

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA
UNAN - MANAGUA**



TOPIC: Analysis of factors in the learning process for proficiency in speaking ability in students of the third year at Instituto Tecnico José Dolores Estrada.

SEMINAR RESEARCH

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

**AUTHORS: Jennifer Obregón Cruz
Sadrac Guillermo Alemán Hernández**

Professor: Raúl Ruiz Carrión.

Managua, January 26th, 2009

INDEX

	Page
i. Dedication	4
ii. Acknowledgment	5
1. Abstract	6
2. Introduction	7
3. Setting the Problem	8
4. Historical Background	10
5. Previous Studies	12
6. Research Questions	15
7. Justification	17
8. Objectives	18
9. Theoretical Framework	19
9.1. Speaking	19
9.2. Knowledge and Skill	20
9.3. Oral Skills and Interaction	21
9.4. The Social Communicative Style and the Information Communicative Style	22
9.5. Motivation	23
9.6. Communicative Language Teaching	24
9.7. Size of Groups	25
9.8. Communicative Strategies	25
9.9. Age and Language Teaching	26
9.10. Personality and Language Teaching	27
9.11. The Nature of Speaking and Oral Integration	28
9.12. Roles and Teaching Materials	29
9.13. Authentic Materials	29
9.14. Different Activities for Speaking	31
9.15. The “Methods” Debate	33

9.16. Involving Learners in the Learning Process, The Audio- Lingual Method -----	34
9.17. The Communicative Approach -----	35
9.18. Conclusions on Theoretical Framework -----	37
10. Hypothesis -----	42
11. Variable System -----	43
12. Methodology -----	44
12.1. Sociological Approach -----	44
12.2. Type of Research -----	44
12.3. Population and Sample -----	45
12.4. Instruments -----	45
13. Results and Discussion -----	47
14. Conclusions -----	50
15. Recommendations -----	51
16. Bibliography -----	53
17. Annexes -----	55
17.1. Surveys -----	56
17.2. Class Observation -----	59
17.3. Interview with Principal -----	60
17.4. Interview with Teacher -----	62
17.5. Focal Groups with Students -----	64

i. DEDICATION

We dedicate this research work:

To God our Lord for giving us knowledge and health during the time we were doing this research work, and to keep away the bad things and to be present in our days.

To our parents for giving us the economical support and for being our fundamental pillar.

To our teacher Raúl Ruiz Carrion for giving us unconditional help in all the moments during this research work, for encouraging us to continue, and for listening to our necessities as students.

ii. ACKNOWLEDGEMENT

In the first instance, we give thanks to all the teachers of the English Department who taught us during this degree, and especially for the patience they had with us.

We thank all the students who answered our questionnaire, and the principal of Instituto Tecnico, Jose Dolores Estrada, who kindly opened the doors of this institute and gave us all the information that we needed.

Thanks to all the people who helped us to gather the necessary information about our theme.

Finally, we want to express our gratitude to our parents, relatives, friends and all the people who helped us in this research work, especially to our Tutor Raúl Ruiz Carrion.

1. Abstract.

The aim of our research work is to find out the main factors of deficiency in the teaching and learning process of speaking ability, classrooms techniques, teaching materials and psychological problems of students in third year students from Instituto Tecnico Jose Dolores Estrada in Managua city.

To carry out our purpose we used several materials to get all the information that we needed, and we can say that at the same time that we received the orientation from our tutor to lead our work.

We visited the school during a week to follow the teaching and learning process. According to our objectives, we also interviewed the English teacher to gather more information about our theme.

Finally we hope that this research will help the students and especially the teachers that work in high schools to overcome the difficulties of knowledge and improve their teaching materials used specifically for speaking ability.

2. Introduction.

Our research is based on the Analysis of factors in the teaching and learning process of speaking ability, in students of the third year at Instituto Tecnico José Dolores Estrada.

With this research, we attempt to collect many of the important problems that affect the development of the speaking skill, especially those factors which have relevance to the teaching of English as a second language.

We will discuss a wide range of real problems including classroom techniques to help practicing students and teachers in daily assessments. In the last two years, though emphasis has been done by the Ministry of Education on the goal "Quality Education," we think that to have success in teaching English as a foreign language, teachers must be the one that encourage their students in their performance.

3. Setting the Problem.

The students of the third year are having problems in their speaking skill in English. They don't speak anything in English, because they said that they hate the English language or they don't like English at all. Some of them don't want to participate: they think that they are not going to pronounce in a good way the expressions or words; and others are afraid to make mistakes, they feel ashamed to speak in English because they think that their classmates are going to laugh at them.

There are some factors that impair the students' improvement in the speaking ability, because nowadays students think that the most important subjects are Math and Spanish so they prefer to work and study in those subjects. For instance, if the teacher gives them an assignment in one of these three subjects (English, Math, and Spanish), the students prefer to work on Math and Spanish instead of English. Therefore, this is a factor that affects their speaking ability in English.

Another factor that affects the students is the environmental problems that some classrooms present, such as: some of the classrooms don't have enough chairs for the students, so the students don't have a place to sit, and they start having discipline problems like not paying attention to the teacher, speaking to other students, and looking outside the classroom. Some of these students don't pay attention in the classroom because they are using MP3, MP4, cell phones and other distractions, so when the teacher is explaining to the class they are doing things with these technological devices. Another factor that affects the environment in the classroom is that many of these students belong to gangs, so these cause a bad attitude in the students and they say, "If I belong to a gang, nobody has to tell me what I have to do in the classroom,

even the teacher.” Also, all those things we already mentioned cause bad behavior in the students.

Another important problem that affects the development in speaking ability in the students is the motivation that the teachers give to their students.

We know that the best technique that a teacher can use in a classroom is to motivate their students. If our students don't want to participate or they feel afraid to speak English, or any of the other factors, the teacher has to do something for this kind of student by using warm ups, role plays, simulations, dramas, information gaps, jigsaw puzzles, contact assignments and many other activities that are going to improve the speaking ability and motivation in those students.

In conclusions, we can say that all of these problems are present in students of the third year and are the causes of the low proficiency in speaking skill in English as a foreign language.

4. Historical Background.

In learning the English language there are four main skills: listening, speaking, writing, and reading. With this research we want to study a big problem that exists especially in high schools – the lack of development of the speaking ability.

In this work we mention some linguists who have written about the reading skill problems, such as Penny Ur, Selinker, David Nuhan and others; we also want to include some strategies that we researched about it. The students of the third year at Instituto Tecnico José Dolores Estrada have developed their writing and listening skills, and also some sub-skills like grammar and vocabulary. However, all this is not enough and the speaking skill must be developed at least at 80 percent in Nicaragua's high schools. Another important aspect that we want to take into account is this research is the role of motivation in the teaching and learning process.

The main problem that the students are facing is in the Speaking way, because they develop the 3 first skills but not the most important that for us is Speaking.

Methodology is defined as the study of the practices and procedures that we use in teaching. This has to include the study of the nature of language skill (the main skills: listening, speaking, reading, and writing), and also involves the sub-skills like grammar, vocabulary and pronunciation.

Also, methodology has to include the study of the preparation of lessons plans, material and text books for teaching language skills.

About method we can say that it is the kind of procedure usually done according to a definite established logical or systematic plan. This compromise both

“Principles and Techniques” as well as the five aspects of second or foreign language teaching such as: teacher, learner, teaching process, and learning.

The Instituto Técnico José Dolores Estrada has a long history. This instituto is located of the Armando Guido Building, two blocks to the south, 2 1/2 blocks to the east, in Managua, Nicaragua.

This Institute has two modalities: a regular high school and a technical high school.

