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Factors that affect the development of the speaking skill in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute-Managua during the second semester of 2020.

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## **Dedicatory**

This work is dedicated to our parents and English teachers from UNAN-Managua University who have helped us during this process. Moreover, we give our special thanks to the Miguel de Cervantes Public Institute's director for having opened the doors of this high school and considered us as part of it. And also to all the students and English teachers in that high school because without them we had not been able to conduct and finish this work successfully. Moreover, we dedicate this work to our professor M.A Wilbert Salgado Garcia being our teacher for the first stage of our work. In addition to Msc. Jaime Roberto Aleman Quintanilla to be our tutor and to guide us step by step on how to develop this study. To Lic. Francisco Sanchez to check our instruments to be applied correctly. To M.A Estela Hernández Cajina to contribute, to check our instruments, and give suggestions to perform a better research.

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## **Abstract**

This research was carried out at Miguel de Cervantes Saavedra Institute. It was focused on English teaching and learning. The main objective was to describe the different factors that cause problems in the English teaching-learning process in the development of speaking in the students of eleventh grade “E”. Moreover, this research covers the effectiveness of the strategies, methods, teaching resources as well as the teacher style used to teach inside the classroom for students. With the data collected through detailed instruments will enhance the teacher and students’ performance at Miguel de Cervantes Saavedra Institute. In addition, it brings consciousness of teachers to be committed in delivering English lessons with passion and motivate students to better day by day and students to develop and improve their attitude and speaking skill discovering the factors that cause problems in speaking. Moreover, the research is focused on teaching strategies, methodology, resources, internal and some external factors, and interest of the students to use English to talk and express themselves, and how those factors limit the participation of the students in class. The methodology to carry out the study consisted on 4 instruments such as an observation guide, students’ survey, teacher’s interview and teacher’s curriculum evaluation rubric. The kind of methodology used to approach and analyze the data was quantitative and qualitative (mixed method). The results showed that students are using their mother tongue instead of English being a huge disadvantage in the learning of English as a second language; the students also present lack of vocabulary and poor participation in class because of physiological factors (Anxiety and motivation). The information gathered shows that the teacher should use more resources to gain students engagement in the speaking activities applied in English classes. However, the resources that the teacher does inside the classroom are good, creative and interactive, but the students are like in a “comfort zone” and they do not show improvement. The teacher needs to promote new strategies such as the use of interactive activities for instance, games, roll plays debates and resources such as the use of technology equipment (visual aids) pictures, videos, songs, audios and pronunciation techniques to make students talk and feel confident when they are expressing by themselves.

# **I Introduction**

English as the common international language plays an important role due to the influence of many factors that make English essential to learn today, such as education, Internet and the press, travel and business, the film industry and music among many more, For this reason, it is expected that there will be an opening of commercial, economic, social and diplomatic borders in Nicaragua with the rest of the countries. Thus, there is great importance in the implementation of English in the education system in general (Initial, Middle and Superior). This with the aim of training professionals in a comprehensive manner, who can obtain a good job position having been trained with a level of communicative English in a practical and effective way. But, to accomplish this task, the role of English teachers must be the commitment to be a source of facilitators.

The development of communication is one of the difficulties that students face in learning the English language. Therefore, there are factors that interfere with its performance such as anxiety (shyness and fear) it means, is the fear of making mistake in front of the class. Consequently, lack of strategies and lack of motivation does not produce a good level of communication which it is important to analyze the main factors that affect the development of English language and students in the classroom, to improve interaction between teachers and students thus participate in activities. This research emphasizes the way teacher uses oral activities and teaching resources.

## **II. Problem Statement**

Nowadays, learning English as a foreign language has become a priority in order to fulfill society's needs. The fact of learning to speak English is crucial in order to become a professional and improve the living condition. Many students are taking advantage of learning English as a foreign language in their schools. Therefore, it is evident that there are many areas of improvement in the classrooms. As teachers currently enrolled in the real teaching environment, it cannot be ignored the reality that students and teachers live every day in the classrooms, students are not showing interest in the development of the English speaking skill, therefore, they are not prepared for good job offers and less to excellent positions.

In the last years there were adjustments on the guidelines from evaluation and new regulations from the government, however, numbers of students are not taking seriously their education any more. As a result, this creates an ineffective teaching-learning environment where misbehavior and disrespect rules on the classroom are everywhere, and it is sadly to see students standing up from time to time and leaving the classrooms without even asking for permission to the teacher. Moreover, students yell to each other when everybody is around listening to them. Even though evaluations are performed, they are not attending to their evaluations on time and even worse, they are not handing them back to teachers. The participation is limited from a few students who seem to be aware of the importance of learning English and who do their best to catch the teacher's attention and get more knowledge.

Although it seems to be a reality from a country abroad, it is a sorrow to admit whose truth it is. The teacher, from Miguel de Cervantes School, faces this situation every day with his students. Students from eleventh grade "E" shift, second semester 2020, are not developing the English speaking skill where grammar is the main sub-skill being practiced and it has become some sort of a robotic process, where repetition is the main activity developed. On the other hand, the teacher's methodology is based on basic activities where no challenge is set up, moreover students' English interaction time is developed in Spanish and they do not come across with vocabulary concerns or problem language solving activities.



Under all those circumstances the issue does not seem to come to an end and is ongoing on all level, affecting student's performance on school bulletins, and school proficiency. Demotivation is seen everywhere on students' face, helping them not to realize the real benefits of learning a second language, the teacher's performance become grayed out and learning quality became poor and insufficient to fill the need of people and society, taking students to the edge of an abysm, while keeping falling and falling with a non-stop one-way ticket.

The main objective in this project is to describe the factors that are influencing the lack of the speaking skill in students inside the classroom to get a good quality in Education that can help society as a whole. Students at Miguel de Cervantes Public Institute experience problems when they have to speak in class; they do not use grammatical structures to form sentences, the vocabulary is poor that they cannot find the right words to express their ideas and the main problem is students use Spanish instead of English. Some of the factors that can be influencing in that problem could be the teachers' strategies implemented to transmit the language; the level of motivation students can perceive from the teacher may be because they do not know how important English can be. The system of the ministry of Education could have some wrong aspects for example, lack of demand about English subject as a communicative language and they only implement it as one more subject. Consequently, the teachers do not know how to deal with and this is why English is not important in these terms.

### **III Rationale**

Language is a means of thinking and transferring culture from one generation to another, as well as from one nation to another. It is also a means of communication among people. And speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is one of the most important skills that English language has; speaking involves more than just express the ideas, it also has to do with vocabulary, pronunciation and so much other factors that can influence in the development of the speaking skills.

According to Abd (2006,) states “Developing speaking skills is of vital importance in EFL/ESL programs” (p. 13). In other words, speaking is highly important to be developed, because it is one way to show all the knowledge an individual has gotten talking about the acquisition of a foreign language but now the question is how can speaking be developed? There are so many ways to develop speaking in learners. For example, applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact. Moreover, speaking requires that learners understand when, why, and in what ways to produce language, this means that learners must be aware of what they are doing all this is conscious process in which learners and teachers are involved actively.

According to Abd (2006) in his research “The Effectiveness of a Task-Based Instruction program in developing the English Language Speaking Skills of Secondary Stage Students” says “As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized” (p. 17). And those problems are the following the conflict between fluency and accuracy, lack of confidence and pronunciation. And to overcome those problems there are different approaches that can be used for example the indirect and direct approach. The direct approach includes "skill getting". It is highly controlled and it helps learners focus on specific elements of speaking proficiency which are isolated and practiced. It includes activities such as: pattern practice drills, analysis of spoken genres structures, and activities where learners

construct rules inductively. And the indirect approach, on the other hand, increases learners' autonomy with a focus on the production of 'authentic' and functional language. Apart from that there are some strategies or activities that can be done in a classroom to develop speaking skill.

According to Oradee (2012) “Teacher should construct a variation of English speaking activities which motivate the students to learn. Communicative activities such as discussion, problem solving, and role-playing can be effected used in the language classroom”. All these with the only objective to develop as much as possible the speaking skills in an accurate way in learners.

## **IV. Justification**

During the English learning and teaching process as a second language need strategies and didactic resources to obtain the best results to succeed in the acquisition of a new language. Besides, the practice of oral communication among students inside and outside the classroom promote the English language as an important and necessary tool to spread their knowledge within a modern culture. For that reason, this research is directed in the English learning process, where the speaking skill is the most affected one.

In this investigation the factors that cause or interfere during the essential process are analyzed deeply taking as a reference student of the speaking skill in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute. It is determined how these different factors can influence in the lack of speaking activities and techniques used by the teacher in the classroom impact badly in the learners’ meaningful learning. This means that the teacher and learners must take into account that there are elements that interfere the English learning process and sometimes it might be voluntary or involuntary.

This research brings benefits for students and the teacher. The students have to improve their speaking skills through teacher-students interaction, moreover, they have to increase their level of English speaking through oral activities. Furthermore, students will be clear about the factors that affect the development of speaking, and they will be able to improve the English speaking ability through the foreign language inside and outside the English environment. Likewise, the benefit that the teacher could obtain from this research is to get information about teaching strategies, the method that he should follow and the right didactic resources needed to achieve a successful teaching, thus a successful learning based on the results and recommendations gotten at the end of this study.

## **V General topic**

Problems that affect the development of the speaking in the English teaching-learning process.

## **VI Delimited topic**

Factors that cause problems in the English teaching-learning process in the development of speaking skill in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute-Managua. Second semester 2020.

## **VII. Objectives**

### **7.1 General objective**

To describe the different factors that cause problems in the English teaching-learning process in the development of speaking in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute.

### **7.2 Specific Objectives**

- To identify the different teaching strategies used by the teacher to develop speaking skill in the students.
- To analyze the different factors that cause problems in the development of speaking skill in the students.
- To enumerate the factors that cause problems in the development of speaking skill in the students.
- To promote pragmatically teaching strategies to improve the English learning process between teacher-students.

## **VIII. Research Questions**

- 1.** How can we identify the different teaching strategies that the teacher uses to develop speaking skill in the students?
- 2.** What resources we can apply to analyze the factors that cause problems in the development of the speaking skill in the students?
- 3.** What are the different factors that cause problems in the development of the speaking skill in the students?
- 4.** What kind of strategies the teacher could use to overcome these factors that affect the development of speaking skill in the students?

## **IX. Theoretical framework**

Nowadays, learning English is a need because it has been growing every day and almost all the jobs in Nicaragua have as a requirement to speak English to facilitate the communication in the international field. English is a universal language, for that reason, the ministry of education is improving the curriculum to perform a better English teaching-learning process in education. As a result, initial, primary and medium education have changed their strategies, methods and activities to achieve the cultural communicative language. Now, students have to infer about the topic that teacher is teaching and not to learn automatically the structure without produce the speaking skill.

### **9.1. What is speaking?**

Chaney, (1998), defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information as Burns and Joyce (1997) said "speaking is a crucial part of second language learning and teaching". Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students' conversation has provided some parameters for developing objectives and techniques.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and



neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, and selectively address errors (Burns & Joyce, 1997).

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

According to Burns and Joyce (1997) states “speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language”. In other words, they are required to show mastery of the following sub competencies/ skills:

- Linguistic competence: This includes the following skills:
  - 9.1.** Using intelligible pronunciation.
  - 9.2.** Following grammatical rules accurately.
  - 9.3.** Using relevant, adequate and appropriate range of vocabulary.
- Discourse competence: This includes the following skills:
  - 9.4.** Structuring discourse coherently and cohesively
  - 9.5.** Managing conversation and interacting effectively to keep the conversation going.
- Pragmatic competence: This includes the following skill:
  - 9.6.** Expressing a range of functions effectively and appropriately according to the context and register.

Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

Rebecca Hughes makes a methodological point that as far as teaching speaking skills is concerned one needs to distinguish between Teaching the spoken form of a language” and “teaching a language through speaking”. She also stresses the fact that unfortunately, when compared to writing, the spoken form is under-researched and that this may be one of the reasons why teachers may feel more confident when using „stable written forms and genres“ in their lessons (Hughes, 2011).

Chaney's definition describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney cited in Kayi 2006).

Consistent with this view, is Nunan's description of what teaching speaking involves.

According to him, to teach speaking means to teach language learners to:

- 9.7. Produce the English speech sounds and sound patterns.
- 9.8. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 9.9. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 9.10. Organize their thoughts in a meaningful and logical sequence.
- 9.11. Use language as a means of expressing values and judgments.
- 9.12. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).

## **9.2. Beliefs about developing the speaking skill**

According to Rao (2012) said "the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;
- Speech is important because it provides the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction then accuracy among EFL learners; and - It enables the teacher to use the class time economically.

## **9.3. Principles of teaching the speaking skill**

- According to Anuradha (2014), these are the principles of teaching speaking skills:
  - Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
  - Tolerate the students if some of them simply repeat what they say.

- If a student gives one-word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have.
- Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.
- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.

According to Brown (2016) defines that “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence), speech has its own skills, structures, and conventions different from written language, according to Joyce (1995). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act, speaking is "the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts" (Joanna & Heather, 2006).

According to Burns and Joyce (1997) argue “Speaking is a crucial part of second language learning and teaching”. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues”. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

#### **9.4. Importance of speaking**

According to Joanna & Heather (2006) affirm “many teachers worldwide have to teach mainly grammar and vocabulary; because these areas are tested in examinations”. This means that speaking is a neglected language skill in many English classrooms. Students may have a good knowledge of grammar and a wide vocabulary because they can use the knowledge to pass examination, but they face challenges to speak English outside the classroom.

Joanna and Heather (2006) adds that “Speaking English helps students to convey their information or to get message in any fields of study”. He further states that good English speakers will be in a good position to contribute for the improvement of their community's socio politics and socio-economic issues. This means, by Practicing to speaking English students gain valuable skills which can help students in their day to day communication through the use of new vocabulary, grammar or functional language like: greeting, introductions (self-introduction and introducing others).

Therefore, in order to minimize this problems English language. Teachers need to develop learners' self-confidence by involving the students in role play, thus that students would able to share their role and try to be responsible for their own role in any simulation. This means, self-confidence has a very important place in building one's speaking skills when teachers teach speaking English language, even though, students lose their confidence when they are attending English as second/foreign language, unlike they do in their mother tongue language (Joanna & Heather, 2006).

## **9.5. Importance of English language teaching in speaking**

Teaching and learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning are related terms. In teaching and learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal (Bruner, 1960, 1977).

Problems that affects the speaking skills in students' education.

There are so many problems that students deal every day to increase their knowledge. That kind of problem can be named factors. That factors are very common in most of the schools, even in colleges, but it is known that this factor are not in all the school, however this factors are common in the classroom that teachers need to deal. The most common factors that affects the speaking skills in students' education are:

### **a. Teacher's limited use of teaching aids and technology**

Nunan (1991) states that Teaching aids and technology are not used much by the teachers. Teachers prepared handouts for their students. The teaching materials used by these teachers are mainly textbooks, makers, whiteboard, and paper of activities. Teacher not use CDs, Computers or projector to do a dynamic class where students can be involved or attracted by this kind of classes. The teachers only prepare handout to students, tests, exams and quizzes making the class as a routine.

### **b. Unclear instructions**

Teachers do not provide clear instructions for their activities in the classes. Teachers' instructions are not easy for students to understand. The consequence of this could be the students' misunderstood and cannot complete the tasks or do the tasks in a different way. Another common problem that happens is that teachers make an unclear test with some misunderstanding that makes that students get confused (Nunan, 1991).

### **c. Unequal students' levels**

There is a difference in the English ability between the classes, and between the students in the same class. For example, students from a class related to business studies are more energetic and interested in the lessons and study better than the students from a class related to technology. The English levels of the students are not equal. Some students can respond well and immediately to the teacher, while some other students can have difficulty in finding

the answers to the teacher's questions. In addition, the students' attitudes are also different. Some students are quite active and willing to raise ideas, but some other students prefer keeping quiet (Nunan, 1991).

## 9.6. Measure of speaking

Speaking is “a crucial part of second language learning and teaching”. (Burns & Joyce, 1997). It means that speaking is a very important ability with an interactive process that involves a constructing meaning to be able to produce and comprehend the information given.

The measure of speaking inside the classroom depends on the teacher because he has the responsibility to evaluate his students in this skill using oral proficiency evaluation rubric to measure the criteria's such as: fluency, pronunciation, grammar, vocabulary and content to analyze what is the level on each sub-skill.

## 9.7. Exposure to fluent speaking skill

In order to be successful when it comes to learning a language, there are different factors we have to take into account, to boost the learning process for example emphasizing in the evaluation of speaking skill to become a good speaker. According to Marek & Wu (2011) define the components to measure the speaking ability are:

- a. Fluency:** this sub-skill is about the pace that we use to speak, and how comfortable students feel when they speak English. If students are able to establish a conversation, for an extended period of time; as speaker needs to speak confidently and naturally without distracting that shows, how strong your fluency is. Applying the following patterns: reduced forms, contractions, vowel reductions and elision provided by the teacher when teaching English, the students are going to be able to speak and perform English in a better way.
- b. Pronunciation:** this sub-skill is a combination between a lot of sub-skills such as stress, rhythm and intonation. These sub-skills of pronunciation play an important role in speaking, the students are evaluated by the teacher highlighting the students' performance to make the communicative effect of their speech more effective, for

instance, when students make a presentation, the teacher focus in how students pronounce the words, if they apply linking in the sentences, if they have a right tone or if they have acquired a good intonation according to the foreign language that are being studied.

- c. **Grammar:** this will be produced orally within the evaluation of the ability, this must meet the following criteria: correct use of verb tenses and good handling of part of the speech. The student should know the order of words, articles, and use of sentence structure to express ideas when speaking. It is worth to say that by being in contact with the language they are learning, the student will be able to master the main verb tenses because grammar does matter and the fewer mistakes they make, the better their ability to speak. In other words, the student can make mistakes but the important thing is that he will be able to realize it and easily be able to remedy it. So in this way you will develop your oral skills.
- d. **Vocabulary:** In this subsection, the set of words that the student uses during his speech should be evaluated as follows, if the vocabulary is sufficient to be understood in most environments and the words are used with the correct meaning, that is, the student must produce what he has learned in the classroom using collocations, set expressions and an appropriate language, according to the level he is studying.
- e. **Content:** When the student is taking their speaking test or exam, the instructor must take into account if the speaker is knowledgeable about the subject and provides a significant level of detail, given the time available. Many times students get off topic and that affects their performance and they do not take advantage of the given time.

This means that in spite of that is a formal way to evaluate, the teacher does not apply during the speaking activities and that is consequence their students do not improve the English learning process. On the other hand, the experts already mentioned states that the measure of speaking outside the classroom depends on students and their interest to learn. There are so many ways to learn English to grade themselves without the help from teacher, for instance: Listen to music, watch movies with English subtitles, Use English learning apps (Duolingo, babbel, busuu, etc.). However, the majority of students do not spend time on learn by themselves, they always need the pressure of the teacher to do something and they do not take advantage of their time to the development of speaking skill.

## **9.8. Necessity of Assessment in Speaking**

Through the process of developing skills, it is advantageous and necessary to carry out adequate tests both in content and being these according to the level of the class group. Hughes, (1989) suggests that “tests measure language proficiency, discover students’ success in achieving the goal of a course of study, diagnose students' weaknesses and difficulties, etc” (p. 8). If the teacher cannot identify and analyze the problems that students make in the target language, he will not be able to help at all through adequate anticipation, make-up work, and additional practice (Heaton, 1989, p. 9). A test that allows the teacher to determine the difficult part of the language program that the class faces in order to help in the performance of the students.

On the other hand, many times the teacher cannot perform adequate tests and when the applications are full of errors, however, he is not in the habit of showing the errors to his students and helping them to do the test by showing the correct way.

## **9.9. Correcting Mistakes**

This part of the teaching of a language is very vital both for the development of oral skills and for the help of the student-teacher interaction. The tutor should discuss the issue of correction errors in speaking activities. There are teachers who constantly correct mistakes made during conversation activities, be it during pronunciation exercises or during discussion. But it's important for teachers to realize that the time is right to correct. "When students repeat sentences trying to pronounce their pronunciation correctly, the teacher will often correct them (appropriately) whenever there is a problem." Harmer, (2004, 1994). On the other hand, when students hold a discussion on a chosen topic, the teacher should not interrupt the discussion by correcting. I agree with Jeremy Harmer's opinion that "Constant interruption from the teacher will destroy the purpose of the speaking activity" Harmer, (2004, 1994).

In other words, many teachers, when talking about role plays or discussions, prefer to watch or observe, listen and take notes. After the role play, the teacher asks the students for their opinions and then the teacher presents their comments. In general, the principle of looking, listening and taking notes is considered the most appropriate.



## 9.10. Teaching strategies

According to Hossain (2015) states that “English language teachers often think or seek strategies for students to learn to speak English”. However, this is a process, when it comes to learning to communicate, effective instructors teach students oral expression strategies: they use minimal responses, recognize hyphens, and use language to talk about language that they can use to help expand students' language knowledge and confidence in its use. Instructors help students learn so that they can use speech to learn.

