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Analysis of the lack of the speaking skills used by students of 5th year “A” of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

GRADUATION SEMINAR

**RESEARCH SUBMITTED AS A REQUIREMENT FOR A B.A DEGREE IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE.**

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DEDICATORY

We dedicate this work firstly to God, because his spirit helped us finish it, giving us the strength, patient, wisdom and faith in order to face the difficulties we found in the development of it. Also, we cannot forget our parents and friends who have been always by our side supporting us. All of them contributed in different ways so that we could finish this work.

On the other hand, we also dedicated this work to our teachers who were really patient with us and completely devoted to give us advice and instructions along all our learning process so that we could reach our goal.

To all those people, our greatest gratitude.



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We are extremely grateful to our teachers, especially those who have helped us improve our human qualities such as encouragement, solidarity, loyalty, friendship and others. So, we recognize that such qualities have been developed on us through the example they set.

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ABSTRACT

Speaking is the most prominent skill in any language since it is the one we use to communicate in face-to-face conversations. However, in the acquisition of a second language, this skill is one of the most difficult to develop since it greatly depends on having an advanced level of vocabulary, correct use of grammatical structures, and accuracy and fluency in pronunciation.

With this in mind, we chose this topic for our researching work to find out the factors that cause the lack of proficiency in this area in students of the fifth year A at Experimental Mexico high school in Managua city, Nicaragua. So, it was necessary to use some instruments for getting current information that helped us see what factors affect the process of speaking skills directly.

In this study we investigated the main speaking strategies used in English classes and how these affect students' learning. The study also addresses the way grammar, vocabulary and pronunciation are enrolling in the development of oral ability. Also, to learn how the large classes or maybe overcrowded classrooms affect negatively the learning process strategies caused not only by disruptive behaviors but also limited students participation in class. The excessive use of the mother tongue or L1 and the lack of motivation create anxiety on students. The methodology to conduct the study consisted on a teacher's interview, students' survey questionnaire and classroom observations divided in three visits on the field. With respect to the analysis, the research method applied was quantitative.

The results showed that the students feel demotivated due to lack of vocabulary and grammar structure and the environmental condition of the classroom not only the noise but also the ventilation in the classroom. However, these demonstrated to be quite effective in students learning. Satisfactorily, students expressed immediate oral feedback when practicing speaking activities and proved that didactic materials are essential to ensure effective communication. To conclude, the speaking strategies applied in English classes are not enough to promote speaking skills and language competence even though feedback is appropriated.

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ENDORSEMENT LETTER

CARTA AVAL

Presento este aval con el cual comunico al Jurado Examinador del Departamento de Inglés, que los estudiantes Ángel Gabriel Alemán López y Xochilt María Baquedano Mercado han concluido su trabajo de investigación de Seminario de Graduación, con el tema:

Analysis of the lack of speaking skills used by students of 5th year "A" of the morning shift of Experimental México Secondary School in Managua, in the second semester of 2015.

La investigación hecha es un trabajo académico para optar al título de Licenciado(a) en Inglés.

Por esta razón los presento a la Dirección del Departamento de Inglés para que sean incluidos en una pronta programación para su defensa.

En la ciudad de Managua, a los treinta días del mes de noviembre de 2015.

Atentamente,

Dr. Raúl Ruiz Carrión

Tutor

CC: - Archivo.

Analysis of the lack of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

I. INTRODUCTION

English is a language that is taught almost all around the world. People learn English for different purposes, for instance, to travel abroad where the language is spoken, to read information from the media, to get a better position at work, to fulfill a requirement to graduate at school, and so on. In the Nicaraguan public education, English is taught as a subject of the curriculum during the five years that lasts the secondary school.

According to the current syllabus of the English subject, it is taught with a communicative approach. However, most of the students seem not to develop any oral ability in the target language where speaking is considered the most difficult skill in the English learning process.

The purpose of this research is to analyze the main causes that prevent the development of speaking skills in the students of advanced level at the Experimental Mexico secondary School in Managua. So, along this paper you will read a little bit about some scientific literature related to the problems presented in the teaching of English as a foreign language such as: the excessive use of mother tongue, classroom condition, educational and psychological factors.

There is only description about the instruments used in fieldwork to get the data related to this quantitative and qualitative research. The instruments used were: in-depth interviews, surveys, and observation classes.

After the description of the analysis of the information gathered through the instruments, there are several recommendations that we consider will be very useful for the teacher to improve the speaking skills in his students.



II. PROBLEM BACKGROUND

2.1 PROBLEM

Lack of speaking skills in Students of advanced level at the Experimental Mexico secondary School.

2.2 RESEARCH TOPIC

Analysis of the speaking skills used by students of 5th year “A” of the morning shift at Experimental Mexico secondary school in Managua, during the second semester of 2015.

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2.3 SETTING OF THE PROBLEM

We will do our research at Experimental Mexico Institute which is located in Bello Horizonte neighborhood. According to the principal Susana Romero, this institution was founded at the beginnings of 1970`s with the cooperation of the government of Mexico that began a project called Experimental Mexico because that project consisted of an experiment in which a group of professors from the UNAN-Managua university applied a new active methodology in the teaching-learning process system in Nicaragua. Then, in the 1990`s the institution became “autonomous” because of some changes in the educational system. The autonomy allowed to the principal of the institution to ask the students’ parents to pay for their children education to supply the basic school needs.