Organization:

- 7 Classrooms
- 5 Technical Classrooms
- 1 Principal’s Office
- 1 Office for Teachers
- 2 Restrooms
- 1 Computer Lab
- 1 Mecnografy Classroom
- 1 Video Room
- 1 Cafeteria

5. Previous Studies.

We found something that help us with this research work and that is going to be useful to develop our topic:

A Questionnaire Project: Integrating the four macro skills with critical thinking:

Communicative language teaching (CLT) emphasizes the teaching of Listening, Speaking, Reading, and Writing within content and task-based activities (Richards and Schmidt, 2002). Numerous task-based projects are available to teachers who wish to teach a second language (L2) by involving their students in real-world, interesting activities that will expose them to a large amount of authentic language. One example is a questionnaire project, which is an excellent way to integrate language and other skills within a task-based activity. With a questionnaire project, students advance through stages of creating questions, collecting data, and analyzing and reporting results while developing their L2 skills through brainstorming, research, writing, problem solving, and group work. **By Chea Kagnarith, Chea Theara, and Alan Klein, 2002.**

We think this is a very important article to us and especially in the topic that we are working, because it is talking about the four English skills that we use in the language and especially in speaking because it illustrates to the students how they can use the four skills as a vehicle for building critical thinking, including their metacognitive strategies and the ability to evaluate their own learning.

The major advantage of using a questionnaire project in the classroom lies in its use of the speaking ability as a part of an integrated curriculum. We also can say that there is no doubt that questionnaire writing is a labor-intensive activity, but it is worthwhile regardless of how many steps a class has time to accomplish. From a teacher's point of view, nothing is more satisfying than seeing his or her students gain the skills (speaking ability) necessary to solve problems and evaluate their own learning. Also we can say that it is an important step in students' development, especially in speaking.

Testing Speaking in the EFL Classroom: Students Expectations:

No EFL program can deny or ignore the significance of testing for evaluating learners' acquisition of the target language. As important as testing is, is the concern over how students view their own achievements. Often students' have high expectations of test results. Students' grade expectations are often higher than reality, which may negatively affect student motivation. This situation calls for raising students' awareness of their ability. The focus of this article is testing speaking in the EFL classroom. Specifically, it describes a study comparing students' expectations of grades with their actual grades earned for essays assigned in freshman English classes at the Lebanese American University. The results confirm a divergence between expected and actual grades, as has been reported in other research. **By Nahla Nola Bacha, April 2002.**

We consider that this article is very important to us because testing is an inextricable part of the instructional process, so if a test is to provide meaningful information on which teachers and administrators can base their decisions, then many variables and concerns must be considered. Testing speaking ability is undeniably difficult. In this way, it can help students to acquire acceptable speaking proficiency levels, give a student a realistic concept of his or her own speaking ability, and even instruct teachers on how to give a good speaking test to their students.

Talk and Listening:

This article was published in the April 1977 issue of English Teaching Forum and stated that to enhance a conversation class or speaking class, teachers of English can make use of the same, effective technique that professional actors employ to develop a conversational tone and to aid them in learning their lines. In theater, the technique has no name but we have dubbed it “Talk and Listen” for that is what the method calls for.

There are many values in using the “Talk and Listen” system with the students of English. It can train them to listen, it can help them to learn dialogues, it can help them develop a conversational tone (talking rather than reciting) and not last (for there are still other values) or least, “Talk & Listen” is fun. **By Brian Grazer, 2001.**

We think this is very important because this is going to help the students to improve in their speaking ability in all areas. This is a good method to make the students speak because they are going to act like it is a drama and not think that there are others in class; plus, it will be so funny to them in many possible ways. Sometimes our students don't want to participate in anything because they are afraid to pass in front of the class or of similar things, so this a wonderful method to have fun and to make the students speak.

In conclusion, we can say that these three articles are very important to help us in our research work because in them we found some strategies to work with the students in class to improve their speaking abilities and in this way to have a higher proficiency in the English subject. Also, it is going to help us solve the problems that the students are having in the English class, especially in their speaking ability.

As we can see in the three articles, we have ways to work with students and teachers can learn many things like strategies that even by themselves,

students will be better in the subject, not just with the teacher but by themselves students will study and improve in this skill.

6. Research Questions.

Students:

1. They like the English Class
2. Problems in the English Subject
3. They think about the methods that the English teacher is using
4. The students think that their teacher is using good and/or new material to teach them
5. Is the teacher helping you in the English subject

Teachers:

1. The students are facing problems in the English subject.
2. The teacher is approaching these problems and how
3. The teacher has a good environment in the classroom
4. The students are motivated.
5. The teacher participate in a workshop of motivation

Principal:

1. The authorities are approaching this problems
2. The principal is trying to do something to help the teachers
3. The principal sent the teacher to trained
4. The principal have a good communication with the teacher
5. The principal is approaching these problems

Parents:

1. The parent's point of view about those problems
2. The parent's have knowledge about the subject
3. The parent's agree to help the teachers buy new material
4. The parent's help their children, and If they have knowledge about the subject, what knowledge?

7. Justification.

In this research work we decided to study about the analysis of factors in the teaching and learning process that reflects the low proficiency in speaking ability in students of the third year at Instituto Tecnico Jose Dolores Estrada.

This research work is based in order to reflect the lack of oral communication, lack of motivation that we observed in the students of the third year, in which the speaking and oral ability become a big problem.

With this research work we hope that our effort will help the third year's students overcome their speaking problems and also to help the teacher of this year, by giving them some ideas to improve their speaking classes and in this way increase the English level in the high school.

We hope that this research work is going to be useful for the Institution, but we know that is going to be useful for the people that want to have knowledge about the topic and we hope that help to the Ministry of Education to improve in a good way the Education in Nicaragua.

8. Objectives.

General Objective:

To find factors that affect proficiency in the teaching process of speaking ability, classroom techniques, teaching material, and motivation of the students.

Specific Objectives:

- To identify the factors and deficiencies in the teaching process of speaking ability.
- To analyze the teacher's techniques and different strategies that he or she uses during the teaching process of speaking ability.
- To determine the different kinds of teaching material that are involved in teaching process of speaking ability.
- To find out the level of students' motivation in the learning process.

Theoretical Framework.

With theoretical framework we want to let you know some thesis that we found that help us a lot. This thesis describes what we can do to improve the speaking skills with our students.

1. Speaking:

Development in language teaching must depend partly in our ability to understand the effects of our methodology. Usually responsibility for evaluating language learning tasks is left to specialist researchers, materials writers and methodologists. However, an alternative view would be that given the difficulties in obtaining, generalizing, and communicating research results, as well as the fact that in any case sophisticated teaching depends very largely on teacher's critical self-awareness, the results of the specialist research can have only limited relevance, as the single most important factor is the teacher's own understanding of the effects of their decisions. It is therefore worth focusing on the classroom effects of the language learning tasks. This is the approach adopted in this work.

Of course it is not possible to understand all the consequences of everything that we as teachers do in the classroom. However, of our repertoire of exercises and activities, some occur sufficiently often for it to be worth exploring their affects. The particular exercises of interest here are those devoted to developing the speaking ability.

Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of expression which uses the prestigious colloquial register, while literary skills are on the whole more prized. This relative neglect

may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib. And could it be that the negative aspects of behaviorists' teaching techniques, which focused largely on the teaching of oral language, have become associated with the skill itself?

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both the first and second languages. Our students often need to be able to speak with confidence in order to carry out many of the most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement, and of business. It is also a medium through which much language is learnt and which for many is particularly conducive for learning. Perhaps because of those, its teaching merits more thought.

2. Knowledge and Skill:

Both knowledge and skill can be understood and memorized; only a skill can be imitated and practiced.

One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depend very much on how the teachers understand their aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking, and it is important to know what these might be, so that they too can be included in the English teaching. For instance, to test whether the students can speak it is necessary to get them to actually say something. To do this, they must act on their knowledge of grammar and vocabulary. By giving students speaking practice and oral exams we recognize that there is a difference between knowledge about a language and a skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking. We do not merely have to know how to assemble sentences in the

abstract, we have to produce them and adapt them to our circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.

