any courses apart from the university ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	26	63.4	63.4	63.4
	Yes	15	36.6	36.6	100.0
	Total	41	100.0	100.0	

Analysis:

The 63.4% of the students said that they never have taken any courses, and the other 36.6 % said that they had taken courses before to enter the university.

Graph

Have you taken any courses apart from the university ?
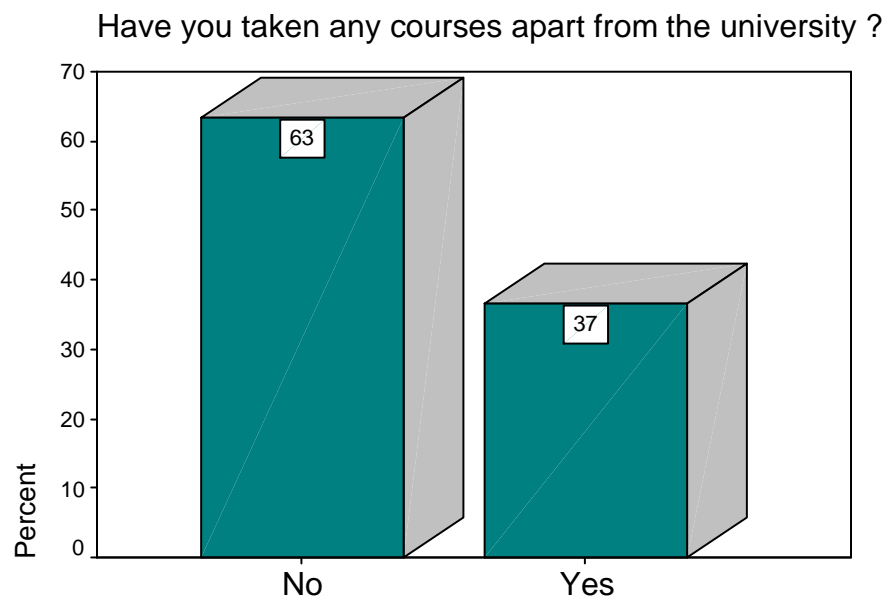
Have you taken any courses apart from the university ?

Source: Survey

Frequencies

Statistics

Was English your first choice ?

N	Valid	41
	Missing	0

Was English your first choice ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	9.8	9.8	9.8
	Yes	37	90.2	90.2	100.0
	Total	41	100.0	100.0	

Analysis:

The 90% said that English was the first choice, and the other 9.8% said that they prefer to study other career rather than English.

Graph
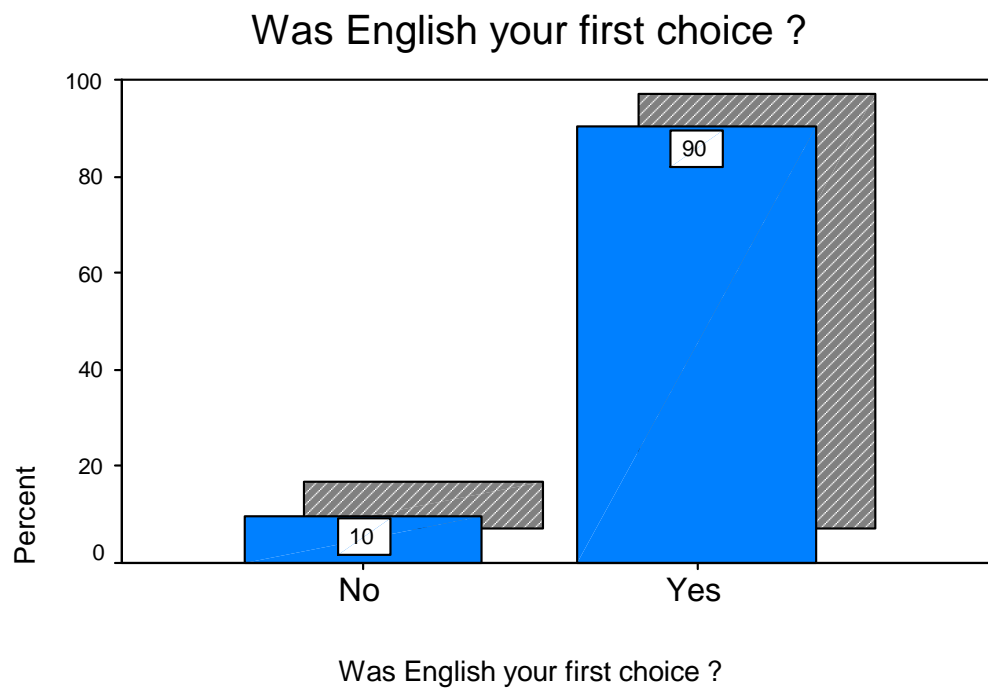
Was English your first choice ?

