



NATIONAL AUTONOMOUS UNIVERSITY OF
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U.N.A.N. MANAGUA
RUBEN DARIO CAMPUS
ENGLISH DEPARTMENT

PROBLEM: Deficiency in English speaking ability in students from the first year in the English career at U.N.A.N. Managua

THEME: Deficiency in the teaching learning process reflects low proficiency in speaking ability in students of first year of regular courses in the English career at U.N.A.N. Managua

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iii INTRODUCTION

Our research is based on the Deficiency in the teaching learning process in speaking ability, in student of first years in the English major at U.N.A.N. Managua.

This research paper attempts to collect many of the important problems that affect the development of the speaking skill and specially those factors which have relevance to the teaching of English as a second language. It is expected that these paper will trace the major linguistic influences on language teaching from theory through the practical application in syllabus design and teaching materials. At the same time, the few papers which have been specially written for this volume relate to the linguistic theory to the broader educational context.

Our aim is to discuss a wide range of real problems from classroom techniques to a help practicing students and teachers in daily assessments. So we think that success of a second language course depend on not only on the quality of the basic program but also on the flexibility with which the teacher use the programs, because a foreign language is one course in the curriculum where students should be encouraged to talk a great deal in class and to express their own ideas in which basically this is communication.

Finally, we think that to have success in teaching English as a foreign language teacher must be a meticulous judge and correct mistakes in the initial language learning stage and he or she must be a coach who encourage them in their performance.

1.A General objective

To find the reason of the deficiency in teaching learning process of speaking ability, teaching material, motivation, classroom techniques and strategies also students background before they enter UNAN Managua.

1.B Specific Objectives

To detect why and which are the reasons of deficiency in the teaching learning process of speaking ability.

To determine the different kinds of teaching material that are involve in teaching learning process of speaking ability and how they are been used.

To know the grade of students motivation in teaching learning process of speaking ability.

To analyze some classroom techniques and strategies the teacher in teaching learning process of speaking ability uses those.

To find out about the students knowledge and background levels of English as a second language before they enter at UNAN Managua.

2.A HISTORICAL BACKGROUND

The English Language has four main skills: Listening, Speaking, Writing and Reading and other sub skills such as Grammar, but we would like to take into account all those abilities. Our main objective for research is to study a big problem that exists, and maybe all the students who study English as a second language will refer to the speaking ability as one of the main difficult to overcome to be efficient in English.

Our main point is to work with the first year students of the regular courses, because when they began to study English as a second language, they had very little information about it, and they feel unable to learn the language and develop the speaking skill. Their vocabulary is not enough and inadequate even for the main basis part of their language in use.

Vocabulary is often more important than grammar, we think it is more useful to see language as a tool that we have to achieve certain social goals. Moreover we use it to carry out a variety of function

Another important issue that we want to take into account in our research is to acquire a second language the motivation takes place an important place in the teaching learning process

Motivation is extended to which you make choices about goals to pursue and the effort you will devote to that pursuit.

It is mean invest effort in learning activities and to progress. Learner's motivation makes teaching and learning immeasurable easier and more pleasant, as well as more productive:

The role of the rewards in motivating behavior where the students follow a goal because they perceive a reward for doing so; learners pursue goals in order to receive externally administered reward: praise, gold stars scholarship or whatever thing.

To create a positive atmosphere in the classroom is crucial to the success of learning. Students should not be afraid of their teacher in addition, teachers should be supportive of students who lack confidence in speaking out or in performing certain activities like games and role plays, teachers also need to work to develop good relation between the students themselves. Also students will be more able to take risk in the use of the foreign language, and create an atmosphere where the students feel totally relaxed.

Methodology - It's defined as the study of the practices and procedures use in teaching.

Methodology is said to include the following:

Study of the nature of language skill, for example, Listening, Speaking, Reading and Writing and the sub-skill such as – grammar pronunciation and vocabulary and procedure for teaching them.

Study of the preparation of lesson plans, material and textbook for teaching language skills.

In a communicative skill to second language learning, we have embraced several assumptions, that are involved in the learning process.

