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**NATIONAL AUTONOMOUS UNIVERSITY OF  
NICARAGUA-MANAGUA  
RUBÉN DARÍO CAMPUS  
FACULTY OF LANGUAGES AND EDUCATION  
ENGLISH DEPARTMENT  
ENGLISH MAJOR**

**Difficulties in the acquisition of the speaking skill in  
seventh graders, at “Instituto Nacional de Masatepe”,  
second semester 2022.**

**Submitted by:  
Yoceline Yanelly Alemán Urbina  
María Carolina López  
Tutor:  
MSc. Roberto Alemán**

## **Dedicatory**

We dedicate this work to God, for giving us life and allowing us to reach this important moment in our professional formation, to our parents who gave us education, support and advice, and to the English professors of the University UNAN-Managua who have helped us during this process. In addition, we give our special thanks to the principal of the National Institute of Masatepe for opening the doors of this high school and considering us as part of it. And also, to all the students and the English teacher of the institute because without her we would not have been able to carry out and finish this work successfully.

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## **Abstract**

This research was carried out at the Instituto Nacional de Masatepe. It focused on the learning of English. The main objective was to analyze the different aspects which cause problems in the process of learning English in the development of oral expression in seventh grade "G" students. In addition, this research covers the effectiveness of strategies, methods, didactic resources, as well as the teacher's style used to teach within the classroom to the students. We focused our research on oral expression because the Departmental Ministry of Education has instructed English teachers in Masatepe to implement the four language skills in their lesson plans in order to cover all skills in each lesson taught to students and to create a good classroom environment. The data collected through detailed instruments will enhance the teacher and students' performance at Instituto Nacional de Masatepe. In addition, it brings the consciousness of teachers to be committed to delivering English lessons with passion and motivate students to develop and improve their attitude and speaking skill by discovering the difficulties that cause problems in speaking. Moreover, the research is focused on teaching strategies, methodologies, resources, internal and some external factors, and interest of the students to use English to talk and express their ideas, and how those factors limit the participation of the students in class. The methodology to carry out the study consisted of 2 instruments such as a student's survey and teacher's interview. The kind of methodology used to approach and analyze the data was quantitative and qualitative (mixed method approach). 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. 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 use 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, role 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 communicating with each other.

## **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. 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, 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.

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.



According to the aim of this project students at Instituto Nacional de Masatepe 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 teach the language; the level of motivation students can perceive from the teacher may be because they do not know how important English could 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 skill.

The practice of oral communication among students promotes English as an important and necessary tool for disseminating knowledge in contemporary culture. is focused on. In this investigation the difficulties that cause or interfere during the essential process are analyzed deeply taking as a reference student of the speaking skill in the students of seventh grade “G”, at Instituto Nacional de Masatepe. It is determined how these different factors can influence the lack of speaking activities and techniques used by the teacher in the classroom impact badly on the learners’ meaningful learning. This means that the teacher and learners must consider that there are elements that interfere with 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.

## **IV. Objectives**

### **4.1 General Objective**

To analyze the most relevant factors that interfere in the development of speaking skill in the students of seventh grade, at “Instituto Nacional de Masatepe” during the second semester 2022.

### **4.2 Specifics Objectives**

- To identify the different teaching strategies used by the teacher to develop speaking skill in the students.
- To demonstrate the diverse factors that cause problems in the development of speaking skill.

## **V. Research Questions**

1. How can we identify the different teaching strategies that the teacher uses to develop speaking skills in students?
2. What are the different aspects that cause difficulties in the development of speaking skills in students?
3. What resources could the teacher apply to improve the factors that affect in the development of students' speaking skill?
4. What kind of strategies could the teacher use to overcome the problems affecting the development of the speaking proficiency in learners?

## **VI. Theoretical Framework**

Currently, learning English has become a necessity because it has been growing day by day and most of the jobs in Nicaragua have as a requirement to master a certain percentage of English to facilitate communication in the international area. English is a universal language; consequently, the Ministry of Education is making improvements in the curriculum in order to enhance the process of teaching English in education. As a result, we have elementary and middle school education which have changed their strategies, methods and activities to achieve communicative cultural language. Now, students have to deduce about the topic that the teacher is teaching and not automatically learn the structure without producing the ability to speak.

### **6.1 What is speaking?**

As Burns and Joyce (1997) point out, language is an interactive process of meaning formation that involves the generation, reception, and processing of information. Despite its importance, teaching speaking has long been underestimated, with English teachers continuing to teach speaking as simple repetitions of practice or memorization of conversations. Nevertheless, today's world demands that the goal of language learning should be to improve students' communication skills. Because only in this way can students learn to express themselves and follow appropriate social and cultural norms in all communication contexts. Current pedagogical research on teaching students speaking has provided some parameters for developing objectives and techniques.

Speaking English is the main goal of many people. Their personalities play an important role in determining how quickly and how correctly they will accomplish this goal. Those who are adventurers and unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, the students who are shy 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 goals of accurate (clear, articulate, grammatically and phonologically

correct) language and fluent language. To have good English is not a requirement. It makes sense to increase the volume in the classroom. Break the silence and encourage students to communicate using available English and to selectively address their mistakes, whether or not they correct them (Burns and Joyce, 1997).

According to Burns and Joyce (1997), "In this study, speech was verbally, coherently, fluently, and adequately self-sufficient in a given meaningful context for both transactional and dialogue purposes.

- Linguistic Competence: This includes the following skills: Includes:
- Use understandable pronunciation
- Strictly follow grammatical rules
- Use relevant, appropriate and appropriate vocabulary

Discourse: This includes the following skills:

- Structures discourse in a coherent manner
- Conducts and interacts effectively to keep the conversation flowing

Practical Ability: This includes the following skills:

- Expressing a range of functions effectively and appropriately according to the context and register.

Fluency: This means being able to speak fluently at a reasonable rate. Methodologically, Rebecca Hughes points out that when teaching speaking skills, one must distinguish between teaching the spoken word of a language and teaching "language by speaking." She also highlights the fact that spoken language is unfortunately less well studied than written language, and this is why she is confident that teachers will use stable written language and genres in their lessons. (Hughes, 2011)

“Chaney's definition describes language in a similar way, stating that "language is the process of constructing and communicating meaning using linguistic and non-verbal signs in a variety of contexts." (Chaney cited in Kayi 2006)

Consistent with this view is Nunan's description of what teaching speech entails. In his opinion, teaching speech means teaching language learners:

- o Generate English sounds and patterns.

- o Use the accent, intonation patterns and rhythms of words and sentences of the second language.
- o Select appropriate words and phrases according to appropriate social setting, target audience, situation and topic.
- o Organize your thoughts in a meaningful and logical order.
- o Uses language as a means of expressing values and judgments.
- o Uses speech quickly and confidently with few unnatural pauses, called fluency. (Nunan, 2003)

## **6.2 Importance of Speaking**

On the report of Joanna and Heather (2006), "teachers around the world must to teach primarily grammar and vocabulary, because these areas are tested in exams." It means that speaking is neglected in students may have sufficient knowledge of grammar and a broad vocabulary so that they can apply that knowledge to pass exams (Chaney, 1998), but face the challenge of speaking English outside the classroom.

Joanna & Heather (2006) adds that “speaking English help 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 learner's 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 important place in building one's speaking skills when they are attending English as second language, unlike they do in their mother tongue language (Joanna & Heather, 2006)

### **6.3 Importance of English Language 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 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).

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 is not in all the school, however this factor is 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 prefer to prepare handouts for their students. The teaching materials used by these teachers are mainly textbooks, makers, whiteboard, and paper with activities. Teachers do not use CDs, computers or projector to do a dynamic class where students can be involved or attracted by these kinds of classes. The teachers only prepared handouts 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. Teacher's instructions are not easy for students to understand. The consequence of this could be the students' misunderstanding and cannot complete the tasks or do the activities in a different



way. Another common problem that happens is that the teacher makes an unclear test with some misunderstanding that makes the students get confused. (Nunan, 1991).

### **C. Unequal student's levels**

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

## **6.4 Measure of Speaking**

Spoken language is "an essential part of the learning and teaching process as a second language" (Burns and Joyce, 1997). This means that speaking in an interactive process that involves constructing meaning in order to generate and comprehend given information is a very important skill.

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.

## **6.5 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' weakness 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. (Nunan, 1991)

## **6.6 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.

### **A. Using Minimal Respond**

Language learners almost always lack confidence in their ability to successfully participate in learning activities 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 use 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 speaker is saying.

### **B. Recognize 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 relationships 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 under stable 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. Teachers 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 affected when 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, brainstorming, 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.

### **6.7 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 (ELF) says that student 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 ELT classes, students will have the opportunity to communicate with each other in the target language enriching knowledge by learning by context, exercising memory 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 factor 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.

## **6.8 Methodology**

From 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 help 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 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 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), "There are many ways to teach English, such as grammar translation method, direct method, community language learning, total physical response, natural approach, communicative language learning and audio language method". These approaches develop English language skills such as reading, writing, listening and speaking, but the most appropriate, effective and specific way to develop speaking skills, which we believe to be a successful method, is the phonics method.

According to Larsen and Freeman (1993, p. 36), "the audio-lingual method is an oral approach". However, it is very different in that it emphasizes the acquisition of vocabulary through exposure to situations in which it is used. Some teachers use this method to teach students with pictures, flash cards or dialogues; learn and remember words to apply them in communicative practice.

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 sets of 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 a little or no grammatical explanation.
- f. Vocabulary is strictly limited and learned in context.
- g. Pronunciation is very important.
- h. There is much use of tapes, language labs, and audio-visual aids.
- 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)

## **6.9 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 activities into:

### **A. Controlled Oral Work:**

To check the oral work, the authors mentioned the dialogues. Dialog speaking has advantages that can be used for guided and free work. In addition, this activity can be covered at any level. First, students can prepare a mini-dialogue in pairs and the teacher can support them in doing the exercises. Using exercises helps students feel more confident about their performance. Broughton says that "replacement exercises show the class much more clearly because they use the communicative function in a real situation in which the students can find themselves" (Broughton, 1981)

## **B. Guide 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 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 promoted 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 saying 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 compares “stimuli ” with “visual aids” (pictures, maps, cartoons, films or photographs). Moreover, another stimulus 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 introducing 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 stated in the previous section, “There are a variety of activities that can be used to teach speaking skills,” the authors more or less follow the same pattern. Familiarize yourself with useful phrases and expressions for activities that challenge learners to express themselves and produce as much language as possible. With useful phrases or expressions, to such activities that challenge the learns to express themselves and to produce as much language as possible.