Currently, with the Sandinista government this institute is a public institution again, so parents do not have to pay anything for their children´s education. This institution have, for modules divided into primary, secondary, distance and adult education; with an enrollment of four thousand and four hundred sixty two students. In this institution work eighty nine teachers of the different subjects. But there are only three English teachers.

According to the teachers, having large classes is one of the main problems to teach the English language. There is about an average of fifty students per group. This, the teachers say, makes things difficult because only the students who sit at the front listen and pay attention to the teachers. Moreover, it is more difficult for the teacher to control problem behavior in some students. On the other hand, some of the students have relationships with some young group with belong to some gangs. It has caused sometime problem of vandalism around the buildings of the institution, so it has been necessary the presence of the police all the time.

Most of the students come from the different neighborhoods nearby the school. The majorities of the students belong to families of low economical resources. The group of the students that we have as sample for this research is between fifteen and eighteen years old and most of the half of these students are women.

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III. PREVIOUS STUDIES

People usually learn something because they feel the necessity to do it. That means that people are usually motivated to learn because a particular need or goal, and sometimes just for pleasure. According to the previous studies checked to know why students do not learn to speak the English language in the secondary school, some experts say that motivation is one of the major factors that affect students learning in acquiring a foreign language.

“The problem Nicaraguan teachers are facing is that students are lack of intrinsic motivation. The majority of them do not care about the English subject which they have to pass. They do not have an internal feeling of going further than what the teacher teaches.”

Therefore it is quite clear that motivation is essential in teaching students how to develop their speaking skills. That means that is essential to get students interested and involved in learning to speak the language.

Obviously, not only the lack motivation is the cause of the poor development of speaking skill on learners, but also other factors prevent student from learning to use the language in oral communication. These factors can be found either in the students, the teachers, the institution, and so on.

For that reason, the intention of this research will be focused on finding out the major problems that prevent students from developing their speaking skills in the acquisition of the English language. Up until now, many researchers have agreed that some of the main problems that affect the development of speaking skills on students, apart from the lack of motivation, are: lack of didactic material, too much use of Spanish in the classroom, the use of a grammatical-focused course, and inappropriate teaching strategies. Graduating Seminar: The methodological and social factors that influence in the development of speaking skill by Francisco Chavez and Maykell Gutierrez in 2007. George Crisanto was the responsible of this research.

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According to this research, it was emphasize on the methodological and social factors in speaking at Carmelita Noguera Public school in Granada city.

Speaking is intuitively the most important of all the four skills in foreign language learning. However, speaking is observed as one of the most difficult skill of the four. Classroom-based speaking practice normally focuses on mechanically practicing artificial materials or specific grammar points which are irrelevant to the real world. In addition, speaking is usually taught by teachers without considering its close relationship with the social context. As a result, students easily get frustrated. The factors that we focused on are the main drawbacks that affect the successful development of speaking English on students in the Teaching-Learning field. The investigatory work one is focused on the main elements that have influence in developing speaking skill on students of fifth year in the afternoon shift of Carmela Noguera Public School.

Through this document we will now have the basis for Educational factor the great influence that has the professor's methodology to motivate the students to increase the skill for speaking English. The Methodological factor is concentrating on, the personal interest for speaking English, the motivation in class and the feelings towards speaking English. Besides we investigated about the Social factor such as the access to Media as a source for the development of speaking skill and if the students have any help of someone to study English at home.

We concluded that it is an excellent research because is related to the similar problems that affect the teaching-learning process in classrooms in public school such as Experimental Mexico, especially in speaking skills. This research mentioned the most common factors such as educational, sociological on students of fifth year at Carmelita High school. It helped us to develop the research with more emphasis on those problems in order to look for solutions.



IV. JUSTIFICATION

A good education is the main source for the development of any country or society at any time. For that reason there are always researchers of different fields who try to discover the causes of the major problems that affect education, and they also look for pedagogical and methodological solutions to solve those problems and improve education.

In teaching a foreign language teachers usually get frustrated when they see all their efforts become nothing; they always do their best but their students do not seem to learn anything. Some teachers try different teaching techniques with their students, but most time none of those techniques work properly for students to acquire the language taught in lessons.

Therefore, the purpose of this research is to discover the main causes of the lack of speaking skills that students of fifth year group-A have at Experimental Mexico secondary school in Managua. The results of this research will be very useful in order to create appropriate teaching methods that satisfy students' main needs in learning to speak appropriately the English language. By knowing the causes of the problem that prevent students from developing their speaking skills, teachers are going to be able to work out suitable solutions to the problem. Besides, it is important to remember that problems in education are seldom solved fully. So it is important to take into account previous knowledge or data gathered in previous studies. That means that this research will be of great help for other researchers who are interested in improving the teaching of the English language and specially the speaking skills of the language.

It is important not to forget the importance that English has all over the world as a universal language. Because of that, the intention of this research is to try to help teachers and students to meet successfully the good progress of the English language and specially the development of students speaking skills.

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V. RESEARCH QUESTIONS

- 1) How spontaneously do students use the target language in the classroom?
- 2) How often do students speak in English in the classroom?
- 3) Do students use complex structures when speaking?
- 4) How wide is the vocabulary they used?
- 5) How intelligible is the students' pronunciation?
- 6) How overcrowded classes affect students learning process in class?
- 7) Is the classroom condition to practice oral activities?



VI. OBJETIVES

7.1 GENERAL OBJECTIVE

To analyze the lack of speaking skills used by the students of 5th year “A” at Experimental Mexico School in Managua, during the second semester of 2015.