Help students to read and appreciate foreign language

Help students how to used a foreign language

Help students to learn to think in the target language

Make students able to use the target language communicatively and automatically without stopping to think

Reduce stress people feel when studying foreign language

The aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers.

In learning teaching process the material play an important placed because it specifies all the things that are to be taught in a course.

Therefore the influence, the mother tongue on the learners language may also vary according to the sociolinguistic situation in which the speakers is operating according to the medium, style, or register, for example: the medium my be spoken or written, the register formal or informal, and the speaker may play any one of a number of varied social roles.

2.B THEORIES

In our investigation we have found different theories about second language acquisition and some of the many possible problems of language learner's difficulties in speaking ability in the learning teaching process.

It is important to say that language is more than any other attribute, distinguishes humans from other animals to understand our humanity we must understand the language that makes us human. It means that all of us have the capacity to produce sound that signifies certain meaning and to understand or interpret the sound, word or sentences produced by others. Knowledge of a language enables you to combine words to form phrases, and phrases to form sentences, knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before.

Behaviorist believes that learning is transmitted knowledge and teaching should be teachers directed, systematic, and structured.

Psycholinguistic should be able to use SLA research finding in order to address a perennial problem for them. Sociolinguistics should find second language acquisition research helpful in expanding their understanding of when speakers prefer one speech style over another.

Sometimes a distinction is made between second language learning which takes places within classroom and second language acquisition which occurs naturally outside a classroom.

Chomsky view that language acquisition was not a product of habit formation, but rather one of rule formation, Chomsky posited at theory in which human were thought to possess a certain innate predisposition to induce the rules of the target language from the input to which they were exposed.

Selinker's theory of interlanguage

Based on the theory that there is a "psychological structural latent in the brain" which is activated when one attempt to learn a second language. Selinker (1972) proposes the theory of interlanguage. He says that in a given situation utterances produced by the learners are different from those native speaker would produce have they attempted to convey the same meaning, this comparison reveals a separate linguistic systems, this system can be observed when we study the utterances of the learners who attempt to produce a target language.

To study the psychological processes involved one should compare the interlanguage of the learner with two things are asunder: Utterances in the native language to convey the same message made by the learners.

Utterances in the target language to convey the same message made by the native speakers of that language.

Selinker also suggest that interlanguage depends on five principal central process, they are:

Language transfer: as when the learner project feature of the first language on to the second language, for example: this book likes me.

Transfer of training: as when a rule enters the learners system as a result of the overuse of a word or expression by the teacher, as Cook (1993) points out, for example, when insistence by the teacher on the use of the discourage learners from using "She" in their speech.

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Strategies of second language learning: such as simplification of the second language form as when learners use all verbs in the present continuous tense, for example, "I'm hearing him" (cook, 1993).

Strategies of second language communication: as for example, when the learners omit communicatively redundant grammatical items: I going to cinema.

Overgeneralization: for example, when the learners try to use second language rules in ways which are not permitted as in the example, what does he want?

For Selinker, these five processes constitute the way in which the learner tries to internalize the second language learner. He in fact, discusses in detail what he means by strategy of second language learning and strategy of second language communication, according to him, learner strategies are culture bound to some extent. These strategies can be presented in the conscious or subconscious level. When a learner realizes that he has no linguistic competence for handling a target language material he involves some strategies to get through the situation.

Moreover, the vocabulary take an important place because it is basic to communication, if acquire do not recognize the meaning of the key words used by those who address them they will be unable to participate in the conversation.

Rapid rate of acquisition of a recognizing vocabulary is especially useful for students to understand the input will contribute a great deal to their classroom success, their social life and to their continuous acquisition of the target language.

Furthermore, we think age is a variable that has been must frequently. It is said that those who begin learning a second language in early years acquire higher proficiency than those who begin as adults. A study of Oyama (1976) shows that those who start learning a language as children will acquire native like accent compared those who star learning a language as adolescent.

Oyama's study also shows that adult have a hard time to get fluency in English because of phenomenon call fossilization. Fossilization blocks out the developments of a second language.

