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THEME: The methodological and social factors that influence in the Learning-Teaching process and affect the development of speaking skill in students of fifth year afternoon shift of Carmela Noguera Public School in Granada.

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I- General Information

▪ **DEDICATORY**

First of all, the present research paper is dedicated to God, for the wisdom, the strength and patience that gave us to be able to carry out with success this work.

To our parents who are the unconditional people who have brought us their support and they have given us the enough encouragement to always achieve our goals and to have an ambitious spirit of overcoming.

Last but not least, we dedicate this research paper to all the students and the teacher who were involved in it and gave us the relevant information to carry it out. As well as all the teachers that one way or another have given us the knowledge during this 5-year English course.

▪ GRATITUDE

We wish to express our deepest and most sincere gratitude to God for giving us the patient and wisdom require carrying out this research paper.

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▪ ABSTRACT

This paper is on difficulties in the Learning-Teaching process that affect and avoid the successful development of speaking skill. This study investigated why students do not speak English have studied for years, also it will show what Educational and Social factors cause negative effect.

The participants of this research where taken from the fifth year of afternoon shift of Carmela Noguera Public School from Granada in which for several years students do not speak English at the end of the course that has been a interrogation for teachers in this school. For our gathered information we look through some books and internet articles to support our hypothesis. The instruments we used were a Survey for students, an Interview for the English Teacher and we made an Observation class. Then we suggest some pieces of advice which are based on our information gathered and our experiences as teachers.

▪ INTRODUCTION

Speaking is intuitively the most important of all the four skills in foreign language learning. However, speaking is observed as one of the most difficult skill of the four. Classroom-based speaking practice normally focuses on mechanically practicing artificial materials or specific grammar points which are irrelevant to the real world. In addition, speaking is usually taught by teachers without considering its close relationship with the social context. As a result, students easily get frustrated.

The factors that we focused on are the main drawbacks that affect the successful development of speaking English on students in the Teaching-Learning field.

The investigatory work one is focused on the main elements that have influence in developing speaking skill on students of fifth year in the afternoon shift of Carmela Noguera Public School.

Through this document we will now have the basis for Educational factor the great influence that has the professor's methodology to motivate the students to increase the skill for speaking English.

The Methodological factor is concentrating on, the personal interest for speaking English, the motivation in class and the feelings towards speaking English.

Besides we investigated about the Social factor such as the access to Media as a source for the development of speaking skill and if the students have any help of someone to study English at home.

After we determine the difficulties in the Learning-Teaching process of speaking skill our perspective is to apply new techniques and methodology that help us to overcome the difficulties to motivate and engage the students.

- **JUSTIFICATION**

In our investigation we decided to find out about the main Methodological and Social factors which influence in the development of speaking English skill in the students of fifth year of Carmela Noguera Public School from Granada due to the low participation in class which means student were in a passive state or not motivated to develop the target language.

On the other hand this low participation is a consequence of the poor lesson planning without Speaking activities to motivate students highly, excessive use of traditional approach and mother tongue, lack of qualified supervision in the target language and didactics materials.

- ***PROBLEM***

Factors that influence in the Learning-Teaching process and avoid the successful development of speaking skill.

- ***SUB PROBLEMS***

♦ Poor management of Teaching-Learning methodology.
♦ Low level of encouragement for using the target language.
♦ Students are not highly motivated to speak English.
♦ Lack of assistance outside the classroom in studying English.
♦ Lack of previous knowledge avoids using the target language.
♦ Lack of didactic materials to increase the use of the speaking skill.

- ***THEME***

♦ The methodological and social factors that influence in the Learning-Teaching process and affect the development of speaking skill in students of fifth year afternoon shift of Carmela Noguera Public School in Granada.

II. OBJECTIVES

2.1 GENERAL OBJECTIVE

- To verify in what way the methodological and social factors affect the development of speaking skill.

2.2 SPECIFIC OBJECTIVES

- To find out students previous knowledge about speaking skill.

- To find out how the lack of teaching materials affect the development of the speaking skill.

- To analyze the teacher's methodology in order to know if it is proper to promote the students´ usage of the target language.

- To verify in what manner the teacher encourages the students to practice speaking in class.

- To find out in what way the social factors affect the development of speaking skill.

III- Theoretical Framework

3.1 Historical Background

Carmela Noguera Public School´s historical background goes back to "Niña Carmela Noguera" who was born on December 24th, 1879. Her mother's name was Madam Ana Francisca Noguera. Carmela Noguera graduated from Colegio Superior de Señoritas de Granada whose principal was Doña Chepita Toledo de Aguirre.

On September 14th 1987, she graduated and became a teacher at the age of 18. She was the principal of the Colegio de Señoritas de Granada where she was known as "La Niña Carmela".

On May 19th 1916, Martin Benard School in Granada was founded by her with financial support. This school was built where nowadays Solano family lives. Being graduated form Martin Benard School was like a letter of recommendation because students were taught science, arts, devotion and practice.

Teacher Carlos A. Bravo called her "Flor de Luz". Mengseineur Carlos Borge y Castillo, bishop of Granada, called her mother "Madre espiritual de Granada". Joaquin Pasos Arguello Called "bienhechora de Granada".

1945 to 1969 she was named Public Education inspector of Granada, and her main deed was building school in rural area. In 1960 she was declared "Mujer de Nicaragua". In 1964 she was given the presidential medal by the president Rene Shick Gutierrez.

On July 30th 1965, she passed away at 10:15 in the morning. She asked that all her decoration was founded to make a chalice out of them and to give it to San Juan Bosco Church. When her students wanted to make a bust in her honor as a sign of gratitude and administration, she asked them to make a Jesus´ Portrait to

give away to Maria Auxiliadora chapel. Now this Jesus´ Portrait is the worshiped Christ's blood's Portrait.

In 1970 Martin Benard School was founded by La niña Carmerla, it was also named Centro Autónomo Padre Misieri is now. In 1975 it was renamed Carmela Noguera in honor of this great teacher of teacher, "La niña Carmela Noguera "this school was replaced where it is now. Teacher Elisa de Bolaños was the principal.

On May 3rd 1993, teacher Nohemy Bermudez became the new principal who founded the school was in a great deterioration: it just had 155 chairs and 450 students. During her administration of the school the Autonomia Escolar took the place in September 5th 1995. Her management was based on academic purpose and knowledge applied to the life.

During her management 23 classrooms and 2 sport courts were built, and the school library was also built and its view was improved as well. Principal, secretary, and administration office were built and given a computer, a fax, a tape recorder, a television and video recorder.

Restrooms for the teachers as well as a computer lab and a fence around were built in order stun dents have a good security in the school. Many trees were panted to give a better view to the school. A great musical band was created and provide properly.

Nowadays the principal of the school is the teacher Francis Gonzalez Anton who accepted to be the principal of the school in 2004, the school currently has 52 teachers. The school is included in a new program of education that began with this project in 2005, the school has an elementary education that works in the morning and a secondary education during the afternoon and night. Carmela Noguera school has four English teachers: a teacher in the morning and three

teachers in the afternoon and also a teacher at night; two of these teachers attend at Universidad Autónoma de Nicaragua every Saturday and two of them do not.

3.2 Theories

1. Language Learning

Traditionally, linguists and teachers have tended to think of language as a system of rules that has to be learned. However, linguists nowadays believe that it is more useful to see language as a tool that we use to achieve certain social goals. A knowledge of grammatical rules is important, yet it does not guarantee that a learner will be able to use it appropriately in social situations; e.g. buying vegetables at the market, giving directions etc.

2. Speaking is fundamental to human communication

Nowadays we can communicate over long distance with the help of many technological advances. A European tourist can get to Nicaragua by air in only a few hours; a businessman in Japan only has to dial 10 numbers on the phone to reach a customer in Mexico city; but how can these people communicate with each other?

One of the first we think about when we hear the word communication is language. One of the differences between human and other animals is that humans have language and other animals do not. A parrot can be taught to say a few words in a language, but the parrot doesn't really know the language. The bird only repeats what it has heard without understanding the meaning. It is not really communicating.

Language is what makes us human. Through language we are able to share our feelings, our thoughts, and our experiences with others. Without language, human society would not be possible.

In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Students need to understand that learning a language is not the same as learning *about* a language. When students

think of the language as a school subject like any other, they may learn a great deal about its vocabulary, grammar, and sentence; but the language will not become a true means of communication for them and won't engage them very deeply. Students need to understand that learning a language means becoming able to use it to comprehend, communicate and think- as they do in their first language.

As Nunan (1991) wrote: "**Success is measured in terms of the ability to carry out a conversation in the (target) language.**"

Linguists have understood that it is the spoken rather than the written form which is most important in communication. Virtually everyone learns to speak their own language effectively while only those with a reasonably high level of education can use the written form of their language. Therefore, if the goal of a language course is really to enable students to communicate in English, then speaking skill should be taught and practiced in the classroom.

3. What is a successful language learner?

Language teachers promote or discourage students' engagement by the way they define successful language learners. When the successful language learner is one who can pass tests and make good grades, learning *about* the language is all that is required and success is defined by mastery of rules and forms. But when the successful language learner is one who has the ability to use the language to accomplish communication goals, success is defined as making the language one's own.

❖ **Adolescent learners**

It is widely accepted that one of the key issues in adolescence is the search for individual identity, and that this search provides the key challenge for this age group. It is true that adolescents can cause discipline problems. However, they are

much happier if the teacher actually manages to control them, and if this is done in a supportive and constructive way so that the teacher helps rather than shouts.

To promote engagement in language learning:

- Encourage students to use the language spontaneously to communicate ideas, feelings, and opinions
- Identify informal out-of-class language learning experiences
- Ask students to evaluate their progress in terms of increases in their functional proficiency.

4. How important is the age in teaching?

The age of students is a major factor in teachers' decisions about how and what to teach. Teachers must provoke students' engagement with material and activities which must be relevant, interesting, and pitched at the right level.

Teachers must give students tasks which students are able to do, rather than risk humiliating students. They also need to give students all the tools and language they need to be able to complete the task because if the language is pitched too high, they may revert to their L1; likewise if the task is too easy, they may get bored and revert to their L1.

Teachers must always be aware of students' need. Herbert Puchta and Michael Schratz see problems with teenagers as resulting, in part, from "…**the teacher's failure to build bridges between what they want and have to teach and their students' worlds of thoughts and experience" (1993:4).** They advocate linking language teaching more closely to the students' everyday interests.

Students must be encouraged to respond to texts and situations with their own thoughts and experience, rather than just by answering questions in which

students are really required to do is answer "yes" or "no" which they can do quickly and then just sit in silence or worse talking noisily in their L1.

5. Kind of learning style

It is vitally important to understand that there are different kinds of learners in the classroom so we can balance the interests of individuals against what is good for the group.

Ellis (1985) described a learning style as **"the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information."**

When we teach English it is necessary to know that your students' learning styles will be influenced by their genetic make-up, their previous learning experiences, their culture and the society they live in.

There are many ways of looking at learning styles. Here are some of the classification systems:

- **The four modalities**
  (Originates from the work of Dr's Bandler, R. and Grinder, J. in the Field of Neuro-Linguistic Programming)

  Students may prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning

  ❖ **Visual learners**

  These learners respond to new information in a visual fashion and prefer visual, pictorial, and graphic representations of experiences. They benefit most from reading and learn well by seeing words in books, workbooks, and on the board. They can often learn on their own with a book, and they take notes of lectures to remember the new information.

❖ **Auditory learners**

These learners learn best from oral explanation and from hearing words spoken. They benefit from listening to tapes, teaching other students, and by conversing with their classmates and teachers.

❖ **Kinaesthetic learners**

Learners of this type learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, field trips, or role plays.

❖ **Tactile learners**

These learners learn best when engaged in "hands on" activities. They like to manipulate materials and like to build, fix, or make things, or put things together.

But there is also another kind of learners:

❖ **Group learners**

These learners prefer group interaction and class work with other students and learn best when working with others. Group interaction helps them learn and understand new material better.

❖ **Individual learners**

Learners of this type prefer to work on their own. They are capable of learning new information by themselves, and they remember the material better if they have learned it alone.

6. Why is previous knowledge so important?

Knowing students' previous ideas is an important issue for the development of teaching of English as a second language as well as for developing teaching strategies and for identifying students' conceptual progress in order to increase knowledge and skills of English as a second language. For these reasons, it becomes very important to show here how important is that student has basics knowledge to develop the speaking skill.

The importance of teachers becoming aware of students' previous ideas is recognised. However, the majority of them do not have access to specialized academic journals or they do not have enough command of a foreign language to take advantage of this knowledge and help student to have a better performance in speaking.

In trying to bridge these gaps, we offer here the most complete attempt made so far to bring about in the same place, the students' previous ideas reported in the main objectives that led the efforts of this investigation were:

- Offer an analysis of previous ideas that would allow teachers to identify some possible reasons that is problem to students in order to develop of speaking skill.

- Show some successful teaching strategies that look for cognitive change, based on the knowledge of students' previous ideas.

"**It is difficult to determine when students' previous ideas first appeared**" But, no doubt Piaget's pioneering investigations (1975, 1981) and Piaget & In elder's studies (1972) relating to the construction of some notions - time, force, movement, etc. - constitute the first acknowledgment of students representing ideas that correspond to some ideas to develop a skill although they are considered as operational and invariant schemes of thinking, but a teacher has to

take into a count when a class is planned in order to motivate students to apply English in class and make practice of it.

Some educators have also promoted the strategy of teachers searching their own students' previous ideas and to know why students in high school do not get to develop speaking skill that contributes to ease the way of being consulted by teachers and helping them in their English teaching practice.

Vygotsky who drew attention to the socio-linguistic importance of talk, the child's 'inner' speech and the value of language as a tool for learning. His formulation of the *zone of proximal development* (ZPD) as **"the gap between a child's existing knowledge and means to solve problems without help and the understanding he or she can reach with the guidance of a more capable peer"** (1978) is well known but has connections with and supports the process of 'scaffolding' which Bruner´s expression to describe **"the intervention and guidance that can be given to the learner to span this learning gap. And it is talk that is a prime resource for bridging the ZPD gap and for acting as a scaffold to independent learning."**

We consider students' previous ideas as cognitive constructions made by subjects to respond to a need for interpreting and understanding some situations of the real life. Maybe because such interpretation is required by adaptation to daily life or, because it is needed to show comprehension skills to a schoolteacher or a peer or, required in the comprehension of English as a second language.

Students need to understand that learning a language means becoming able to use it to comprehend, communicate, and think as they do in their first language.

Students also need to recognize that language learning takes place in stages. Interpretive skills (listening, reading) develop much more quickly than expressive skills (speaking, writing), and the ability that students want most which is the ability to speak the second language fluently requires the longest period of growth.

Constructivism is basically a theory **"based on observation and scientific study"** about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In order to summarize previous ideas' features, we take the more important ones from Pozo, 1991; Wandersee, et al, 1994; Gallegos, 1998.

- *"Teachers frequently share previous ideas with their students."*
- *"Students' previous ideas interfere with teaching received at school, resulting on a deficient learning and on important lost of coherence."*
- *"Learning strategies based on conceptual change principles might transform students' previous ideas."*
- *"The same student previous idea can be contradictory, as when applied to different contexts -air and water for example."*
- *"Traditional teaching does not usually modify students' previous ideas."*
- *"Students' previous ideas might serve as teacher's guidance of their learning strategies' efficacy."*

As it can be noticed, students' previous ideas present a specific characterization that allows us to appreciate them as key elements in the understanding because we have to take into a count that a student needs to have at least a brief comprehension about what he or she is facing to so she or he has the enough tools to face it, for these reasons as English teacher we have to plan our classes in order to give the enough elements to be used by student at the time of an activity has to be develop and student is involved in it.

7. Taking advance of previous knowledge to develop speaking skill

Teacher can help students understand the process of speaking skill development in several ways and using previous knowledge:

1. Focus on a natural part of language learning; remind them that they learned their first language this way.

2. Point out that the systematic nature of interlanguage can help students understand why they make errors. They can often predict when they will make errors and what types of errors they will make.

3. Keep the in general focus of the classroom on communication, not error correction. Use overt correction only in structured output activities.

4. Teach students that mistakes are learning opportunities. When their errors interfere with their ability to communicate, they must develop strategies for handling the misunderstanding that results

5. To be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

6. To be taught patterns of real interaction.

8. Kind of Motivation

It is accepted for most field of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. **"Motivation is as much an effect as a cause of learning." Ausubel**

What is motivation?

At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Mario Williams and Richard Burden suggest that "**the strength of motivation will depend on how much value the individual places on the outcome he or she wishes to achieve.**"

We consider that motivation is made between extrinsic and intrinsic motivation that is motivation which comes from outside and inside.

Extrinsic motivation is caused by any number of outside factors, for instance, the need to pass an exam, the hope of financial reward.

Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.

9. How important is student's motivation?

Motivation plays a crucial role in order to learn a second language.

There are a lot of factors which influence students to learn a second language or help to develop the speaking skill in it such as a need for communicating, to get a job, to know another culture, to earn more money, to fulfill certain education requirements or simple to meet more people. Another factor is the External motivation such as teacher's help, access to some Medias, relation

with a foreign person and finally the Inner motivation is another factor which influence in students.

One of the main teacher's responsibilities is to develop a highly motivation in students, even in students who do not have an inner one through an accurate choice of contents and activities that they may be able to turn a class participation, the conscientiousness, the humor, the seriousness, the behavior and enthusiasm that may influence in student's attitude.

"Teachers are not, however, ultimately responsible for their students motivation. They can only encourage by word and deed. Real motivation comes from within each individual." (Sheering, 1989)

❖ **Sources of motivation**

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.

- ***The society we live in***

Outside any classroom there are attitudes to language learning and the English in particular. How important is the learning of English considered to be in the society?
Would students choose English if they were offered the choice of two languages to learn? Do students see connections between what they do in the classroom and what they hope to do with the language in the future?

These views affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the students brings to class and whether or not that motivation continues.

- ***Significant others***

Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of relatives is crucial. Students may be taking an English course not because they wanted to, but because their relatives told them to do so.

The attitude of a student's peer is crucial as well. If they are critical of the subject's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.

- ***The teacher's motivation***

Clearly the teacher is a major factor in the continuation of a student's motivation. If a teacher is shy about speaking in English, how can he/she expect students to overcome their fears about speaking English?

As Swain (1985) wrote: **"we learn to speak by speaking".** The more teachers practice, the more they will improve their own oral skills as well as help students improve theirs. Teachers should use the target language as much as possible even outside the classroom, at least some of the time.

The teacher's job is also to create a positive atmosphere in the classroom. It is the teacher's job to be supportive of students who lack of confidence in speaking out or in performing certain activities as well as to work to develop good relations between the students themselves. Where there is trust among students and between teacher and students, students will be more able to take risks in the use of the foreign language.

Teachers know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow students to be met. They are clever to set norms to create interaction among students and between

students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

- *The method*

It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

❖ **Sustaining students' motivation**

At the beginning of any course, some students may have an extrinsic or internal motivation, but others may have very weak motivation. But a student's initial motivation (or lack of it) does not stay the same forever. Alan Rogers pointed out, **"we forget that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels" (Rogers1996:61).** Increasing and directing student motivation is one of a teacher's responsibilities, though as Dick Allwright argued, we cannot be responsible for all of our students' motivation. In the end it is up to them (Allwright 1997). However, there are three areas where our behaviour can directly influence our students' continuing participation:

- *Goals and goal settings*

Motivation is closely bound up with a person's desire to achieve a goal. A distinction needs to be made here between long-and-short-term goals.

Teachers need to recognize that long –term goals (e.g. the mastery of English, the passing of an exam at the end of the year etc) are vitally important but that they can often seem too far away. When English seems to be more difficult than students had anticipated, the long-term goals seem to be unreachable and students lose their motivation.

On the other hand, short-term goals (e.g. the ability to take part in a discussion, the successful writing an essay etc) are by their nature much closer to the students day-to-day reality. It is much easier to focus on the end of the week than the end of the year. If the teacher can help students in the achievement of short-term goals, this will have a significant effect on their motivation.

- *Learning environment*

Although teachers may not be able to choose the actual classroom, teachers can still do a lot about their physical appearance and the emotional atmosphere of the lessons. Both of these can have a powerful effect on the initial and continuing motivation of students. When students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going. When they come to an unattractive place, motivation may not be initiated in this way.

10. The Development of speaking skill using authentic material.

The positive possibilities of new environments for creation of teaching materials are traditionally emphasized:

The following principles of development of teaching materials [Efimova, L.A., Dmitrievskaya, N.A., 2002] are due in the literature and it is very important to take into account:

- The Priority of the educational aims.
- Granting of additional opportunities.
- The Account of features of target group.
- The Friendly interface providing an effective interaction between pupils, teaching materials and the teacher.

- Use of teaching materials to provide fast comprehension of the topic. Uses of means of multimedia are so important in teaching in order to increase students´ motivation.

The necessity of realization of work on creation of the special educational environment which are taking into account the needs of the pupil and his specific features; Also it is necessary to pay attention to the precise connection between the aims, tasks and material in order to engage student to the use of the target language.

