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GRADUATION SEMINAR

**Factors that Affect the Development of the Speaking Skill of English, in the
Students of 11th Grade "A", at Augusto Cesar Sandino-Managua,
Second Semester 2019**

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"A La Libertad Por La Universidad"

INDEX

I. DEDICATORY

This research work is wholeheartedly dedicated to God, my savior and creator of all things on earth and the universe, because He is my only motivation to go ahead in life.

Moreover, it is dedicated to my beloved parents who have been my source of inspiration that continually provided to me the moral, spiritual, emotional and financial support I needed until the end of this research work.

Finally, it is dedicated to all the professors from the English Department at UNAN-Managua who contribute in my academic formation during my major specially to my tutor Francisco Sánchez.

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Foremost, I would like to express my sincere gratitude to God who gave me the life and health to finish this work; I could not imagine a better partner than him.

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Blessed be the name of the Lord! For he has heard the voice of my pleas for mercy. Blessed be God, because he has not rejected my prayer or removed his steadfast love from me! But thanks be to God, who gives us the victory through our Lord Jesus Christ.
Psalm 28:6; 66:20; 1 Corinthian 15:57

III. ABSTRACT

When it refers about learning a new language, speaking English has become the most important skill in sense of communication (Martin, 1987). The purpose of this investigation is to analyze the different factors that affect the development of the Speaking Skill in English, in the students of eleventh Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

To carry out the purpose of my work, I used some tools to get all the information that I needed; for instance, I had to analyze several books, articles, journals and websites based on the main research´s topic. Therefore, I designed some instruments such as class observation, teacher´s interview and a survey to the students, in order to get reliable information.

This investigation has a lot of information such as definitions, factors, development, methods, and strategies. Therefore, this work is a compilation of important information with data collection techniques, tools and validations of instruments which were necessary in order to get the most important information to support this research.

IV.   INTRODUCTION

Nowadays there are many obstacles or problems to teach English. And, this is the purpose to do the present research, "Factors that Affect the Development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019". This work is based on an applied survey at Augusto C. Sandino High School with cooperation of the students of eleventh grade "A". In fact, it is based on information compiled from an interview made to the teacher and class observation.

Therefore, the main goal of this research work is to identify, describe and analyze the different factors that affect the development of the speaking skill in English and provide some possible solution to this problem. On the other hand, thru investigation I used some tools to collect authentic information, such as; observation in the classroom, the survey to the students and an interview with the purpose to determine and capture the possible problems that influence in the content of this work.

The information was collected through the following data collection techniques:

- Interview to the teacher
- Survey to students
- Classroom observations.

V. HISTORICAL BACKGROUND

Courses, majors, universities, schools, and even companies develop methods to teach speaking based on levels. That's why; the speaking skill has a prominent place in language programs around the world. The mastery of the speaking skill in English is a priority for many second language or foreign language learners. "English promotes learning and support education and professional development for people worldwide" (Payne, 2016). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English courses on the basis of how much they feel or how much they have improved in their spoken language proficiency.

Classroom interaction is one of the most important educational activities and subjects of education and training. In fact, language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language (Hafen Christopher A, 2015). Therefore, lecturing and recitation are not the most appropriate modes of language use in the second language classroom. And, teachers need to move toward more richly interactive language use.

The speaking skill is the art of communication and one of the four productive skills that must be mastered when learning a foreign language. Moreover, good speaking skill is the act of generating words that can be understood by listeners. According to Gillis (2013) the ability to speak skillfully provides the speaker with several distinct advantages. So, a good speaker is clear and informative. Therefore, speaking is one the most important skills to develop and enhance as means of communication in a foreign language. However, this skill is the most difficult to improve and develop for EFL (English Foreign Language) because they face many obstacles in the learning process, and learning another language takes much time to develop effectively. In addition, the speaking skill is an essential tool for communicating because it is an important part of everyday interaction and most often it is the first impression of a person on the ability to speak fluently and comprehensively. So, teachers have the responsibility to prepare students in the speaking skill by facing many factors which affect the development of this skill.

Factors that Affect Speaking Skill

Many language learners agree that the speaking skill is the measure of knowing a language. Moreover, the learners define fluency as the ability to converse or convey information with others. According to Deci and Ryan (1985), intrinsic motivation is related to basic human needs. For competence, autonomy and relatedness. Intrinsically motivated activities are those that the learner engages in for their own sake because of their value, interest, and challenge. Furthermore, it is a challenge for learners to acquire this important skill to interact in communication, but others consider that listening is the basic skill in order to be a good speaker.

The speaking skill is one of the main problems for students of 11th grade "A" at Augusto C. Sandino in Managua because most of the time they have the English class only three times per week and this is not enough to develop this language as they do not have chance to deliver a topic, oral presentations, set up debates and they are not exposed to the language. Therefore, this research is intended to analyze the factors that affect the development of the speaking skill. And consequently, it is important to identify and describe the main obstacles that affect the development of the speaking skill by taking the importance of the other skills which are the basis for learning a second language. It is also pretended to provide to the teacher different strategies while the class in order to develop the speaking skill that will enable teachers to overcome the problems in this ability.

English students of 11th grade "A" at Augusto Cesar Sandino are the main subject to analyze because they have problems in speaking and they are unable to communicate with each other in English. Additionally, it is thought they have lack of vocabulary or inadequate words. They show single inaccuracies on the most basic grammatical structure; in other words they make mistake when they want to ask even for permission, going to the bathroom and in some cases up to this point almost at the end of the year most of them, they do not even know to introduce themselves.

VI.   JUSTIFICATION

The present research has the purpose to analyze the different factors that affect the development of the speaking skill that students of 11th grade present in English. Besides, it is pretended to identify the factors that affect the development of the speaking skill, to solve this problem with basis and scientific knowledge in this situation.

On the other hand, it is proposed to make this searching to specify what the problem is and give possible solutions to overcome it and to see how much time of English class the students are exposed. On the other hand, I will realize the situation of the English teaching taught in the public high school nowadays, and for that reason I see the importance of this research work which will be useful for teachers to see the weaknesses in the knowledge acquisition of the language and making possible the reinforcement and improvement of the strategies of English teaching.

In addition, teachers will have a better idea with the methods and strategies that I will suggest at the end of this research in order to apply them in the classroom, to improve their teaching strategies focus in speaking skill development.

