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***Descriptive research***

***Theme***

*Some teaching defficiencies and physical conditions affect negativily the development of speaking and reading abilities in the students of fifth level at the national institute Robert Drew.*

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*Research submitted in partial fulfillment of the requirementsfor  
B.A Degree in teaching as a foreing language..*

*Beginning date : August 15, 2009*

*Finishing date : November 28, 2009.*

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## **DEDICATION**

I dedicate this research firstly to GOD , for giving me the wisdom, the strength and life ,because he always helps me in this important carrear

Second to my parents : FELIX PEDRO TRIGUERO BARRIOS and LUISA AMANDA PAIZANO MENA who always support me economically, psychologically and spiritually.

And also those cute close people to me for being my inspiration during all my entire life.

## **GRATITUDE**

I would like to Express my gratitude to those lovely people who were directly and indirectly involved in this work.

First of alls I am grateful with God who give me the wisdom.

My parents who show me the right ways and specially with the principal of the Institute Robert Drew for providing me with the right information to carry out my goals.

I am thankful with all of these people for their unconditional help and for being my source of inspiration.

Thank to all of you.

## ABSTRACT

The following research is focus on speaking and reading abilities , in which you will read those problems that I found . All of these activities affect negatively the devoloping of speaking and reading abilities in the classroom.

I took to carry out this work at the National Institute Robert Drew, in Ometepe Island,and I was very carefull in gathering all the informations relate to my research in order to analize better all the results .

I discovered that the lack of good conditions to teach is a big problem, that the teacher faced with the students but the main problem is the lack of use of good strategies and techniques during teaching process.

My work is based on different instruments like survey, interview and guide observation beside them I got an important information based on how to teach speaking and reading abilities inthe classroom.

And the end of this research you will find a good recommendation, which was made to help the English teacher about how to better the teaching of these abilities in the classroom,and of course are based on what the specialists say about how to teach reading and speaking skills .

## INTRODUCTION

Everything is done with education, the more educated one, is the more proficient and competitive, He will be in this world. So right now whom no learning no live, because education is the most powerful weapon to fight poverty.

The Nicaraguan educational system has many deficiencies, it does not allow students to have a good learning process. One of the main problems is the large number of students in each classroom, to which teachers can not give individual attention, lack of good material (books, dictionaries, magazines etc) and those a few books that the teachers have, they are so old, but the main problem is the little importance that the ministry of education has been giving to about English learning, for example, in the public school, English is taught only in secondary schools and just three hours per week which enable students to get enough knowledge about English.

As we can observe our educational system has a lot of problems which cause many difficulties in developing the four main English skills. However not all is bad, there are many good students in this school because many teachers are doing a good job working on these conditions.

This research is focused on some teaching deficiencies that affect negatively the developing of reading and speaking abilities in students of fifth years at the National Institute Robert Drew. I wanted to study how these abilities are being taught and what are the main problems that cause difficulty to learn them. And of course teachers methodology, didactic materials, classroom activities and how they are related to the specific ability developing in the classroom. And also how much time students dedicate to practice speaking and reading in the classroom

## **PROBLEM :**

English teaching deficiencies at the National Institute Robert Drew

## **SUB-PROBLEM :**

Students do not seem to have enough English Language vocabulary

Students do not demonstrate any learning of the four main skills ( Listening, Speaking, Reading nor Grammar)

Students are not participating ,neither are they interested in learning a new language

Teaching conditions are not optimal .



## **THEME :**

Some teaching deficiencies and physical conditions affect negatively the development of speaking and reading abilities in the students of fifth level at the National Institute Robert Drew

## **HYPOTHESIS**

The main problem in the English teaching in fifth level at the National Institute Robert Drew is the lack of good conditions for teaching this language ,didactic materials,tape recorders etc.Which make difficult the teaching of English.

# THEORETICAL FRAMEWORK

## HISTORICAL BACKGROUND

The National Instituto "Robert Drew" is located in ometepe island, in the eastern part of the island. It was founded in 1997. Upon its foundations, it offered educational services only for three grades (from first year to third years). It began with seventy two students. Nowadays it has a complete secondary school with about one hundred and eighty two students. Also, in this Institute there are six teachers. one of them is an English teacher.

The Institute has an excellent electrical system, 8 classrooms and office for the director, but it does not have a library nor resource center..

The English language has been taught in this institute from its foundation until present day, but teachers are faced with many problems. one of the main problems are the lack of didactic materials, lack of tape recorders, audiovisual lab, text book etc which would enable teachers to teach in a more dynamic and engaging, interesting and effective way.

In spite of the difficulties the English teaching has made some progress. at the present, the English language is taught to provide students with communicative skill which is beneficial for students to get the ability to express themselves in English. the teaching process is focused on communication, the main reason is because this school is located in a turistic zone, in ometepe island where every years a lot of touristic come to visit.

Around two years ago Bainbridge sister island organization has given to this school some didactic materials, and its main goal is to provide as much materials as possible that can be useful, during these years. they have been helping the English teacher to teach with a new and modern methodology, making the classroom more dynamic and engaging but it has not solved all the learning difficulties yet.

## JUSTIFICATION

The Nicaraguan educational system offers the opportunity to learn English from first years of secondary school until fifth years, but it does not give this subject the importance and value that it really has ( just three hours per week)

With this research I want to point out which are the main problems that affect negatively the developing of speaking and reading abilities in students of fifth years at the National Institute Robert Drew, but I am very sure that there are more profound problems which must be investigated and analyzed more carefully.

I try to evaluate different categories such as :Teaching methods and techniques, didactic materials to study, learning speaking, activities do more in the classroom like conversation, interview, games in English. And also students interesting, frequency to practice speaking and reading abilities and of course the condition that the teacher has in order to figure out this situation.

I motivated students and the teacher to be honest when I asked them to answer me the survey and teacher interview because it allow me to determinate the main problems that affect the developing of reading and speaking abilities because when I finish my research I can give some good recommendations based on the principles and what the authors says about ,applying a scientific instruments and more engaging activities in order to do better the job and get the goals.

## **GENERAL OBJECTIVE**

To verify the methods, techniques and didactic materials the teacher uses to develop the speaking and reading skills in teaching students in fifth level at the National Institute Robert Drew.

## **SPECIFIC OBJECTIVES**

To analyze the methods, techniques and didactic materials the teacher uses to develop speaking in students of fifth level at the National Institute Robert Drew.

To identify the methods, techniques and didactic materials the teacher has been using to develop reading in the students of fifth level at the National Institute Robert Drew.

To find out how much time these students practice their speaking abilities.

To know how much time students of fifth level at the National Institute Robert Drew practice their reading ability in the classroom.

## THEORIES

There are many different techniques which can be used to teach effectively, but the effectiveness will depend on a person who is using them. On the other hand, that what kind of teacher you are. So following it, these are a series of theories and techniques that can be used to teach an English language effectively.

- **REFERING TO SPEAKING SKILL**

This is the productive skill. It is the way how to communicate each other in the oral mode. It is more complicated than the other skills, because it involves more than just pronouncing words.

As Harris (1977-1981) “speaking”

“Is a complex skill, requiring the simultaneous use of different abilities which often develop at different rates. Five components are generally recognized in analyses of the speech process”

Harris lists them as follows.