It is said that even though the adult say word and sentences with perfect pronunciation. They have problems with intonation, stress and other phonological problem; consequently due to these problems it causes misunderstanding or makes communication break down.

Social class refers to the income, level of education and occupation.

Ethnic identity influences in three ways: first, the culture distance between the non-native speakers with the culture of the target language. If the non-native speaker culture is close to the target language culture then it will be easy for the non-native speaker to learn it. A second way is the relationship between ethnic identity and the attitudes of the non-native speaker. If the learners' attitudes are positive toward their own ethnic identity as well as the target language then they will develop strong motivation that will help them to learn the second language faster. The third way is the learners' interaction with others. This means that if the learner is status-and-person centered then the leaner will adopt the second language norms successfully.

The affective factors are probably the ones that influence the most on language acquisition success or failure. In the affective factors, we have anxiety, motivation and personality.

Anxiety usually takes place when the non-native speaker does not know the appropriate words in a specific situation or become tongue-tied. Generally, when this happens, the non-native speaker becomes discourages. Moreover, Bailey (1983) found out that students become anxious when they compared themselves with other students who were doing much better than them.

Motivation influences the learner's failure or success. Having a higher motivation to learn a language, it will help to acquire the language faster. According to Gardner when there is an interest in learning a target language because the students likes the people who speak the target language. In addition, those learners with high motivation will show great effort and perseverance in learning the target language.

Personality influences in the success or failure in learning a target language. There is some evidence that shows that extroverted students participate actively oral communication. Moreover, they are sociable, risk-taking and they do not like the non-social activities.

Furthermore we want to take in account some factors that may influence and characterize this second language learner system, such as:

Language Transfer: Sentences in the target language may exhibit interference from the mother tongue. Interference analysis tends to be from the deviant sentences back to the mother tongue.

Intralingual Interference: The second factor, termed intralingual interference by Richards (1970), refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.

Sociolinguistic Situation: A third factor is a sociolinguistic situation. These may be distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community and the respective linguistic markers of these relations and identities.

Modality: The modality of exposure to the target language and the modality of production. Production and perception may involve the acquisition of two partially overlapping systems. People often report instances of instruction of elements of their mother tongue in speech production, but rarely in their understanding of another language (Vildomec, 1963).

Successions of Approximative Systems: The sixth factor concerns the lack of stability of the learner's approximative system. Such systems are usually unstable in given individuals since there is invariably continuing improvement in learning the target language. Because the circumstances for individual language learning are never identical, the acquisition of new lexical, phonological and syntactic items varies from one individual to another.

Acquisition requires meaningful interactions in the target language-natural communication in which speakers are concerned not with the form of their utterances but with the message, they are conveying and understanding. Stephen Krashen

Krashen's theory of second language acquisition which consists of five main hypotheses:

The Acquisition Learning hypotheses

The Monitor hypotheses

The Natural Order hypotheses

The Input hypotheses

The Affective Filter hypotheses

According to Krashen there are two language performance: the acquired system and the learned system. The acquired system or **acquisition** is the product of a subconscious process. It requires meaningful interaction in the target language-natural communication in which speakers are concentrated.

The learned system or **learning** is the product of formal instruction and it comprises a conscious process which result is conscious knowledge about the language.

The Monitor: The monitor acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness and he/she knows the rule.

The Natural Order: Is based on research which suggested that the acquisition of grammatical structures follows a natural order which is predictable. This order seemed to be independent of the learners age, L1 background, conditions of exposure, and although the agreement between individuals acquirers

The Input: Is Krashen's attempt to explain how the learner acquires a second language. So, the input hypothesis is only concerned with acquisition, not learning. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'.

Finally, the fifth hypothesis, The Affective Filter: embodies Krashen's view that a number of affective variables play a facilitative. These variables include motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. Vigotsky's social constructivism

That is, cognitive skills and patterns of thinking are not primarily determined by factors, but are the products of the activities practiced in the social institutions of the culture in which the individual grows up. Consequently, the history of the society in which a child is reared and the child's personal history is crucial determinants of the way in which that individual will think.