❖ **Teaching Language in context**

The best way to help students learn both English and develop speaking skill, it is through content. There are three key reasons in order to develop the target language.

❖ ***Students can use the language and develop the rest of the skills.*** Students can learn English and use it at the same time. Students don't need to delay the usage of the target language until they reach high levels of English. Instead, they can learn and develop both simultaneously.

❖ ***Language is kept in its natural context.*** When teachers teach English, students learn vocabulary and practice grammar, listening at the same time as a naturally way, students read and discuss different topic applying the second language.

❖ ***Students have reasons to use the target language.*** The primary purpose of school is to help students develop the knowledge of different academic disciplines. When academic content is presented in English, students focus on the main purpose of schooling: learning science, math, social studies, or literature. In the process, they also learn English, so teachers can adequate materials in order to increase the use of the language.

❖ **Selecting Materials**

- Choose a variety of texts around the topic we are interested in teaching.
- Choose different levels of difficulty.
- Choose reading and writing materials that represent the cultures of the students in the class.
- To make didactic materials available, appropriate for needs and activities of every day.
- To make materials available specifically adapted (for example, many of the materials used up to now to teach elderly people to read in Spain are the same as those used to teach primary school children in schools).
- It is important to remember that generally the materials are used as support for some type of project or work. It is important to remember that materials have to be at this time adapted or contextualized for the reality.

"Materials should include texts with nonlinguistic cues that support comprehension" (For a more comprehensive checklist, see Freeman, Y., & Freeman, D., 2002, 2004)

11. Assistance outside the classroom in studying English

When a student is learning English, it is very important to use and practice English as often as possible. If a learner is studying in a school, he/she has some good opportunities to practice. But what can you do after school, or if you are studying alone, to continue practicing?

People are living in a technological era, so privilege belongs to those who can make full use of it. In this investigation, we recommend the usage of technological advances to improve students' oral skills.

- Learner can **listen** to English alone.
- Learner can **read** English alone.
- Learner can **write** English alone.

But learner runs a serious risk if learner speaks to himself in English. That is why learner should speak as much as possible at school where there are people to speak to.

12. How can learner speak English outside school?

That depends on where learner is. But learner should make a big effort to find somebody for conversation practice. In a city, it should not be difficult to find people who speak good English. There may look for places where people speak English. Learner may find an English person, for example, who wants to practice his/her language. Then learner can do a conversation exchange.

In fact there are many things that you can do outside school to improve English skills.

- ❖ **listening**
- ❖ **speaking**
- ❖ **reading**
- ❖ **writing**

Here are some of the ways to improve these skills outside school:

- **Listening**

Listening to English is one of the most important things to improve English. Not to try to understand everything. Just listen and soon understand. Student has several possibilities:

- **Cassettes and CDs**

Listening to songs (on cassette or compact disc) can be useful in helping to 'feel' the language. It does not matter if student does not understand everything.

- **Television**

On television is an important tool to develop listening skill, for example some students have the possibility to have cable television at home and he or she ca using it to improve.

- **Films**

Student can watch films in English on video at home. In some TV programs, it is available to watch films in English at the cinema. Watching with video is a very good method because student can replay parts that he does not understand. If he watches a video with English sub-titles, he can cover the sub-titles with paper. Then, if there are some words that you really do not understand, he can remove the paper and look at the sub-title.

Outside learner can practice English for example the Internet Computer-mediated communication (CMC) has developed rapidly, especially in language learning. CMC is no longer human-computer interaction, but human-to-human interaction via the computer (Rosell-Aguilar, 2005, p. 418). Therefore, CMC can be defined as **"Communication that takes place between human beings via the instrumentality of computers"** (Herring, 1996, p. 1).

Instructors can help students overcome shyness helping them with misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

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

Teachers need to motivate students to obtain more input outside the classroom. There are many ways to do this. For instance, teachers may show students how to make use of TV programs, movies and DVDs for audio input, as well as interesting newspapers, magazines and books for written input. Schools and parents have to do their best to help students access all the comprehensive input mentioned above. **"Teachers are all in a position to speed up or slow down the language development of their students" (**Collerson, 1977, p. 117).

The best way to improve our English education is to teach students to be independent acquirers instead of passive learners.

IV- METHODOLOGICAL DESIGN

4.1 HYPOTHESES

The difficulties that delay the Learning – Teaching process of speaking skill are because of the traditional approach, unnecessary use of mother tongue and the unattractive didactics materials in the classroom.

4.2 POPULATION AND SAMPLES

For this research paper we took a population of 102 current students of fifth year in the afternoon shift of Carmela Noguera Public School that has two-fifth-year and the sample was of 55 students in which we took 28 in "A" fifth and 27 "B" fifth year . It means 54 % of the total population.

4.3 SYSTEM OF VARIABLES

VARIABLE	SUB-VARIABLE	INDICATOR
General Information	Age Sex Living situation	- 15 to 17 18 to 20 - Male Female - Urban Rural
Educational Factors	Application of Teaching Methodology: ***Conductive***	Kind of approach the teacher applies in class - Use of mother tongue in the classroom. - Kind interaction in class. - Development in the class
	Constructive	Kind of approach the teacher applies in class - Use novelty activities. - Use real life situation.
	Appropriate Material Usage	What kind of material do you use? - Authentic material. - Non authentic Material.
	Motivational Hinders	What factors affect your motivation? - Learning environment - Students' attitude toward learning.

	Students' Participation	Students participation in class: - Dialog. - Games. - Role-play. - Presentation. - Discussions
Social	Access to Medias	Media teacher and student have access to: - TV Cable - Magazines - Movies - Radio - Cyber - Books for consulting.
	Out of class assistance	Help student outside the classroom: - A relative - A tutorial assistance - Group study - Nobody - Attending English Courses
Background Knowledge	Sources of knowledge	How have you gotten your English knowledge? - Taking courses - Informal learning - Formal learning - None

4.4 METHODOLOGY

Our research work was carried out with students of fifth year in the afternoon shift of Carmela Noguera Public School in Granada. The information we gathered came from different books internet articles. Although we prepared we prepared a survey for students and the English teacher was interviewed, we also do an observation class.

We designed the survey according our specific objective and the system of variable in order to know why students do not speak English in the classroom.

We applied the survey to the students and then the interview to teacher, we gathered the information to be analyzed then we got the results and we elaborated the conclusions of our investigation.

V Development

5.1 Instrument

A. Survey for Students

CARMELA NOGUERA PUBLIC SCHOOL

SURVEY FOR STUDENTS

Afternoon Shift

Dear Student:

Thanks in advance, for your conditional support by providing honest answers, accurate comments and objective ideas that can give us a hand, in the finding out of the main reasons which influence the low level on speaking skill.

GENERAL INFORMATION

Age:

15 to 17 ____ 18 to 20 ____

Rural area: ____ Urban area: ____

Gender:

Male ____ Female ____

METHODOLOGICAL INFORMATION

1. Mark the activities in which your teacher use: English / Spanish / Both

Activities	English	Spanish	Both
Greetings			
Organizing students seats			
Checking attendance			
Reviewing of the last topic			
Introducing the lesson			
Explaining topic			
Asking questions			
Giving directions			
Setting Homework			

2. How is the interaction in the classroom?

a. Teacher – student ( )

b. Student – teacher ( )

c. Student – student ( )

3. When the teacher develops the lesson, he/she just focuses on:

a. Grammar

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

b. Speaking

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

c. Listening

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

d. Writing

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

e. Reading

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

4. Are the speaking activities interesting to you?

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

5. When the teacher develops a mew lesson does he/she adapt it to your daily life?

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

6. How often does the teacher use?

a. Poster

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

b. Songs

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

c. Games

Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

d. Books

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

e. Handouts
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

f.   Magazines
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
g. Newspapers
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
h. Drawing
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
i.   Flashcards
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
j.   Internet articles
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

7. What kind of arrangement does the teacher do in the classroom according to the development of the topic?
a. Use real material   ( )
b. Pictures   ( )
c. Seating arrangement   ( )
d. Wallpapers   ( )

8. How often does your teacher use these activities?
a. Presentation:
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
b. Dialogues
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
c. Games "Asking and answering question among students"
Never ( )   Sometimes ( )   Occasionally ( )   Always ( )
d. Asking and answering questions with teacher

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

e. Listen and repeat (drills).

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

f. Role plays

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

9. How often does your teacher make you work in?

a. Group

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

b. Pair

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

c. Individually

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

STUDENT ATTITUDES TOWARD TEACHING INFORMATION

10. Characterize your personal interest in speaking English.

a. Not interested   ( )

b. Interested   ( )

c. Very interested ( )

d. Poorly interested   ( )

11. Do you speak English with your classmates and your English teacher?

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

12. How do you feel when you speak English?

a. Afraid of making mistakes   ( )

b. Self-confident   ( )

13. How is your participation in these activities?

a. Dialog.   High( )   Medium( )   Poor( )

b. Games.   High( )   Medium( )   Poor( )

c. Role-play.   High( )   Medium( )   Poor( )

d. Presentation.   High( )   Medium( )   Poor( )

e. Discussions   High( )   Medium( )   Poor( )

SOCIAL INFORMATION

14. Kind of Medias do you have access to?

a. TV cable

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

b. Radio

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

c. Play station

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

d. Internet

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

15. Who helps you to study English outside the classroom?

a. Relative

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

b. Tutorial assistance

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

c. Group study

 Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

d. Attending English courses

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

e. Nobody

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

BACKGROUND KNOWLEDGE INFORMATION

16. How have you gotten your English knowledge?

a. Taking courses ( )

b. Informal learning ( )

c. Formal learning ( )

d. None   ( )

B. Interview for Teacher

INTERVIEW FOR TEACHERS

Dear Teacher;

      Thanks in advance for your unconditional support by providing honest answers, accurate comments and objective ideas that can give us a hand, in the finding out of the main reasons which affect the Learning-Teaching Process.

EDUCATIONAL INFORMATION

1- Do you really plan your classes?

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

Do you achieve your aims?

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

2- How well did each lesson achieve its aim?

1. Excellently
2. Hardly
3. Poorly

3- How often do you include activities or techniques to develop speaking skills?

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

4- Mark the activities you do for encouraging student's participation

g. Presentation:

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

h. Dialogues

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

i. Games "Asking and answering question among students"

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

j. Asking and answering questions with teacher

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

k. Listen and repeat (drills).

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

l.   Role plays

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

5- Which teaching aids do you use to develop your class?

k.   Posters

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

l.   Songs

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

m.   Games

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

n.   Books

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

o.   Handouts

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

p.   Magazines

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

q.   Newspapers

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

r.   Drawings

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

s.   Flashcards

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

t.   Internet articles

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

6. Think of your own Lessons. Mark the activities in which do you use: English / Spanish / Both

Activities	English	Spanish	Both
Greetings			
Organizing students seats			
Checking attendance			
Reviewing of the last topic			
Introducing the lesson			
Explaining the topic			
Asking questions			
Giving directions			
Setting Homework			

7. How often do you use these Medias as a resource?

e. TV cable

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

f. Radio

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

g. Internet

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

h. Newspaper in English

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

i. Movies

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

j. Books for consulting

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

8. What do you do to make the classroom comfortable?

_____

_____

_____

_____

_____

9. How often these interactions take place in the classroom?

a. Teacher – student   Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

b. Student – teacher   Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

c. Student – student   Never ( ) Sometimes ( ) Occasionally ( ) Always ( )

10. How often do you focus your class on?

1. Grammar

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

2. Speaking

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

3. Listening

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

4. Writing

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

5. Reading

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

11. How often do you make your students work in?

d. Group.

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

e. Pair.

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

f. Individually

Never ( )   Sometimes ( )   Occasionally ( )   Always ( )

13. When you develop your class, what aspects do you take into account?

_____

_____

_____

_____

_____

14. How do you take advantage of your students` previous knowledge?

_____

_____

_____

_____

_____

C. Observation Class

<div align="center">

CARMELA NOGUERA PUBLIC SCHOOL
ENGLISH CLASS OBSERVATION

</div>

Teacher's class: Benita Tellez

Date: 11/07/07

Shift: Afternoon

Points of consideration of the observation:

➢ Teaching Procedures

➢ Use of teaching aids

➢ Involvement of class

➢ Command of English

To start with, the aim of the lesson was clearly explained by the teacher. The lesson was about explaining the simple past tense in the negative and interrogative form, and short answers.

The teacher used the whole board, writing on it clearly examples that students were about to answer. She wrote many sentences in simple present and students had to change them to the respective form (Negative and Interrogative).

Students participated orally during the whole period of class but not in a meaningful way because the teacher did not use a variety of activities to encourage unwilling to participate.

Her voice was audible and her pronunciation as well. She instilled respect in her students, reason why she did not smile too much.

The school is lacking in visual (flash cards) aids. The teacher employed visual aids that she prepared for herself in an appropriate way.

The teacher seemed to be very interested in the lesson because she encourages her students to ask question and answer them, use language adapted to real life and by using a dynamic with numbers.

Points for Considering:

- Teacher mixed English-Spanish to explain the lesson.

- The chair arrangement was the traditional one.

- Some students were difficult to control.

- Nobody apart from the teacher used the board to solve problems.

- Teacher did not move all around the classroom.

- Teacher translated words mostly known by students.

5.2 Analysis and Interpretation of Results

Comments about student's survey

GENERAL INFORMATION

Table. # 1- Age

Alternative	**15-17**	**18-20**	**Total**
# Students	34	21	55
Percentage	62%	38%	100%

In this survey we found 34 students among the ages of 15-17 which is 62% of population and 21 students among 18-20 which is 38% of the population.
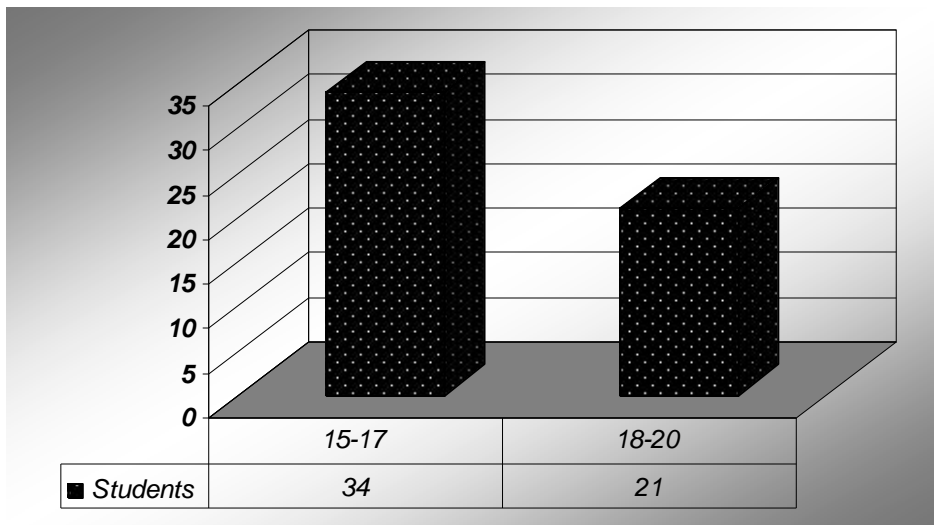
Table. # 2 – Living situation

Alternative	Rural Area	Urban Area	Total
# Students	12	43	55
Percentage	22%	78%	100%

In this table we can see that 12 students live in rural area that is 22% of the population; and 43 students live in the urban area that is 78% of the population. Most of the students live in the urban area.

	Rural Area	Urban Area
■ # Students	12	43
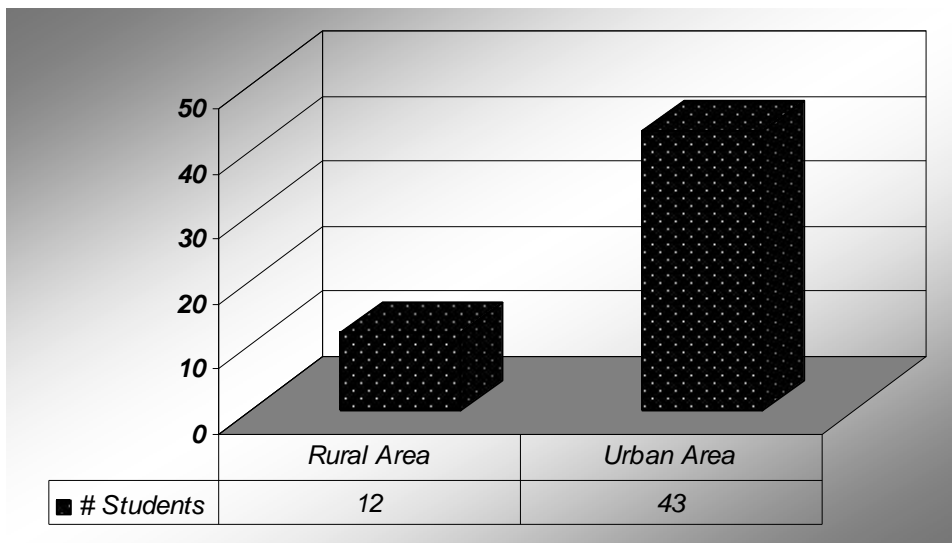
Table. # 3 - Genders

Alternative	Male	Female	Total
# Students	32	23	55
Percentage	58%	42%	100%

In this survey we found 32 students are Males which is 58 % of the population and 23 students are females which are 42% of the population.

	Male	Female
■ # Students	32	23
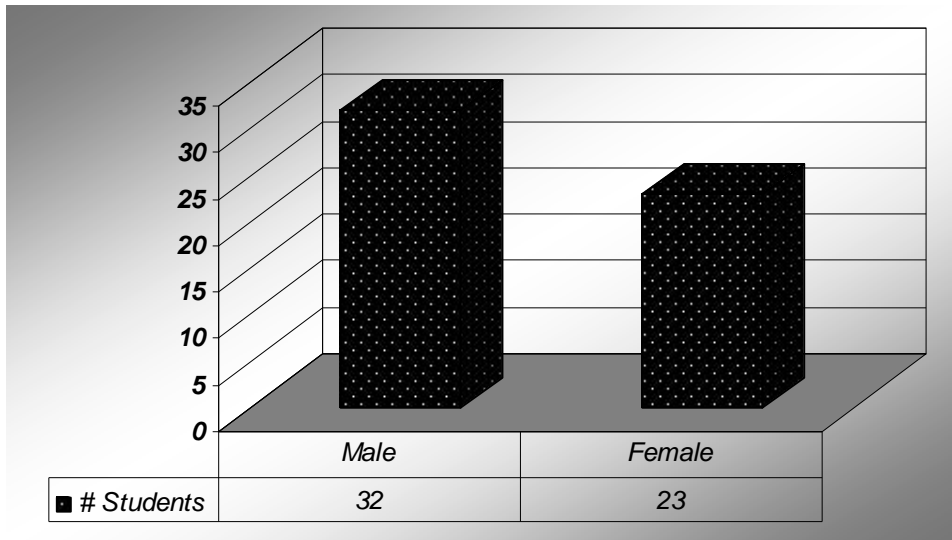
METHODOLOGICAL INFORMATION

2. Mark the activities in which your teacher use: English / Spanish / Both

Table. # 4 - Greeting

Alternative	English	Spanish	Both	Total
# Students	32	0	23	55
Percentage	58%	0%	42%	100%

In this table we found the teacher uses the English most of the time when greeting students. This is represented by 58% of the students who answered that teacher uses the target language but 42% answered that teacher use both and nobody answered that teacher uses Spanish.

	English	Spanish	Both
■ # Students	32	0	23
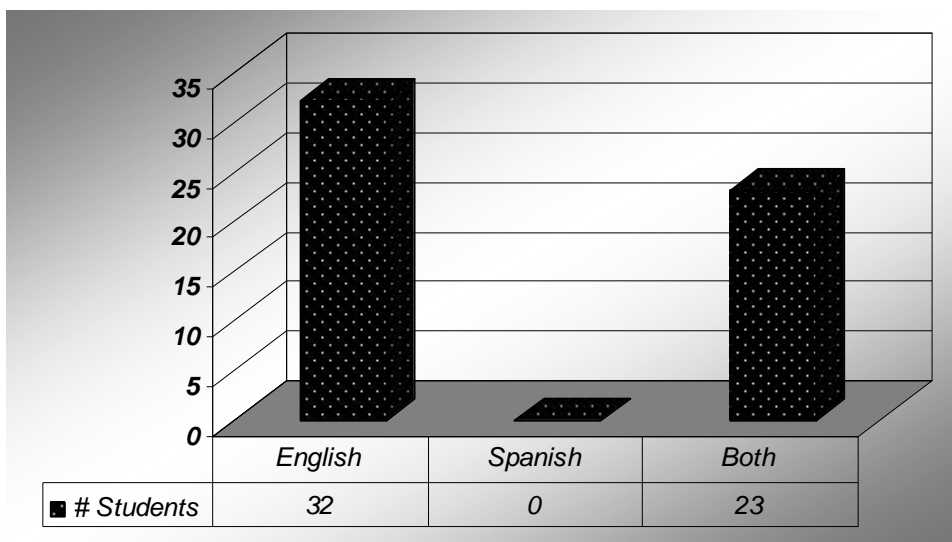
Table. # 5 - Organizing Student Seats

Alternative	English	Spanish	Both	Total
# Students	0	46	9	55
Percentage	0%	84%	16%	100%

When it comes to organizing students` seats, teacher does not use the target language so frequently; this is showed by the 84% of the students and 16% of the students responded that teacher use both English and Spanish simultaneously.