## **6.10 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. Students should try to avoid mistakes, so that what they say is free of pronunciation, grammar or vocabulary and makes sense in any communication situation, taking all aspects into account. To support increased communicative efficiency in speaking, trainers can use a balanced activity approach that combines verbal input, structured output, and communicative output.

### **a. Verbal Input:**

The author believes that elements of this activity provide students with the materials they need to start building their own language, in the form of teacher talks, listening activities, reading texts, etc. We pledge to provide the language you hear and read outside of class. Additionally, voice input can be content-oriented or form-oriented. Content-oriented entries focus on information, whether it's a simple weather forecast or an in-depth lecture on a scientific topic. Content-oriented input can also include descriptions of learning strategies and application examples.

On the other hand, the authors state that the information obtained from the student depends on the auditory ability and the situation in which the student is placed. Beginner-level students with low levels of communication require explanations from the teacher in their mother tongue, not the target language, to gain understanding. However, her listening ability and situation are not the only two factors that affect input. (Harmer J., 1991)

### **b. Structured Output**

The purpose of this activity is to give students the feeling that they can apply what they have learned in class previously. Otherwise (Hossain, 2015) adds that “Structured end tasks are often used as a link between the presentation and practice phases”. So, the best way to learn and retain knowledge is to generate it the moment you learn it. It is important

to do speaking activities using the vocabulary of the content and in this way, learning occurs easily.

### **c. Communicative Output**

The focus of this activity is on the student's purpose in completing the task. To perform the tasks of the assessed activities, students practice recently learned language and elements of language they already know. In communication exit activities, the criterion for success is whether or not the student conveys the message. Finally, in the balanced activity approach teachers use different activities from these different input and output categories. (Hossain, 2015)

A balanced approach to activities aims to develop students' speaking skills using either start or end before, during, or after the activity, depending on the teacher's educational plan.

## **6.11 Teaching Resources**

(Anuradha, 2014) found that student-centered classrooms, where students speak in groups and are held accountable for using communication tools to complete tasks, are more conducive to language learning than teacher-centered classrooms. is shown. In other words, in a classroom where the focus is on student learning, the communicative teaching tools they use are tape recorders, printed images, data shows, books, television, copies, computer labs, videos, DVDs, CDs. power points, presentations, etc. It's more effective at completing assignments than classes that are all focused on teacher production and performance.

## **6.12 Educational Technology and Other Teaching Equipment**

As an English teacher, we need to be aware that technology education is very important today as a resource for communication education. An English teacher must use a variety of educational tools to explain the meaning and syntax of the English language, engage students in topics, and also engage in activities to improve her speaking skills. (Harmer J., 2001) lists some materials for more meaningful learning:

**A. Pictures and images:** Teachers have always used images and graphics such as books, newspapers, magazines, and photographs to facilitate learning. The authors state that the



images are in the form of index cards (small cards that students can see), large murals (large enough for everyone to see the details), and cue cards (played or used by students in pairs). claims to be provided. Using group work), pictures or illustrations (usually found in textbooks), teachers can engage in comprehension, prediction, and discussion activities through this resource. Some teachers are very creative and play games with their students through their drawings. These educators do not have technology at hand, but are given chalkboard drawing tasks to assist with explanation and language work (Harmer J., 2001, p. 136).

**B. The overhead projector:** Overhead projectors (OHPs) are very popular devices because they can prepare visual and demonstration materials. They require little technical knowledge and are usually easy to carry (Harmer J., 2001, pág. 136).

The authors believe that through this important resource, teachers can learn vocabulary (informal and formal speech), information on the use of tenses in speech, songs with lyrics (to practice pronunciation), audio (dialogues, stories, speeches) can be shown to be different. Simply project your accent or another topic through this overhead projector, and it's incredibly versatile to help you develop your English.

**C. Bits and piece:** Conforming to (Harmer J., 2001) this subsection points out that there are always many small things that can be brought into the classroom. These could be family photos or letters received. These objects help students think about what kinds of speaking activities are interesting. This is called Realia (p. 136).

**D. Realia:** In consonance with (Harmer J., 2001) states that it is used to represent objects, and is recommended for high school students to participate in. For beginners, real or lifelike objects can help teach the meaning of words. A teacher can show up to the classroom with plastic or real fruit, a cardboard clock face, or her two phones simulating a phone conversation. Objects that are interesting in their own right are good starting points for a variety of language tasks and communication activities (p. 10).

## **6.13 Classroom Management**

(Crystal, 2001) confirms that the form and meaning of speaking depend on the context in which it takes place, including the participants themselves, their collective experiences, the

physical environment, and the purpose of speaking. The author points out that students' language practice depends on their surroundings. They can share their experiences with their peers. It is important to note that many consider the physical environment and the subject of participation.

It can be emphasized that it is important to point out that there is a significant difference between the way teachers organize their classrooms and the way teachers organize their students in speaking activities), the classroom configuration can be by columns, circles and horseshoes and depends on the teacher's time, space and preferences. However, student organization for speaking proficiency can include individuals, pairs, groups, or entire classes, and this administration in this particular activity depends on the teacher's goals for that period of instruction (Harmer J., 1991, pag. 11) Explanation. It can be interpreted that when a teacher participates in a discussion, it is clear that he involves the whole class. If you want students to have a dialogue, the lessons will consider the number of students in the room, but if the teacher registers for an oral exam, the students will be evaluated individually. Also, it seems as if it's not the taste that counts, but what you need to get from your students.

In addition, Davila (1983) found that many students, despite having an orderly classroom and having access to all the resources to study English, were uninterested due to environmental factors such as: I am pointing out what I am feeling. Age, personality, motivation, experience, cognition, Spanish language and context, instructions and interactions from a native her speaker. In other words, each learner has a different way of acquiring a language, but they are always faced with impossibility factors to acquire the language faster. For example, some students feel that their age is an obstacle or they have bad posture when they make many mistakes when speaking, while others are not fast learners because their intellectual capacity to hold information is weak. Nevertheless, a major factor affecting high school students is the Spanish language and its context, and students rarely maintain contact with their native language.

## 6.14 Developing Classroom Speaking Activities

Dialogues and conversations are the most common speaking tasks in class. However, there are other activities that make the class successful, and teachers can choose from this variety of activities. According to (Brown, 1994) there is a list of six possible task categories:

**A. Imitative-Drills:** This phase is based on repetition from the learners' repeated 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 point, 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 speak English in class? or Does she like the activity?).

**D. Transactional:** It is about dialogues focused on the purpose of 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 they can be used independently or they can be added to a 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 focus of these activities is that the teacher designed the task according to the student`s need based on making the interaction between learners in an independent way.

## **6.15 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), "Good teachers recognize that student motivation is necessary for successful learning, and that teachers are best positioned to improve student motivation. “It is worth to say that meaningful learning depends on great motivation, those students that are sprightly, interested and active have a teacher that fulfills 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 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) does 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 in 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 by using an easy vocabulary they 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 speakers, 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.

### **6.16 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 have the fear about the next step, the teacher will be following. When the students know the teacher’s methodology or the teacher's personality, they show lack of confidence 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 of others when they speak another language which is not their first language and they feel it is an obstacle because they are not good speakers and sometimes they care more about what classmates think about them

without caring about their participation 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).

### **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 affects 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 have to deliver a presentation before their classmates. That kind of anxiety is better known as shyness.

## **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 that 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 the teaching-learning process as well as the interaction between student-teachers. This provokes 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 to 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.

## **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 it happens

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 both physically and psychologically. In general, students will show the following symptoms:

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

### **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 their research suggested that teachers should pay more effective domains. Technically, teachers raise students' sense of belief in themselves. According to Sihera (2009) stated that effective strategies to overcome student confidence should include such following elements:

**Gaining the confidence of students:** The best way to gain confidence as a teacher is to be consistent and firm with clear boundaries, to be approachable when possible, to include students and to feel valued. Find opportunities to let go, be positive rather than negative.

**Establishing Personal Routines That Students Can Control:** The Routines provide familiarity, regularity, boundaries, and framework to gradually build a sense of cohesion through repetition and presentation practice. The more something is established, repeated, and credible, the more its mystery is lost, the more we learn, and the more control we have.



For example, simple routines to follow when setting homework times, organizing your work, and using your leisure time at work. By setting clear routines for students, students gain a sense of security, a sense of purpose and reassurance, which in turn provides a foundation on which to build confidence over time.

**Positive reinforcement Encouragement:** Positive reinforcement is characterized by personal affirmation and encouragement. It is very important in building students' confidence. Positive reinforcement in the classroom does not mean offering no criticism. It is unrealistic. It means that the quality and form of feedback given to students is very important. In all endeavors, praise should always come before judgment.

**Discourage Perceptions of “Right” or “Wrong”:** Few things are completely “right” or “wrong” on a cultural or social level. Not even a deviation. The question is what is "appropriate" for the given time. So, while speaking in the schoolyard may be permissible, and may even be permissible during another lesson time, speaking in the classroom during one lesson time is "inappropriate" for obvious reasons. By explaining to students what is inappropriate and why, it removes the need for the teacher to be 'right' and the student to be 'wrong' in relation to Win Listyaningrum Arifin. You can teach your students how to confidently regulate their own behavior. This approach is important to encourage them to experiment and use the initiative. If "it's not wrong", you can find a better answer.

**Encourage students to be themselves:** In these cases, encourage students to talk about their lives, cultures and fears. Then incorporate their input into the daily life of the class. This is very important, as minority students are expected to be exposed to and adopt the majority culture from day one. Encouraging them to be themselves helps them feel valued when they integrate. Encourage students to share how they see the world. In this way, they can use their perceptions to frame the reality of classroom activity and not feel left out.

## **6.17 Environmental factors**

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful

by virtue of their sheer determination, hard work and persistence. However, there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

## **Internal Factors**

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. According to the Sara Davila (1983) are:

**Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

**Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

**Motivation:** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to get a place at an American university or to communicate with a new English boy/girlfriend, are likely to make greater efforts and thus greater progress.

**Experiences:** Learners who have acquired general knowledge and experience are a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.

**Cognition:** In general, it seems that students with greater cognitive abilities will make the fastest progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.

**Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Japanese child.

## **External factors**

External factors are those that characterize the particular language learning situation.

**Curriculum:** For ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to occur if students are fully submerged into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

**Instruction:** Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

**Culture and status:** There are some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

**Motivation:** Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally fare better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly.

**Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second- language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

### **6.18 The Teacher's Role**

We think that high school is a place where one goes to learn but I also believe that there should be times where fun is a necessity. That is why we think that a teacher should also have fun with the students. Kids learn faster when they feel attracted to an exciting lesson. Teachers must not forget that kids get bored fast. That is why creative lessons must be planned ahead.

