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Oral proficiency in learners of English as a foreign language

Submitted to

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"The Future Belongs to Those Who Believe in The Beauty of Their Dreams".

Eleanor Roosevelt.

Contents

Abstract

Speak a foreign language most of the time is considered one of the most difficult skills of language learning. Nowadays, many English language learners understand when someone speak English but find it difficult to express themselves in spoken language in the target language. Each student has their own problems. The purpose of this study was to explore the oral proficiency in speaking of the students at Luis Alfonso Velasquez Public school and what can be the strategies to make an effective process to improve their speaking skill. The subjects of the study were 42 students from 10th grade, and an English teacher. Class observation guides, students test and survey, and an interview to the teacher, were used as data collection techniques.

 The findings suggest students are conscious of how methods used in the classroom can make easy the process of the speaking skill. Schools need to offer better environment according to the students' needs and also highlight that learning a new language does not just mean to get knowledge, but also reproduce it when need it. EFL is a challenge for Luis Alfonso Velasquez 10th grade students and how a teacher can apply methods during the process of learning a second language also impact the development of the speaking skill.

1. THE RESEARCH SCOPE

1.1 INTRODUCTION

The purpose for this research was to explore the oral proficiency and find how to develop speaking skill as a second language and provide possible solutions and advice to the school, teacher and students to improve in the English learning process as a foreign language taking 10th grade students' morning, at Luis Alfonso Velázquez Institute in Managua. In this research, methods and approaches are also going to be established as well as some important definitions such as Learning, teaching-learning as a process, language a teaching speaking.

With the goal of showing effective methods and approaches for communicative teaching skills, this research will facilitate some advice for teaching English and developing purely communication. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to overcome the social and cultural rules that apply in each communication situation.

Being able to communicate effectively is perhaps the most important of all life skills, that is why during the process of this research, it is the purpose to make the teaching-learning process easy and meaningful, applying different methods and strategies where the teachers create learning environments and students understand that learning is a process and mistakes are a natural part of learning.

1.2 BACKGROUND

This research was carried out by a student of the English Major of Saturday program at UNAN'MANAGUA University. I wanted to explore the oral proficiency of the English language in 10th grade students, at Luis Alfonso Velasquez in Managua, 2017-2021.

The English language expansion has increased quickly the needs to gain a better communication over the world because of the aptitude to use English for further studies, journeys in other countries as well as for social and professional global contacts of different kinds is much neede. Each nation is worried about how to develop English as a foreign language to increase economy in the country that is why they are focused on an effective process, an article from Mercopress done by Sam Rany National University of Battambang (NUBB) and Mohamad Z. A. Jafre University Sains Malaysia they states that the EF EPI´s (English Proficiency index) initial report two years ago, Latin America was identified as the region with the lowest proficiency in English in the world (McHugh, 2013). A study focuses on the reasons that impact on their poor English performance, the questions placed for the research was, why students weak in English? This question was administered to 30 English students-teachers in order to respond with their own views. Each respondent listed ten reasons that mentioned why students are poor in English language performance. In relation with this research and the observation guide, I found some similarities such as: English foundation background, students lack of confidence and the class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

Countries with higher levels of English proficiency tend to export more services, have better internet access and larger investments in research and development than countries with lower levels. It is clear that Argentina is the only country in the region with a "moderate" level of English proficiency. The next Latin American countries to appear in the ranking are the Dominican Republic and Costa Rica, which occupy places 24 and 35, respectively. Even though they are included in the world ranking , their low scores indicate that the residents of the countries have a "medium" to "low" level of English skills (Marty, 2015). As a matter of fact, despite a strong economy attracting new international businesses and increasing the need for multilingual professionals in the workforce, Chile remains one of the countries with the lowest levels of competency in English among adults worldwide too.

Related to the reasons behind the low level of proficiency Nicaragua has implement some changes in the educational system in relation to English as a foreign language. It is worth mentioning that, for more than three years, UNAN-Managua has implemented the use of smart boards as an effective teaching-learning method in students, allowing both the teacher and the student to transform learning scenarios. (Ortiz, 2018) In addition, the last 5 years Nicaragua government has implemented innovative development focused on English trainings for teachers on the use of technology and online tools, with this, teachers are one step beyond now

implementing English since 1st grade. This will help students to build a self-confidence and increase their interest in the language.

1.3 RATIONALE

The main reason of this research is to highlight the importance of the academic factors involve in the oral proficiency in English as a foreign language to improve the learning process in the students related to this issue, at the same time, this research might contribute in the knowledge of the students to develop the speaking skill in the learning process. So, it is pretended to check the relationship and trust between the classes to establish solutions - as motivation in class by teachers, warm up activities, role plays and tools to this English-speaking skill problem as a foreign language. This research will impact positively in the learning process community which will bring some tools to start working in the English-speaking skill and avoid the same mistakes happen again in the future. Meantime, it is important to know the level of proficiency

To solve problems during the class where it is inserted the knowledge acquired in this research taking into account during the learning process the English-speaking skill is related to the other skills which can be used to improve the life quality of the students in the labor campus. Students from the public institute Luis Alfonzo Velazquez 10th grade, experience the change themselves after the research has been completed.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To analyze the English proficiency level of the 10th grade students at Luis Alfonso Velazquez Institute in Managua, 2017-2021.

1.4.2 SPECIFIC OBJECTIVES

A. Explore the level of oral proficiency in the English learning process as a foreign language in 10th grade students' morning shift, at Luis Alfonso Velázquez Institute in Managua.
B. To discuss what kind of strategies would be efficient for developing the students´ ability to speak English as a foreign language in 10th grade students, at Luis Alfonso Velázquez Institute in Managua.
C. Determine the weaknesses and the causes that prevent student's level of oral proficiency in the language from increasing.

1.5 PROBLEM QUESTIONS

A. What are the weaknesses on the speaking skill in the English learning process as a foreign language in 10th grade students' morning shift, at Luis Alfonso Velázquez Institute in Managua?
B. What kind of strategies would be efficient for developing the students´ ability of speaking in the English learning process as a foreign language in 10th grade students, at Luis Alfonso Velázquez Institute in Managua?

2.   THEORETICAL FRAMEWORK

On this space we review the relevant literature. First, we discuss teaching and learning as a process, next we discuss the process of teaching speaking, finally we discuss the Theoretical Orientations to L2 Methods & Approaches

Everyone knows that speaking English has become one of the most important language challenges, Even technology and working world use English. It is believed that the students want to be the winner in the working world competition that is getting tight day by day. One of the conditions that the students must be required is having the ability to speak English fluently which is the main goal also because of the economy since speaking this language opens many other possibilities in the working environment. This skill will be their plus point in facing the working world (Nguyen, 2005). That is why Nicaragua starts investing on better programs for students, trainings for teachers not just at the university level, but also at the school level.

To be accurate within this research, terms such as: Teaching, learning, teaching-learning as a process, speaking, teaching speaking, will be defined. Also, the type of speaking performance and language as well as methods and approaches that can be useful to understand and carry out an effective speaking English process as a foreign language will be mentioned.

2.1 TEACHING

Teaching is a very important part on the acquisition of knowledge process, is one of the instruments of education and its special function is to impart understanding and skill. Teaching is defined at the Oxford Dictionary (2017) as,

1. Impart knowledge or instruct (someone) as to how to do something.
    1.1 give information about or instruction in a subject or skill
2. Make (someone) less inclined to do something.

How a teacher imparts classes, what methods and approaches they use has a big function, because can make it easy or difficult depending on how teacher instruct or give information. For instance, when teacher asks to reproduce a text without first teach phonetics.

2.2 LEARNING

Learning is much deeper than memorization and information recall. But also involves understanding, relating ideas and making connections between prior and new knowledge, independent and critical thinking and ability to transfer knowledge to new and different contexts. The Cambridge dictionary defines learning as the activity of obtaining knowledge and knowledge obtained by study (Cambridge, 2017). That is why leaning is as important as teaching even not being the interchangeable they are complement of each other.

2.2.1 THE LEARNING PROCESSES

According to Saljo learning is a storing of information that can be reproduced. also a way of acquiring facts, skills and methods that can be retained and used as necessary. That is, Saljo´s approach to learning is a complex in which learning is not only seen as a storing of information and then reproducing it if not keeping it and using it when the need arises. Additionally, learning is more than data, it is skills, methods that human beings acquire throughout their life and then use them when necessary. This can be applied in real life, for example: when students are asked to describe people, they store adjectives to describe in their heads, then they also store structures like, he is, she is. They retain this information and when they are asked to describe, they just use what they have stored in a certain context.   Regarding this same concept, there are many other different learning types and approaches for learning. To learn effectively it is important to tailor your study habits to your own needs and approach, this often means choosing techniques that work for you and evaluating them from time to determine if you need to try something new (Commons, n.d.) In other words, the learning process would be effective, knowing the kind of students we have in classroom and being able as a teacher to apply every tool according to the pupils needs.

2.2.2 TEACHING - LEARNING PROCESS.

What is Teaching-Learning Process?

Combined processes where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction. The real action time or period of imparting knowledge, skills and attitude to adult learners by the adult facilitator or through the electronic media. (Global, 2017) It is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence. That occurs intentionally, both by the teacher and the student. In other words, the teacher has to want to teach and the student has to want to learn.

In the teaching learning process, teachers must take into account many points for a successful process for examples all those students who learn in a different way or may be better suited to learning in a particular way. Using distinctive modes for thinking, relating and creating because each student prefers different. This support may be in the form of changes in teaching strategies, approaches or materials and may require the support in special to facilitate the resources for the teachers. Students should also be given the opportunity for self-assessment and be encouraged to evaluate their habits, attitudes, and behaviors with respect to personal health and well-being. The purpose to all this is to adapt the materials and make use of strategies for a good learning process.