1. pronunciation including segmental features, vowels and consonants.
2. vocabulary
3. grammar
4. fluency
5. comprehension

Of these, pronunciation is the most difficult to assess.

The central reason is the lack of general agreement on what good pronunciation of a second language means.

Pronunciation according to West (1968-2005) “what is of vital importance is rhythm, the strong regular beat of English stresses. Which make Welshmen,

scotsmen, and all native English speakers intelligible to each other, spite of their very different vowels systems”

Absence of a “ strong regular beat of English stress marks non-standard non-native accents of English, though these varieties also differ among themselves must “standard” varieties (wells) 1982:34) differ from other varieties in the following.

1. phrase pause
2. word stress
3. vowel length
4. some consontal constrasts

### **Speaking**

“capable of or involving speech or speaking; “human being-the speaking animals”

**Speech:** An oral presentation by one person to a group or sometimes just an individual, it include :

Conversation : informal speech by more than one person on an topic

Debate : Formal communication between two groups holding opposing point of view, in front of the audience.

### **THERE ARE TWO KIND OF SPEAKING SITUATIONS**

**Interactive** Interactive speaking include face to face conversation and telephone calls, in which we are alternately listening and speaking and we have a change to ask for clarifictaions, repetitions or slow speech from our conversations.

**partially interactive** : such as when some one is giving a speech to live audience when the conversation is that the audience do not interrupt the speech

.



## **MAKING MISTAKES IS ANOTHER IMPORTANT ASPECT TO BE CONSIDERED IN SPEAKING.**

One of the things that puzzles many teachers is why students go on making the same mistakes, even when such mistakes have been repeatedly pointed out to them. Not all mistakes are the same, sometimes they seem to be deeply ingrained. At another time students correct themselves.

**Julian Edge** in his book on mistakes and corrections suggested that we can divide mistakes into two categories.

- **“slips** that is when students try to say something but does not know yet the correct way of saying it.
- **Interferences**  
Students who learn English as a second language CSL. As already language, sometimes students do not have a phonetic distinction at the level of sound.

### **OTHER OUTHORS PRESENT MISTAKES CORRECTION AS:**

- Feedback during accuracy
- They say is usually made up of two distinct stage.
- First teachers show the student that mistakes has been correct by themselves. It is necessary they help the students to do something about it

#### **Showing in correctness**

This can be done in a number of different ways.

**Repeating:** There we can ask the students to repeat what they have said.

**Echoing :** this can be a precise way of pin painting an error. We repeat what the students has said emphasizing the part of the utterance that was wrong.

## WHAT MAKES SPEAKING DIFFICULT ?

The following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

### **1.Clustering.**

Fluency speech is phrasal, not word by word.Learner can organized their output both cognitively, and physically.

### **2.Redundance**

The speaker has the opportunity to make meaning clearer through the redundance of language. Learner can capitalize on this feature of spoken language.

### **3.Reduce form.**

Contractions, elisions, reduce vowels, etc. All form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometime develop a stilted, bookish quality of speaking that in turn stigmatizes them.

### **4..Performance variables.**

Learners can actually be taught how to pause and hesitate, for example in English our (thinking time) is not silent, we insert certain filler such as uh, um, well you knw like etc.

### **5.Colloquial language.**

Make sure your students are not reasonably well acquainted the words, idioms, and phrase of colloquial language and that they get practice in producing these form.

### **6.Interaction.**

Learning to produce waves of language in a vacuum----without interlocutor would robe speaking skills of its richest component, the creativity of conversational negotiation.

## **DIFFERENT SPEAKING TECHNIQUES.**

### **1. Use techniques that cover the spectrum of learner needs from the language.**

When you do a jigsaw group technique, play game or discuss solution to the environmental crisis, make sure that your task include activities designed to help students to perceive and use the building blocks of the language. At the same time ,do not bore your students to death with lifeless, repetition drills.

### **2. Provide intrinsically motivation.**

Try at all time to appeal to students ultimate goals and interests, to their needs for knowledge, for achievement competence and autonomy, and for being all that they can be.

### **3. Encourage the use of authentic language.**

Authentic language in the classroom allows students take energy and creativity and of course call students motivations.

### **4. Provide appropriate feedback and correction.**

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback (out there ) beyond the classroom. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

## **Give students opportunities to initiate oral communication.**

Part of the oral communication competence is the ability to initiate conversation, to nominate topics, to ask questions, to control the conversation and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

### **5. Encourage the development of speaking strategies.**

The concept of strategic competence is one that few beginning language students are aware of. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as ;

- 1- Asking for clarification
- 2- Asking someone to repeat something.
- 3- Using fillers (Uh, I mean, well. )
- 4- Using conversation cues ( Uh, right, yeah, okay, hm .)
- 5- Getting someone's attention.
- 6- Using mime and nonverbal expression to convey meaning

## REFERRING TO READING SKILL

**Reading** : The action of a person who read or undertand some informations figures,poetry etc.

“ undertanding a written text means extraing the required information from it as efficiently as possible”.

**Reading** : Is an active English skill.it constantly involves quessing,predicting,checking and question.

By the 1970,first language reading research had been flourishing for a couple of decades as solution were being sought to why some children could not read. but research on reading in a second language was almost none existent.

### **KENNETH GOOD man´s (1970) seminal article “Reading”**

A psycholinguistic guessing game”

#### ❖ **BOTTOM-UP AND TOP-DOWN PROCESSING( GOOD MAN´S 1970)**

The distintion between bottom-up and top-down processing became a cornestone of reading methodology for years to come.

❖ **In bottom processing** : Readers must first recognize a multiplicity of linguistic signals ( letters,morphemese,syllables) words,phrases grammatical cues) and use their linguistic data-processing mechanisms to impose some sort of order on these signals.

❖ **Top –down** : processing in whic we draw on our own intelligents and experiences to understand a text.

❖ Christine Nuttall (1996 : 16-17)

Compares bottom-up processes with the imagene of a scientist with a magnifying glass or microscope examinig all the minute details of some phenomnon; while top-down processing is like talking an eagles-eyes view of a landscape below.

A half-century ago, perhaps,reading specialist might have argued that the best way to teach reading is througt bottom-up methodology: teach symbols,grapheme-

phoneme correspondences, syllable, and lexical recognition first, then comprehension would be derived from the sum of the parts.

More recent research on teaching reading has shown that a combination of top-down and bottom-up approach to check whether that is really what the writer says" (Nuttall 1996)

## **SCHEMA THEORY AND BACKGROUND KNOWLEDGE**

The reader brings information, knowledge, emotion, experience and culture.

### **Categories of schemata.**

❖ **Content schemata:** include what we know about people, the world, culture and the universe.

❖ **Formal schemata :** consist of our knowledge about discourse and structure.

Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

### **Extensive reading.**

According to Bamford (1998) extensive reading is a key to student gains in reading ability, linguistic, competence, vocabulary, spelling and writing.

Jhon green and Rebecca Oxford ( 1995) found that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.

## **STRATEGIES FOR READING COMPREHENSION.**

### **❖ IDENTIFY the purpose in reading.**

Efficient reading consist of clearly identifying the pupose in reading something. By doing so you know what you´re looking for and can weed out potential distracting information.

### **❖ Use efficient silent reding techniques for relatively rapid comprehension.**

It is an important technique on order to descrimate the vocabulary and understand and also try to infer it´s meaning from its context.