7.2 Specific Objectives

- ✚ To appraise in what way students show fluency and pronunciation when speak English in classroom.
- ✚ To analyze the use of complex structures and variety of vocabulary when students speak
- ✚ To determine the way the classroom condition affect the students´ learning process
- ✚ To analyze in what way overcrowded classes interfere in speaking performance.



VII. RESEARCH MATRIX

OBJECTIVES	VARIABLES	INDICATORS	SOURCES	TECHNIQUES
To gather the specific students' information	General	Sex	Students	Survey
	Information	Age		
To determine how economic factors affect students learning in class	Economic Factors	Parents Work	Students	Survey
		Parents' Income		
To appraise the ways students show fluency when speaking English in the classroom	Educational Factors	Fluency of Speaking	Interview Survey	Observation and Audition
To analyze the students pronunciation		Pronunciation		
To analyze the use of complex grammatical structure when students use the target language		Syntax Semantics		
To identify the variety of vocabulary students use		Subjects Nouns Verbs		

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		Synonyms Adjectives		
To identify the psychological Factors that affect the students learning process in speaking skills	Psychological Factors	Fear of Making Mistakes Shyness or Nervousness Lack of Confidence Lack of Motivation Anxiety Use of L1	Students	Survey
To determine the most common sociological factors that affect students learning in class.	Sociological Factors	Large classes Classroom Condition	Teacher Students	Interview Survey Observation



VIII. HYPOTHESIS

Students of 5th year “A” at Experimental Mexico secondary school have a low proficiency on speaking skills as a result of too much use of mother tongue by the teacher and also the students, lack of motivation towards the learning of the English language, and some negative factors due to the classroom condition.

IX. THEORETICAL FRAMEWORK

Nowadays, many people struggle a lot to learn a second or a third language. Learning a language means acquiring enough competence to communicate in that language. All languages are made of four basic skills which are listening, speaking, reading, and writing.

The majority of people are almost always more concerned in developing their performance in the speaking skills of the language since it is the basic tool for communication. Of the four skills mentioned above, speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Developing speaking skills refers to having the ability to produce appropriately the language in the oral way. That is to say to have the capacity to convey a message by using the voice. This theoretical framework is focused on how people who are learning English as a foreign language develop their speaking skills.

Therefore, along this paper, you will read some theories created by some expert researchers in the matter of teaching English as a foreign language. Most of the theories presented here are taken from books of Jeremy Harmer, Martin Bygate, Jack C. Richards and Douglas Brown. These theories explain about what learners need to learn to develop and improve their communicative performance of the target language. Besides, this paper will state a little about the main factors that cause learners of the English language to fail in acquiring the speaking skills, even when they have acquired enough linguistic competence of the target language.



The Role of Grammar, Vocabulary and Pronunciation in the Development of oral ability from the micro skills (grammar, vocabulary, pronunciation) in which is divided the oral ability of a learner, grammar and vocabulary are the ones which are thought first. Although they only represent linguistic competence of the language, they are required to develop the other ones which are the ones that show the speaker's oral performance of the target language in real communicative situations either in the classroom or out of it.

9.1 According to Martin Bygate (Speaking, 1991):

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. It is obvious that in order to be able to speak a foreign language, it is necessary to know certain amount of grammar and vocabulary. But getting the linguistic competence of the target language does not guarantee that the learner will be able to use the language properly. So, to get to know whether learners can speak or not, it is necessary to get them to actually say something in the target language. The speaking skills can be improved by giving learners more speaking practice and oral exams. In other words, teachers have to be aware that there is a big difference between competence and performance; one thing is to have knowledge about the language, and another thing is to be able to use that knowledge in a conversation.

9.2 According to Jack C. Richards (1976):

The first thing that is taught in a classroom is the basic grammatical structures of the language. "Grammar refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences and how sentences are formed." (The Role of Vocabulary Teaching, Jack C. Richards, 1976). That means that getting knowledge about the grammar of the target language means being able to use the patterns of that language to produce sentences syntactically correct. That is to say that the learner knows the correct word-order as well as the parts of the speech, tenses, clauses, and the grammatical categories that each word belongs to. Obviously, for a learner to communicate in the target language, it is essential that he or she handles certain grammatical patterns of the target language according to the level demanded either by himself/herself, the teacher or a specific institution. However, as it was

stated above, knowing about the grammar of the target language will never assure learners to use their oral ability to communicate.

There is another factor which is believed for many experts to be even more important than grammar. Some specialists in teaching English as a foreign or second language refers often to vocabulary as more important than grammar. Vocabulary refers to all the words in a particular language that a person knows and use when he or she is talking about a particular subject.

9.3 According to Jack Richards (1976):

Most of the time learners are not able to communicate any ideas because they do not know the word they need to refer to the subject. “Vocabulary has been neglected and very often has been the cause of lack of speaking skills” (The Role of vocabulary Teaching, Jack C. Richards, 1976). Most of the time, learners can be understood in the target language either by native speakers or their classmates, even when they do not produce a sentence grammatically correct.

For instance, if somebody says: *use phone please?* It is more than obvious that in a good context the speaker will be clearly understood by any native speaker or learner of the language. But if someone says: *I wonder if I might your...* as you have realized, this utterance that has all the necessary grammar is completely meaningless and communicates nothing. “So, it is almost a fact that from a learner’s point of view, knowledge about vocabulary has more immediate importance to communicate than knowledge of grammar” (Teach Better Lessons With the Communicative Approach, Dominic Cogan, 2001).