	English	Spanish	Both
■ Students	0	46	9
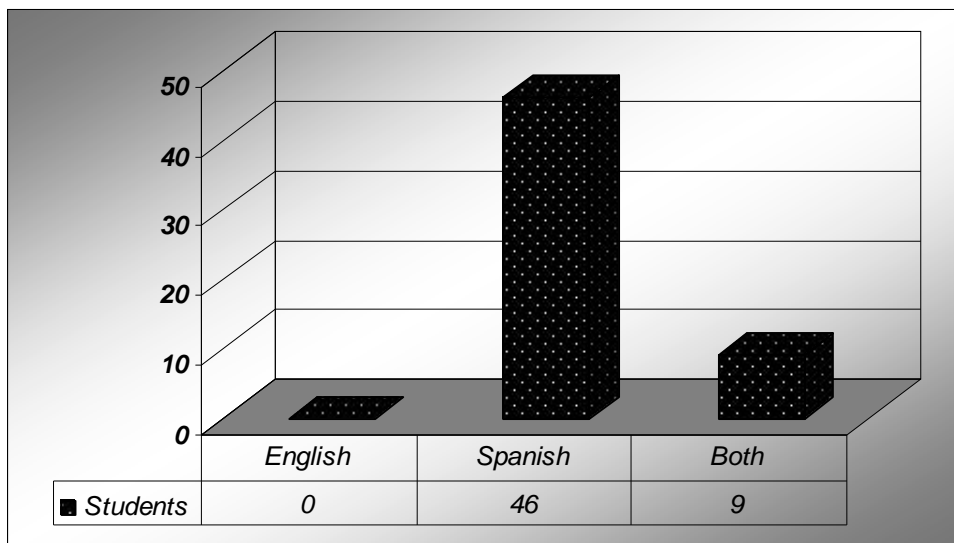
Table. # 6 – Checking Attendance

Alternative	English	Spanish	Both	Total
# Students	3	49	3	55
Percentage	5%	89%	5%	100%

When the teacher checks attendance, she uses most of the time the mother tongue it is represented by the 89% however 5% of students say that teacher uses English and the rest say that teacher uses both English and Spanish simultaneously.

■ Students	English	Spanish	Both
	3	49	3
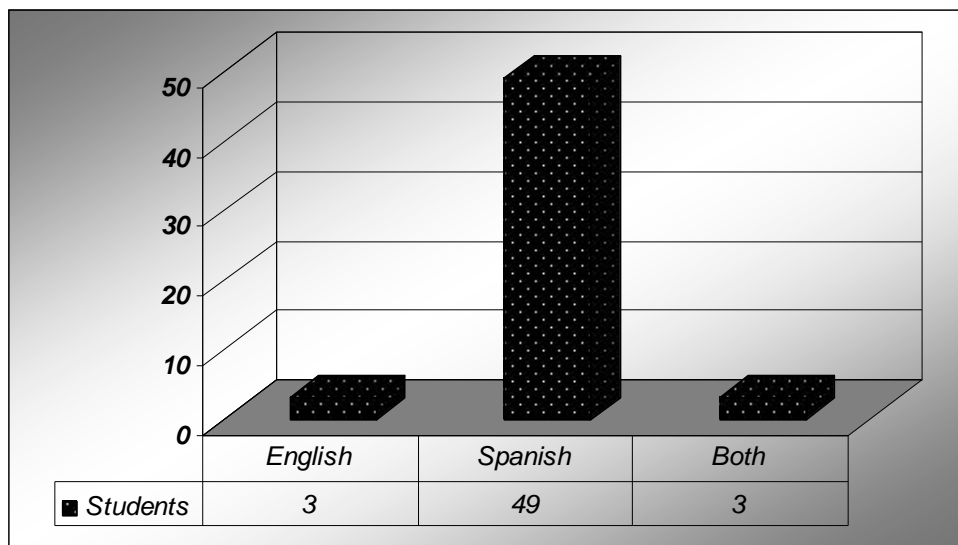
Table. # 7 – Reviewing of the last topic

Alternative	English	Spanish	Both	Total
# Students	38	7	10	55
Percentage	69%	13%	18%	100%

When the teacher makes the review of the last topic, she uses the target language this represented by the 69% of the students and the 13% says that teacher uses Spanish and the rest says that teacher uses both.

	English	Spanish	Both
■ # Students	38	7	10
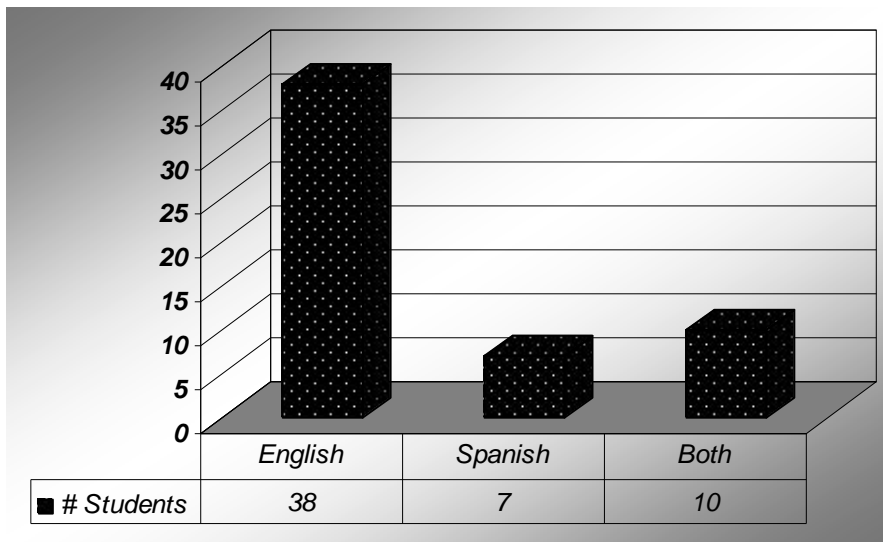
Table. # 8– Introducing

Alternative	English	Spanish	Both	Total
# Students	36	8	11	55
Percentage	65%	15%	20%	100%

In this table we found that the teacher uses English when introducing the new topic this is represented by the 65%, but sometimes she uses Spanish and It is represented by the 15%; and 20% says that both languages are used.

	English	Spanish	Both
■ Students	36	8	11
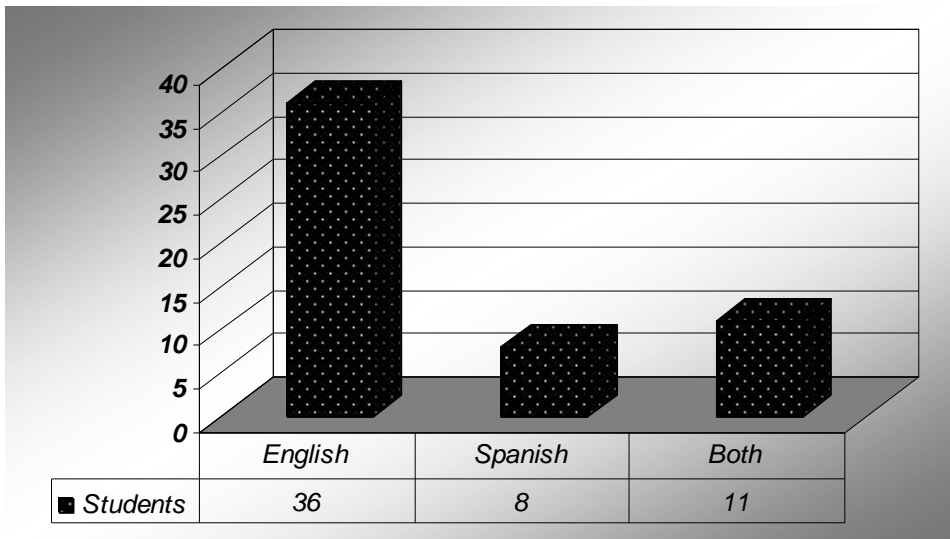
Table. # 9– Explaining Topic

Alternative	English	Spanish	Both	Total
# Students	26	3	26	55
Percentage	47%	5%	47%	100%

We found that the teacher uses L1 and L2 simultaneously when explaining the new Topic. This is represented by the 47% respectively.

	English	Spanish	Both
■ Students	26	3	26
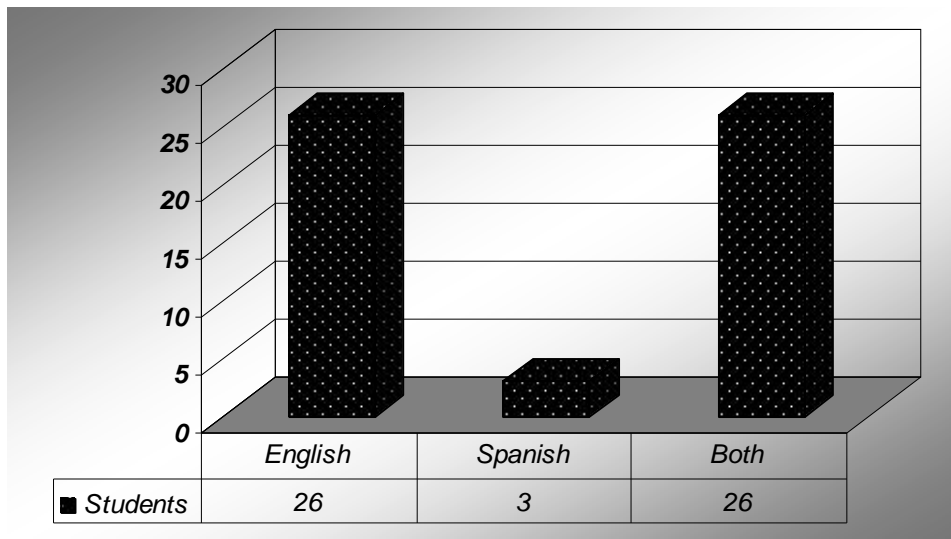
Table. # 10 – Asking Questions

Alternative	English	Spanish	Both	Total
# Students	15	5	35	55
Percentage	27%	9%	64%	100%

When the teacher asks questions, she uses English and this is represented by the 27%, but the students do not probably understand what the teacher asks and that's why she has to use the mother tongue and this is represented by the 9% and we can also see this reflected in the 64% of the students who say that the teacher uses both languages.

	English	Spanish	Both
■ Students	15	5	35
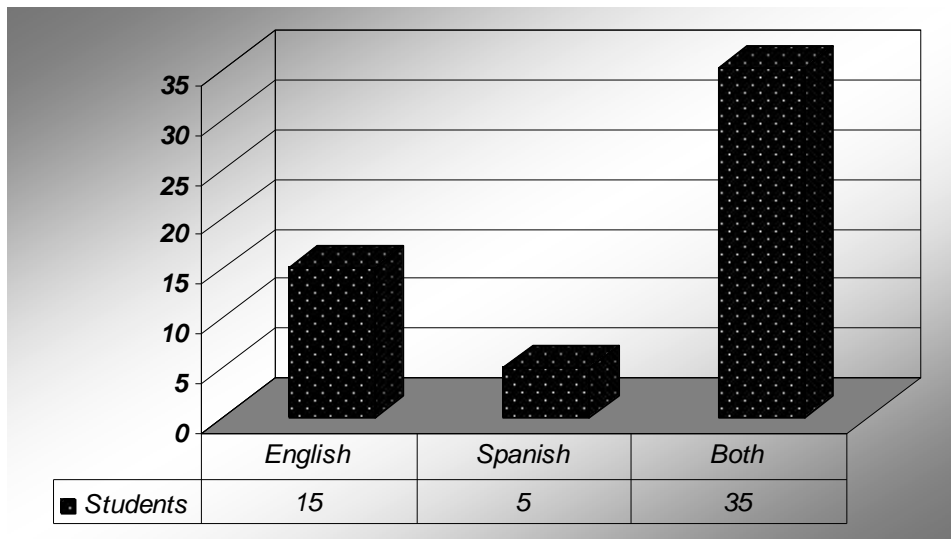
Table. # 11 – Giving Directions

Alternative	English	Spanish	Both	Total
# Students	12	12	31	55
Percentage	22%	22%	56%	100%

We found that the teacher has to use L1 and L2 when giving directions and this is represented by the 22% respectively. We can also see this reflected in the 56% of the students who say that the teacher uses both languages. This means when the teacher uses only English that is represented by the 22%, students probably do not understand what they have to do and that is why the teacher has to give the directions in the mother tongue.

	English	Spanish	Both
■ Students	12	12	31
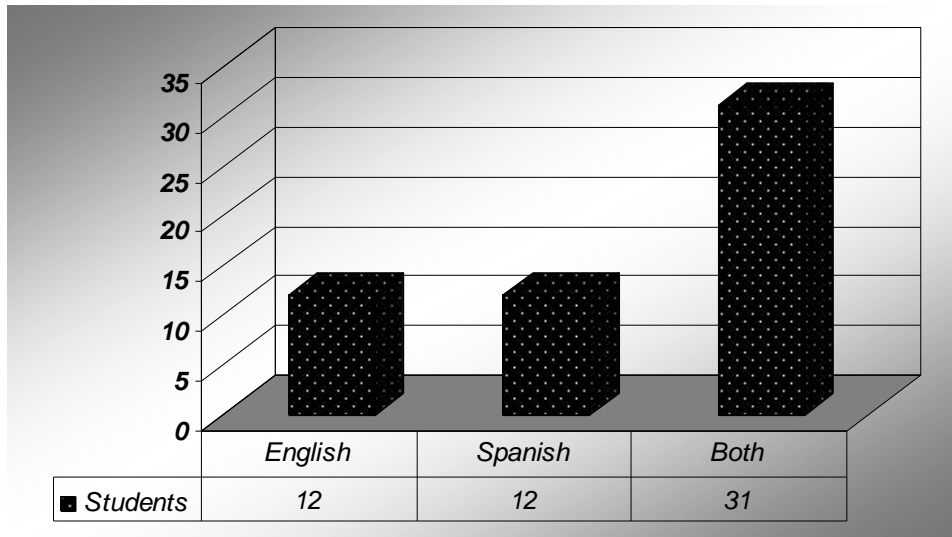
Table. # 12 – Setting Homework

Alternative	English	Spanish	Both	Total
# Students	23	5	27	55
Percentage	42%	9%	49%	100%

We found that the teacher uses English when setting homework and this is represented by the 42%, but probably students do not understand what they have to do and that is why the teacher has to use the mother tongue or both and that is represented by the 9% and 49% respectively.

	English	Spanish	Both
■ students	23	5	27
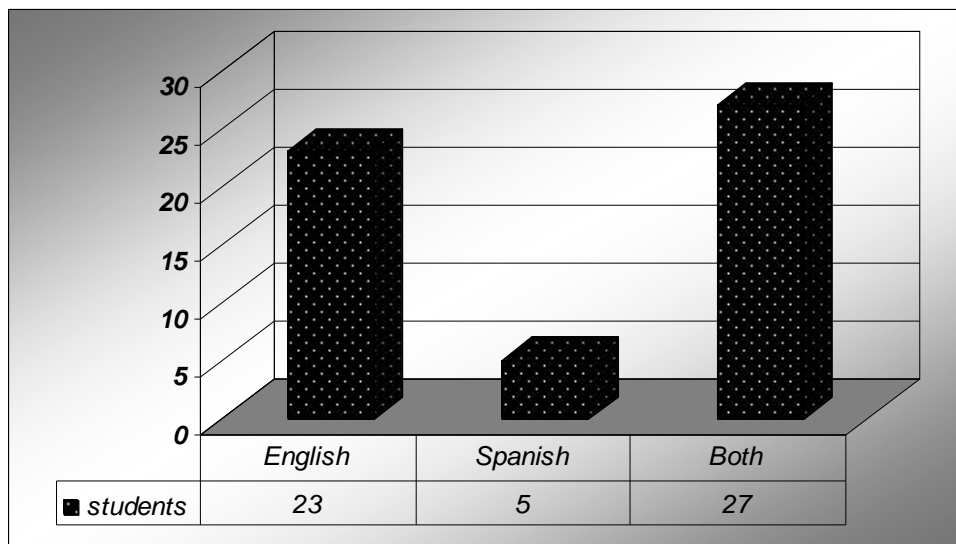
2. How is the interaction in the classroom?

Table. # 13 – Kind of Interaction in Class

Alternative	Teacher Student	Student Teacher	Student-Student	Total
# Students	43	10	2	55
Percentage	78%	18%	4%	100%

The interaction set is teacher centered and this is represented by the 78%; this means that the students do not have so many opportunities to interact with the teacher and this is represented by the 18% ; or they do not interact among themselves and this represented by the 4%.

	Teacher Student	Student Teacher	Student Student
■ Students	43	10	2
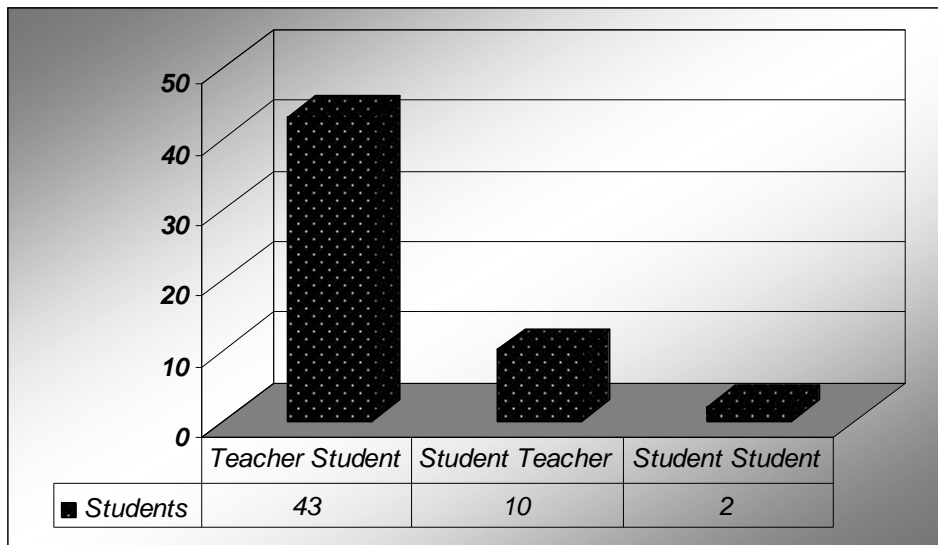
3. When the teacher develops the lesson, he/she just focuses on:

Table. # 14 – Grammar

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	2	12	12	29	55
Percentage	4%	22%	22%	53%	100%

The teacher develops the class focusing on grammar all the time and this is represented by the 53%.Two students say that the teacher never teaches grammar and this is represented by the 4%.Twelve students say that sometimes and occasionally grammar is taught and this is represented by the 22% respectively.

	Never	Sometimes	Occasionally	Always
■ Students	2	12	12	29
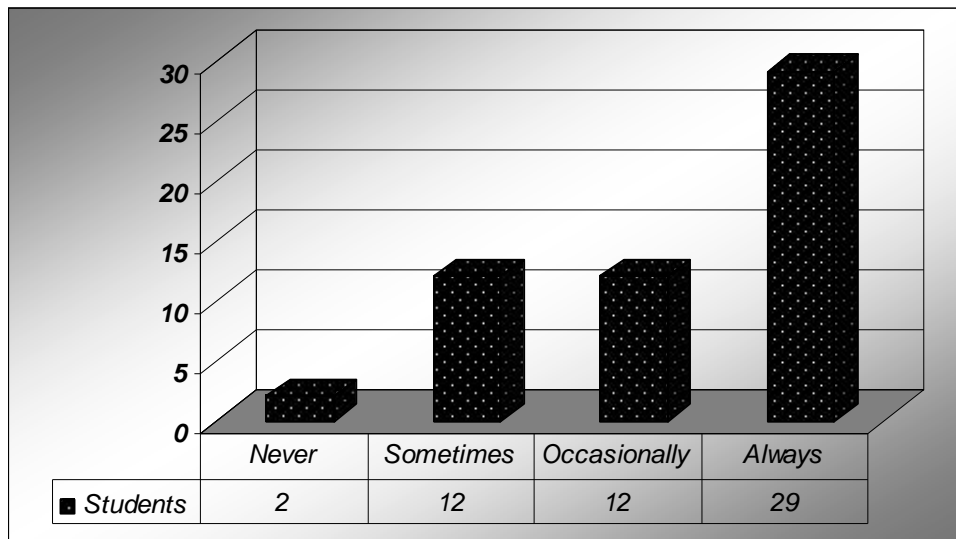
Table. # 15 – Speaking

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	2	15	32	6	55
Percentage	4%	27%	58%	11%	100%

When the teacher develops the class, she does not focus on speaking and it is represented by the 4% and 58 % which means that students do no practice the speaking skill; and the 11% and 27% are not enough for the development of this skill.