Source: Survey

Cross tabs

Association between Sex and Do you practice English inside the classroom ?

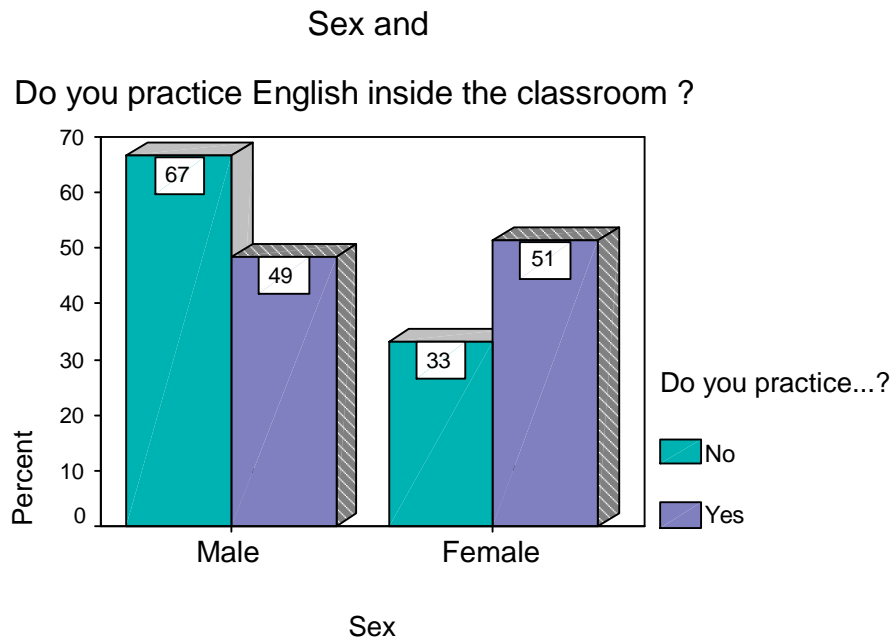|			Do you practice English inside the classroom ?		Total
			No	Yes	
Sex	Male	Count	4	17	21
		% within Do you practice English inside the classroom ?	66.7%	48.6%	51.2%
	Female	Count	2	18	20
		% within Do you practice English inside the classroom ?	33.3%	51.4%	48.8%
Total		Count	6	35	41
		% within Do you practice English inside the classroom ?	100.0%	100.0%	100.0%

Analysis: From the students that said that they do no practice English inside the classroom the 66.7% belong to the male gender, and the other 33.3% belong to the female gender.

From the students that practice inside the classroom the 51.4% belong to the male gender, and the el 48.6% belong to the female gender.
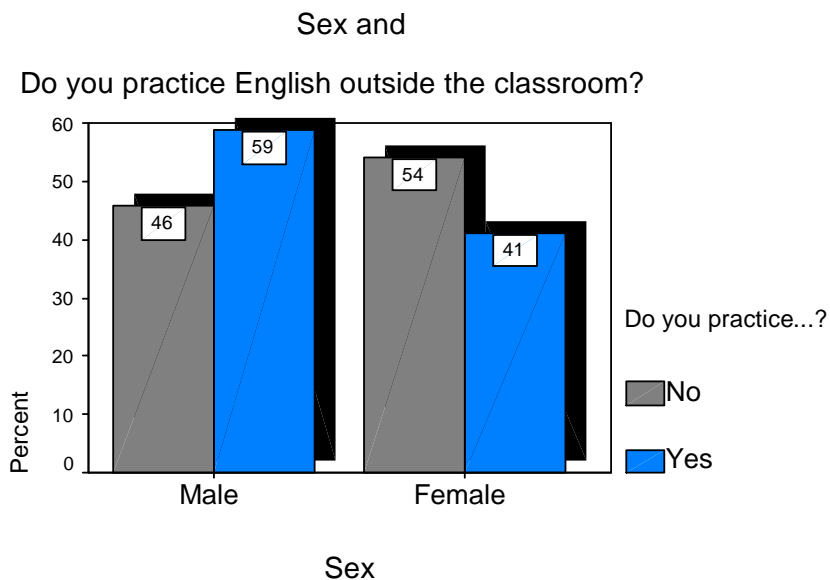
Graph

Sex and

Do you practice English inside the classroom ?