2.3 SPEAKING

Speaking is the skills which allow us to communicate effectively, it gives us the ability to convey information verbally and in a way that the listener can understand. Beside, Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

The center for applied linguistics as it was cited in (Brown, 1994; Burns & Joyce, 1997) defined speaking as:

Speaking is interacting process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the content 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 (Linguistics, n.d.) Speaking is usually the second language skill that is learnt. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

2.3.1   TEACHING SPEAKING

To be designed a speaking lesson is not as simple as it appears because it depends on several factors, we easily can detect that the age, the level of the learners, the aim of teaching and the learners' context are the most obvious. Firstly, verify how important is to work speaking separately or integrated with other skills and areas of the language. Being careful with the selection of the approach is very important when designing a lesson, because all the element of the learning process has an influence on the progress. The approach should specify the target aspects of the speaking skill to be taught, as well as the grammar and vocabulary components (Thurnbury, 2018) when a teacher is planning a speaking class, they must think on different aspect, that are very important to make a teaching speaking process effective. How students learn, what would be the easier way for them to reproduce orally.

2.3.2   TYPE OF SPEAKING PERFORMANCE

According to Brown H.D (2018, p. 141-142) There are 5 basic types of classroom speaking performance:

a. Imitative:

At the imitative level, it is probably already clear what the student is trying to do. It doesn't matter if the student comprehends what they are saying or carrying on a conversation. Imitative speaking is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling (Brown, 2021) The goal is only to reproduce what was said to them. One common example of this is a "repeat after me" experience in the classroom.

b. Intensive

Intensive speaking involves producing a limit amount of language in a highly control context. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity. (Brown, 2021) An example of this would be to read aloud a passage or give a direct response to a simple question. The Competence at this level depends on the teacher's expectations.

c. Responsive

Responsive is slightly more complex than intensive. At this level, the dialog includes a simple question with a follow-up question or two. Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one. (Brown, 2021) Conversations take place by this point but are simple in content. Examples of this can be: Giving directions and instruction, paraphrasing, question and answer.

d. Interactive

The unique feature of intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant to speak for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. Like in the transactional, interpersonal speaking here is also carried out in a dialogue. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. (Brown, 2021) This often makes the learners find it difficult to understand the language, or even misunderstood; This is much more complex than saying yes or no or giving directions to the bathroom in a second language.

e. Extensive

In extensive communication is normal some sort of monolog. Examples include speech, story-telling, etc. Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. (Brown, 2021) This involves a great deal of preparation and is not typically improvisational communication.

2.4 Theoretical Orientations to L2 Methods & Approaches

There are four general orientations among modern second-language methods and approaches this point of the research state one of the important part because it shows what students need to get knowledge and what the process of learning involves according to the necessities that each student has:

2.4.1 STRUCTURAL/LINGUISTIC: All language even our mother tongue, we first need to learn grammar and structures. Based on beliefs about the structure of language and

descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language. (Mora, 2017). On the other hand, the students learn theories and all in linguistic knowledge.

2.4.2 COGNITIVE: Teachers need to know what kind of students have in the classroom, how they learn and see what can be the effective way to teach. Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance". (Mora, 2017) . Focused on the students' style of learning process, the techniques are adapting to make it compatible and facilitate learning on the students.

2.4.3 AFFECTIVE/INTERPERSONAL: More than know what kind of students and how they learn, teachers must have a relation, how are they feeling and what are they feeling. Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Emphasizes interaction among and between teacher and students and the atmosphere of the learning situation as well as students' motivation for learning. Based on concepts adapted from counseling and social psychology. (Mora, 2017). Centered on the students' environment and all affective feelings teacher- students and students-students during the class. The relation between feeling and learning for example the motivation, interesting topics and confident with the teacher

2.4.4 FUNCTIONAL/COMMUNICATIVE: teachers must be aware about every single aspect of the students in the classroom from how they learn better to how are they feeling. Based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive, comprehension of the "message" of language and student involvement at the students' level of competence. (Mora, 2017). Basically based on the three aspect before mentioned, it is a mix of characteristic based on the target language.

2.5 APPROACHES

There are some approaches that describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning through methods that teacher should use to reach the goals and objectives, since I want to highlight speaking, in this section will be mentioned the approaches by order of fully adherence to the process of teaching learning speaking.

2.5.1 ECLECTIC APPROACH.

In the move away from teachers following one specific methodology, the eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Almost all modern course books have a mixture of approaches and methodologies. (Council, 2017). Mix of various approach and methodologies to teach language depending on the aims of a lesson and abilities of the learner.

Teaching principles:

- Allow language teachers to absorb the best techniques of all.
- Only well- trained teachers can become eclectic.
- Overcome the conflict between fluency and accuracy, flexibility and adaptability.

Role of the students:

- Become sufficiently competent.
- Confident in writing.

Role of the teacher:

- Decide what methodology or approach to use.
- Have capability to solve problems.

Techniques:

- All kind of well applied strategies will be on techniques for this approach.

Weaknesses:

- It does not lend itself to prediction and control of behavior.
- It's difficult to identify the relative contributions of each approach.
- Explanation of behavior may become "watered down" when combining many perspectives.
- There are practical difficulties in investigating the integration of the approaches.
- There are practical difficulties when providing eclectic therapy. It may be too complex for one clinician to manage.

2.5.2 COMMUNICATIVE LANGUAGE TEACHING (CLT)

This is in contrast to previous views in which grammatical competence was commonly given top priority. Communicative language teaching was actually developed in the opposition of audiolingual method which focuses on drilling and memorization. Communicative language teaching focuses on developing the ability of communication in learners in real life situations. (essays, 2021) since its purpose is communication is focused on different contents such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

Teaching Principles:

- Use not usage.
- Focusing on competence and performance in language learning.
- Meaningful communication.
- All language used involves language functions such as inviting, agreeing, disagreeing etc. and must be used appropriately
- Students are given enough exposure to language and opportunities to use the language for language learning to take place.

Role of the student:

- Participate in classroom.
- Become comfortable.
- Mechanical, meaningful communication.
- Practice.
- Students are allowed to respond in the target language, their native language, or a mixture of the two.

Role of the teacher:

- Facilitator or monitor.
- Model for correct speech.
- The instructor does not correct speech errors directly.

Techniques:

- ✓ Role-play: An oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.
- ✓ Interviews: An oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.
- ✓ Group work: A collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.
- ✓ Information gap: A collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.
- ✓ Opinion sharing: A content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.
- ✓ Scavenger hunt: A mingling activity that promotes open interaction between students.

Weaknesses:

- It uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific.
- CLT is not an altogether cohesive subject

- CLT has nonspecific requirements of its teachers.

2.5.3   TASK-BASED LANGUAGE LEARNING

Here the language is primarily a means of making meaning with multiple model of language and lexical units focused on conversation is the key of language acquisition. This approach is based on the problem solving view that the learners should be given some tasks to be solved. These tasks are related to the language structures that are required to be learnt. The learners interact and communicate with each other during solving these problems. (essays, 2021) The tasks are subsumed in a major topic that is studied for a number of weeks. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.

Teaching principles:

- Communicative fluency and confidence.
- Lessons based around the completion of a central task.
- Negotiation of meaning.
- Exposed to as much as the foreign language as possible in order to merely to observe the foreign language.
- Error are part of natural language.
- Focus is on the process rather than the product.

Role of the students:

- Work individually or with the groups gradually.
- Gather and organize information.
- Present result to others students and instructor.
- Risk taker and innovator.

Role of the teacher:

- Listen and respond the student's needs.
- Decides what task to work on.
- Decides when to try a new task.
- Correct and keep feedback (analysis)

Techniques:

- ✓ Information-gap activity: Involves a transfer of given information from one person to another.
- ✓ Reasoning gap activity: Involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns.

✓ Opinion gap activity: Involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Weaknesses:

- Does not focus on solving problem with define solution
- Cannot predict or guarantee what students will learn.
- It is not for beginners.
- Some students might be unwilling to speak while other speak too much.

2.5.4 TOTAL PHYSICAL RESPONSE (TPR)

Basically placed the teacher as a moderator as a model to be followed, it takes as a reference the way that infants learn their first language and create a brain link between speech and action to boost language and vocabulary learning. In Total Physical Response (TPR), the teacher gives the students instructions and the students follow the instructions by using whole body responses. (essays, 2021) The method stresses the importance of aural comprehension Means use of physical movement, building around the coordination of speech and actions where the students respond to simple commands.

Teaching Principles.

- Listen ability and vocabulary must be developing first.
- Must not be any stress in class.
- Regular repetition.
- Action verb are the core of TPR.
- Exposed to the natural use of language.
- Using commands to direct behavior
- Role reversal
- Action sequence.
- Language learning is more effective when it is fun.
- Students are expected to make errors when they first begin speaking.

Role of the students:

- Respond with whole body actions.
- Students are performers and actors.
- Students are active and talkative.

Role of the teacher:

- Give commands.
- An actor in the classroom.

Techniques:

- ✓ The teacher says the commands as he himself performs the action.
- ✓ The teacher says the command as both the teacher and the students then perform the action.
- ✓ The teacher says the command but only students perform the action
- ✓ The teacher tells one student at a time to do commands.
- ✓ The roles of teacher and student are reversed. Students give commands to teacher and to other students.
- ✓ The teacher and student allow for command expansion or produces new sentences.

3. RESEARCH METHODS

On this section discusses the hypothesis, the methodological design that includes the type of research, population, sampling and data collection techniques.

3.1 HYPOTHESIS

The Total physical response and communicative language teaching approach, may contribute to the improvement of the English-speaking skill in the students from Luis Alfonso Velazquez institute 10th grade, 2017-2021.

3.2 METHODOLOGICAL DESIGN.

3.2.1 TYPE OF RESEACH

This is a long term and mixed methods study that consists on observation, was decided to use this mixed method because different methods of data collection are used on this research. this type of study is of frequency and took place at Luis Alfonso Velazquez Institute in Managua.

3.2.2 POPULATION AND SAMPLING

The study was carried out in Luis Alfonso Velazquez Institute in Managua where the universe was 42 students and the sample was of 31 students and the sampling was simple random sampling in order to get reliable information. Then as a suggestion from judges was applied and an oral test, were take 17 students.