3. Oral Skills and Interaction:

There are two basic ways in which something we do can be seen as a skill. First there are motor perceptive skills. But in addition to this there are also interaction skills. The differences between these two are:

- First, motor perceptive skills involve perceiving, recalling and articulating in relatively superficial aspects of skill which is a bit like learning how to manipulate the controls of a car on a deserted piece of road far from the flow of normal traffic. It is the context-free kind of skill, the kind which has been recognized in language teaching for many years in the rationale of the audio lingual approach to language teaching.
- Oral expressions involved not only the use of the right sounds in the right patterns of rhythm and the intonation, but also the choice of words and inflections in the right order to convey the right meaning (*W.F.Mackey, 1995:266*).
- Notice how important it is to doing things “right, in order to be any good at speaking, choosing the right forms, putting them in the correct order, sounding like a native speaker; even producing the right meaning.”

As **Wilkinson** points out, if all language produced in the classroom is determined by the teacher, “we are protecting the learner from the additional burden of having to make his own choices”. He continues: “As with everything else, he will learn what falls within his experience. If all his language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a

language-learning situation to a language situation.” (***Mackey, 1975:75, my italics***).

4. The Social Communicative Style and the Information Communicative Style:

The social communicative and the information communicative styles are in a sense two sides of the same coin. A conversation requires not only someone to talk to, but also something to talk about. Remember “speech has both an individual and a social side and cannot conceive of one without the other” (**Howard Rumba, 1998**). Nevertheless, communication can be seen as an exchange of ideas, rather than as relationships with people, since these results in rather different teaching styles. Teaching that emphasizes the information that is transferred rather than the social interaction between the participants can be called the information communicative style, which is a very receptive strategy to the teacher for the students. The information communicative style is hard to illustrate from teaching materials because it mostly depends on the individual teacher’s preparation and improvisation during the class. Teaching requires the students to listen first actively and to produce sentences until they are ready. Working out information is the key factor: take of the message and the learning will take care itself. Hence the style is compatible with a large range of teaching techniques, united only by their emphasis on information. The overall goal is to get students to use the language, or speak – first by comprehending, then by producing. Comprehension of information is not seen as a goal in its own right, but as a way-in to fuller command of the language in use.

The information communicative style, used in both local and international circumstances, implicitly plays down the individual goal of language teaching, making few claims to general educational values in which the teachers have to teach, instead giving the students not only the topics and the information about the class lessons, but also using values that nowadays are losing ground.

The social communicative style is limited by physical factors in the classroom in that it becomes progressively more difficult to organize its activities with larger groups. On the other hand, the information communicative style lends itself to classes of any sizes. Some versions of the style are more compatible with the

national teacher-dominated classroom than the social communicative style. It caters to a range of students types, provided they do not mind having to listen rather than to speak in the classroom. Hence, again the students need to be prepared for what the style is trying to do, since it differs from their instinctive expectation of the classroom.

The teachers have to remember that their style links listening and speaking in a conversation model. Listening is not just a separate skill from speaking, but forms the foundation for speaking. Learning how to listen helps the students with the others skills as well as speaking. Knowledge acquired by listening converts into knowledge of speaking.

5. Motivation:

In the process of learning some students do better than others because they are better motivated. Motivation has chiefly been talked about in learning in terms of two types of motivation:

- Integrative motivation reflects that the student identifies with the target culture and people in some senses or rejects them. The more that students admire the target culture, read its literature, visit it on holidays, and look for opportunities of practicing the language, the more successful the student will be in the classroom.
- Instrumental motivation reflects whether the student is learning the language using an ulterior motive unrelated to its use by native speakers. This shows that the students have no particular contact with the foreign culture and no particular interest in it.

Both integrative and instrumental motivation may lead to success but lack or either causes problems. Successful learning can be based on pragmatic goals, travel, speaking new friendships, acquiring knowledge, or other motivations.

Motivation is what can make the difference. Some of the people are motivated and integrate into the target language culture (integrative motivation), while

others need the language for their career or to be successful at work (instrumental motivation).

The term motivation is extended to which you are able to make choices about goals and the effort that you will give to achieve them. The motivated learner is the one who is willing or even eager to invest more than effort during the learning process. This motivation makes teaching and learning immeasurable, easier and more pleasant, as well as more productive:

The traditional view of the term motivation is related to the human behavior through a behaviorist that stresses the importance of rewards and reinforcement.

6. Communicative Language Teaching:

It is obvious that the current interest in tasks stems largely from what has been termed “the communicative approach” to language teaching.

Language is more than simply a system of rule; language is now generally seen as a dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.

Littlewood’s view suggests that the following skills need to be taken into consideration:

- The learner must attain as high of a degree as possible of linguistic competence.
- The learner must distinguish between the forms he/she has mastered as part of his/her linguistics competence.
- The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.

- The learner must become aware of the social meaning of languages forms. For many learners, this may entail the ability to vary their own speech to suit different social circumstances.

7. Size of Groups:

To do or make all the communicative activities, the teacher should remember that the smaller the group of students in the classroom, the more effective the activity will be. Sometimes no matter how well designed a communicative activity is, if there are too many students in each group, it can be difficult to make all the students participate and actually speak the language. All successful teaching depends upon the learning; there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn. The proof of the teaching is the learning (very important to the teacher). One crucial aspect of learning a second language is what the students bring with them into the classroom.

The students we researched have fully-formed personalities and minds when they start learning English, which has been found to have effect on their ways of learning and on how successful they are at it. Some research has established that the students' diverse motivation for learning English affects them powerfully.

Teachers have to know that all the students react differently to the same teaching technique. Also, they need to see the classroom from different many angles, not just for one. The choice of what to do in a particular lesson depends upon the teacher's assessment of all factors involved in teaching the students in that situation.

8. Communicative Strategies:

Students are attempting to communicate through a language that is not their own. Students almost always want to express things for which they do not have

the meaning in the second language. There are three different strategies for approaching this:

- Communication strategies as social interaction: in this, social aspects of communication are emphasized as a strong strategy to develop the communication between students and society to share meaning of words.
- Communication strategies as psychological problem-solving: in this, the teacher needs to know the psychological dimension of what is going on in the student's mind. Specifically, when they (the students) want to express something through the second language but encounter problem. To get around this psychological difficulty, they resort to communication strategies: Achievement and Avoidance. In such, Achievement means that the students try to solve the problem by appealing to the other students or the teacher for help, trying to solve the problem without recourse to others. Avoidance means avoiding the problem wherever they encounter it (speaking, pronunciation, etc). These strategies exist to plug gaps in the student's vocabulary and speaking by allowing them to refer to things for which they do not know the exact words.

It is not clear whether strategies need to be taught, or whether they form part of the normal repertoire of one's communicative competence. In any teaching activity that encourages the students to speak outside their normal vocabulary range, they are bound to occur. Hence, the teacher should keep the likely vocabulary load of non-teacher-controlled activities within certain limits, ensuring that students already know enough of the vocabulary, or the teachers can treat them as ways of discovering and teaching the vocabulary that the students lack.

9. Age and the Language Teaching:

How should an English teacher take advantage of the student's age? Well, at the some ages the students can learn more than any adult. The other question is whether the use of teaching methods should vary according to the age of the

students? At particular ages students prefer particular methods. Teenagers may dislike any technique that exposes them in public; as such, role play and simulation are in conflict with their adolescent anxieties.

That is to say that if the teaching methods entail sophisticated understanding and reasoning by the students, for instance a traditional grammar translation method, then it is better to be older. Most of the students are more open to informal situations, but the natural situations may favor them.