VII. OBJECTIVES

7.1 General Objective

To analyze the different factors that affect the development of the Speaking Skill in English, in the Students of 11th Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

7.2 Specific Objectives

1. To describe the factors that are affecting the development of speaking skill in the students of 11th grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

2. To determine the factors that are affecting the development process of speaking skill in English in the students of 11th grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

3. To provide some strategies that improves the speaking skill in the students of 11th Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

VIII.   THEORETICAL FRAMEWORK

8.1 What is Speaking?

Speaking is one of the most important ability in any language around the world. It is considered that speaking is a productive skill because most of the time, this ability is expressed by a speech, dialogue, conversation or transmitting information to others. Speaking is the art of communication, therefore if we want to teach this essential skill to students we must be consistent in class to engage them in this ability throughout communicative activities such as role-play, games, dramas, debates, oral presentations, discussion etc. Regarding teaching speaking in primary and high school, this is the most used skill to communicate and interact. "Oral expression involves not only the use of the right sounds in the right patterns of rhythms and intonations, but also the choice of words and inflections in the right order to convey the right meaning" (Martin, 1987).

That is why some of the responsibilities for teachers at any school are to provide a good model of spoken English in class. Another responsibility is to use English at all times in the classroom so that students get used to listening to the language and using it in a natural way (Ion, 2009).

8.2 Importance of Teaching English with Technology

A long time ago, computers have made an entry into education and have brought significant benefits to teachers and students alike. Computers help learners by making them more responsible for their own learning. According to Boundless, (2016) states that technology in the classroom enables the use of more interactive educational tools, which allows for a dynamic learning experience that directly benefits students. In fact, one of the best ways of improving one's learning ability is to use a computer where the entire information that a person may need can be found. In today's developed world, a computer is one of a number of systems which help learners to improve their language. Computer Assisted Language Learning (CALL) is a system which aids learners to improve and practice language skills. It provides a stress-free environment for learners and makes them more responsible.

Computers can provide help to the ESL learners in many different ways such as teaching students to learn a new language. The computer can be used to test students about the language they already learn. It can assist them in practicing certain tasks. The computer permits students to communicate easily with other students in different places. Nowadays the increasing use of mobile technology, such as smartphones and tablet computers, has led to a growing usage applications created to facilitate language learning, such as The Phrasal Verbs Machine from Cambridge In terms of online sources, there are many forms of online materials such as blogs, .wikis, and web quest. For instance, blogs can allow English learners to voice their opinions, sharpen their writing skills and build their confidence. According to Boundless (2016) says that students become increasingly digitally literate. Indeed, it's vitally important to remember that on-line materials are still just materials and thus need to be subject to the same scrutiny of evaluation as any other language material or source.

The learning ability of language learners can be more reliable with the influence with a digital dictionary. Therefore, learners tend to carry or are required to have a dictionary which allows them to learn independently and become more responsible for their own work. According to Lansford (2014) states that authentic materials help to prepare learners for the 'real' world of communication; guide learners toward the language they need for their particular context and motivate learners to communicate, because they help make communication 'real'. So, in these modern days, education has upgraded its methods of teaching and learning with dictionaries where digital materials are being applied as tools. Also, Morozova (2014) affirmed that electronic dictionaries are increasingly a more common choice for ESL students. Most of them contain native-language equivalents and explanations, as well as definitions and example sentences in English.

8.3 English Language-Speaking Skill

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. For ELT (Elementary Level Teaching) the question of how to increase communicative competence was and tends to be the most crucial one.

In a short period of time English displaced other languages and became one of the leading means of communication worldwide and its domination continues to extend. Also, the modern world of media, communication, and Internet demands good knowledge of English, especially of spoken English. Nevertheless, most English learns students are not able to communicate in English fluently for many reasons. There are many studies devoted to the research of the issue of speaking skills of today's students in world and to the existing methods of enhancing speaking skills of elementary level students. It is also related to discovering the reasons of unwillingness to communicate and the ways to overcome the language barrier.

Speaking skills is related with communicative competence, enhancing the ability to speak, methods, oral communication background, motivation and psychological competence are also parts to develop a language effectively. Besides, the modern world of media, communication, and internet demands a good knowledge of English, especially of spoken English.

In addition, every person wish to get the benefits of modern education, research, science, trade, because nowadays without oral communication skills, people will suffer in this era of competition and may find it difficult to achieve a higher position in life.

8.4 Factors that Affect the Speaking Skill

The main reason of poor speaking skill of students is their unwillingness to communicate due to many factors. Thus, the problem of teaching English to students, especially the problem of oral communication has not yet been solved, and one can find much to explore in this field. Because of the significant role of speaking, many researchers like (Bailey, 2005) and (Goh, 2007) have proposed methods to enhance speaking skills by means of syllabus design, teaching principles, types of tasks and materials, and speaking assessment.

The concern of many scientists of teaching a new language is how the student needs to develop the main speaking skill. Scientists in the subject have created different methods of teaching, the use of appropriate exercises, and learner-centered approach to studies. Moreover according to Mansouri, Ali. (2010), since speaking is one of the four major skills necessary for effective communication in any language,

speaking skills should be developed along with the other skills, so that these integrated skills will enhance the students' ability to communicate.

It is essential for students to understand the spoken utterances and give appropriate answers. The communicative competence, the ability and readiness to communicate (speaking and listening comprehension) is thus formed. To achieve this, it is advised that students should be given integrated tasks which help them develop both skills.

8.5 Speaking Skills of Today's Students

The interest in the English language as a means of international communication has grown substantially because English has already become the language of professional communication in various spheres of life. So that, most students wish to learn to speak English; that is why speaking plays a primary role in teaching oral communication. Speaking is considered to be one of the four macro skills necessary for effective communication in any language. Particularly, Hernández (2013) when speakers are not using their mother tongue the English languages is universally used as a means of communication, especially on the internet, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication competence.

As a rule, being willing to communicate is part of becoming fluent in a second language, which often is the ultimate goal of language learners. For example, Julius Kuhl's theory of action control is introduced as an expansion of the conceptual framework for the study of Willingness to Communicate (WTC). Kuhl proposed three key concepts: preoccupation, volatility, and hesitation, which form part of the base from which WTC in the second language is built.

Other factors dealing with willingness to communicate can be divided into individual differences in the linguistic and non-linguistic outcomes of language learning, such as motivation, aptitude, language learning strategies, language anxiety, and others (Dörnyei, 2005).

Zaremba and Zhang hypothesize that, of the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

Factors that Affect Speaking Skill

Students who study English as a foreign language usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997). Confidence and competence usually reinforce English speaking skills. Patil (2008) asserted that building up the learner's confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials (Bailey and Songsiri, 2007).

Regarding speaking effectiveness, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competences such as grammatical, discourse, sociolinguistic, and strategic competence. Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which, in turn, develops confidence in communication.

1. Students feel shy speaking English because they are afraid of making mistakes. It is usually seen at the initial level as they are afraid of being criticized by teachers and other students.

2. Working in pairs (or groups), students often begin to use their native language.

3. Students don't have enough information on the topics discussed even in their native language.

4. Students feel a lack of linguistic and verbal resources for solving the given task. In that case the teacher should create a friendly atmosphere of collaboration so that students will not be afraid of admitting their mistakes and will accept criticism.