3.2.3 DATA COLLECTION TECHNIQUES

The techniques for collecting data and information were class observation guides, an interview to the teacher (open and closed ended questions), a survey (multiple choice questions) a test. As a method to collect data, first I follow class observation guide, with the purpose to get extra information, taking into account also that people not always do what they say they do, in order to verify information, I observe classes to see what kind of people are to be study. Then I made an interview to the teacher (open and closed ended questions), this is a qualitative and quantitative methods and I apply that to obtain response and additional information from the teacher.

After the interview, I applied a survey (multiple choice questions) to explore student's behavior, preferences and attitudes towards English as a second language. And finally I applied a test, since a test is usually used in quantitative research to measure performance, aptitude, attitudes and self-perception I decided to use it to explore the level of oral proficiency. All these techniques were applied at Luis Alfonso Velázquez Public school in Managua, 2017-2021 in order to collect truthful information from the students and teacher.

With the Observation guide I was able to detect some weaknesses that affect directly the Oral proficiency the most relevant is that almost the 40% of the class interact using the mother tongue more than English, this includes also the environment, a lot of noise, and crowded classroom. In the survey applied to the student I found that for all students is easier to reproduce English as a L2 when are used activities that involves physical movements, gestures and repetition using vocabulary that include daily life words that make them comfortable and confident, basically is better for them to have a model to be follow for example when teaching verbs. From the interview with the teacher, I found that when the teacher uses materials like videos, games, music and a model as example to be follow for the students is easier to keep and reproduce the knowledge by oral, besides the teacher Dinna Lopez highlight that, the sequences and time she shared with the students is poor, even she is trying to do her bests it is difficult because of the time. Finally, but not less important, from the test I was able to see the level of oral proficiency of the students were almost half of the students asked to be repeated the questions more than 3 times, confused answers and use incomplete phrases but understandable.

3.3 RESEARCH TOOLS VALIDITY

Expert judgment

The jury experts for this validation were Mscs. Pedro Vasquez Umaña and Manuel Rivera from the English Department of UNAN Managua. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. The experts used the following table as a rubric to validate the instruments. In that table there are four categories that are coherence, clarity, relevance and sufficiency. Also they had the option to validate each item from one to four in which number one represents the item does not meet the criterion, number two the item has low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification

Students survey validation

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
10th grade students	(Mora, 2017)	Cognitive	1. Qué tipo de actividades realiza el docente para desarrollar las habilidades del inglés en el salón? 2. Con que frecuencia el docente le da retroalimentación cuando usted pronuncia mal alguna palabra, expresión u oración? 3. Que tan importantes son los recursos didácticos durante el desarrollo de las actividades del habla?				
		Affective/ Interpersonal	1. Con que frecuencia trata de hablar Inglés con sus compañeros o amigos dentro del aula de clases? 2. ¿Con que frecuencia trata de hablar inglés con sus compañeros o amigos fuera del aula de clases? 3. Como se siente cuando habla inglés frente a sus compañeros y maestro?				
		Structural /Linguistic	1. Está satisfecho con la manera en que el docente desarrolla la habilidad del habla del idioma Inglés? 2. Como considera las estrategias del habla Inglés que el docente emplea en el aula de clases? 3, Que tipo de materiales didácticos el docente facilita durante el desarrollo de las actividades del habla?				
		Functional / Communicative:	1. Cuando corrige el docente, los errores de pronunciación al momento que usted habla inglés? 2. Con qué frecuencia el docente facilita materiales durante el desarrollo de las actividades del habla?				

			3. ¿Qué tan importantes son las actividades que se desarrollan en clases para que practiques el habla en Inglés?				
			Comment/Alternate Formulation:				

Teacher interview validation

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
	(Mora, 2017)	Cognitive	At the time of planning your English class, do you think in the needs of your classroom to improve the speaking skill?				
		Affective/ Interpersonal	What strategies are the most effective to improve the students´ speaking ability?				
		Structural /Linguistic	How well do your students develop the speaking skill with your activities?				
		Functional/ Communicative:	What type of resources do you consider effective to improve students´ speaking skill? Why?				
			Comment/Alternate Formulation:				

Rubric to evaluate oral proficiency:

	(Comprehension) Understand when teacher asks and provides additional information	(vocabulary and grammar)Uses common expressions and basic phrases to introduce and describe his community and daily routine.	(fluency)Can introduce himself and answer questions about personal details. Speech is smooth and fluid, few to no hesitation or attempt to search for words.	Pronunciation Stress and articulation of sounds make the message clear and comprehensible
1	All the time with 2 repetitions	Answer with complete and correct phrases	All questions are answered with coherence	Pronounce correctly all of the words
2	Asked repeat more than 2 times	Answer with complete phrases omitting some elements	Answered most of the questions with coherence	Pronounce correctly most of the words
3	Asked repeat more than 3 times	Answer with incomplete phrases but understandable	Answered some questions with coherence but confused most of the answers	Pronounce correctly words
3	Teacher translated the questions	Answer with monosyllables	No answer.	Do not pronounce correctly

Students interview, level A1

Oral proficiency test for 10th grade students at Luis Alfonso Velasquez institute.

Answer the following questions:

Option 1, applied to 8 students.

1-   Introduce yourself (you can include name, age, family member, what you like and do not like)

2-   What do you do on weekends? (you can include activities that you usually do since you wake up)

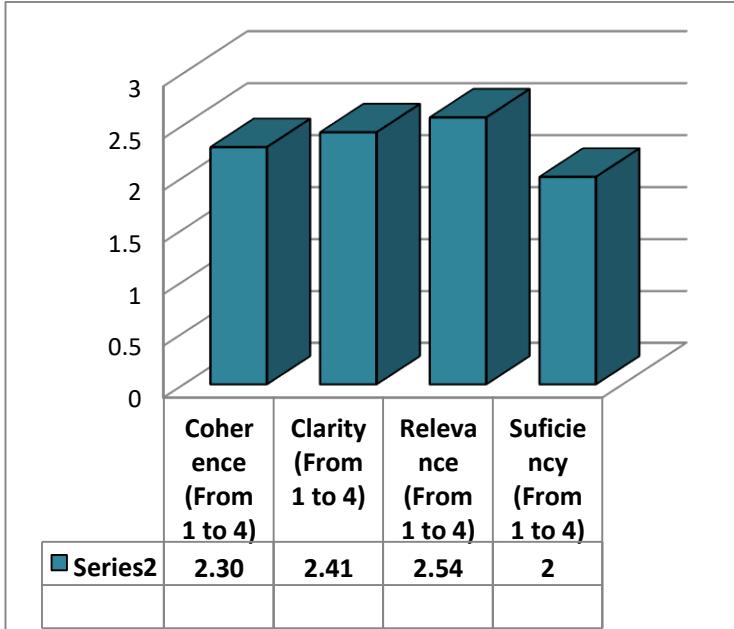3-   Describe your mother. (you can include appearance and feelings)

Results	
1	2 students
2	5 students
3	8 students
4	2 students

Option 2, applied to 9 students.

1-   Introduce yourself (you can include name, age, family member, what you like and do not like)

2-   Describe your community (you can include how are people, what how many public places are there)

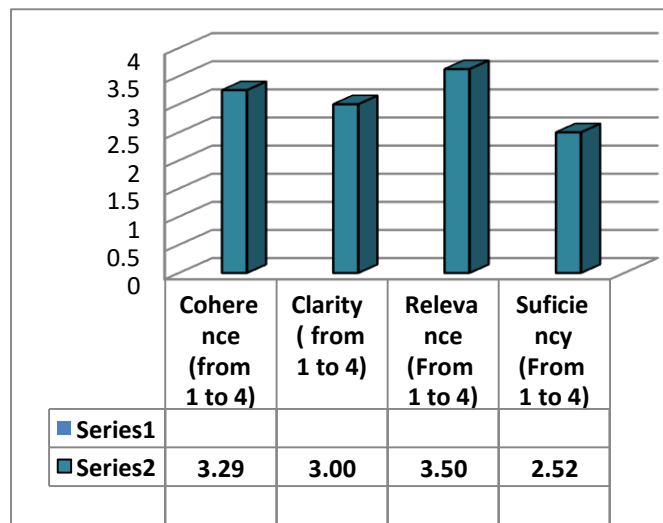3-   What do you do during the week? (you can include activities that you usually do since you wake up)

Class observation guides

This general view about the validation given by judges about class observation guides designed to be validated by judges and, then improved according to jury`s suggestions so that they could be applied for students and teacher during the teaching-learning process. With the purpose of knowing some approaches in this research that influence the development of the speaking skill. This chart shows the rating given by the jury experts. The coherence was **2.30 %;** the clarity was **2.41 %;** the relevance was **2.54 %,** and the sufficiency was **2 %.** The scale to rate was from **1** to **4**. So the validation indicated that the class observation kept the dimensions to be applied with a moderate average, needing changes and improvements, and then be applied.

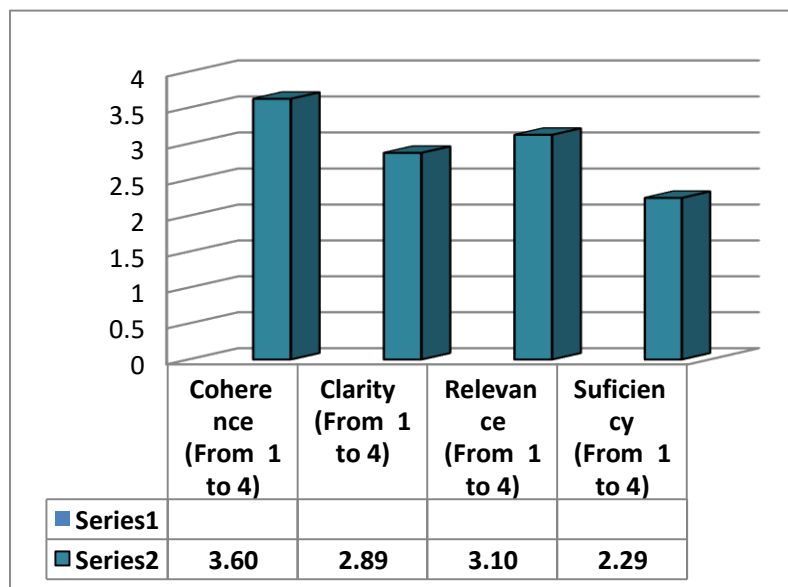|	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Series2	2.30	2.41	2.54	2

Teacher interview

Regarding the rating given by the judges about the teacher interview that was designed to be validated by judges and then improved according to jury`s suggestions so it was applied to the teacher in a brief time apart from the class so that she spoke confidently and openly. Especially with the purpose of knowing what approaches and techniques that she applies are better to develop the English class and got students involved. The above chart shows the rating given by the jury experts. The coherence was **3.29 %;** the clarity was **3 %;** the relevance was **3.50 %,** and the sufficiency was **2.52 %.** The scale to rate was from **1** to **4**. So the validation indicated that the teacher interview was good and got the dimensions, needing some improvement, and then be applied.