Another micro skill that every speaker of any language has to possess is pronunciation. Pronunciation is the way in which a language or a particular word or sound is pronounced. In other words, it is the way in which a particular person utters the words of a language. For a learner to learn to speak the target language is necessary for him to learn to recognize and produce all the set of sounds of that language.

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9.3 According to Paul Tench (1981):

The basic strategy to teach pronunciation is imitation, whether dealing with beginner or more advanced learners. The learner needs to be able to imitate the teacher's pronunciation of whole utterances in context, imitating not only the features of consonants vowels and diphthongs, but rhythm and intonation too (Pronunciation Skills, Paul Tench, 1981).

One of the problems in teaching English pronunciation is reaching in the learners a high level of accuracy and fluency. Accuracy is the state of being exact or correct when producing the sounds of the language. Fluency, on the other hand, is the joining-up of elements at an acceptable speed of delivery. Like accuracy and other notions in language learning, it relates not only to pronunciation, but to other aspects of language as well, including grammar, selection of appropriate vocabulary, style and discourse.

Accuracy ought to be sought after right from the very beginning. Accuracy does not grow mysteriously with the passing of time and nor does it grow out of vague and fuzzy approximations. Conscious effort is required on the part of the learner until new articulatory habits are formed. And the best time to start is right at the very beginning, for two reasons: firstly, the sooner the right habits are established, the better; and secondly later remedial work is a burdensome task and could have been avoided by insisting on hard work at first. The teacher should accept as correct only those responses that are made with satisfactory word accent and rhythm, and satisfactory intonation.

Fluency is important for the person being spoken to, in the same way as accuracy is. Lack of fluency like lack of accuracy can place quite a strain on the listener. If pronunciation is very jerky, this will mean that the listener will have to listen very carefully and will not be able to relax; in other words he has to work hard at what he receives. This will eventually have the effect that the listener will not wish to receive what the speaker wants to say.

Hesitations and pauses do not necessary indicate a breakdown of fluency. Hesitations is the common feature native speech, as the speakers search in their minds for just the right words they

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need, or as they decide to stop or rephrase entirely what they want to say. A language learner must be expected to do the same kind of thing.

After several sections of being exposed to the target language, learners are expected to acquire a basic amount of grammatical structures and vocabulary and enough practice to develop accuracy and fluency to communicate effectively in the target language. Nevertheless, most of the time, learners fail in learning what they were expected to learn when they started the course. Learners usually succeed in acquiring the linguistic competence of the target language which is the grammatical knowledge, and vocabulary. But they normally fail in developing their linguistic performance which is represented by the productive skills of writing and speaking.

Many are the factors which are believed to cause the learners not to acquire enough linguistic performance to communicate in the target language. The main factors are: dealing with large classes, the methodology used by the teacher, the lack of motivation to use the language orally, and the excessive use of the mother tongue.

This lack of community can also create a negative environment for the teacher. Besides, in large classes the frequency of disruptive behaviors are very common, and the teacher usually has more difficulties in coping with that problem. Moreover, students' oral participation is limited to just answering when the teacher ask something; there is almost never oral interaction among students, and therefore there is not development of speaking skills of the target language since students most of the time end up becoming in passive learners.

9.5 TEACHER'S METHODOLOGY

The kinds of activities a teacher chooses to be performed in the classroom are of vital importance in the development of oral abilities on learners. In high school, most teachers usually teach in a traditional way being just as a controller who stands most of the time in the front of the classroom giving instruction and explanations to the students. The students talking time is limited in this traditional environment. For a teacher to create interaction among his students, it is crucial that he understand that a teacher has to take different roles according to the nature of the activity to be performed in the classroom.

Group work is one of the most attractive activities to facilitate students' development of speaking skills. But the teacher has to know well the advantages and disadvantages of this kind of arrangement. Anyway, it is quite clear that group work increases the amount of student talking time. It gives the students the opportunity to use the language to communicate with each other. Teachers should be aware that small group interaction allows more talk for each of the students and a greater variety of talk. It does not mean that a teacher always has to use group work activities to get students to talk.

The teacher has to get advantage of other kinds of grouping activities such as pair work and individual work. In other words, teachers who have a good methodology to keep students motivated are not the ones who use a specific kind of method or approach; well-prepared teachers are the ones who have good classroom management skills. They have to be able to adopt a number of different roles, different student groupings and to maintain discipline in the classroom. Without these areas of knowledge, a teacher is in a poor position to make the right decisions when teaching speaking skills.

9.4 LARGE CLASSES

According to LoCastro, in her book, (LoCastro, 1989) large classes generate pedagogical, management-related and affective problems.