8.6 Factors Affecting the Speaking Skill

"Speaking is one of the most important and essential skills that must be practiced to communicate orally" (Casilli, 2013).   In fact, the people who have ability in speaking will be better in sending and receiving information or message to another.   Thus, speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts.   Moreover, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking (Kennet, 2015).

One common problem seen in the learners is that they think that they have nothing to say on a particular topic. According to (Parisa, 2012) "in reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.   And, class-sharing assigns some students to share anything about current news, events, opinions, etc. in front of the class".   For instance, the bulletin board display posting papers, articles, facts, and trivia would enable them to keep abreast with the recent trends.

ESL learners often have to search for an appropriate word. They don't find one to fit into the context/content (Parisa, 2012). This is because of the lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in the English Language because at the moment that the teacher was explaining the class they did not pay attention because the topic was bored for them. That is why as a result, students make an excessive overuse unknown words in their speech and conversation or give incomplete statements or wrong answers because they do not know the appropriate context and words from the topic.

Factors that Affect Speaking Skill

Listening plays an extremely important role in the development of speaking abilities, speaking is closely interwoven with listening skills. Usually, one person speaks and the other response through attending by means of the listening process. In fact, during the interaction, every speaker plays a dual role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. Graham D. Bodie, Christopher C. Gearhart, Jonathan P. Denham, Andrea J. Vickery. (2013)

According to (Sharon, 2020) Inability to hear correctly is one of the many reasons for misunderstanding of what the speaker is trying to communicate. This inability to hear is often the result of prejudice. In contrast, to avoid misunderstanding, always clarify with the speaker to ensure that you have understood correctly. And, try to avoid conversations in noisy surroundings. . (Hoang Tuan & Ngoc Mai, 2015) States that the surroundings eliminate the source of noise whenever possible; turn off cell phones, radios or television sets.

Speaking as second foreign language in public, especially in front of native speakers often leads to anxiety. Barrientos (2010) sometimes extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don't get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners. (unknown, British council, 2016)

Building rapport this is essential to make the learning atmosphere friendly. Rojas (2010) the learning process becomes easy and effective in a friendly atmosphere which also strengthens the bond between the learner and teacher. This will make the learners feel free and express their views and enable to shed their shyness and inhibitions. And, building confidence this can be done by starting with simple and easy tasks. This will encourage the slow learners to participate in the activity and boost

their morale. Gradually increasing the difficulty level will sharpen their knowledge thereby improving the learners.

It is necessary for certified, qualified and competent teachers. So, to upgrade themselves and keep competent for which it is necessary to continue their research activities by participating in seminars, conferences, and workshops. Special attention must be paid to ensure that the Language Teachers have a very good command of English Language. They must be well qualified and certified. Indeed, the ability to speak depends on the process of acquiring the second foreign language effectively, and when both the learner and the teacher are involved in the process and derive fun out of it. (Scott, 2010) This is the only way to keep the motivation and interest levels high. When this is achieved all the problems of teaching and learning get resolved and better results are attained.

On the other hand it is quite important to take care of the students when providing feedback; as we do not want them to lose their capability to speak in front of the class and be willing to participate whenever the teacher asks them it delicate make them feel bad, that is why feedback takes an important place regarding speaking skill. If the teachers correct whenever there is a problem in their speech, students might be discriminated furthermore if teachers correct all the time, they can find this very demotivating and become afraid to speak. (Hoang Tuan & Ngoc Mai, 2015)

Language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learnt the system of that culture, communication or to interact. By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. (Crystal David, 2020) This skill is also neglected in our class rooms. Students do not get any chance either in the classroom or outside to speak English. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the classroom can also develop this skill.

Language is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human

languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914).   Language is basically speech.   And, it is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. Indeed, definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way.   For instance, John Lyon (2002), in his famous book "Language and Linguistics" has discussed famous definitions of language.   Sapir claimed (1921): "Language is your purely human and non-instinctive method of communicating ideas, emotions unit desires by means of voluntarily produced symbols". According to Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that "languages are symbol systems, almost wholly based on pure or arbitrary conventions".   According to Chomsky (1969) a language is "a set of sentences, each finite in length and constructed out of a finite set of elements"

8.7 Teaching is a process of organizing knowledge, information and activities.

Teachers can organize information in the environment by taking into account how people process information, and by linking learning to prior experience and prior knowledge.   Learning with understanding is more likely to occur when students are provided with categories of understanding, or concepts, as opposed to an unrelated body of facts.   By using advance organizers, teachers can help student's structure knowledge and information so that the big ideas within a content area are clear.   With an understanding of the structure of the discipline they are teaching, teachers can provide cognitive maps of the terrain to be learned, along with content-specific strategies, examples, analogies, and diagrams to make material meaningful to students and to address common misconceptions.   They can also teach students how to think about and monitor their own learning and performance by providing opportunities to practice metacognitive strategies. Teachers can foster students' understanding and capacity to undertake complex performances by organizing a systematic process of modeling and demonstrating how experts approach the task,

scaffolding steps in the learning process, coaching learners, and providing feedback. These roles and strategies can change over time in response to how learners develop and change.

8.8 Teaching is a Process of Organizing People

Much learning occurs in groups and among individuals engaged in tasks together. Students learn from each other and from adults outside the school as well as from their classroom teachers. Effective teachers organize learning opportunities in social contexts by enabling students to learn together. Teachers can create a sense of community within their classrooms by developing clear norms for behavior, creating an emotionally safe environment, encouraging collaborative learning, and having students teach students.

This includes identifying roles for students as they interact with one another in group tasks, pairs, and other arrangements, fostering student discourse, and managing the complexities of multiple ongoing tasks and activities. Teachers can capitalize upon the diversity within their classes by helping students make connections between their home experiences and school experiences, enabling them to teach each other about their experiences (thus expanding each student's knowledge base), and by providing choices for how to pursue learning activities in ways that work best for them. Teachers can also organize adults in their environments to improve learning by creating more coherent curriculum across grade levels and classrooms, by sharing knowledge with one another to increase everyone's teaching repertoire and curriculum choices, and by collaborating with colleagues to encourage learning for understanding throughout their schools.

8.9 Teaching Methods to Improve Speaking Skill: Major Methods in Language Teaching

To understand the current methods for English language teaching, the reasons for the dominance of several teaching methods in language classrooms, as well as the challenges that teachers and learners encounter, it is necessary to understand the

major methods for language teaching. These methods are summarized below. A method reflects explicit or implicit responses to questions concerning the learners' contribution to the learning process. This is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as processor, performer, initiator and problem solver.

The grammar-translation method is "a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards, 2001, p. 5). According to the grammar-translation method, reading and writing are the main focus, while listening and speaking are not emphasized. Vocabulary is taught using bilingual word lists, grammar is taught deductively, and the student's native language is the medium for instruction (Richards, 2001).