10. Personality and Language Teaching:

Perhaps an outgoing, sociable person learns another language better than a reserved, shy person. There are two types of personality:

- Extrovert and Introvert, in which one in some cases helps the students in learning a new language and has the aptitude to speak more than others students with different personality. In both personalities, students can interact with the world and others with the interior world. Remember, there is a link between extroversion and oral fluency. There would seem a fairly obvious connection to language teaching methods. The introverted might be expected to prefer academic teaching that emphasizes individual learning and language knowledge; the extroverts, audio-lingual or communicative teaching that emphasizes group participation and social know-how.

Many of these factors can not be affected by the teacher. Ages are unchangeable, as are aptitude, intelligence, and most areas of personality. As teachers cannot change them, they have to live with them. In others words, teaching has to recognize differences between the students. At a gross level, this is catering for factors that a class has in common, say age and type of motivation. In some cases the teacher has to cater for the differences between

individuals in the class by providing opportunities for each of them to benefit in their own way.

To some teachers this is not enough, nothing will do, but complete individualization so that each student has his or her own unique course for class teaching, in the aspects of which students are different have to be balanced against those that they share in order to have a good result.

11. The Nature of Speaking and Oral Integration:

Spoken language consists of short, often fragmentary utterances, in a range of pronunciations. There is often of great deal of repetition and overlap between what one speaks and what the other person speaks. Brown and Yule also draw a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function in which the primary purpose of speech is the maintenance of social relationships.

Another basic distinction we can make when considering the development of speaking skills, is between monologue and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes.

The development of communicative language teaching has a dramatic effect on the notes that learners are required to put to a range of uses to use a language which has been imperfectly mastered to negative meaning, in short, to draw on their own resources rather than simply repeating and absorbing language. This sometimes cause problems if you are teaching learners who have rather set ideas about learning and language, particularly if these differ greatly from your own. In such cases you have a number of options. In first instance you can insist that, as the teacher, you know best and the learners must resign themselves to doing as you say. Alternatively, you can give in to the learners and structure activities around their preferences. A more positive option would be to discuss the issue with the learners, explain why you want them engage in

communicative tasks, and attempt to come to a compromise. The roles of teachers and learners are, in many ways, complementary. Giving the learners a different role (such a greater initiative in the classroom) requires the teacher to adopt a different role. According to Breen and Candlin (1980), the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner.

12. Roles and Teaching Materials:

An examination of published materials can reveal just how far reaching and diverse the roles of teacher/learner can be.

- The student can proceed at his or her own speed, benefiting from the chance to work privately. Writing is a private art, as well as, one hopes, the opportunity to consult with a tutor regularly.
- Students learn a lot by working together in groups to solve a problem or make a decision. Learners should share their knowledge, compare their opinions, and discuss their ideas in small groups before going on the class work or individual work. The instructions for each exercise include suggestions about ways of working with the material.

The student must be trained adequately in all four basic language skills: understanding, speaking, reading and writing. In many classroom courses, the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears, and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word.

13. Authentic Materials:

For students with lower proficiency in the target language, it may not be possible to use authentic language materials such as these. Simpler authentic materials (for example, the use of weather forecasts when working on

predictions), or at least ones that are realistic, are most desirable. It is not so important that the materials be genuine as it is that they be used authentically.

Another possibility for the use of authentic materials with a lower level class is to use realia that do not contain a lot of language, but about which a lot of discussion could be generated. Menus in the target language are examples; timetables are another.

Many people feel that speaking in a new language is harder than reading, or writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time; usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. In language teaching, the four skills are described in terms of their direction. Language generated by 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). Thus, speaking is the productive aural skill. It consists of producing systematic verbal utterances to convey meaning.

For many years people taught by having students repeat sentences and recite memorized textbook dialogues. Audio lingual repetition drills were designed to familiarize students with the sounds and structural patterns of the target language (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation.

For many years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak.

During the late twentieth century, language acquisition research made us reconsider some long-standing beliefs about how people learn to speak. Several studies led to the conclusion that we had gotten the idea backwards:

people don't learn the pieces of the language and then put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people. This realization has several interesting implications. If we believe that people learn languages by interacting, then learners should interact during lessons. As a result, a method called communicative language teaching arose.

14. Different Activities for Speaking

There are different activities for speaking such as:

- **Role-plays** that are excellent activities for speaking in the relatively-safe environment of the classroom. In the role-play, students are given particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-play gives learners practice speaking the target language before they must do so in a real environment.
- **Simulations** are more elaborate than role-play. In a simulation, props and documents provide a somewhat-realistic environment for language practice. For instance, in a language lesson about the grocery store, a teacher might bring "products" for the students to buy (a box of crackers, coffee, a jar of jam, etc.) and even play money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier.
- **Information gap** is a useful activity in which one person has information that the other lacks. They must use the target language to share that information; for instance, one student has the directions to a party and must give them to a classmate.
- **Jigsaw activities** are a bi-directional or multidirectional-information gap. Each person in a pair or group has some information the other person needs. For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English to

plan a one-week trip. This is one natural information gap task, especially when the students don't know each other well.

- **Contact assignments** involve sending students out of the classroom with the stated purpose to talk to people in the target language. In a second language environment, you can send students on an information treasure hunt in a nearby business district. Provide a worksheet which the students complete by asking the merchant questions. For instance, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be delivered.

Other activities that could be used in the classroom are:

1. Pictures predicting the language of a situation.
2. Oral presentations by students.
3. Pronunciation work.
4. Repeat information to check comprehension.
5. Conversation between the students in the target language.
6. Discuss with the students about a specific topic.
7. The use of body language to infer meaning.
8. The use of an article title to activate background knowledge about a topic and communicate personal interest in it.
9. Conduct interviews.
10. The use of pictures to make inferences about a reading.

Teachers have different roles during the speaking activities. However, three have particular relevance if we are trying to get students to speak fluently.

- **Prompter:** Students sometimes get lost, cannot think of what to say next, or in some other way lose the flow of fluency that we expect of them. We can leave them to struggle out of such situation on their own, and indeed sometimes this may be the best option. However, we may be able to help them to progress in an activity by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or force the student out of his or her role, it will stop the

sense of frustration that some students feel when they come to a “dead end.”

- **Participants:** The teacher should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At others times, however, teachers may want to participate in discussions or role-plays themselves. That way, they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
- **Feedback provider:** The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of utilizing their speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitation.

15. The “Methods” Debate:

A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. For many years, the goal of language pedagogy was “to find the right method,” a methodological magic formula that would work for all learners at all times (**Brown, 2002**).

Methods contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures. The dominant method for much of the last century was the grammar translation method. This was challenged in the 1950s and 1960s by audiolingualism, a method that is still very popular today, and whose influence can be seen in a variety of drill-based techniques and exercises.

Audiolingualism was the first method to be based on a theory of learning behaviorism, which viewed all learning as a process of forming habits, and on a theory of language – called structural linguistics. Behaviorism and structural linguistics provided the following key characteristics of audiolingualism:

- Priority is given to spoken language, rather than written language.
- Language learning is basically a matter of developing of habits through drilling.
- Teaches the language itself, not about the language. (Avoid teaching grammar rules. Get learners to develop their skills through drill and practice. Teach through “analogy” not “analysis”.) (Moulton, 1963).

The following are some ways of getting learners more involved in their own learning process and to gradually take control of the process. Each step entails greater and greater involvement of learners in their own learning processes.

16. Involving Learners in the Learning Process, The Audio-Lingual Method:

This means:

1. Making instructional goals clear to learners.
2. Helping learners create their own goals.
3. Encouraging learners to use their second language outside of the classroom.
4. Helping learners become more aware of what is required for the learning processes and strategies to be successful.
5. Showing learners how to identify their own preferred styles and strategies.
6. Giving learners opportunities to make choices between different options in the classroom.
7. Teaching learners how to create their own learning tasks.
8. Providing learners with opportunities to master some aspects of their second language and teach it to others.