**a. Using minimal respond:** Language learners almost always lack confidence in their ability to successfully participate in learning activities interaction and often listen silently while others speak. One way to encourage such participant students is to help them learn, so that they accumulate a stock of minimal responses that they can be used in different types of exchanges. These responses can be especially helpful for beginners (Hossain, 2015).

Minimum responses are predictable, often idiomatic phrases that conversation participants used to indicate understanding, agreement, doubt, and other responses to what another the speaker is saying.

It was found that: “Having an inventory of response stories allows the student to focus on what the other participant says, without having to simultaneously plan an answer.

**b. Recognizing scripts:** In communication, some situations are related to spoken exchanges, that is, a script, greetings, apologies, compliments, invitations and other functions that are influenced by social and cultural norms, they often follow patterns or scripts (Watkins, 2005). That is why teachers must raise awareness to show the example of such scripts in different situations, so they are interested in listening and will be able to respond according to what is asked. In these scripts, the relationship between a speaker's turn and what follows can often be anticipated (Hossain, 2015).

**c. Using language to talk about language:** Foreign language students often feel too embarrassed or shy to say something when they feel that what they are saying or in other words, the message they want to convey is not being understood by the interlocutor and therefore they refuse to continue speaking. Therefore, the teacher should help the students to overcome this situation by assuring them that misunderstandings can occur in any kind of interaction and the teachers should give the students strategies and phrases to use for understandable verification (Hossain, 2015). Finally, it is affirmed that by using these

strategies the teacher can create an authentic practice environment and the students will gain more confidence to handle various communication situations.

Apart from that there are some strategies or activities that can be done in a classroom to develop speaking skill. Teacher should construct a variation of English speaking activities which motivate the students to learn. Communicative activities such as discussion, problem solving, and role-playing can be effected used in the language classroom (Oradee, 2012). The teacher can do these types of activities such as; dialogues, presentations, role play, pair work, interviews, songs, movies, oral report, brain storming, storytelling, fairy tales, theater, monologues, conversations, small talks and mimics. There are many more activities to practice speaking skills. It is good to emphasize that these teaching strategies if they are followed by the teacher will make it easier for the student to perform in the ability to speak during class.

### **9.11. Methodology**

Since our professional point of view, teaching the English language is an area in which people have come and developed quite consistently with the kinds of changes that occur in modern culture. In today's competitive world, the English language is a key part of our lives, as they help us expand our knowledge and interact with people from other parts of the world, which helps us learn from the traditions of other countries, as well as teach of our culture by making friends and doing business (Celce, 2001).

Therefore, teaching to speak in a foreign language is often considered one of the most difficult to achieve aspects of the language. Why is this then? One of the main reasons is that the foreign language is taught in a classroom and not outside, as it is our mother tongue learned and another reason is that English language teachers have very little knowledge of how to teach the language (only the method which they learned), therefore, they are unaware of the many methodological options available to them (Celce, 2001).

According to Celce (2001) said “there are many methods for teaching the English language, such as the grammar translation method, the direct method, the community language teaching, total physical response, the natural approach, communicative language teaching and the audio-lingual method”. These approaches work on the development of English language skills such as; reading, writing, listening and speaking, however, the most adequate, efficient and specific method for developing speaking skills that we strongly

believe as a success method is the audio-lingual method.

According to Larsen and Freeman (1993) define “the Audio Lingual method is an oral based approach”. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations. Some teachers use images, flashcards or dialogues using this method, for the purpose of teaching students; to learn and remember words to put them into communicative practice (p. 36).

Charles Fries later included principles for behavioral psychology, as developed by B.F. Skinner, into this method.

- a. - New material is presented in dialogue form.
- b. - There is dependence on mimicry, memorization of set phrases, and over-learning.
- c. -Structures are sequenced by means of contrastive analysis and taught one at a time.
- d. - Structural patterns are taught using repetitive drills.
- e. -There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- f. - Vocabulary is strictly limited and learned in context.
- g. - There is much use of tapes, language labs, and visual aids.
- h. - Great importance is attached to pronunciation.
- i. -Very little use of the mother tongue by teachers is permitted.
- j. -Successful responses are immediately reinforced.
- k. -There is a great effort to get students to produce error-free utterances.
- l. -There is a tendency to manipulate language and disregard content.

(Adapted from Prator & Celce, 1979).

## **9.12. How to teach speaking skill?**

According to Celce (2001) argues that “today, many linguistic experts and researchers in the teaching of English as a Foreign Language (EFL) say that students learn the foreign language by inductive analogy or inference, that is, the audio-lingual method. Best serves this purpose. The audio-lingual method is based on the communicative oral approach. By using this method in EFL classes, students will have the opportunity to communicate with each other in the target language enriching knowledge by learning by context, exercising memory by “memorization” of words and then producing them and emphasizing

pronunciation. In summary, teachers of English as a foreign language must use a method that meets the main objective of studying a language, which is to learn it and produce it little by little to achieve the interaction between teacher-student through activities such as; presentations, roll plays, discussions, debates and through visual aids (audios, videos, flashcards, printed images). In this way, the language will be acquired so that the focus is on speaking with the help of listening and leaving behind the methods that only stagnate the knowledge of the learner in writing and reading without achieving oral communication.

### **9.13. Class development with students**

The teacher presents new vocabulary or grammar, (it is based on form-focused instructions) and then students are given some practice. Frequently, before the students start to speak they work in groups or pairs to prepare the activity. The activity gives learners the opportunity to learn from each other. The students are given topics to talk about. They may prepare it for homework, use dictionaries or a reference text and then they present what they have prepared according to Hossain (2015). This argument suggests that the sequence within the development of the class can help in many ways, firstly, if the teacher gives clear and precise instructions at the beginning of the class development, secondly, if he chooses the way in which the group will work by also looking at time, and finally if what you are asking is according to the level of English that the students handle. Moreover, it is important to give students some preparation time without pressure to get a good demonstration that they are actually learning.

Additionally, this author adds that it is important that there should always be good communication between teacher-students, since students will be attracted to the English language, only if the teacher comes close to interacting with them. Then, step by step through the effort of their study, they will understand English because they will be ready to ask, either by getting involved with their classmates or individually, they will know how to give ideas and opinions, they will take into consideration that the practice of the skill is very useful and therefore they will be involved in different activities such as: dialogues, presentations and role-playing games without having to feel pressured into the activity because the class will feel more comfortable.

## 9.14. Teaching Speaking for the Classroom

Nowadays, teachers try to teach speaking inside the classroom using different activities in general. Nevertheless, the activities according to Broughton and his colleagues, (1981), divide speaking activities into:

- a) **Controlled oral work:** To control oral work, the authors mentioned dialogues. The dialogue speaking activities have advantages that can be used for control guided, and free work. Moreover, it is possible to cover this activity in any level. Firstly, the students can prepare a mini-dialogue in pairs and the teacher can support them by drills. The use of drills helps students to feel more confident when perform the activity. Broughton says that “substitution drills demonstrate much more clearly to the class because of the use of communicative function in a real life situation which the students can find themselves” (Broughton, 1981).
- b) **Guided oral work:** The objective for this resource is to give students a space to show what they have learnt. It means to give them the opportunity to express by themselves within the English learning process. In this stage it is normal to commit errors because of their progress. The author affirms that guided oral work includes oral activities, for instance, role plays. In this activity, the students create real life situations and through that, learn practical phrases (e.g. Go to the cinema). It is known that there are more oral activities to develop the speaking skill, nevertheless, the role play activity is more practical to the English ability in a guided way (Broughton, 1981).
- c) **Free oral work:** In speaking activities promote by the teacher, free oral work is the last phase in which students are able to produce what they learnt, thus they have enough vocabulary to share their ideas and opinions, and it is worth say that this stage is just for advanced students. The objective of the teacher is to stimulate and involve students in oral communication activities to keep them active in class. The author compare “stimuli” with “Visual Aids” (pictures, maps, cartoons, films or photographs). Moreover, another stimuli is written words (magazines, books, leaflets, and newspapers). Those activities are good to practice reporting, as well as listening activities (CDs or cassettes). The author suggests to introduce educational games (puzzles and crosswords). That kind of educational games play

an important role in teaching speaking skills. And last but not least, group works are suggested by the author as a tool of free oral production activity as a technique to start the class. The attention is focused in the performance of the learners and the teacher does not involve with students because each group has a leader (Broughton, 1981).

According to Broughton (1981) as reflected in the previous paragraphs, says “there are various activities that can be used for teaching speaking skill”. More or less the authors follow the same pattern: to start with drills in lower levels, so the students become familiar with useful phrases or expressions, to such activities that challenge the learners to express themselves and to produce as much language as possible.

### **9.15. Activities to develop speaking**

According to Hossain (2015) defines "Meaning 'focused speaking is that stage of speaking where attention lays on the message being communicated. The activity develops learners' ability to speak." In other words, when the student practices speech, the only thing on which the advancement of the speech is focused is whether the message he wants to convey makes sense. It also states that progress in the development of speaking skills is achieved through the performance of activities.

### **9.16. Why activities are provided**

According to Hossain (2015) states that there are three basic reasons why teachers should provide students with activities:

**a. Rehearsal:** To organize e.g. a role-play for students in a shop or an airport offers them an opportunity to rehearse a real-life event and the students get the feeling of what is the communication in a foreign language like.

**b. Feedback:** Having students to present what they know, that means, to use all the language they have learnt provides feedback for the teacher as well as for the students. The teachers can see what the students are doing well and what is needed to be improved.

**c. Engagement:** All speaking activities are highly motivating and the students find those interesting to work on and to participate fully.

As students that we are, we can ensure that the implementation of activities in the

classroom plays a very important role for the development of learning in general, that is why said these three reasons, test, feedback and commitment, we can ensure that the objective is reached.

### **9.17. Balanced Activities Approach**

According to Hossain (2015) argues "The objective of teaching the ability to speak is communicative efficiency". That is, being able to communicate is the goal when studying a language. Within the classroom, students must find a way to make themselves understood, showing their competence at a good level. Learners should try to avoid making mistakes so that their message makes sense with proper pronunciation, grammar or vocabulary without defects, observing every aspect in every communication situation. To assist in the development of communicative efficiency in speaking, instructors can use a balanced activity approach that combines **language input**, **structured output**, and **communicative output**.

**a. Language Input:** the author affirms that the focus of this activity provides students the material they need to start producing language itself, with the material they need to begin producing the language itself, which comes in the form of teacher talk, listening activities, read passages and the language you hear and read outside of class. Moreover, language input can be content or form oriented. The content-oriented entry focuses on information, be it a simple weather report or an extensive lecture on an academic subject. Content-oriented input can also include descriptions of learning strategies and examples of their use.

On the other hand, the author says that the information obtained in the student depends on the auditory competence and the situation in which he finds himself. Students of initial levels, where the level of communication is not high, requires an explanation by the teacher in the mother tongue in the place of the target language to achieve their understanding. However, these two factors such as the ability to listen and the situation are not the only ones that influence the input. Harmer (1991) adds "We must also consider the conditions in which language learning takes place and who the students are." Furthermore, Harmer (1991) says that some methodologies for example, "Suggestopedia require time, conditions and resources to perform" (p. 38).

- b. Structured output:** The purpose of this activity is to make students feel comfortable producing what was previously learned in class. Otherwise, Hossain (2015) adds that “structured exit tasks are often used as a connection between the presentation stage and the practice stage.” That is, the best way to learn and retain knowledge is by producing it at the moment it is learned, which is important to do speaking activities with the content vocabulary and in this way learning arises easily.
- c. Communicative output:** the focus of this activity is on students' purpose for completing an assignment. To carry out the assignment of the activity to be evaluated, the students put into practice the language they have recently learned, as well as elements of the language they already know. In the communicative exit activities, the criterion of success is if the student transmits the message. Finally, in a balanced activity approach, the teacher uses a variety of activities from these different input and output categories. Hossain (2015) adds that "students of all proficiency levels, including beginners, benefit from this variety, it is more motivating and is also more likely to result in effective language learning."

It could be affirmed that each approach of balanced activities has the objective of developing the ability of speaking in students using either entry or exit, before, during or after an activity, that depends on the teacher's didactic plan.

### 9.18. Types of Speaking Activities

According to Hossain (2015) says “there are countless activities for the development of speaking skills”, however, there are some that make speech a strategy to gain fluency, vocabulary, good pronunciation and a rich grammar produced in oral communication. For example:

- a. Picture Stories:** are used as a strategy particularly with those students who have limited literacy skills. Students can identify the pictures in the picture and interpret a story based on sequences. Students work together to put the story in the correct order. Once they have done so, the dynamic is that they stand in a circle and tell the story.
- b. Information-gap Activities:** These activities are important for practicing fluency in general. Specific language points are often practiced. The teacher who assigns the task must separate the information in the image, as an aid to facilitate the activity, give a clue or keyword to achieve the specific information that needs to be given.



- c. Groupings:** When the interaction between groups of students is established, surely they find connections, similar ideas or different points of view, which is a concept of groupings. When creating groups, the teacher and the students should agree on what they will discuss. For example, it may be a free topic which is interesting or the previous topic that you may not have understood very well.
- d. Mingle Activities:** the activity involves students interacting and gathering information from each other on a certain topic. The benefit of this activity is to maximize student participation at all levels.
- e. Discussion Activities:** All learners can participate in discussion activities, be it education, culture, modern events, sports, work, or any topic that is interesting and relevant to the students' lives.
- f. Problem Solving:** These activities have the characteristics given for discussion activities. The students work in the following way: they read, analyze and discuss together to find a solution to the problem.
- g. Drama and Role-play:** The drama activity in the classroom generates an effective and enjoyable type of strategy for discovering language. Students can take on a role of a character and express themselves in various ways by being transported into a world of imagination. They can feel motivated without exclusions, and at the same time they give a sample of the contribution to the culture and social expectations.
- h. Surveys and Questionnaires:** Its realization is about the preparation or formulation of questions on topics such as cinema, sports, dreams, free time activities, interests, likes and dislikes. They then conduct a peer survey and information gathering to answer your questionnaire.  
Anyway, these activities are very significant because not only do you teach through them but you attract the attention of the student and make that period of the class very fun and interesting.

### **9.19. Developing classroom speaking activities**

The most common speaking task in the classroom are dialogues and conversations. However, there are more tasks to make a successful class and the teacher can select activities from these variety of tasks. According to Brown (1994) affirms that there is the list of six possible task categories:

**a. Imitative-Drills:** this phase is based on repetition from the learners repeat phrases or expressions or structure (e.g., "Excuse me.", "Can you help me?" information counter, bus terminal, Good morning may I help you? etc.) for clarity and accuracy.

**b. Intensive-Drills:** this stage is based on following and repeating a specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences. For example: adjectives (slow-fast), minimal pairs (pen-pan, seal-zeal), imperative sentences (Shall we go out? and Do not make that sound).

**c. Responsive:** is about an information activity using just short answers to teacher or learner questions or comments, such as yes/no questions for instance, (Do you speaking English in class? or Does she likes the activity?).

**d. Transactional:** it is about dialogues focused on the purpose information exchange it means, information-gathering such as interviews, role plays, or debates to obtain interaction back and forth.

**e. Interpersonal:** it is about practicing interactional activities like dialogues to keep social relationships, such as personal interviews or casual conversation role plays.

**f. Extensive:** this task activity is based on monologues such as short speeches, oral reports, or oral summaries where the production of what they have learned takes advantage such as expressions, vocabulary and the right use of pronunciation techniques.

According to Brown (1994) argues "these tasks are not sequential". Because can be used independently or they can be added on student's needs. For example, if students are not speaking in class, the teacher might decide to evaluate his students through an extensive task activity, assigning a short speech to qualify how much they have learnt. In other words, the focused of these activities is that teacher designed the task according to student's need based on making the interaction between learners in an independent way.

## 9.20. Teaching resources

Anuradha (2014) states that, it has been shown that student-centered classrooms where students speak in groups and students have to take responsibility for using communication resources to complete a task are more conducive to language learning than teacher-centered classes. In other words, in classrooms where the focus is on the student's learning performance, the communicative didactic resources used by them such as; Tape recorder, printed images, data show, books, TV, photocopies, computer labs, videos, DVD, CD, PowerPoint, presentation are effective for completing tasks than those classes where everything is focused on the production and performance of the teacher.

## 9.21. Educational Technology and Other Teaching Equipment

As a teacher of the English language you must recognize that nowadays technology education is very important as a communicative didactic resource, which is why the teacher must be updated and take advantage of it. The English teacher should use a variety of teaching aids to explain the English meaning and construction, engage students in topic, and also in activities to improve speaking ability. Harmer (2001) mentions some teaching aids for better meaningful learning:

- a. **Pictures and images:** Teacher has always used pictures or graphics-whether drawn, taken from books, newspapers or magazines, or photographs to facilitate learning. The author argues that the pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see) large wall pictures (big enough for everyone to see details), cue cards (which students use in pair or group work), photographs, or illustrations (typically in a textbook), through this resource teacher can do understanding, prediction and discussion activities. Some teachers have a lot of creativity and through the images they play games with the students and although these educators do not have the use of technology at hand, they are given the task of drawing on the blackboard to help with explanation and language work (Harmer, 2001, p. 136).

**b. The overhead projector:** overhead projectors (OHPs) are extremely uses pieces of equipment since they allow us to prepare visual or demonstration material. They require little technical knowledge, and usually are easy to carry around (Harmer, 2001, p. 136).

The author states that through this important resource the teacher can show vocabulary (informal and formal language), information about how to use verb tenses in speaking skill, songs with lyrics (to practice pronunciation), audios (dialogues, stories, speeches) about different accents or another topic, just projecting it through this overhead projector which is extremely versatile, therefore, useful for the development of the English language.

**c. Bits and piece:** Harmer (2001) advises in this subsection that there are always a number of bits and pieces which can be brought into the classroom. These could be pictures of our family and letters that we have received. These objects help the student to think which could be interesting being used in a speaking activity. This is called Realia (p. 136).

**d. Realia:** Harmer (2001) says, it is used to denote objects and in the case of students in secondary school it can be a good idea to obtain their participation. With beginners, real or lifelike items are useful for teaching the meaning of words; teachers can appear in the classroom with plastic or real fruits, cardboard clock faces, or two telephones to help simulate phone conversations. Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities (p. 140).

## 9.22. Classroom management

Crystal (2001) affirms that the form and meaning of speaking depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purposes for speaking. The author implies that for students the practice of speech depends on the circumstances that surround them. They can express their experiences together with their peers. It is important to note that many take into account the physical environment and the theme for their participation.

It could be emphasized that it is important to note that there is a big difference between how the teacher organizes the classroom and how the teacher organizes students in speaking activities. That is, the organization of the classroom can be through rows, circles and

horseshoe which depends on the time, space and taste of the teacher according to Ortega and Rosales (2006) however, the organization of students for speaking ability can be individual, in pairs, in a group or involve the whole class and this management in this particular activity depends on the objective of the teacher in that class period (Harmer 1991, p. 114) states. It could be interpreted that, if the teacher conducts debates, it is obvious that he would involve the whole class, if he wants the students to have a dialogue he will take into account the number of students in his room and thus give the instruction but if the teacher is applying the oral exam this will evaluate learners individually. Moreover, it seems that it does not depend on taste but on what you need to get from the student.

Furthermore, Davila (1983) states that, many of students even having the classroom organized and with all the resources available to learn English, they feel without interest because of some environmental factors such as; age, personality, motivation, experiences, cognition, Spanish and context, instructions and interaction of native speakers. In other words, each learner has a different way to learn a language, however, they always face with a factor that are no possible their production in a faster way. For instance, some students feel as an obstacle the age, the bad attitude, if they have made many mistakes when they speak and others are not faster learners because of a weakness in their intellectual capacity to retain the information process. Nevertheless, the main factor that affects students in high school is Spanish and context because the student hardly ever is keeping in touch with mother language.

### **9.23. Motivation to learn English**

#### **Motivation**

According to Cajina and Carcamo, (2006) defines that “motivation is a kind of internal positive part that pushes an individual to carry out a project to reach for something” (p. 2). In the field of learning it is recognized that motivation is essential for success”. For example, students must want to do something to be successful at it, without such motivation students will almost certainly not make the effort to develop their speech.

According to Wilcox (2018) defines "A great teacher recognizes that student motivation is necessary for successful learning and that teachers are in the perfect position to improve student motivation". It is worth to say that a meaningful learning depends on a great motivation, those students that are sprightly, interested and active have a teacher that fulfill the characteristics of how to be a good instructor inside the classroom.

## **Problems during speaking activities in their classroom**

Starting from the fact that for some years now, teachers of the English language as a foreign teaching have faced a challenge to get students to develop the ability to speak. Hidi and Aderson (2000) affirm that “one of the main factors is demotivation and can be witnessed during English class which has much weight during the English learning process”. For instance, lack of motivation makes the students are not motivated to learn during the activities. Even with the perfect lesson plan in place, an unmotivated student will not learn.