The direct method proposes that a foreign language should be learned the way children learn their first language, or the way children being transferred to another country acquire a second language naturally and without great difficulty (Rivers, 1968). Foreign language learning, therefore, must be natural, and language should be taught without translation and without the use of the learner's native language. Instead, it should be taught through demonstration and action. Grammar should be taught inductively, and speaking and listening should be developed in small and intensive classes (Richards, 2001).

The audio-lingual method is a language teaching method that originated from the intensive language training courses of the US military and focuses on aural and oral skills. These courses were also known as the army method. Later, in its variations and adaptations, this method was renamed the audio-lingual method in the 1950s (Brown, 2007a). The audio-lingual method is described by Brown (2007a) as follows:

New material is presented in dialogue form, little or no grammatical explanation is used, grammar is taught inductively, structural patterns are taught using repetitive skills, vocabulary is strictly limited and learned in context, there is much use of tapes, language labs and visual aids, very little use of the mother tongue by teachers is

permitted (p. 111). Communicative language teaching aims to develop the learner's communicative competence. As pointed out by Richards (2001), in communicative language teaching classes, tasks and activities are designed to enable learners to achieve communicative objectives by participating in communicative processes such as exchanging information, negotiation of meaning, and interaction. In communicative language teaching, learner-centered learning is emphasized. Characteristics of communicative language teaching are summarized by Brown (2007a) as follows:

Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence, language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes, fluency and accuracy are seen as complementary principles underlying communicative techniques, students ultimately have to use the language, productively and receptively, in unrehearsed contexts (p. 241).

Teaching plays roles as guiding, facilitating learning, and encouraging the learner and setting the conditions for learning. Having a good understanding of how the learner learns will help teachers determine their philosophy of education, their teaching style, approach, methods, and classroom techniques. According to Cook (2001), "the proof of teaching is in the learning", and "all successful teaching depends upon learning" (p. 9). Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them.

8.10 Goal of Language on Teaching and Learning English

It is important for teachers and learners to understand the goal of language teaching and learning, as well as how to achieve it. It is pointed out that the goal of language teaching is to develop learners' communicative competence. (Liu, 2003; Rivers, 1978). As advised in Rivers (1978), "when selecting learning activities, we must always remember that our goal is for the students to be able to interact freely with others: to understand what others wish to communicate in the broadest sense, and to be able to convey to others what they themselves wish to share" (Rivers, 1978, pp. 3-4). Following this point, Liu (2003) believes that the ultimate goal of language instruction is to equip learners with the ability to use the language for their communication. This

reasonably explains why the four macro language skills (listening, speaking, reading, and writing) fall into the two categories: vocal and written communication. Listening and speaking are the most important forms of vocal communication, whereas reading and writing are the most important forms of written communication.

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction (Methods, 2016). According to Willis, D. (1990) says that there are many methods to use when teaching English as foreign language but it depends which one a teacher uses with respect to the strategy and the topic. And, most teachers use the most important in the way they teach. Also, he explains more about teaching methods.

8.11 Models for Using on Teaching Methods

It is applied many methods for teaching a foreign language. Therefore, teaching methods are the main complement of content, just as instruction is the complement of curriculum. According to Petrina (2016) explain the instructional methods because these methods are generally used for teaching the second language.

General models and families of teaching methods are guides for designing educational activities, environments and experiences. They help to specify methods of teaching and patterns for these methods. Instructional strategies, or teaching methods, depend on a number of factors such as the developmental level of students, goals, intent and objectives of the teacher, content, and environment including time, physical setting and resources. Imagine a course that challenges teachers to meet a number of objectives. A single method cannot meet all of our goals nor can a single method accommodate all learning styles at once. For example, demonstrations or projects are effective for meeting some goals but ineffective for meeting others. So we need a toolbox of methods, not merely a single tool.

In the most general terms, there are four or five different models of instructional strategies or teaching methods. Having spent years in schools, you will recognize each and probably have strong preferences for one or two models.

• Didactic- Direct teaching; Verbal and typically in the form of a lecture or presentation.

• Modeling- Direct teaching; Visual and typically in the form of demonstration and practice.

• Managerial- Indirect or Interactive teaching; Facilitation, individualization and group management.

• Dialogic- Indirect Interactive teaching; Socratic Technique of dialogue, questions and thought provocations.

In the Direct Instruction models, the teacher imparts knowledge or demonstrates a skill. In the Indirect Instruction models, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves.   In the Interactive Instruction models, the students interact with each other and with the information and materials; the teacher is organizer and facilitator. Experiential Learning models mean that the students experience and feel; they are actively involved. In Independent Study models, the students interact with the content more or less exclusive of external control of the teacher. Some theorists prefer to reduce these to three general methods: Transmissive, transactive and transformative teaching. Transmissive teaching, or direct instruction, means that the teacher delivers status quo content via some method such as lecturing or demonstrating. And, transactive teaching, or indirect instruction, means that the teacher and students arrive at status quo content to be learned through transactions and dialogue. Transformative teaching, or a combination of direct and indirect instruction, means that the teacher and students reject status quo content and focus on a transformation of themselves or their world.

These general models help us to classify teaching methods and simplify our discourse for conversing about them. We also group methods by their "family" affiliations. Some methods lend themselves to encouragement of social interaction in students. Other methods encourage information processing and some facilitate behavioral modification. Still others support intrapersonal and interpersonal development. Each of these families offers different approaches to teaching, respond to different objectives and goals, and yield different results in students.

8.12   The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. Classroom instruction was only given in the target language. Thus, the native language of the students is not used at all. Only what is considered vocabulary and sentences are taught. Also, oral communication skills are shaped in a carefully graded process inform of question and answer exchanges between teacher and pupil and grammar is taught inductively, new teaching items are introduced orally first. If possible, vocabulary was taught through demonstration, actual objects or pictures. Abstract vocabulary is taught via association of ideas. Speech and listening comprehension are taught at the same time by correcting pronunciation and grammar so it is regarded as crucial.

8.13 The Audio Lingual Method

The audio lingual method required a complete reorganization of the foreign language teaching curriculum. And, the theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. "In the audio-lingual method most emphasis is put on the "mastery of the formal properties of language", which means good grammatical habits (Dendrinos 1992: 113). And, grammar or 'structure' is the starting point of teaching and language is manifested by its basic sentence patterns and grammatical structures (Richards & Rodgers 2007: 52). Language is mainly taught through intensive oral drilling and by paying attention to pronunciation. As an example, the audio-lingual method is quite similar to SLT. However, the two methods and their underlying approaches developed independently.