“Learning strategies and learning environment affect students learning process in different aspects not only pedagogical but also affective”. It is well-known that if a student is learning a new language in a place with good conditions he or she learns quickly without any difficulty

Pedagogical Problems

- more difficulties in carrying out speaking, reading, and writing tasks
- difficulties in monitoring work and giving feedback
- problems with individualizing work
- difficulties in setting up communicative tasks
- tendency to avoid activities that are demanding to implement

Management-Related Problems

- correction of large numbers of essays virtually impossible
- pair and group work often cumbersome to execute
- noise level high, affecting neighboring classes
- difficulties in attending to all students during class time
- discipline problems more acute

Affective Problems

- difficulties in learning students' names
- impossibility of establishing good rapport with students

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- concerns for weaker students who may get lost
- crowd phenomenon: students' not listening to teacher and other students

It is important to recognize that learners' experience in a high school classroom serves as a foundation for the rest of their educational formation. Unfortunately, many high school students learn in overcrowded classrooms which do not conduct to learning. In fact, a number of studies have been conducted that show that large classes negatively affect the learning atmosphere for the learners to get involved in the different learning activities. First of all, the teacher does not have the opportunity to address each student's individual needs. It is clear that every student has his own method and learning style and should receive individualized attention from the teacher in order to learn effectively. On the other hand, the size of a classroom can affect the social and academic engagement of the students involved.

9.6 Lack of Motivation

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. It is accepted for most fields of learning that motivation is essential to success: learners have to want to do something to succeed at it. Without such motivation students will almost certainly fail to make the necessary effort to develop their speaking skills in the target language. In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation that comes from outside and from inside.

Extrinsic motivation is the result of a number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus learners might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better.



Most researchers and methodologists have come to the view that intrinsic motivation produces better results than its extrinsic counterpart. Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process. That means that a teacher, as a source of extrinsic motivation, can cause his students to get interested in learning the target language by making his class more interactive and entertained so that students start to like the class and that way develop intrinsic motivation to succeed in acquiring the necessary speaking skills to communicate in the target language.

9.7 Excessive use of the Mother Tongue

One of the biggest problems in the use of communicative activities that involve pair work or group work is the use of the mother tongue in monolingual groups. It sometimes seems that they are unable or unwilling to take part in activities in English. In this case there are three things teachers can do about the use of the students' language:

(A) Talk to the class

Have a discussion with the students (in their own language if they are beginners) about the use of their language. Get them to understand that whilst sometimes it is not too much of a problem, during oral activities it is not helpful. Ask them what they think the use of communicative activities is and get them to agree that it is essential for them to try and stick to the use of English in such activities even where it is difficult.

(B) During an activity

Encourage the students to use English. Go around the classroom helping the students away from their language for this activity. Students will naturally slip into their language unless the teacher reminds them and prompts them.

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In most cases the use of discussion and explanation, and the prompting of students during activities, ensures that English is used most of the time. With some groups, however, your efforts may not appear to be successful.

(C) Back to the basic

With some groups your attempts to have them use English do not work; despite your explanations and promptings, students will not use English. In such cases tell them that as a consequence of this you are not going to use that type of activity any more. Use only tightly controlled activities for pair work until you are confident that they will take part properly. Then become a little more adventurous and gradually move back in stages towards the use of freer activities in groups.

It is clear that the use of the mother tongue is a real problem when performing activities which are aimed at improving students' speaking skills. Nonetheless, the worst problem is sometimes in the teacher; there are occasions in which it is the teachers who use too much their mother tongue. As a result, learners will never develop their speaking skills, for they need to be exposed to the target language most of the time if they want to develop their speaking skills.

Summarizing, it is obvious that learners need first to acquire the linguistic competence of the target language such as grammar and vocabulary. But having acquired the vocabulary and grammar of the language do not mean that the learners will be good at using the language orally. For learners to use their productive skills of the language, specially speaking, they need to be exposed to the target language most of the time, and they need to practice their oral ability in using the language communicatively. So the strategies that the teachers use and their management skills in the classroom are of vital importance to provoke the interest of the students towards the learning of the target language.

X. METHODOLOGICAL DESIGN

10.1 Sociological Approach

This is a quantitative and qualitative research since we studied a social phenomenon; therefore, the information recollected is presented in both explanations stated through words and numerical data.

10.2 Type of Research

This is an analytical and descriptive research because we looked for the causes which prevent the development of speaking skills on students of 11th grade at Experimental México Secondary School in Managua.

10.3 Techniques for Gathering Information

In order to get the information to carry out this research, it was decided to use three kinds of instruments to gather the required information. The instruments were: survey for students, interview for teacher and class observations.

10.3.1 Survey for Students

The purpose of this survey was to confirm the lack of speaking skills on students. Besides, the survey contained questions to find out the students' attitude towards the English language. The kind of questions applied to the students was a mixture of closed, opened and mixed questions.

In the survey students answered the questionnaires despite the fact that not all of them understood clearly the questions since it was given in English. But those who were not sure about a question, they did not hesitate in asking for a translation.



10.3.2 Teacher's Interview

On the other hand, the English teacher in charge of the group kindly facilitated us a lot of useful data by answering the questions of our interview. The purpose of that interview will be to gather information about the main factors that provoke the learners' failures in developing speaking skills such as the large class, use of the mother tongue and educational factors that affect teaching-learning process in speaking skills.

10.3.3 Class Observation

The observations was done in a period of two weeks. The purpose of these observations was to analyze the students' performance in the target language and to relate the consistency between the data gather in the questionnaire and the interview. We decided to observe three periods of classes to find out what methods, techniques and learning activities the teacher used. Also, we aimed at getting data about the students' and teacher's behavior to know the nature of interaction and the way the teacher manages his English classes, especially in oral activities.

10.4 Population and Sample

The population is 44 students chose by convenience at Experimental Mexico High school where the sample is 100% of the population of the group "A" of the fifth year in the morning shift.