	Coherence (from 1 to 4)	Clarity (from 1 to 4)	Relevance (From 1 to 4)	Suficiency (From 1 to 4)
Series1				
Series2	3.29	3.00	3.50	2.52

Student survey

As to the rating given by different judges about the student survey designed to be validated by judges and then improved according to jury`s suggestions so that it could be applied to **40** 10th grade students. The left chart shows the rating given by the jury experts.

	Cohere nce (From 1 to 4)	Clarity (From 1 to 4)	Relevan ce (From 1 to 4)	Suficien cy (From 1 to 4)
■ Series1				
■ Series2	3.60	2.89	3.10	2.29

The coherence was **3.60 %;** the clarity was **2.89 %;** the relevance was **3.10 %,** and the sufficiency was **2.29 %.** The scale to rate was from **1** to **4**. The validation indicated that the student questionnaires was good and pointed out the dimensions of the study partly, needing some improvement in the clarity and in the sufficiency. Once recommendation and improvements were done, this instrument was ready to be applied.

3.4 Research Matrix

Specific objectives	Variables	Indicators	instruments
Explore the level of oral proficiency in speaking ability in the English learning process as a foreign language in 10th grade students' morning shift, at Luis Alfonso Velázquez Institute in Managua.	Level of oral proficiency	Description and analysis	Class Observation Guides

Student
Survey and test |
| To discuss what kind of strategies would be efficient for developing the students´ ability of speaking in the English learning process as a foreign language in 10th grade students, at Luis Alfonso Velázquez Institute in Managua. | Kind of strategies | | Teacher Interview |
| Determine the weaknesses and the causes that prevent student's level of oral proficiency in the language from increasing. | Weaknesses and causes | | |

3.5 Data processing instrument: SPSS/Graphics Excel.

3.6 DISCUSSION AND ANALYSIS OF THE RESULTS

The next graphics and charts display the total participant-students in each one of the instrument used in the present research.

Graphic #1 represents the age of students where 48% represents students´ age of 16 years old, 19% represents students´ age of 17 years old, 16% represents students´ age of 18 years old, 13% represents students´ age of 15 years old and 3% represents students´ 19 years old.
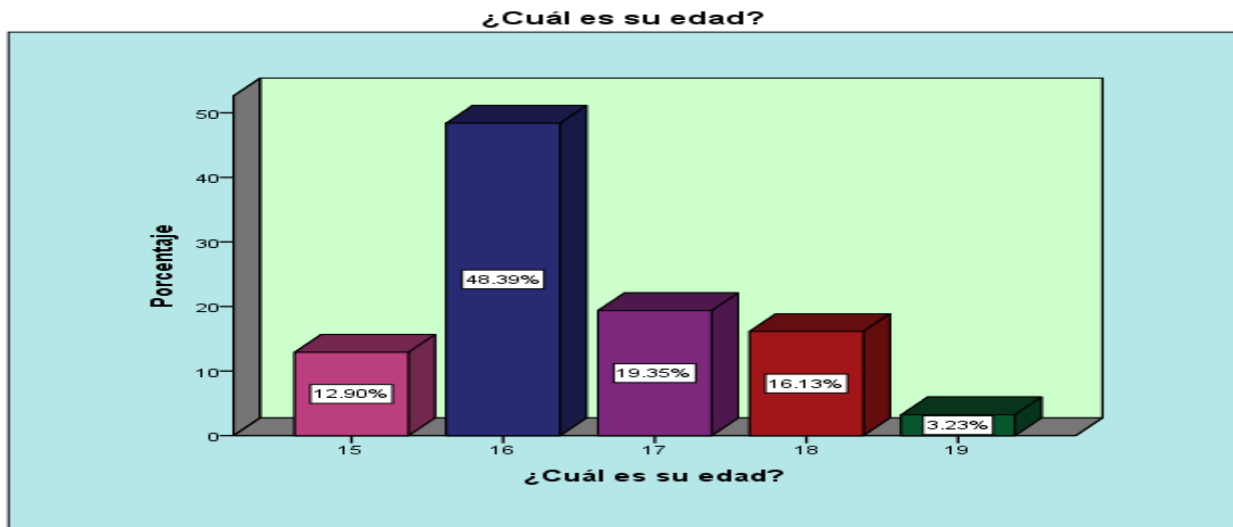

Graphic #2 shows the types of activities used in classroom to develop English skill where the pronunciation activity represents 45%, 19% represents songs, 13% represents readings, 10% represents debates, 6% light blue color represents dialogs and the last one which is grey color 6% represents anyone.
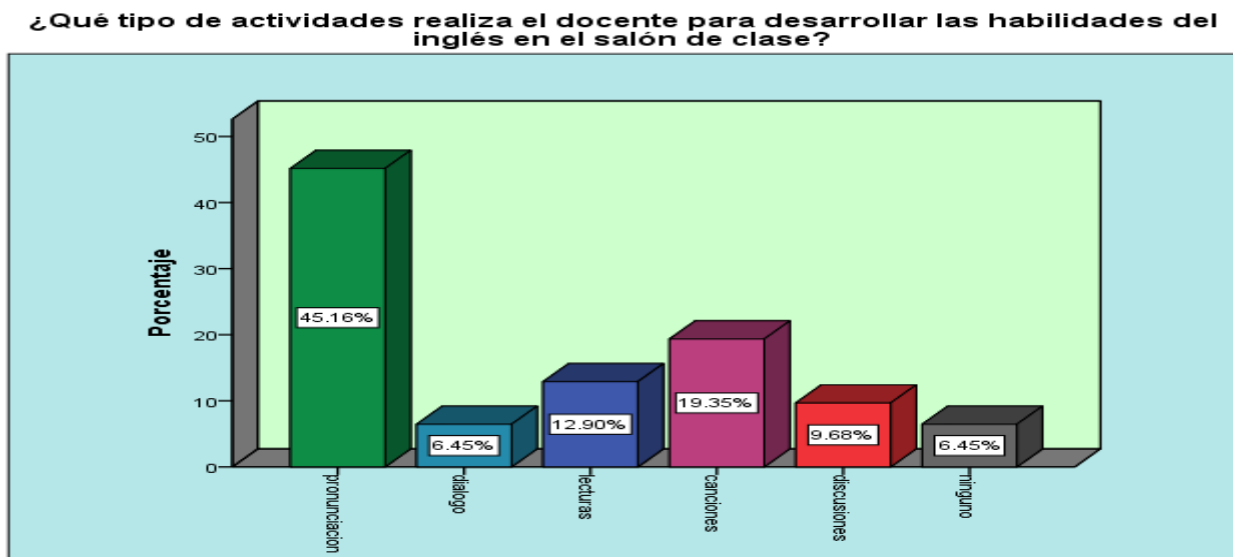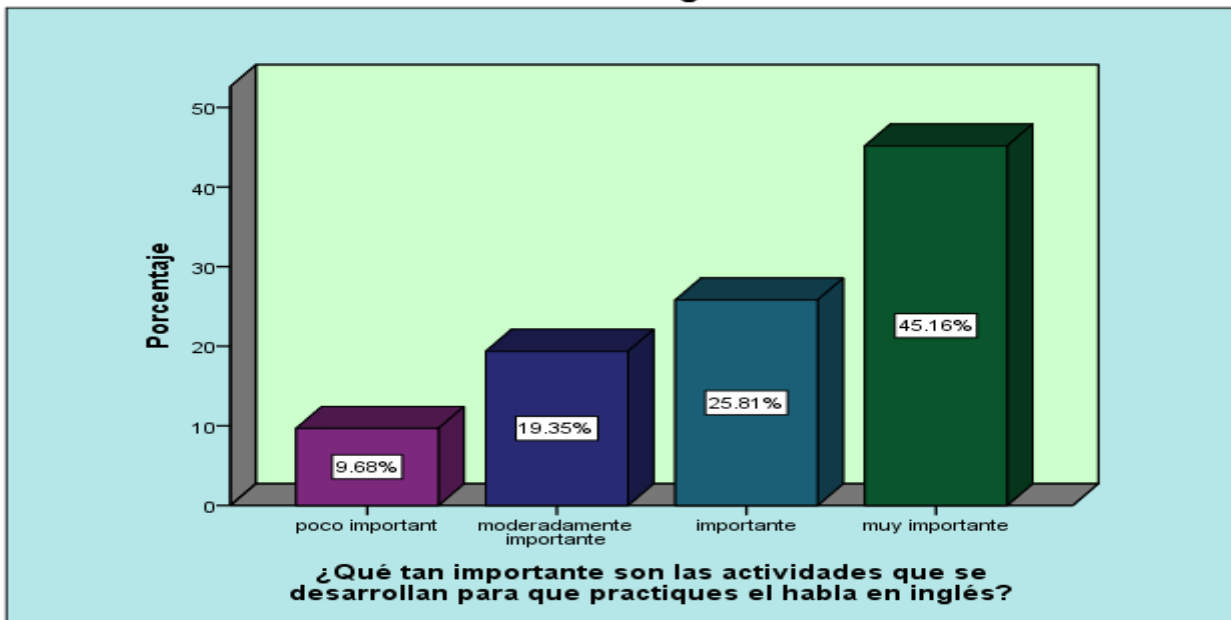
Graphic#3 represents the frequency student practic the speaking skill in English where 68% represent sometimes, 16% represents almost always, 12% represents hardly ever and 3% represents always.