The audio-lingual approach consisted of remarkable linguistic analysis but contained very little pedagogy. Basic learning and teaching exercises of the Audiolingual Method are dialogues and drills. Through dialogues structures are contextualized and cultural aspects of the target language can be included as well. Moreover, dialogues are used for repetition and memorization of sentence structures. And correct pronunciation, stress, speech rhythm and intonation are seen as crucial.

After the students have memorized the dialogue, specific grammatical patterns are selected and practiced in pattern-practice drills (Richards & Rodgers 2007: 59). Richards and Rodgers point out that "the use of drills and pattern practice is a distinctive feature of the Audiolingual Method" (Richards and Rodgers 2007: 60). Further, Richards and Rodgers as well as Dendrinos mention various kinds of drills, such as repetition drills, completion drills, substitution drills, etc. (Richards & Rodgers 2007: 60-62; Dendrinos 1992:114-115). In fact, the instructional material used in the Audiolingual Method is therefore teacher-oriented as well.

8.14 Total Physical Response (TPR)

This method works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension. Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

Total Physical Response is linked to the "trace theory" of memory in psychology. According to Katona (1940) who holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally or by rote repetition and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, according to Rivers (1978) sees successful adult second language learning as a parallel process to child first language acquisition. He claims I speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher (1978) adults should recapitulate the processes by which children acquire their mother

tongue. And, using method is understood in terms of linguistic production and that involves approaches and methods in language teaching. Moreover, the emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition language teaching.

8.15 The Grammar Translation Method

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. And, one of the main components of the Grammar-Translation Method is its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Richards & Rodgers 2007: 5; Dendrinos 1992: 106).

In terms of the four language skills, the main focus was on writing and reading, whereas little attention was paid to speaking or listening (Richards & Rodgers 2007: 6). Accuracy was an important feature of this method as well, since students were expected to achieve high standards in translating sentences, which was tested in written exams (Richards & Rodgers 2007: 6). Also, the method may be frustrating for students but on the other hand expects little qualifications of teachers, since the teacher basically just has to know the rules of grammar (Richards and Rodgers 2007: 6). Besides, for the explanation of grammar rules and for instructions the language used in class was the native language of the students (Richards & Rodgers 2997: 6). In grammar exercises pupils had to apply the learned rule by completing already constructed sentences and then by formulating new ones, showing that they had understood how the rule had to be used (Dendrinos 1992: 107).

8.16 The Communicative Language Teaching Method (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location. And, this method is characterized because learners learn a language through using it to communicate. Also, authentic and meaningful communication should be the goal of classroom activities. Besides,

fluency is an important dimension of communication. So, communication involves the integration of different language skills Learning is a process of creative construction and involves trial and error (Richards & Rodgers 2007: 172).

Therefore, the communicative language teaching method includes procedures which identify learners' needs and classroom exercises which promote communication such as group work, task work, information gap activities etc. Also, the method includes the next approaches such as group or pair exercises (debates, discussions, role plays, and tasks) inductive grammar teaching language functions (grammar presented in the form of language functions) contextualized grammar exercises (forms of language linked to contextual features) and learner-oriented exercises.

8.17 Task-Based Language Learning Method

The teacher takes over the roles of selector and sequencer and has to choose or create appropriate tasks for students and to bring them into a sequence, considering learners' needs, interests and language skill level (Richards & Rodgers 2007: 236). Another teacher role is that he has to prepare learners for the tasks. In this method is suggested that before carrying out a task learners should accomplish pre-task activities first (Richards & Rodgers 2007: 236). Such activities may include topic introduction, clarifying task instructions, helping students to learn or recall useful words and phrases and to provide partial demonstration of task procedures. This means that learners "need to attend to or notice critical features of the language they use and hear" (Richards & Rodgers 2007: 236).

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. And, a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy (Richards & Rodgers 2007: 224).

The tasks are subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to

teach other students etc. As a case in point, the following exercises may be used in the task-based language learning

- ❖ Jigsaw tasks: These involve learners combining different pieces of information to a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together)."

- ❖ Information-gap tasks: One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

- ❖ Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

- ❖ Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

- ❖ Opinion-exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement. (Pica, Kanagy & Falodun 1993 quoted in Richards & Rodgers 2007:234).

8.18 The Natural Approach Method

This approach, propounded by Professor S. Krashen, (1995) stresses the similarities between learning the first and second languages where there is no correction of mistakes and learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them. The learning and teaching activities of the Natural Approach focus mainly on the presentation of comprehensible input in the target language. To minimize anxiety among learners they do not have to say anything until they feel ready to do so. Until then they have to respond to teacher commands or questions in other ways, for example physically (Richards & Rodgers 2007: 185). Including, charts, pictures, advertisements or other realia serve as form of comprehensible input and can be used by the teacher to ask questions which students at the beginning respond with yes or with single words(Richards & Rodgers 2007: 186). Also, pair and group work may also be carried

out in class in which meaningful communication takes place. Besides, command techniques, borrowed from total physical response, are implemented in classrooms as well. Further, direct method exercises such as mime, gesture and context are also used to receive answers form learners.

The activities suggested in the Natural Approach are all essential components in other approaches and methods such as SLT, CLT, Total Physical Response and other methods (Richards & Rodgers 2007: 189). This can be seen by looking at a typical lesson: first of all Total Physical Response commands are given to which students have to respond physically such as "first touch your nose, then stand up" (Krashen & Terrell 1983: 76). Then students have to answer questions as for example "What is your name?" with single words (Krashen & Terrell 1983: 76). Visuals such as magazine pictures are used to introduce new vocabulary items (Richards & Rodgers 2007: 189).

Then the new vocabulary is combined with commands of the Total Physical Response Method such as "Jim, find the picture of the little girl with her dog and give it to the woman with the pink blouse" (Krashen & Terrell 1983: 77). All these activities have in common that they should provide learners with a flow of comprehensible input and provide the necessary vocabulary, appropriate gestures, context, repetition and paraphrase to make sure that students understand the input (Richards & Rodgers 2007: 190).

8.19 The Use of Teaching Materials

Teaching materials play an important role in promoting communicative language use. There are three kinds of teaching materials: text-based, task-based, and realia. These can be textbooks, games, role plays, simulations, and task-based communication activities designed to support communicative language teaching. Different kinds of authentic objects can be used in a communicative language teaching class to support communicative activities, from language-based realia such as signs, magazines, and newspapers to graphic and visual sources such as maps, pictures, symbols, graphs, and charts (Richards, 2001).