The teacher must create a warm and protective environment but at the same time it could be professional. If students feel secure in the classroom the result will be shown in the academic progress. A good start could be a mutual trust with each student. Teachers have the responsibility to know his/her students in the classroom. Each day, the teachers show one of their attitudes that the students are unaware of. Also, the students do the same in order for the teacher to get to know them, too. This is a good exercise to do because it benefits the whole class to break the ice. The first day most of the students are afraid of the teacher because they do not know how the teacher 's personality is. It will change until the teacher and students discover they have common hobbies with each other.

The teacher needs to show respect toward the students so the students also respect the teacher. Teachers must not forget to teach the different students and different traditions and customs because the students come from different backgrounds. —One of the keys that are useful for teachers is to understand and accept the way students are acting.

The following is a list of suggested activities which when presented may facilitate development during the student/teaching experience.

- 1) Handle classroom routines such as attendance, dismissal and perhaps lunch distribution.
- 2) Assume a teacher's duties – conduct assembly, clubs and other co-curricular activities.

- 3) Check students 'written work and keep necessary records, such as progress reports, assignments and projects and mark them.
- 4) Keep students 'in a healthy environment and thus keep them safe.

### **6.19 Teacher-Students Interaction**

All teachers have an obligation to be responsive to their students and to balance their diverse needs. It means being non-favorite and helping all students equally. Students may not understand the topic and the teacher should take advantage of the learners during the lesson to control this situation. Instructors care about student learning, evaluate it impartially, listen impartially to questions and concerns, politely call students by name when correcting errors, and finally receive feedback at any time (Burns, 1997).

On the other hand, because learners are responsible for learning a foreign language, it is important during English lessons that students need to perform and speak the language most of the time during the lesson. Teachers need to guide and guide them, but they don't always take on the role of speaker because they already know the language (Burns, 1997)

## VII. Variable Matrix

Objective: To analyze the different aspects which cause problems in the English Learning Process in the development of speaking in the students.

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

speaking skill in the students.		activities in the classroom		Personality Cognition Access of native speakers Spanish and context		
To promote pragmatical teaching strategies to improve the English learning process between teacher-students.	Teaching strategies	Learning activities interaction	Oral expression strategies	Using minimal respond Recognizing scripts Using language to talk about language	Survey Interview	Students Teacher
	Balanced activities approach	Language input Structure output Communicative output	Type of speaking activities	Picture stories Information gap activities Groupings Mingle activities Discussion activities Problem solving Drama and role plays Surveys and questionnaires.		

## VIII. Methodological Design

### Research Approach:

**Mixed Method Approach:** Mixed methods research involves the use of more than one approach or method of design, data collection, or data analysis within a single program of study, and the integration of the different approaches or methods occurs throughout the entire program of study, not just at its end point. We chose this method for our research because mixed methods approach is a term often used to designate the combination of quantitative and qualitative research methods in a single research project and we prefer this research term to indicate that different types of research can be combined in a single research project. It need not be limited to quantitative and qualitative methods, but can include, for example, qualitative participant observation with qualitative in-depth interviews.

**Quantitative Research:** Is the process of collecting and analyzing numerical data. Quantitative research is the opposite of qualitative research, which is the collection and analysis of non-numerical data (e.g., text, video, or audio). We chose this type of research for a few reasons such as:

- ✓ **Direct comparison of results:** The study can be replicated in other cultural settings, times, or with different groups of participants. Results can be statistically compared.
- ✓ **Large samples:** Data from large samples can be processed and analyzed using reliable and consistent procedures through quantitative data analysis.
- ✓ **Hypothesis testing:** Using formalized and established hypothesis testing procedures means that research variables, predictions, data collection, and testing methods must be carefully considered and reported before reaching a conclusion.

**Qualitative Research:** Involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to delve deeper into a problem or generate new ideas for research, and is the opposite of quantitative



research, which involves collecting and analyzing numerical data for statistical analysis. Qualitative research is commonly used in the humanities and social sciences, in subjects such as anthropology, sociology, education, health sciences, history, etc.

Qualitative research usually seeks to preserve the voice and perspective of participants and can be adjusted as new research questions arise. Qualitative research is good because of:

- ✓ **Flexibility:** The process of data collection and analysis can be adapted as new ideas or patterns emerge. They are not rigidly decided in advance.
- ✓ **Natural settings:** Data are collected in real or naturally occurring contexts.
- ✓ **Meaningful perspectives:** Detailed descriptions of people's experiences, feelings and perceptions can be used to design, test or improve systems or products.
- ✓ **Generation of new ideas:** Open-ended responses allow researchers to discover new problems or opportunities that might not otherwise have occurred to them.

**Type of study:** Descriptive research aims to describe the current state of an identified variable. The researcher does not usually begin with a hypothesis, but is likely to develop one after collecting data. Analysis and synthesis of the data provide the test of the hypothesis. Systematic data collection requires careful selection of the units studied and careful measurement of each variable.

**Population:** A study population is a group considered for a study or statistical reasoning. The study population is not limited only to the human population. It is a set of aspects that have something in common. The study population was all students between 12 and 13 years of age, with a beginner level of English, the gender of the group was 9 girls and 19 boys for a total of 28 seventh grade G students, the teacher has a degree in Education and Languages with a major in English, has 4 years as a teacher at the National Institute of Masatepe and is currently studying a technical specialist in English Teaching offered to all English teachers by the National Technological Institute, the teacher is between 27-29 years of age and her level of English is advanced.

**Sample:** Sampling is a powerful technique for collecting opinions from a wide range of people, chosen from a particular group, to learn more about the whole group in general. For any research study to be effective, it is necessary to select the study population that truly represents the entire population. We chose this sampling technique Probability sampling because This method is used to select samples of people and objects from a population based on the theory of probability:

- **Simple random sampling:** Simple random sampling is the simplest way to select a sample. In this case, each member has the same probability of being part of the sample. The objects in this sample are chosen at random, and each member has exactly the same probability of being selected.
- **Systematic sampling:** In systematic sampling, individuals are chosen at equal intervals from the population. A starting point is selected and then respondents are chosen at predefined sampling intervals.
- **Stratified sampling:** Stratified random sampling consists of dividing respondents into distinct but predefined parameters. In this method, respondents do not overlap, but collectively represent the entire population.

#### **Data collection techniques and instruments:**

**Interview:** The interview is a qualitative research method based on the formulation of questions to collect data. Interviews involve two or more people, one of whom is the interviewer, who asks the questions. We chose this method of data collection because asking questions in a particular order can help to observe patterns among responses and allows for easy comparison of responses from different participants while holding another factors constant. This can mitigate research biases and increase reliability and validity.

**Students' Survey:** Survey research is defined as the process of conducting research using surveys that researchers send to respondents and we chose it because the data collected in surveys are statistically analyzed to draw meaningful conclusions and we chose it because

the most important and integral reason for conducting market research using surveys is that they provide answers to specific, essential questions. These questions can be asked in multiple formats, depending on the target audience and the purpose of the survey. Before designing a survey, every organization must determine its objective in order to structure, plan and execute it perfectly.

## **IX. Teacher's Interview Analysis and Results**

In this interview we discussed teaching strategies, activities, resources and sub-skills to develop speaking, and some questions about the learning process in students (External and internal factors). This interview has 5 developmental questions in which we asked them and wrote their answers. This interview was applied to four teachers who teach seventh grade. We needed to investigate whether the teachers are using the correct strategies according to the level of the students, and whether the teacher includes the sub-skills in the class development: fluency, vocabulary, pronunciation, grammar, and content (Marek & Wu, 2011).

We found that teachers use the PPP (Presentation, Practice and Production) approach and some activities such as: brainstorming, dialogues, oral reports and questions to obtain information that allows them to measure the level of English that students have and to know the knowledge they possess. In addition, it is important to mention the difficulties and weaknesses that teachers see in their students, for example, incomprehension of instructions, lack of motivation, personality and cognition. However, the teachers affirm that the main factor that affects the English learning process is Spanish and the context, since the students always speak their mother tongue and do not get involved with the language they are learning because they see it as just another subject, they have no interest in learning about it, Another factor that affects the students is their temperament and liberal personality because for several of the students in the group under study, they do not care about learning because they say that whether they learn or not, the teacher has to approve them. According to the information provided by the teachers, they reached the point that there is a lot of demotivation in the students because they do not have any support outside the classroom, the methodology is perhaps 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 it. They also said that many of the students do not have economic resources to buy books or invest in teaching materials, so learning is worse since there are low-income students who do not have books or cannot access technological tools, on the other hand, it is necessary to emphasize a contradiction that is very evident in the classroom: students use cell phones and even money to buy their study guides, but they

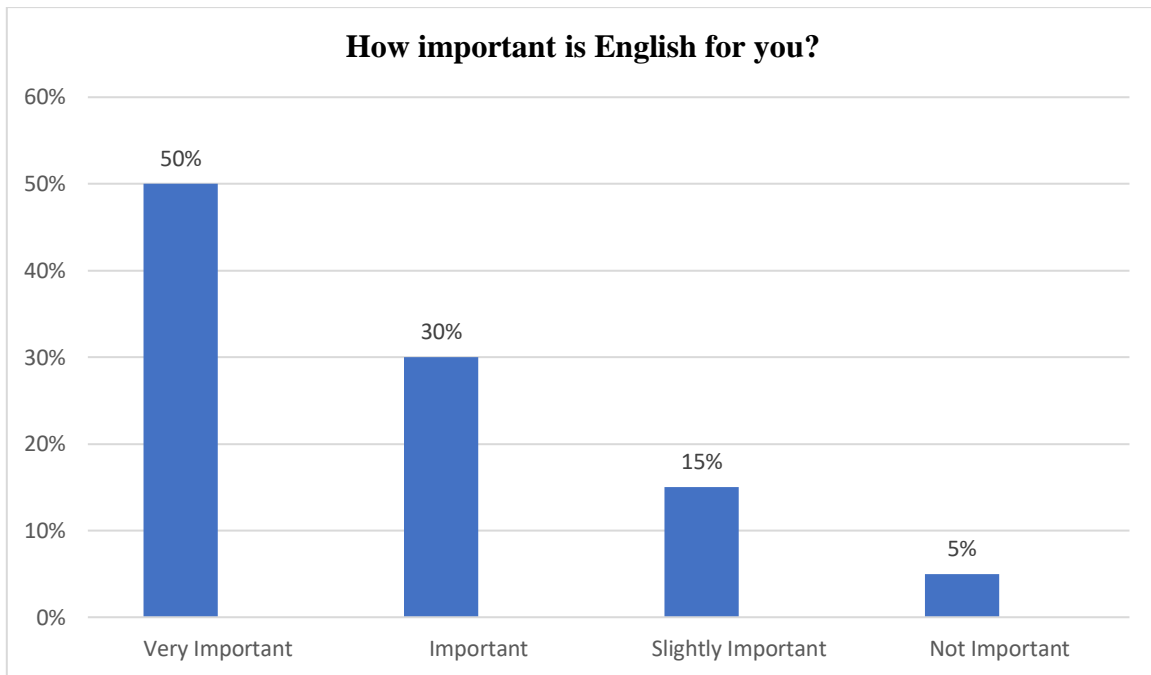
do not do it because they are not interested or simply do not want to buy the guides oriented in advance by the teacher.