Source: Survey

Cross tabs

Association between Sex and Do you practice English outside the classroom ?

			Do you practice English outside the classroom ?		
			No	Yes	Total
Sex	Male	Count	11	10	21
		% within Do you practice English outside the classroom ?	45.8%	58.8%	51.2%
	Female	Count	13	7	20
		% within Do you practice English outside the classroom ?	54.2%	41.2%	48.8%
Total		Count	24	17	41
		% within Do you practice English outside the classroom ?	100.0%	100.0%	100.0%

Analysis: From the students that do not practice English outside the classroom the 54.2% belong to the female gender and the other 45.8% belong to the male gender.

From the students that practice English outside the classroom 58.8% belong to the male gender and the 41.2% belong to the female gender.

Graph

Sex and

Do you practice English outside the classroom?

Source: Survey

Cross tabs

Association between Sex and How do you consider yourself in front of your classmates ?

			How do you consider yourself in front of your classmates?				
			Self confident	Afraid of your classsmates	Shy	You think that your oral expresion is not good	Total
Sex	Male	Count	13	2		6	21
		% within How do you consider yourself in front of your classmates ?	76.5%	100.0%		35.3%	51.2%
	Female	Count	4		5	11	20
		% within How do you consider yourself in front of your classmates ?	23.5%		100.0%	64.7%	48.8%
Total		Count	17	2	5	17	41
		% within How do you consider yourself in front of your classmates ?	100.0%	100.0%	100.0%	100.0%	100%

Analysis:

From the students that consider themselves self confident in front of the teacher the 76.5% belong to the male gender, and the other 23.5% belong to the female gender.

From the students that consider themselves afraid of the classmate the 100% belong to the male gender.

From the students that consider themselves shy the 100% belong to the female gender.

From the students that consider they don't have good oral expression the 64.7% belong to the female gender and the 35.3% belong to the male gender.

Graph

Sex and

How do you consider yourself in front of your classma

How do you consi

- Self confident
- Afraid of your class
  - mates
- Shy
- You think that your
  oral expresion is ..
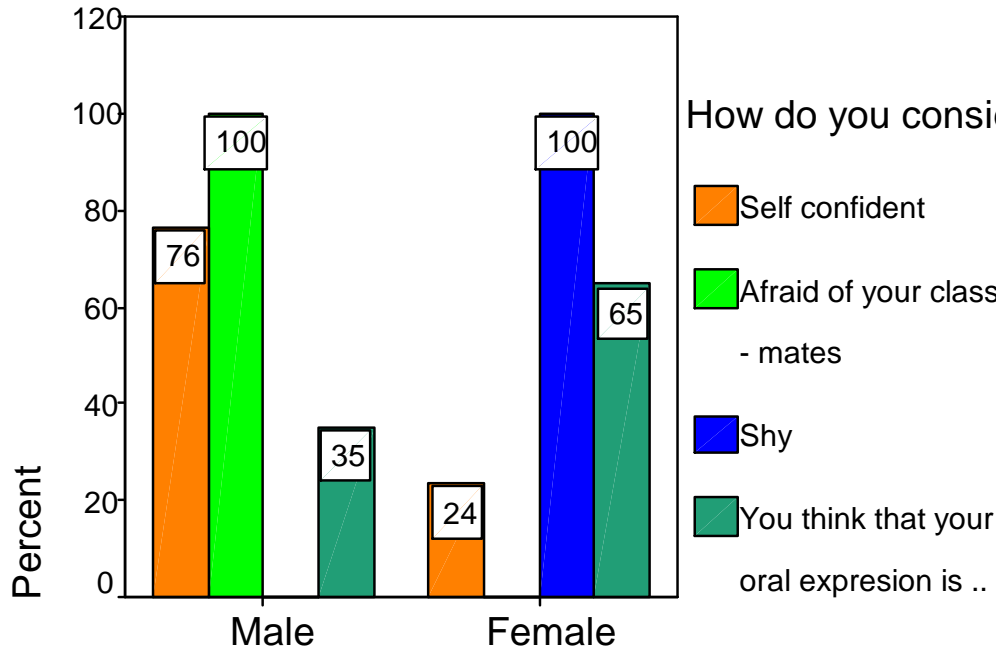
Sex

Source: Survey

Cross tabs

Association between Sex and How do you consider the methodology that your teacher uses to develop your oral skills ?