The use of teaching materials has a major impact on the activity of language teaching. Abebe and Davidson (2012) point out that students are eager to learn

vocabulary with the assistance of visual materials, and that the use of visual materials enhances the students' ability and opportunity to use language to express their ideas and feelings. However, Abebe and Davidson (2012) also found that teachers rarely use visual materials such as cards, charts, and real objects in teaching, despite the majority of teachers and students admitting that visual materials help students learn language effectively. Mathew and Alidmat (2013) agree that teacher's use of audio-visual aids helps students to understand lessons more and improves their English language skills, such as pronunciation skills or conversational skills, through listening to native speakers. In addition, the use of audio-visual materials also helps to make classroom activities more interesting and helps the students to remember the lessons longer. A study conducted by Aduwa and Iyamu (2006) found that textbooks, workbooks, dictionaries, chalkboards, and posters are dominant in English classrooms, whereas modern media such as audio and video, programmed texts, language laboratories, flashcards, computers, magazines, and newspapers are rarely used.

IX.   HYPOTHESIS

The factors that affect the development of the speaking skill in English could be the lack of vocabulary, small periods of classes, unwillingness to speak, little use of English, in the students of 11th grade "A", at Augusto Cesar Sandino-Managua 2019.

X.   METHODOLOGY DESIGN

10.1 Methodology

This research is qualitative in accordance with the provisions of the survey made to the students, class observation and the interview for the teacher; was made a collection of data to gather information in order to analyze and understand the problem. In fact, the research is focused in the analysis and interpretation of the information which may serve to give the answer to the established problem in the research. Moreover, an observation took part in this research to set out and capture the problem that is being studied. On the other hand, it has a hypothesis that is based on the main arguments of it.

10.2 Population and sample

The total in the official list from the teacher were 25 students in the population that includes students of 11th grade "A" at Augusto Cesar Sandino-Managua, Second Semester 2019. When I applied the survey to the students that day were only 17 students in which 10 of them were chosen as a sample to gather information. Therefore, the surveys were applied to each student.

10.3 Class Observation

An observation can provide me a better understanding of how things work in place. (MRC, 2018) My observation class took place in eleventh grade "A" at Augusto Cesar Sandino in the second semester of 2019.

The population was a total of 25 students of ages between 15-16 years old in which I could analyze that there was a big problem in these students when learning English. At first it was seen the unwillingness the students had in the period of English class, unfortunately while the teacher was developing the class ,it was observed that there were some students that were not paying attention to the class, there were others outside the classroom, the teacher was almost shouting during the class, he had a good sitting arrangement but not good management of the class, there were some students asking to the teacher some questions that were out of the topic, what it forced him to speak in Spanish and most of the time like 70% he was speaking Spanish

during the English class. On the other hand there was too much noise in the classroom; there were not activities for speaking related to the topic in order to make students speak to develop this skill.

Therefore they did not have the chance to speak frequently because of the small period of class and lack of activities regarding speaking to develop this ability at the moment they have the English class.

10.4 Interview (for the teacher)

An interview is interactive information that can be transmitted one person to another (unknown, 2019). This technique allowed the teacher to express aspects related to the factors that are affecting his students of this high school. During the interview he mentioned that sometimes is hard to speak in English when nobody had an idea about what he is saying.

Moreover the interview allowed me to know the teacher´s perception in relation to the students´ speaking performance. What are the weakness and strengths of the class and what does he does to overcome with this problem those students faced at this level.

10.5 Survey (For the students)

A survey is a method of gathering information from a sample of people (library, 2020). This technique helped me to know some aspects related to the factors that are affecting them when speaking English in the period of English class. In this survey the students had the opportunity to answer some important questions according their performance and real situation where they are exposed.

According to this survey I had essential information that matched with the observation I made during the English class with the teacher.

XI.   VARIABLES SYSTEM

Specific Objectives	Conceptual Variable	Sub Variables or Dimensions	Data collection Techniques
No.1 To identify the factors that affects the development of the speaking skill in English in the students of 11th grade "A" at Augusto Cesar Sandino High School-Managua, Second Semester 2019.	1.1 Speaking Factors: Age, input, output, social context, mother tongue, environment.	1.2 Fluency Accuracy	1.3 Class observation Checklist Survey Interview Questionnaire
No. 2 To describe the factors that affect the development of the speaking skill in the students of 11th grade "A", at Augusto Cesar Sandino High School-Managua, Second Semester 2019.	2.1 Development: Time, motivation, environment, Use of materials	2.2 Development of the speaking skill in the class Activities in the classrooms	2.3 Teacher Interview Questionnaire Survey Interview Questionnaire
No.3 To provide different teaching strategies that improves the speaking skill in the students of 11th grade "A" at Augusto Cesar Sandino High School-Managua, Second Semester 2019.	3.1 .Strategies: Work in groups, peer work, oral presentations, and flash cards.	3.2 - Dialogues, -Oral presentations -Retell stories	3.3 Teacher Interview Questionnaire Class observation Checklist

XII.   CONCLUSION

Throughout this detailed description of this investigation were taken into account different points related to the established problem that is reflected in the students of eleventh grade "A" at Augusto C. Sandino-Managua. The study revealed some factors that affect the development of the speaking skill in the students of eleventh grade. Stating the factors that affect the development of the speaking skill in English in the students were proposed variables and tools capable to answer to the questioning with respect to the mentioned problem and applied to the teacher and students.

These tools and variables were methodically made by taking into account the cultural and social context that the students have on the other hand it was taken into account their age and the number of students in the classroom, and the educative program they are exposed in the secondary.

The approval of this investigation is very important to enhance and develop the level of students in all the skills in learning process and the teachers' skills that are required to teach English language. Moreover, it is considered that the certification of this is essential for those who are involved in the problem and for the society. If it is certificated or approved, it is possible to obtain information about the deficiency in the secondary education by which it may be studied profoundly to ingrain, reinforce and achieve a better education that respond to the needs, requirements and demands of the society.

XIII. DATA ANALYSIS

The data information gathered through different techniques were surveys applied to the students, some observations during the English class and the interview applied to the teacher.

Edad

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	15	1	10.0	10.0	10.0
	16	6	60.0	60.0	70.0
	17	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Genero

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Hombre	5	50.0	50.0	50.0
	Mujer	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

1. ¿Qué tan frecuente el profesor habla inglés en clase?

		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	Siempre	1	10.0	10.0	10.0
	Usualmente	5	50.0	50.0	60.0
	algunas veces	3	30.0	30.0	90.0
	Casi nunca	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

This table shows the results of the first question from the survey to the students.

We can appreciate that there is a frequency of time in which students are exposed to English during the class and fifty 50% of the students said that the teacher usually speak English; on the other hand, these results matched the observation I made and it was seen that the teacher does not speak English always.

2. ¿Considera usted que el número de horas de inglés que recibe por semana es suficiente para aprenderlo como segunda lengua de manera que pueda comunicarse en este idioma?		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	SI	5	50.0	50.0	50.0
	NO	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

As it is observed in this table, student´s answer were 50% positive and 50% negative; unfortunately, they are not enough exposed to the language, because the more they are exposed to ESL (English as a Second Language) the more they learn but this is the problem, students think that having less period of classes they are going to learn the language and it is not. Therefore development of the speaking performance became part of them as a problem.