10.5 Plan of Analysis

In order to carry out the analysis of the data gathered through the research questions, we used the IBM SPSS Statistics software. This software was used to illustrate the information through graphic organizers such as tables and charts, among others. The software helped us process the results obtained from the teacher's interview, student's survey and the classroom observation. Additionally, the software was very useful in order to measure the quantitative data of the frequencies, mode, median, mean, range standard deviation, as well as percentages and their corresponding interpretation.

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

Teacher´ questionnaire answers

According to teacher Amaya who answered the questionnaire, all the students in his English class have a poor background in English from previous levels, due to the lack of interest not only by their shyness and nervousness but also the poor linguistic and communicative competence.

The teacher mentioned that timing given in class is not enough to accomplish his lessons where there is only 3 hours in a week where is distributed in 45 minutes to every period to perform oral activities because he has to take more than 15 minutes to give directions and then to translate it into Spanish to specify the organization and the way how they do the lessons. The teacher agreed that those negative factors influence in the students´ motivation and participation more actively not only in oral drills but also in others skills such as: reading, writing and listening.

One of the most important element in the learning process is the didactic materials. He told us that their contents are not well designed according to the eleven grade because students feel confused due to a large amounts of topics and grammatical structures which do not motivate them.

The teacher assumes that the best way to interact with their students is by using the translation method because their students feel more comfortable and self-confident in oral activities. He prefers to use activities like dialogs and presentations to motivate their students where they have to work in groups and sometime in pairs.

The teacher assumed that having a large group, for instance 44 students, makes him difficult to give individual attention to the students. He has to handle not only the noise outside and inside the classroom but also the students´ disruption by chatting in Spanish language. It is complicated to manage: - disruption, use of Spanish, noise (inside and outside the classroom) and the classroom condition (ventilation, lighting, seat condition and size of the facility).

XI. RESULTS AND DATA ANALYSIS

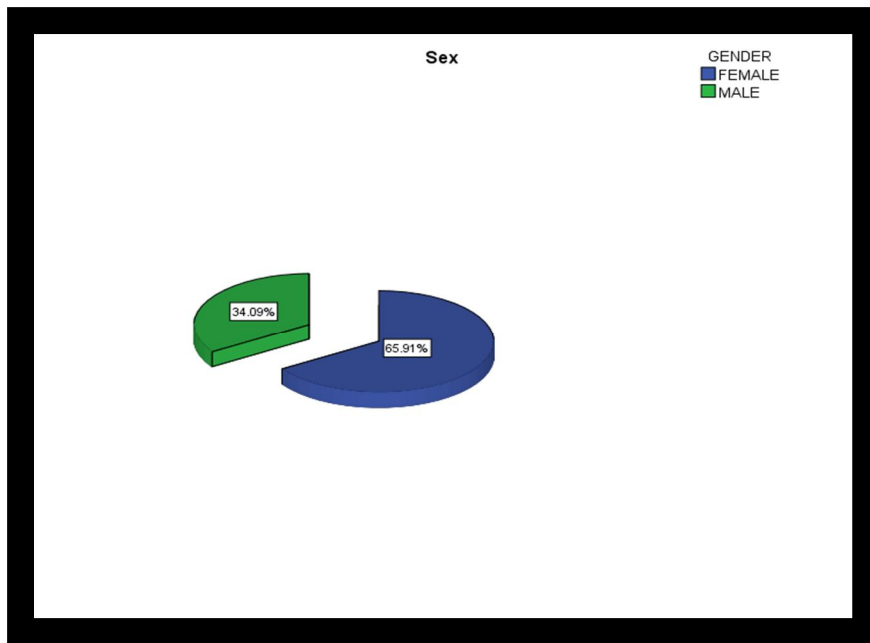
11.1 DISCUSSION OF RESULTS

The information that you are going to read in this section has been collecting by three ways.

- ✚ Interview for teacher
- ✚ Survey for students
- ✚ Class observation

This information contain in quantities the answers of people who were interviewed and present the resulting of the investigation in the topic of lack of speaking skills at Experimental Mexico high school.