In summary, the teachers concluded that the English language should be taught from elementary school 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 didactic materials to obtain better results.

## X. Survey Results and Analysis

The data presented here come from a survey applied to 28 students of a sample. The questionnaire will be analyzed per objective.

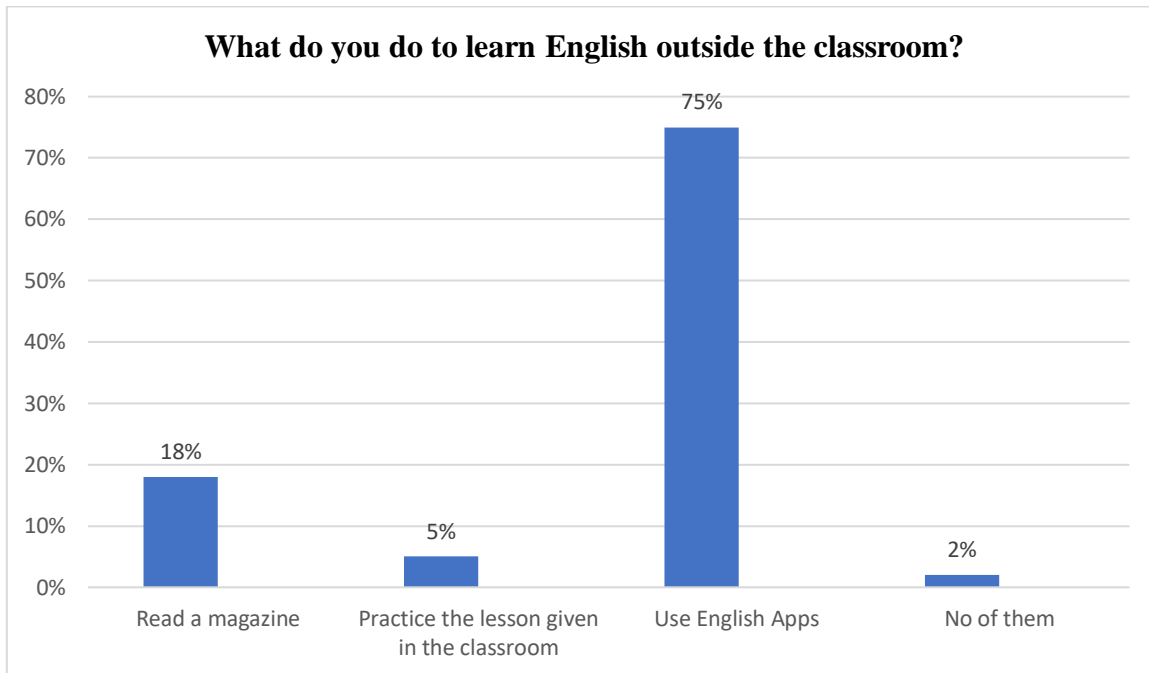
**Graph 1. Measure of Speaking**



Most of the students recognize that English is very important for them being the 50%. The 30% of the students also recognize that it is important to learn. On the other hand, a low percent of students (15%) consider that learning English is slightly important and for the rest of the students (5%) is not important at all.

Through the survey 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 but they have no interest in learning a new language because they see the class as just another part of the educational program.

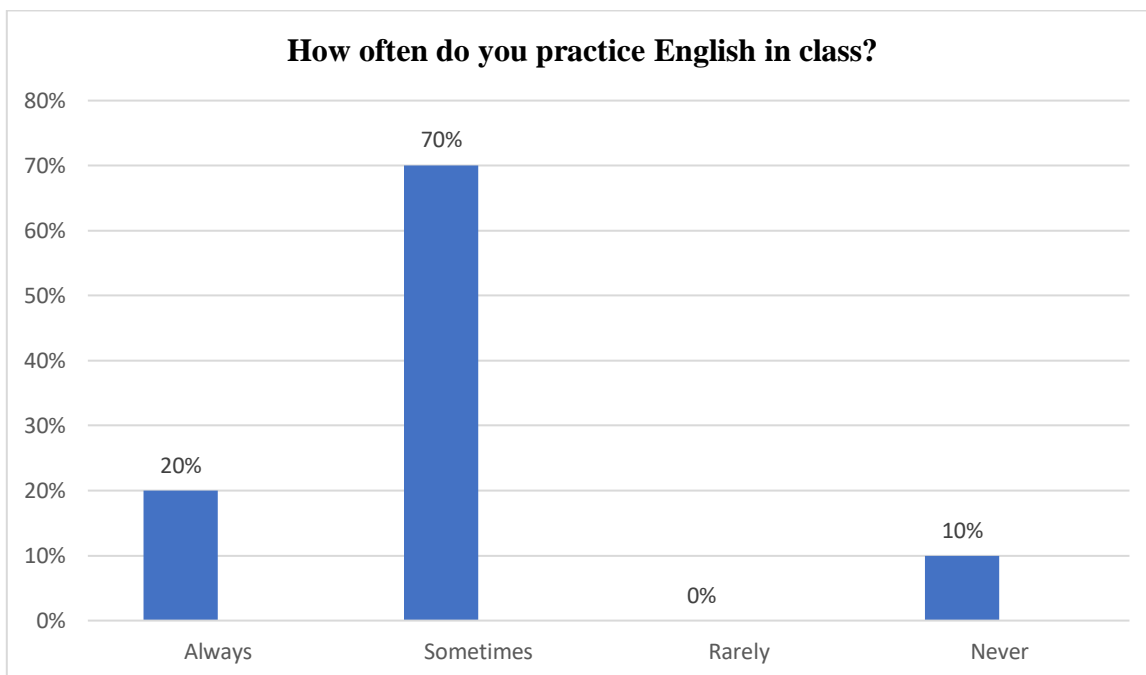
## Graph 2. Measure of Speaking



According to the results a 75% of the students use English apps in order to learn a little bit more about English outside the classroom, the 18% of them read a magazine to learn English, the 5% percent practice the lesson given in the classroom. And the rest of the students (2%) do not practice no one of above options.

The results of the graph above are satisfactory because the students (75%) look for different means to understand or communicate during class, another observation in this result is that some of the students that use English apps might see this activity as a hobby and not as a resource to learn.

**Graph 3. Measure of Speaking**

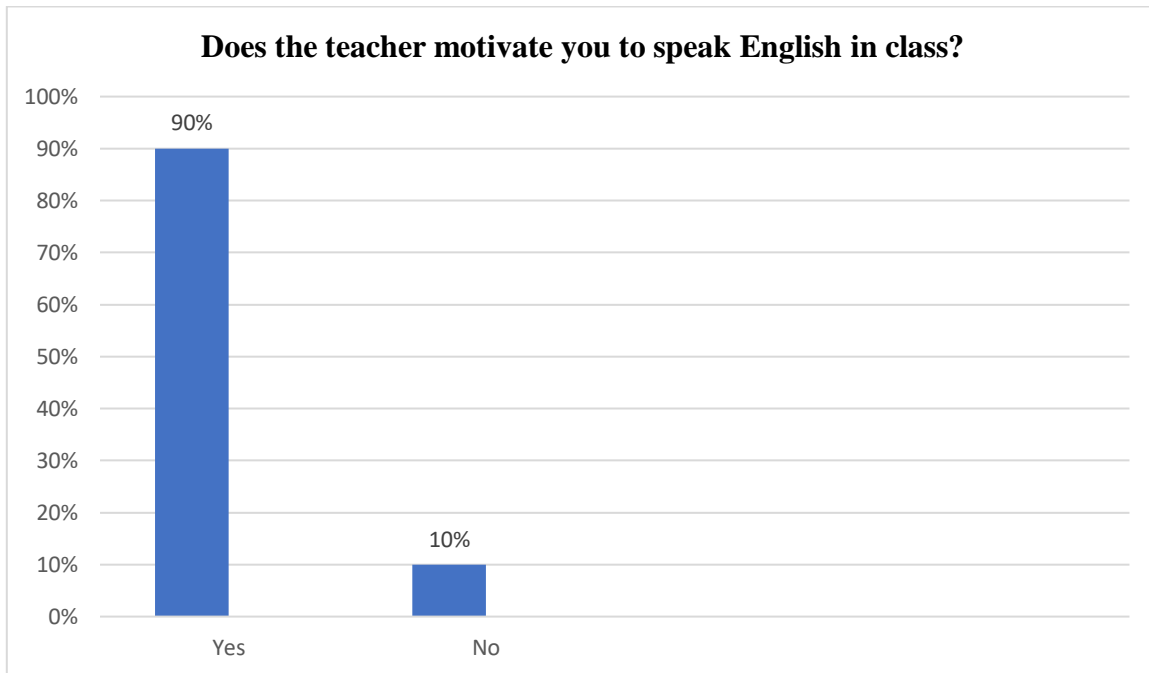


According to the results of the survey, a 70% of the students sometimes practice English in class, the reason of this frequency is that the students only speak in English when they are been evaluated for the teacher with oral tests, quizzes and exams. The frequency always shows that the 20% of them practice English, the rest of them (10%) never speaks English in the class, the (0%) of the population mentioned that they rarely speak English in class.

The results of the graph are negative because 70% of the students do not speak English or speak little English in class and it is because it is the first time that most of the group receive an English class and others bring minimal knowledge about the language also interfere some factors such as: Psychological factors (fear and shyness) and internal factors (age, personality of each student and motivation).