3. ¿Se siente motivado a hablar y participar en las actividades que realiza el profesor durante la clase de inglés?		Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos	SI	4	40.0	40.0	40.0
	NO	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

These results are essential based on the problem they have because they are not motivated to speak, they are unwilling to talk and this happened with the whole class because the teacher does not involve the whole class. Moreover, he sometimes applied fun activities in class to motivate students rather than reading aloud which is bore for the

4. ¿Siente un ambiente adecuado para desarrollar su habilidad del habla durante la clase de inglés?				
	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos SI	3	30.0	30.0	30.0
NO	7	70.0	70.0	100.0
Total	10	100.0	100.0	

	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado

According to the environment they are exposed, the data I got from this question is that 70% of the students said that they are not comfortable to speak and develop the English language within the classroom since the teacher rarely uses speaking activities, he does not have a good management of the class, and students do not have a suitable English atmosphere to develop this skill.

5. ¿En qué momento el profesor le corrige cuando habla inglés en clase?				
	Frecuencia	Porcentaje	Porcentaje válido	Porcentaje acumulado
Válidos Mientras está hablando	6	60.0	60.0	60.0
Al final de la clase	1	10.0	10.0	70.0
Nunca	3	30.0	30.0	100.0
Total	10	100.0	100.0	

As we do not want them to lose their capability to speak in front of the class and be willing to participate teachers must take care when providing feedback; this tables showed us the problem that has not been solved yet and it's when the teacher correct the students while they are talking. According to the table what the teacher is doing rather than corrected them, he is killing their willing to participate in class, because students might feel offended, their mates tend to laugh them and they do not want to talk any more.

XIV.   RECOMMENDATIONS

It is suggested that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages

students to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier.

After all the process of investigation at Augusto Cesar Sandino, I started to gather all the data information based on my hypothesis and the problem that was found from that school. I proceeded to analyze the survey applied to the students, observations during the English class and the interview applied to the teacher and it was determined that the students have difficulties in speaking skill. Therefore based on the results I would like to provide some recommendation that would be useful to enhance the development of this skill in any schools of our society.

➢ I consider that it is vital for teachers to train themselves before teaching speaking skill.

➢ Teacher can divide the hour of classes into the four skills per period; if they have a period the teacher can use it for speaking, on Wednesday they have 2 period, the first period could be used for writing and the second one for reading.

➢ In addition and most importantly for teachers is to create an English environment, pasting pictures, flash cards and created another atmosphere.

➢ On the other hand it is important to say that teachers should involve the whole class in interactive activities such as (debates, conversations, interviews, role play).

➢ The teacher should give feedback to the students in a general way at the end of each activity or at the end of the class.

➢ To enhance speaking ability the teacher should apply dialogue, oral presentations, retell stories and elicit students` answer through flash cards (describing pictures)

➢ Teacher should motivate the class by creating: groups-work, peer work, and assign pop presentations in order to develop their ability to speak to overcome student´s unwillingness.

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XVI.   ANNEXES

16.1 ANNEXE 1- Expert´s Validation-Teacher´s Interview

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

English Department

Faculty of Education and Languages

Topic:

To analyze the different factors that affect the development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar Sandino-Managua, Second Semester 2019.

Validation of questionnaire about factors that affect the development of the Speaking Skill in English

Author: Juan Antonio Fonseca Morales

Expert´s Judgment

Respected Judge: You have been chosen to evaluate the instrument "factors that affect the development of the Speaking Skill in English" which is part of the investigation "Factors that Affect the Development of the Speaking Skill in English, in the Students of 11th Grade "A", at Augusto Cesar Sandino High School-Managua, Second Semester 2019. "

The evaluation of this instrument is highly relevant to get your validation to be used as an efficiency instrument in order to get the main specific information I am looking for.

Thank you dear Judge

EXPERT´S FULL NAME:

_____

ACADEMIC AND PROFESSIONAL TRAINING:

_____

WORK EXPERIENCES AREAS:

_____

_____

TIME: _____

CURRENTLY POSITION:

_____

INSTITUTION:

_____

Research Objective:

To analyze the different factors that affects the development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar

Objective of the Expert´s Judgment:

To validate the content of the present questionnaire.

Questionnaire objective: Throughout the questionnaire we are going to analyze which are the main factors that are affecting the development of this ability on the students of eleventh grade at the moment to speak in class and determine what the teacher does to enhance this ability.

Factors that Affect Speaking Skill

Regarding the following indicators you can qualify each item according to your judgment.

CATEGORY	QULIFICATIÓN	INDICATOR
COHERENCE The item has logical relation with the dimension of the indicator that you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The item has no logical relationship with the dimension The item has a tangential relationship with the dimension. The item has a moderate relationship with the dimension you are measuring. The item is completely related to the dimension you are measuring.
CLARITY Level in which the item is written clearly and precisely, facilitating its understating by the subject surveyed.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The item is not clear The items require many modifications or a very large modification in the use of words according to their meaning or by their ordering. A very specific modification of some terms of the item is required. The item is clear, has adequate semantic and syntax.
RELEVANCE Importance of each item with respect to the contribution it can provide for a better understanding of the characteristic or situation measure.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	Does not meet the criteria The item can be deleted without affecting the dimension measurement. The item has some relevance, but another item may be including what this measures. The item is essential or important, that is, it must be included.
SUFFICIENCY Items that belong to the same dimension are sufficiency to get the measurement of this.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The items are not enough to measure the dimension. The items measure some aspect of the dimension but do not correspond to the total dimension. Some items must be increased to fully assess the dimension. The items are sufficiency.

Factors that Affect Speaking Skill

Dimension	Citation	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Teacher´s Interview - Factors that affect the development of speaking skill	Bahanshal, Dalal. (2013).	The numbers of English hour is unsatisfactory	1. Do you consider that the number of hours you teach in a week is enough to develop speaking skill in your students?				
	(Gemma, 2018)	Teaching English and management of the skills.	2. What do you do to improve you student's vocabulary?				
	(Lailatul, 2019)	Students 'performance affected by environment, luck of motivation. Etc.	3. What are the most common difficulties you have faced on your students in the speaking skill and what have you been doing to improve them?				
	(Jack, 2006)	.Methods and approaches.	4. What strategies do you use to develop the speaking skill?				
	(Hayriye, 2006)	To rich speaking teachers must use Activities.	5. What kind of speaking activities have given you the best results in getting your students speak in English?				
			Comments and advices:				

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Nunan, D., 2003. Practical English Language Teaching. NY:McGraw-Hill. The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools.   English   Language   Teaching.   6. 10.5539/elt.v6n11p49.