¿Con que frecuencia practica actividades que le permitan practicar el habla en el idioma inglés?
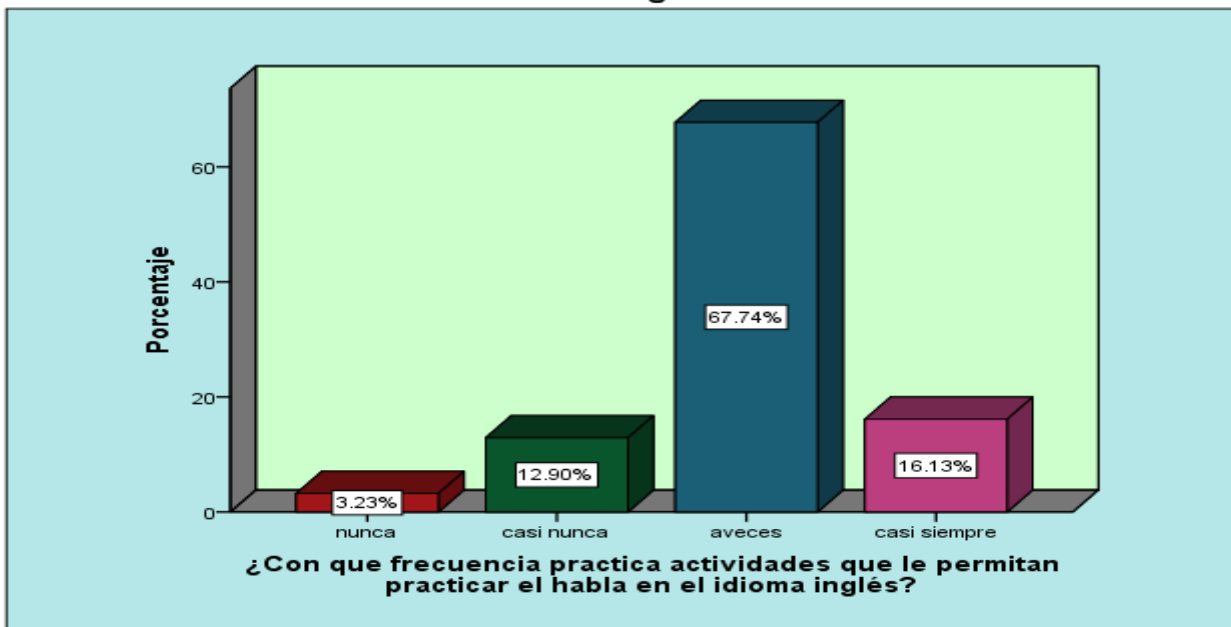
Graphic#4 represents how important are the activities applied in class to practice the English speaking skill where 45% represents very important, 26% represents important, 19% represents moderately important and 10% represents less important.

¿Qué tan importante son las actividades que se desarrollan para que practiques el habla en inglés?

Graphic#5 represents the frequency student tries to speak English with classmates or Friends in the classroom where 48% represents sometimes, 39% represents hardly ever, 10% represents never and 3% represents always.

¿Con que frecuencia trata de hablar inglés con sus compañeros o amigos dentro del aula de clases?
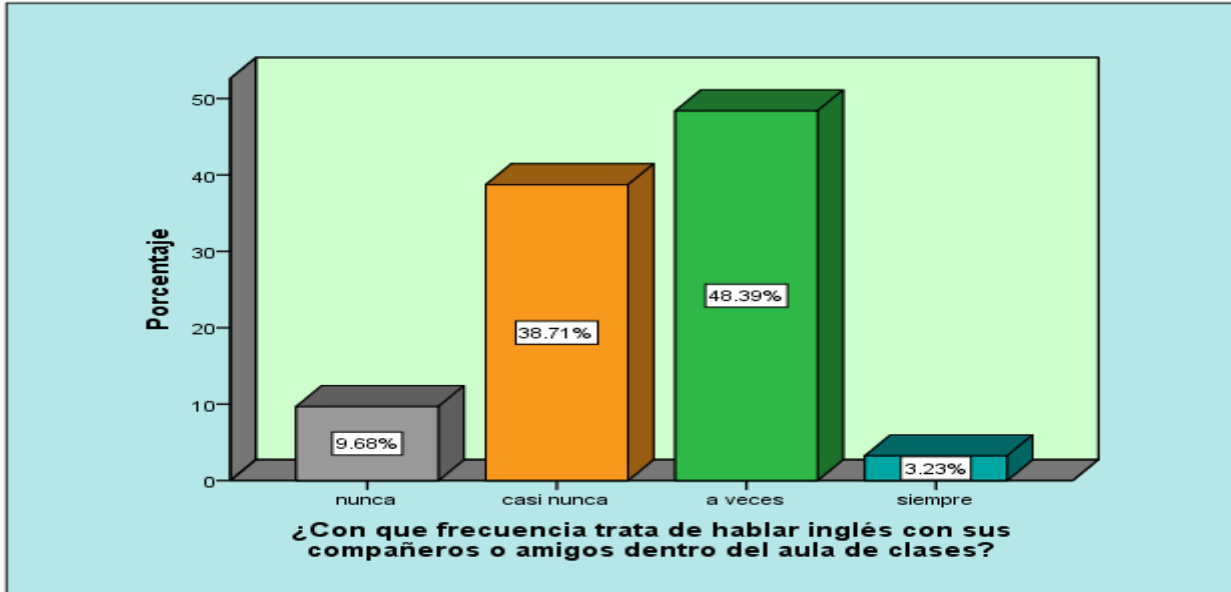
Graphic#6 represents how often the student tries to speak English at classroom where 45% represents sometimes, 29% represents never, 23% represents almost always and 3% represents always.

¿Con que frecuencia trata de hablar inglés con sus compañeros o amigos fuera del aula de clases?
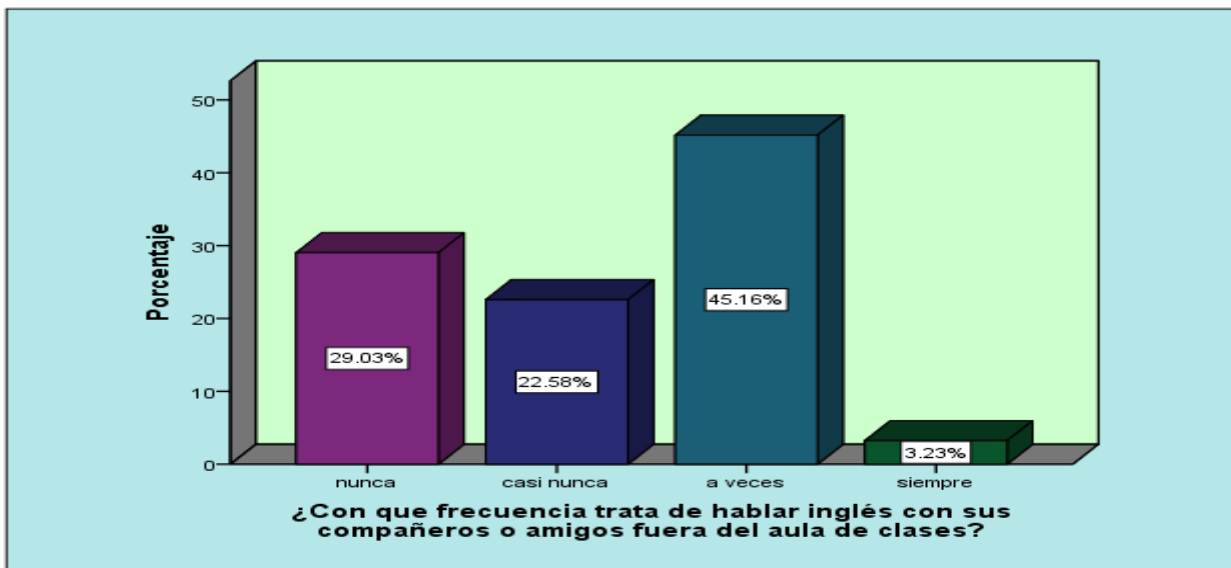
Graphic#7 represents how student feels when speak English in front of classmates and teacher where 61% represents nervous, 19% represents shy, 10% represents self-confident, 6% represents other and 3% represents embarrassed.

¿Cómo se siente cuando habla inglés frente a sus compañeros y maestro?
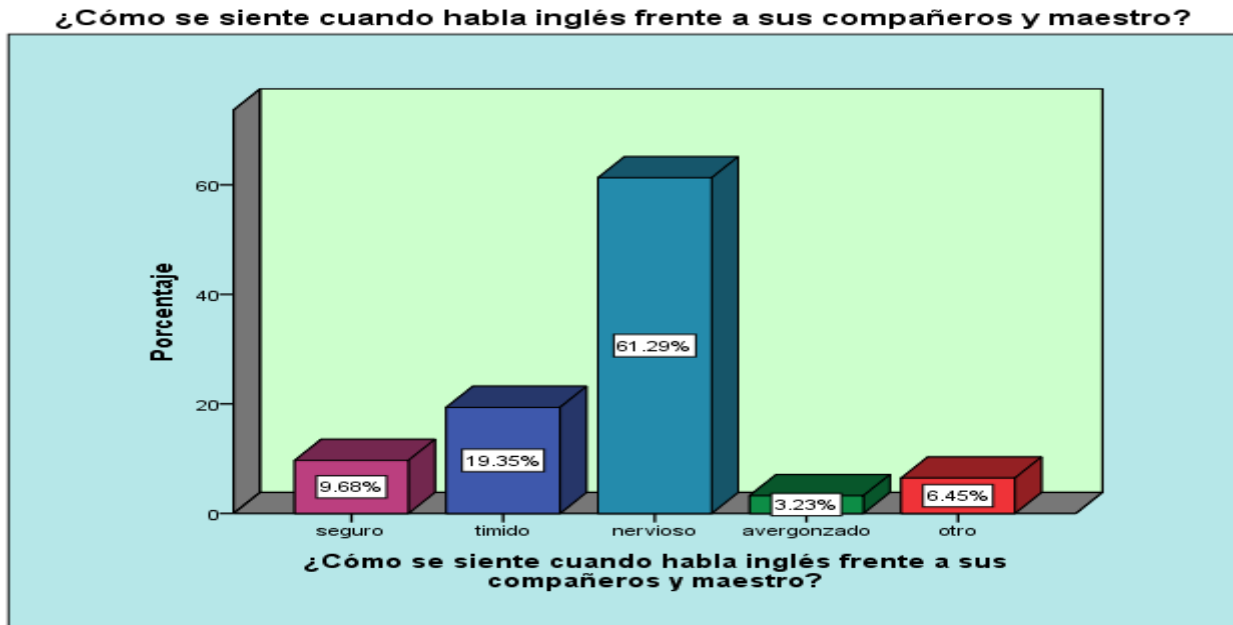
Graphic#8 represents the frequency of the feedback given to the student by teacher when the student pronounces incorrectly some word, expression or sentence where 58% represents sometimes, 32% represents always, 6% represents almost always and 3% represents never.