## **Why should we teach speaking skills in the classroom?**

Most of the students do not recognize the English language as an important subject because of many reasons. Firstly, because they see the subject like one more class, secondly, because the Ministry of Education (MINED) do not demand the subject as a communicative language, they just focus on grammar to develop the writing skill. Finally, because most of the students are uninterested on the English, as the students prefer math (for engineers), art class like OTV, AEP (to study graphic design, architecture), and Physical Education or “PE” (as an entertainment and do sports). Moreover, it is important to differentiate between “learn a language” and “acquire a language”. Some people believe that using an easy vocabulary are able to speak the language correctly. Nevertheless, it is not like this, being as it is needed practice and the acquisition of the English through collocations, connectors and interaction (with native speaker, between students, with the teacher). As Nunan (1991) argues in this citation: Many students will assimilate being able to speak the English language with knowing the language, that is, some simple words or expressions and, therefore, they see the learning of the English language as a barrier since the production of the language goes beyond a simple repeated prayer. Therefore, if students do not learn to speak or do not have the opportunity to speak in the language classroom, they will soon become unmotivated and lose interest in learning.

## **9.24. Psychological factors that affect the development of speaking in the classroom.**

Throughout teaching, the teacher has faced different types of behaviors in students, which make learning difficult quickly. In the field of English teaching students has the fear about the next step, the teacher will be following, when the student's unknown the teacher's methodology or the teacher personality, they show lack of confident and also predisposition to share the knowledge they have. However, there should be an interaction between teacher and students to gain trust and show how much they know about the subject, in other words, the teacher should be a facilitator, it means, someone who has the function of an advisor and can catch the attention of the students because many students feel they do not know anything about English and when the teacher make a speaking activity they feel uncomfortable to speak aloud and perform the activity. "Some students are so embarrassed and self-conscious that they avoid the classroom conversation practice and participation that is essential for the development of language skills (Arifin, 2016).

Therefore, it is considered that they feel foolish in front others when they speak other language which is not their first language and they feel it is an obstacle because of that they are not good speakers and sometimes they care more about what classmates think about them without caring their participations or score. It is no wonder, then, that "many students tend to avoid situations where they are expected to speak or perform in front of the class, for example, a student may struggle through, or seek to avoid altogether, only to practice a little presentation in front of his/her friends. A teacher can recognize that his/her student is suspected by Speech anxiety in both physical and psychological symptoms (Win, 2016).

According to Abd (2006) established "As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized." In other words, experts have suggested an analysis about this behavior that affects the students' oral communication in the English language. When students are carrying out a speaking activity, they present psychological problems (fear of making mistakes), Social problems (misunderstanding the language), and linguistic obstacles like doubts in pronunciation and intonation while they are speaking.

Sometimes a teacher has the experience to find students without interest, isolates and indisposed among their friends. This symptom generally occurs due to lack of confidence in the individual of the students. Psychological Problems and Challenge in EFL Speaking Classroom affirm that “Students who are low in confidence also have low self-efficacy that is being influenced by the feeling that they are 'stupid', 'worthless', not as 'bright' as others, they do not know that everyone else is not probably better than they are” (Arifin, 2016, pag. 33).

In the previous table, the psychological aspects of low self-confident may occur in speaking classroom where teacher meet the students indicate to:

#### **9.24.1 Anxiety (Shyness and fear)**

Arifin (2016) defines Speech anxiety as “a general term for the sense of fear that overtakes a student when he/she is called upon to speak or otherwise perform in front of the class.” That is to say that anxiety is a common factor that affect students and some physiological studies affirm there are other terms to refer to it like anxiousness, nervousness, stage fright, etc. In the case of students, anxiety usually strikes when they has to deliver a presentation before their classmates. That kind of anxiety is better known as shyness.

##### **1. Shyness**

Arifin (2016) also states “shyness is a psychological state that causes a person to feel discomfort in social situations in ways that interfere with enjoyment or that cause avoidance of social contacts altogether.” Moreover, the specialist adds shyness can vary from mild feelings to moderately uncomfortable in social circumstances to debilitating levels of anxiety that interfere in people with the process of socialization (social withdrawal).

Under this scheme it is affirmed that this psychological factor commonly affects in the teaching-learning process as well as the interaction between student-teacher. This provoke that students do not express their ideas and opinions and do not show how much knowledge they have as well. Besides, the teacher feels guilty about the class environment and that the aim is not be accomplished (Arifin, 2016).



There are some students that struggle trying to participate in class discussions activities as a “shy” person because they may speak confidently and they rather want to work independently. There are also students that have good scores in written assignments and quizzes, but fail in areas that require oral participation with class and oral activities. A main cause that a student stop participating is when he/she make mistakes and as a consequence. They lack confidence in themselves because of being influenced by the less of mental power (Arifin, 2016).

The major behavioral components of excessive shyness in student are as follows:

- Difficulty talking, stammering, stuttering, blushing, shaking, sweating hands when around others.
- Difficulty thinking of things to say to people.
- Absence of outgoing mannerisms such as good eye contact or an easy smile.

## **2. Fear**

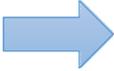
According to Arifin (2016) argues “A great fear that many people have is speaking in front of a group or audience.” It seems that we all bear this psychological problem in some moment of our life either in our childhood, youth and adulthood. Sometimes happen when we do our first presentation without any experience, a job interview, or the first time as a teacher. All these situations occur frequently in daily life. In an educational sphere this problem also happens in the classroom when students suffer speech anxiety in both physically and psychologically. In general, students will show the following symptoms:

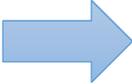
- Trembling or shaking body and sweat profusely.
- Their hands especially begin to feel moist.
- Their heart rate begins to quicken.
- Their mouths become parched.
- Their mind begins to race.
- Their thoughts become jumbled.

### **9.24.2 Strategies to overcome the student's anxiety**

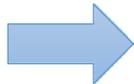
There are useful strategies to help these young, shy or withdrawn students to be out of their shells through active teacher partnership, peer involvement. Considering that shyness can sometimes be the symptom of a psychological issue or a troublesome home life, parental involvement can be the key (Hysook & Lee, 2004).

According to Hysook and Lee (2004) in their conclusion of their research suggested that teachers should pay more affective domains. Technically, teacher arise students' sense of belief on self. According to Sihera (2009) stated that effective strategies to overcome student confidence should include such following elements:

<p>Gaining the student's trust</p> 	<p>As the teacher, the best way to gain trust is to be consistent and firm with clear boundaries, to be accessible where possible, to find opportunities to engage the student to make them feel involved and valued and to be positive more than negative.</p>
<p>Setting personal routine that students can control</p> 	<p>Routines provide familiarity, regularity, boundaries and frameworks which gradually boost feelings of being able to cope through repetition and presentation practice. The more something is established, repeated and becomes familiar the more it loses its mystery, the more it is learned and the more it can be controlled. For example, setting times to do their homework, ways to organize their work and not using work times for leisure are easy routines they can follow. By setting clear routines for students, they are given a sense of security, a sense of purpose and security and a base from which to gradually build their confidence.</p>

<p style="text-align: right;"></p> <p>Encourage positive reinforcement</p>	<p>The hallmark of positive reinforcement is affirmation and encouragement of the individual: praise and more praise for any effort. This is very important for increasing student confidence. Positive reinforcement in the classroom does not mean no criticism at all, that would be unrealistic. What it means is that the quality and form of feedback to students are very important. There should always be praise before blame, with regards to all efforts.</p>
<p style="text-align: right;"></p> <p>Discourage a perception of being only 'right' or 'wrong'</p>	<p>Very few things are totally 'right' or 'wrong' on a cultural or social level. Not even deviance. It is all a question of what is 'appropriate' for a given time. Hence talking in the playground might be acceptable but chatting in a classroom at a particular teaching moment becomes 'inappropriate' for obvious reasons, though it might even be allowed at another teaching time. Explaining what is inappropriate to students and why it could be so takes away the need for the teacher to be 'right' or the students to be 'wrong' and educates them in how they can regulate their own behavior confidently around what is mutually acceptable. This approach is</p>

	<p>crucial to encourage them to experiment and use their initiative. If they won't be 'wrong' then they are free to find more appropriate responses.</p>
<p>Encourage students to be themselves</p>	<p>In such cases, encourage them to talk about their lives, their cultures and their fears. Then interweave their contributions in the daily life of the classroom. This is very important because minority students are exposed from the very first day to majority culture and are expected to assimilate it. By being encouraged to be themselves they too can feel valued at the same time while undergoing integration. Encourage personal perspectives By encouraging students to share how they see the world, their perceptions can be used to frame the actual reality of classroom activity so that they do not feel excluded at any time.</p>



These strategies generate positive changes in the student's attitude to buff up on speaking skill, the rapport between teacher-students using these effective elements such as gaining the student's trust, setting personal routine that students can control, encourage positive reinforcement, discourage a perception of being only 'right' or 'wrong' and encourage students to be themselves. In spite of, those strategies must be managed by the teacher because, according to researches, as Hysook and Lee (2004) the teacher is the affective domain and the main motivator for students.

It is important to firstly gain the student's trust to have a successful class through some dynamic activities, for instance, warm ups, asking personal opinions about their life and some competence activities to boost students (Sihera, 2009).

Now, setting personal routine that students can control make the class easier because they are talking about their personal life, for example, their family, routines, habits through dialogues, roll plays and personal opinions, and also some homework according to their level giving the security to increase their speaking ability (Sihera, 2009).

Encourage positive reinforcement is a way to help the improvement of their skills in the students by giving feedbacks without criticizing their performance and being equitable with them. Moreover, if the students feel afraid of talk with the teacher and express his/her concerns, the teacher can approach them and be a facilitator to answer their doubts in general (Sihera, 2009).

Discourage a perception of being only 'right' or 'wrong' is a task of everybody inside the classroom because the teacher educates students in how they can manage their behavior confidently. Otherwise, students have to abide by the rules of the classroom, for instance, not chatting during the class, do not use obscene vocabulary, do not talk with your classmate when the teacher is explaining a topic (Sihera, 2009).

According to Sihera (2009) advices "The optimum task that the teacher can promote inside the classroom is to encourage students to be themselves". This action puts up students show what they are. For example, their fears, interests, strengths, weaknesses, in what way they see the life to share with others his/her true personality and character. In this manner, they could not feel excluded when an activity is realized.

## **9.25 Teacher-students interaction**

Every teacher has an obligation to be on top of their students presenting a balance with the different needs the student show. It means, no having favoritism and help all the students in the same way. Sometimes students do not understand the topic so there is when the teacher needs to control that situation taking advantage with learners during the class. The instructor should be interested in the student's learning, fair when evaluate, impartial and ready to listen

to them in case of any question or concern, respectful calling their students by their names when correcting mistakes and finally accessible to provide feedback at any time. According to Burns and Joyce (1997) suggests “The teacher should help the learners to overcome this situation by assuring them that misunderstanding can occur in any type of interaction and the teachers should give students strategies and phrases to use for comprehensible check.”

On the other hand, it is important that during the English class, the students need to preform and speak the language most of the time during the class because the learner is the one in charge of learning the foreign language. The teacher should guide and instruct them but without taking the role of speaker all the time because he already knows the language (Burns & Joyce, 1997).

## **9.26 The teacher`s curriculum**

According to Alsubaie (2006) suggests “the goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served”. Therefore, curriculum development and the educational reform process continually under goes review, revision, and constant change (Johnson, 2001). Moreover, curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision (Johnson, 2001).

## **9.27 The importance of teachers’ involvement in curriculum development**

According to Alsubaie (2006) affirms “the most important person in the process of implementing the curriculum is the teacher”. With his knowledge, experiences, and competencies, teachers are critical to any curriculum development effort. Best teachers support better learning because they are more knowledgeable about teaching practice and are responsible for introducing the curriculum in the classroom.

It is important to note that when another party has already developed the curriculum, teachers should make an effort to know and understand it. Therefore, Alsubaie (2006) suggests, “teachers should be involved in the development of the curriculum”. For example, the opinions of teachers and ideas must be incorporated into the curriculum for development. On the other hand, the curriculum the development team has to consider the teacher as part of the environment that affects the curriculum (Carl, 2009). Therefore, teacher participation is important for successful and meaningful curriculum development. Teachers being implementers are part of the last stage of the curriculum development process.



## X. Variables Matrix

**-General objective:** to describe the different factors that cause problems in the development of speaking skill in the students.

<b>Specific Objectives</b>	<b>Variables</b>	<b>Variables Definition</b>	<b>Sub variables</b>	<b>Indicators</b>	<b>Techniques</b>	<b>Sources</b>
➤ To identify the different teaching strategies used by the teacher to develop speaking skill in the students.	<b>Teaching speaking for the classroom.</b>	<b>Controlled oral work</b> <b>Guided oral work</b> <b>Free oral work</b>	<b>English teaching strategies</b>	<b>Dialogues</b> <b>Role plays</b> <b>Presentations</b> <b>Interviews</b> <b>Songs</b> <b>Movies</b> <b>Oral report</b> <b>Brainstorming</b>	<b>Survey</b> <b>Interview</b>	<b>Students</b> <b>Teacher</b>
➤ To analyze the different factors that cause problems in the development of speaking skill in the students.	<b>Psychologica</b> <b>l factors that affect the development of speaking in the classroom.</b>	The psychologic al aspects of low self-confident may occur in speaking classroom.	<b>Internal Factors</b>	<b>Emotional factors</b> <b>Risk taking abilities</b> <b>Teacher-students interaction</b>	<b>Survey</b>	<b>Students</b>
	<b>Pedagogical</b>	Educational technology and other teaching equipment	<b>External Factors</b>	<b>Teaching strategies</b> <b>didactic resources</b> <b>physical environment</b>	<b>Survey</b> <b>Interview</b>	<b>Students</b> <b>Teacher</b>

<p>➤ To enumerate the factors that cause problems in the development of speaking skill in the students.</p>	<p><b>Motivation to learn English</b></p>	<p>Problems during speaking activities in the classroom</p>	<p><b>General factors in the classroom</b></p>	<p><b>Age Motivation Experiences Instructions Personality Cognition Access of native speakers Spanish and context</b></p>	<p><b>Survey Interview</b></p>	<p><b>Students Teacher</b></p>
<p>➤ To promote pragmatical teaching strategies to improve the English learning process between teacher-students.</p>	<p><b>Teaching strategies</b></p>	<p>Learning activities interaction</p>	<p>Oral expression strategies</p>	<p><b>Using minimal respond Recognizing scripts Using language to talk about language</b></p>	<p><b>Survey Interview</b></p>	<p><b>Students Teacher</b></p>
	<p><b>Balanced activities approach</b></p>	<p>Language input Structure output Communicative output</p>	<p>Type of speaking activities</p>	<p><b>Picture stories Information gap activities Groupings Mingle activities Discussion activities Problem solving Drama and role plays Surveys and questionnaires.</b></p>		

## **XI. Methodological Design**

### **Research Approach:**

This research follows a mixed approach: Quali-Quantitative. Qualitative because it was made direct explorations in the classroom to know the problem. Quantitative because it tries to quantify and understand the problem by the use of graph and percentage.

**Type of study:** Descriptive since the factors that are affecting the development of speaking skill in students were observed, described and analyzed through instruments. According to time it is transversal due to the fact that the study was carried out during the second semester of 2020.

**Population and sample:** The population of this research was 20 students in the eleventh grade “E” anonymously. We took the 100% of the population because according to Lavraskas (2008) affirms “recollecting information from the total population gives deeper insights into a target population than partial samples would be capable of”. In addition to, this method has the efficacy to permit the researcher to have a reliable analysis and this avoid incomplete data. Moreover, Lavraskas (2008) adds that “It also eliminates the risk of biased sample selection that is often encountered in would-be random study samples”. In other words, considering the whole population of learners, inconcrete information can be avoided. For instance: If we choose a minimal sample of students, we will not have a clear idea on what is really happening inside the classroom because we only have a fragment and not the whole environment.

**Techniques and Instruments to collect data:** For data collection were used instrument such as observation guide for the teacher to discover and analyze the phenomenon through the interaction between teacher-students, surveys and interview using a systematic set of questions that students and teachers answered providing relevant information to the investigation, in order to deepen about the factors that affects the development of the speaking skill in students of eleventh grade “E” at Miguel de Cervantes Saavedra institute in the second semester of 2020.

## **1. Observation guide**

The observations were done in two days. The purpose of these observations was to analyze the students' performance in the classroom as well as the teacher teaching strategies and how the teacher develops the contents.

## **2. Survey**

The purpose of this survey was to confirm the factors that are affecting the development of speaking skill on students. Besides, the survey contained 19 closed questions about the factors like psychological problems (anxiety, shyness and fear) lack of motivation, students' attitude, the teacher strategies, resources and rapport between students. In the survey students answered the questionnaires given in Spanish to comprehend each question.

## **3. Teacher's Interview**

The English teacher in charge of the group kindly facilitated us data by answering the questions of our interview. The purpose of the teacher interview is to gather information about the factors affecting students speaking skill such as psychological problems, teaching strategies and didactic resources and the students' attitudes toward the class and to know if the teacher is applying and evaluating correctly the speaking skill methodology based on the sub-skills (Fluency, Pronunciation, Grammar, Vocabulary and Content).

**4. Teacher's Curriculum evaluation rubric:** The purpose of the curriculum evaluation rubric was to describe the outcome of the curriculum getting information from a unit, a topic, strategies or learning activities focused on obtaining a goal as a result.

## **XII. Observation guide analysis and results**

In order to obtain these results, we created an observation rubric to obtain the detailed results according to the following evaluation criteria: lesson planning, methodology, mastery of contents, classroom management, teaching strategies, attendance, punctuality and personal qualities. The main objective for this observation guide was to know if the teacher applies a good methodology to develop the speaking skill successfully.

The observation guide covered the following grading rubrics or sample scales such as, excellent, proficient, needs improvement and not observed.

As a first point, we found in the observation guided the lesson needs improvement in begins on time. Secondly, to develop speaking activities, the teacher is creative during the class doing warm up activities encouraging the student's attention. Moreover, the activities provided by the teacher are appropriate in the time according to the level objectives. Nevertheless, the teacher needs improvement in the sequenced activities step by step. Thus, the teacher needs improvement according to the balanced between textbooks and supplementary materials focus in communicative development.

As a second point, the teacher had a negative result to use creative effective teaching methods during the lesson needing improvement. On the other hand, we did not observed as a didactic resource the use of an evaluation rubric, the development of a pronunciation activity, and oral communication to exposure the fluent speech. The teacher did not focus in the sub-skills such as fluency, pronunciation, but he included proficient grammar communicatively and vocabulary.

As a third point, we evaluated the mastery of contents where the teacher did not present a clear and accurate language according to the student's level and he did not speak English most of the time. However, the teacher answered the student's question about the language property, and demonstrated knowledge of the subject matter.

As a fourth point, we found in classroom management that the teacher created a respectful and safe atmosphere, he had a positive rapport with students, it means that he shows interest in student's learning and he listens to student's comments. When the teacher explains the lesson, he kept the students engage and involve them. Nonetheless, the teacher did not use the target language appropriately. On the other side, we observed that the teacher

included a variety of activities taking into account student's learning styles, encouraged critical thinking, encouraged active participation and manage behavior and he has the ability to keep eye contact and attention to the whole class.

As a fifth point we evaluated the students and their behavior during the development of the class given by the teacher. We observed they engaged and motivated with a free participation because they had a positive rapport with the teacher, for instance: they showed interest to learn something new, called the teacher by his name, they are respectful when asking for explanations and clarification of the topic or instruction for an activity. Nevertheless, they did not communicate in the target language and did not show a good level of knowledge according to their grade because they did not feel confident to perform a speaking activity.

And finally, as a sixth point we evaluated the attendance, punctuality, and personal qualities, and we observed that the teacher follows the rules of the institute. However, we found that the teacher did not attends the practice center on time and he did not begin and finish the lesson on time.

In summary, most of the aspects that we observed are proficient according to the English teaching learning process. However, we did not observe some important aspects mentioned to develop the speaking skill and others which the teacher needs to improve.

### **XIII. Teacher`s curriculum results and analysis**

By analyzing the data collected, we found inside the teacher`s curriculum that there are advantages and disadvantages. The advantages that permit the teacher to make a successful class and disadvantages with the necessity to overcome and change these negative patterns.

The curriculum permits the teacher to cover the speaking skill freely. For example: strategies, techniques, and activities given by the program that are focused in the speaking ability. In addition to this curriculum allows the teacher to develop speaking skill, nevertheless, the student do not allow the teacher to present the class as the way it should be because students do not feel comfortable enough to speak full English during the class.

The development of the speaking ability is not fully completed, because the curriculum does not allow to make listening activities and students do not understand the instruction provided by the teacher, thus that is why speaking skill is affected.

We analyzed the MINED program to see the relationship with the teacher`s curriculum and we found that the learning strategies and the achievement indicator given in the program involves the practice of speaking skills through different activities like brain storming, describing sentences, real life conversations. Moreover, the program permits the use of visual aids as a resource to categorize and organize the vocabulary related to the topic.