Instrument

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UNIVERSIDAD NACIOANL AUTONOMA DE NICARAGUA

UNAN – MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT

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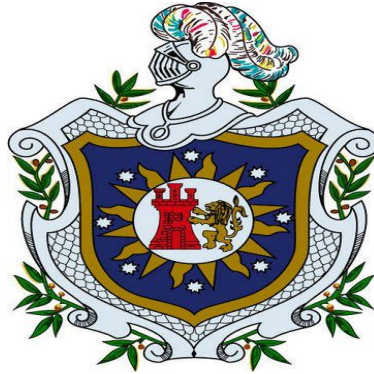
Teacher's Interview

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The purpose of the interview is to analyze the different factors that affect the development of the Speaking Skill in English, in the Students of 11th Grade, at Augusto C. Sandino High School-Managua, Second Semester 2019.

Before you begin, please read the following information.

You are being interviewed as part of a research about the factor that affects the development of the speaking skill, in the students of 11th grade.

Personal information

Sex: F:_____   M:_____   Age:_____

Academic level: _____

Answer the following questions.

Do you consider that the number of hours you teach in a week is enough to develop speaking skill in your students? Explain.

What do you do to improve you student's vocabulary?

Explain:

Factors that Affect Speaking Skill

What are the most common difficulties you have faced with your students in the speaking skill and what have you been doing to improve them?

Mention:

What strategies do you use to develop the speaking skill?

Explain:

What kind of speaking activities have given you the best results in getting your students speak in English?

16.2 ANNEXE 2- Expert´s Validation, Student´s Survey

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

English Department

Faculty of Education and Languages

Topic:

To analyze the different factors that affect the development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar Sandino -Managua, Second Semester 2019.

Validation of questionnaire about factors that affect the development of the Speaking Skill in English

Author: Juan Antonio Fonseca Morales

Expert´s Judgment

Respected Judge: You have been chosen to evaluate the instrument "factors that affect the development of the Speaking Skill in English" which is part of the investigation "Factors that Affect the Development of the Speaking Skill in English, in the Students of 11th Grade "A", at Augusto Cesar Sandino High School-Managua, Second Semester 2019. "

 The evaluation of this instrument is highly relevant to get your validation to be used as an efficiency instrument in order to get the main specific information I am looking for.

Thank you dear Judge

EXPERT´S FULL NAME:

_____

ACADEMIC AND PROFESSIONAL TRAINING:

_____

WORK EXPERIENCES AREAS:

_____
_____

TIME:_____CURRENTLY POSITION:

_____

INSTITUTION:

_____

Research Objective: To analyze the different factors that affects the development of the Speaking Skill of English, in the Students of 11th Grade "A", at Augusto Cesar

Objective of the Expert´s Judgment: To validate the content of the present questionnaire.

Questionnaire objective: Throughout the questionnaire we are going to analyze which are the main factors that are affecting the development of this ability on the students of eleventh grade at the moment to perform any speaking task or when they have a speech.

Factors that Affect Speaking Skill

Regarding the following indicators you can qualify each item according to your

Judgment.

CATEGORY	QULIFICATIÓN	INDICATOR
COHERENCE The item has logical relation with the dimension of the indicator that you are measuring.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The item has no logical relationship with the dimension The item has a tangential relationship with the dimension. The item has a moderate relationship with the dimension you are measuring. The item is completely related to the dimension you are measuring.
CLARITY Level in which the item is written clearly and precisely, facilitating its understating by the subject surveyed.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The item is not clear The items require many modifications or a very large modification in the use of words according to their meaning or by their ordering. A very specific modification of some terms of the item is required. The item is clear, has adequate semantic and syntax.
RELEVANCE Importance of each item with respect to the contribution it can provide for a better understanding of the characteristic or situation measure.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	Does not meet the criteria The item can be deleted without affecting the dimension measurement. The item has some relevance, but another item may be including what this measures. The item is essential or important, that is, it must be included.
SUFFICIENCY Items that belong to the same dimension are sufficiency to get the measurement of this.	1. Does not meet the criteria 2. Low level 3. Moderate level 4. High Level	The items are not enough to measure the dimension. The items measure some aspect of the dimension but do not correspond to the total dimension. Some items must be increased to fully assess the dimension. The items are sufficiency.

Factors that Affect Speaking Skill

Dime nsion	Citation	Description	Items	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (from 1 to 4)	Sufficiency (from 1 to 4)
Student´s Survey- Factors that affect the development of speaking skill	(Ion, 2009).	Speak in English all the time.	1. ¿Qué tan frecuente el profesor habla inglés en clase?				
	(Martin, 1987) Page: 11	Time English Class.	2. ¿Consideras que el número de horas de inglés que recibe por semana es suficiente para aprenderlo como segunda lengua de manera que pueda comunicarse en este idioma?				
	(Wingate, 1993) Page: 38	Involving Students through activities.	3. ¿Se siente motivado a hablar y participar en las actividades que realiza el profesor durante la clase de inglés?				
	(Mark, 2012)	Creating an English atmosphere.	4. ¿Siente que el ambiente es adecuado para desarrollar su habilidad del habla durante la clase de inglés?				
	(Hoang Tuan & Ngoc Mai, 2015)	Providing Feedback.	5. ¿En qué momento el profesor lo corrige cuando habla inglés en clase?				
			Comments and advices:				

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Instrument

UNIVERSIDAD NACIOANL AUTONOMA DE NICARAGUA
UNAN – MANAGUA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH DEPARTMENT

Encuesta al Estudiante

Analizar los diferentes factores que afectan el desarrollo de la habilidad del habla en Ingles, en los estudiantes de 11vo grado "A" del colegio Augusto Cesar Sandino-del segundo semestre 2019.

Caso Nº:_____

El propósito de presentar esta encuesta es para obtener información que contribuya a analizar los diferentes factores que afectan el desarrollo de la habilidad del habla en Ingles

Información General

Genero   a) Hombre: _____   b) mujer: _____   Edad:_____

Encierra en un círculo la palabra que consideras adecuada.

1¿Qué tan frecuente el profesor habla inglés en clase?

Siempre   Usualmente   Algunas veces   Casi nunca   Nunca

Escribe una "x" en la respuesta que considere correcta.

2. ¿Consideras que el número de horas de inglés que recibe por semana es suficiente para aprenderlo como segunda lengua de manera que pueda comunicarse en este idioma?

Sí_____   No_____

3. ¿Se siente motivado a hablar y participar en las actividades que realiza el profesor durante la clase de inglés?

4. ¿Siente que el ambiente es adecuado para desarrollar su habilidad del habla durante la clase de inglés?

Yes: _____   No: _____

5. ¿En qué momento el profesor lo corrige cuando habla inglés en clase?

Mientras está hablando_____ Cuando termina de hablar_____

Al final de la clase_____ Nunca:_____