¿Con que frecuencia el docente les da retroalimentación cuando usted pronuncian mal alguna palabra, expresión u oración?
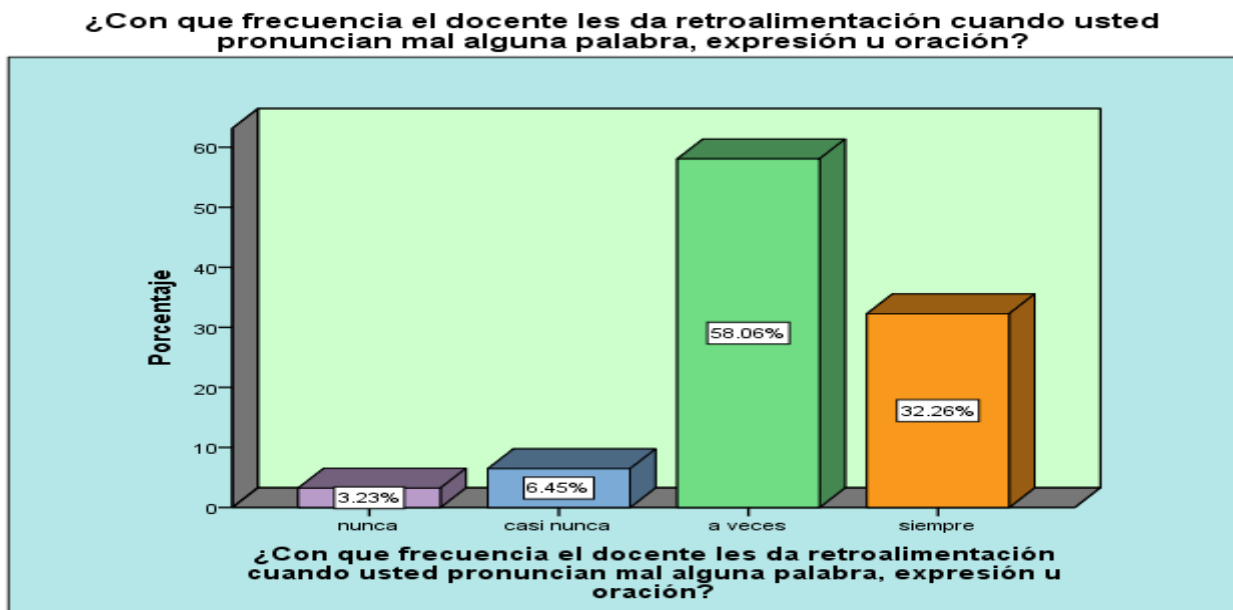
Graphic#9 represents the types of didactic resources the teacher provides during the activities of speaking where 45% represents pamphlets, 39% represents worksheets, 12% represents internet and 3% figures.

¿Qué tipo de materiales didácticos el docente facilita durante el desarrollo de las actividades del habla?
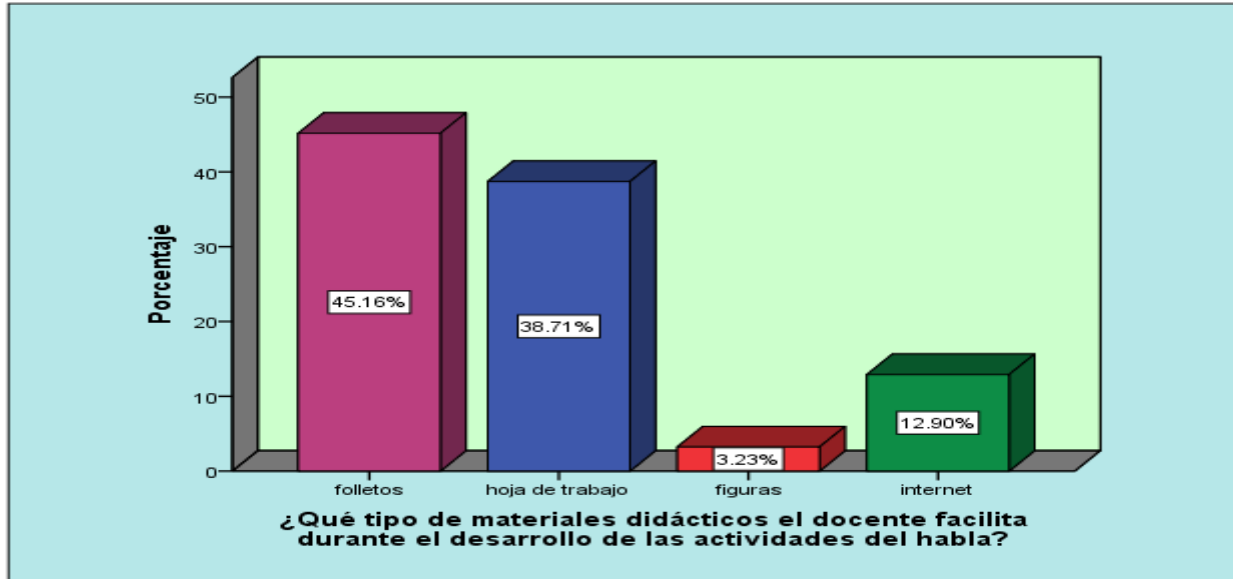
Graphic#10 represents the frequency teacher provides resources during the speaking activity where 29% represents never, 26% in purple color represents twice a week, 26% in turquoise color represents almost always and 19% represents once a week.