To summarize, we conclude that in spite of the teacher`s curriculum does not cover the 100% of the Speaking skill development. This curriculum includes the most important aspects to improve the knowledge and the ability to speak.

## **XIV. Teacher`s interview analysis and results.**

In order to gather information about the factors that affect the development of speaking skill, we selected the interview to obtain direct information by the teacher. The main objective for this interview was to identify the different teaching strategies used by the teacher to develop speaking skill in the students.

This interview covered the teaching strategies, activities, resources, and sub-skills to develop speaking, and some questions regarding to the process of learning in students (External and internal factors). This interview has 16 development questions where we were asking him and writing his answers. We needed to investigate whether the teacher is using the correct strategies according to the student`s level, and if the teacher includes the sub-skill in the development of the class: fluency, vocabulary, pronunciation, grammar and content (Marek & Wu, 2011).

We found that the teacher uses some activities such as dialogues, role-plays, small talks, oral report as well as questions to obtain information to measure the level of English that students have and to know the knowledge they have. Moreover, it is important to mention the difficulties and weaknesses that teacher sees in their students, for instance, misunderstanding about instructions, lack of motivation, personality, access of native speakers, experiences and cognition. However, the teacher affirms that the main factor that affect the English learning process is Spanish and context because students always speak their mother tongue and do not involve with the language that they are learning.

According to the information provided by the teacher, he got to the point that there is a lot of lack of motivation in students because they do not have any support outside the classroom, methodology perhaps is one of the most important basic aspects when learning a language since they need a good knowledge base with a good technique to teach, for example in many places they have very good teachers to teach English but not all of them have a good methodology to teach English. Moreover, he said that students do not have the financial resources to buy books or invest in didactic materials, thus learning is worse since there are low-income students who do not have the ability to have books or buy a computer. It is important to mention that the use of the mother tongue is an obstacle for those who learn English since they first think in Spanish when they try to speak English, being this the greatest



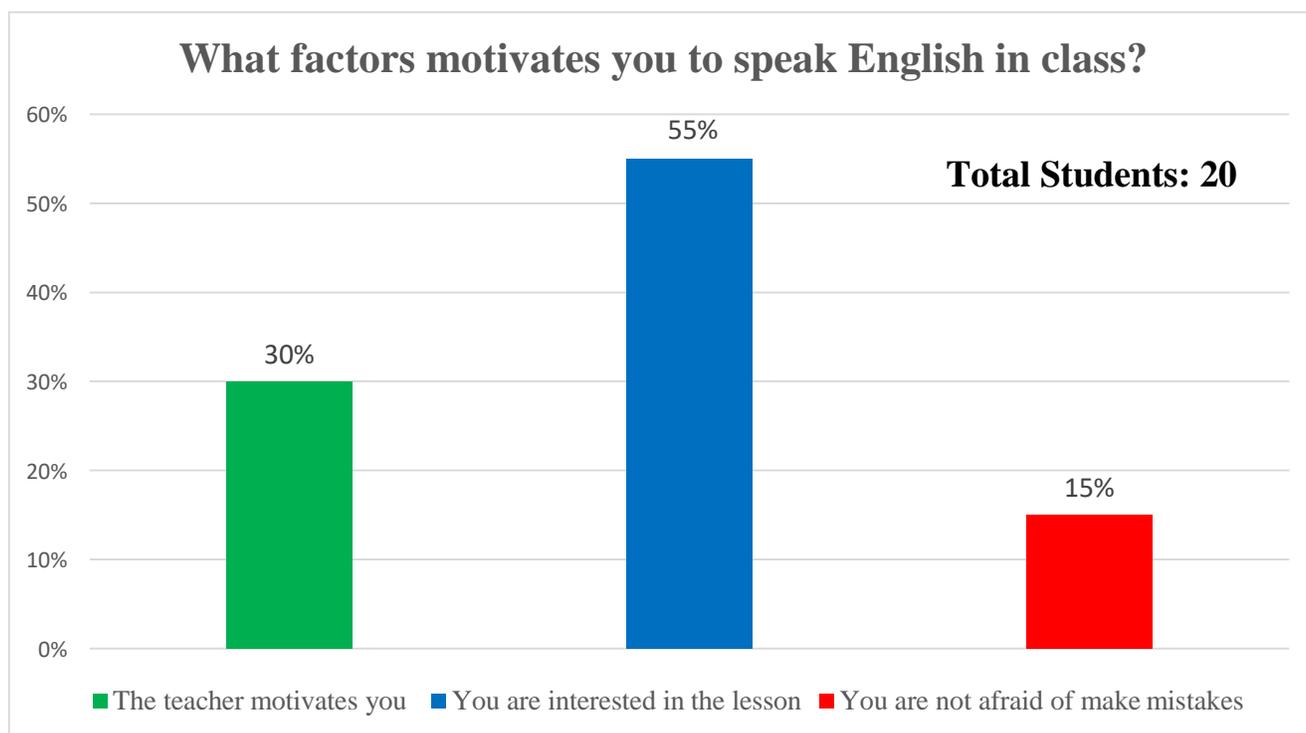
obstacle.

To sum up the teacher came to the conclusion that the English language should be taught from elementary school in order to create confidence in the students and the habit of studying and practicing daily to facilitate the learning of the English language using all the necessary teaching materials to get better results.

## XV. Survey results and analysis

The data presented here come from an observation guide and a survey applied to 20 students of the sample and the teacher's interview. The questionnaire will be analyzed per objective.

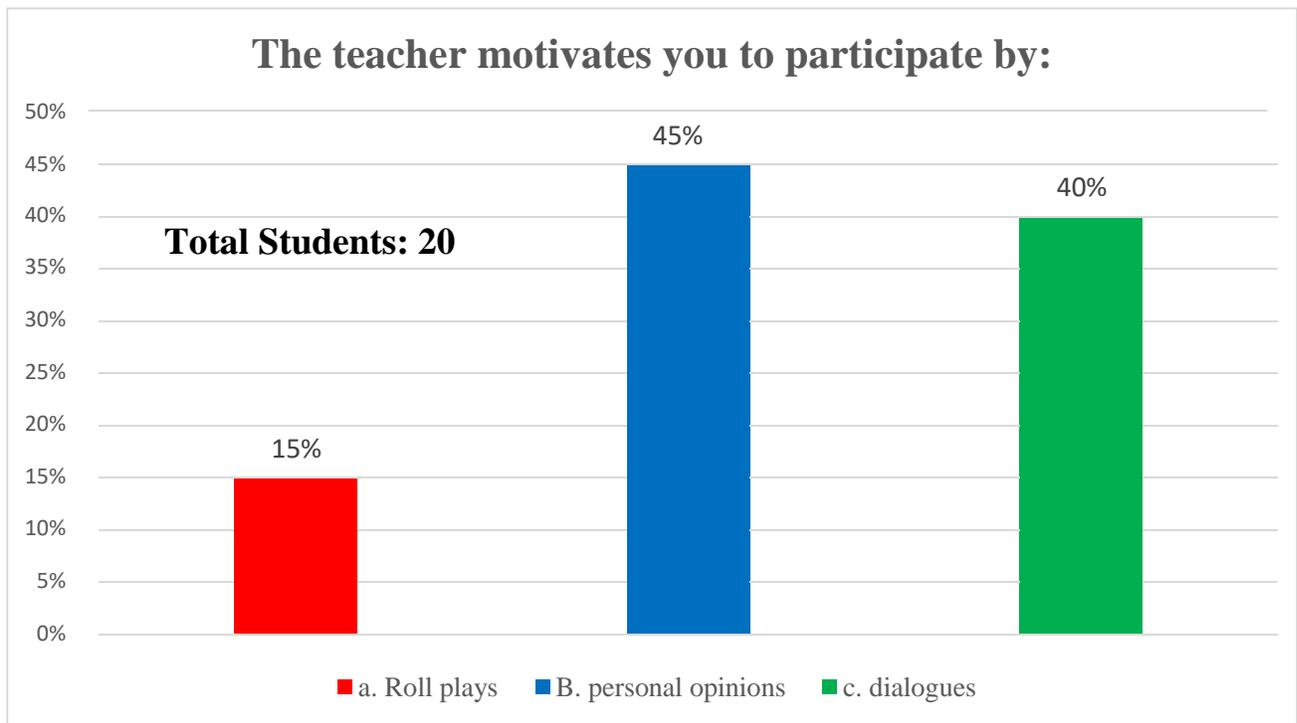
**Graph 1. Motivation to learn English**



According to the data collected, the 55% of the students are interested in the lesson that the teacher gives as a factor to motivate them to speak English in class. A 30% said the teacher is the main motivation for them, and the 15% showed an optimist attitude when they speak in English without afraid of making mistakes, that means that probably the 85% of the students are afraid of make mistakes.

The results above are positive because the majority of the students are interested on the lesson and the teacher motivates them to learn new things.

**Graph 2. Motivation to learn English**

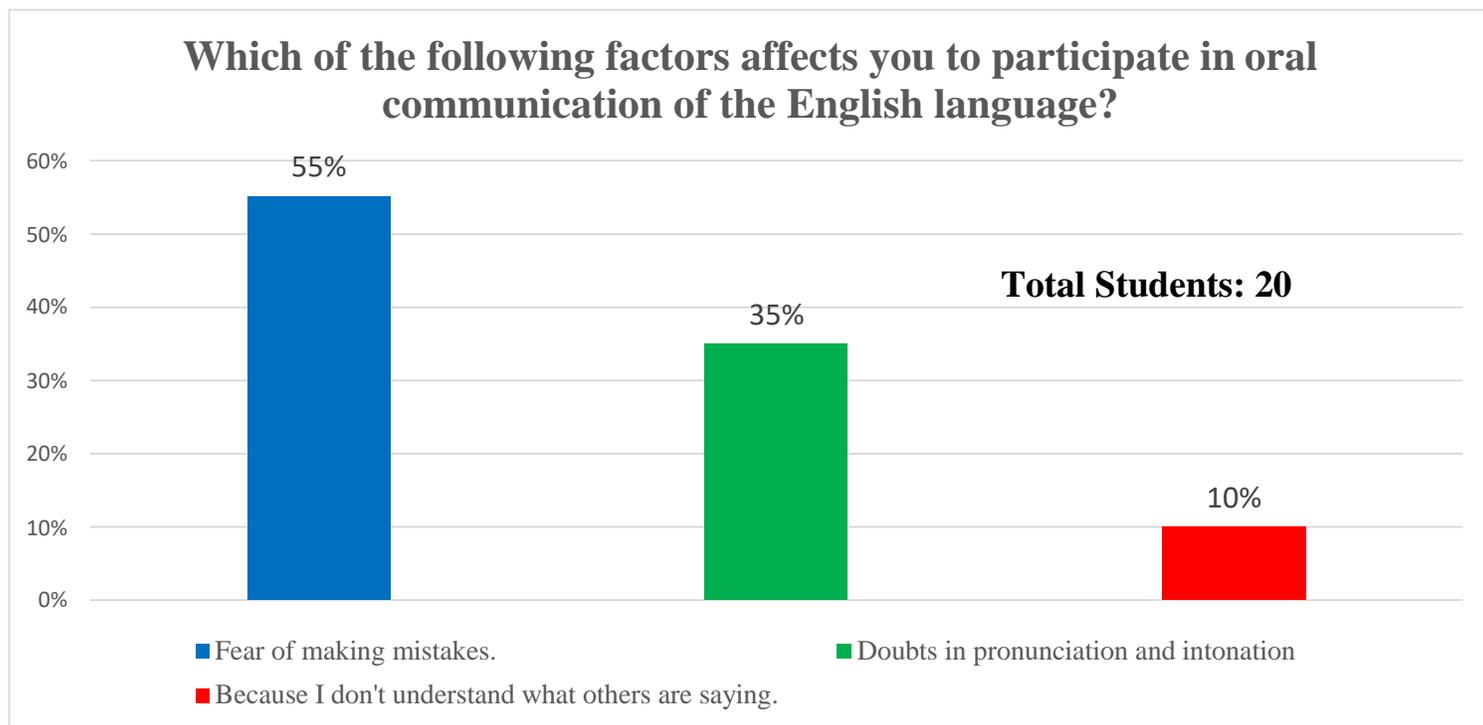


According to Wilcox (2018) "A great teacher recognizes that student motivation is necessary for successful learning and that teachers are in the perfect position to improve student motivation".

The 45% of students feel motivated when the teacher performs activities due to personal opinions and the 40% also participates with dialogues activities. And the rest (15%) of the students do not feel motivated when the teacher makes roll plays activities, A reason for this low percent might be the fear to take a roll because of the low vocabulary that they have gotten.

The results of this graph are positive because the majority of the students consider that activities like personal opinions encourage them to express their own thoughts, ideas, and experiences being this a great motivation to develop the speaking skill.

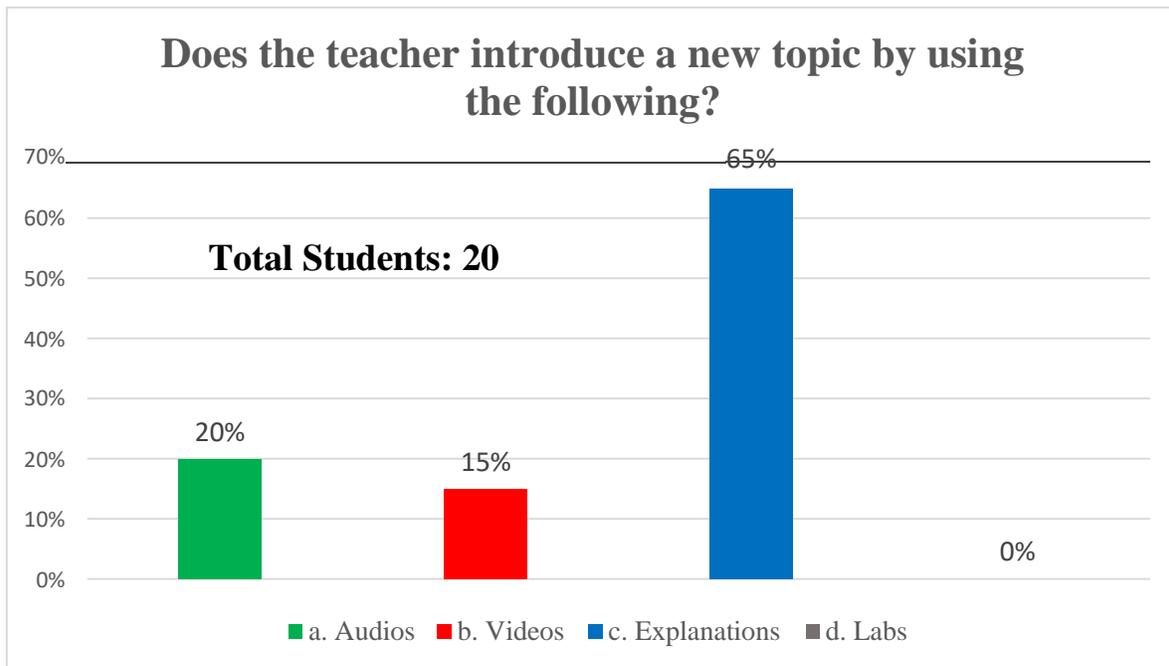
**Graph 3. Psychological factors related to the students in speaking classroom.**



According to the data gathered, 55% of the total students express that the main factor that affects them to participate in oral communication is the fear of making mistakes, strengthening this percentage with the result of the graph number 1 that said that this fear of making mistakes is a factor that makes them feel unmotivated, and the 35% have doubts in pronunciation and intonation because they do not appropriate of the Foreign language, and the main reason is the Spanish and context. However, the last 10% of the students asseverate that do not understand what others are saying in English, this means that the 90% of the students understand what others are saying but the reason is that they always speak Spanish in classes.

The results above are negative because the fear factor prevents students to develop the oral communication and they are not able to participate in the speaking activities given by the teacher.

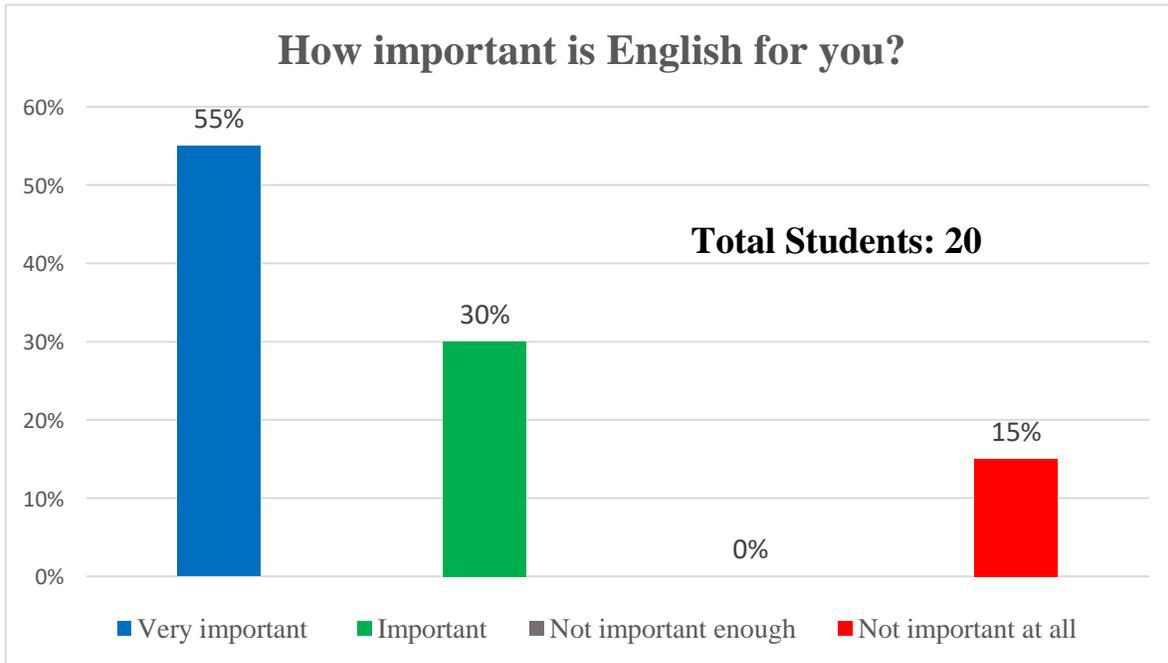
**Graph 4. Methodology**



According to the methodology applied by the teacher, the majority of the students which represents the 65% ensure that the teacher introduces a new topic using explanations, the 20% asseverate that the class begins with audios to introduce a new topic, and the rest of the students (15%) states that a new topic is introduced with videos. That means that the 35% of the students uses visual aids. Nevertheless, labs are never used by the teacher to make a lesson.

The results above show a balance between positive and negative. Positive because the teacher explains the class successfully, but at the same time in negative because the teacher does not use all the resources he has available to teach in a better way.

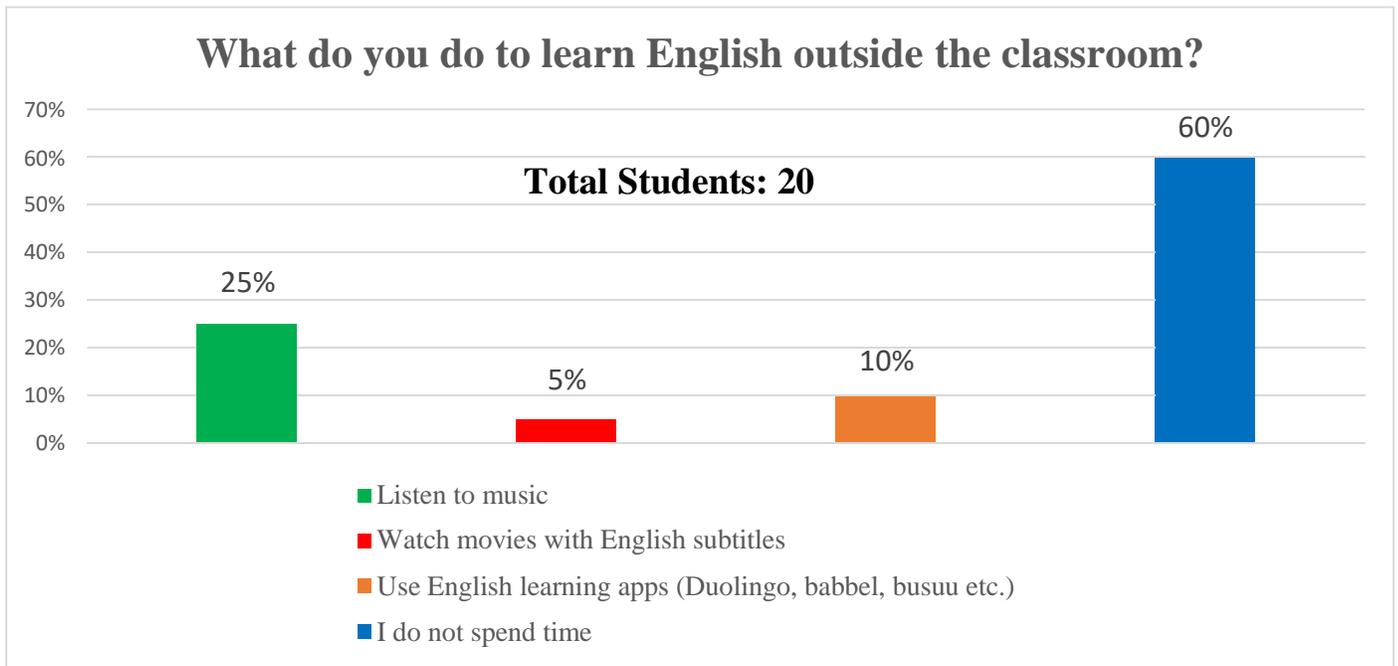
**Graph 5. Measure of speaking**



Most of the students recognize that English is very important for them being the 55%. The 30% of the students also recognize that this subject is important to learn. On the other hand, a low percent of students (15%) do not consider that English is important at all for their knowledge.