	Never	Sometimes	Occasionally	Always
■ Students	2	15	32	6
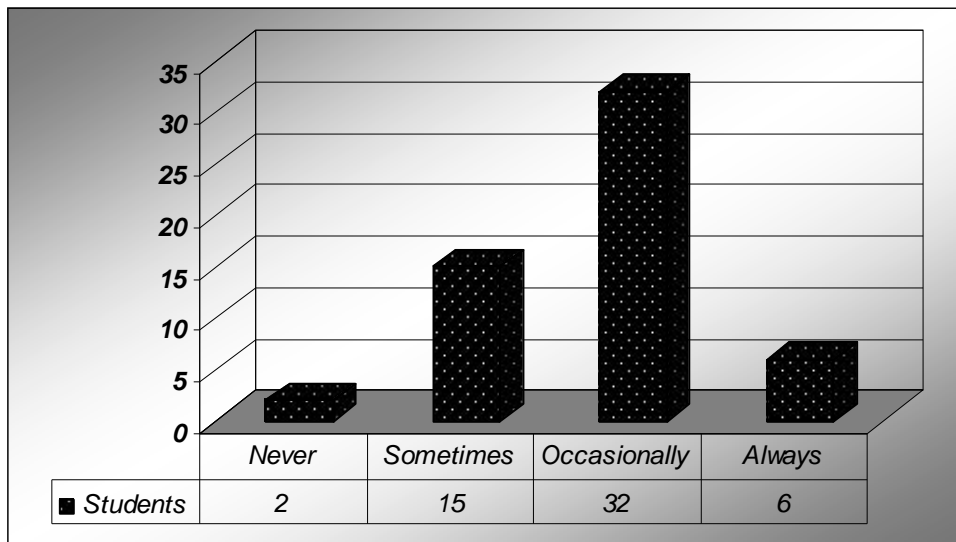
Table. # 16 – Listening

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	28	8	17	2	55
Percentage	51%	15%	31%	4%	100%

We have to take into account that speaking and listening skills have a close relationship. And in this table we can see that listening skill is not practiced and this is represented by the 51% and if a student does not listen the target language, it will be difficult for this student to understand and develop the target language. 15% of the students say that sometimes the class is focused on listening; 31% say that occasionally; and 4% say that always.

	Never	Sometimes	Occasionally	Always
Students	28	8	17	2
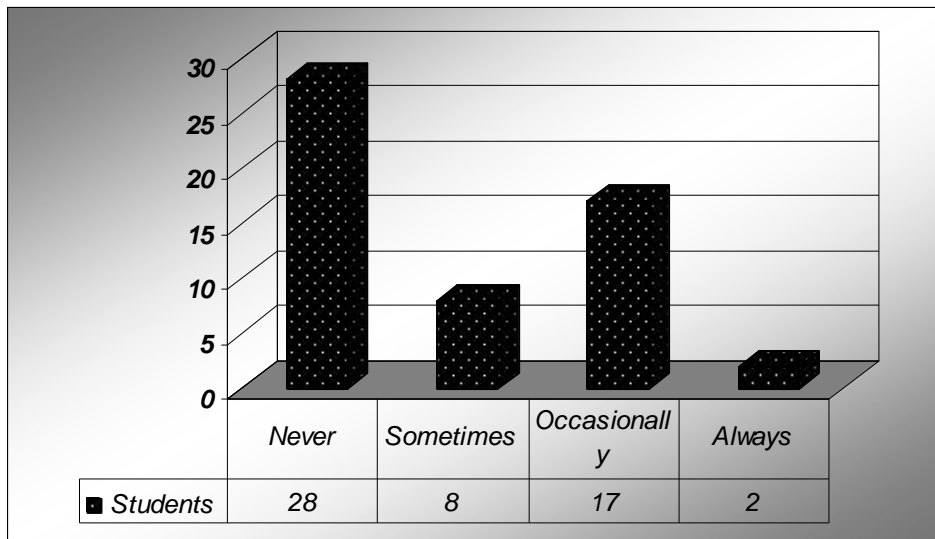
4. Are the speaking activities interesting to you?

Table # 17 – Writing

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	14	19	22	55
Percentage	0%	25%	35%	40%	100%

One of the skills that the teacher focuses on the most is writing and we can see that reflected in the 40%.25% say that the teacher sometimes focuses on writing and 35% say that occasionally. It seems that the teacher's one of the main focuses is writing.
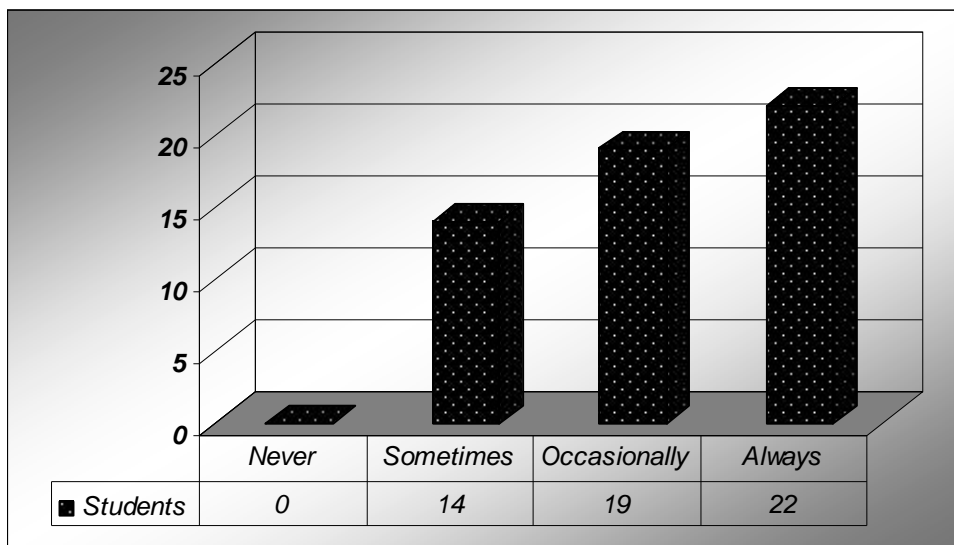
Table # 18 – Reading

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	6	30	19	55
Percentage	0%	11%	55%	35%	100%

55% of the students say that the teacher occasionally gets them to read something; 35% say that is always; and 11% say that is sometimes. It seems that the teacher do not give them so many readings.

	Never	Sometimes	Occasionally	Always
■ Students	0	6	30	19
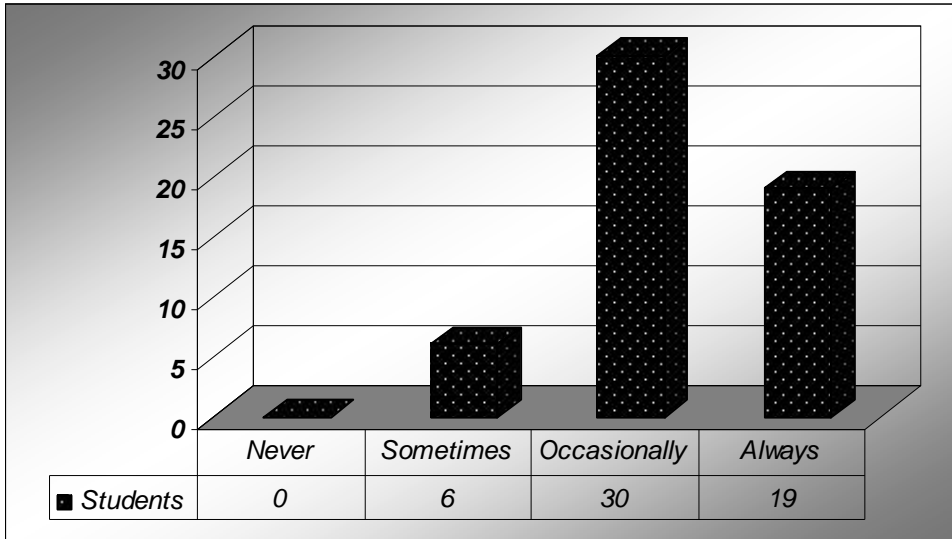
Table # 19 – Interesting Speaking Activities

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	14	13	28	55
Percentage	0%	25%	24%	51%	100%

Every time the teacher performs a speaking activity, this activity is interesting to the students and that is represented by the 51%.Some others students think that the speaking activities are interesting sometimes and that represented by the 25%; and others think that the speaking activities are interesting occasionally and that represented by the 24%.

	Never	Sometimes	Occasionally	Always
■ Students	0	14	13	28
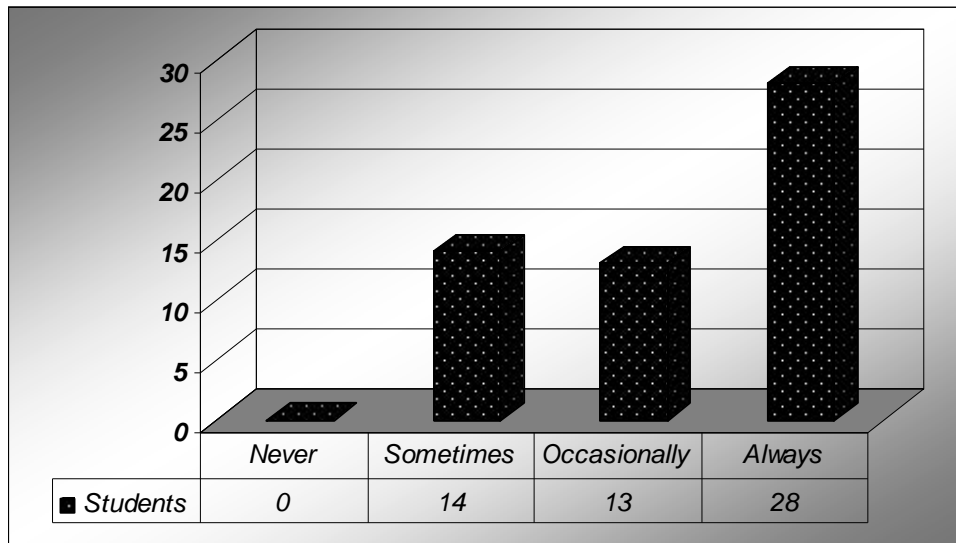
5. When the teacher develops a new lesson does he/she adapt it to your daily life?

Table # 20

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	18	8	4	25	55
Percentage	33%	15%	7%	45%	100%

The teacher always uses real situations and it is represented by the 45%.33% of the students say that the teacher never uses real life situations.15% says that is sometimes; and 7% says that is occasionally. We can see that the teacher most of the time uses real life situations.

	Never	Sometimes	Occasionally	Always
■ Students	18	8	4	25
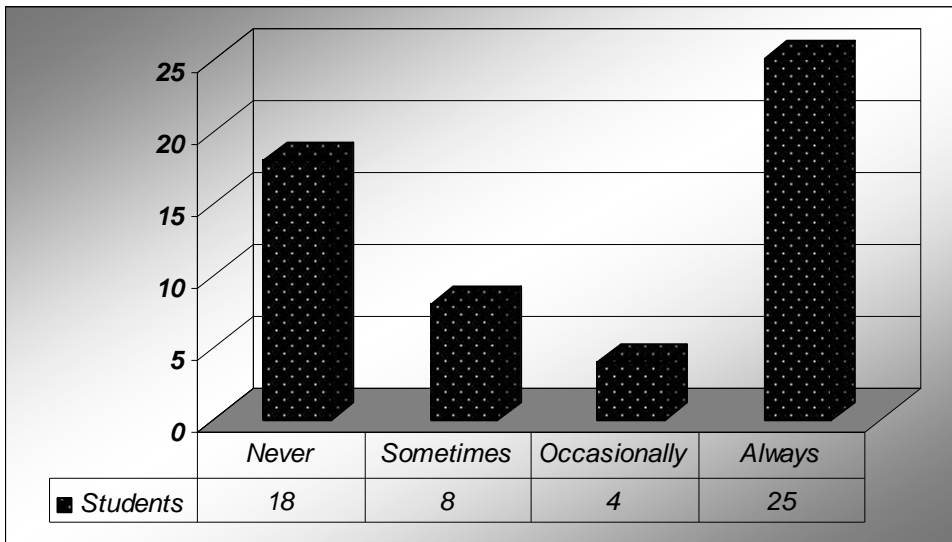
6. How often does the teacher use?

Table # 21 – Posters

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	31	9	12	3	55
Percentage	56%	16%	22%	5%	100%

The teacher never uses posters and this is represented by the 56%.16% says that is sometimes; 22% says that is occasionally; and 5%says that is always. We can see that the teacher does not use poster to make a connection between form and meaning.

	Never	Sometimes	Occasionally	Always
Students	31	9	12	3
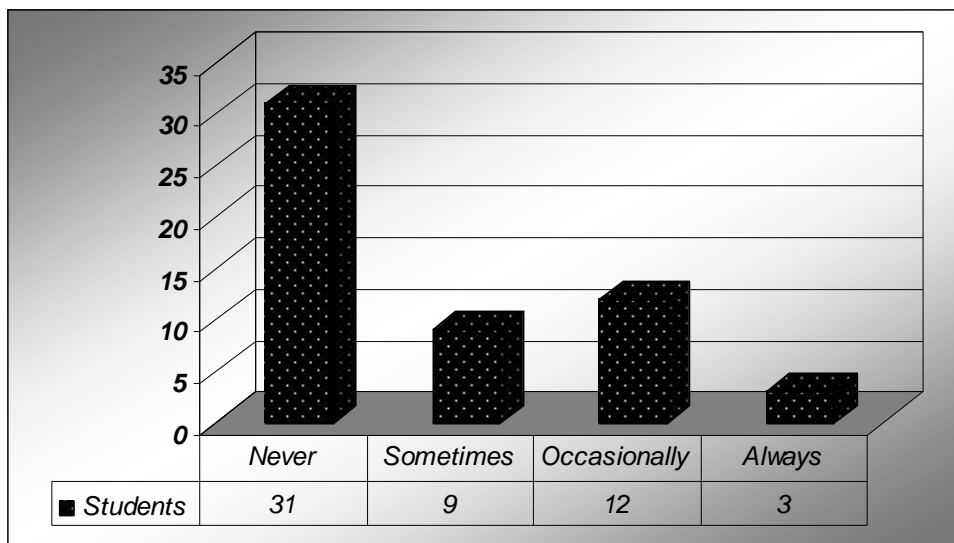
Table # 22 – Songs

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	3	23	26	3	55
Percentage	5%	42%	47%	5%	100%

The teacher occasionally uses songs and this is represented by the 47%; 42% says that sometimes the teacher uses songs; 5% says that is never; and 5% says that is always. We can see that the teacher does not take advantage of songs to make students get used to the accent of the target language.

	Never	Sometimes	Occasionally	Always
■ Students	3	23	26	3
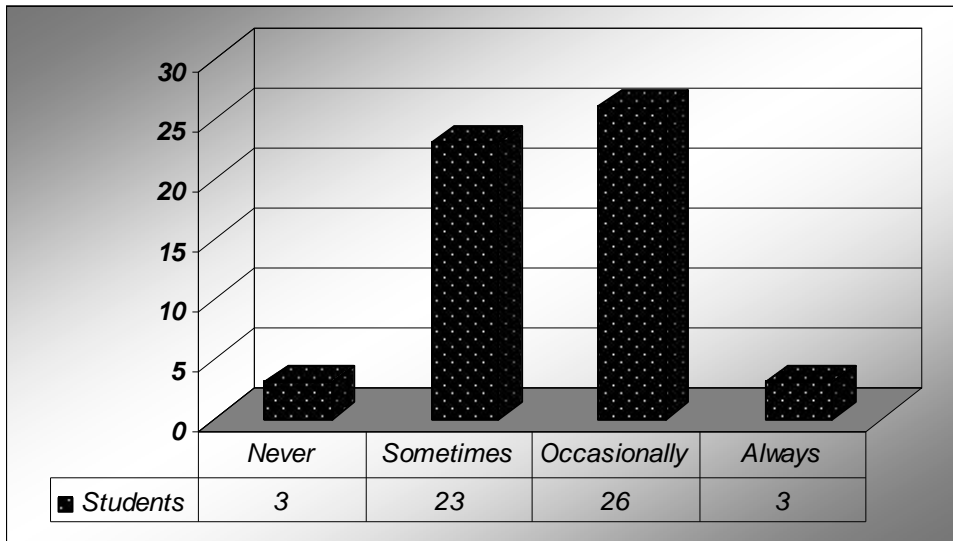
Table # 23 – Games

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	35	1	16	0	55
Percentage	64%	2%	35%	0%	100%

64% of the students say that the teacher never uses games; 35% says that is occasionally; and 2% says that is sometimes. It seems that the teacher does not take advantage of games to make students get interested in the class.

	Never	Sometimes	Occasionally	Always
■ Students	35	1	16	0
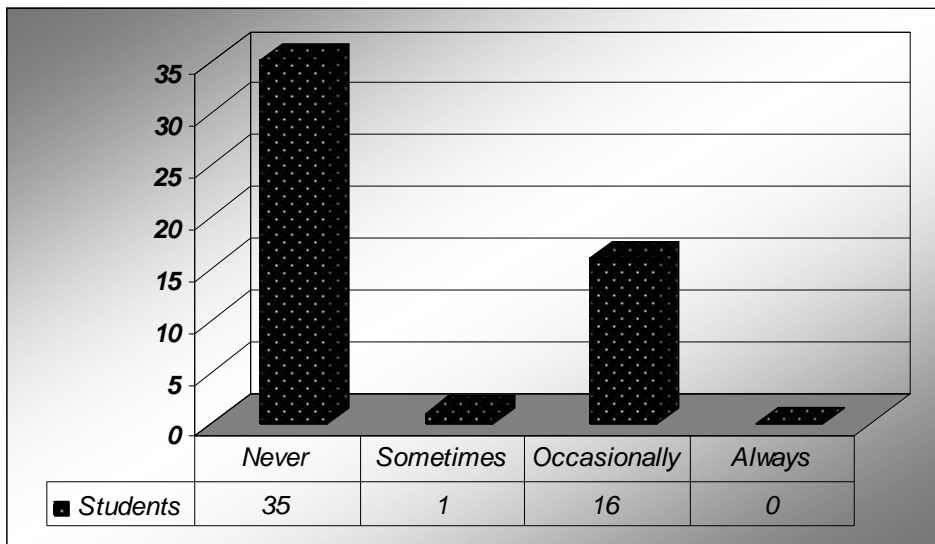
Table # 24 – Books

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	18	10	7	20	55
Percentage	33%	18%	13%	36%	100%

36% of the students say that the teacher always uses books; 33% says that is never; 18% says that is sometimes; and 13% says that is occasionally. We can say that the teacher uses most of the time books.

■ Students	Never	Sometimes	Occasionally	Always
	18	10	7	20
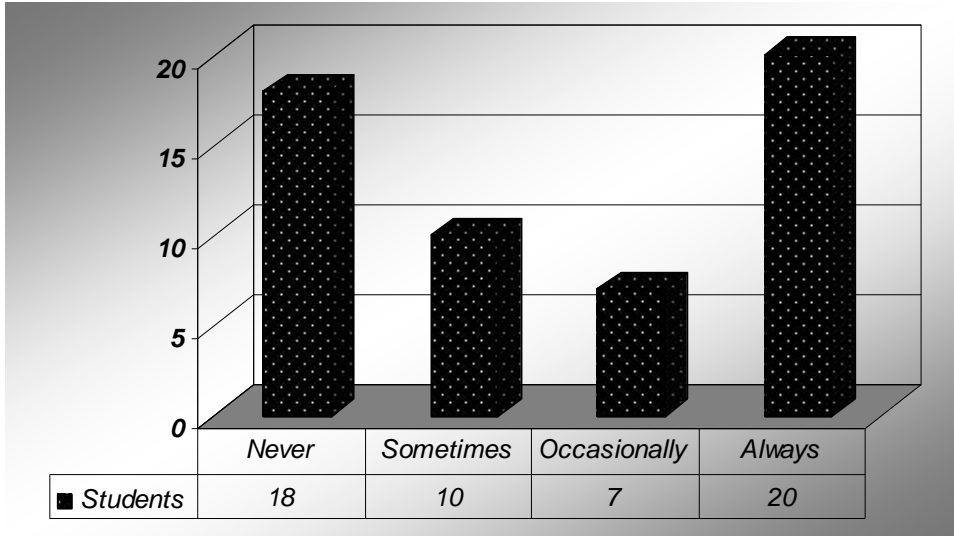
Table # 25 – Handouts

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	4	7	44	55
Percentage	0%	7%	13%	80%	100%

80% of the students say that the teacher always uses handouts; 13% says that is occasionally; and 7% says that is sometimes. We can see that the teacher gives students so many handouts most of the time.