9. Creating contexts in which learners investigate language and become their own researchers of language.

17. The Communicative Approach:

When we communicate, we use the language to accomplish some functions, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend than with his employer.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiation, meaning that it is through the interaction between speakers and listener (or reader and writer) that the meaning becomes clear.

The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

1. What is the goal of teachers who use the Communicative Approach?

The goal is to have one's students become communicatively competent. While this has been the stated goal of many of the other methods. In the communicative approach, the notion of what it takes to be communicatively competent is much expanded. Communicative competence involves being able to use the appropriate language in a given social context. They need to know that many different forms can be used to perform a function, and also that a single form can often serve a

variety of functions, they must also be able to manage the process of negotiating meaning with their interlocutors.

2. What is the role of the teacher? What is the role of the students?

The teacher is a facilitator of his students' learning. As such, he has many roles to fulfill. For one, he is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "communicator" – engaging in the communicative activity along with the students.

Students are above all, communicators. They are actively engaged in negotiating meaning, in trying to make themselves understood, even when their knowledge of the target language is incomplete. They learn to communicate by communicating.

Also, since the teacher's role is less dominant here than in a teacher-centered method, students are seen as more responsible managers of their own learning.

3. What are some characteristics of the teaching learning process?

The most obvious characteristic of the communicative approach is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks. Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features: information gap, choice, and feedback.

In communication, the speaker has choices of what he or she will say and how he or she will say it. If the exercise is tightly controlled so that

students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative.

True communication is purposeful. A speaker can thus evaluate whether or not his or her purpose has been achieved based upon the information he or she receives from the listener. If the listener does not have opportunity to provide the speaker with such feedback, the exchange is not really communicative.

Forming questions through a transformation drill may be a worthwhile activity, but it is not an activity that would be considered communicative since a speaker will receive no response from a listener. He or she is thus unable to assess whether his or her questions have been understood or not.

Another characteristic of the communicative approach is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language that is actually used by native speakers.

Finally, we noted that activities in the communicative approach are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for learning to negotiate meaning. It is both helpful and useful when the speaker has the opportunity to receive feedback from the listener. When combined with authentic materials, this formulates an excellent method.

18. Conclusions on Theoretical Framework:

The framework on speaking in Section 9.1 is useful for our research work because the author said that teachers have to do many different things in the classroom in order for the students to understand. Of course, these activities

must be de ability. It also points out that we have to analyze the teacher's techniques and the different strategies he/she uses during the teaching and learning process of speaking ability.

In Section 9.2 on knowledge and skill, the author says that the teachers have to prepare learners by teaching them more than grammatical rules and an ample amount of vocabulary. Clearly, to speak a new language we have to know a lot of vocabulary, and knowledge of grammar is helpful in structuring sentences; however, the teacher must employ different strategies and technique that forces the students to speak and verbally engage in conversation.

As we remember that oral expressions just involve right sounds in the right patterns of rhythm and intonation, Section 9.3 on Oral Skills and Interaction reminds us that our choice of words are also important in order to convey the right meaning. This section's author says that in addition to these things, it is important to say things in the correct order, something no one with a developed speaking ability would be without.

As our theoretical framework progresses into communication styles, Section 9.4 identifies the author's familiarity with two kinds of communicative styles: Social Communicative Style and Information Communicative Style. Both, says the author, are in a sense two sides of the same coin. This is because, for example, social communicative style is limited by physical factors inside the classroom, making it difficult to organize activities with larger groups of students; meanwhile utilizing the information communicative style makes it easy to organize many activities for a class of any size. The author says also that it is the teacher's responsibility to remember that he/she cannot separate listening from speaking, because learning how to listen helps students with other skills as well as speaking. As has often been pointed out, knowledge acquired by listening converts into knowledge of speaking. This relates to our research work in that it correlates speaking ability with ways to develop speaking ability.

In the topic of Motivation, as discussed in Section 9.5, the author unites two types of motivation to the ways in which they can be used to motivate students. Some students do better than others because they are better motivated. The

author mentioned both integrative and instrumental motivation. The first occurs when the students practice the language (English) by reading or admiring the culture, and the other occurs when students have no particular contact with the foreign culture and also have no particular interest in it. When students know nothing about the context of their new language, they may show little interest in it and actually dislike it. Both types of motivation can lead to success, but lack at either one can cause problems as motivation is often the key that makes all the difference. Because some students are motivated and integrated into the target language (integrative motivation), and the others do it because they need to for their career, to be successful at work for example (instrumental motivation), the study of both types was useful in our research to understand the levels at which students are motivated.

Communicative Language Teaching, as discussed by the author in Section 9.6, brings to our attention that we have to know various grammatical rules and be able to use these rules correctly in order to communicate appropriately. This is what we have come to know as speaking, for we speak to communicate.

In Section 9.7 on Size of Groups, the author mentioned that the smaller the group of students in the classroom, the more effective the activity will be. The teacher needs to remember that no matter how well designed a communicative activity is, if there are too many students in a classroom or group, it can be difficult to make all the students participate and speak the language. Of course, we know this topic has relation to our research work because we need to identify the factors in the teaching process that result in deficiencies in student's speaking ability. This may be one factor.

Communicative Strategies (Section 9.8) is a topic in which the author reflects the different strategies that a teacher can use to make students more communicative and get them speaking more. It is a good example of how we can analyze the teacher's techniques and strategies used during the teaching process of speaking ability.

In the Nature of Speaking and Oral Integration (Section 9.11), we think this is both good and useful in our topic because this information is going to help in the way that the teacher has to act in his/her roles as facilitator in the communicative process, as a participant, and as an observer and learner. Doing so is very helpful in order to avoid the deficiencies in the teaching process of speaking ability.

According to Section 9.12 on Roles and Teaching Materials, we can see that in many courses their focus is in the other skills of acquiring the new language, and not necessarily in speaking. From this we can determine the different kinds of teaching materials that would allow us to be more focused on developing a student's speaking skill.

Authentic Materials (as discussed in Section 9.13) have to be appropriate to the level of the students. According to this author, we need to have in mind that not everyone learns in the same way. We need to work with different kinds of materials, but always with those real to our students. A good example is weather forecasts when working on predictions or realia. It is not just the use of authentic materials, but also that they be used authentically. Used any other way, they will produce deficiencies in both the teaching and learning processes.

According to the theory of Different Activities for Speaking outlined in Section 9.14, there are many activities available for the purpose of working with and interacting with the students. In this section, the most important three roles for a teacher to take on in the development of speaking ability in his/her students are listed: Prompter, in which we offer discrete suggestions to the students preventing them from feeling frustrated; Participant, in this the teacher should be a good animator when asking students to produce language, which in turn gives enthusiasm to the students; and Feedback Provider, which provides an avenue for giving feedback in speaking activities, considering carefully the effect of different possible approaches. All these techniques and strategies aid in making the teaching process of speaking ability effective.

The Methods Debate (Section 9.15): According to Brown, this is a single set of procedures which teachers are to follow in the classroom. We think that the best way is to find the right method for each student to help in the student's instruction in the learning process. There is no methodological magic formula that will work for all learners at all times.

Section 9.16, Involving Learners in the Learning Process – The Audio-Lingual Method, is very important because it enables us to determine that we can make students participate in all kinds of activities and reach our goals with the students. Helping the students to understand the teaching process causes them to investigate the language, and in the process, become their own researchers of language.

According to the theory of Communicative Approach discussed by the author of Section 9.17, when we communicate, we use the language to accomplish distinct functions, such as arguing, persuading or promising. A speaker will choose a particular way to express his argument not only based on his intent and his level of emotion, but also on whom he is addressing and what his relationship is with that person. This is a good method because it identifies that the speaker has a good knowledge of the target language forms which enables their spoken meaning to become clear...quite helpful in the teaching and learning process of speaking ability.