Through the instruments applied it was obtained that most of the students have a positive perspective about the importance of English recognizing the value of acquiring the foreign language.

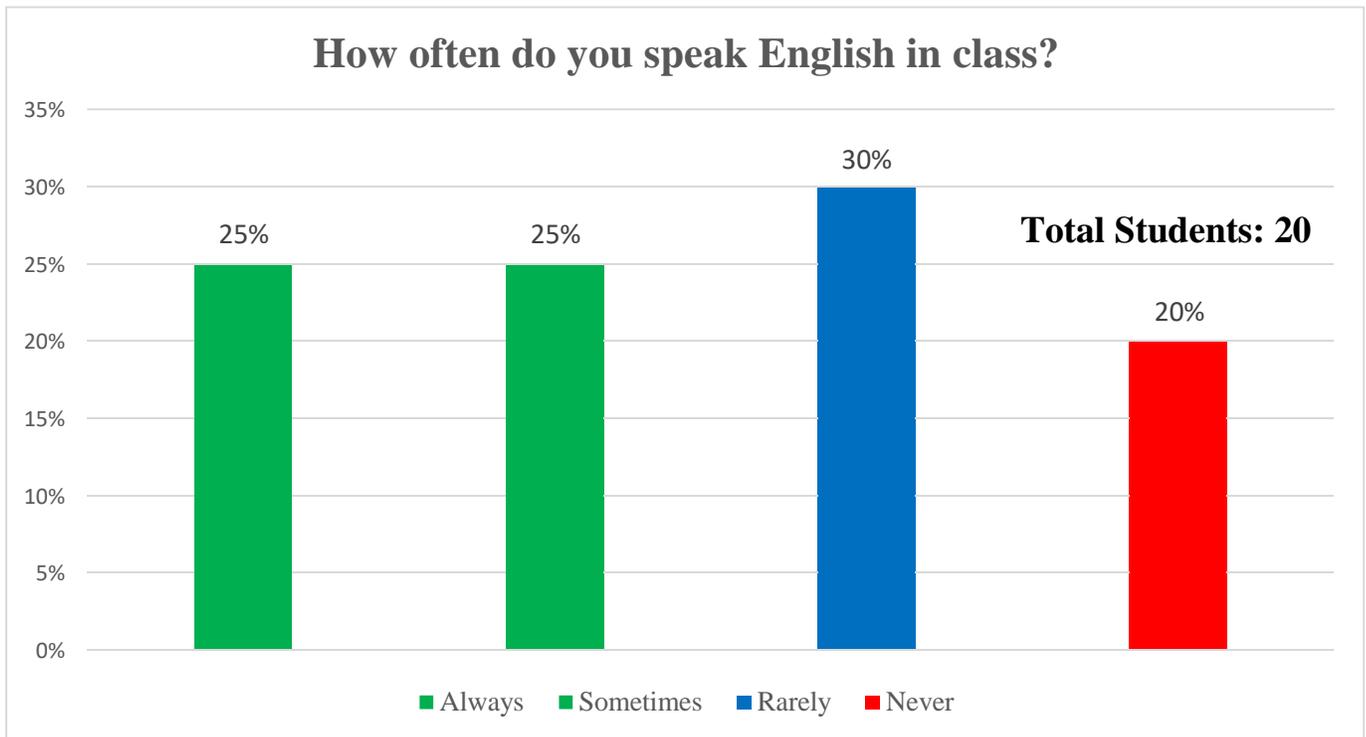
**Graph 6. Measure of speaking**



According to the results a 60% of the students do not spend time learning English outside the classroom, the 25% of them listen to music as a tool to learn English, the 10% of the students uses English learning apps like duolingo, babbel, or any English app to learn more about the language. And the rest of the students (5%) watches movies with English subtitles.

The results of the graph above are negative because the majority of students are not interested to learn the language outside the classroom, another observation in this result is that the students that listen to music might see this activity as a hobby and not as a resource to learn English.

**Graph 7. Measure of speaking**

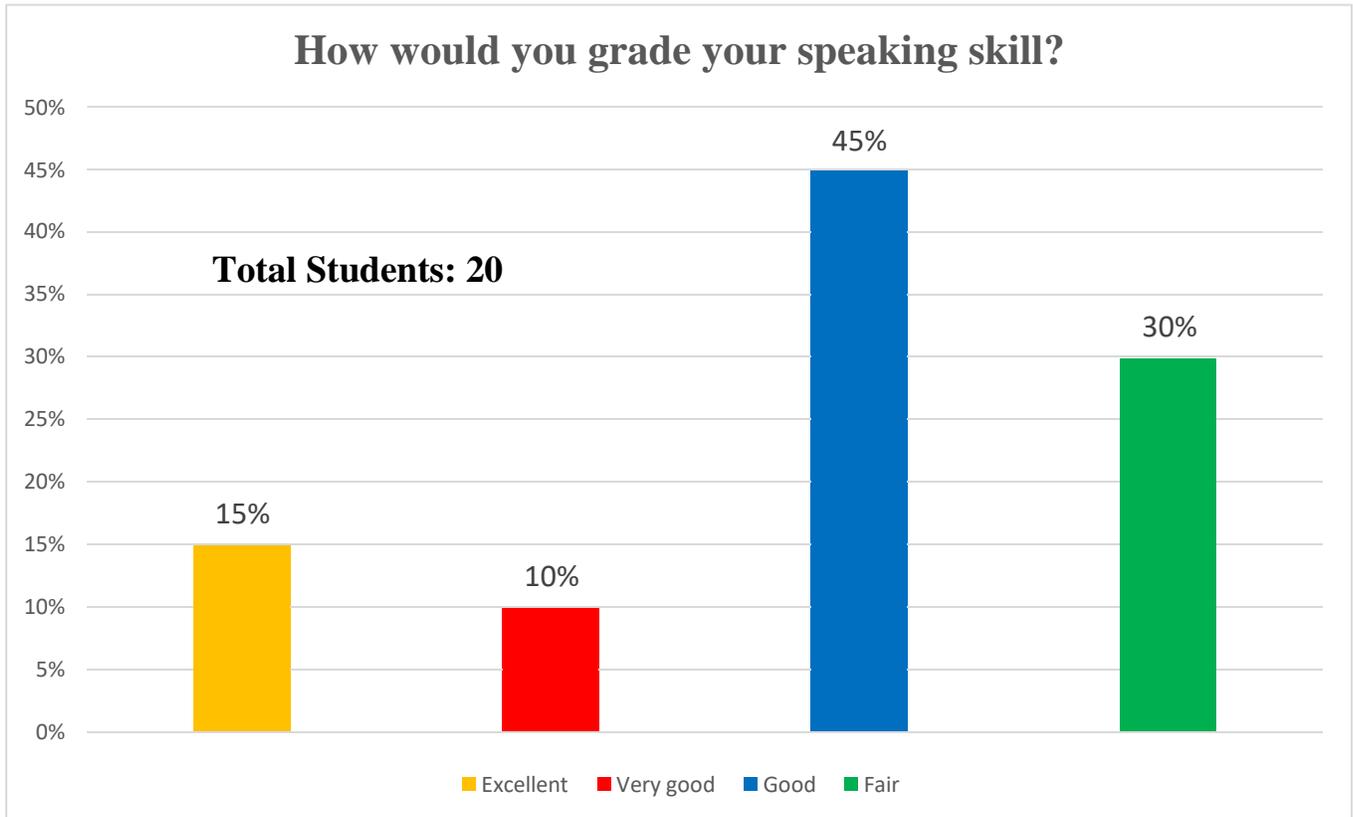


According to the results of surveys, a 30% of the students rarely speaks English in class, the reason of this frequency is that the students just speaks in English when they are been evaluated for the teacher with oral tests, quizzes and exams. The frequency “Sometimes” reflected in the graph express that a 25% of the students sometimes speak English in the classroom. The 20% of the students never speak English in the class. However, only the 25% of the population mentioned that they always speak English in class.

The results of the graph above are negative because the 75% of the students do not speak English or speak a few English in the classroom.



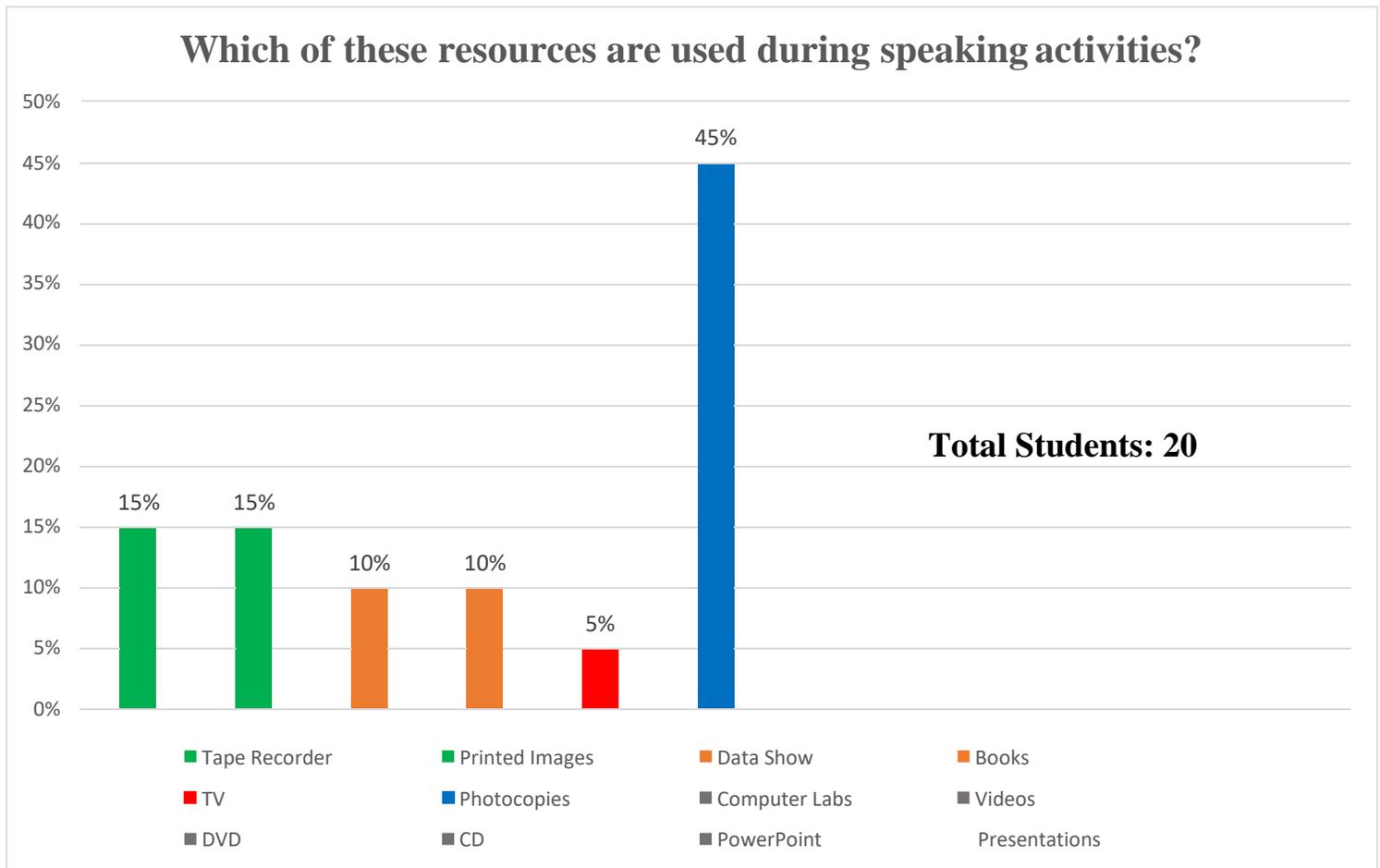
**Graph 8. Measure of speaking**



The results show that a 45% of the students, in a personal way, grade themselves with a “good” ability to talk. The 30% said to have a fair speaking skill. The 15% of the students feel optimistic saying that they have an “Excellent” speaking skill, and the last percent (10%) of the students are also optimistic saying that they evaluate themselves with a “very good” speaking skill.

The results of the graph above seem to be positive due to the fact that they have a “good” and “fair” speaking skill. Nevertheless, our personal belief is different because of the previous results shown in the graph number 7 which affirms that the majority of the students do not speak English or speak a few English in the classroom and based on this data, it is not possible that the students could get a good level of speaking without practicing.

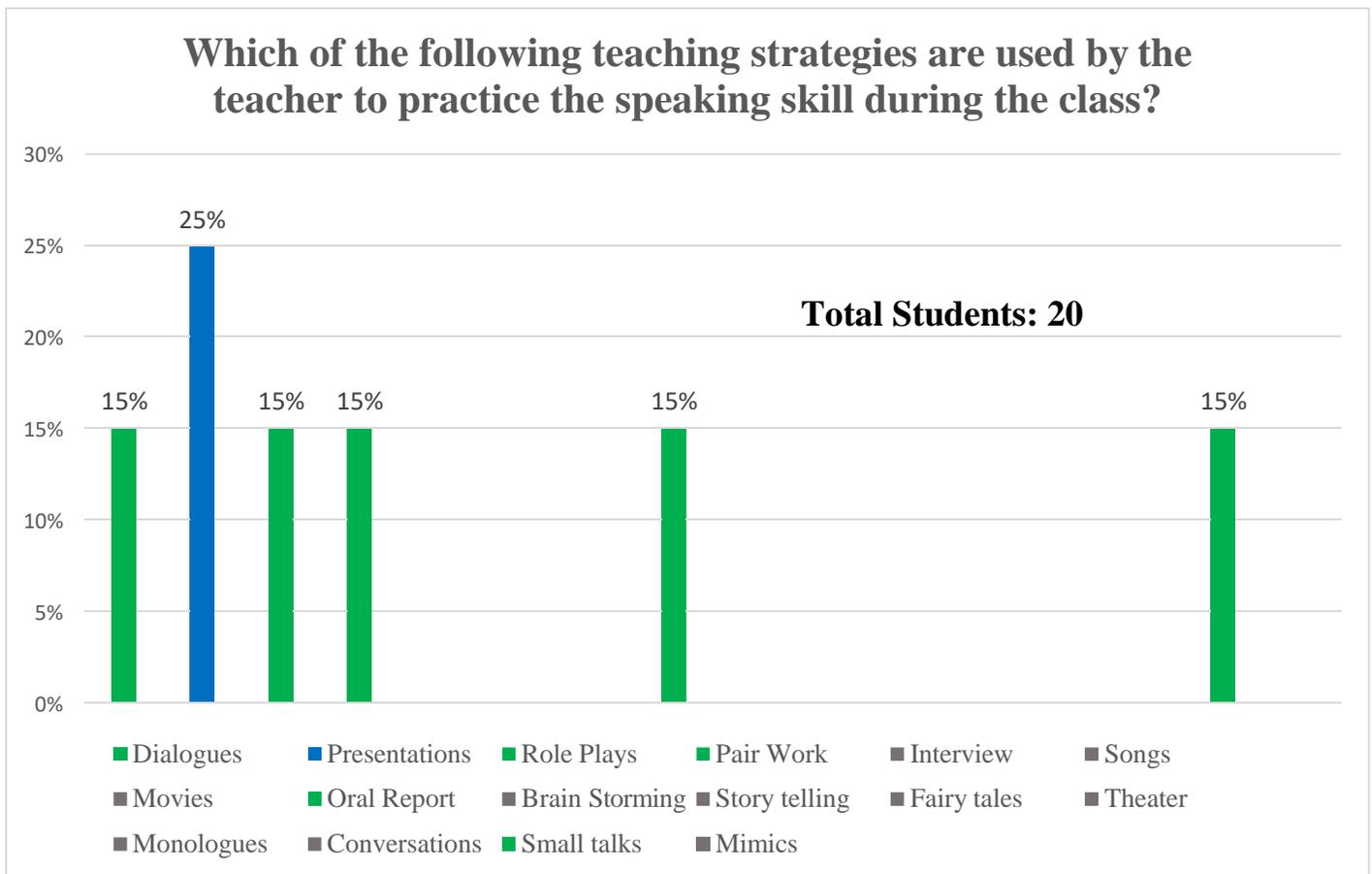
**Graph 9. Teaching resources**



According to the data gathered a 45% of the students selected more the use of photocopies as a resource in the classroom being this a reality in these days. Most of the teachers use photocopies as a resource for the class. Other 15% said that the teacher uses tape recorder and another 15% choose printed image for the development of the class. A 10% of the students selected that the teacher brings data show, but that is not common at all because the uses books, like the other 10% said in the survey. In a very low percentage (5%) said that the teacher uses TV for improve the speaking skill, being this, the less common resource that the teacher brings for students. It is important to mention that according to the survey, the teacher do not use DVD, CD, computer labs, PowerPoint presentations and Videos to have a better result inside the classroom.

The results of the graph above are not negative at all because the teacher uses good resources for the development of the speaking (tape recorders, data show), writing (printed images, photocopies), and reading (books), and listening (TV), but the teacher needs to use more resources that they have in his hands like computer labs, being this very useful.

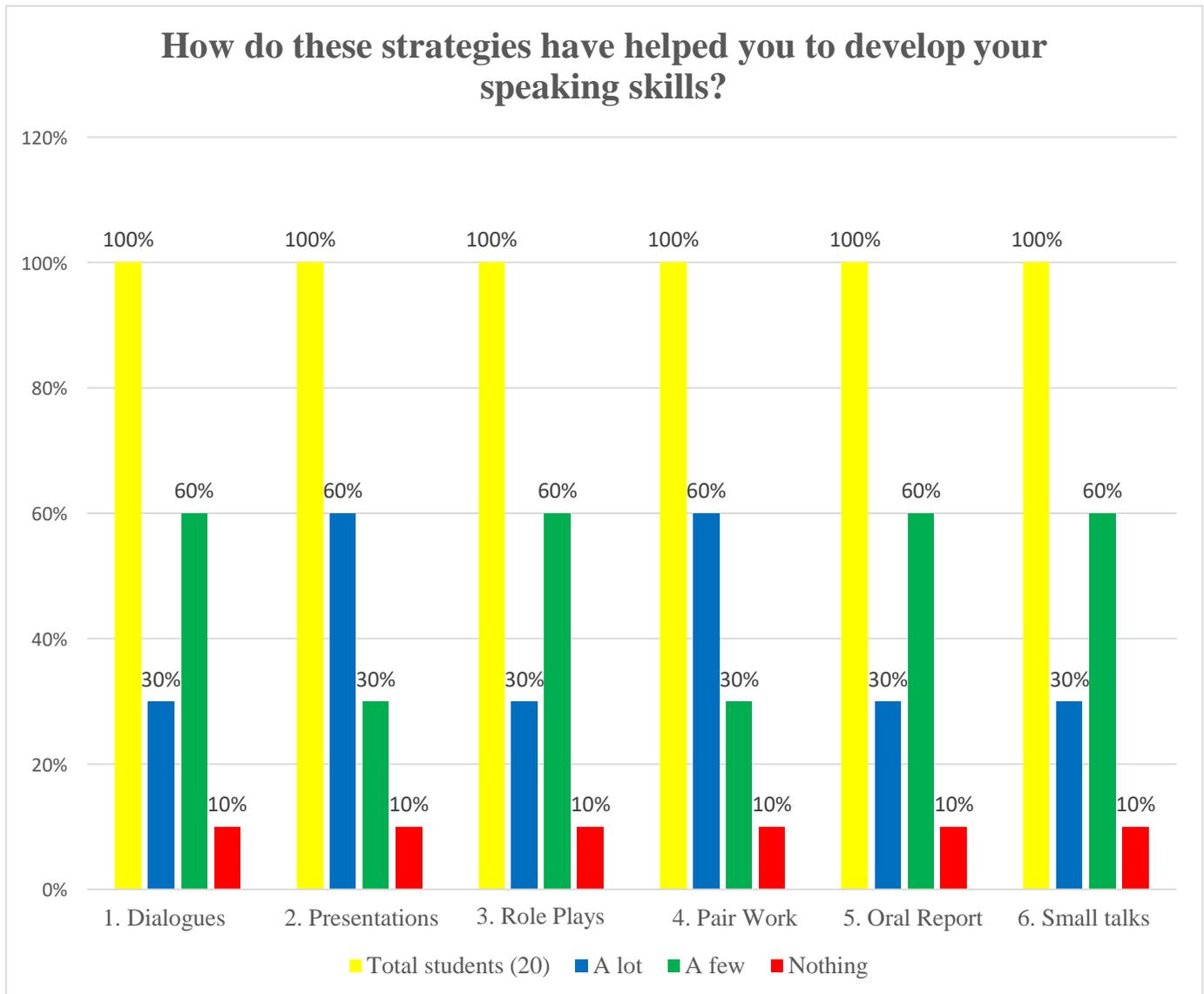
**Graph 10. Teaching strategies**



The surveys showed that a 25% of the students receive presentations as a strategy to practice the speaking skill. The other students said that they make oral activities regarding to communication, for example: Dialogues (15%), role plays (15%), Oral report (15%), small talks (15%) and pair work (15%). And there are other teaching strategies that students not choose, the reason is that they do not receive that kind of activities like songs, theater, fairy tales, interview, storytelling, mimics, brain storming, conversations (longer speaking), movies and monologues.