	Never	Sometimes	Occasionally	Always
■ Students	0	4	7	44
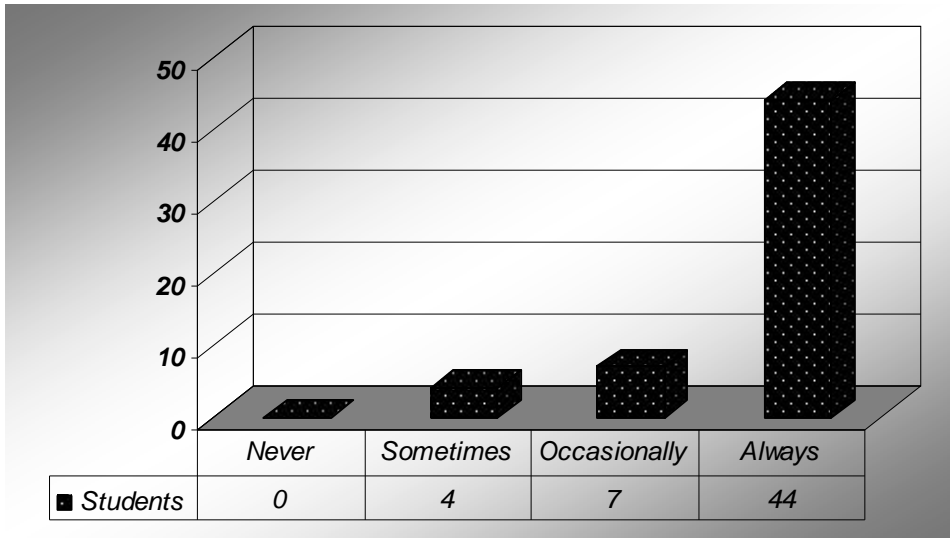
Table # 26 – Magazines

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	38	6	11	0	55
Percentage	69%	11%	20%	0%	100%

69% of the students say that the teacher never uses magazines; 20% says that is occasionally; and 11% says that is sometimes.

	Never	Sometimes	Occasionally	Always
▪ Students	38	6	11	0
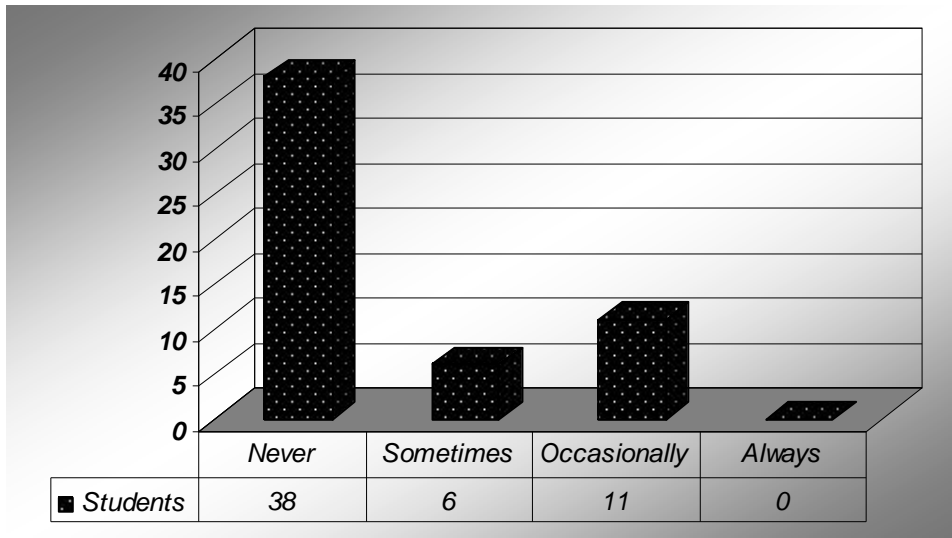
Table # 27 – Newspapers

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	13	8	31	3	55
Percentage	24%	15%	56%	5%	100%

56% of the students say that the teacher uses occasionally newspapers; 24% says that is never; 15% says that is sometimes; and 5% says that is always.

	Never	Sometimes	Occasionally	Always
■ Students	13	8	31	3
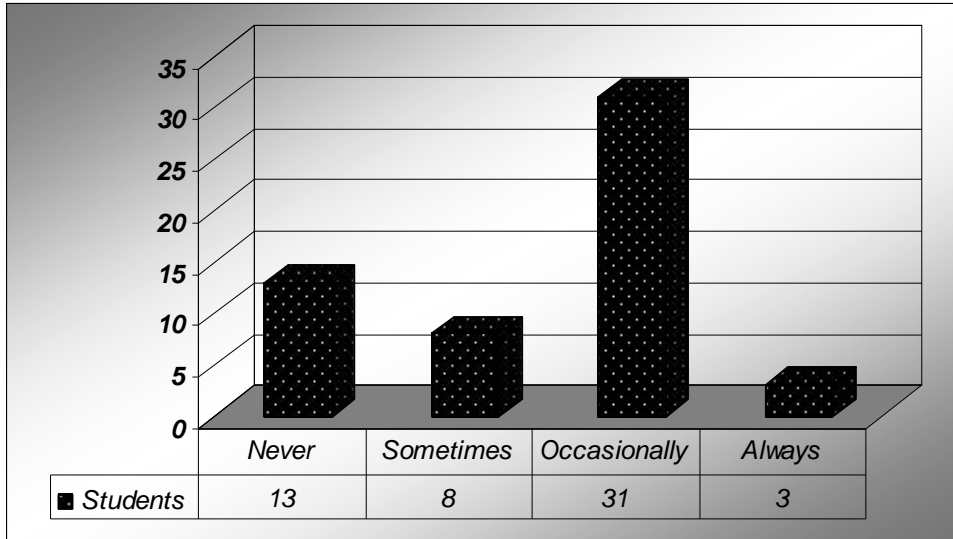
Table # 28 – Drawings

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	28	7	14	6	55
Percentage	51%	13%	25%	11%	100%

51% of the students say that the teacher never uses drawings; 25% says that is occasionally; 13% says that is sometimes; and 11% says that is always. It seems that the teacher does not use most of the time drawings to make students see the connection between form and meaning.

	Never	Sometimes	Occasionally	Always
■ Students	28	7	14	6
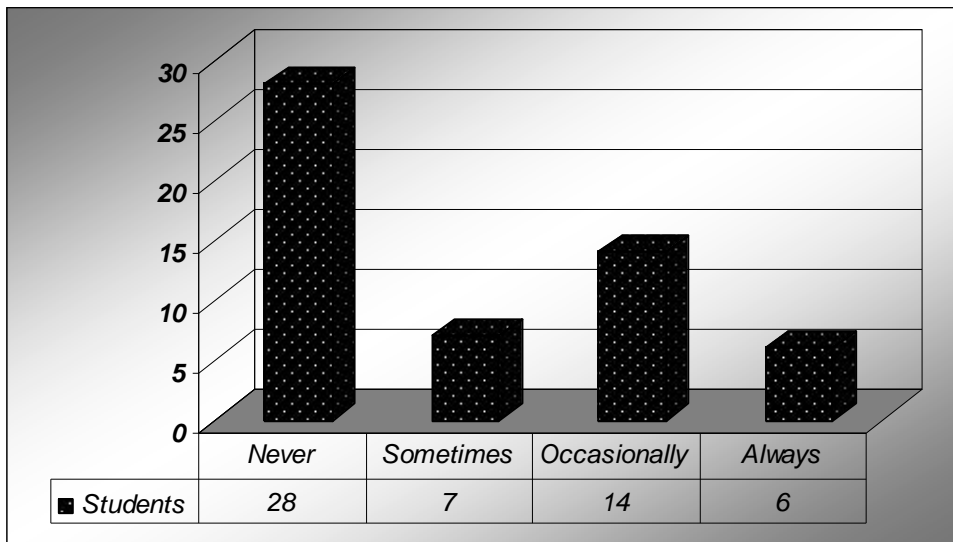
Table # 29 – Flashcards

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	42	4	6	3	55
Percentage	76%	7%	11%	5%	100%

76% of the students say that the teacher never uses flashcards; 11% says that is occasionally; 7% says that is sometimes; and 5% says that is always. The teacher does not use most of the time flashcards to make students see the connection between from and meaning.

	Never	Sometimes	Occasionally	Always
■ Students	42	4	6	3
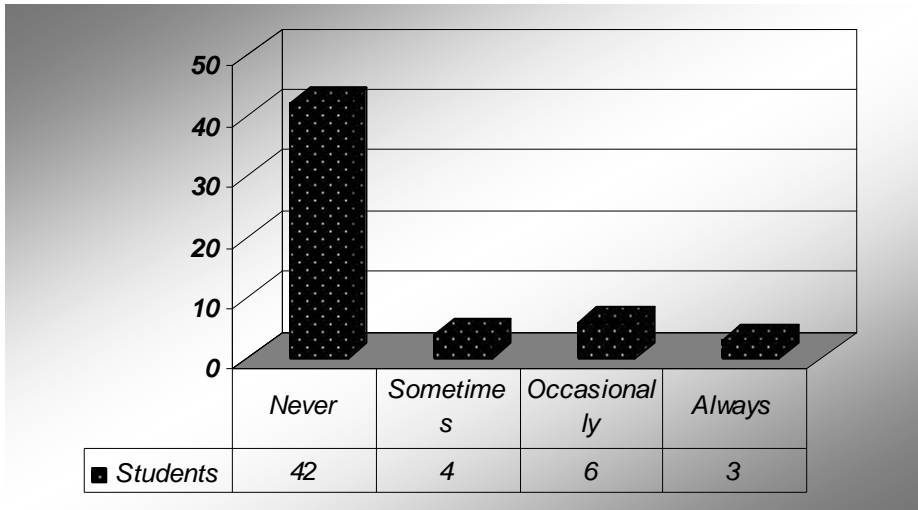
Table # 30 – Internet Articles

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	23	9	22	1	55
Percentage	42%	16%	40%	2%	100%

42% of the students say that the teacher never uses the Internet: 40% says that is occasionally; 16% says that is sometimes; and 2% says that is always.
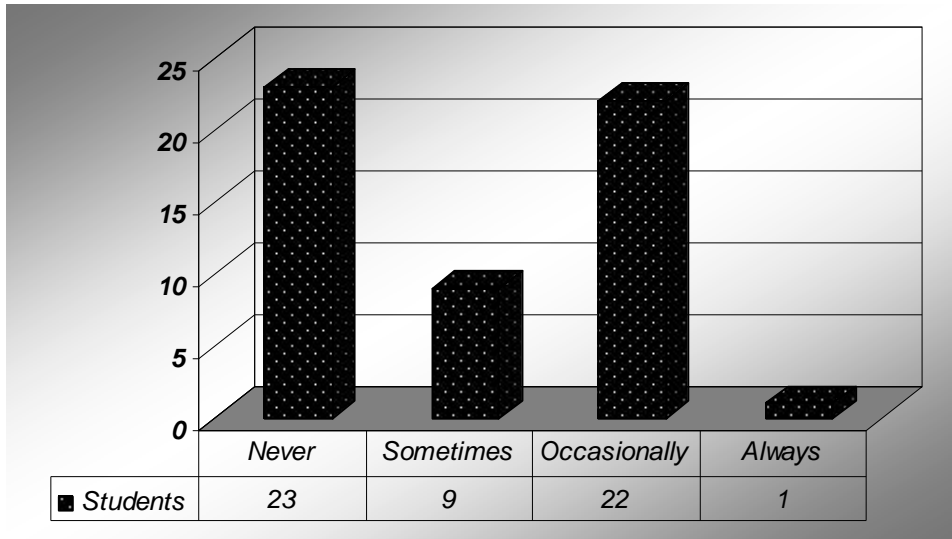
	Never	Sometimes	Occasionally	Always
■ Students	23	9	22	1

7. What kind of arrangement does the teacher do in the classroom according to the development of the topic?

Table # 32

Alternative	Use of real Material	Pictures	Seating Arrangement	Wallpapers	Total
# Students	1	0	9	45	55
Percentage	2%	0%	16%	82%	100%

When the teacher develops the class, she uses real material and that is represented by the 2%. Before developing the class, the teacher arranges students' seats as well as she uses wallpapers and that is represented by the 16% and 82% respectively.

	Use of real Material	Pictures	Seating Arrangeme	Wallpapers
■ Students	1	0	9	45
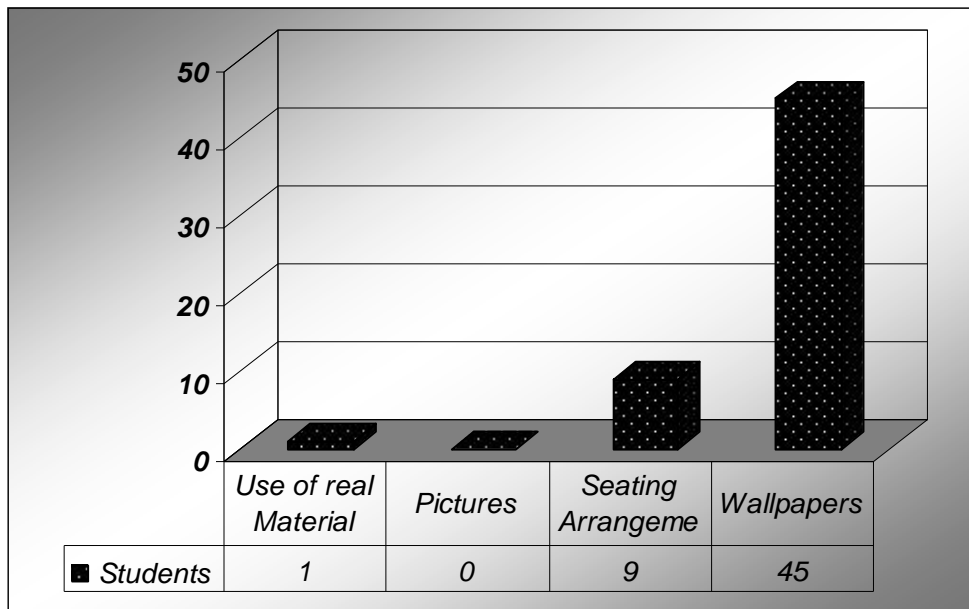
8. How often does your teacher use these activities?

Table # 33 – Presentation

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	5	25	20	8	55
Percentage	4%	45%	36%	15%	100%

45% of the students say that they have sometimes presentations; 36% says that they have occasionally presentations; 15% says that is always; and 4% says that is never. It seems that the students have one chance to speak and that is during presentations.

	Never	Sometimes	Occasionally	Always
■ Students	5	25	20	8
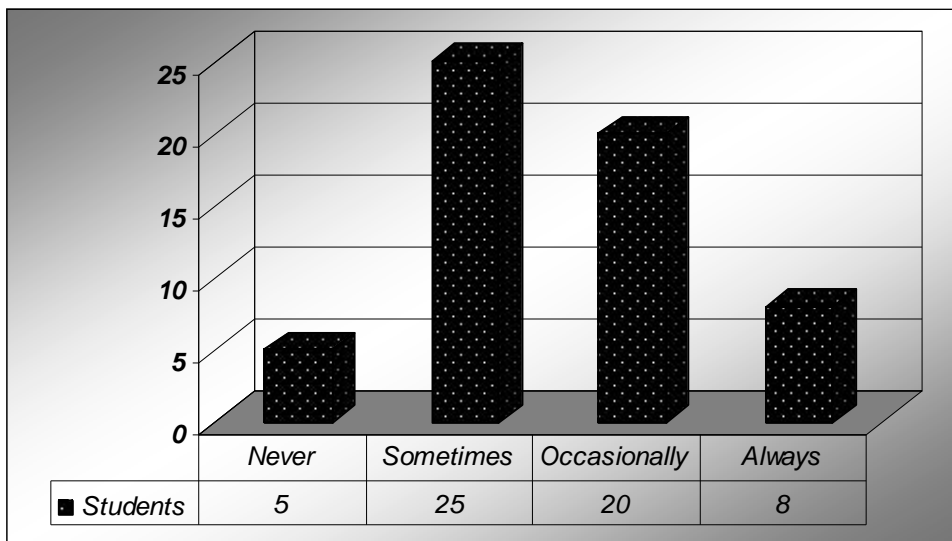
Table # 34 – Dialogue

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	27	6	15	7	55
Percentage	49%	11%	27%	13%	100%

49% of the students say that they never have dialogues; 27% says that is occasionally; 13% says that is always; and 11% says that is sometimes. It seems that most of the time students do not have dialogues to practice.

	Never	Sometimes	Occasionally	Always
Students	27	6	15	7
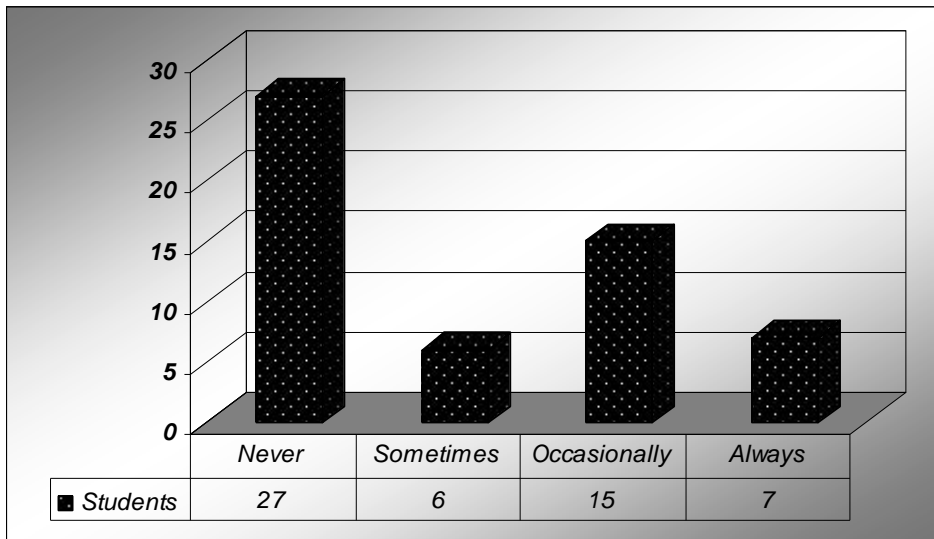
Table # 35 – Games

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	44	6	5	0	55
Percentage	80%	11%	9%	0%	100%

Games are very important to develop the speaking skill in order to interact each other, but we can see in this table that games are not used so much.80% of the students say that the teacher never uses games; 11% says that is sometimes; and 9% says that is occasionally.

	Never	Sometimes	Occasionally	Always
■ Students	44	6	5	0
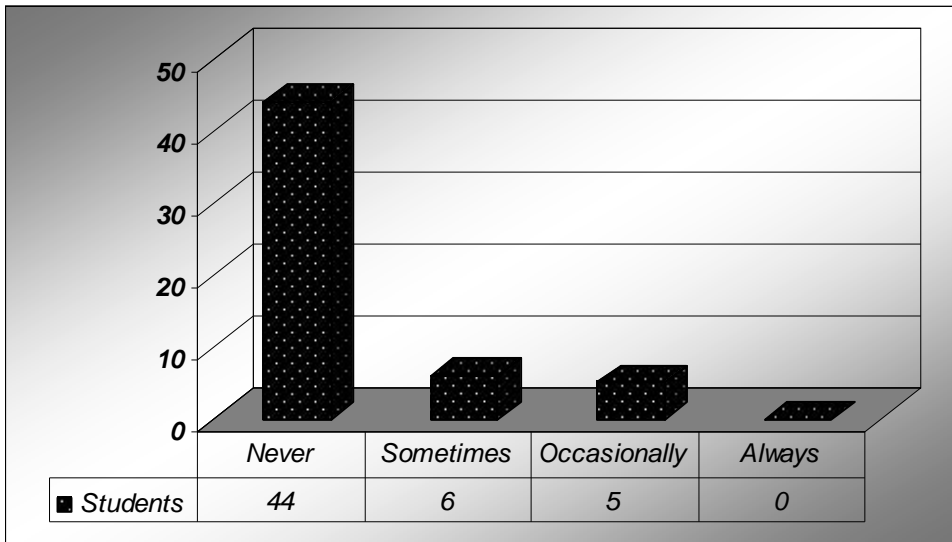
Table # 36 – Asking and Answering Questions with teacher

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	32	9	10	4	55
Percentage	58%	16%	18%	7%	100%

58% of the students say that they do not have the chance to ask and answer questions with the teacher; 18% says that is occasionally; 16% says that is sometimes; and 7% says that is always. We can see that most of the time there is only one kind of interaction which is teacher-student.