			How do you consider the methodology that your teacher uses to develop your oral skills ?				Total
			Bad	Average	Very good	Excellent	
Sex	Male	Count	2	6	11	2	21
		% within How do you consider the methodology that your teacher uses to develop your oral skills ?	100.0%	37.5%	57.9%	50.0%	51.2%
	Female	Count		10	8	2	20
		% within How do you consider the methodology that your teacher uses to develop your oral skills ?		62.5%	42.1%	50.0%	48.8%
Total		Count	2	16	19	4	41
		% within How do you consider the methodology that your teacher uses to develop your oral skills ?	100.0%	100.0%	100.0%	100.0%	100%

Analysis:

From the students that consider that the methodology used for their teacher is not good the 100% belong to the male gender.

From the students that consider that the methodology used for their teacher is average the 62.5% belong to the female gender, and the 37.5% belong to the male gender.

From the students that consider that the methodology used for their teacher is very good the 57.9% belong to the male gender, and the other 42.1% belong to the female gender.

From the students that consider that the methodology used for their teacher is excellent the 50% belong to the male gender and the other 50% belong to the female gender.

Graph

Sex and

How do you consider yourself in front of your classmates?

How do you conside

- Bad
- Average
- Very good
- Excellent

Sex
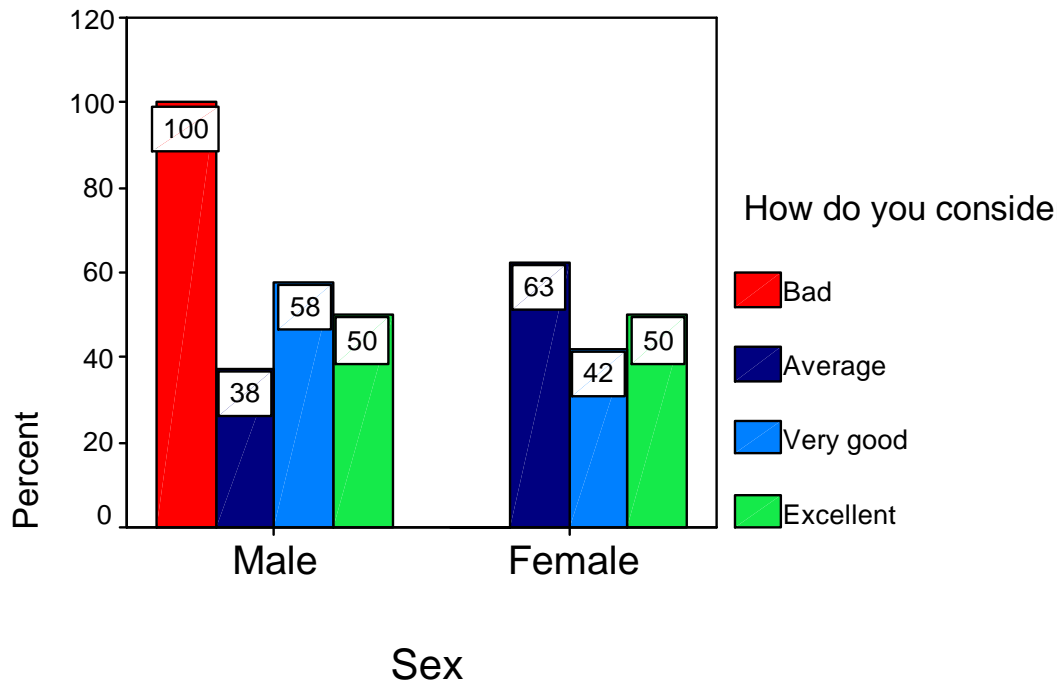
Source: Survey

CONCLUSIONS

CONCLUSIONS

After having analyzed the results, we have found some factors which are affecting the process of acquiring the target language.

The majority of the students did not take any English course before or currently, but all of the students like to speak English, so that means they are interested in the classes (learn English).

It is important to notices that the majority of students, feel afraid or uncomfortable speaking the target language in classroom, because they feel nervous, shy, unable to speak and unconfident in front of their classmates; this is a serious problem that avoid the performance of English language Another problem is that the students feel obligated to participate in class because the teachers asked them to do so; some of the students participated in class just for getting marks.

We can say that the majority of the students of the 1st years of Saturday English degree are interested to professionalize , but a few of them just want a bachelor degree because his / her work requires it. This gives us some ideas about the motivation the students have in improving their English skill which is poor; therefore, English fluency in speaking is affected as well as the other skills.

We can also mention that low income and their educational background do not allow them to have access to technology such as cable TV, Internet., computers etc. That will help them to improve their English fluency in speaking.

The constant oral communications in which students are always exposed are supposed to help the students to improve their lack of fluency in speaking but it is not followed this way when the students are out of the classrooms.