The results above are not negative at all, as in the previous graph, but it is important that the teacher uses more activities and strategies for students and get them out of the comfort zone. In other words, the teacher needs to promote more strategies to engage students in the development of the class and to have a better interaction.

**Graph 11. Teaching strategies**



According to the data collected in the students' survey, we choose the strategies that teacher uses in the graph number 10 to get more information about the effectiveness of these strategies.

In the first strategy, the 60% of the students have a few help with the use of dialogues, the 30% choose that it helps them a lot and the 10% said that it is not helpful for them.

In the second strategy, the 60% of the total of students selected that is really helpful the use of presentations for the development of the English skill. 30% of the students have a few help using this strategy and just the 10% said that it is not helpful for them.

In the third strategy, we found that the 60% of the students have a few help with role plays

activities, a 30% said that it is helpful, and a 10% choose that role plays are not helpful.

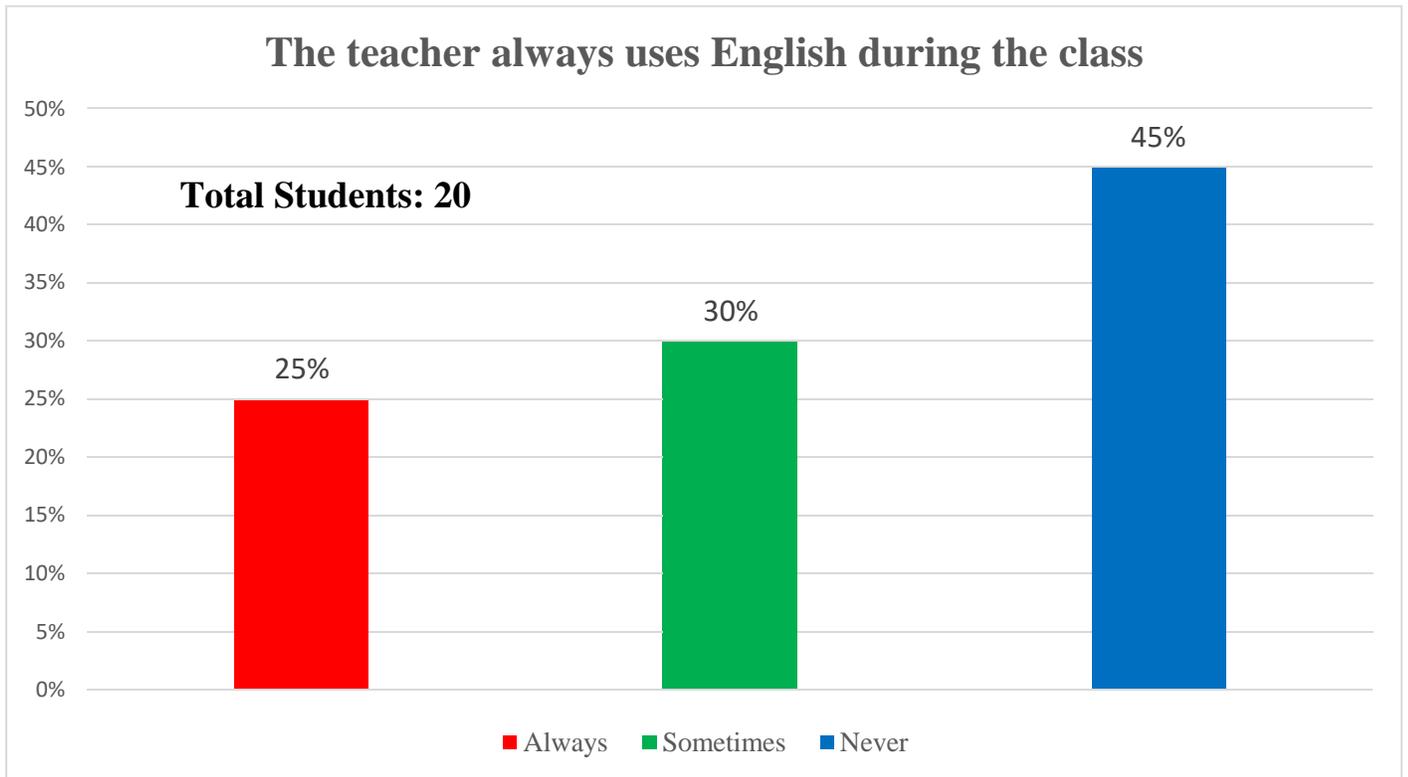
In the fourth strategy that the teacher uses in the class, the 60% of the students said that the activities regarding to pair work is helpful for them and for their improvement of the Speaking skill, the 30% select that they have a few help with this strategy and the 10% affirm that it is not helpful this strategy.

In the fifth strategy we found that a 60% of the students have a few help with the use of oral report inside the classroom, only for the 30% of the students is helpful this strategy and for the last 10% of them is not helpful the oral report for the effectiveness of the English skill.

Finally, in the sixth strategy, the 60% of the total of the students choose that the use of small talks is not helpful at all, but they have a few help receiving this kind of activity, the 30% said that this strategy is helpful for them and the last 10% said that small talks are not helpful for them to improve their Speaking ability.

Through the instruments applied it was obtained that most of the students have a positive perspective about these kind of strategies, so the teacher needs to maximize these strategies with his students.

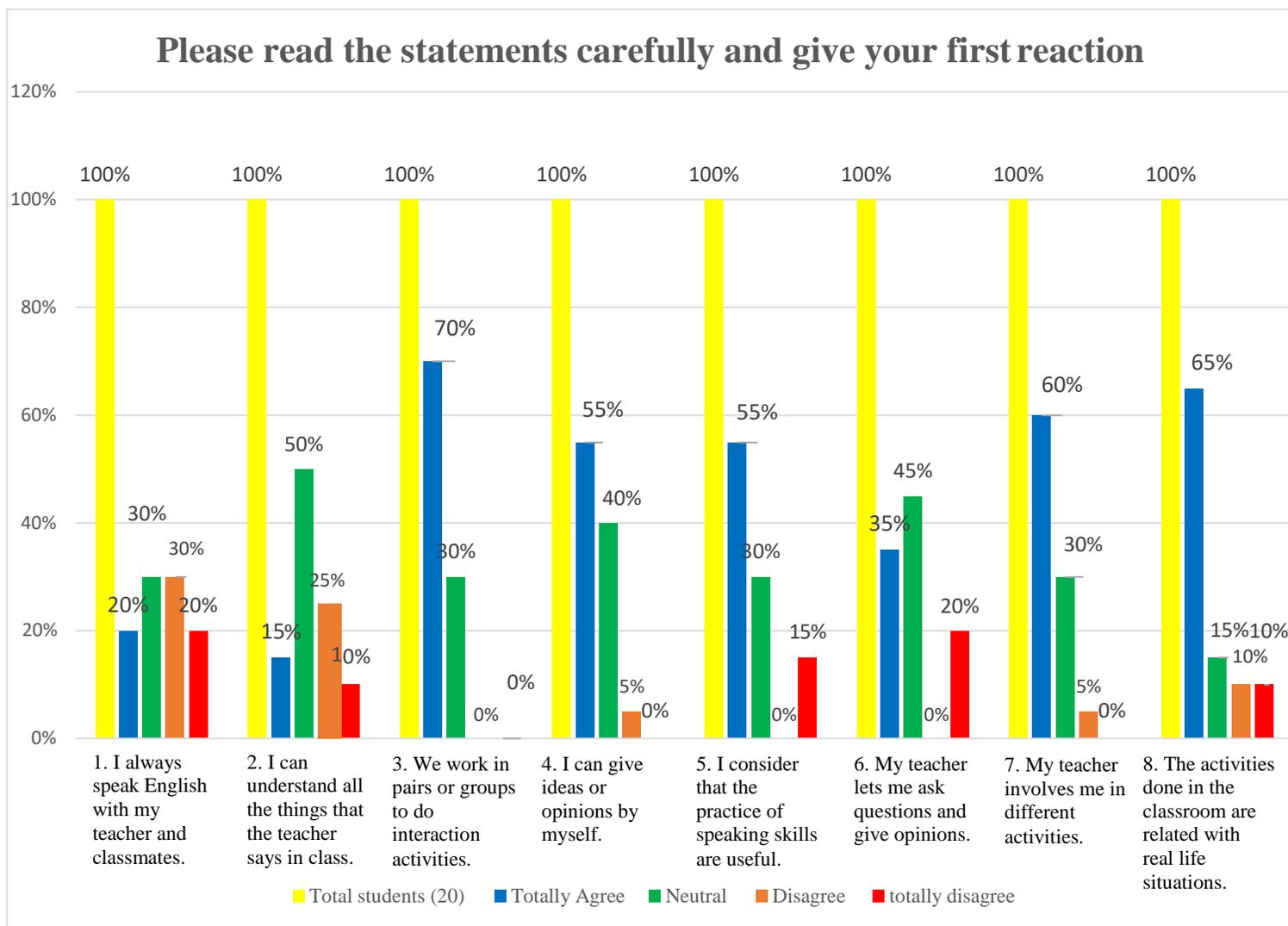
**Graph 12. Teaching strategies**



The data collected by the survey showed that most of the time the teacher never uses English during the classes, representing the 45% of students that choose this option. The 30% said that the teacher sometimes uses English and the 25% selected that the teacher always uses English inside the classroom.

The results of the graph above are negative because the teacher must use English for the development of the Speaking skill. Perhaps the teacher uses his mother language because students do not understand what he is saying, or the activities are not clear to them or any evaluation, or it is impossible for them to comprehend the explanation of the teacher.

**Graph 13. Class development with students**



According to the data collected in the students’ survey, we selected some expressions regarding to the English learning process to gather more information about the techniques that the teacher uses and the impact that these techniques have for them.

In the first item we found that the 30% of the total of the students are totally agree saying that they always speak English in class. A 30% are neutral with this statement. A 20% disagree saying that they speak English in class. And the last 20% are totally disagree with this statement.

In the second item the 50% of the students chose that they are neutral saying that they understand all the things that the teacher says in class, the 25% selected that they disagree

with this statement. The 15% of the students are totally agree saying that they understand all the things that the teacher speaks in class. And the last 10% selected that they are totally disagree with this statement.

In the third item we found that the 70% of the students are totally agree saying that they work in groups to do interaction activities. And the rest (30%) of the students selected that they are totally disagree with this statement.

In the fourth item the 55% of the total of the students said they can give my ideas and opinion by themselves being strongly agree. The 40% are neutral with this statement. And just a 5% are disagree saying that they can give ideas and opinions by themselves.

In the fifth item we found that the 55% of the students are totally agree saying that they consider that the practice of speaking skills are useful. The 30% of the students are neutral with this statement and the last 15% are totally disagree saying that the practice of the Speaking skills are useful for them.

In the sixth item the 35% neutral saying that their teacher lets them ask questions and give opinions. The 45% are strongly agree with this statement. And the 20% are totally disagree saying that their teacher lets them asks questions and give opinions.

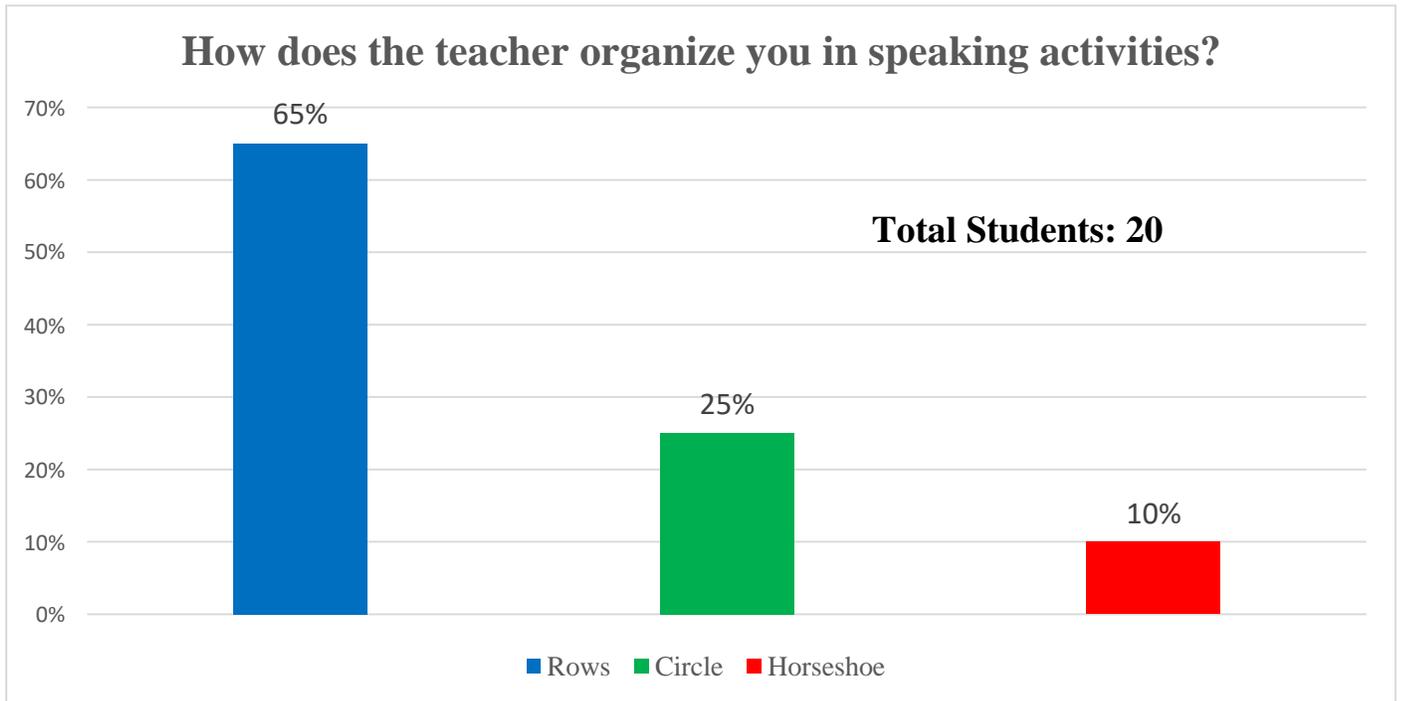
In the seventh item we found that the 60% are totally agree saying that their teacher involves them in different activities to be part of the class. The 30% are neutral with this statement. And just a 5% disagree with this statement. This 5% could be the students that do not like to participate in class and they only prefer to see the activities.

Finally, in the Eighth item of this graph we found that the 65% of the total of the students are totally agree saying that the activities done in the classroom are related with real life situations. The 15% are neutral with this statement. The 10% of the students disagree that the activities are related to real life. And the last 10% totally disagree with this statement.

The results above are both positive and negative. Positive because they work in pairs with activities regarding to real life situations trying to do own opinions, and negative because they need to speak more English in class than their mother language to have a better pronunciation, interaction, fluency, and vocabulary when they are talking.



**Graph 14. Classroom management**

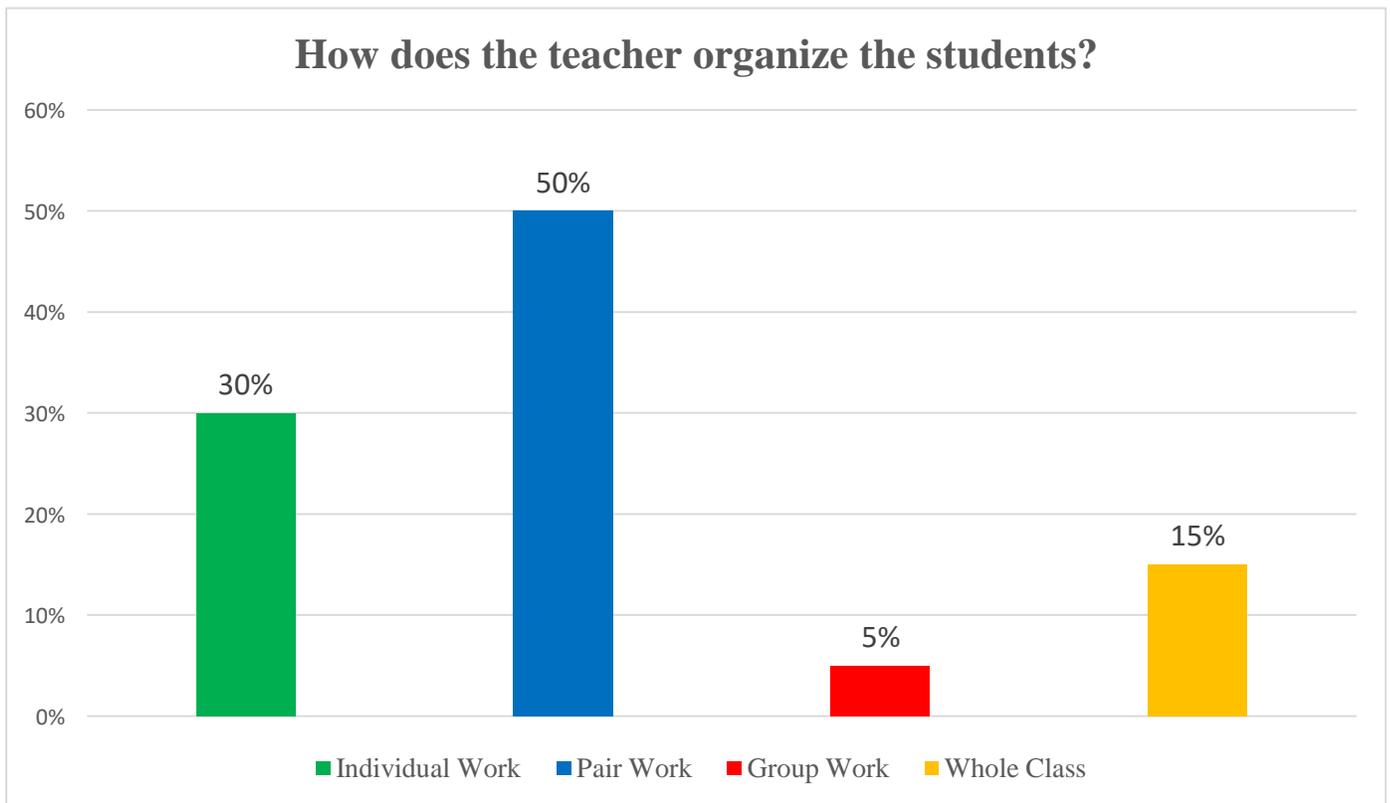


It is important to know the organization of the classroom for the improvement of the speaking skill, for instance, when they are talking face to face, or in other position.

According to the data gathered a 65% of students said that they are organized by rows, the 25% that the teacher organizes them by circle and the last 10% that they are organized by horseshoe.

The results above are negative because the students need to talk face to face, to see the reaction and the body language that he/she is doing. Being organized by rows is not good for the development of the speaking skill and interaction between students.