Figure 1

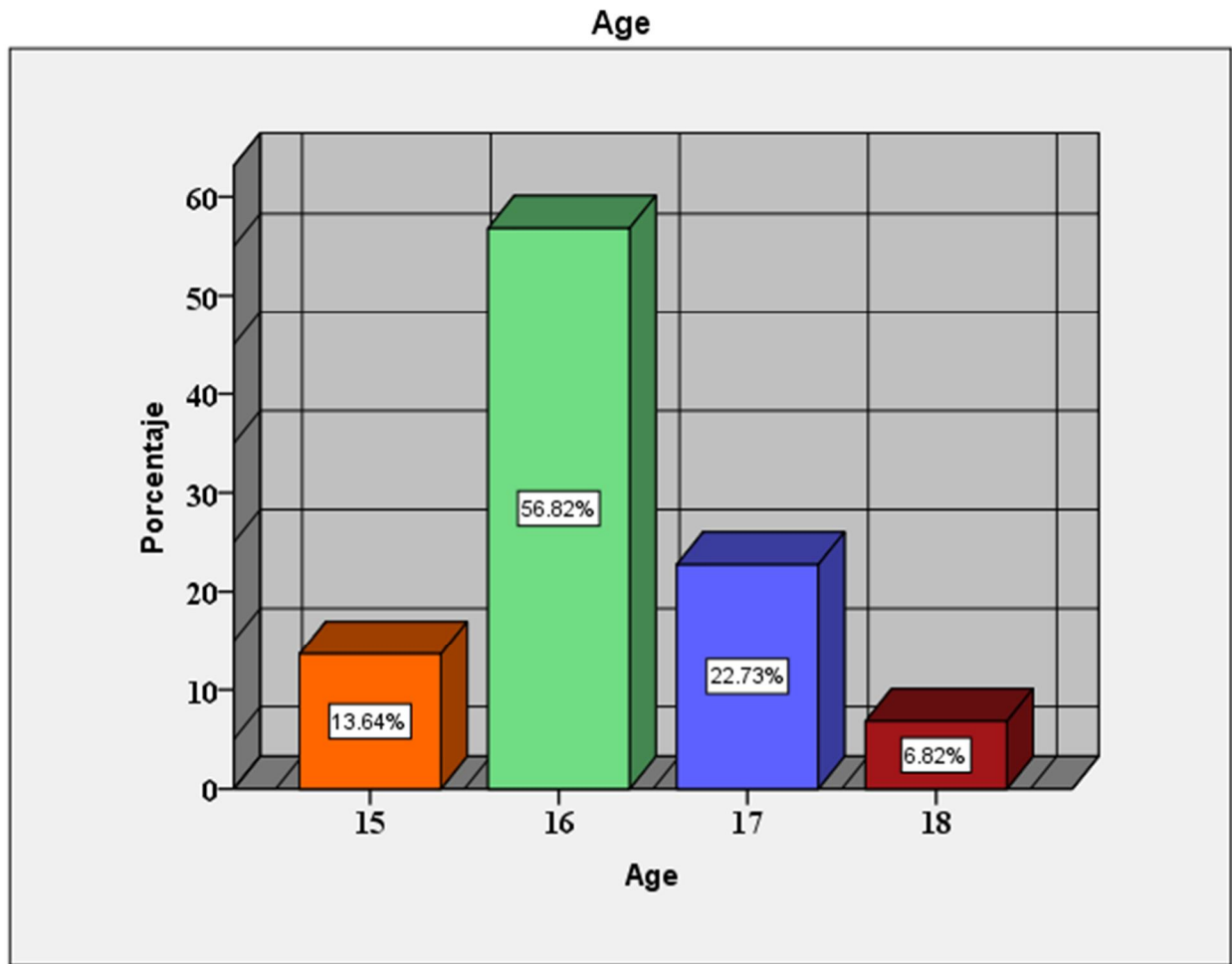


See Annexes (Table N°1)

From 44 students, 29 are girls which is equal to 65.9% and there are only 15 boys, equal to 34.1%.