In conclusion, the different theories outlined in the Theoretical Framework provided us with guidelines for developing our objectives, and also served as a source of possible factors and deficiencies we could look out for in our research. From the theories gathered, we can surmise that it is best when the speaker has an opportunity to receive feedback from the listener. The speaking ability is further developed to a level of excellence when authentic materials are utilized.

10. Hypothesis.

The teaching methodology applied by teachers and the lack of motivation are two of the main factors for not developing the speaking ability in students of the third year of Instituto Tecnico Jose Dolores Estrada.

11. Variable System.

<u>Objectives</u>	<u>Variables</u>	<u>Sub-Variables</u>	<u>Definition</u>	<u>Indicators</u>
To identify the factors and deficiencies in the teaching process of speaking ability	<ul style="list-style-type: none"> • Factors • Deficiencies 		One of the elements contributing to a result or situation	<ul style="list-style-type: none"> • participation • Dialogues
To analyze the teacher's technique and different strategies that he or she uses during the teaching process of speaking ability	<ul style="list-style-type: none"> • Techniques • Strategies 		Ability to apply procedures or methods so as to affect a desired result.	<ul style="list-style-type: none"> • Interactions
To determine the different kinds of teaching material that are involved in the teaching process of speaking ability	<ul style="list-style-type: none"> • Teaching materials 		The articles or apparatus needed to make or do something..	<ul style="list-style-type: none"> • Authentic materials • Books • CDs
To find out the level of students' motivation in the learning process	<ul style="list-style-type: none"> • Student's motivation 		The act or an instance of motivating, the state or condition of being motivated	<ul style="list-style-type: none"> • Integrative motivation • Instrumental motivation

12. Methodology.

12.1 Sociological Approach:

We approached our research from a sociological perspective, believing that the way in which a language learner (in our case, students) thinks and feels about the process, to a large extent, determined the proficiency they develop and ultimately their success in the target language, or lack thereof. That said, we have taken the approach that if a student thinks or feels negatively about anything involved in the process, themselves included, this will manifest as a failure to progress in learning the English language, with deficiencies well-noted.

Using a sociological approach allowed us to do qualitative research, as opposed to quantitative; focusing instead on extracting quality data from a select group rather than strictly looking for numerical quantities.

12.2 Type of Research:

This research is case study research because we looked intensely at an individual or small participant pool, drawing conclusions only about a participant or group, and only in that specific context, using the different kinds of instruments applied. We explored the teaching and learning world at Instituto Tecnico Jose Dolores Estrada. Using the different kinds of instruments applied, we could gather all the information needed to describe it, and have used it in that way to analyze the data.

12.3 Population and Sample:

This research has been done taking into account one classroom of third year students with a population of 57 students. We worked with the students and selected some of them to get all the information that we required.

12.4 Instruments:

To obtain the information we needed, we utilized the following research instruments:

- **Class Observation**

We observed some classes of this classroom over the course of one week to take notes about the content and development of the classes, all this with the purpose to see the method that the teacher were using.

- **Interviews**

In accordance with our qualitative approach to research; we personally interviewed the principal and teacher. The framework utilized for the interviews is included in the Annex of this work. Our purpose in this was to get information about all the problems in the Institution

- **Focal groups**

We engaged small groups of students (no more than 8 at a time) in dialogue about the teaching process utilized to engage them in learning English. We allowed them the opportunity to converse openly about the problems and challenges they face in learning to speak English as a second language with the purpose to take all the problems that's the students were facing in the subject and to see is the teachers were using a good methodology in the classes

- **Methodological analysis**

We analyzed several documents which thoroughly explained case study research and qualitative research, as well as general documentation on the process necessary to complete a research work. Some of this documentation was provided by our professor; the rest was obtained from books and the Internet during the course of our research, such as is included in the Bibliography of this work.

13. Results and Discussion.

The surveys were applied to students between 13 and 17 years old. We could find that 61% of them are female and 39% are men, in which 23% are 13 to 14 years old, 57% are 15 to 16 years old (being the major percentage), and only 20% are 17 years old. This means that there is a small percentage of students in the third year that are average.

According to the results, 100% of the students surveyed are from the city.

About the social environment, we got an important factor that called our attention: that only two students live with their complete family (mother, father, brother(s), sister(s)). This means that only 21% of the students surveyed have the necessary environment at home to have success in their studies. From the other 79% of the students, there are 18% of them that live only with their parents without brothers or sisters; 30% of the total population lives with their mother, brother(s) or sister(s). The 24% of them that live only with their father, brother(s) or sister(s); and the other 7% live without mother or father, living with other relatives.

This showed us that the major part of those interviewed live without mother and father. This is a very important factor that we discovered; one of the reasons that affects student's development, especially in the field that we are working, for example, in the student's speaking ability.

In the economical factor, we found out that of those in the students' homes, 31.6% said the mother is the only one who works in the home, 21.6% said only the father works, 18.4% have parents who both work, and the rest, 28.4% are

supported by other members of the family who work. One student said that their parents' income is high, and as such represents only 1.6% of the population. Of the rest, 43.4% reported a low income, and 55.0% think that their parents' income is medium.

About the educational factors, we found that during the English class there are students that practice English all the time, some who practice sometimes, and others who never practice their English. Of the 23% always practicing their English, 50% practice sometimes while they are in their classes, especially when they are going to be evaluated and there are 15 students that never practice English. This is equivalent to 26.7% of the population.

We observed the classes and also asked the students about the material that their teacher uses in class. We discovered that 48.4% of the students say that the teacher doesn't utilize extra materials, perhaps only a book, and the other students said that the teacher only brings to class dialogs. Such was the response of 51.6% of all those interviewed.

We also looked into the account of the kind of activities that the teacher does in class to motivate the students. The results were these:

- The teacher uses dialogs in class: 35%
- Role plays are utilized: 30%
- Oral presentations: 23.3%
- Pronunciation activities: 11.67%
- Interviews: 0%
- Reading in loud voice: 0%
- Games: 0%

With this, we found that the activities that the teachers do in class with the students are the most common ones, and games are not included in the speaking classes.

In our research we could apply our objectives to identify, analyze, determine and discover the factors and deficiencies of speaking ability.

According to our results, we can say that the full scope of the teacher's knowledge is not being used, and this is a main reason why we identified deficiencies in the teaching and learning process. Various classroom techniques, teaching material, and student motivation are simply not being utilized to the fullest extent possible. So we can say that the techniques used in the classroom, the teaching material and motivations in the students are some of the factors that cause deficiencies in the teaching process of speaking ability.

We get all this information during the class observation because we saw that the students did not pay attention to the class (no-motivation) and the teacher was not using a good method to teach. And in the focal groups the students said that they like the English class but the teacher not use a good method and always the same material

According to the our hypothesis we proved that the teacher is not applying a good methodology and that the reason we found lack a motivation and this is not good to the students because their are not developing the speaking ability in a good way and they are not to speak English never in a good way.

14. Conclusions.

According to the results of this research and looking forward to the purpose of our objectives, and according to our analysis were we explain what we found in our research we conclude that:

Our hypothesis was proved because the students in the third year from Instituto Tecnico Jose Dolores Estrada have a lot of difficulties in the process of learning English as a foreign language, focusing mainly on the speaking skill.

Moreover, the different activities that the teachers use in class are not of the highest quality. It appears that they are not preparing enough material for each class. The teachers don't use realia, although they are graduate teachers and already know many activities and strategies to teach this subject.

We could find that the teachers do not appear to be motivated at all. They have been teaching for years and they don't seem to be happy teaching English.

Finally, the speaking skill development is a problem that students have in this school, and this is a problem that can be solved by teachers and students using appropriate methods to improve on speaking skill, giving success in their studies and development of the English language.