### **❖ Skim the text for main ideas**

Skimming consists of quickly running one´s eyes across a whole text.

### **❖ Scan the text for specific information**

Scanning is to extract specific information without reading through the whole text ( names, dates,definition, detail etc.)

### **❖ Use semantic mapping or clustering**

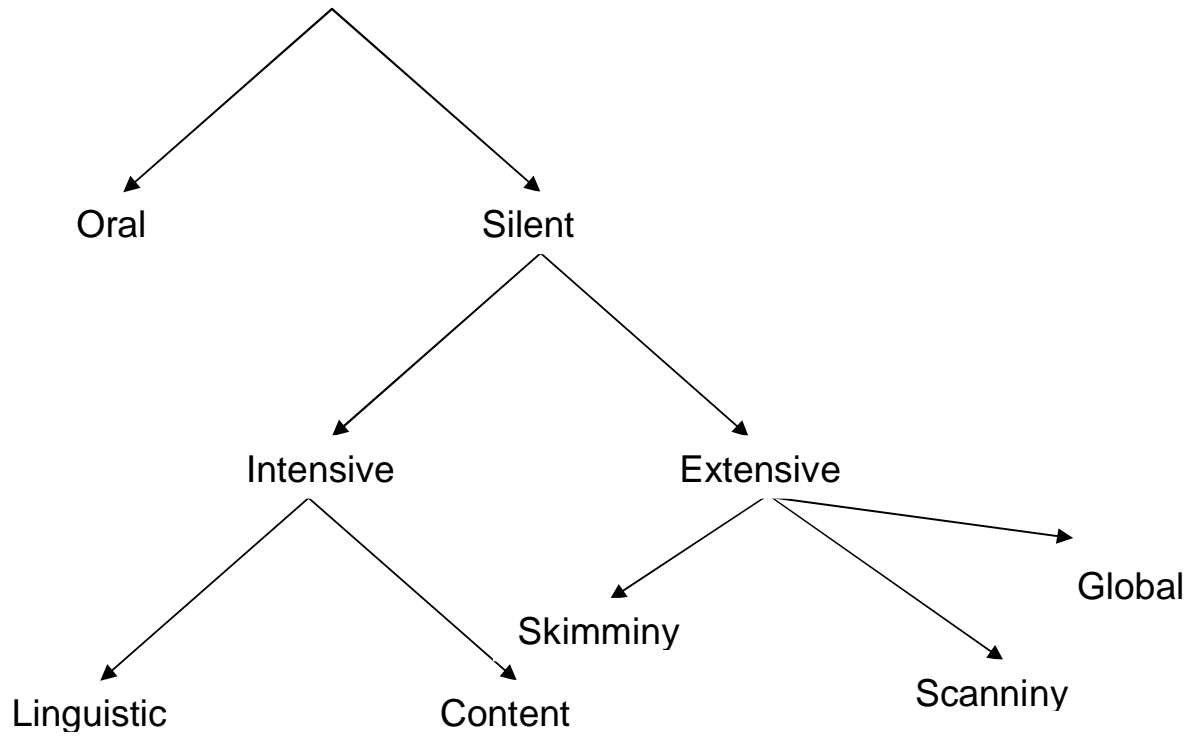
This strategy help reader to provide some order to the chaos. Reader can eadily be overwhelmed by a long string of ideas or events.

### **❖ Guess when you aren´t certain**

### **❖ Analize vocabulary**

### **❖ Distinguish between literal and emplied meaning.**

## TYPES OF CLASSROOM READING PERFORMANCE





## HOW TO TEACH READING IN THE CLASSROOM.

Specialist says that we need to divide the techniques in to:

**Pre-reading** : spend sometime introducing a topic,encouraging predicting and activating shemata students can bring the best of their knowledge and skills to a text when they have been given a chance to “ ease in to “ the passage.

**During- reading** : Not all reading is simply extensive or global reading. It is important to develop some strategies like skimming,scanning or take note depending on the purpose. For reading.

**After-reading** : comprehension questions are just are form of activity appropriate for post-reading. Also consider vocabulary study identifying the outhor’s purpose,discussing the outhor’s line of reasoning,examining grammatical structures or streering student toward a flowup writing exercise.

# Methodology Desing

## **HYPOTHESIS**

The main problem in the English teaching in fifth level at the National Institute Robert Drew is the lack of good conditions for teaching this language, didactic materials, tape recorders etc. Which make difficult the teaching of English.

## **POPULATION**

The population embrace all students of fifth level and English teacher at the National Institute Robert Drew.

## **SAMPLE**

1-100 % of the English teacher.

2-40 % of the students Which is equivalent to 12 students

## SYSTEM OF THE VARIABLE

Variable	Sub-Variable	Indicator
GENERAL INFORMATION	Sex	Masculine
		Femenine
	Age	15 – 16
		17 – 18
		19 – 20
		20 or more
ACADEMIC INFORMATION	English the cause of repetition of a level	Yes: _____ No::_____
	English the Most Dificult Subjet	Yes: _____ No::_____
	English Course Taken Before	Yes: _____ No::_____
	Failed English Subject	Once: _____ Twice:_____ 3 Times:_____
SPEAKING SITUATION	Factor that Influence Neagtivily	Lack of didactic materials
		Poor motivations
		Teaching techniques
	Hours dedicated to Speaking English	1
		2
		3
		4
		5 or More
Activities Students do in the	Coversation	

	Classroom	Interview
		Game in English
		Singing song in English
READING SITUATION	Hours dedicated to develop reading in the calssroom	1-2 hours
		2-3 hours
		4-5 huors
	Factor tha Influence Negativily	Lack of good conditions
		Students interesting
		Teacher methodology
		Teacher explanations
	Activities students do in the Classroom	Scannig
		Skimming
		Main Ideas

## METHODOLOGY

This is a descriptive research. In order to gather the information I made use of the survey, the guide for interview and the guide for class observation. The survey was directed to the students, and the guide for interview and class observation were directed to the teacher, to know his opinions about the English difficulties in reading and speaking and all the problems he faces, and to observe the way he teaches English.

The students survey has twelve basic questions to know their general informations and their attitudes towards English and the results they have got in this subject. The guide for interview and the guide for class observation are composed of different criteria to evaluate the teacher performance of the English class.

The survey was originally written in English and afterwards it was translated in to Spanish to make it easier for the students to answer the questions.

TABLE OF MATRIX INFORMATION.

No.	Sex		Age				Repetition		Difficult Subject		English Course		Main Speaking Factors			Hours to practice Speaking				Activities do in Classroom					Hours dedicate Reading				Main Factor in Reading			Activities do in Reading									
	M	F	A	B	C	D	A	B	A	B	A	B	C	A	B	C	D	A	B	C	D	E	A	B	C	D	A	B	C	A	B	C	D	E							
1	X		X				X		X		X		X				X				X				X								X								
2	X		X				X		X		X		X				X				X				X										X						
3	X			X			X		X		X		X				X						X	X			X								X						
4	X			X				X	X		X		X				X					X	X			X										X					
5	X			X				X	X			X		X			X					X	X			X										X					
6	X			X				X	X			X		X			X					X	X				X										X				
7	X			X				X	X			X		X			X					X	X				X										X				
8		X		X				X		X		X			X		X						X	X			X										X				
9		X			X			X		X		X			X		X						X	X					X									X			
10		X			X			X		X		X			X		X						X	X					X										X		
11		X			X			X		X		X			X		X						X	X					X										X		
12		X				X		X		X		X			X		X						X			X													X		
13	7	5	2	6	3	1	3	9	7	5	4	8	4	3	5	0	7	5	0	0	2	0	5	5	7	4	1	0	5	3	4	0	0	3	5	4					

# CODIFICATION

## a. GENERAL INFORMATION

### 1-Sex

M : male

F : female

### 2-Age

a- 15-16

b- 17-18

c- 19-20

d- 20 or more

## II Academic informations

1- English the cause for repetitions of level

a- Yes      b- No

2- English the most difficult subject.

a: Yes      b: No

3- English course taken before.

a: Yes      b: No

## III Speaking situation

The main factors that affect speaking process.

a: Lack of didactic materials

b: Poor motivations.