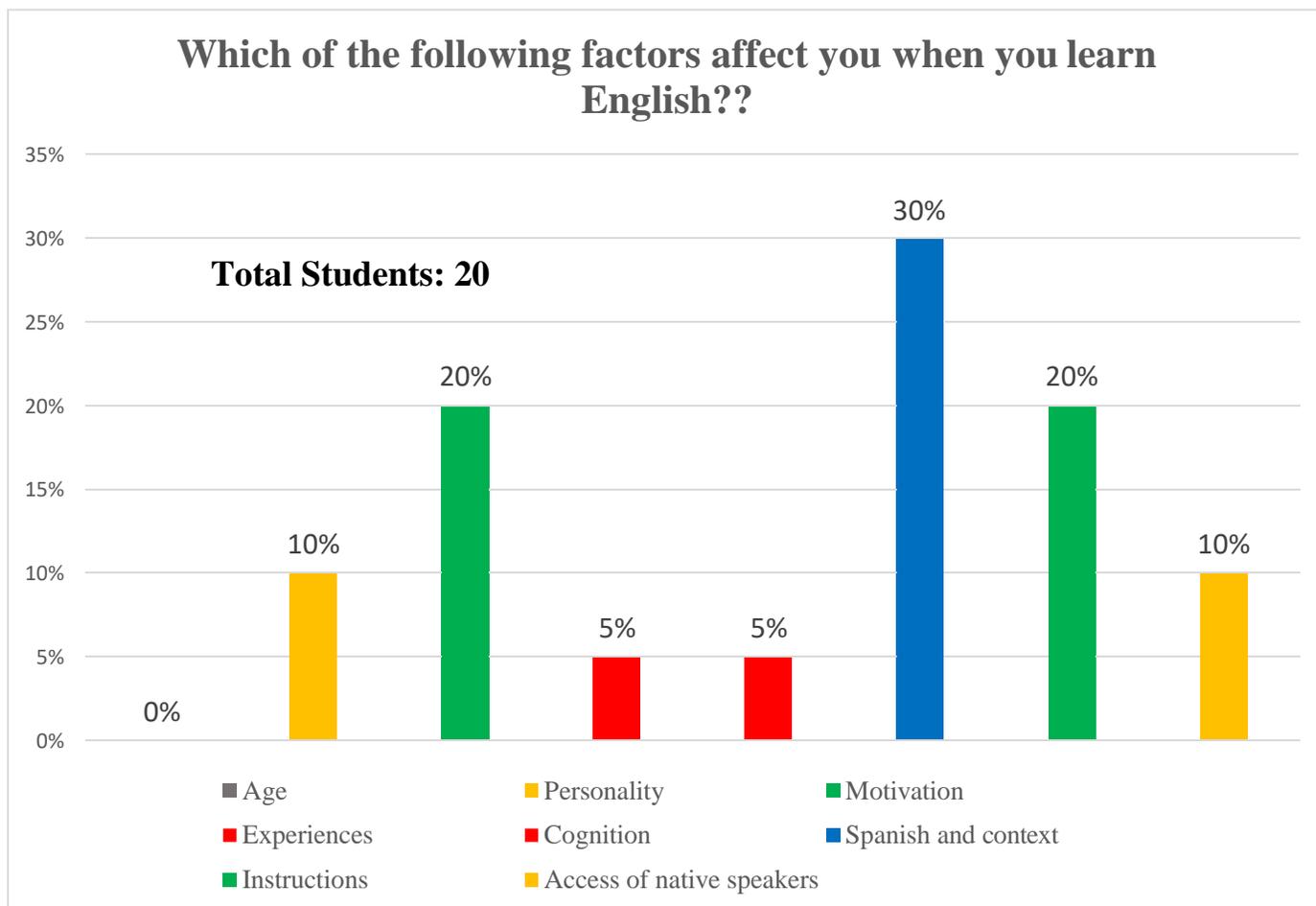
**Graph 15. Classroom management**



Most of the students, the 50% selected that the teacher organize the students with a partner, or in pair works, the 30% chose that they are organized in individual work, the 15% said that the teacher organizes the class with the whole class, and finally, the 5% percent selected that the teacher organizes the classroom with group works. That means that the teacher hardly ever does group work because of measures for Covid-19.

The results of the graph above are positive because the optimum way to develop the speaking skill is to have a partner to talk and express ideas, so pair work is a great way to improve their speaking skills.

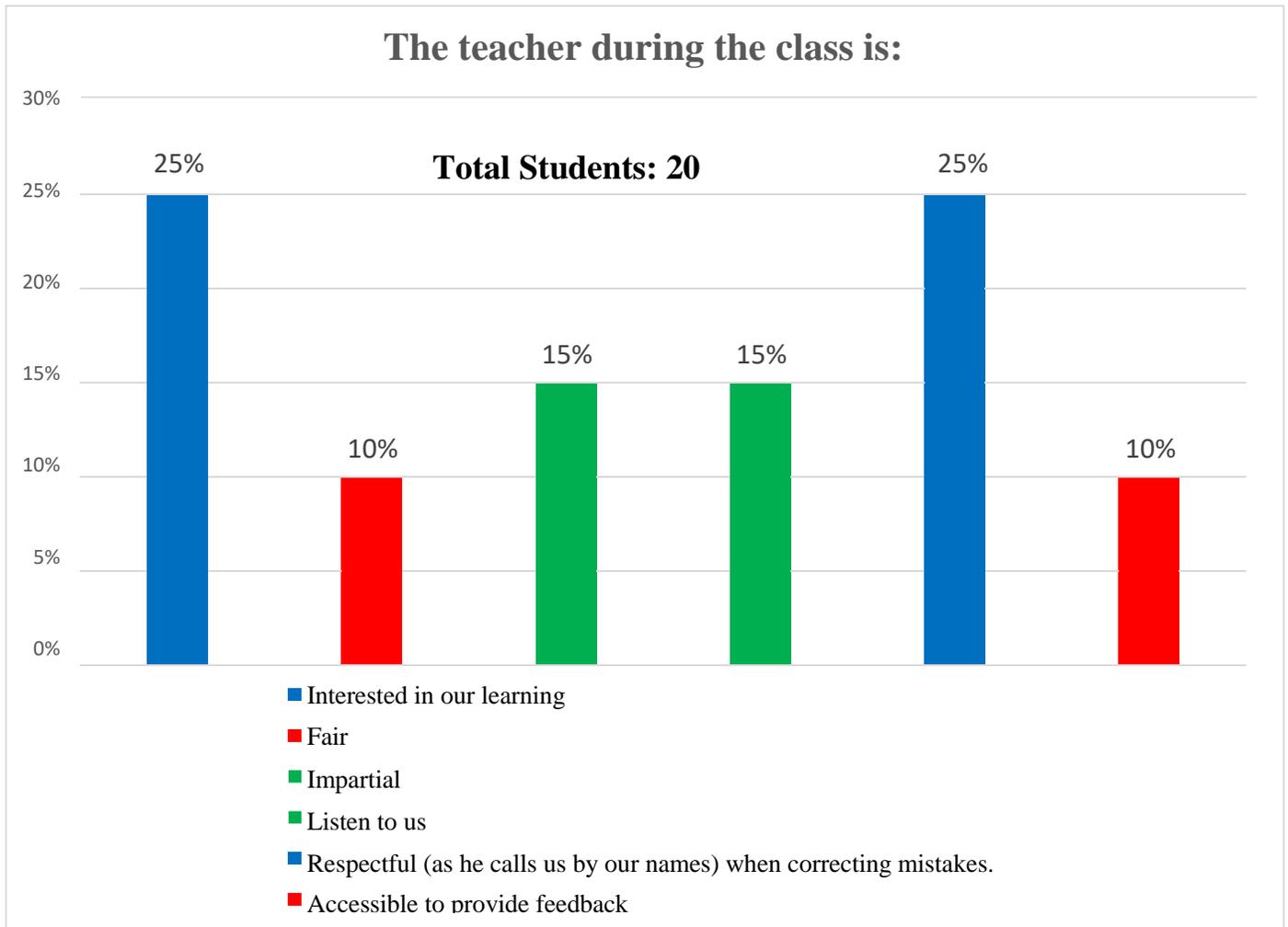
**Graph 16. Classroom management**



The data collected by the survey showed that a 30% of the total of the students have the Spanish and context as a main factor that affects them when try to learn English, a 20% have problems with understand instructions in the classroom and also a 20% said that Motivation is a factor that affects them to improve their speaking skill, a 10% selected that personality is a problem when they are learning and the access to native speakers, as the other 10% said, and a 5% of students total said that the experiences and cognition (5%) are a factor that affects them, being these two, the less strong factor that affects them in the process of learning.

The results of the graph above are negative. Students always speak Spanish in classes, even in oral activities that the teacher realize to them. That factor is a huge problem not only in public schools, it is a problem in private schools, institutes, even in colleges, and the motivation is also a problem that students deal inside the classroom being another reason of why is so difficult to them to express by themselves.

**Graph 17. Teacher-students interaction**

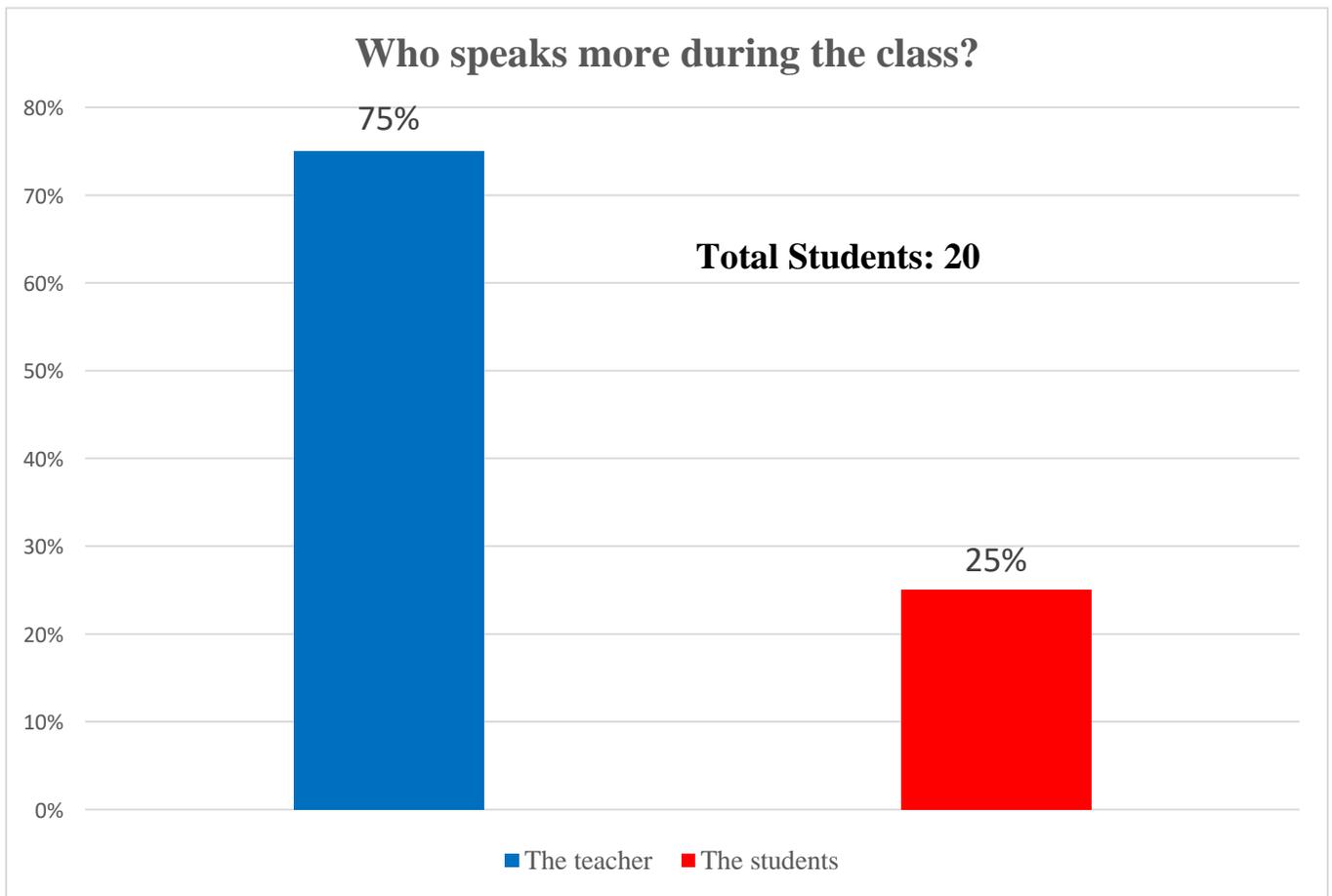


Most of the student showed honesty to answer this questions because although they sometimes do not do what the teacher says, for example talk in English, they are sincere with these selections.

According to the results in this survey a 20% said that the teacher is interested in their learning and also a 20% recognize that the teacher is respectful when he is correcting their mistakes or misspellings, a 15% said that the teacher is impartial dealing with the students equally, a 15% said that their teacher listens to them as well, and a 10% said that the teacher is fair with them and another 10% that the teacher is accessible to provide feedbacks.

Through the instruments applied it was obtained that most of the students have a positive attitude with the personality of the teacher, they recognize that the teacher is helpful, interested on their learning, the teacher tries to do his best to students and they know it.

**Graph 18. Teacher-students interaction**



According to the data collected a 75% of the students recognize that the teacher is who speaks more during the class, and the rest of the students, being the 25%, said that they speak in the class.

The results of the graph above are alarming and negative because the main point to improve the ability of the speaking in students is that they speak more during the classroom and not the teacher. The teacher is just a guide for them and students have to speak more to improve the speaking skill. So, students must speak more during the class.

## **XVI. Conclusions**

According to the research it is possible to conclude that describe the factors that affect the development of the speaking skill is of paramount importance for both the student and teacher, since it is profitable and necessary to identify those problems in the teaching learning process for eleventh grade students in the English subject of the Miguel de Cervantes Public Institute.

It was determined that 11<sup>th</sup> grade students present difficulties in interaction, as a result of insecurity in the level of learning and speaking skill with their teacher when producing what has been learned in the class. However, the curriculum allows the teacher make students to speak and interact inside the classroom through oral pragmatic activities, but the main factor that affects the development of the speaking skill is the Spanish and context. This factor provokes lack of knowledge in the target language. Moreover, this factor directly affects the teacher's curriculum since it cannot be completely accomplished.

Many advantages and strategies were mentioned as a macro level inside the research work that foster creative solutions by the experts for the improvement in the classroom environment during the development of speaking skill.

The instrument applied were carried out to facilitate the growth of oral communication in 11<sup>th</sup> grade students. According to Nguyen (2015) “the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication”. In other words, it is important to let people know about these common issues that prevents the success to perform the English as a second language.

The proposal was validated by the teacher for the benefit of both.

## **XVII. Recommendations**

Analyzing our research, it was found that several factors do not allow the development of the speaking skill in the teaching and learning of English because it is important to provide some recommendations that the teacher can use to improve the teaching of English in the eleventh grade “E” of the Miguel de Cervantes Public Institute.

As a first point we have teaching strategies. Teachers need to adapt new strategies due to the increase of the development of speaking skill. Because of this situation we present the next suggestions:

- Teachers should use more interactive activities to help students to increase the vocabulary and fluency in speaking. For example, games, role plays, debates, etc.
- Focus in teaching resources, teachers should update with technology equipment (visual aids), as a didactic resource to improve the ability of speaking. For example, pictures and images, using the lab to show videos, songs, audios and pronunciation techniques as states (Hamer, 2001, p. 136).
- Teachers should design and then apply an oral proficiency rubric to measure the speaking skill in learners with the following criteria: fluency, pronunciation, grammar, vocabulary and content as Marek and Wu (2011) mentioned. Each sub-skills are not being evaluated during the speaking activities and prevent the successful development.
- To establish the interaction with the students, teacher should be fair, impartial, ready to listen to them, respectful (calling their students by their names) when correcting mistakes and accessible to provide feedback.
- The teacher should be a motivator to learn English and when students show psychological problems such as anxiety (shyness and fear) the instructor should be comprehensive and approach them to listen to their concerns and that they feel important and capable of learning a language other than the one they understand.
- And finally, according to Larsen and Freeman (1993 p. 36) we consider that, the teacher should implement a new method (The audio-lingual method) to the development of the English speaking skill to have a satisfactory class. We chose this method because it is an oral based approach where the students learn the oral skills with accurate pronunciation, grammar and the ability to respond quickly.

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## **XIX. ANNEXES**

**National Autonomous University of Nicaragua  
UNAN-Managua**



**English Department**

**Teacher's Interview**

Dear teacher, we ask your contribution to answer the following questions of this interview in order to obtain information for this final research of the English Major. We guarantee the discretion of your answers. Thank you in advance for your help.

**Instructions:** Read carefully the following questions and answer them according to your criteria. We ask your honesty when answering the questions since this will help to obtain reliable information for our investigation.

1. How do you approach speaking?
2. How do you develop the student's fluency?
3. Which activities promote the development of speaking skill?
4. What kind of activities do you use to develop the speaking skill?
5. What prevents your students from speaking?

- 6.** How do you include vocabulary in your speaking activities?
  
- 7.** Do you teach pronunciation? How do you teach pronunciation? What for?
  
- 8.** What activities do you develop to practice pronunciation?
  
- 9.** How do you include grammar in the speaking activities?
  
- 10.** What difficulties or weaknesses do you see in your students when they speak?
  
- 11.** What do you do to help your students overcome those problems?
  
- 12.** What do you make your students participate more during a speaking activity?  
Describe.
  
- 13.** What do you do to make your students feel free and confident to speak? Explain

**14.** How do the students react towards speaking activities?

**15.** What do you do to engage and motivate your students to speak?

**16.** What makes your students enjoy the lesson?

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MANAGUA  
UNAN-MANAGUA

**Topic:** Factors that affect the development of the speaking skill in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute-Managua.

**General objective:** To describe the different factors that cause problems in the English teaching-learning process in the development of speaking in the students of eleventh grade “E”, at Miguel de Cervantes Public Institute.

### **STUDENT’S SURVEY**

This survey is aimed to gather information about the strategies that the teachers use to teach speaking in seventh grade in the Miguel de Cervantes public institute.

#### **I. MOTIVATION TO LEARN ENGLISH**

—Circle the option that best fits you.

##### **1. What factors motivates you to speak English in class?**

- a). The teacher motivates you
- b). You are interested in the lesson
- c). You are not afraid of make mistakes

##### **2. The teacher motivates you to participate by:**

- a). Role-plays
- b). Personal opinions
- c). Dialogues

#### **II. PSYCHOLOGICAL FACTORS RELATED TO THE STUDENTS IN SPEAKING CLASSROOM.**

##### **3. Which of the following factors affects you to participate in oral communication of the English language?**

- a). Fear of other making mistakes.
- b). Doubts in pronunciation and intonation
- c). Because I don't understand what others are saying.

### III. METHODOLOGY

Mark with an **X** the option that best fits you.

#### 4. Does the teacher introduce a new topic by using the following?

Lesson Planning Tools	YES	NO
a. Audios		
b. Videos		
c. Explanations		
d. Visual aids		

### IV. MEASURE OF SPEAKING

#### 5. How important is English for you?

- a). Very important
- b). Important
- c). Not important enough
- d). Not important at all

#### 6. What do you do to learn English outside the classroom?

- a). Listen to music
- b). Watch movies with English subtitles
- c). Use English learning apps (Duolingo, babbel, busuu etc.)
- d). I do not spend time

#### 7. How often do you speak English in class?

- a). Always
- b). Sometimes
- c). Rarely
- d). Never

#### 8. How would you grade your speaking skill?

- a). Excellent
- b). Very good
- c). Good
- d). Fair

## V. TEACHING RESOURCES

Mark with an **X** the option that best fits you.

<b>9. Which of these resources are used during speaking activities?</b>	<b>YES</b>	<b>NO</b>
9.1 Tape recorder		
9.2 Printed images		
9.3 Data show		
9.4 Books		
9.5 TV		
9.6 Photocopies		
9.7 Computer Lab		
9.8 Videos		
9.9 DVD		
9.10 CD		
9.11 PowerPoint presentation		

## VI. TEACHING STRATEGIES

—Mark with an **X** the option that best fits you.

7. Which of the following teaching strategies are used by the teacher to practice the speaking skill during the class?

SPEAKING STRATEGIES	FREQUENCY		
	NEVER	SOMETIMES	ALWAYS
Dialogues			
Presentations			
Role plays			
Pair work			
Interviews			
Songs			
Movies			
Oral report			
Brainstorming			
Story telling			
Fairy tales			
Games			
Theatre			
monologues			
Conversations			
Small talks			
Mimics			



—Mark with an **X** the option that best fits you.

**8. How do these strategies have helped you to develop your speaking skills?**

<b>SPEAKING STRATEGIES</b>	<b>LEVELS OF HELP</b>				<b>NOTHING</b>
	<b>A LOT</b>	<b>NOT A LOT</b>	<b>A FEW</b>	<b>FEW</b>	
Dialogues					
Presentations					
Role plays					
Pair work					
Interviews					
Songs					
Movies					
Oral report					
Brainstorming					
Story telling					
Fairy tales					
Games					
Theatre					
Monologues					
Conversations					
Small talks					
Mimics					

— Circle the letter according to your honest answer.

**9. The teacher always uses English during the class:**

- a.  ALWAYS      b.  SOMETIMES      c.  NEVER

**VII. CLASS DEVELOPMENT WITH STUDENTS**

**14. Please read the statements carefully and give your first reaction by choosing (√) an answer for each statement:** (1) Strongly Agree, (2) Agree, (3) Neutral (4) Disagree, or (5) Strongly Disagree.

Number	Statements	Strongly Agree	Neutral	Disagree	Strongly Disagree
01	I always speak English with my teacher and classmates during my English lessons.				
02	I can understand all the things that the teacher says in class				
03	We work in pairs or groups to do interaction activities.				
04	I can give ideas or opinions by myself.				
05	I consider that the practice of speaking skills are useful.				
06	My teacher lets me ask questions and give opinions.				
07	My teacher involves me in different activities like: Dialogues Presentations Role plays Pair work Interviews Songs Movies Oral report Brain storming Story telling Fairy tales Theater Monologues Conversations Small talks Mimics				
08	The activities done in the classroom are related with real life situation.				