Vygotsky's influence on Krashen's second language acquisition theory

According to the hypothesis, language acquisition takes place during human interaction in an environment of the foreign language when the learner receives language input that is one step beyond his /her current stage of linguistic competence.

Piaget believed that children's spontaneous comments provided valuable clues to understanding their thinking. Piaget concluded that intellectual development is the result of the interaction of hereditary and environmental factors.

How children learn

The learner must be active; he is not a vessel to be filled with facts. The ability to learn any cognitive content is always related to their stage of intellectual development.

Intellectual growth involves three fundamental processes; assimilation, accommodation, and equilibration. Assimilation involves the incorporation of new events into preexisting cognitive structures. Accommodation, means existing structures change to accommodate to the new information. This dual process, assimilation-accommodation, enables the child to form schema. Equilibration involves the person striking a balance between him and the environment.

Implications for education

The teacher should present students with materials and situations and occasions that allow them to discover new learning. In his book To Understand Is to Invent Piaget said the basic principle of active methods can be expressed as follows: "to understand is to discover."

Implications for instructional technology.

Students not only can use multimedia to learn, but they can also use it to communicate their understanding of the subject to those around them. They can create what they learn by using an authoring tool such as Hypercard.

3.A HYPOTHESES

There are some English teaching methodological, sociolinguistic and psychological problems that affect the development of speaking ability in the quality of the teaching learning process of the target language in students from first year of English Career at U.N.A.N. Managua.

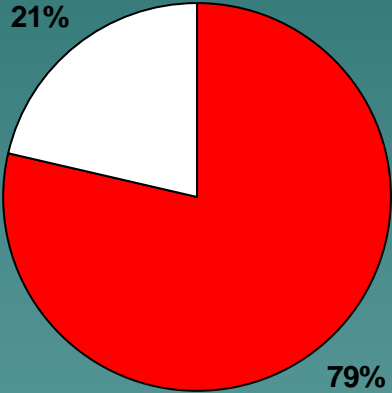
ANALYSIS AND INTERPRETATION OF RESULTS



8. In question #7 about if English was their first option, 22 students (78.6%) answered yes, and 6 students (21.4%) that it wasn't their first option.

Answer	Number	Frequency	%
Yes	22	7.86	79%
No	6	2.14	21%
Total	28	1.00	100%

Was the English Career your first option?

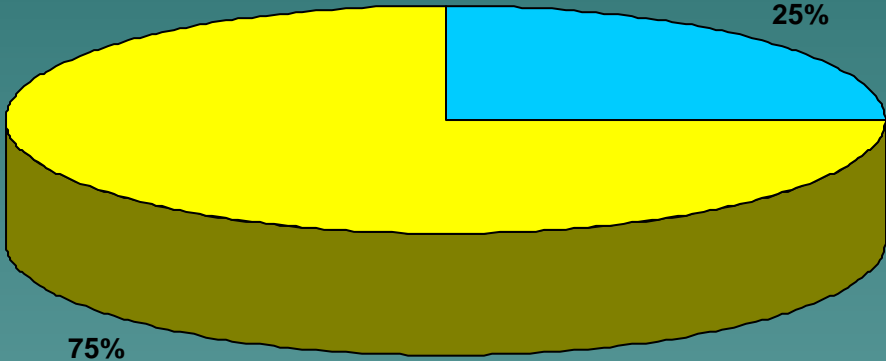


■ Yes
□ No

Twenty one students (75%) who are the majority answered that they didn't take an English course, but 7 students (25%) said "yes"

Answer	Number	Frequency	%
Yes	7	0.25	25%
No	21	0.75	75%
Total	28	1.00	100%

Did you take an English course before coming to the English career?