C: Teaching methods and techniques.

2-Hours dedicate to practice English.

a: 1-2

b: 3-4

c: 5-6

d. 6 or more

3-Activities do more in the classroom.

a: conversations

b: Interview

c: Game in English

d : English song

e: Others



#### IV Reading situation

1- Hours dedicate to practice reading skill

a: 1-2

b: 2-3

c: 4-5

d. 6 or more

2- Main factors that affect reading process

a: Lack of good conditions

b: Students interesting

c: Teacher methodology

3-Activities do more in the classroom.

a: Scanning

b: Skimming

c: Extract main ideas

d: No answers

e. Others

DEVELOPMENT

## CHRONOGRAM FOR GRADUATING SEMINAR

	August	September	October	November	December
Problem Subproblem	15 th				
Objectives	22th				
Theoretical framework		29th – 5th			
Methodologic desing		19th –26 th			
First pre-defense			3 <sup>rd</sup>		
Development			10 th -17 <sup>th</sup>		
Analysis and interpretation of result			24th- 31th		
Conclusion and recommendation				6 th – 14 <sup>th</sup>	
Presentation and second predefense					21 th

## **INSTRUMENTS.**

In order to make out this investigation successfully I employed three basic instruments that the kind of our research demand. Those instruments are, the survey, the teachers interview and the guide for the class observation. And of course, beside these one . I used the statistical tools, which is of great benefit for the interpretation of results.

## **DESCRIPTIONS OF RESULTS.**

In order to gather this information I surveyed 12 students from fifth level, this represent 40% of all students of fifth year. The students Who be surveyed were chosen as volunteers and the survey was conducted in Spanish.

## **GENERAL INFORMATION**

From the sample taken 42% were female and 58% were male.

The 17% of the students were between fifteen and sixteen years of age, 50% were between seventeen and eighteen, 25% were nineteen and twenty, while 8% were between 20 or more.

## **ACADEMIC INFORMATIONS**

The 25% of the students answered that English had been the cause that they had studied the same level. While 75% answered that English had not caused them this kind of problem.

The 58% of the students consider English the most difficult subject while 42% did not agree with this position.

33.33% of the students have taken an English course, while 66.66% answers that they had never taken an English course.

### **SPEAKING SITUATION**

When I asked about the main factors that affect speaking process; 33% of the students answered that lack of didactic material is the main factor.

25% of the students answered that poor motivation is the main factor.

42% of the students answered that teaching method and techniques is the main factor that affect negatively the speaking process in the classroom.

58% of the students spend between 3 or 4 hours to practice speaking per week, 42% spent between 5 or 6 hours per week while no one spend more than 6 hours per week.

In order to gather the information about what activities they practice more in class, students answered like this : 16% students answered interview, and 42% of the students practice more English song.

And 5 students did not answer any activities that I gave them they wrote that they practice more dialog in class . It represents 42%

No one answers game in English.

## READING SITUATION.

In reading situation I got the following information

58% of the students spend between 1 and 2 hours for practicing reading skill.

33% of the students spend between 2 and 3 hours

8% of the student spend between 4 and 5 hours.

No one spend more that 5 hours.

In order to know what are the main factor they answered

42% of the students answered that lack of good condition is the main factor that affect readig process.

33% of the students answered that teacher methodoloy is the main factor.

While 25% of the students answered that the main factors is their interest

In order to gather the information about the last question students answered like this.

25% of the students said that extract main idea is the activity that they do most in the classroom.

5 students did not answers this questions it s represent 42%

While 4 students said that no one of this activities do in the classroom, They said that in reading, they read the information and then traslate it in to spanish. It s represents 33%.

## ANALYSIS AND INTERPRETATION OF RESULT

According to the information provided by the students through the survey, I concluded that they are in the appropriate age to be in fifth years. 58 % of the students answered that is English the most difficult subject. However only 33.3 of the students had taken an English course before. I noticed that they are not interested in learning a new language.

According to the speaking situation 42 % of the students answered that the teaching methods and techniques are the main factors that affect speaking process, followed by the lack of didactic materials with 33 % , these answers are very close to the activities that they do more in the classroom because I got 0 % in conversation and game in English, the activities that they practice more is English song with 42%

In reading situation , 58 % of the students said that their practice 1 or 2 hours per week and according to the main factor that affect reading process 42 % of the students said that the lack of good condition, followed by the teacher methodology . And according to activities they do more in the classroom . I got 0 % in scanning and skimming and 42 % of the students did not answer , only 25 % of the students said that extract the main ideas is the activities they practice more. So with these result I went back and asked students what they do and they told me that its the dialog, so I discovered that those students who did not answered they practice dialog, they represents 42 %.

## CLASS OBSERVATION

I made a direct teaching observation guide, to find out the way how the teacher performed his class. Taking in to account the parameters employed in the guide. I got these conclusions.

I learnt that the teacher was always on time and had good voice.

I knew that he did not introduce in a good way the objectives of the class to students neither discuss with them about what goals he wanted to cover at the end of the class but sometimes he asked to students questions to make them think about the topic .

About methodology I can say, that there was a clear orientation and he organized work group because I saw he asked students to prepared a small dialog, however It was the only one activity, Without use face to face conversation and others. Also in reading situation the strategies or activities used by teachers were besides the point. Because he asked them to repeat and repeat the paragraph and then traslate it in to spanish.

Concerning scientific dominiun I can say that he did not asked good quality questiosn to students, even contextualized the content, however he made clear some mistakes done by students... specilly those mispronounce words.

About the evaluation I concluded that the teacher did not give feeback to the students, neither ckecked students activites, however he corrected students mistake and asked them to repeat and repeat until they corrected the error. But he never allows students to correct the error by themselfe.



In conclusion, according to the class observation I could notice that there are serious problems .In speaking situation students, just made one activity and teacher was focusing more on pronunciation I know that It is a very Important part of the speaking ability but not in its totally, but the main problem was in reading, in this section, teacher asked students, just repeat and repeat like if its a strategies of reading, and then asked students to traslate the paragraph in to spanish.