## VIII. CLASSROOM MANAGEMENT

Use a check (✓) to choose the best fits you.

**15. How does the teacher organize you in speaking activities?**

- a. Rows
- b. Circle
- c. Horseshoe

**16. How does the teacher organize the students?**

- a. Individual work
- b. Pair work
- c. Group work
- d. Whole class

**17. Which of the following factors affect you when you learn English?**

- a. Age
- b. Personality
- c. Motivation
- d. Experiences
- e. Cognition
- f. Spanish and context
- g. Instructions
- h. Access of native speakers

## IX. TEACHER-STUDENTS INTERACTION

—Circle the option that best fits you.

**18. The teacher during the class is:**

- a. Interested in our learning
- b. Fair
- c. Impartial
- d. Listen to us
- e. Respectful (as he calls us by our names) when correcting mistakes.
- f. accessible to provide feedback

**19. Who speaks more during the class?**

- a. The teacher
- b. The students

**Rubén Darío Campus-UNAN-Managua**

**English Language Department**

**Teacher`s Observation Rubric**

**Graduation Seminar II S 2020**



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Teacher`s name: \_\_\_\_\_ Observer name: \_\_\_\_\_  
Course: \_\_\_\_\_ Date: \_\_\_\_\_  
Length: \_\_\_\_\_ Number of students: \_\_\_\_\_  
Room: \_\_\_\_\_ Time off class: \_\_\_\_\_

**Announced YES/NO**

**E= Excellent / P= Proficient / NI= Needs Improvement / NO= Not Observed**

	<b>LESSON PLANNING</b>	<b>E</b>	<b>P</b>	<b>NI</b>	<b>NO</b>
<b>I.</b>					
<b>1.</b>	The lesson begins on time				
<b>2.</b>	<b>To develop speaking activities.</b>				
	Starts with an engaging and meaningful activity (warm up, ice breaker, review, checking homework, etc.) to make more creative the class encouraging the students` attention.				
	Include sequenced activities step by step.				
	Activities are appropriate for course and level objectives.				

	Appropriated time given to each activity.				
<b>3.</b>	<b>Required Materials and Equipment</b>				
	Shows a balance between textbooks and supplementary material focused in communicative development.				
<b>II.</b>	<b>METHODOLOGY.</b> <b>The teacher...</b>				
<b>1.</b>	Shows the ability to use creative effective teaching methods during the lesson.				
	Uses an evaluation rubric to evaluate the speaking skill.				
<b>2.</b>	<b>To exposure the fluent speech</b>				
	Provides the knowledge of contractions, reduce forms, omission of sounds (elision) and syllables focuses on fluency improvement.				
<b>3.</b>	<b>To practice pronunciation</b>				
	Makes the activity to check the stress through graphics, drawings audios, visual, etc.				
	Explains the types of intonation and rhythm through questions, sentences, emphasis on expressions.				

	Focuses on language structures, vocabulary, pronunciation issues, ( real life conversation, small talks) reduction, falling rising intonation previous to the actual speaking activity				
<b>4.</b>	<b>To show the grammar communicatively.</b>				
	Includes grammar in the speaking activities to check verb tenses, articles, word order and sentence structure to make sense the oral expression.				
<b>5.</b>	<b>To include vocabulary in their speech.</b>				
	Uses visuals aids/technology/ extra material to teach vocabulary about formal and informal language (grammar collocation, set expressions, slangs) focused in communication and function.				
<b>III.</b>	<b>MASTERY OF CONTENTS</b>				
	<b>The teacher...</b>				
<b>1.</b>	The language is clear and accurate according to the student's level.				
<b>2.</b>	Speaks English most of the time				
<b>3.</b>	Answers the student's questions about the language properly.				
<b>4.</b>	Demonstrates knowledge of the subject matter.				
<b>IV.</b>	<b>CLASSROOM MANAGEMENT</b>				
	<b>The teacher...</b>				

1.	Creates a respectful and safe atmosphere.				
2.	Has a positive rapport with students (Shows interest in the students learning, fair, impartial, listens to student's comments, calls students by their name respectful when correcting mistakes, etc.)				
	Keeps students engaged and involve them in the explanation through the lesson.				
	Uses target language appropriately.				
3.	<b>Provides feedback at the right moment.</b>				
	Uses examples that are simple, clear, precise and appropriate.				
4.	<b>Evidences preparation</b>				
	Includes a variety of activities taking into account student's learning styles.				
	Encourages critical thinking.				
	Encourages active participation and manage behavior.				
	Ability to maintain eye contact and attention to the whole class/audience throughout the lesson.				
V.	<b>THE STUDENTS...</b>				
1.	Are engaged and motivated. (Keep focused on the lesson).				
2.	Participate freely				

3.	Communicative in the target language				
4.	Show a good level of knowledge according to the level.				
5.	Feel comfortable asking for clarifications				
6.	Feel confident to perform a speaking activity.				
7.	Has a positive rapport with teacher (Shows interest in learn something new, call the teacher by the name, respectful when asking for an explanation and clarification of the topic or instructions for an activity etc.)				
<b>VI.</b>	<b>ATTENDANCE, PUNCTUALITY AND PERSONAL QUALITIES.</b>				
1.	Attends the practice center on time				
2.	Begins and finishes the lesson on time.				
3.	Follows the rules of the Practice Center.				
4.	Interacts with his/her peers and school staff.				
	<b><u>Comments:</u></b>				



**Rubén Dario Campus-UNAN-Managua**

**English Language Department**

**Teacher`s curriculum evaluation Rubric**

**Graduation Seminar II S 2020**



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN-MANAGUA

Teacher`s name: \_\_\_\_\_

Observer name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

Length: \_\_\_\_\_

Number of students: \_\_\_\_\_

Room: \_\_\_\_\_

Time off class: \_\_\_\_\_

**Announced YES/NO**

	<b>Criteria</b>	<b>Parameters</b>	<b>Yes</b>	<b>No</b>
<b>1.</b>	General aspects	1.1 The curriculum permits the teacher to cover the speaking skill in the MINED program.		
		1.2 The curriculum of the teacher shows the competence to make strategies to succeed the oral communication.		
		1.3 The curriculum makes the teacher can develop speaking activities regarding any topic, For example: Vocabulary, opinions, dialogues, role plays, debates, and short conversations.		
		1.4 The curriculum is focused in the development of the speaking skill.		
		1.5 The curriculum allows the teacher to make listening activities frequently.		
		1.6 The curriculum permits the teacher analyses the information about the contents to evaluate.		

		1.7 The curriculum enables the teacher to discover the difficulty in the skills in students.		
		1.8 The curriculum of the teacher allows to make contents and activities related to real life.		
2.	2.1 unit IV: Community	2.1.1 The achievement indicator given in the program involves the practice of speaking skill.		
		2.1.2 The content of this program has a good relationship with the curriculum always focused on speaking skill.		
		2.1.3 The content of this program make oral activities and brain storms to boost students to participate in speaking.		
		2.1.4 The learning strategies given in the program are related to real life.		
		2.1.5 The content of this program covers all the topics according to the established schedule.		
3.	3.1 Unit V: technology and communication	3.1.1 The achievement indicator given in the program involves the practice of speaking skill.		
		3.1.2 The content of this program has a good relationship with the curriculum always focused on speaking skill.		
		3.1.3 The content of this program make oral activities and brain storms to boost students to participate in speaking.		
		3.1.4 The learning strategies given in the program are related to real life.		
		3.1.5 The content of this program covers all the topics according to the established schedule.		
4	4.1 Unit VI:	4.1.1 The achievement indicator given in the program involves the practice of speaking skill.		

		4.1.2 The content of this program has a good relationship with the curriculum always focused on speaking skill.		
		4.1.3 The content of this program make oral activities and brain storms to boost students to participate in speaking.		
		4.1.4 The learning strategies given in the program are related to real life.		
		4.1.5 The content of this program covers all the topics according to the established schedule.		

**National Autonomous University of Nicaragua**

**UNAN-Managua**

**Rubén Dario University Campus**

**Faculty of education and Languages**

**English Department**

**Research Investigation**



UNIVERSIDAD  
NACIONAL  
AUTÓNOMA DE  
NICARAGUA,  
MANAGUA  
UNAN-MANAGUA

**Research topic:**

Factors that affect the development of the speaking skill in the students.

**Validation of Interview and Survey**

**Authors:** Ma. Alicia Castro

Harvin Alvarado

Norvin Morales

## Expert Judgment

Respected judge:

You have been selected to evaluate the Instruments: “**Interview to English teachers and Survey to students**” which is part of the research: “**Factors that affect the development of the speaking skill in the students.**”

The evaluation of the instrument is of great relevance to ensure that they are valid and that the results obtained from them are used efficiently.

We thank you for your valuable collaboration.

**NAMES AND SURNAMES OF THE JUDGE:**

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**ACADEMIC BACKGROUND**

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**AREAS OF PROFESSIONAL EXPERIENCE**

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**TIME** \_\_\_\_\_

**CURRENT POSITION**

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**INSTITUTION**

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**Research Objective:**

To describe the different factors that cause problems in the development of speaking skill in the students.

**Objective of the expert judgment:**

To validate the content of the teacher interview and students survey.

**Objectives of the interview and survey:** To determine the factors that prevent the development of speaking skills in the students.

**According to the following indicators, rate each of the items as appropriate:**

CATEGORY	QUALIFICATION	INDICADOR
<p><b>COHERENCE</b></p> <p>The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The item has no logical relation to the dimension</p> <p>2. The item has a tangential relationship with the dimension.</p> <p>3. The item has a moderate relationship with the dimension it is measuring.</p> <p>4. The item is completely related to the dimension you are measuring.</p>
<p><b>CLARITY</b></p> <p>Extent to which the item is written in a clear and precise manner, facilitating its comprehension by the subjects surveyed.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Item is not clear</p> <p>2. The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or by their order.</p> <p>3. A very specific modification of some of the terms of the item is required.</p> <p>4. The item is clear, has semantics and adequate syntax.</p>
<p><b>RELEVANCE</b></p> <p>The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.</p>	<p>1. Does not meet the criterion</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. Does not meet the criterion.</p> <p>2. The item can be deleted without affecting the dimension measurement.</p> <p>3. The item has some relevance, but another item may be including what it measures.</p>

		4. The item is essential or important, i.e. it must be included.
<p><b>SUFICIENCY</b></p> <p>Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<p>1. Does not meet the criterion.</p> <p>2. Low level</p> <p>3. Moderate level</p> <p>4. High level</p>	<p>1. The items are not sufficient to measure the dimension</p> <p>2. Items measure some aspect of the dimension but do not correspond to the overall dimension.</p> <p>3. Some items must be increased in order to fully assess the dimension.</p> <p>4. Items are sufficient</p>

**Type of data collection method:****Teacher's interview****Purpose of the interview:** To determine the factors that prevent the development of speaking skills in the students.

To explore the different factors that cause problems in the development of speaking skill in the students.

**Research objective:** To explore the different factors that cause problems in the development of speaking skill in the students.

<b>Dimension</b>	<b><u>Sources</u></b>	<b><u>Description</u></b>	<b><u>Items</u></b>	<b>Coherence (From 1 to 4)</b>	<b>Clarity (From 1 to 4)</b>	<b>Relevance (From 1 to 4)</b>	<b>Sufficiency (From 1 to 4)</b>
<b>ACTIVITIES TO DEVELOP SPEAKING.</b>	(Hossain, 2015)	"Meaning 'focused speaking is that stage of speaking where attention lays on the message being communicated. The activity develops learners' ability to speak."	<b>1. How do you approach speaking?</b>				
			<b>2. How do you develop the student's fluency?</b>				
			<b>3. Which activities promote the development of speaking skill?</b>				
			<b>4. What kind of activities do you use to develop the speaking skill?</b>				



			5. What prevents your students from speaking?				
			6. How do you include vocabulary in your speaking activities?				
			7. Do you teach pronunciation? How do you teach pronunciation? What for?				
			8. What activities do you develop to practice pronunciation?				
			9. How do you include grammar in the speaking activities?				
<b>PSYCHOLOGICAL FACTORS THAT AFFECT THE</b>	(Arifin, 2016)	“The primary reason is that they are afraid of looking foolish in front of other people. Speaking in front of	10. What difficulties or weaknesses do you see in your				

<b>DEVELOPMENT OF SPEAKING IN THE CLASSROOM.</b>	<p>others, consistently counts as one of the foremost fears of individuals. Indeed, many students place speaking presentation ahead of death itself in their relative ranking of fears. It is no wonder, then, that many students tend to avoid situations where they are expected to speak or perform in front of the class, for example, a student may struggle through, or seek to avoid altogether, only to practice a little presentation in front of his/her friends. A teacher can recognize that his/her student is suspected by Speech anxiety in both physical and</p>	<b>students when they speak?</b>				
		<b>11. What do you do to help your students overcome those problems?</b>				
		<b>12. What do you make your students participate more during a speaking activity? Describe.</b>				
		<b>13. What do you do to make your students feel free and confident to speak?</b>  <b>Explain</b>				

		psychological symptoms.”					
<b>MOTIVATION TO LEARN ENGAGING ACTIVITIES</b>	(Nunan,1991)	"Many students will assimilate being able to speak the English language with knowing the language, that is, some simple words or expressions and, therefore, they see the learning of the English language as a barrier since the production of the language goes beyond a simple repeated prayer. Therefore, if students do not learn to speak or do not have the opportunity to speak in the language classroom, they will	<b>14. How do the students react towards speaking activities?</b>				
			<b>15. What do you do to engage and motivate your students to speak?</b>				
			<b>16. What makes your students enjoy the lesson?</b>				

		soon become unmotivated and lose interest in learning.”					
		<b>Comment/Alternate Formulation:</b>					

**Type of data collection method:**

**Student`s Survey**

**Purpose of the survey:** To determine the factors that prevent the development of speaking skills in the students.

To explore the different factors that cause problems in the development of speaking skill in the students.

**Research objective:** To explore the different factors that cause problems in the development of speaking skill in the students.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
<p><b>MOTIVATION TO LEARN ENGLISH.</b></p>	<p>(Wilcox, 2018)</p>	<p>"A great teacher recognizes that student motivation is necessary for successful learning and that teachers are in the perfect position to improve student motivation".</p>	<p><b>1. What factors motivates you to speak English in class?</b>                      a) The teacher motivates you                       b) You are interested in the lesson                       c) You are not afraid of make mistakes</p>				
			<p><b>2. The teacher motivates you to participate by:</b>                       a. Role-plays                      b. Personal opinions                      c. Dialogues</p>				

<p><b>PSYCHOLOGICAL FACTORS RELATED TO THE STUDENTS IN SPEAKING CLASSROOM.</b></p>	<p>(Abd, 2006)</p>	<p>“As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized”</p>	<p><b>3. Which of the following factors affects you to participate in oral communication of the English language?</b></p> <p>a) Fear of other making mistakes.</p> <p>b) Doubts in pronunciation and intonation</p> <p>c) Because I don't understand what others are saying.</p>				
<p><b>METHODOLOGY</b></p>	<p>(Larsen &amp;Freeman, 1993, p.36)</p>	<p>The Audio Lingual method is an oral based approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations.</p> <p>Some teachers use images, flashcards or dialogues using this method, for the purpose of teaching students; to learn and remember words to put them into communicative practice.</p>	<p><b>4. Does the teacher introduce a new topic by using the following?</b></p> <p>a. audios</p> <p>b. videos</p> <p>c. explanations</p> <p>d. visual aids</p>				

<b>MEASURE OF SPEAKING</b>	(Burns & Joyce, 1997)	<p>Speaking is a crucial part of second language learning and teaching.</p> <p>Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.</p>	<p><b>5. How important is English for you?</b></p> <p>a) Very important</p> <p>b) Important</p> <p>c) Not important enough</p> <p>d) Not important at all</p>				
			<p><b>6. What do you do to learn English outside the classroom?</b></p> <p>a). Listen to music</p> <p>b). Watch movies with English subtitles</p> <p>c). Use English learning apps (Duolingo, babbel, busuu etc.)</p> <p>d). I do not spend time</p>				
			<p><b>7. How often do you speak English in class?</b></p> <p>a) Always</p> <p>b) Sometimes</p> <p>c) Rarely</p> <p>d) Never</p>				

<p><b>TEACHING RESOURCES</b></p>	<p>Anuradha (2014)</p>	<p>Learner-centred classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher-centred classes.</p>	<p><b>8. How would you grade your speaking skill?</b>  a) Excellent  b) Very good  c) Good  d) Fair</p> <p><b>9. Which of these resources are used during speaking activities?</b></p> <ul style="list-style-type: none"> <li>a. Tape recorder</li> <li>b. Printed images</li> <li>c. Data show</li> <li>d. Books</li> <li>e. TV</li> <li>f. Photocopies</li> <li>g. Computer labs</li> <li>h. Videos</li> <li>i. DVD</li> <li>j. CD</li> <li>k. PowerPoint presentation</li> </ul>				
<p><b>TEACHING STRATEGIES</b></p>	<p>(Oradee, 2012)</p>	<p>Apart from that there are some strategies or activities that can be done in a classroom to develop speaking skill. Teacher should construct a variation of English speaking activities which motivate the students to learn.</p>	<p><b>10. Which of the following teaching strategies are used by the teacher to practice the speaking skill during the class?</b></p>				



		<p>Communicative activities such as discussion, problem solving, and role-playing can be effected used in the language classroom.</p>	<ul style="list-style-type: none"> <li>a. Dialogues</li> <li>b. Presentations</li> <li>c. Role plays</li> <li>d. Pair work</li> <li>e. Interviews</li> <li>f. Songs</li> <li>g. Movies</li> <li>h. Oral report</li> <li>i. Brain storming</li> <li>j. Story telling</li> <li>k. Fairy tales</li> <li>l. Theater</li> <li>m. Monologues</li> <li>n. Conversations</li> <li>o. Small talks</li> <li>p. Mimics</li> </ul>				
			<p><b>11. How do these strategies have helped you to develop your speaking skills?</b></p> <ul style="list-style-type: none"> <li>a. Dialogues</li> <li>b. Presentations</li> <li>c. Role-plays</li> <li>d. Songs</li> <li>e. Interviews</li> <li>f. Movies</li> </ul>				
			<p>12. The teacher always uses English during the class</p>				

<p><b>CLASS DEVELOPMENT WITH STUDENTS</b></p>	<p>Hossain (2015)</p>	<p>The teacher presents new vocabulary or grammar, (it is based on form-focused instructions) and then students are given some practice. Frequently, before the students start to speak they work in groups or pairs to prepare the activity. The activity gives learners the opportunity to learn from each other. The students are given topics to talk about. They may prepare it for homework, use dictionaries or a reference text and then they present what they have prepared.</p>	<p><b>13. Please read the statements carefully and give your first reaction.</b></p> <p>I always speak English with my teachers and classmates during my English lessons.</p> <p>I can understand all the things that the teacher says in class</p> <p>We work in pairs or groups to do interaction activities.</p> <p>I can give ideas or opinions by myself.</p> <p>I consider that the practice of speaking skills are useful.</p> <p>My teacher lets me ask questions and give opinions.</p> <p><b>My teacher involves me in different activities like:</b></p> <ul style="list-style-type: none"> <li>a. dialogues</li> <li>b. presentations</li> <li>c. role plays</li> <li>d. pair work</li> <li>e. interviews</li> <li>f. songs</li> <li>g. movies</li> <li>h. oral report</li> <li>i. brain storming</li> <li>j. story telling</li> <li>k. fairy tales</li> <li>l. theater</li> </ul>				
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			m. Monologues n. conversations o. small talks p. mimics q. The activities done in the classroom are related with real life situation.				

**CLASSROOM  
MANAGEMENT**

(Brown, 2016)

The form and meaning of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

**14. How does the teacher organize you in speaking activities?**

- a. Rows
- b. Circle
- c. Horseshoe

**15. How does the teacher organize the students?**

- a. Individual work
- b. Pair work
- c. Group work
- d. Whole class

**16. Which of the following factors affect you when you learn English?**

- a. Age
- b. Personality
- c. Motivation
- d. Experiences
- e. Cognition
- f. Spanish and context
- g. Instructions
- h. Access of native speakers

<b>TEACHER-STUDENTS INTERACTION</b>	(Burns & Joyce, 1997)	“The teacher should help the learners to overcome this situation by assuring them that misunderstanding can occur in any type of interaction and the teachers should give students strategies and phrases to use for comprehensible check.”	<p><b>17. The teacher during the class is:</b></p> <ul style="list-style-type: none"> <li>a. Interested in our learning</li> <li>b. Fair</li> <li>c. Impartial</li> <li>d. Listen to us</li> <li>e. Respectful (as he calls us by our names) when correcting mistakes.</li> <li>f. accessible to provide feedback</li> </ul> <p><b>18. Who speaks more during the class?</b></p> <ul style="list-style-type: none"> <li>a. the teacher</li> <li>b. The students</li> </ul>				
			<b>Comment/Alternate Formulation:</b>				