Students lack of vocabulary because they are not used to read; therefore lacking of vocabulary causes lack of fluency in speaking.

Students are lacked of self – confidence therefore their participation in the classroom in communicative activity is very poor.
Some students do not like being corrected by English teachers.

RECOMMENDATIONS

Based on the information gathered through the survey by 1st years English Saturday students we recommend the following:

1. Students should only speak English not Spanglish or Spanish.

2. The English department should bring native speakers into the classroom more frequently, so the students get familiar with the native accent.

3. Students should be more confident among them, and avoid fearing of making errors at the time of the speaking, they should remember that we learn through errors.

4. Students should find their own ways for getting practice in using the language inside and outside the classroom.

5. Increase the visits of the students to English lab with guide activities that would make more interesting the oral communication.

6. Motivate students to make meeting where English speaking is required.

7. Encourage students to study the target language by themselves.

8. Teachers should use a variety of methods and techniques in order to motivate students according to the level and interest because everyday lesson need to be adequate to real situations.

9. Students should create small groups to establish conversational practice at the university.

10. Students should take responsibility for their own learning, using and practicing English asking questions when they don't know or understand something, participating actively to the teacher's orientations.

BiBliography

- "A course in language teaching", practice and theory, penny Ur.

- Principles of language learning and teaching Brown H. Douglas, 1987.

- Nunan. D. (1991) Language Teaching Methodology. UK: Prentice Hall International (Chapter two & three)

- Celce-Murcia. M. (2001). Teaching English as a Second or Foreign Language (3rd ed). USA: Heinle & Heinle.

- Long M.H & Richards, J.C. (1987). Methodology in TESOL. USA: Heinle&Heinle.

- Tanner .R. & Green.C.(1998) Tasks for teacher education. UK. Addisson Wesley Longman. Ltd.

ANNEXES

INSTRUMENT GUIDE FOR INTERVIEW
NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
RUBEN DARIO CAMPUS
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH DEPARTMENT

SURVEY

Dear students
 With the following survey you will help us to acquire data about speaking problems and complete our research project, so we thank in advance for your cooperation.
For explanations or doubt feel free to ask us.

I. General Information

1. **Sex**: Male_____   Female_____
2. **Age**: 18 - 20 _____
            21 - 25 _____
            26 - 30 _____
            31 - More _____

3. **Marital Status** Single _____   Married _____   Divorce_____ Other _____

4. **Social**
   Live (with):
              Alone: ____Parents: ____   Relatives: ____
              Friends: ____   Husband: ____ Wife: ____

II Answer the following questions

1) Do you work?   YES _____ NO _____

2) How is your income?   High____   Average ____   Low _____

3) Can you speak English fluently? Yes _____   NO _____

4) How do you consider your English speaking abilities?

Bad_____ average_____ good_____ very good_____ excellent_____

5) Do you practice English inside the classroom? Yes _____ No_____

6) Do you practice English outside the classroom? Yes _____ No _____

7) How do you consider yourself in front of your classmates?

    a) Self confident _____
    b) Afraid of your classmates _____
    c) Shy _____
    d) You think that your oral expression is not good _____

8) What do your teachers do to improve your oral skills?

Dialogs _____   oral presentations _____
Reading's _____   conversations _____

9) How do you consider the methodology that your teacher uses to develop your oral skills?

Bad ____   Very good _____
Average ____   Excellent _____

10) Have you take any courses apart from university?

    YES _____ NO _____

11) Was English your first choice?

    YES _____ NO _____

INSTRUMENT GUIDE FOR INTERVIEW
NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA
RUBEN DARIO CAMPUS
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH DEPARTMENT

SURVEY

Dear teachers
With the following survey you will help us to acquire data about speaking problems and complete our research project, so we thank in advance for your cooperation.

1) Do you consider that your students speak with fluency?

YES _____
NO _____

2) What kind of techniques do you use to get the students to speak?

3) Do you consider that listening influences to develop speaking abilities?

YES _____   WHY?
NO _____   WHY?

4) What do you think should be done in order to get the students speak fluently?

5) Do you think teachers should practice listening to encourage the students to speak?

6) How much Spanish do you practice with our students?

CHRONOGRAM OF ACTIVITIES

	August	September	October	November	December
Theme and problem	x				
Sub-problem Objectives Hypothesis	x				
Introduction chronogram Justification		X			
Historical background		X			
Methodology design		X			
Procedure		X			
Discussion of result			X		
Data analysis			X		
conclusions				x	
Pre-defence				x	
Handing 3 copies				x	
Defence					x