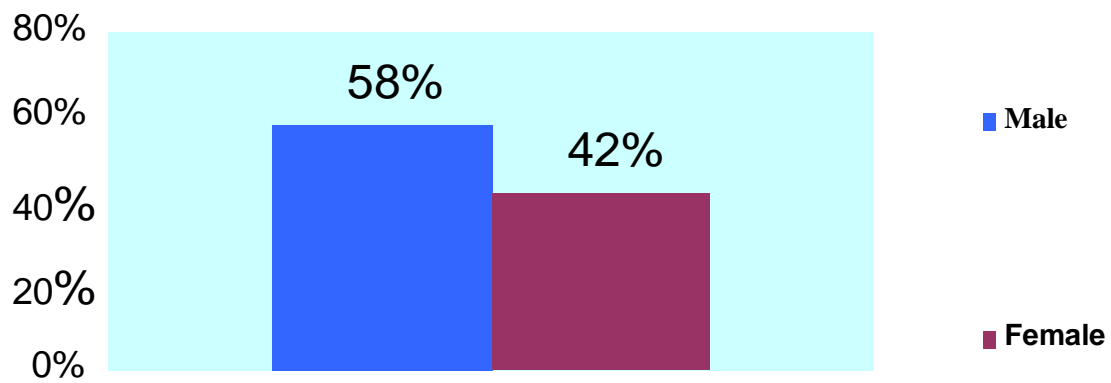
## I. GENERAL INFORMATION.

Graphic No. 1 Sex

Table No.1

		Porcentaje
	Male	58%
	Female	42%
<b>Total</b>		<b>100%</b>

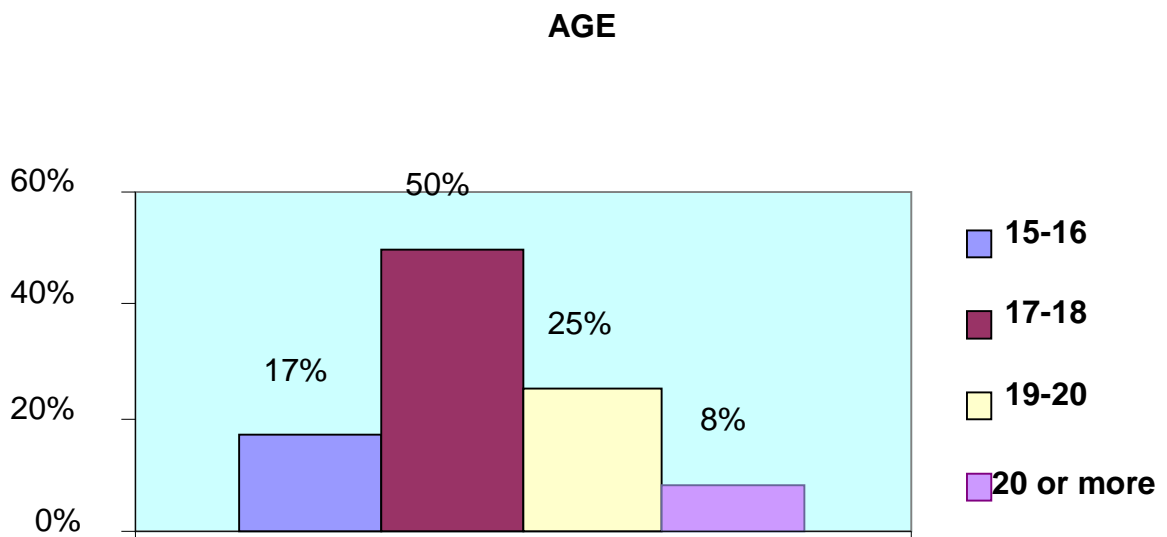
Sex



## Graphic No. 2 Age

Table No.2

		Porcentaje
	15-16	17%
	17-18	50%
	19-20	25%
	20 o more	8%
<b>Total</b>		<b>100%</b>