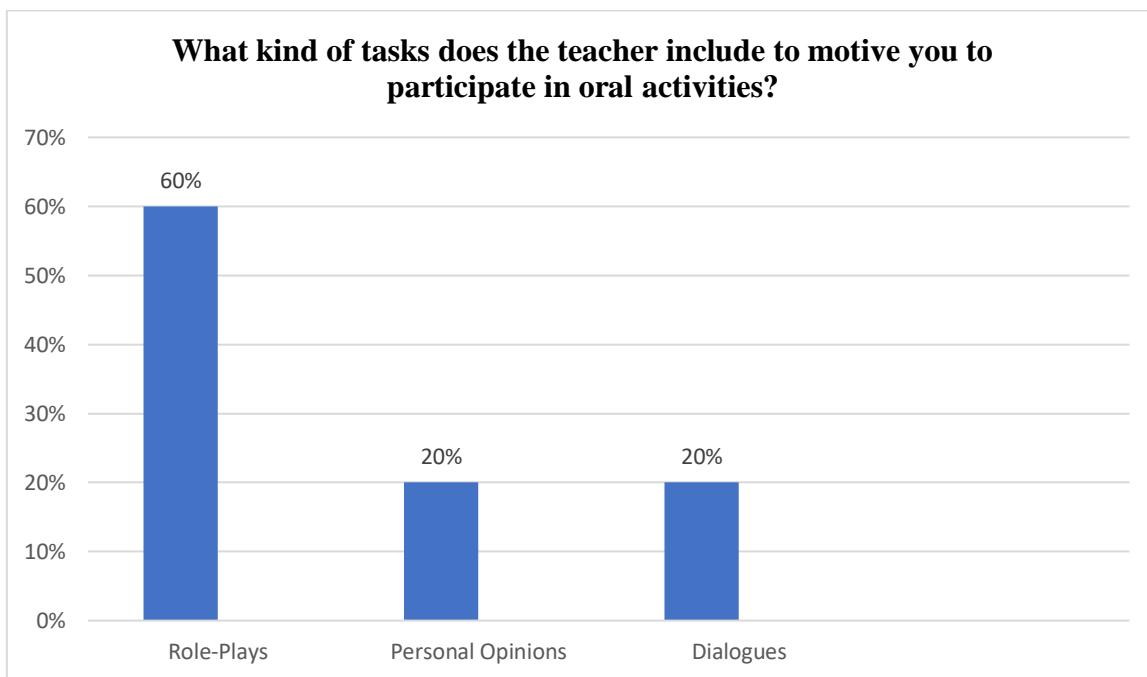
**Graph 4. Motivation to learn English**



According to the data collected 90% of the students are motivated by the teacher to speak English in class, and 10% of them show a pessimistic attitude, probably the students do not feel motivated by the teacher, but it is also influenced by the fact that they have no interest in learning because it is just another class and also because of their liberal personality and negativism.

The results are positive because the majority of the population shows that the teacher motivates them to speak English regardless of the mistakes they make, the important thing is that they can feel confident in trying to express their own ideas unlike the rest who do not even try to express themselves.

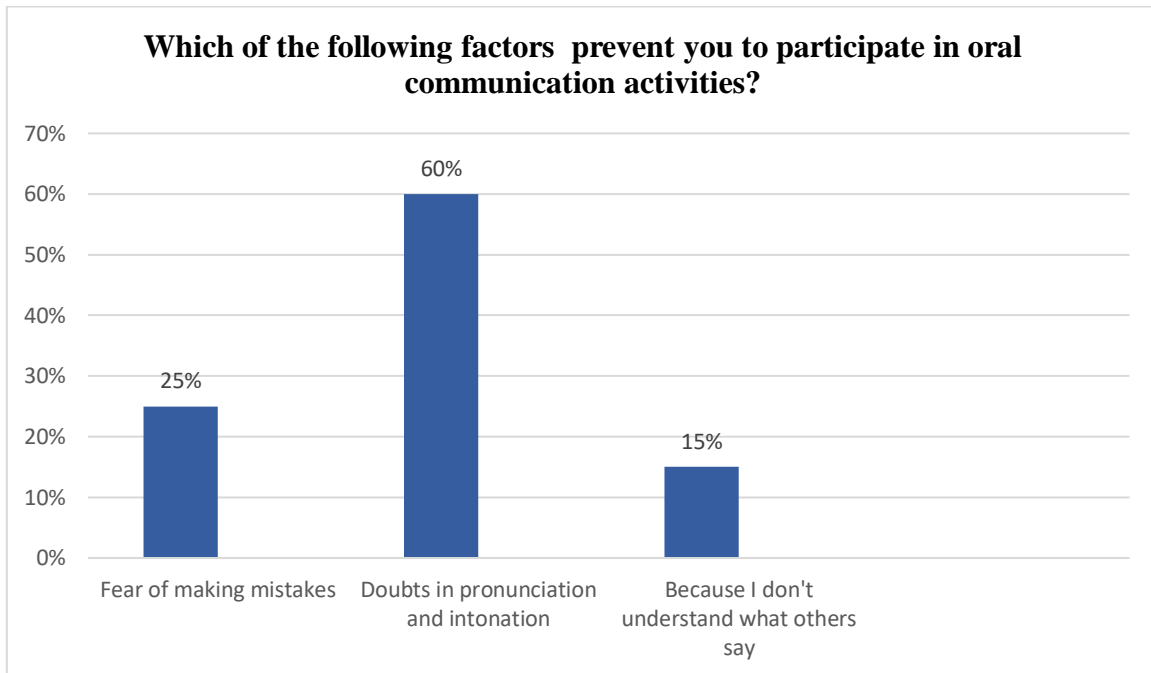
**Graph 5. Motivation to learn English**



The 60% of the students feel motivated when the teacher makes a role-play activity, because they are motivated to learn new vocabulary and they must be responsible to their partner or work group for the development of the activity, the 20% of the population feel motivated when the teacher performs activities due to personal opinions and the rest of them (20%) also participate with dialogues activities.

The results of this graph are positive because most of the students consider that activities such as role-playing games encourage them to express their ideas and experiences in order to be able to present their activity, since they feel motivated to do this type of activities in class.

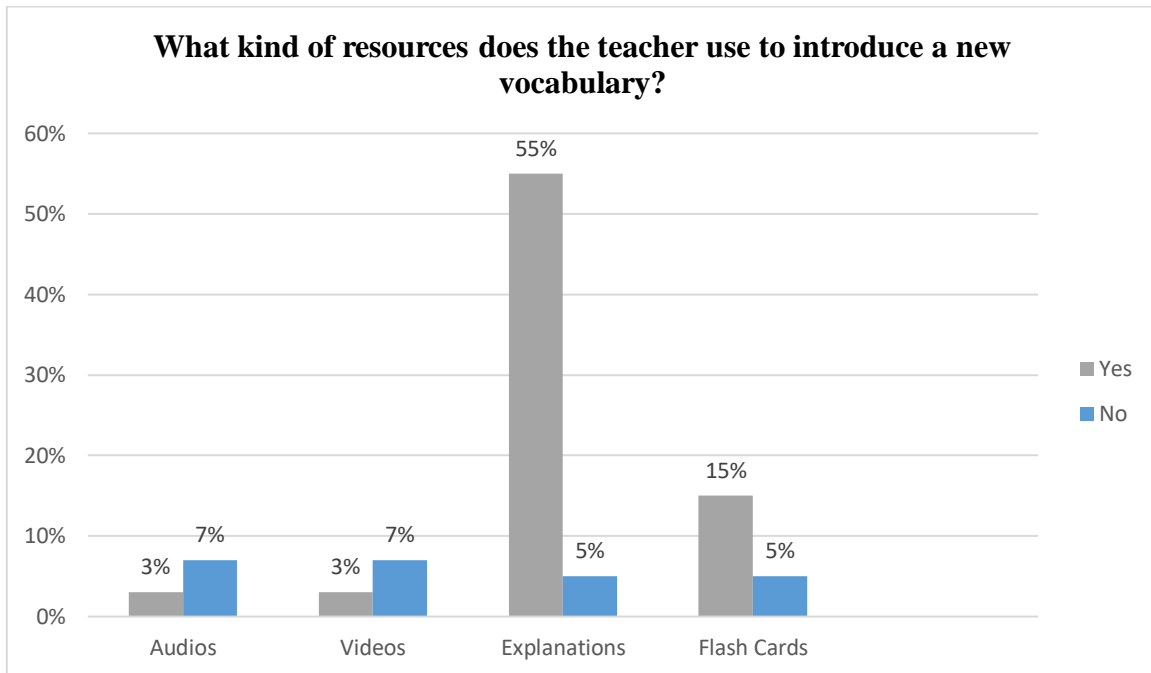
**Graph 6. Psychological Factors related to the students' speaking in the classroom**



According to the data collected, 60% of the total students express that the main factor that affects them to participate in the oral expression activities are doubts in pronunciation and intonation because they do not appropriate the foreign language, 25% of the students express that the factor that affects them to participate is the fear of making mistakes and it is a factor that makes them feel demotivated and 15% of the rest of the students do not understand what the others say but the reason is that they always speak Spanish in class.

The above results are negative because the internal factors prevent the students from developing oral communication and they are not able to participate in the oral expression activities proposed by the teacher.

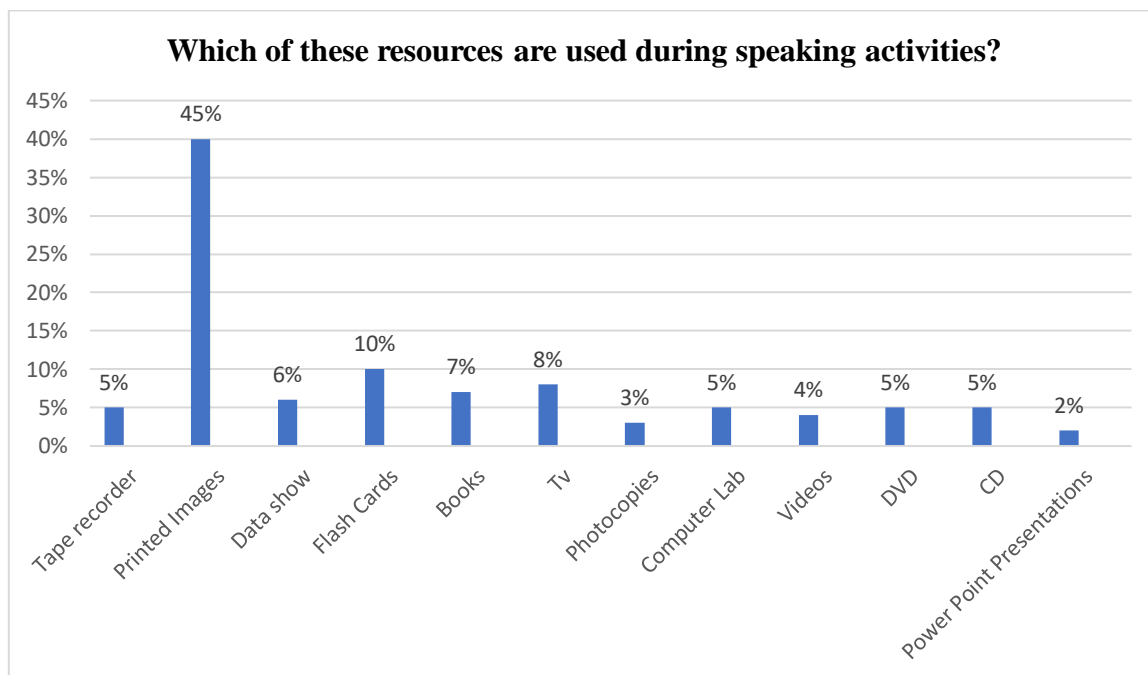
### Graph 7. Methodology



According to the methodology applied by the teacher, the majority of the students, representing 55%, ensure that the teacher introduces a new topic using explanations, 15% state that the class starts with some flashcards related to the new vocabulary, 14% of the students ensure that the teacher does not use visual aids.