15. Recommendations.

In light of the proceeding work, we recommend the following:

- Because teachers have to first be motivated in their teaching, we recommend both a system of rewards for improving student speaking ability and a training program by which teachers can gain additional skills while exchanging successful ideas with other teachers. If teachers are not motivated, they will not motivate their students.
- In order to command the students' attention, we recommend that teachers include many different kinds of materials in the classroom, such as dramatizations, tongue twisters, and festival songs.
- We recommend that teachers have in focus the goal of encouraging their students to practice their second language; for instance, offering extra credit to students who complete English activities outside the classroom, such as conversing with each other in English. This will help free students of their fear of talking in English in the classroom.
- We recommend that teachers and parents alike encourage students to study on their own, looking for new vocabulary to develop their knowledge.
- Students must have confidence in themselves in order to avoid the nervousness that comes with learning another language. As such, we suggest that teachers be more demanding with their students in order to get them to practice their new language. More frequent presentations

being required of those in the classroom, for example, would add practice in both pronunciation and fluency.

16. Bibliography.

Allen, Edward David and Rebecca M. Vallette, "Classrooms Techniques: Foreign Language and English as a Second Language," Longman Group LTD, 1970.

Broughton, Geoffrey and Christopher Brumfit, "Teaching English as a Foreign Language," Routledge Education Books, 1988.

Brown, G., A. Anderson, R. Shillcock, G. Yule, "Teaching Talk: Strategies for Production and Assessment," Cambridge University Press, 1984.

Bygate, Martin, "Speaking," Oxford University Press, 1987.

Chomsky, Noam, "Aspects of the Theory of Syntax," The MIT Press, 1965.

Finocchiaro, Mary and Christopher J. Brumfit, "The Functional-Notional Approach: From Theory to Practice", Oxford University Press, 1983.

Krashen, S.D. and J.D. Terrel, "The Natural Approach: Language Acquisition in the Classroom," The Alemany Press, 1983.

Krashen, Vigotsky, Piaget, "Second Language Acquisition," Pergamon, 1981.

Nunan, David, "Language Teaching Methodology: A Textbook for Teachers," Prentice Hall, 1991.

White, Ron, Marvyn Martin, Mike Stimson, and Robert Hodge, "Management in English Language Teaching," Cambridge University Press, 1991.

17. ANNEXES

17.1 SURVEY RESPONSES.

Students:

- 1) They like the English Class
- 2) Problems in the English Subject
- 3) They think about the methods that the English teacher is using
- 4) The students think that their teacher is using good and/or new material to teach them
- 5) the teacher helping you in the English subject

Teacher:

- 1) The students are facing problems in the English subject.
- 2) The teacher is approaching these problems and how
- 3) The teacher has a good environment in the classroom
- 4) The students are motivated.
- 5) The teacher participate in a workshop of motivation

Parents:

5. The parent's point of view about those problems
6. The parent's have knowledge about the subject
7. The parent's agree to help the teachers buy new material
8. The parent's help their children, and If they have knowledge about the subject, what knowledge?

Principal:

- 1) The authorities are approaching this problems
- 2) The principal is trying to do something to help the teachers
- 3) The principal sent the teacher to trained
- 4) The principal have a good communication with the teacher
- 5) The principal is approaching these problems

MAIN PROBLEM:

According to the survey results received, the main problem we can identify with this portion of our research is the lack of material in the public schools, because most of the problems reported are based on this. As we can see, parents, students, teacher and principal agreed that if they don't have material the students are not going to have a good education. If we want them to learn in a good way, we need to have all kinds of material. Without good material, it doesn't matter if the teacher uses a good method; students need to have a workbook to practice with at home, not just with the class in the classroom. However, no one appears willing to address this problem, so we're not going to have good students in this subject without changing that.

We think that the best way to solve this problem is for the Education Ministry to put all their attention on this and work with the parents and administration to solve it.

17.2 CLASS OBSERVATION.

Principal: Reyna Carvajal **Teacher:** Jennifer Obregon.

Date: 22/10/09 **Time:** 10:00 am

Place: Instituto Tecnico José Dolores Estrada.

Parameters of Observation:

- **Students' Behavior.**
- **Teacher Methodology.**
- **Teacher Material.**
- **Classroom Environment.**
- **Students' Motivation.**
- **Teacher Motivation.**

17.3 INTERVIEW WITH PRINCIPAL.

Position: Principal: Reyna Carvajal **Day:** Thursday **Date:** 22/10/09
Time: 8:00 am **Place:** Instituto Tecnico Jose Dolores Estrada.

Objective: *To find out what the principal is doing to get a better academical score in the students of the third year.*

Aspects of Conversation:

- **Teaching Material – for the teachers.**
- **Environmental Classroom.**
- **Good Communication between Principal and Teacher.**
- **Motivation (Teacher to Students).**
- **Training.**
- **Class Observation.**

RESULTS:

Teaching Material: Given from principal to teacher.

According to the principal, the school has very good material to teach and there are no problems in this because the teachers have all kinds of good materials. So they think that the lack of materials not a problem there; students have enough English books, and if they want to know more about the language, they only have to go to the library to get more information. The principal said that they are getting more and new material; not old ones, but a new one. She said that they want students to learn the new language (English) in a good way, and are aware that to do so they have to provide the teacher with new material. Then it is up to the teacher to do good work and give their best in the classrooms.

The Environmental Classroom.

Well, in the environmental classroom, they think that they have well-built classrooms, good classrooms, and are giving the best to their students and teachers. They believe that a good environmental classroom is a place that is liked, where students feel like they want to be there. The administration feels that if students like their classroom they are not going to use expressions like, “I don’t like class. I don’t want to go to class.” This was the reason they gave for believing their classrooms are in good condition.

Good Communication Between Principal and Teacher.

They believe that a good way to work in an Institution is to have good communication between the people that work there. They try to have good communication with the teachers, but sometimes, of course, it is a little bit difficult because, as know, not everyone thinks in the same way. The principal said they might try to communicate some information to the teachers, and the teachers don’t agree with our decisions or how we solve problems. Sometimes they give excuses for not doing their work or the

things they have to do in class. But always the principal said she tries to have good communication, to work together because they are a team. To have a better education, she is aware they have to have good communication and teamwork; this is the way a school is going to work in an excellent way.

Motivation: To the teachers and to the students.

The principal thinks that motivation is a good factor that influences everyone in many things. So to her as a principal, she tries to motivate, to give good motivation to both her teachers and students. In some cases, she visits the classroom not just to see how the teacher is teaching, but also to talk with the students about their problems in the different areas and to know how the administration can help solve those problems. She is not there to criticize, but to give advice and encourage them to continue, believing this is a good way to motivate the students.

With the teachers, she motivates them by encouraging them to continue doing things the best they can. She tells them that it's not just their mistakes that she sees, but also the good job they are doing with the students. Teachers are the pillars in the education system, so it's important to take time to say "Congratulations!", "You do well!", etc.

Also, sometimes, the administration motivates its teachers when they can prove that they have their lesson plan notebooks in order. These are just some of the ways they motivate the teachers and students, which is helpful to everyone.

Trainings.

This is complicated, said the principal, because in Nicaragua there is not a lot of training for English teachers. However, when they become aware of some, they send their teachers. There is only one important and interesting training in Nicaragua that the principal is aware of, Nicatesols. She is aware that it is a good one, so every year sends their English teacher to be trained in this seminary.

She said unfortunately they do not have enough money to send their teachers to some institutions that have good trainings in English because of course they are expensive. But she thinks that a teacher can be trained by his/herself by doing research and practicing with others in English.

The principal also reminded us of the meeting the teachers have monthly, but she thinks it is not important for education, that they are wasting the time all of those days. The Minister of Education said that it is an obligation but the principal doesn't want to waste the time of her students' education. She doesn't see it as important and therefore those days they have normal classes. She doesn't agree with many of the things the Minister of Education is doing.

17.4 INTERVIEW WITH TEACHER.

Position: Teacher: Jennifer Obregon. **Day:** Thursday **Date:** 22/10/09
Time: 10:00 am **Place:** Instituto Tecnico Jose Dolores Estrada.