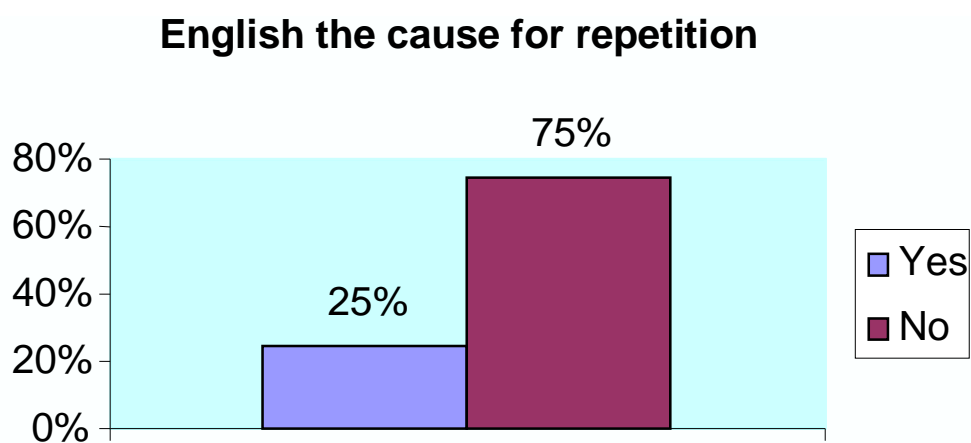


## II. Academic Information

### Graphic No. 3 English the cause for repetition

Table No.3

		Porcentaje
	Yes	25%
	No	75%
<b>Total</b>		<b>100%</b>

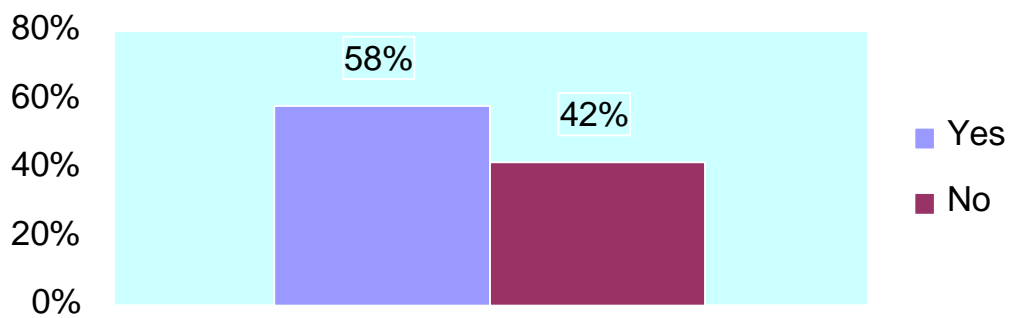


## Graphic No.4 English the most difficult subject

Table No.4

		Porcentaje
	Yes	58%
	No	25%
<b>Total</b>		<b>100%</b>

### English the most difficult subject

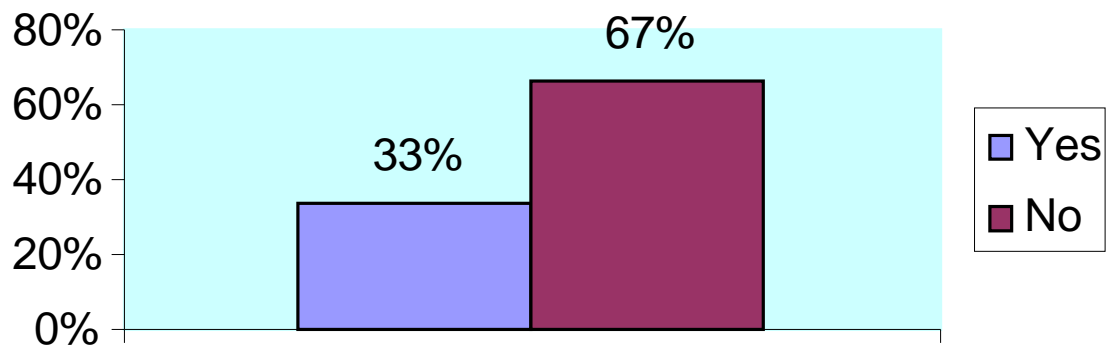


## Graphic No. 5 English courses taken

Table No.5

		Porcentaje
	Yes	33%
	No	67%
<b>Total</b>		<b>100%</b>

### English courses taken



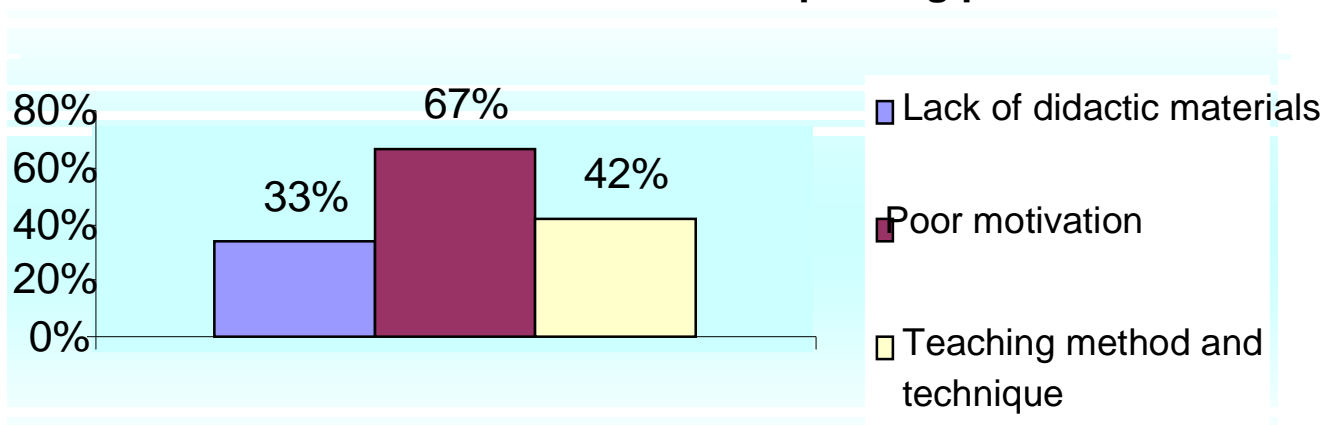
### III. Speaking Situation

**Graphic No.6 The main factors that affect speaking process**

**Table No.6**

	Teaching Methods	Percentaje
	Teaching Methods	42%
	Lack of didactic materials	33%
	Poor motivations	25%
<b>Total</b>		<b>100%</b>

**The main factors that affect speaking process**

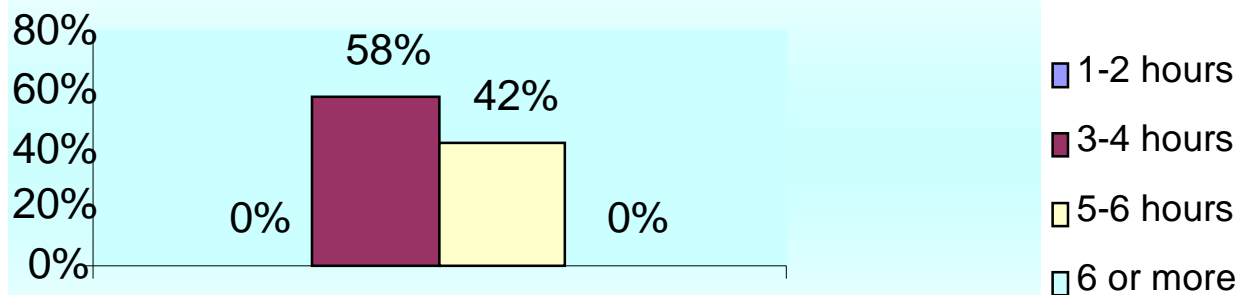


## Graphic No.7 Hours dedicate to practice English

Table No.7 Hours dedicate to practice English

		Porcentaje
	1-2 hours	0%
	3-4 hours	58%
	5-6 hours	42%
	6 o more	0%
<b>Total</b>		<b>100%</b>

### Hours dedicate to practice English



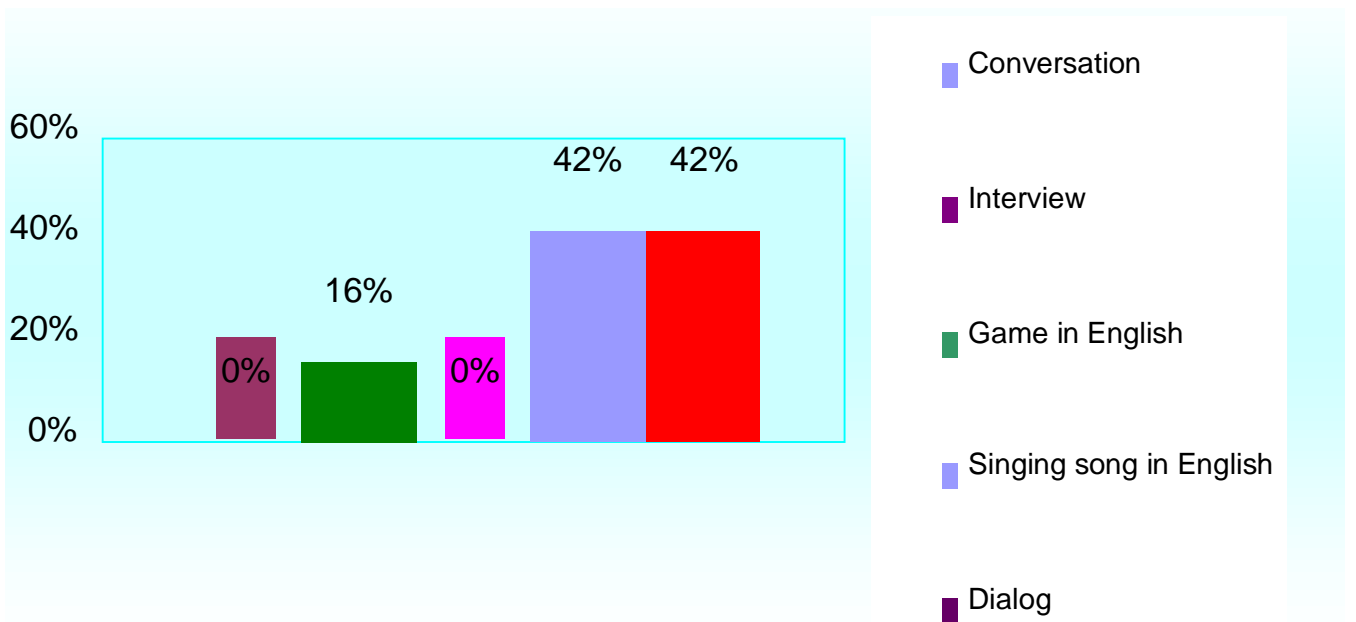


## Graphic No.8 Activities do more in clasroom

Table No. 8

		Percentaje
	Dialog	42%
	Interview	16%
	Game in English	0%
	Singing song in English	42%
	Conversation	0 %
<b>Total</b>		<b>100%</b>