The above results show a balance between positive and negative. Positive because the teacher explains the class successfully, but at the same time it is negative because teachers need to create a warm and protective environment, but at the same time it can be professional. As students become more confident in their classes, their progress in learning will be shown gradually during the school year.

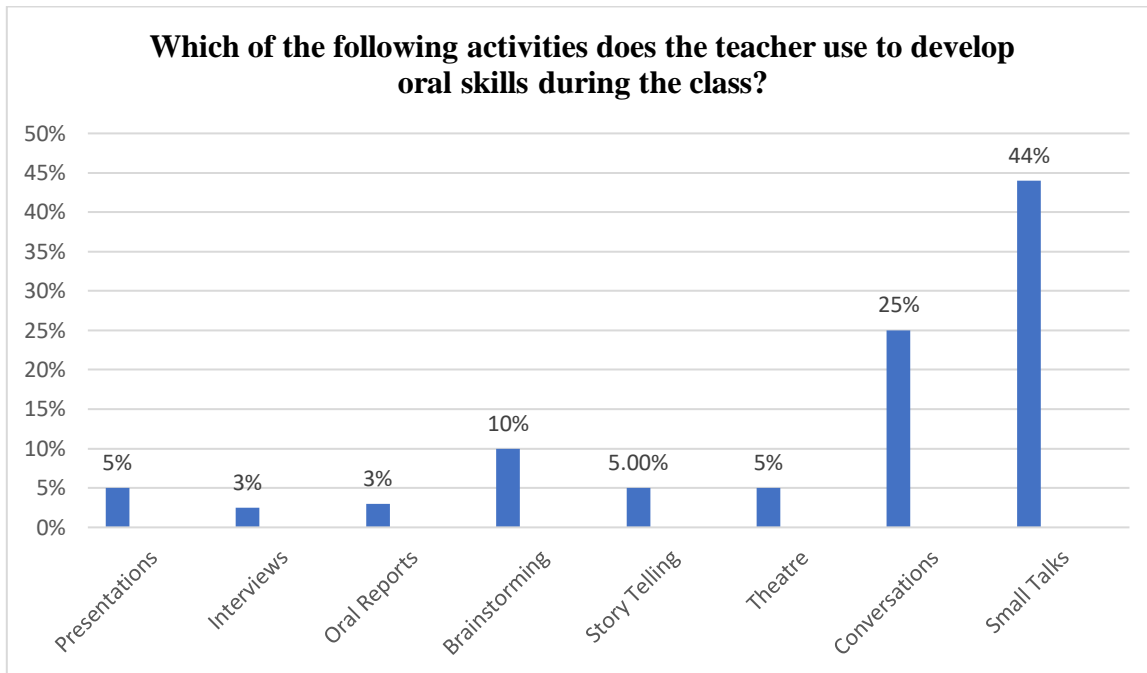
## Graph 8. Teaching Resources



According to the data gathered a 45% of the students selected more the use of printed images as a resource in the classroom, other 10% said that the teacher uses flash cards, another 8% said that teacher use a tv to show some videos that she produces in order to explain a little bit more about the topics, the 7% said that teacher use the English book, 6% indicates the use of data show and the 2% of the students said that the use of power point presentations is minimum, the 3% indicates the use of photocopies during the class, and the rest indicates a very low percentage that the less common resource that the teacher use are: DVD, CD, tape recorder, computer lab, videos to have a good results 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 recorder, data show), writing (printed images, photocopies), reading (books), and listening (TV), which proves what was said before that the teacher needs to use more resources that they have in the institute such as all the technological tools that are in the laboratory (computers, tablets, data show, interactive whiteboard and speakers), being very useful for the development of oral expression.

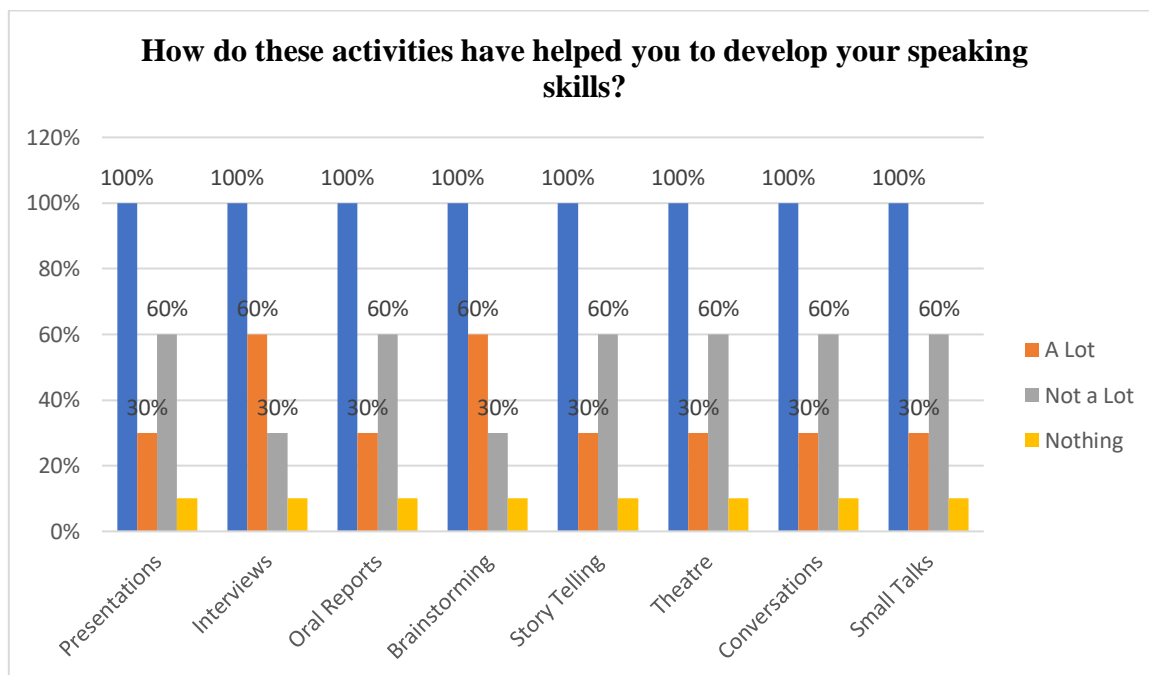
**Graph 9. Teaching Strategies**



The survey showed that a 44% of the students perform small talks as an activity to practice the speaking skill. The other 25% of the students said that they make conversations regarding to communication, the 10% said that make a brainstorming before the class begins is a way to put in practice speaking, another 5% said that presentations is another way to practice speaking. And there are other teaching activities that are uncommon to put in practice like: interviews, oral reports, storytelling and theatre.

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

**Graph 10. Teaching Strategies**



According to the data collected in the students' survey, we choose some activities that teacher uses in the graph number 9 to get more information about the effectiveness of these activities.

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

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

In the third activity, we found that the 60% of the students have a few helps with oral reports, a 30% said that it is helpful, and a 10% choose that role plays are not helpful.

In the fourth activity that the teacher uses in the class, the 60% of the students said that the activity regarding ideas or opinions about the topic (Brainstorming) is helpful for them and for their improvement of the speaking skill, the 30% select that they have a few helps with this activity and the 10% affirm that it is not helpful this activity.

In the fifth activity, that the teacher uses in the class, the 60% of the students said that the activity regarding listen and observe (Story Telling) is helpful for them and for their improvement of the speaking skill, the 30% select that they have a few helps with this activity and the 10% affirm that it is not helpful this activity.

In the sixth activity, that the teacher uses in the class, the 60% of the students said that the activity regarding to playing a character in a novel is few helpful because they have to connect with the character and that costs them a lot, the 30% select that they have a few helps with this activity and the 10% affirm that it is not helpful this activity.

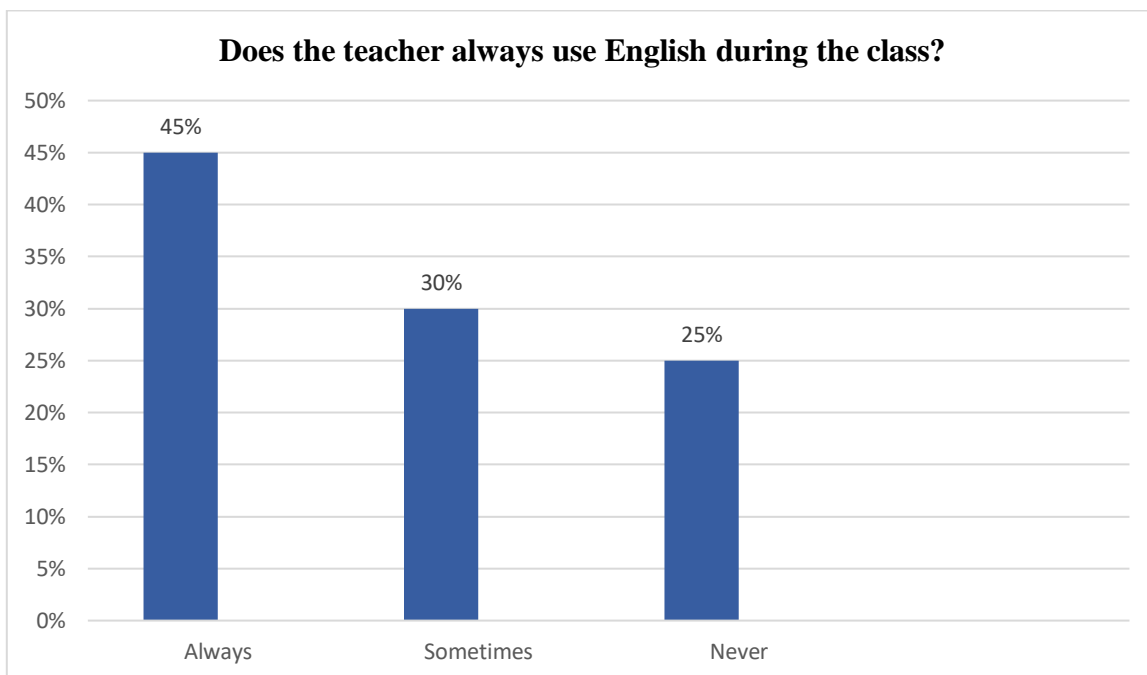
In the seventh activity, we found that 60% of the students have a few helps with the use of conversations inside the classroom, only the 30% select that they have a few helps with this activity and for the last 10% of them is not helpful the conversations for the effectiveness of the English skill.