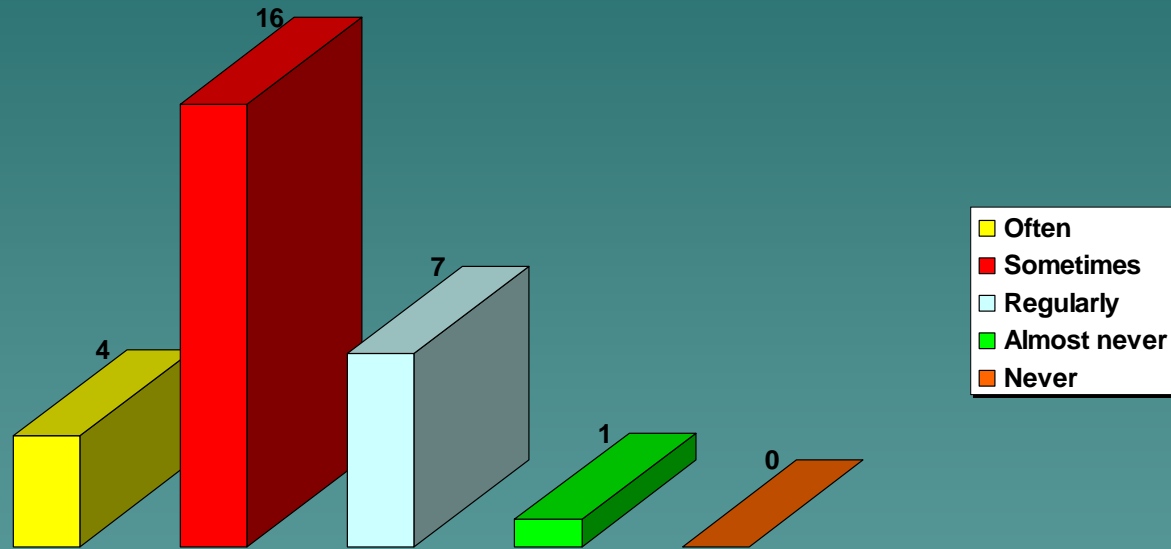
■ Yes ■ No

Do you practice the English language at the University?

11. Sixteen students (57.1%) answered that they sometimes like practicing English at the university, 7 students (25%) regularly, 4 students (14.2%), 4 students (14.2%) often, and only one student (3.6%) almost never.

	Number	Frequency	%
Often	4	1.42	14.2%
Sometimes	16	5.71	57.1%
Regularly	7	0.25	25%
Almost never	1	0.36	3.6%
Never	0	0.00	0.00%
Total	28	1.00	100%

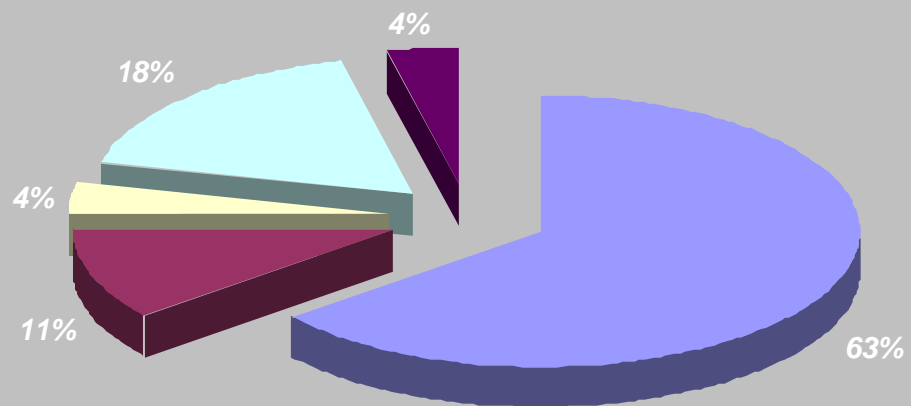
Do you practice the English language at the University?



12. In question # eleven the answers were the following:
Do you practice English with?

	Number	Frequency	%
Classmates	18	6.42	6.42%
Teachers	3	1.07	10.7%
Both	1	0.36	3.6%
Other	5	1.79	17.9%
All of them	1	0.36	3.6%
Total	28	1.00	100%

Do you practice English with?