### Activities do more in clasroom



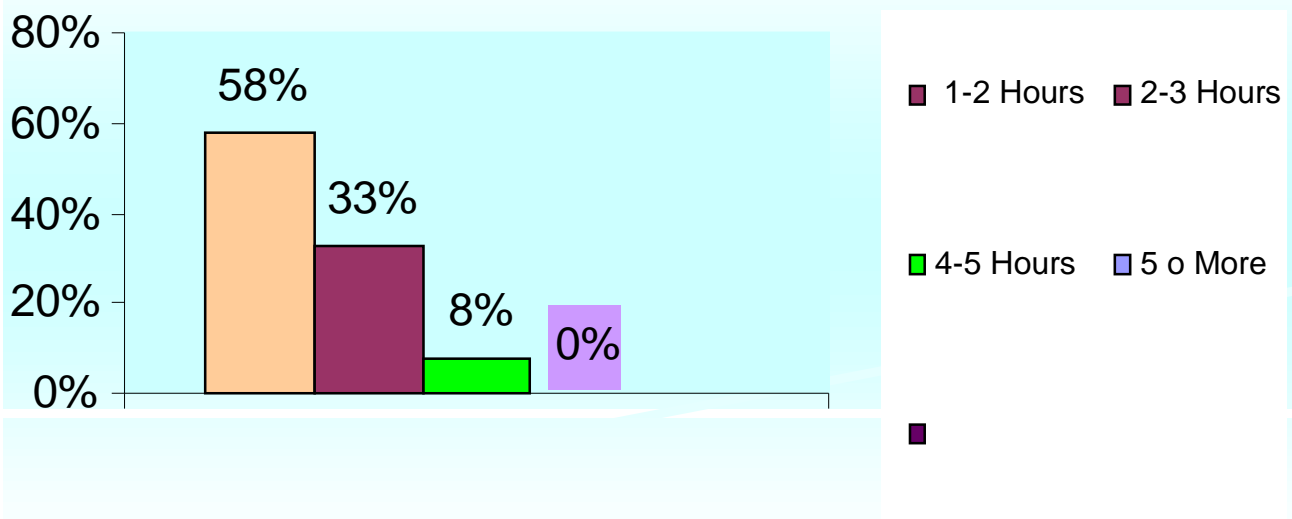
#### Iv. Reading Situation

Graphic No.9 Hours dedicate to pratice reading

Table No.9

		Porcentaje
	1-2 hours	58%
	2-3 hours	33%
	4-5 hours	8%
	5o mas	0%
<b>Total</b>		<b>100%</b>

Hours dedicate to pratice reading

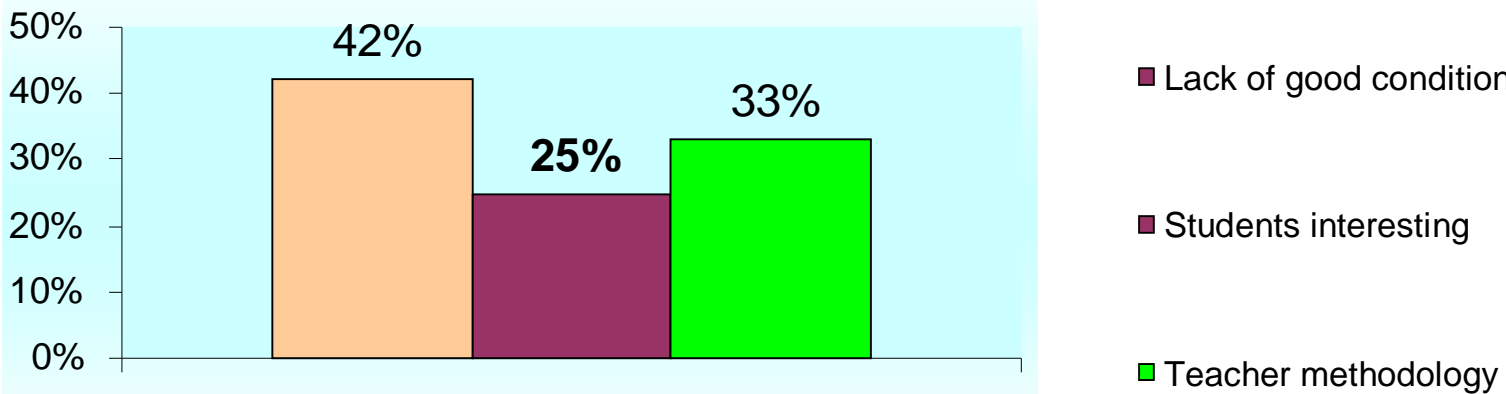


### Graphic No. 10 Main factors that affect reading process

Table No.10

		Percentaje
	Lack of good condition	42%
	Students interesting	25%
	Teacher methodology	33%
<b>Total</b>		<b>100%</b>

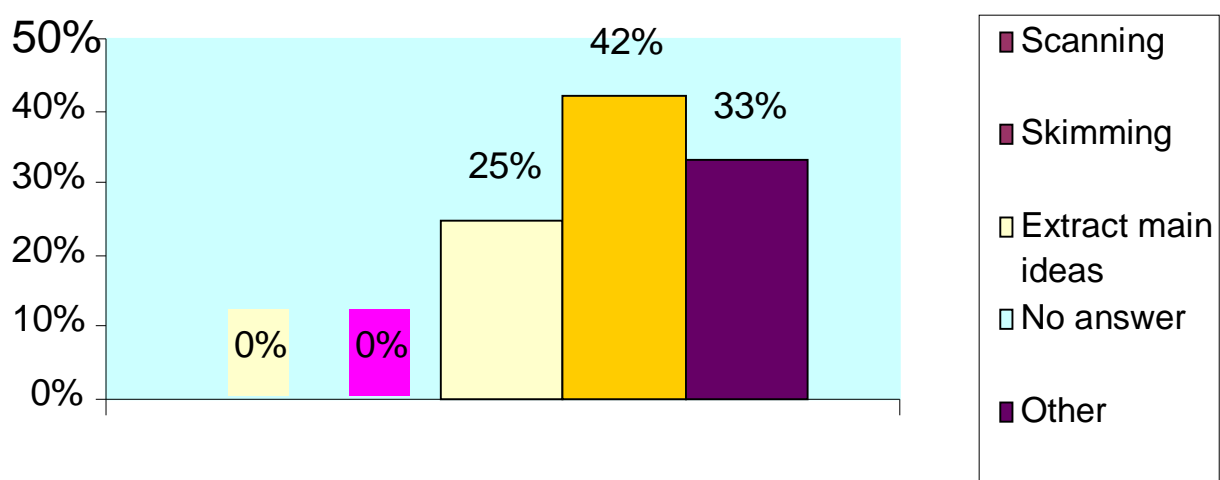
#### Main factor that affect reading process



**Graphic NO. 11**  
**Table No.11**

		Percentaje
	Scanning	0%
	Skimming	0%
	Extract main ideas	25%
	No answers	42%
	Others	33%
<b>Total</b>		<b>100%</b>

**Activities do more in clasroom**



## CONCLUSION

With this research I want to point out which are the main difficulties that affect negatively the developing of speaking and reading abilities in the students of fifth level at Robert Drew high school. I know that its difficult to find out all the difficulties and some of them must be investigated and analyzed more carefully .For example according to survey and questionnaires done before, neither lack of material nor methodology affect directly the teaching learning process.