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

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



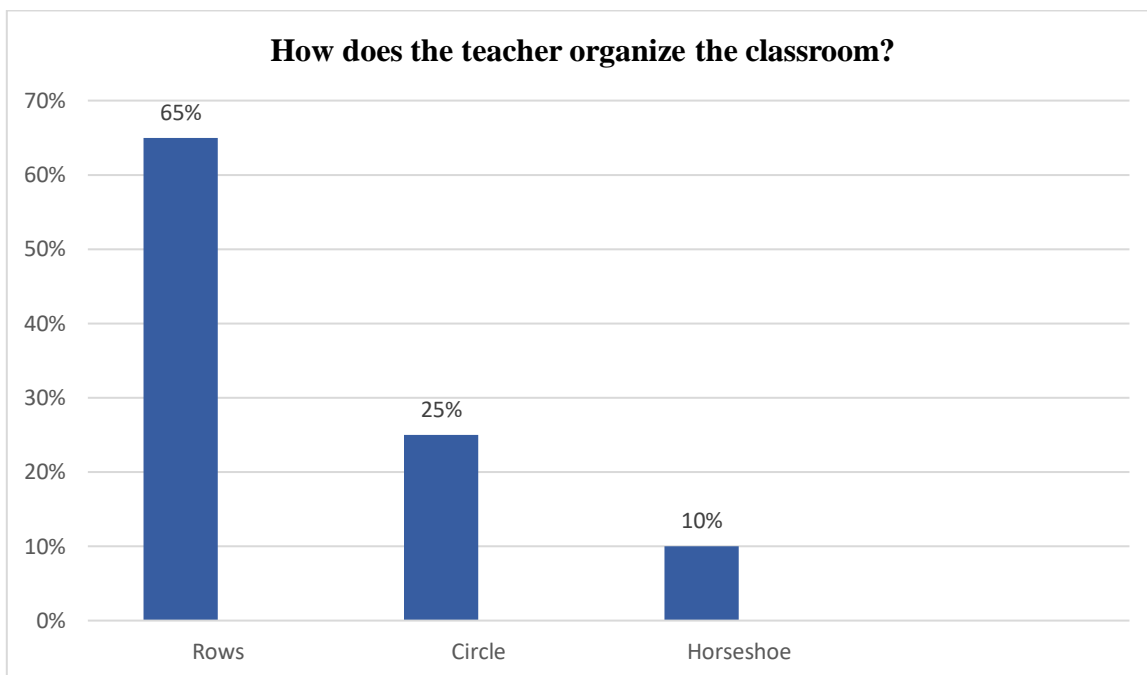
**Graph 11. Teaching Resources**



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

The results of the graph above are positive because the teacher must speak 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 explanations of the teacher.

**Graph 12. Classroom Management**

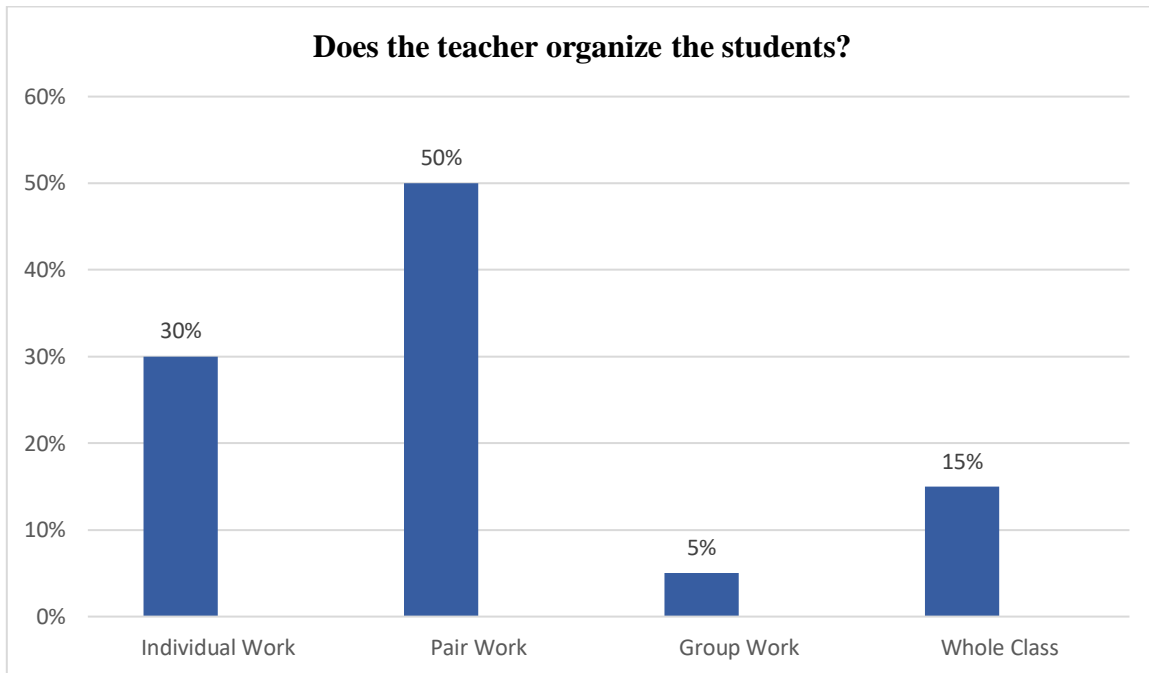


It is important to know the organization of the classroom for the improvement of the speaking skills, for instance, when they are talking face to face, or in other position.

According to the data collected a 65% of the 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 she/h is doing. Being organized by rows is not good for the development of the speaking skill and the interaction between students.

**Graph 13. Classroom Management**



Most of the students, the 50% selected that the teacher organize the students with a partner, or in a pair work, 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% selected that the teacher organizes the classroom with group works. That means that the teacher hardly ever does group work.

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.

## **XI. Conclusion**

Based on the research, it can be concluded that describing the difficulties affecting the development of speaking skills is of primary importance for both the student and the teacher, because finding out the problems that occur in the learning of the seventh grade is profitable and necessary for the English language students at Instituto Nacional de Masatepe.

It was found that seventh grade students have communication difficulties due to uncertainty in their learning and talking to the teacher in producing what they have learned in class. However, the curriculum allows the teacher to have the students speak and communicate in the classroom through oral pragmatic activities, finding as one of the difficulties that affect the development of speaking skills is the Spanish language and the context in a general way, we focus on other difficulties such as Psychological Factors (fear and shyness), Environmental Factors (Internal and external), methodology and didactic resources, these last two factors also directly affect the curriculum that the teacher must follow and the student's curriculum, because it is not applied in its entirety and maintained in the traditional methodologies causes students to regress in the process of acquiring the new language.

The tools used were applied to encourage the growth of oral communication of seventh grade students. According to Nguyen (2015), "the main goal of all English language teaching should be to equip students with the ability to use English effectively and accurately in communication". In other words, it is important to tell people about these common problems that prevent English from succeeding as a second language.

## **XII. Recommendations**

Analyzing our research, it became clear that several difficulties do not allow the development of speaking skills in the teaching and learning of English, then it is important to give some recommendations that the teacher could use to improve the teaching of English in the seventh grade “G” National Institute of Masatepe.

First, we have teaching strategies. Teachers must adapt new strategies as speaking skills develop. Regarding this situation, we make the following suggestions:

- Teachers should use more interactive activities to help students increase their vocabulary and speaking skills. For example, games, chat rooms, etc.
- Focusing on teaching aids, teachers should upgrade technological devices (visual aids) to improve speaking skills. For example, pictures and images that use the laboratory to show videos, songs, sounds and pronunciation techniques, as stated (Hamer, 2001, p. 136).
- Teachers should design and implement oral proficiency to measure students' speaking ability based on the following criteria: fluency, pronunciation, grammar, vocabulary and content, as mentioned by Marek and Wu (2011). Speaking of which, not every skill is valued and hinders successful development.
- To build a relationship with students, teachers should be honest, impartial, ready to listen to them, respectful when correcting mistakes and giving suggestions.
- The teacher should be a motivator to learn English, and if students have psychological problems such as anxiety (shyness and fear), the teacher should be comprehensive and approach them to listen to their concerns and make them feel important and able to learn the language except what they understand.

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## XIV. Annexes



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### NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

#### UNAN-MANAGUA

#### English Department

#### Teacher's Interview

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

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

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

1. **What approach do you use to teach speaking?**
2. **What prevents your students from speaking?**
3. **What do you do to help your students overcome those problems?**
4. **How are subskills (pronunciation, grammar, vocabulary and comprehension) included when developing speaking skills?**
5. **What do you do to engage and motivate your students to speak?**





**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
UNAN-MANAGUA**

**STUDENT'S SURVEY**

Topic: Difficulties in the acquisition of the speaking skill in seventh graders, at “Instituto Nacional de Masatepe”, second semester 2022.

This survey is aimed to gather information about the strategies that the teacher uses to teach speaking in seventh grade at Instituto Nacional de Masatepe.

**CIRCLE THE OPTION THAT BEST FITS YOU.**

**I. MEASURE OF SPEAKING**

**1. How important is English for you?**

- a). Very important    b). Important    c). Slightly Important    d). Not important

**2. What do you do to learn English outside the classroom?**

- a). Read a Magazine  
b). Practice the lesson given in the classroom  
c). Use English learning Apps (Duolingo, Linguee, etc.)  
d). No one to above

**3. How often do you practice English in class?**

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

**II. Motivation to learn English**

**1. Does the teacher motivate you to speak English in class?**

- a. Yes    b. No

**2. What kind of tasks the teacher included to motive you?**

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

**III. Psychological factors related to the students' speaking in the classroom.**

**1. Which of the following factors affects you to participate in oral communication activities?**

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

**IV. METHODOLOGY**

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

**1. What kind of resources does the teacher used to introduce a new vocabulary?**

<b>Lesson Planning Tools</b>	<b>YES</b>	<b>NO</b>
a. Audios		
b. Videos		
c. Explanations		
d. Flash cards		

**V. TEACHING RESOURCES**

Mark with an "X" the option that you consider is the best.

<b>Which of these resources are used during speaking activities?</b>	<b>YES</b>	<b>NO</b>
Tape recorder		
Printed images		
Data show		
Books		
TV		
Photocopies		
Computer Lab		
Videos		
DVD		
CD		
PowerPoint presentation		

## VI. TEACHING STRATEGIES

Mark with an “X” the option that you consider is the best.