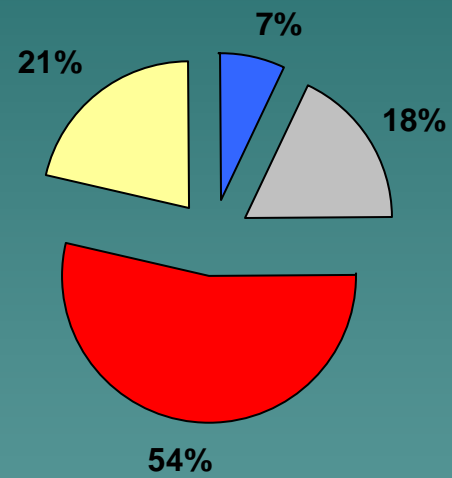
■ Classmates ■ Teacher ■ Both ■ Others ■ All of them

13. How do you feel when you practice the English language?

Fifteen students (53.6%) answered that they fell nervous when they practice the English, 6 students (21.4%) feel self confident, 5 students (17.9%) shy, and only 2 students (7.1%) feel afraid

	Number	Frequency	%
Afraid	2	0.71	7.1%
Shy	5	1.79	17.9%
Nervous	15	5.36	53.6%
Self confident	6	2.14	21.4%
Total	28	1.00	100%

How do you feel when you practice the English language?



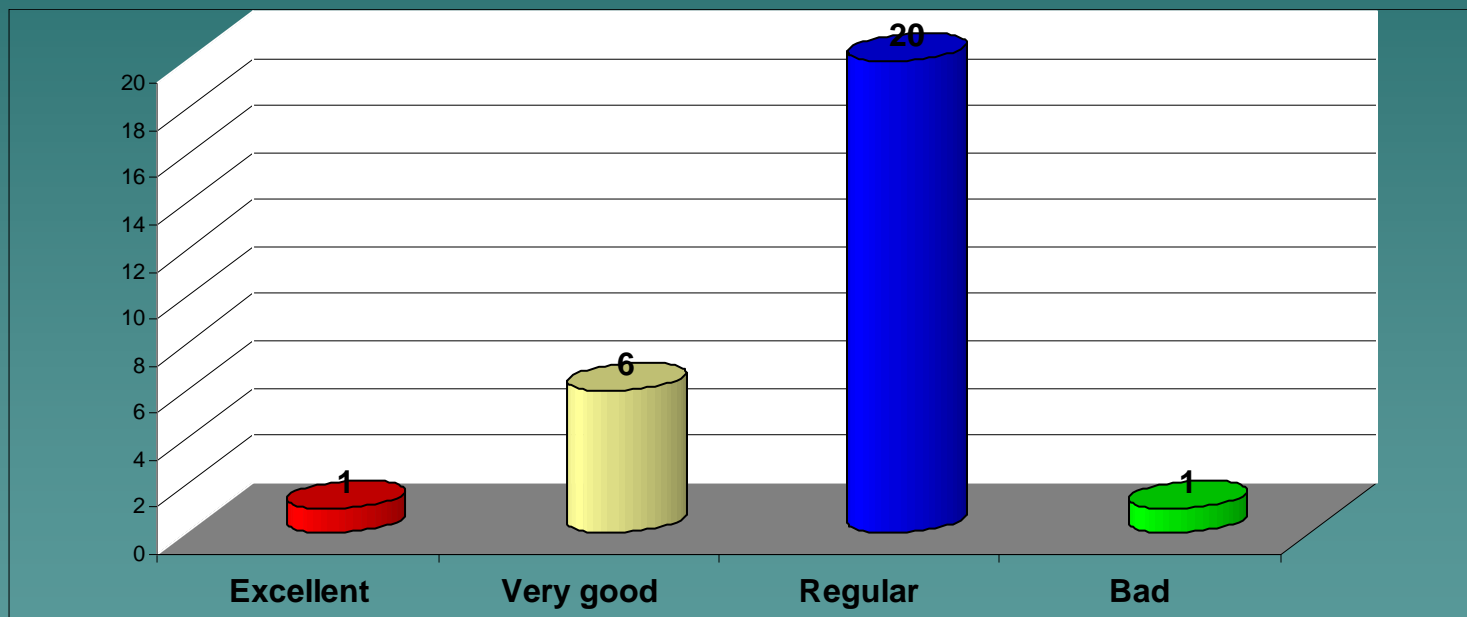
Afraid Shy Nervous Self-confident

How do you consider your fluency in English speaking ability when you talk in front of your classmates and teacher?