	Never	Sometimes	Occasionally	Always
■ Students	32	9	10	4
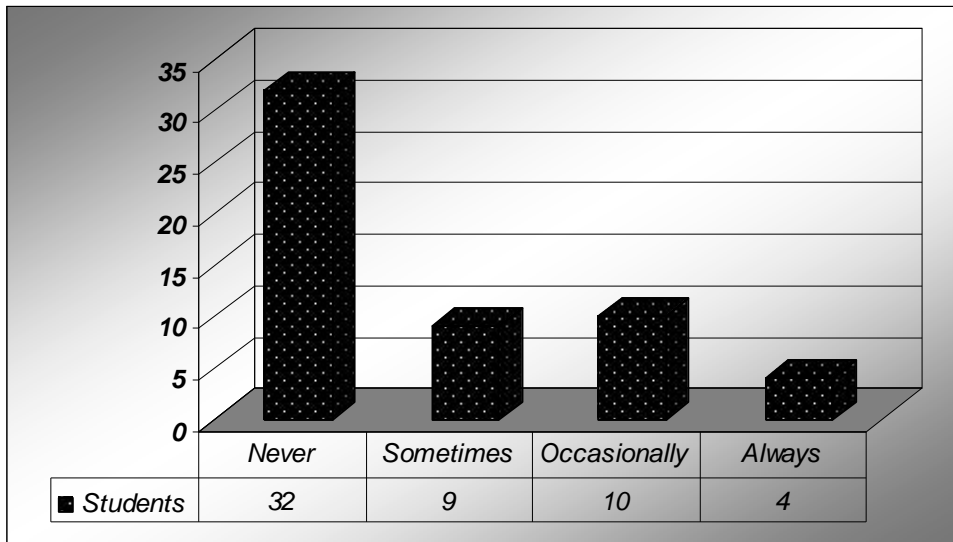
Table # 37 – Drills

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	24	8	7	16	55
Percentage	44%	15%	13%	29%	100%

44% of the students say that they have drills; 29% says that is always; 15% says that is sometimes; and 13% says that is occasionally. We can see that most of the time the students do drills.

	Never	Sometimes	Occasionally	Always
■ Students	24	8	7	16
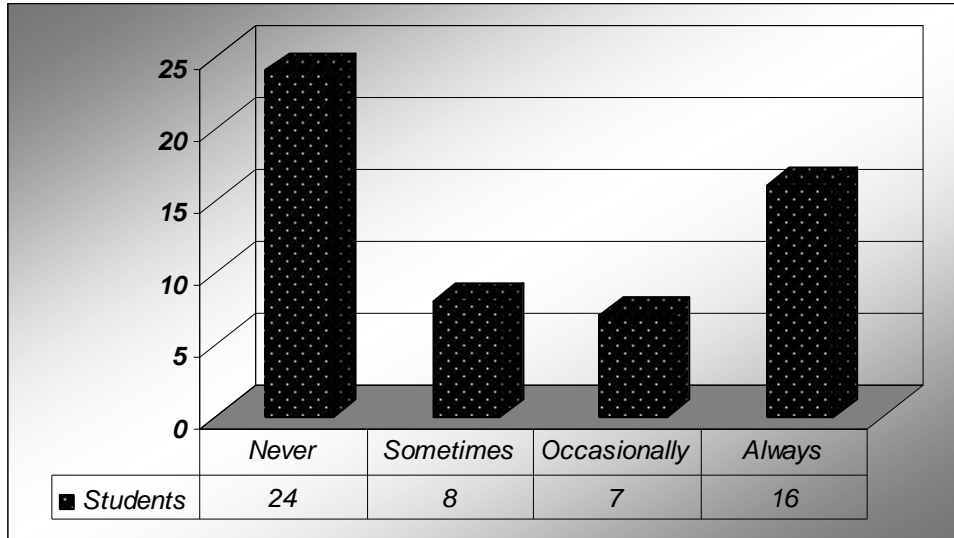
Table # 38 – Role-Plays

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	29	5	18	3	55
Percentage	53%	9%	33%	5%	100%

53% of the students say that they do not have role-plays; 33% says that is occasionally; 9% says that is sometimes; and 5% says that is always. It seems that the teacher does not use most of role-plays. So the students do not have the opportunity to interact in a more meaningful way.

	Never	Sometimes	Occasionally	Always
■ Students	29	5	18	3
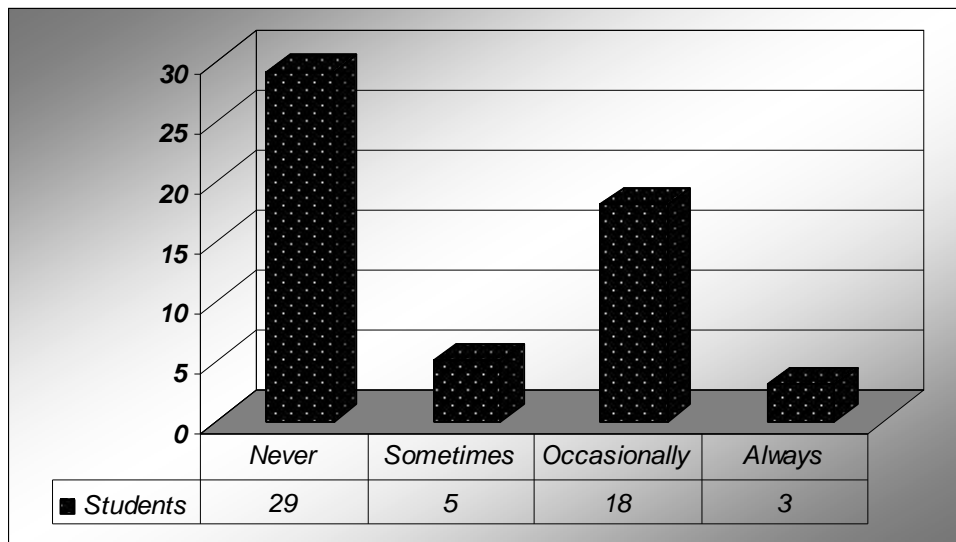
9. How often does your teacher make you work in?

Table. # 39 – Group

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	13	12	30	55
Percentage	0%	24%	22%	55%	100%

In this table we can see that 13 students say teacher make them work into group that is 24% of the population, the 22% says work occasionally in group but 30 students say that always work in group that is showed by 55%, work in group is very important for student in order to interact each other and use the target language, students through work group they can practice English and develop the speaking skill.

	Never	Sometimes	Occasionally	Always
■ Students	0	13	12	30
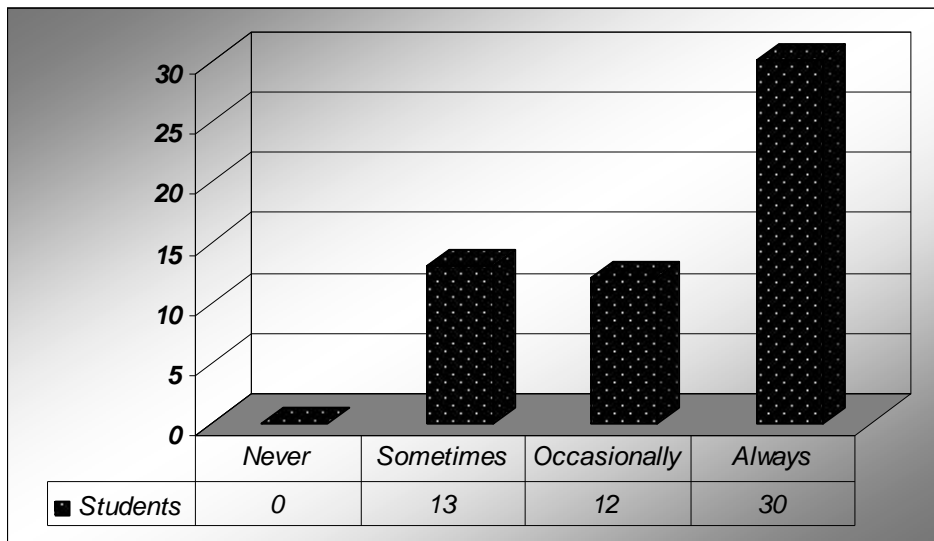
Table # 40 – Pair

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	3	21	31	0	55
Percentage	5%	38%	56%	0%	100%

According to this table we can see that 38% of the students answered that they work in pair, 56% say that sometimes they work in pair but 5% say that they never work in pair and finally 0% replies that they never work in pair that means that interaction in pair is not frequent in the student.

	Never	Sometimes	Occasionally	Always
■ Students	3	21	31	0
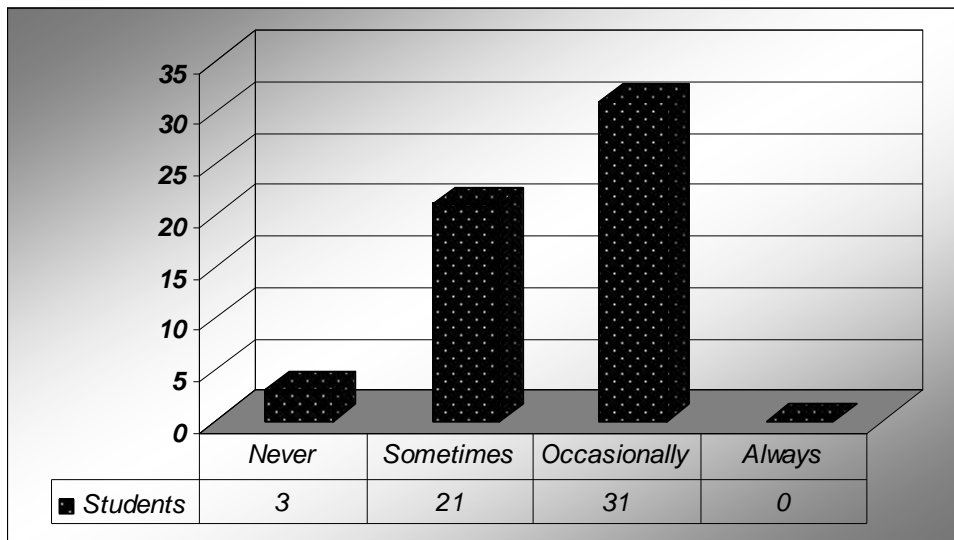
Table. # 41 – Individually

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	13	18	24	55
Percentage	0%	24%	33%	44%	100%

In this table is very important to take into account that individually work is not good when want to develop the speaking skill and in this table we can see that 44% of the students answered that they work alone, and the 24% responded that sometime they work individually but 33% answered that occasionally that work is individually and the 0% replied that they never work individually.
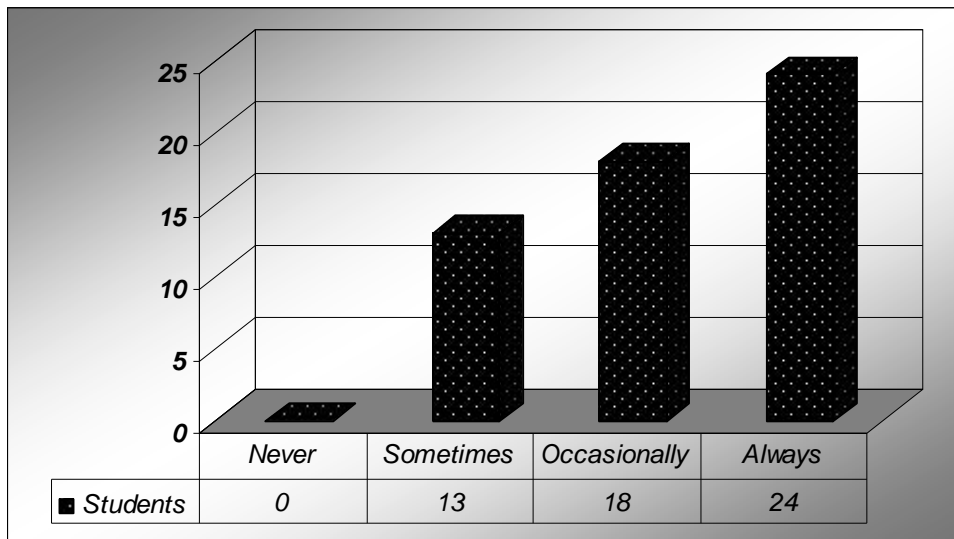
■ Students	Never	Sometimes	Occasionally	Always
	0	13	18	24

STUDENT ATTITUDES TOWARD TEACHING INFORMATION

10. Characterize your personal interest in speaking English.

Table. # 42 – Students´ Interest

Alternative	Not interested	Interested	Very Interested	Poorly Interested	Total
# Students	0	32	23	0	55
Percentage	0%	58%	42%	0%	100%

It is absolutely clear that 58% of students are interested in speaking activities but 42% are not interested in this skill or maybe in English and it is very remarkable that that almost the half of student don not have interest in speaking English.

	Not interested	Interested	Very Interested	Poorly Interested
Students	0	32	23	0
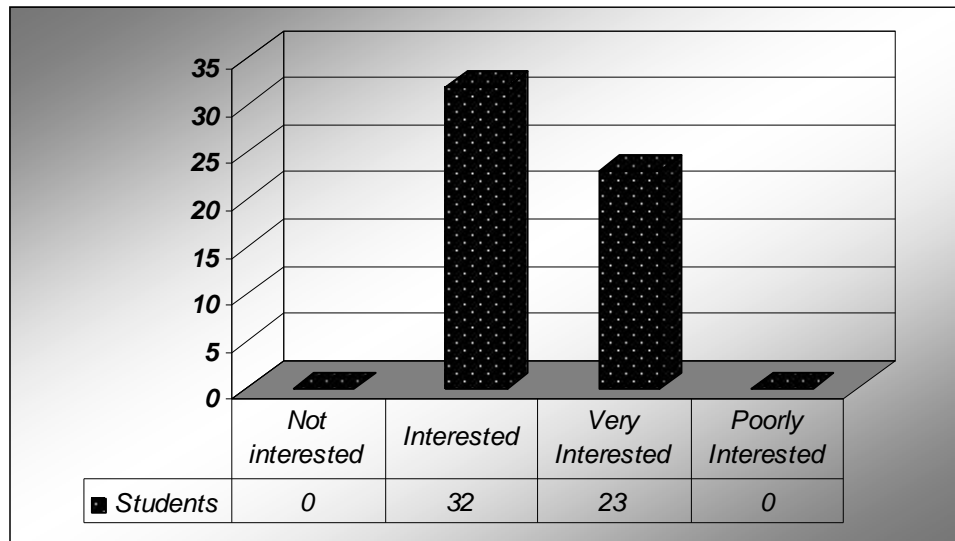
11. Do you speak English with your classmates and your English teacher?

Table. # 43 – Speaking in the Classroom

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	32	10	13	0	55
Percentage	58%	18%	24%	0%	100%

It is outstanding that stun dents never practice English in the classroom and it is represented by 58% of the students that is more of the half of them and the 18% said that sometimes practice English and 24% occasionally practice the target language, it means that students do not have enough interaction among them that make difficult that students can develop the speaking skill.

	Never	Sometimes	Occasionally	Always
■ Students	32	10	13	0
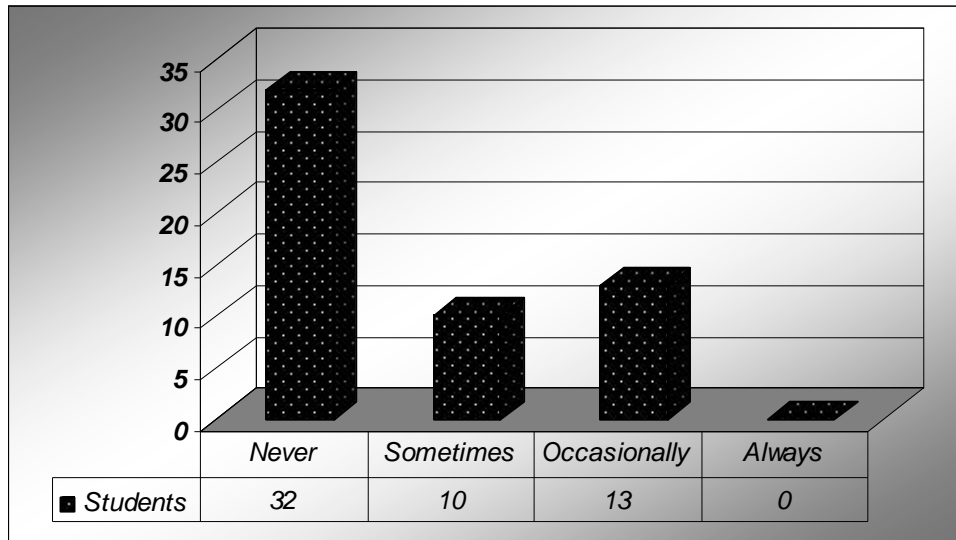
12. How do you feel when you speak English?

Table. # 44 – Feeling when speaking English

Alternative	Afraid of Making Mistakes	Self Confident	Total
# Students	46	9	55
Percentage	84%	16%	100%

"Afraid of making mistakes" that was the principle feeling towards trying to practice English. In fact 84 % were in agreement that they do not feel self confident what shows the main factor of the participation problem. On the other hand, 40 % of students which mean 9 students out of 16% feel sure of themselves.

	Afraid of Making	Self Confident	Total
■ Students	46	9	55
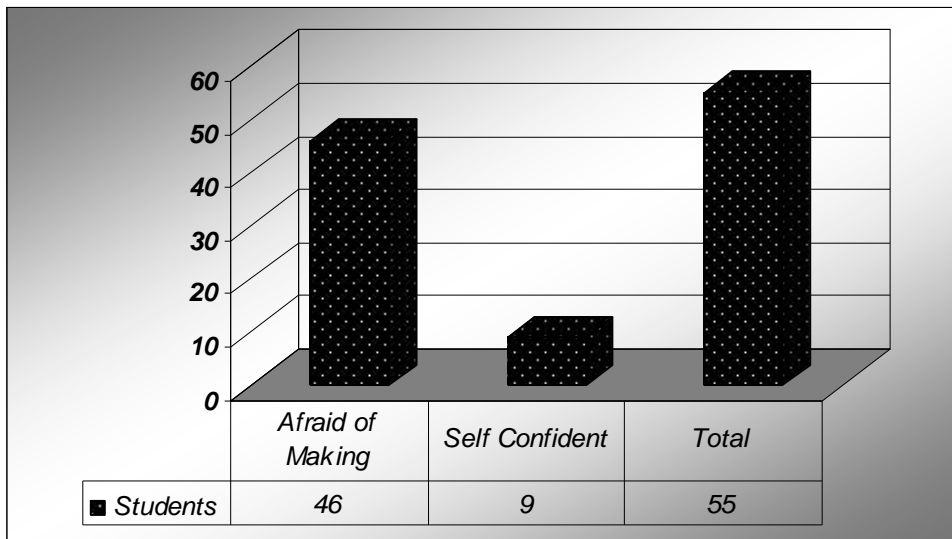
13. How is your participation in these activities?

Table. # 45 – Dialogues

Alternative	High	Medium	Poor	Total
# Students	7	42	6	55
Percentage	13%	76%	11%	100%

Concerning to oral participation in class, there is a 76 % of students consider their participation is regular. 13% there were students who said they have very good participation and some students excellent respectively and finally 11 % of students considered as poor their participation.

	High	Medium	Poor
■ Students	7	42	6
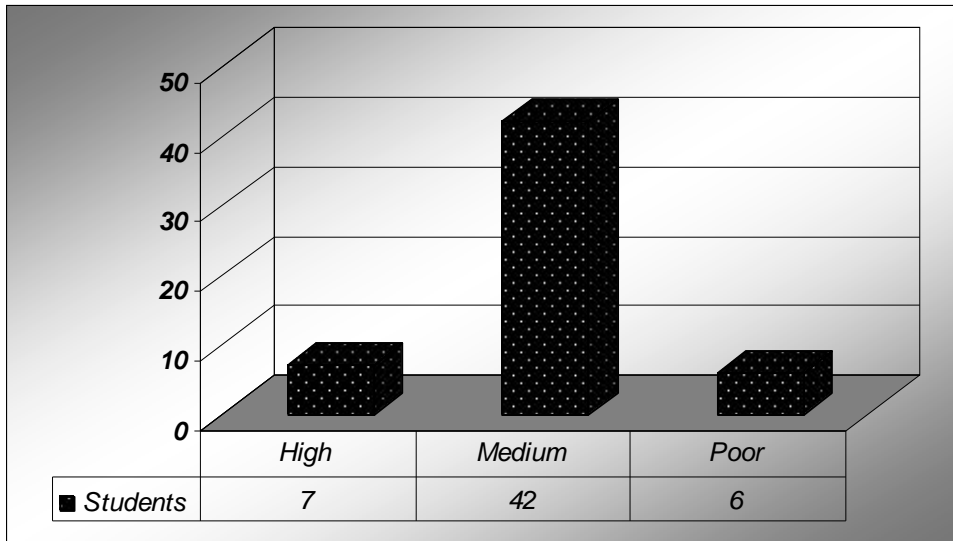
Table. # 46 – Games

Alternative	High	Medium	Poor	Total
# Students	15	21	19	55
Percentage	27%	38%	35%	100%

Games is a tool very important to motivate students` participation but in this table we can see that35% of students have a poor participation in class and 38% of students have a regular participation and only 27% consider that the participation is very in good in games.