**1. Which of the following activities does the teacher use to develop oral skills during class?**

<b>SPEAKING ACTIVITIES</b>	<b>NEVER</b>	<b>SOMETIMES</b>	<b>ALWAYS</b>
Presentations			
Interviews			
Oral report			
Brainstorming			
Story telling			
Theatre			
Conversations			
Small talks			

Mark with an “X” the option that you consider is the best.

**2. How do these activities have helped you to develop your speaking skills?**

<b>LEVELS OF HELP</b>			
<b>SPEAKING ACTIVITIES</b>	<b>A LOT</b>	<b>NOT A LOT</b>	<b>NOTHING</b>
Presentations			
Interviews			
Oral report			
Brainstorming			
Story telling			
Theatre			
Conversations			
Small talks			

Circle the letter according to your honest answer.

**3. Does the teacher always use English during the class?**

a. Always

b. Sometimes

c. Never

## **VII. CLASSROOM MANAGEMENT**

Use a check (✓) to choose that you consider is the best.

**1. How does the teacher organize the classroom?**

a. Rows

b. Circle

c. Horseshoe

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

a. Individual work

b. Pair work

c. Group work

d. Whole class

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
UNAN-MANAGUA**

**Rubén Dario Campus  
Faculty of Education and Languages  
English Department  
Research Investigation**



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MANAGUA**  
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**Difficulties in the acquisition of the speaking skill in seventh graders, at “Instituto Nacional de Masatepe”, second semester  
2022.**

**Validation of Interview and Survey**

**Authors:**

**Yoceline Yanelly Alemán Urbina**

**María Carolina López**

**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: "Difficulties in the acquisition 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.

**Name and Surnames of the Judge:**

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**Academic Background:**

---

**Areas of Professional Experience:**

---

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**Time:** \_\_\_\_\_

**Current Posicion:**

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**Institution:**

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**Research Objective:**

To analyze the different aspects which cause problems in the English Learning Process in the development of speaking in the students of seventh grade, at “Instituto Nacional de Masatepe”, second semester 2022.

**Objective of the expert judgment:**

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

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

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

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

Category	Qualification	Indicator
<p><b>COHERENCE</b> The item is logically related to the dimension or indicator you are measuring.</p>	<p>1. Does not meet the criterion 2. Low level 3. Moderate level 4. High level</p>	<p>1. The item has no logical relation to the dimension 2. The item has a tangential relationship with the dimension. 3. The item has a moderate relationship with the dimension it is measuring. 4. The item is completely related to the dimension you are measuring.</p>
<p><b>CLARITY</b> 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 2. Low level 3. Moderate level 4. High level</p>	<p>1. Item is not clear 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. 3. A very specific modification of some of the terms of the item is required. 4. The item is clear, has semantics and adequate syntax.</p>
<p><b>RELEVANCE</b> 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 2. Low level 3. Moderate level 4. High level</p>	<p>1. Does not meet the criterion. 2. The item can be deleted without affecting the dimension measurement. 3. The item has some relevance, but another item may be including what it measures. 4. The item is essential or important, i.e. it must be included.</p>

<p><b>SUFICIENCY</b> Items belonging to the same dimension are sufficient to obtain the measurement of this dimension.</p>	<ol style="list-style-type: none"> <li>1. Does not meet the criterion.</li> <li>2. Low level</li> <li>3. Moderate level</li> <li>4. High level</li> </ol>	<ol style="list-style-type: none"> <li>1. The items are not sufficient to measure the dimension</li> <li>2. Items measure some aspect of the dimension but do not correspond to the overall dimension.</li> <li>3. Some items must be increased in order to fully assess the dimension.</li> <li>4. Items are sufficient</li> </ol>
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**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.

Dimension	Sources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficiency (From 1 to 4)
ACTIVITIES TO DEVELOP SPEAKING.	(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 teach speaking?</b>				
PSYCHOLOGICAL FACTORS THAT AFFECT THE DEVELOPMENT OF SPEAKING IN THE CLASSROOM.	(Arifin, 2016)	“The primary reason is that they are afraid of looking unwise in front of other people. Speaking in front of 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	<b>2. What prevents your students from speaking?</b>				
			<b>3. What do you do to help your students overcome those problems?</b>				

		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.”					
MOTIVATION TO LEARN ENGAGING ACTIVITIES	(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	<b>4. How are subskills (pronunciation, grammar, vocabulary and comprehension) included when developing speaking skills?</b>				

		<p>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.”</p>	<p><b>5. What do you do to engage and motivate your students to speak?</b></p>				
<p>Comment:</p>							

**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)
MEASURE OF SPEAKING	(Burns & Joyce, 1997)	Speaking is a crucial part of second Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Language learning and teaching.	<b>1. How important is English for you?</b> a). Very important b). Important c). Slightly Important d). No one of above				
			<b>2. What do you do to learn English outside the classroom?</b> a). Read magazines b). Practice the lesson given in the classroom c) Use English learning apps (Duolingo, Linguee, etc.) d). No one of above				

			<b>3. How often do you practice English in class?</b> a) Always b) Sometimes c) Rarely d) Never				
MOTIVATION TO LEARN ENGLISH	(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".	<b>1. Does the teacher motivate you to speak English in class?</b> a. Yes b. No				
			<b>2 What kind of tasks does the teacher include to motivate you?</b> a. Role-plays b. Personal opinions c. Dialogues				

<p>PSYCHOLOGICAL FACTORS RELATED TO THE STUDENTS IN SPEAKING CLASSROOM.</p>	<p>(Abd, 2006)</p>	<p>“As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized”</p>	<p><b>1. Which of the following factors affects you to participate in oral communication activities?</b>  a) Fear of making mistakes.  b) Doubts in pronunciation and intonation.  c) Because I don't understand what others say.</p>				
<p>METHODOLOGY</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. Some teachers use images, flashcards or dialogues using this method, for the purpose of teaching students; to learn</p>	<p><b>1. What kind of resources does the teacher use to introduce new vocabulary?</b>  a. Audios  b. Videos  c. Explanations  d. Flash Cards</p>				

		and remember words to put them into communicative practice.					
TEACHING RESOURCES	Anuradha (2014)	Learner-centered 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-centered classes.	<b>1. Which of these resources are used during speaking activities?</b> Tape recorder Printed images Data show Books TV Photocopies Computer labs Videos DVD CD PowerPoint presentation				
TEACHING STRATEGIES	(Oradee, 2012)	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	<b>1. Which of the following teaching strategies does the teacher use to develop oral skills during class?</b> Presentations Interviews Oral report Brain storming				

		activities such as discussion, problem solving, and role-playing can be affected used in the language classroom.	<p>Story telling Conversations Small talks</p> <p><b>2.How do these activities have helped you to develop your speaking skills?</b> a. A lot b. No a lot c. Nothing</p> <p><b>3.Does the teacher always use English during the class?</b> a. Always b. Sometimes c. Never</p>				
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.	<p><b>1.How does the teacher organize the classroom?</b> a. Rows b. Circle c. Horseshoe</p>				
			<p><b>2.How does the teacher organize the students?</b> a. Individual work b. Pair work c. Group work d. Whole class</p>				



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## State of the Art

Author(s)'S Name	Date	Title	Focus	Participants	Design/Method	Data Collection	Context
Ishik University	2015	6th International Visible Conference on Educational Studies and Applied Linguistics Book of Proceedings	On student motivation as the most difficult part of being a teacher and find ways to make the experience of learning English as meaningful and tangible as possible.	The research population was compromised of students at University in Erbil	Mixed Methodology Approach Qualitative/ Quantitative	Students' Questionnaire/ The Author's Observations/ Students Interview	Erbil-Kurdistan Region/Iraq
Josephine Lourdunathan & Sujatha Menon	2017	Developing Speaking Skills through Interaction Strategy Training	On teachers to try new methods and strategies to improve students' oral expression.	The subjects of the study were ten groups of second-semester undergraduate students, with 4 members per group.	Quantitative	Direct observation /Group discussion	University Teknologi MARA/ Malaysia
Espinoza Calderón	2021	Teaching Strategies to develop speaking skills concerning contextual factors a comparison between urban and rural	On identify strategies that English teachers are applying to develop speaking skills in rural and	Ten English teachers, five from rural and five from the urban environment.	Qualitative	Questionnaire/ Semi-structured interview guide.	Ibarra-Ecuador

		school teacher from Imbadura	urban contexts in Imbadura				
Castillo Mejía, Calero & Álvarez Salgado	2014	The methodological strategies in the learning-process of the English language during the second semester of 2014	On verify the effectiveness of the strategies used by the teacher in developing the skills of speaking and listening.	A teacher and 32 students of seventh grade B at Chiquilistagua public school	Mixed Methodology Approach Qualitative and Quantitative	Direct Observation/ Student Survey/ Teacher interviews	Managua-Nicaragua
Rosado Piza & Hidalgo Quishpi	2022	Incidence of teaching methodological strategies to develop the speaking skill	On important aspects have been considered by the main objective of planning the process by which the teachers of the “Eloy Alfaro” school will be trained. Balzar canton with the methodological strategies to improve the oral skills of the English language	5 teachers and 250 students from the schools in the Balzar canton	Mixed Methodology Approach Qualitative and Quantitative	Observation sheet/ Student Survey/ Teacher interviews	Guayaquil-Ecuador
Anjaniputra A	2013	Teacher’s strategies in teaching speaking to students at secondary level	On portray teacher strategies in teaching speaking to students at secondary level and recognize students towards the strategies	A teacher and 22 students of tenth grade of secondary school	Qualitative	Classroom Observation/ Interview/ Questionnaire Students	Indonesia University of Education-Indonesia

Guato Guamán	2022	Communicative language teaching approach and strategies to develop speaking for students with a B1 level	On apply innovative strategies for English language teaching to develop speaking skills and stablish meaningful communication	Two groups of students from the third year of baccalaureate 49 students	Mixed Methodology Approach Qualitative and Quantitative	Survey / Observation Technique	Ambato-Ecuador
Lemettu & Runtuwene	2018	Developing the students' English-speaking ability through impromptu speaking method	On the need of the moment of speaking using simple language	Interpreting students of Tourism Department	Qualitative	Observation/ Interview/ Documentation	Indonesia
Darwanto	2014	Strategies for developing speaking skill used by students of English Education department a case study	On describe the strategies in developing speaking skill	3 students of third semester of English Education Department of Universitas Muhammadiyah Surakarta	Conducted	Observation/ Interview	Indonesia
Zyafrizal	2017	Teachers' speaking strategies at vocational high school	On portray teacher's strategies in teaching strategies to students at vocational high school level and recognize students' response towards the strategies	An English teacher and 38 students	Qualitative	Clasroom Observation/ Questionnaire/ Interview	University of Sultan Ageng Tirtayasa-Indonesia