During this research that I took to carry out I Found out that.

The conditios to teach English were not good at all,many factors like the weather affect the process.

There was not didactic materials nor audiovisual lab.

There were not books and the book that the teacher use is very old (the pathway) The students lack of their own books which are necessary for them to practice at home.

The teacher had a satisfactory command of the language, but he is teaching his English class in Spanish.

The methodology of the teacher is not good ,he needs to improved it.

Some activities are not related to the skill that is being taught.

Teacher uses a less activities to practice speaking and reading abilities.

The discipline of the students did not help the teaching process.

Students did not seem to be acquiring speaking and reading skill.

Due to the problems mentioned students were not learning English so well.

## RECOMMENDATION

Although I conducted this research in just one secondary school, I considered that this is applicable to the whole educational system in all the country. Hence the recommendations I can give involved the teacher, the students and the ministry of the education .

1- English teachers should make the class more interesting ,play games,sing etc,to call students attention and make them notice the importance of being able to speak English.

2- Teacher should use different strategies or activities related to reading and speaking abilities.

3- English teacher should speak English the 90 % of the time in the classroom.

4- Teacher should encourage students to speak English each other as much as possible in the classroom .

5- Teacher should motivate students to correct themselves.

6- Teacher should be worried about learner needs and provide them many learning techniques.

7- English teacher should use the authentic language in the classroom.

8- Teacher should encourage students to make materials using the realia by themselves.

9- Teacher should practice more English and also to participate in English workshop in order to better his job.

10- The Ministry of Education should not put restriction to the teacher. And should give this subject the importance that it really has.

11- The students must be committed to a good behavior in the classroom.

12- Finally, teacher deserve a better salary.



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# ANNEXES

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
UNAN—MANAGUA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS  
ENGLISH DEPARTMENT

SURVEY

With this survey I pretend to know the students opinions and perceptions about the English teaching defficiencies at the nacional Institute Robert Drew.

I thank yuo in advance for your cooperations

I. GENERAL INFORMATION

1. Sex ?

Male-----

Female-----

2. Age ?

15-16-----

17-18-----

19-20-----

20 or more.

II. ACADEMIC INFORMATION

Provide the information by checking the words that best answer the questios

1-Has English been the cause for the repeting the level ?

Yes-----

No-----

2- Is English the subject that causes you the main problem ?

Yes-----

No-----

3- Have you taken any English course before ?

Yes-----

No -----

III. SPEAKING SITUATION

From the list of words provided for each question mark with a ticket the one that best answer it.

1. According to you What are the main factors that influence negatively the speaking process in the classroom ?

Lack of didactic materials.-----

Poor motivation.-----

Teaching methods and techniques-----

2.How many hours do you dedicate to practice speaking English per week?

- 1-2 -----
- 3-4 -----
- 5-6-----
- 6 or more-----

3.Which kind of these activities do yuo do mostly in the classroom?

Conversation-----

Interview -----

Game in English-----

Singing song in English-----

#### IV . READING SITUATION

Checking by mark the words that best answers the questions.

1.How many hours do you dedicate to develop reading skill in the classroom ?

- 1-2-----
- 3-4-----
- 4-5-----
- 5 or more-----

2.According to you What are the main factors that influence negatively reading skill in the classroom?

Lack of good condition-----

Students interest -----

Teacher methodology-----

3.Which of these activities do you do most in the reading class?

Scanning-----

Extract main ideas.-----

Skiming-----

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

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GUIDE FOR CLASS OBSERVATION

ASPECTS TO OBSERVE

No.	CRITERIA	EX	VG	G	R	D
1	Punctuality					
2	Personality					
3	Voice					
4	Politeness					

CURRICULUM FOCUS

No.	CRITERIA	EX	VG	G	R	D
1	Introduce and discuss the objective with students.					
2	Ask questions that make students think					
3	Is there any relation between Topic and strategies					
4						

METHODOLOGY

No	CRITERIA	EX	VG	G	R	D
1	Clear and proper Orientation					
2	Assign group work					
3	Interactive dialog					
4	Use face to face conversation					
5	Make schema ,map etc.					
6	Clear and brief explanation					

## SCIENTIFIC DOMINIUM

No	CRITERIA	EX	VG	G	R
1	Quality questions for the students				
2	Contextualize the context				
3	Make clear something and give adequate argument				
5	Good conclusion				

## EVALUATION

No	CRITERIA	EX	VG	G	R	D
1	Give feedback to the students					
2	Revise activities					
3	Assign homework					
4	Clear mistakes					
5	Lead to the auto regulation of learning					

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

( UNAN – MANAGUA )

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

ENGLISH DEPARTMENT

### ENCUESTA

Con esta encuesta pretendo conocer la percepción y opinión de los alumnos acerca de las dificultades del proceso de enseñanza de inglés en Instituto Robert Drew.

#### I. Información General

Marque con una X la palabra que mejor responda las Sigüientes preguntas.

1. Sex

Masculino \_\_\_\_\_ Femenino \_\_\_\_\_

2. Edad

a- 15-16

b- 17-18

c- 19-20

d- 20 or more

#### II. Información Académica

Brinde información fidedigna marcando con una x las palabras que mejor responda a cada pregunta

1. Ha sido Inglés la causa de que usted haya repetido un año académico.?

Si \_\_\_\_\_ No \_\_\_\_\_

2. Es inglés la materia en la que mas problemas has tenido.?

Si \_\_\_\_\_ No \_\_\_\_\_

3. Ha tomado Cursos de inglés?

Si \_\_\_\_\_ No \_\_\_\_\_.

### III. Speaking Situation

De la lista de palabras que se le ofrecen como respuesta a cada pregunta marque con una x la que mejor responda.

1. Cuáles son los principales factores que afectan el proceso del habla?
  - a- Falta de Material didáctico
  - b- Poca motivación
  - c- Métodos y Técnicas de enseñanza
  
2. Cuántas horas dedicas para practicar inglés ‘?
  - a- 1-2 \_\_\_\_\_
  - b- 3-4 \_\_\_\_\_
  - c- 5-6 \_\_\_\_\_
  - d- 6 or more \_\_\_\_\_
  
3. Cuáles de estas actividades usted practica más en el aula de clase.?
  - a- Conversación \_\_\_\_\_
  - b- Entrevistas \_\_\_\_\_
  - c- Juegos en Inglés \_\_\_\_\_
  - d- Canciones en Inglés \_\_\_\_\_

### IV. Reading Situation.

1. Cuántas horas dedicas para practicar la habilidad lectora en el Aula.?
    - a- 1-2 \_\_\_\_\_
    - b- 2-3 \_\_\_\_\_
    - c- 4-5 \_\_\_\_\_
    - d- 5 or more \_\_\_\_\_
  
  2. Cuáles son los principales factores que afectan el proceso lector en el aula.?
    - a- Falta de buenas condiciones \_\_\_\_\_
    - b- Interés de los estudiantes \_\_\_\_\_
    - c- Metodología del profesor \_\_\_\_\_
  
  3. Cuáles de estas actividades prácticas más en el aula.?
    - a- Scanning \_\_\_\_\_
    - b- Skimming \_\_\_\_\_
    - c- Extraer \_\_\_\_\_
- ideas
- principales