¿Con que frecuencia el docente facilita materiales durante el desarrollo de las actividades del habla?
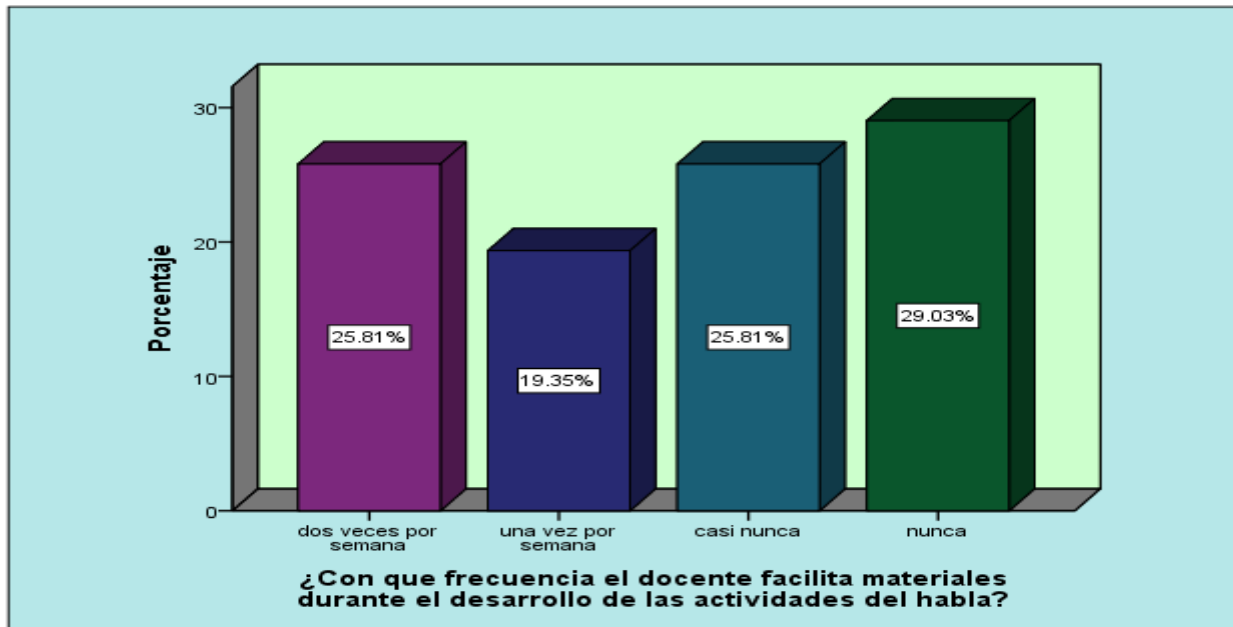
Graphic#11 represents how important are the didactic resources to develop the speaking activity where 39% represents a plenty of, 35% represents a lot, 19% represents a little, and 6% represents nothing.
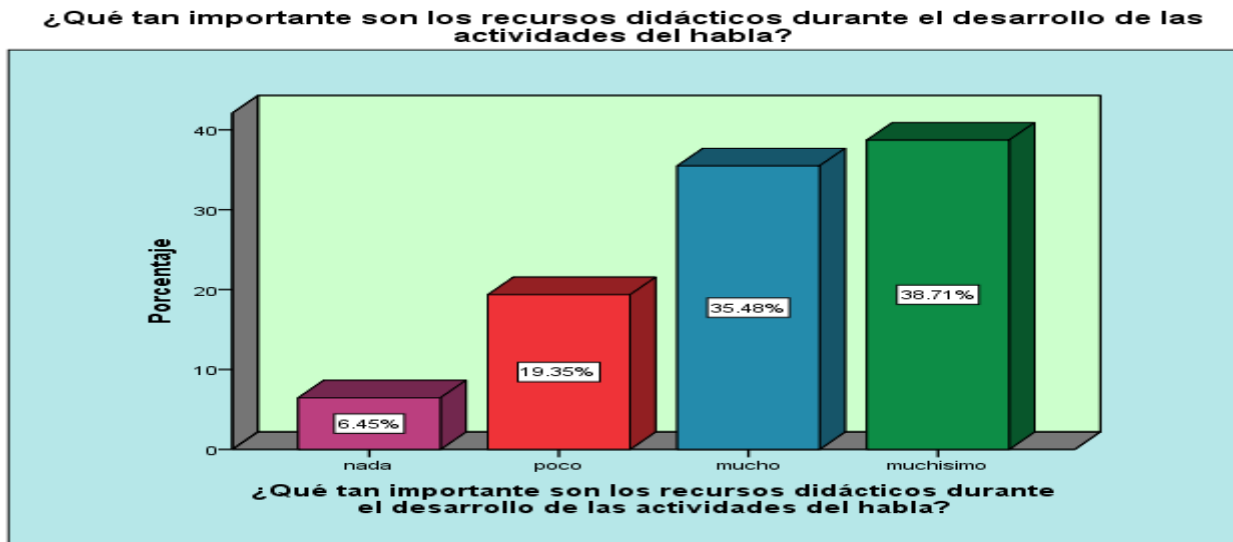
Graphic#12 Shows the level of oral proficiency where 47% represent the students that confused answers and a use incomplete phrases but understandable and mispronounce some words, 29% represent students that answer with complete phrases omitting some elements, has coherence and pronounce correctly most of the words, 12% in orange color represent students that answer with complete and correct phrases, the whole questions are answer with coherence and pronounce correctly all of the words, 12% in blue color represents students that need to be translated the questions, there is not answer or answer with monosyllables and do not pronounce correctly.
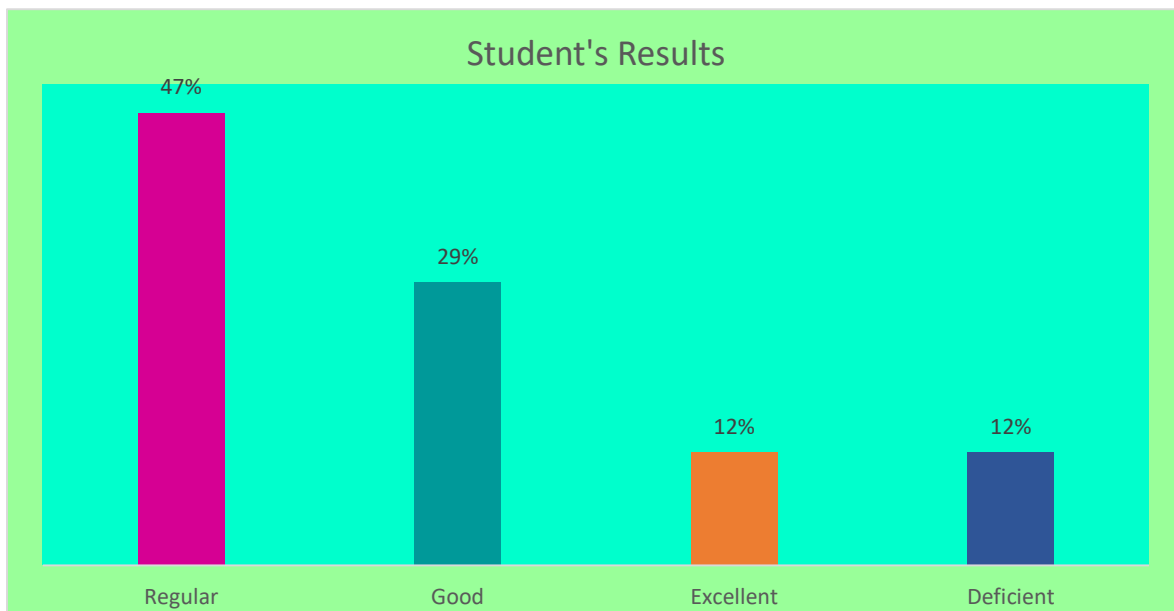
4. CONCLUSION

Through my research I want to point out the oral proficiency and approaches that can be significant for the development of speaking skills in the students of tenth grade at Luis Alfonso Velasquez Public School. The level of oral proficiency and approaches that were found in this research were gathered through the application of different instruments such as: Students interview and survey, class observation guides and teacher interviews.

During this research the following results were found:

1.   Since 2017 to 2021 there are significant changes in methodology during the teaching-learning process, those changes have made a big improvement on the oral proficiency of the students.

2.   The level of oral proficiency has change to better due to the improvements that the government has done implementing English since 1st grade but is still one of the difficulties, the sequences of classes are not enough to develop a complete class, besides the amount of students per classroom that do not permit the teacher includes all the students at the same time.

3.   The teacher did use rewarding words such as: well-done, good, good job or excellent during the class, using English around 60% of the class which mean that English was not really the predominant language. The activities assigned for oral practices are much less than for other skills. Students did not seem self-confidence to speak English without fear of making mistakes. No much student – student interaction in class.

4.   The influence of Total Physical Response (TPR) was really strong in the development of the oral proficiency in 10th grade students. In this second semester of 2021 teacher still uses TPR but with different tools (technology) that make more effective the use of that method.

5.   Although classroom order was quite excellent, the students 'attitude towards English seemed not so relevant even though when the 45 of them mentioned the activities for speaking development are very important.

6.   The strategies majorly used in the English classes observed were more written than spoken.

7.   Regarding the interaction among students to improve the speaking skill in the class was very minimum. The school resources were so limited and did not provide students or teacher to access to tools to facilitate a better learning.

4.1 RECOMMENDATIONS

Some advice that can be useful to improve English at school will be presented on the following section:

For MINED institution:

It is always a huge challenge for teachers to improve the English speaking skills of students. Government has developed trains for teachers in order to help them improve speaking skills which directly benefits the students, they will be improving significantly, but Investing in English education is not only books and notebooks, but also provide the frequency of classes it deserves. Besides the amount of students in each classroom. The government must keep in mind that more English education investment will carry more possibilities to have success and decrease the ranking of poor education.

For Future Researchers:

Speaking is a very important part of the acquisition of a second language, that is why I advise future researchers continue on the study of the methods and approaches that can provide positive contribution to the development of the oral proficiency.

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5. XIII. ATTACHMENTS

¿Cuál es su sexo?

Graphic #1 represents the quantity of students who were surveyed at Luis Alfonso Velazquez where the 48% represents women; and the 52% men.

Graphic #2 represents the age of students where 48% represents students´ age of 16 years old, 19% represents students´ age of 17 years old, 16% represents students´ age of 18 years old, 13% represents students´ age of 15 years old and 3% represents students´ 19 years old.
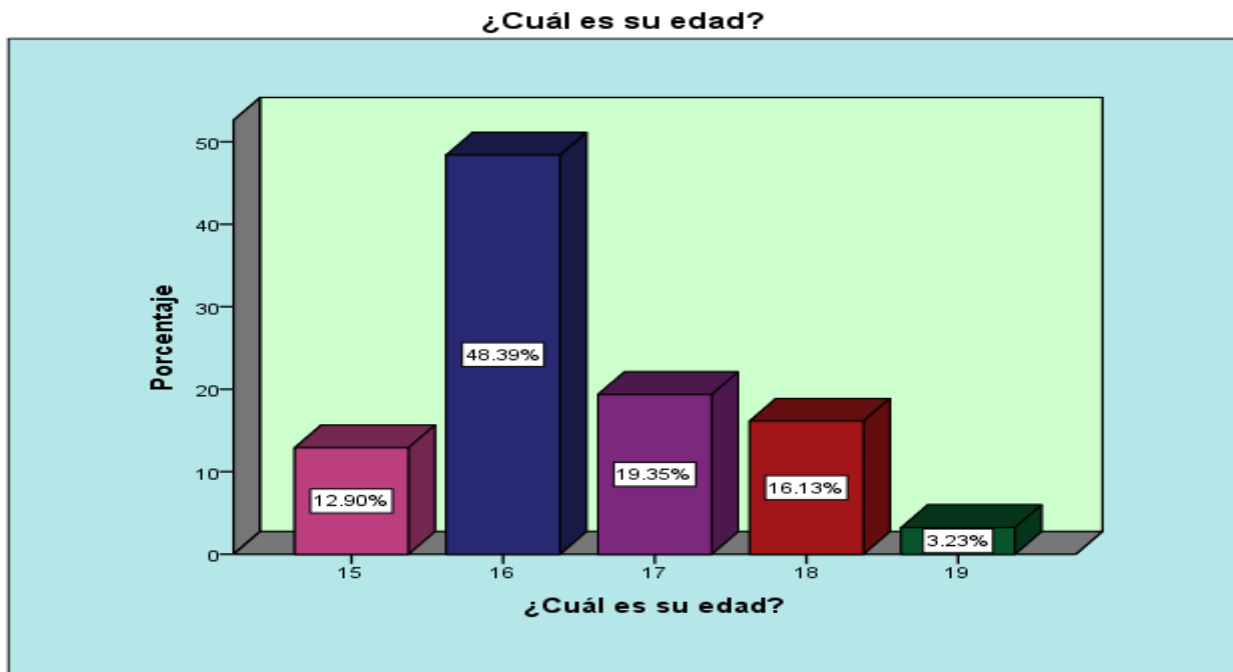
Graphic#4 represents the frequency teacher provides resources during the speaking activity where 29% represents never, 26% in purple color represents twice a week, 26% in turquoise color represents almost always and 19% represents once a week.