Objective:

- *To get information about why the students in third year have a low proficiency in the speaking ability in English.*
- *To collect information about the factors that affect the students in the learning process of speaking ability in English.*

Aspects of Conversation:

- **Motivation.**
- **Environmental Classroom.**
- **Students' Behaviors.**
- **Students' Age.**
- **Social Problems.**
- **Training.**
- **Communication (Principal to Students).**
- **Material.**

RESULTS:

Teaching Material.

The teacher said that the school has enough, and good, material available to work with the students. The material is fresh and new. The material is not a problem, said the teacher, because they have a tape recorder, a television, a DVD player, CDs from Ingles Sin Barreras, and many, many books from different authors; very interesting books, actually. This enables the teacher to assign homework to the students; they can also investigate in the books and on the Internet. They have a Computer Lab, in which the students can use a computer for any assignment they have. The problem, the teacher said, is in the time I have to teach; it's too little. She said that if you have all the good conditions to teach well the language (English), the other thing you need is time to do it. They have just 45 minutes, three times per week, which doesn't allow time to use the material she needs to use. But she does her best as well as she is able. She tries to give her students the best, all the information they will need in the future.

Students' Behavior.

The teacher considers that this a big problem that she sees. She teaches just teenagers, and at this age, they think they are the owner of the world; they don't want anyone telling them what to do.

Many things and habits are being lost in these students she said, one of them being the habit of study. Some of her students they think they won't need English at all, they've told her. They say they don't want to learn English or that they don't like it. This is the excuse that they give her for not paying attention in class, and for doing other things in class besides paying attention. The teacher feels it is a big problem because sometimes as a teacher she has to say something about the attitude of the students. In some cases she has to take someone out of the classroom because he/she is not doing anything in class, or is just distracting other students. She tries to talk with them and help them to understand, but says this is a difficult task.

She said that the behavior of the students sometimes has to do with their problems at home, with their parents. She tries to be there for them, not just as their teacher, but also as their friend; giving them confidence, talking with them, understanding that some of her students have parents who work, others have divorced parents, and others don't talk with their parents because their parents don't have time for them. Their parents think that money is important for them, instead of love and compassion. The students need time with their parents to do their homework, talk about what they did during the day, or talk about problems, etc.

The most popular bad behavior that the teacher identified is a bad attitude, followed by saying bad words, and maybe listening to music on MP3s, MP4s or iPods. In some cases, she said that students who respond in a bad way to the teacher are sent to the principal. But as she said before, she reminded us that she tries to do her best, to understand her students, and to avoid problems.

Motivation.

The teacher tries all the time to motivate her students. She realizes that it is important to be motivated, because then one will learn better. She does many kinds of activities in the classroom and also tries to keep them working in their assignments. Sometimes, the teacher finds it difficult to motivate someone who says that he or she doesn't want to learn English or just doesn't like it at all. But still she tries to do the things that will make it easier for them, such as giving them new vocabulary, saying the pronunciation correctly, and giving photocopies to them. She tries to always remember that all students are different and that her job is to do the best to motivate all of them.

Training.

According to the teacher, in Nicaragua there is not enough training available to English teachers. She attended the Nicatesol conference in 2005. That was her first time and she like it very much, considering it to be the most interesting thing she had experienced because there you can exchange ideas and experiences, as well as meet with other English teachers and practice your English. There are monthly meetings for English teachers that she has gone to some times. Now days she does not attend these meetings because her boss said they are a waste of time and those days (every last Friday of the month) they have to work, to teach as normal. So the teacher said she doesn't feel trained at all. Only that she goes once a year to the Nicatesol conference, and has to pay to attend.

17.5 FOCAL GROUPS WITH STUDENTS.

Position: Students: Focal Groups **Day:** Friday **Date:** 23/10/09
Time: 10:00 am **Place:** Instituto Tecnico Jose Dolores Estrada.

Objective:

- *To identify what problems the students have in their English speaking ability.*
- *To analyze if the students understand the teacher's methodology.*

Aspects of Conversations:

- **Teacher's Methodology.**
- **Motivation from the Teacher to the Students.**
- **Communication (Principal to Teacher).**
- **Material.**
- **Environmental Classroom.**
- **Behaviors of the Students.**
- **Academic Score.**

RESULTS:

Teacher Methodology.

Most of the students answered that the methodology that the teacher is using is good. But there was one problem that they all stated: that some of them don't like English at all. A typical phrase they used was, "I don't speak well Spanish and it is my own language, my native language. I'm not going to speak or understand English." Another part of the students said that of course it is good methodology, but they think it is not good for them; that their teacher needed to use methodology appropriate for the level that she is teaching.

Motivation from the Teacher.

The students said that their teacher is all the time giving them motivation, in every class, by giving them assignments and quizzes. Of course they feel good because they know that they are important to their teacher, especially to her. They said their teacher is a very kind person and a good teacher, that she motivates them well, but sometimes they need to take the responsibility to motivate themselves. They recognize that if they want to learn English that they have to do it; that they themselves have to ask, to say, to do something to try to understand the class. They have to ask the teacher how this or that word is pronounced, it's meaning, how they can learn more about it. So it's not just motivation from the teacher that is necessary, but it is also motivation from their parents, and from themselves, too. They have to pay attention in class, and put more interest into the class. They acknowledged that they have a good teacher, a teacher who really takes care of them, but sometimes they have a problem with her, which is often their own fault.

All the students agreed that the English teacher gives them advices and tries to motivate them, but in the end they are really extroverts.

Communication: From principal to teacher.

They really didn't know if the communication is good or bad between them (the principal and their teacher). But the students did think that if the administration wants to provide an excellent education that they would have to have very good communication. All they knew was that sometimes the principal and teacher met about academic scores, about notes, and other problems; they didn't know exactly.

The students said that if the teacher has to tell them something or if they have any problems with a particular student, the information has to go to the Principal's Office. For example, one day two students were fighting with each other. The teacher took them to the Principal's Office because that is where the communication begins.

They thought that in a relationship, the communication between the parties was a very important factor to having things in order.

Materials.

According to the students, they don't have problems in this aspect because, thankfully, they have a school which provides them with good English materials, both to the teachers and students. The teacher teaches them, and gives them good contents or topics. She gives them topics that are going to be very important and relevant to them in the future. Sometimes they have to do research about the new topics, or topics that don't appear in their books. They said that the material their teacher uses is new, fresh, and authentic.

Environmental Classroom.

For them, the environmental classroom is something that they as students have and make. The environment of the classroom they felt was good. Of course, sometimes there is one student or another making noise or talking, or maybe listening to music; but when the teacher is teaching, they pay attention. As for the conditions of the classroom, they said they have good conditions. They joked that if the principal gave them a classroom with air-conditioning that would be great for them, but that they would have to pay more for that, which wouldn't be good for their parents.

Something that was important to them was that they all had a chair to sit, a good whiteboard, and for instance, in the computer lab, that all of them could use a computer at the same time. So for the students the classrooms contained good equipment; to learn they didn't think a special classroom was necessary. "Learning depends on us," they said. "If we want to learn, we do it. If we don't want to learn, we don't do it. That's all."

Behavior.

The students said that in this aspect, something you know is that they are teenagers, making it a little difficult to stay in place or to be quiet. They reminded us that they now have technological devices like iPods, MP3s, MP4s, cell phones, etc. on which they love to play and to listen to music. They admitted to using these items in class. They know that it is not good to do, but they do it anyway. They said that they stay paying

attention in class, just not all the day. If the teachers tell them not to do it, they stop. Some teachers get angry with them and start treating them as children, but it is different in every classroom.

Some of the students really like English and pay attention, doing all of the exercises and English work, but some do not. Those who pay attention learn a lot and speak with the teacher in English. But there are students in the class who don't like English at all and prefer not to use the devices provided by their teacher for learning.