	High	Medium	Poor
■ Students	15	21	19
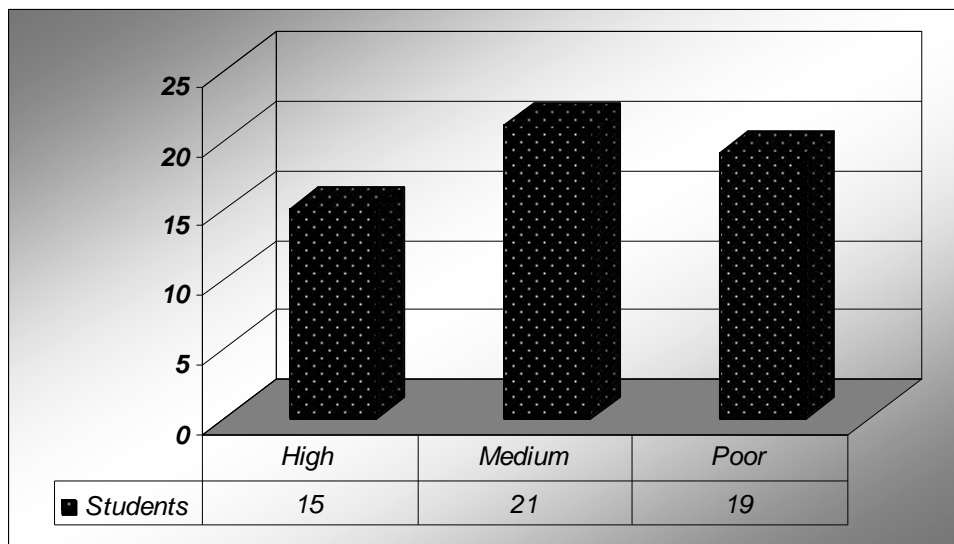
Table. # 47 – Role Plays

Alternative	High	Medium	Poor	Total
# Students	12	15	28	55
Percentage	22%	27%	51%	100%

In this table students express that role plays does not provide enough motivation to participate in class and it is characterized by 51% of students who say that their participation is poor and 27% states that the participation is regular and lastly 22% responded that participation is excellent.

	High	Medium	Poor
Students	12	15	28
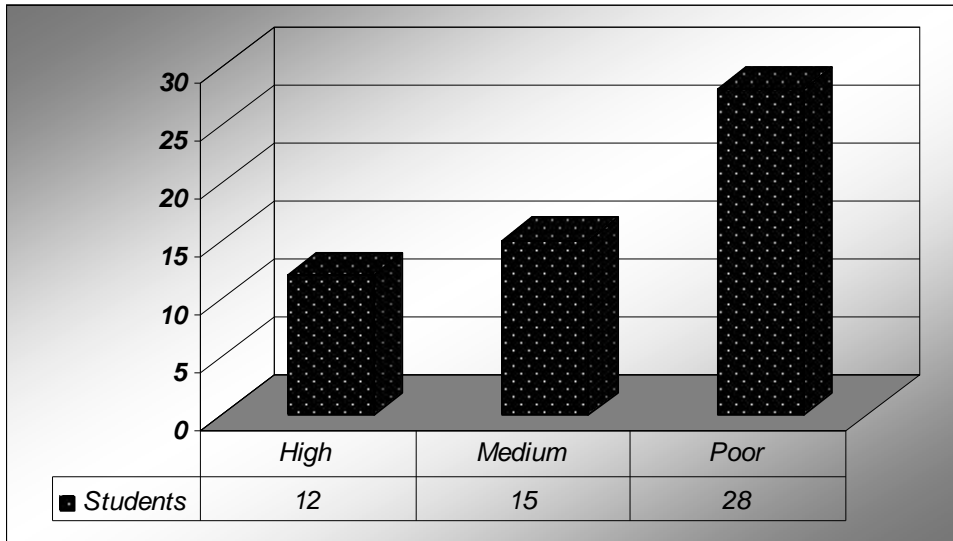
Table. # 48 – Presentations

Alternative	High	Medium	Poor	Total
# Students	32	15	8	55
Percentage	58%	27%	15%	100%

Presentation is important to develop speaking skill and we can see that students have a lot of participation in presentation because is confirmed by 58% of students who said that their participation is plenty, but contrary of it, 27% that is conformed by 15 students consider that their participation is medium and only 15% say that their participation is very low.

	High	Medium	Poor
■ Students	32	15	8
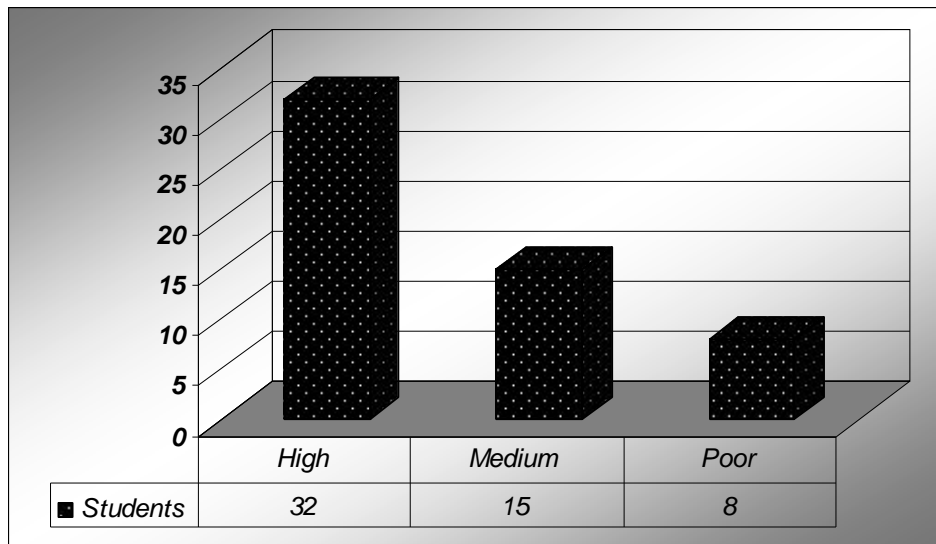
Table. # 49 – Discussions

Alternative	High	Medium	Poor	Total
# Students	18	26	11	55
Percentage	33%	47%	20%	100%

When a teacher wants to develop speaking skill teacher uses discussion activities and in this table we can see that students` participation is high and it is displayed by 33% of students who participate a lot in discussion activities but 47% answered that their participation is medium and 20% does not like to participate in discussion activities.

	High	Medium	Poor
■ Students	18	26	11
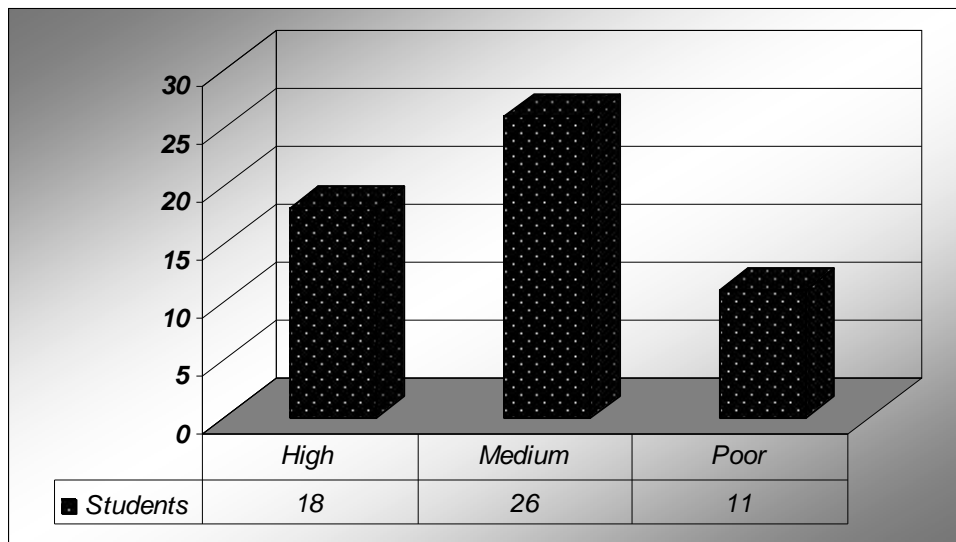
SOCIAL INFORMATION

14. Kind of Medias do you have access to?

Table. # 50 – Cable TV

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	18	5	13	19	55
Percentage	33%	9%	24%	35%	100%

In this table we can see that 35% of students have access to Cable TV but a big number of students said that they do not have access and it is represented by 33% of students and 9% said that sometime has access of this resource and finally 24% answered that occasionally has access to Cable TV.

	Never	Sometimes	Occasionally	Always
■ Students	18	5	13	19
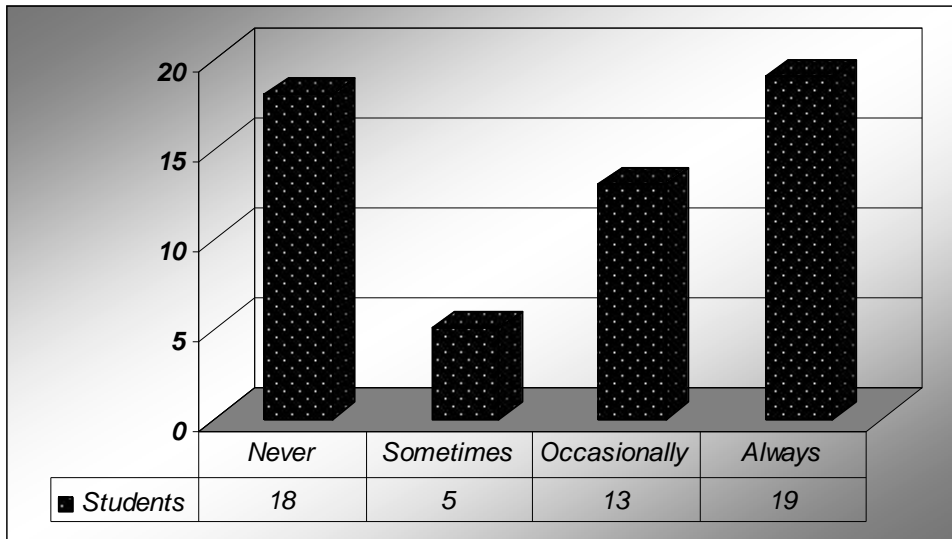
Table. # 51 – Radio

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	0	2	8	45	55
Percentage	0%	4%	15%	82%	100%

Radio is very popular in students and is more accessible for students and it is showed by 82% of students who answered that they have access to it but 15% said that they do not access to this resource and only 4% said to have access.

	Never	Sometimes	Occasionally	Always
■ Students	0	2	8	45
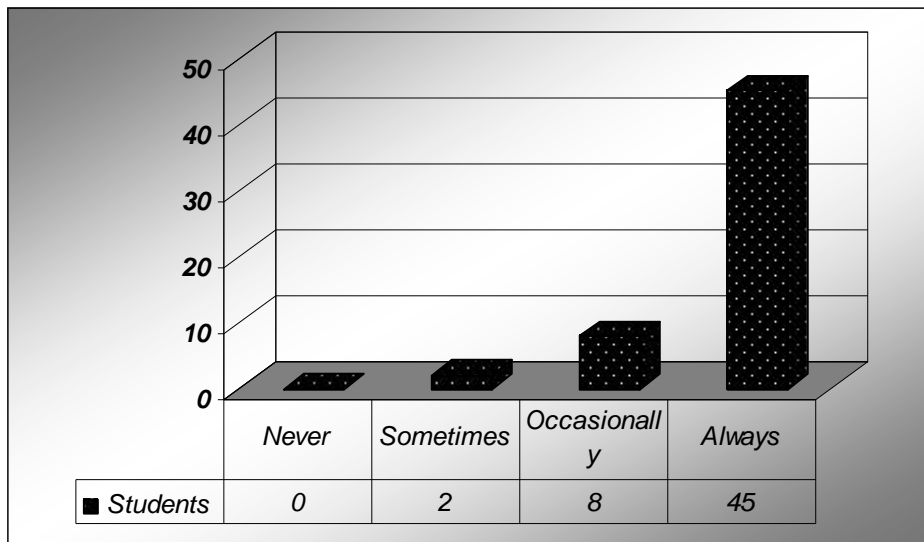
Table. # 52 – Play Station

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	16	9	3	27	55
Percentage	29%	16%	5%	49%	100%

49 % of students have access to play station of their friends or they go to some place this is rent, but 29% said do not have and only 5% said use it occasionally and lastly 16% respond to have access to it sometimes.

	Never	Sometimes	Occasionally	Always
■ Students	16	9	3	27
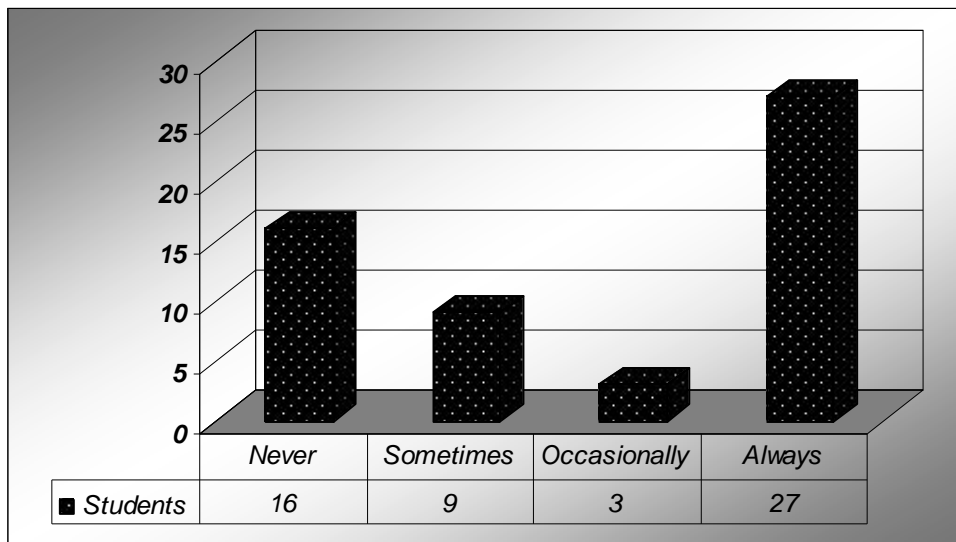
Table. # 53 – Internet

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	11	18	6	20	55
Percentage	20%	33%	11%	36%	100%

It is a media very important to learn English and 36% of students responded that they have access to internet, but 20% said no to have access and 33% answered that sometimes they can use it, finally 11% said that occasionally has opportunity to use it.

	Never	Sometimes	Occasionally	Always
Students	11	18	6	20
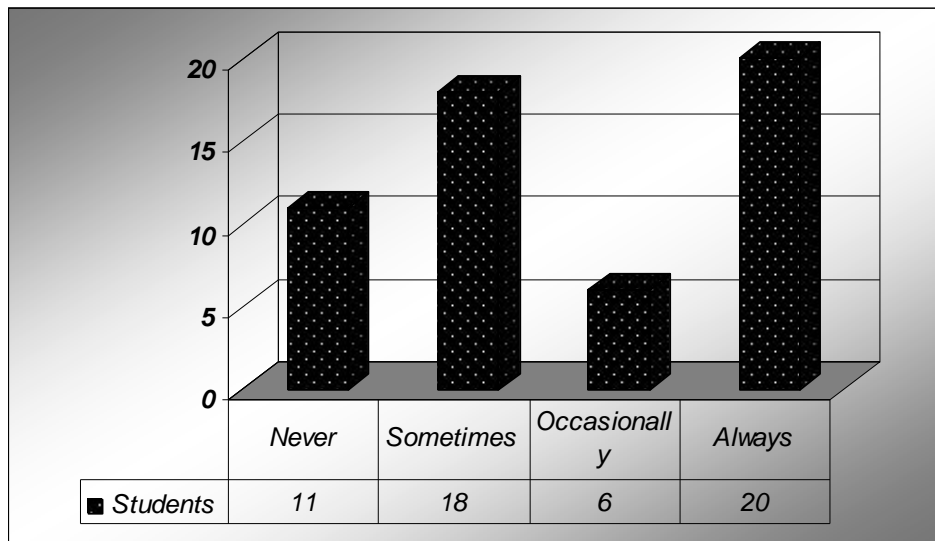
15. Who helps you to study English outside the classroom?

Table. # 54 – Relatives

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	35	11	2	7	55
Percentage	64%	20%	4%	13%	100%

Referring to assistance outside the classroom we found that 64% of students do not receive help to study English at home, which is a worry situation because most of them are regular students. A hardly amount of students which is 20% receive help of their relatives and 4% occasionally obtained help of the relatives and a low amount that is 13% of students get help.

	Never	Sometimes	Occasionally	Always
■ Students	35	11	2	7
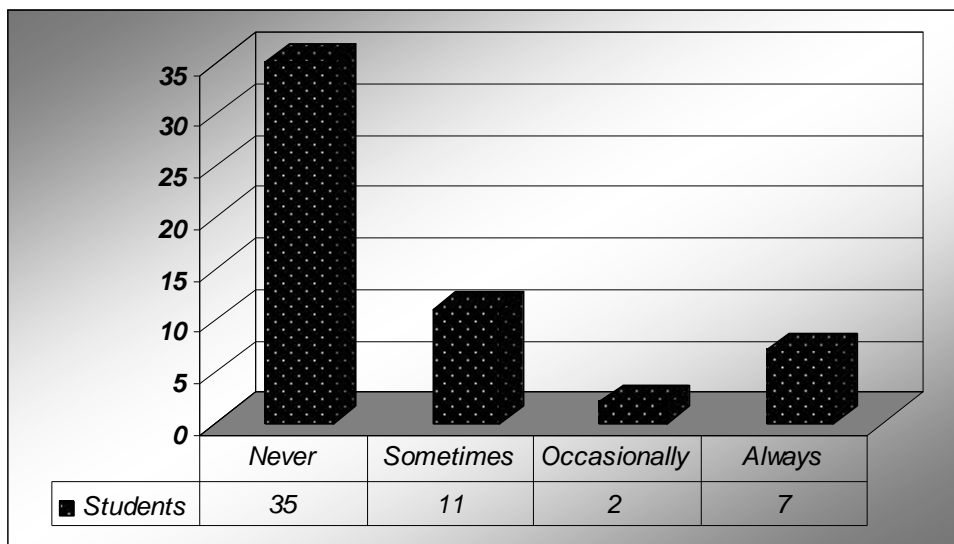
Table. # 55 – Tutorial Assistance

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	47	5	2	1	55
Percentage	85%	9%	4%	2%	100%

Tutorial assistance sometime is difficult for parents pay it and we found that only 2% obtain private teaching and opposite of it 85% do not have help and 9% said have it sometimes and 2% responded to have it occasionally.

	Never	Sometimes	Occasionally	Always
Students	47	5	2	1
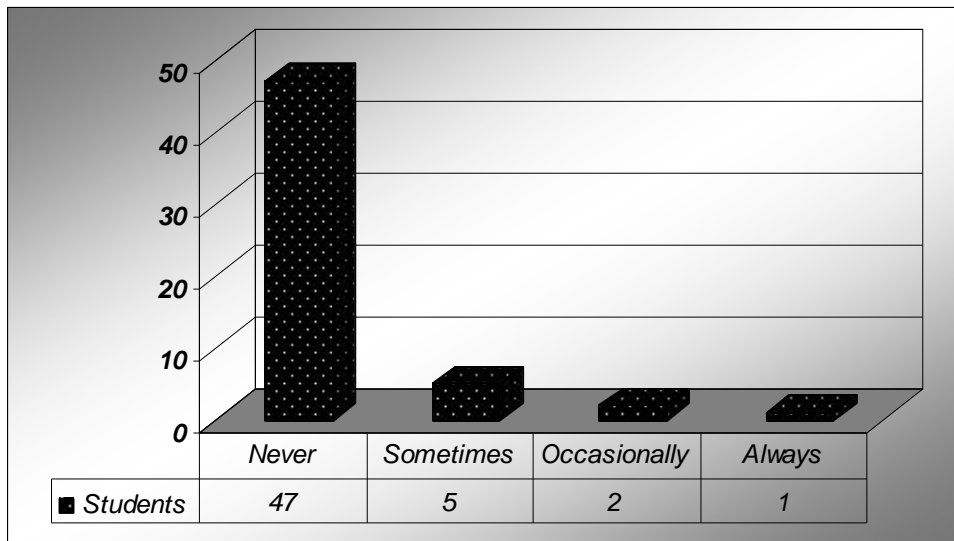
Table. # 56 – Group Study

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	22	9	16	8	55
Percentage	40%	16%	29%	15%	100%

Group Study is very significant for student to study outside but 40% said not to have it , 29% answered had access to it occasionally and 16% said that sometimes they study in group and only 15% said to have it always.