14 students (71.4%) answered that they consider their fluency regular when they talk in front of the class, 6 students (21.4%) very good and only student (3.6%) said consider excellent, the same percent 3.6% answered bad.

	Number	Frequency	%
Excellent	1	0.36	3.6%
Very good	6	2.14	21.4 %
Regular	20	7.14	71.4 %
Bad	1	0.36	3.6%
Total	28	1.00	100 %

How do you consider your fluency in English speaking ability when you talk in front of your classmates and teacher?

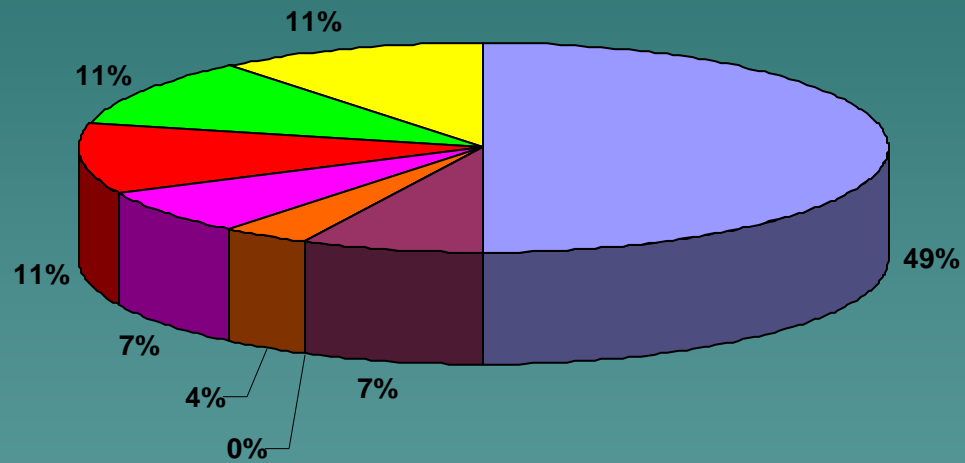


16 What kind of exercises does your teacher do to practice the English language?

About the kind of exercises used by the teachers to practice the English we have

	Number	Frequency	%
Dialog	14	0.50	50%
Role plays	2	0.71	7.1%
Games	0	0.00	0.00%
Pronunciation practice	1	0.36	3.6%
Oral presentation	2	0.71	7.1%
Group discussion	3	1.07	10.7%
Reading in loud voice	3	1.07	10.7%
Interviews	3	1.07	10.7%
Total	28	1.00	100%

What kind of exercises does your teacher do to practice the English language?



FINDINGS

According to the survey, we have found different findings and we like to share with you: The majority of the students in both shifts are female and between 15-20 years old. They are interested and acquiring the language easier.

The survey shows that the marital status is 89.2% single and 10.8% are married.

According to the results 57.1% of their parents work; 25% only their mother; 10.8% father and 7.1% nobody work. The majority of them consider their economical situation medium and 25% low.

75% of the students surveyed didn't have scholarship and only 25% have it, from which the 86% have external scholarship that means they receive an amount of money per month and only 14% have internal scholarship that consists of room and food.

Another important factor is the motivation and we found that 78.6% chose study English as their first option and that means that they are interested in learning the language, because English is what they wanted to study.

We also took into account the reasons that students had to study English and they chose some of them, but the more important were these ones:

To use it in their work 21.4%

To be an excellent teacher 17.8%

To talk with foreign people 17.8%

To have good relationship with others people 7.1%

All of them 10.8%

Others 25%

Most of them (75%) said that they didn't take an English course before coming to the English career, but (25%) said yes and they take the course in:

Private class 42.9%

Learning with foreign people 42.9%

Travelling to other country 14.2%

They say that they sometimes practicing English language at the University that is majority (57.1%); 25% regularly; 14.2% often and almost never 3.6%.

Another important data is that most of the students prefer to speak and practice English with classmates because they feel confident and not just for getting marks.