¿Con que frecuencia el docente facilita materiales durante el desarrollo de las actividades del habla?
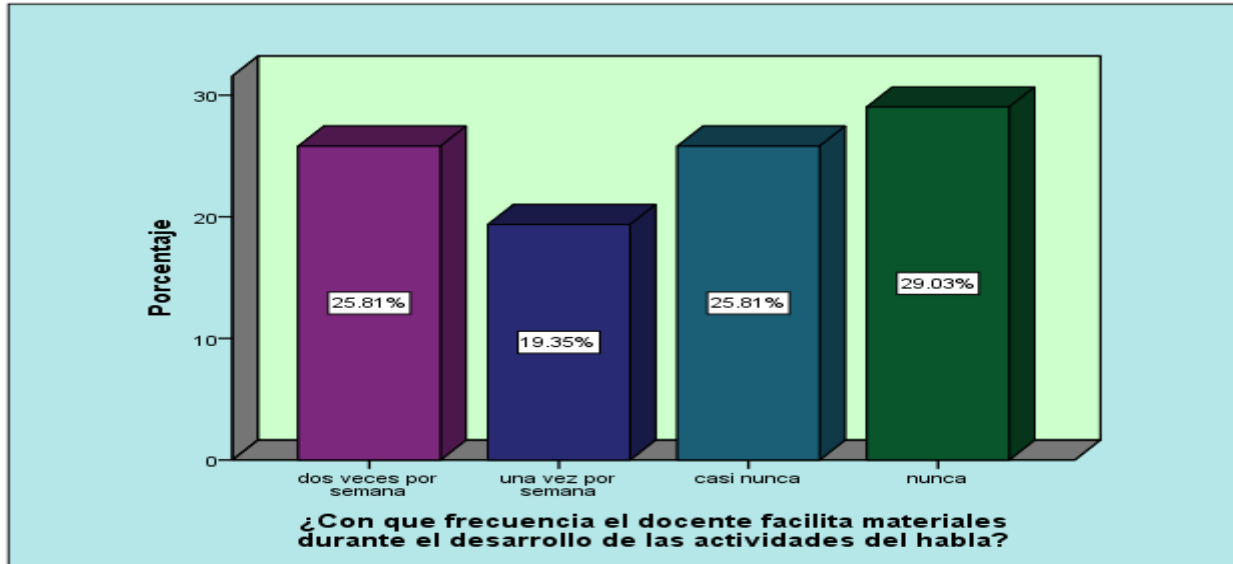
Graphic#5 represents when the teacher corrects the mistakes of pronunciation at the time of speaking in English where 65% represents during the activities, 12% represents at the end of the class, 10% represents never, 6% in light blue color represents at the end of the activities and 6% in purple color represents in private.

¿Cuándo corrige el profesor los errores de pronunciación al momento que habla inglés?
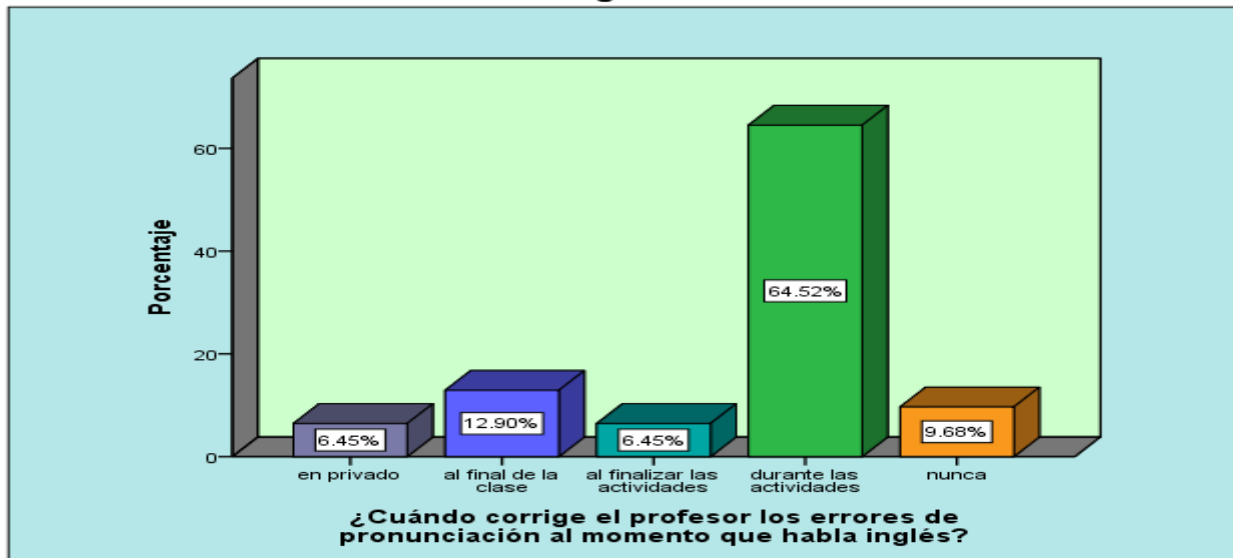
6. SURVEY

El objetivo principal de esta encuesta es conocer las estrategias de enseñanza de la habilidad del habla en inglés aplicada por el docente en las diversas actividades en el salón de clases. Al mismo tiempo, conocer como los estudiantes desarrollan habilidades lingüísticas del idioma inglés como lengua extranjera.

Género

Mujer ☐   Hombre ☐

Edad: _____

I.   **Estrategias utilizadas por el docente para mejorar el desarrollo del habla en inglés**

Marque con un signo de revisión ( ) en el lugar que corresponda

1.   **¿Qué tipo de actividades realiza el docente para desarrollar la habilidad del habla inglés en el salón de clases?**

Ejercicios de pronunciación ☐   Cantar una canción ☐

Debates ☐   Discusiones ☐

Dramatizaciones diálogos ☐   Entrevista ☐

Lecturas ☐   Ninguno ☐

Discursos ☐

2.   **¿Con qué frecuencia practica actividades que le permitan practicar el habla en el idioma inglés?**

Nunca ☐   casi nunca ☐   a veces ☐   casi siempre ☐   siempre ☐

3. ¿Con qué frecuencia trata de hablar inglés con sus compañeros o amigos dentro del aula de clases?

Nunca ☐   casi nunca ☐   a veces ☐   siempre ☐

4. ¿Con que frecuencia tratas de hablar inglés con tus compañeros o amigos fuera del aula de clases?

Nunca ☐   casi nunca ☐   a veces ☐   siempre ☐

5. ¿Cómo se siente cuando habla inglés frente a sus compañeros y maestro?

Segur@ ☐   tímid@ ☐   nervios@ ☐   avergonzad@ ☐   otro _____

III.   Retroalimentación
1. ¿Cuándo corrige el profesor los errores de pronunciación al momento que hablas inglés?

En privado ☐   al final de la clase ☐   al finalizar las actividades ☐

durante las actividades ☐   Nunca ☐

2. ¿Con qué frecuencia el docente les da retroalimentación cuando ustedes pronuncian mal algunas palabras, expresión u oraciones?

Nunca ☐   casi nunca ☐   a veces ☐   siempre ☐

IV.   Recursos didácticos
1. Marque el tipo de materiales didácticos que el docente facilita durante el desarrollo de las actividades del habla.

Folletos ☐   Radio ☐   Tabletas ☐

Hoja de trabajo ☐   Teléfono inteligente ☐   CD´s ☐

Figuras ☐   Internet ☐

2. ¿Con qué frecuencia el docente facilita materiales durante el desarrollo de las actividades del habla?

Dos veces por semana ☐   una vez por semana ☐   casi nunca ☐   nunca ☐

3. ¿Qué tan importante son los recursos didácticos durante el desarrollo de las actividades del habla?

Nada ☐   poco ☐   mucho ☐   muchísimo ☐

¡Muchas gracias por su tiempo y colaboración!

Teacher's Interview Questionnaire

The main goal of this instrument is to determine the speaking strategies the teacher uses in the classroom and how they impact the learning process in the students find and find resources applied during the speaking activity where these ones are important to improve speaking topics and the speaking skill class as well.

Speaking activities

1. At the time of planning your English class, do you think in the needs of your classroom to improve the speaking skill?

   ....
   ....
   ....
   ....

2. How well do your students develop the speaking skill with your activities?

   ....
   ....
   ....
   ....

3. What strategies are the most effective to improve the students´ speaking ability?

   ....
   ....
   ....
   ....

4. What type of resources do you consider effective to improve students´ speaking skill? Why?

   ....
   ....
   ....
   ....

Thank you very much!

Universidad Nacional Autónoma de Nicaragua

UNAN- Managua

Faculty of education and language

English Department

Rubric to evaluate oral proficiency:

	(Comprehension) Understand when teacher asks and provides additional information	(vocabulary and grammar)Uses common expressions and basic phrases to introduce and describe his community and daily routine.	(fluency)Can introduce himself and answer questions about personal details. Speech is smooth and fluid, few to no hesitation or attempt to search for words.	Pronunciation Stress and articulation of sounds make the message clear and comprehensible
1	All the time with 2 repetitions	Answer with complete and correct phrases	All questions are answered with coherence	Pronounce correctly all of the words
2	Asked repeat more than 2 times	Answer with complete phrases omitting some elements	Answered most of the questions with coherence	Pronounce correctly most of the words
3	Asked repeat more than 3 times	Answer with incomplete phrases but understandable	Answered some questions with coherence but confused most of the answers	Pronounce correctly words
3	Teacher translated the questions	Answer with monosyllables	No answer.	Do not pronounce correctly

Students interview, level A1

Oral proficiency test for 10th grade students at Luis Alfonso Velasquez institute.

Answer the following questions:

Option 1, applied to 8 students.

1-   Introduce yourself (you can include name, age, family member, what you like and do not like)

2-   What do you do on weekends? (you can include activities that you usually do since you wake up)

3-   Describe your mother. (you can include appearance and feelings)

Results	
1	2 students
2	5 students
3	8 students
4	2 students

Option 2, applied to 9 students.

1-   Introduce yourself (you can include name, age, family member, what you like and do not like)

2-   Describe your community (you can include how are people, what how many public places are there)

3-   What do you do during the week? (you can include activities that you usually do since you wake up)