	Never	Sometimes	Occasionally	Always
Students	22	9	16	8
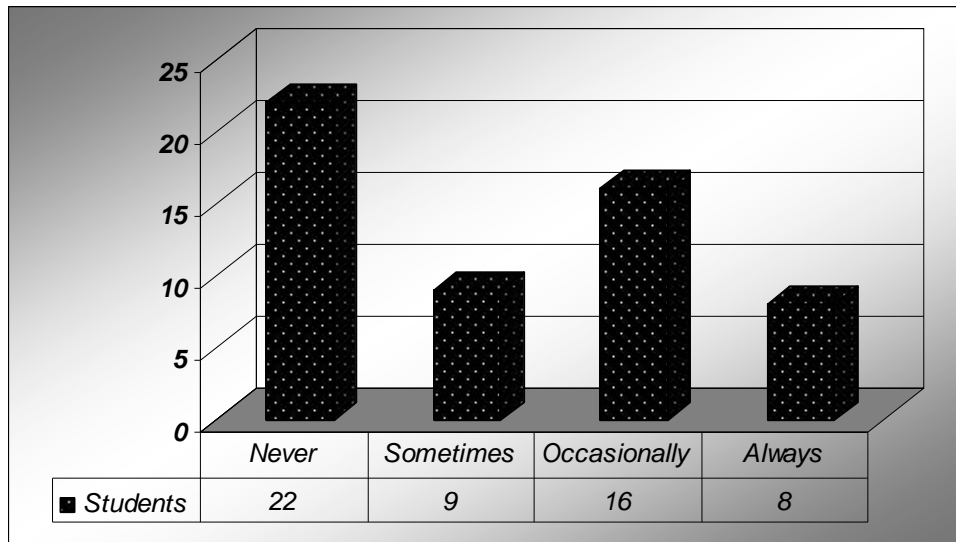
Table. # 57 – Attending English Courses

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	49	3	1	2	55
Percentage	89%	5%	2%	4%	100%

Attending courses at times is difficult for parents give it and we found that only 4% acquire to learn English in academy and differing of it 89% do not have help and 5% said have it sometimes and 2% responded to have it occasionally.

	Never	Sometimes	Occasionally	Always
Students	49	3	1	2
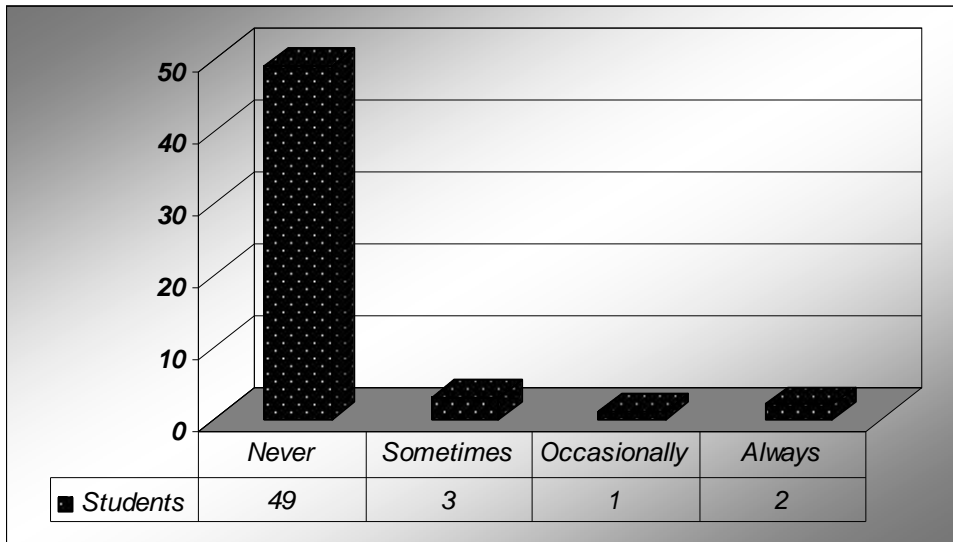
Table. # 58 – Nobody

Alternative	Never	Sometimes	Occasionally	Always	Total
# Students	25	12	6	12	55
Percentage	45%	22%	11%	22%	100%

In this table we could find that most of the population do not get help outside the classroom and we can see it that only 22% said that nobody help them and 45% said that never get help and 22% of students responded that sometimes and 11% said that occasionally.

	Never	Sometimes	Occasionally	Always
■ Students	25	12	6	12
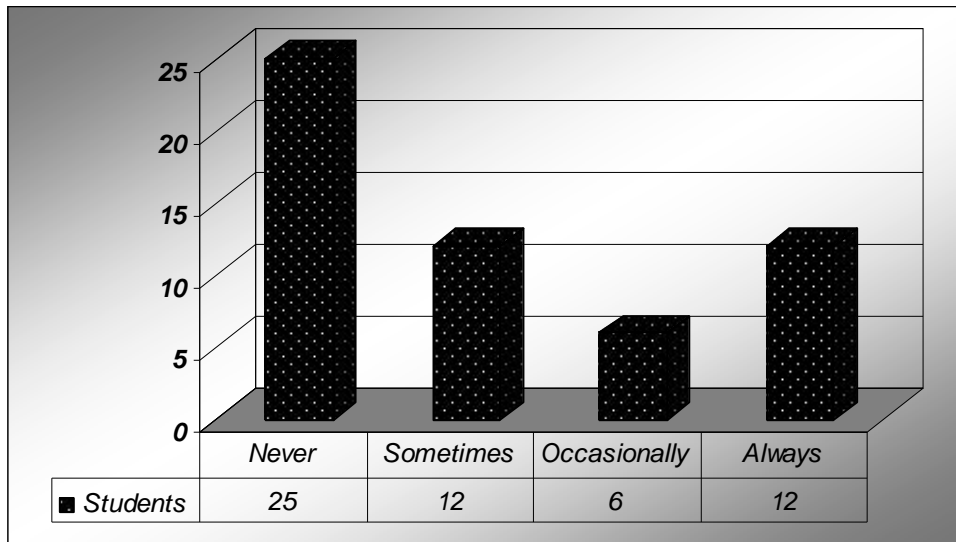
BACKGROUND KNOWLEDGE INFORMATION

16. How have you gotten your English knowledge?

Table # 59

Alternative	Taking Courses	Informal Learning	Formal Learning	None	Total
# Students	4	24	25	2	55
Percentage	7%	44%	45%	4%	100%

In this table we found that only 7% had taken courses but 44% said to have an informal learning that is that student by their own have studied English and 45% said to have formal learning it mean at school and only 4% said no to have knowledge about English.
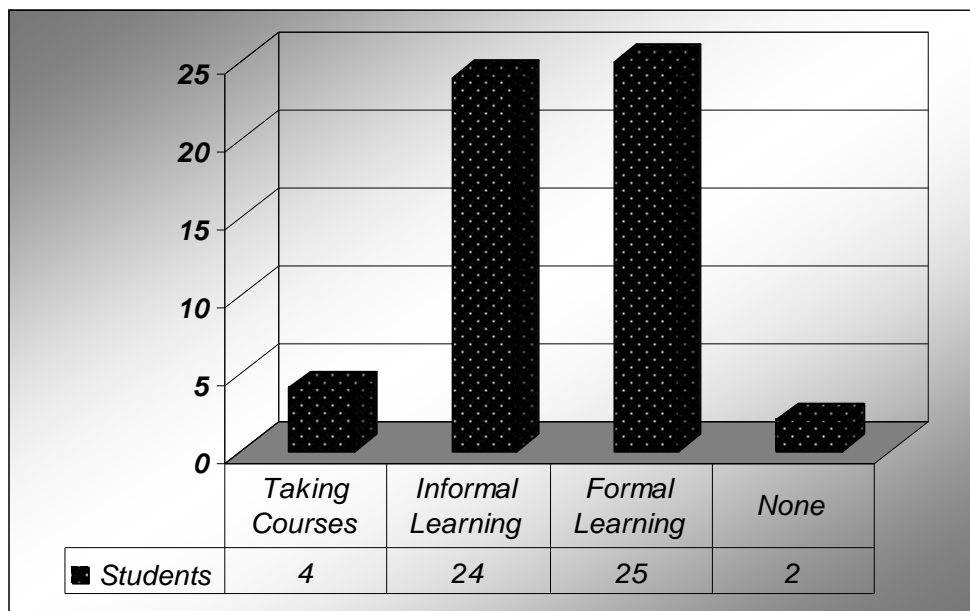
INTERVIEW FOR TEACHER

EDUCATIONAL INFORMATION

1- Do you really plan your classes?

The teacher said that she always plans her classes.

2- Do you achieve your aims?

She said that her aims are always achieved.

3- How well did each lesson achieve its aim?

She said that each lesson hardly achieve its aim.

4- How often do you include activities or techniques to develop speaking skills?

The teacher replied that she occasionally includes activities to develop the speaking skill. It is very important to take into account that if a teacher is interested in making her students develop the target language, the teacher must include activities that engage students to use L2.

5- Mark the activities you do for encouraging student's participation

The teacher expressed that she occasionally uses presentation, games, dialogues, drills, role-plays, asking and answering questions. Motivation is very important in order to encourage student's participation and it is also essential to use motivation constantly to engage on students to make use of the target language.

6- Which teaching aids do you use to develop your class?

The teacher expressed that she makes use of teaching aids. She sometimes uses poster, magazines, newspapers and internet articles. And she occasionally uses songs, games, drawings and flashcards; but she also expresses that she never uses books and handouts.

7- Think of your own Lessons. Mark the activities in which do you use: English / Spanish / Both

The teacher expresses that she only uses the mother tongue to organize students' seats and check attendance. And she also expressed that she always uses the target language to greet, review the last topic, introduce the lesson, explain the topic and ask questions; finally she said that she uses both English and Spanish to give directions and set home works.

8- How often do you use these Medias as a resource?

In the case of media the teacher said that she sometimes uses radio, newspaper in English, and books for consulting. She also said that she never uses internet, movies and cable TV. She does not take advantage of technology. Technology can provide teacher a new environment to engage students to learn and practice English.

9- What do you do to make the classroom comfortable?

The teacher answered that when she wants to make the classroom comfortable, she only speaks English and Spanish in order to make herself understood in the different activities that she does. We think that in order to make a classroom comfortable we need to take into account seats arrangement, bring wallpaper, flashcard, and drawings according to the topic to be developed.

10- How often these interactions take place in the classroom?

The teacher expressed that the kind of interaction that predominates over the class is teacher centered because the kind of interaction that the teacher sets is teacher-students.

11- How often do you focus your class on?

The teacher responded that her class is mainly focused on grammar, writing and reading. She sometimes focuses on speaking; and occasionally on listening. We can consider that teacher develops a traditional class.

12- How often do you make your students work in?

The responded that she always makes students work in group; she sometimes makes them work in pair; and she never makes them work individually.

13. When you develop your class, what aspects do you take into account?

When the teacher develops her class, the most important thing she takes into account is students' participation.

14. How do you take advantage of your students` previous knowledge?

The only way she takes advantages of students' previous knowledge is through the use of Spanish language.

VI- Conclusion

It is important to take into consideration that every investigatory work is not only a tool to register huge difficulties, but an important support to overcome them, too.

Through all these pages we have seen and analyzed that there are three main kinds of difficulties that mix to influence the successful development of speaking skill on students of 5th year in the afternoon shift of Carmela Noguera Public School. But logically one of those kinds of difficulties may be stronger than other.

The Social difficulties bring along some facts that would produce a variation in the level of proficiency of students. The uses of video games, cyber for example, and more specifically TV cable have an important role of reaching the Listening-Speaking development goal, because of the vital importance of audio-visual aids in a real life approach. One of the most major problems is the lack of assistance outside the classroom because The students` families are more worried about working for feeding than helping their children to study at home.

On the other hand, the educational difficulties of students have their origin in the teaching approach used. Even though, students are interested in learning English for different reasons specified in the analysis as a result of inner motivation, the external motivation has not helped so much to improve their regular participation, for that reason they only sometimes feel motivated by the teacher to participate in class.

Therefore, the main cause which influences the successful development of speaking skill on students of 5th year in the afternoon shift at Carmela Noguera Public School lies in the Educational difficulties because of the following reasons:

➢ The poor lesson planning, without listening-speaking activities to motivate students highly which are very necessary to engage them. It is not enough to involve students in Asking-Answering questions, Repetition drill or written exercises.

➢ The lack of use of medias such as cable T.V. , radio, internet, newspaper in English, videos and books for consulting.

➢ The use of the traditional chair arrangement "orderly row" the most of the time.

➢ The excessive use of mother tongue in the classroom (L1) during the whole class.

➢ No supervision by a person qualified in the English teaching.

➢ Lack of didactics materials in the classroom.

➢ No use of activities to take advantage of students' previous knowledge.

➢ Traditional interaction: teacher centered.

➢ Traditional teaching focuses on grammar, writing and reading.

➢ The lack of listening-speaking activities.

VII- Recommendation

As English teachers we know that is a great challenge to achieve the successful development skill on students as the tip of our honorable labor, for that reason and according to the main difficulties founded before, it is necessary to keep in mind the following advices to improve the Teaching-Learning process of the English subject:

> ➢ To include new Listening-Speaking activities in the lesson planning.

> ➢ To use Medias such as cable T.V., radio, internet, newspaper in English, videos and books for consulting.

> ➢ To employ another type of chair arrangement according to the new activities.

> ➢ To use the Second language most of the time and use Spanish only when it is necessary.

> ➢ To ask for supervisions in order to get help by a competent person.

> ➢ To use attractive and adequate didactics materials for teaching.

> ➢ To create a better environment in the classroom using attractive didactics materials.

> ➢ To create and use attractive activities to take advantage of students' previous knowledge.

To promote activities in which students interact with each other in order to set a student centered interaction.

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IX- ANNEXES

Chronogram of Activities

Description the activities	July	August	September	November	December	January
Problem **Sub-problems** **Theme** **General and Specific Objectives**	▓					
Historical Background **Theories**		▓				
Hypotheses **Population and Simple** **System of Variables and Indicators** **Methodology** **Questionnaries** **Guide for interviews** **Guide for Observing Classes**			▓			
Pre-Defense **Applying Instruments** **Analyzing and Organizing information** **Conclusions and Recommendations** **Introduction** **Justification** **Dedicatory** **Gratitude**				▓		
Drafting and Editing **Hand in Research Paper**					▓	
Presentation and Defense of the Research Paper						▓

Matrix Table

No.	Age A	Age B	Living Situation A	Living Situation B	Gender A	Gender B
1		1		1	1	
2		1	1			1
3	1			1		1
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55		1		1		1
T	34	21	12	43	32	23

Age:
A: 15-17
B: 18-20

Gender

A: Male
B: Female

Living Situation

A: Rural
B: Urban

Use of mother tongue

Greetings			Organizing student's seats			Checking Attendance			Reviewing of the Last Topic			Introducing the Lesson			Explaining Topic			Asking Questions			Giving Directions			Setting Homework		
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C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27
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Use of mother tongue in the classroom	
Greeting A: English B: Spanish C: Both *Organizing Student's Seats* A: English B: Spanish C: Both *Checking Attendance* A: English B: Spanish C: Both *Reviewing of the last topic* A: English B: Spanish C: Both	*Introducing the lesson* A: English B: Spanish C: Both *Explaining topic* A: English B: Spanish C: Both *Asking Questions* A: English B: Spanish C: Both *Giving directions* A: English B: Spanish C: Both *Setting Homework* A: English B: Spanish C: Both

Kind of interaction in Class		
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Kind of interaction in class

A: Teacher-Student
B: Student-Teacher
C: Student-Student

Divelopment in the Class																			
Grammar				Speaking				Listening				Wrting				Reading			
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Development in the class

Grammar

A: Never
B: Sometimes
C: Occasionally
D: Always

Speaking

A: Never
B: Sometimes
C: Occasionally
D: Always

Listening

A: Never
B: Sometimes
C: Occasionally
D: Always

Writing

A: Never
B: Sometimes
C: Occasionally
D: Always

Reading

A: Never
B: Sometimes
C: Occasionally
D: Always

Interesting Speaking Activities				Use of Real Life Situation			
A	B	C	D	A	B	C	D
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Interesting Speaking Activities

A: Never
B: Sometimes
C: Occasionally
D: Always

Use of Real Life Situation

A: Never
B: Sometimes
C: Occasionally
D: Always

Authentical and Nonauthentical Materia

Poster				Songs				Games				Books				Handouts				Magazine				Newspapers				Drawings				Flashcards				Internet Articles			
A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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1						1		1						1				1					1				1	1				1				1			
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		1				1		1			1								1	1						1			1				1					1	
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	1				1	1			1								1	1					1			1			1	1						1
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	1		1			1		1			1	1			1				1	1		1			1	
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	1		1	1		1			1	1			1			1			1				1
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	1		1			1		1			1		1		1			1			1
1			1		1			1			1	1			1		1			1			1
	1		1		1		1			1	1			1		1		1
31	9	12	3	3	23	26	3	35	1	19		18	10	7	20		4	7	44	38	6	11		13	8	31	3	28	7	14	6	42	4	6	3	23	9	22	1

Authentical and Non Authentical Material	
Poster A: Never B: Sometimes C: Occasionally D: Always *Songs* A: Never B: Sometimes C: Occasionally D: Always *Games* A: Never B: Sometimes C: Occasionally D: Always *Books* A: Never B: Sometimes C: Occasionally D: Always *Handouts* A: Never B: Sometimes C: Occasionally D: Always	*Magazines* A: Never B: Sometimes C: Occasionally D: Always *Newspapers* A: Never B: Sometimes C: Occasionally D: Always *Drawing* A: Never B: Sometimes C: Occasionally D: Always *Flashcards* A: Never B: Sometimes C: Occasionally D: Always *Internet articles* A: Never B: Sometimes C: Occasionally D: Always

Learning Environment			
A	B	C	D
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Learning Environment

A: Use real material

B: Pictures

C: Seating arrangement

D: Wallpapers

Teacher`s Activities																							
Presentation				Dialogues				Games				Asking and Answering questions				Drills				Role-Plays			
A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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Teacher's Activities	
Presentation A: Never B: Sometimes C: Occasionally D: Always *Dialogues* A: Never B: Sometimes C: Occasionally D: Always *Games "Asking and answering question among students"* A: Never B: Sometimes C: Occasionally D: Always	*Asking and answering questions with teacher* A: Never B: Sometimes C: Occasionally D: Always *Guessing games* A: Never B: Sometimes C: Occasionally D: Always *Listen and repeat (drills).* A: Never B: Sometimes C: Occasionally D: Always *Role plays* A: Never B: Sometimes C: Occasionally D: Always

Work Arrengement											
Groups				Pair				Individally			
A	B	C	D	A	B	C	D	A	B	C	D
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		1		1					1		
		1		1						1	
	1					1			1		
	13	12	30	3	21	31			13	18	24

Work Arrangement

Group

A: Never
B: Sometimes
C: Occasionally
D: Always

Pair

A: Never
B: Sometimes
C: Occasionally
D: Always

Individually

A: Never
B: Sometimes
C: Occasionally
D: Always

Students interest				Speaking in the classroom				Feeling when speaking english	
A	B	C	D	A	B	C	D	A	B
	1			1				1	
	1			1				1	
	1			1				1	
	1			1				1	
		1				1		1	
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	1			1				1	
	1				1				1
	32	23		32	10	13		46	9

Students´ interest in speaking English

A: Not interested
B: Interested
C: Very interested
D: Poorly interested
Speaking English with Classmates and teacher

A: Never
B: Sometimes
C: Occasionally
D: Always
Feeling when speaking English

A: Afraid of making mistakes
B: Self-confident

Students' Participaption														
Dialog			Games			Role plays			Presentation			Discussion		
A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
		1			1			1			1			1
	1		1			1					1			1
	1				1			1	1				1	
	1			1		1			1				1	
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	1		1			1					1			1

	7	42	6	15	21	19	12	15	28	32	15	8	18	26	11
	1				1			1	1					1	
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	1			1		1				1			1		
7	42	6	15	21	19	12	15	28	32	15	8	18	26	11

Student Participation

Dialog

A: High
B: Medium
C: Poor

Games

A: High
B: Medium
C: Poor

Role-play.

A: High
B: Medium
C: Poor

Presentation
A: High
B: Medium
C: Poor

Discussions

A: High
B: Medium
C: Poor

Access to media															
T.V cable				Radio				Play station				Internet			
A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1							1				1				1
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			1			1					1		1		
	1						1		1				1		
18	5	13	19		2	8	45	16	9	3	27	11	18	6	20

Access to Media

TV cable
A: Never
B: Sometimes
C: Occasionally
D: Always

Radio

A: Never
B: Sometimes
C: Occasionally
D: Always
Play station

A: Never
B: Sometimes
C: Occasionally
D: Always

Internet

A: Never
B: Sometimes
C: Occasionally
D: Always

| Help outside the classroom | | | | | | | | | | | | | | | | | | | |
| Relative | | | | Tutorial assistance | | | | Group Study | | | | Attenting English Courses | | | | Nobody | | | |
A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
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35	11	2	7	47	5	2	1	22	9	16	8	49	3	1	2	25	12	6	12

Help Outside the Classroom
Relative

A: Never
B: Sometimes
C: Occasionally
D: Always

Tutorial assistance

A: Never
B: Sometimes
C: Occasionally
D: Always

Group study

A: Never
B: Sometimes
C: Occasionally
D: Always

Attending English courses

A: Never
B: Sometimes
C: Occasionally
D: Always

Nobody

A: Never
B: Sometimes
C: Occasionally
D: Always

Background Knowledge			
A	B	C	D
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Background Knowledge

A: Taking courses
B: Informal learning
C: Formal learning
D: None