According to the results 53.6% feel nervous at the time of practicing English language in class, we found that some of them feel self confident and 17.9% shy and only 7.1% feel afraid.

For developing speaking we can say that teacher use different material to improve this ability, here we have the most used:

Written dialog 60.7%

Flashcards and drawings 35.7%

Realia 3.6%

We also took into account the kind of exercises that teacher do to develop speaking skill. Students mentioned some of them:

Dialog 50%

Group discussion 10.7%

Reading in loud voice 10.7%

Interviews 10.7%

Oral presentation 7.1%

Role plays 7.1%

Pronunciation practice 3.6%

All these kinds of exercises are important and useful for the development of speaking and they are very interactive too.

According to the students the main problems that affect them when they are practicing English are: Pronunciation, Lack of vocabulary, Grammar structure and Lack of fluency. We also applied an interview to different teachers of first year of the English Department from the regular courses at U.N.A.N. Managua.

According with some of them we can say that speaking is one of English skill that students have problems because it demands many aspect in which students have to be involved, for example, one of them is to overcome is the anxiety which make them afraid, shy when they perform the language, but others think that teacher have to encourage them to practice it. So according to them the most relevant that they have are for example the lack of vocabulary, lack of knowledge about grammar, bad pronunciation and lack of confidence when they are in front of the students practicing the language. In some extend students from first year can communicate with students from high level according with their knowledge and background that they have.

Moreover, motivation, anxiety and self confidence are affective factor that influence on students language learning depending on how the teacher create the environment. In order to the teacher must motivate students and give them confidence to help the students to overcome these problems.

In addition combining the appropriate techniques the teachers can develop speaking skill using different exercises and activities like these:

Role plays

Oral presentation

Personal interview

Peer and group work

Dialog

Topic discussion (debates)

Speak English most of the time

According with these techniques that we have mentioned above, learning a second language will successes in their learning process.

We applied an observation to the first years in order to improve all the information that we have gathered from students and teachers.

Teachers begin the class talking in English and given a feedback about the last class and review homework that they had them.

When we were in their classroom we could observe that the activity that they developed with their students was the oral presentation and after that the teacher asked to each student to make questions for the presentation. We can see that the teacher correct their pronunciation when they were talking.

In addition teachers used additional material to develop their classes such as: realia, pictures, flashcard and others to make that students practice the target language although there were some minutes that they spoke in Spanish to make jokes and have a good and relax time.

Finally we think that to get success in the teaching English as a foreign language teacher must be a meticulous judge and correct mistakes in the initial language learning stage and he or she must be a coach who encourage and reviews them in their performance.

CONCLUSIONS

According to the results of this research and looking forward to the purpose of our objectives we can conclude with the following:

Students from first year of English regular course at U.N.A.N. Managua present a lot of difficulties in the process of learning a second language focusing mainly on speaking skill.

Next we want to say that they have psychological problems like motivation, anxiety and self confidence that affect them in the process of learning a second language because according to the survey that we made they feel nervous when they are practicing the language, consequently they need to overcome pronunciation, better vocabulary to develop their knowledge about the language and they have to try by themselves to practice the language inside or outside the classroom.

Moreover the different activities that the teachers use with them are good because they encourage them to overcome those problems that affect them in the process of learning English. At the same time our English Department has some other tools to help the students to be successful in this process: the English lab, tape recorder, very good books and projectors.

Finally speaking is a problem that students must face and it can be solved by working together students and teachers, also students and students to improve on this skill and give to our Department a good prestige by being efficient in listening and speaking.

RECOMMENDATIONS

Teachers have to use activities which call the student's attention such as: dramatization, interesting topic, tongue twisters and festival songs.

Teachers must encourage the students to practice the language so that they can give up the fear to talk English in the classroom.

Teachers must be demanding with their students to get them to practice the language and at the same time practice their pronunciation and fluency through exposition or talking with students from higher levels.

Students must have confidence in themselves this will help them to avoid the nervousness while (they are) learning the target language.

Students should look for new vocabulary to increase and develop their knowledge about the language.

Teachers must provide students different kind of material to help them to overcome obstacles and go beyond the level of language learning.