Figure 2

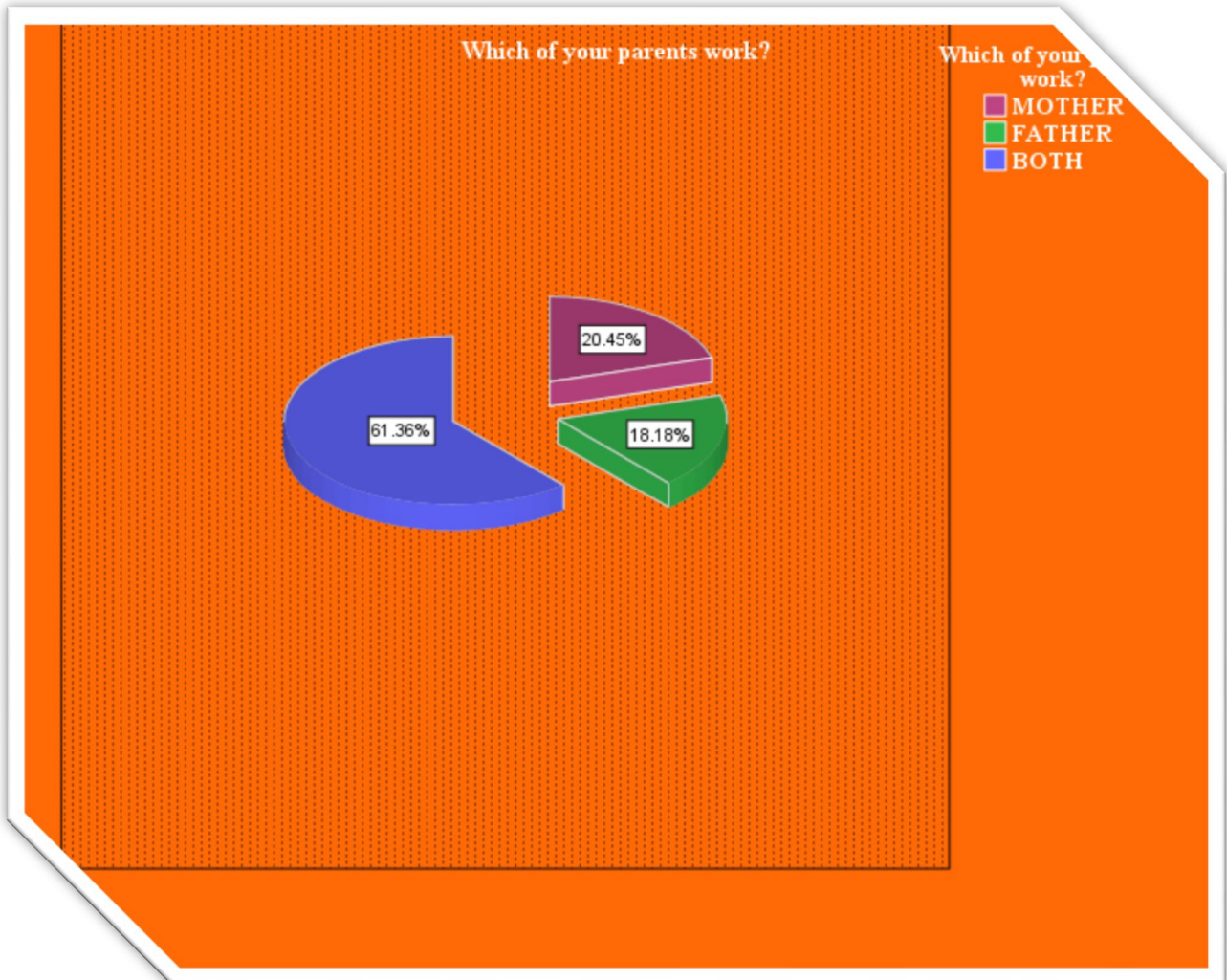


See Annexes (Table N°2)

The ages are between 15 and 18 in which 25 students are 16 years old. This affects the learning process since most students under 17 misbehave more frequently than the older ones.



Figure 3

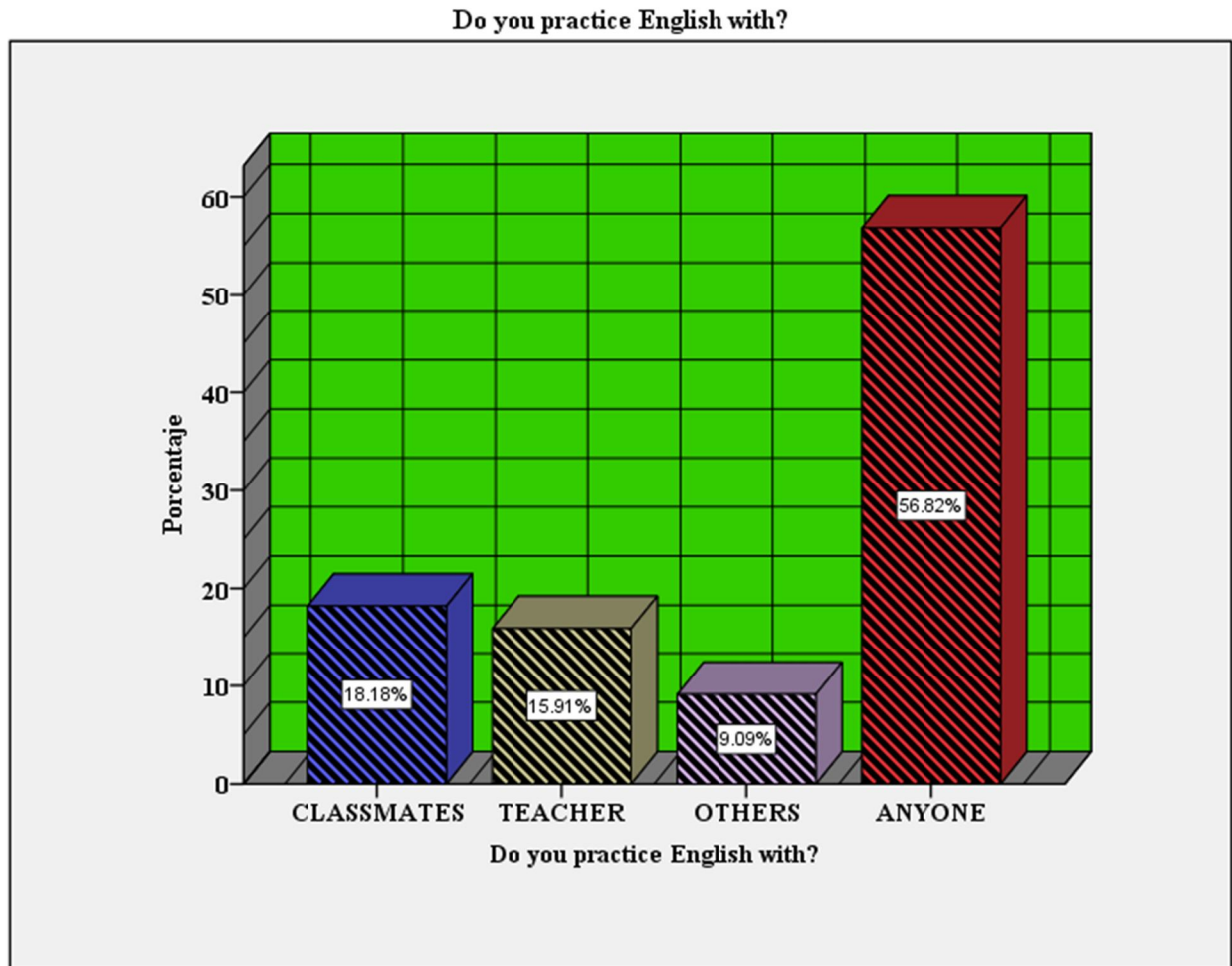


See Annexes (Table N°3)

The data gathered about parents working revealed that more than half of students (61.4%) have parents who both mother and father work. From the remaining percentage, there is 20.5% of mothers who work; most of them are single mothers whereas there is only 18.2% of fathers who work and their wives stayed at home. From there, we could made the relation that those students who have parental support in their self-study at home are those who only their fathers work.



Figure 4

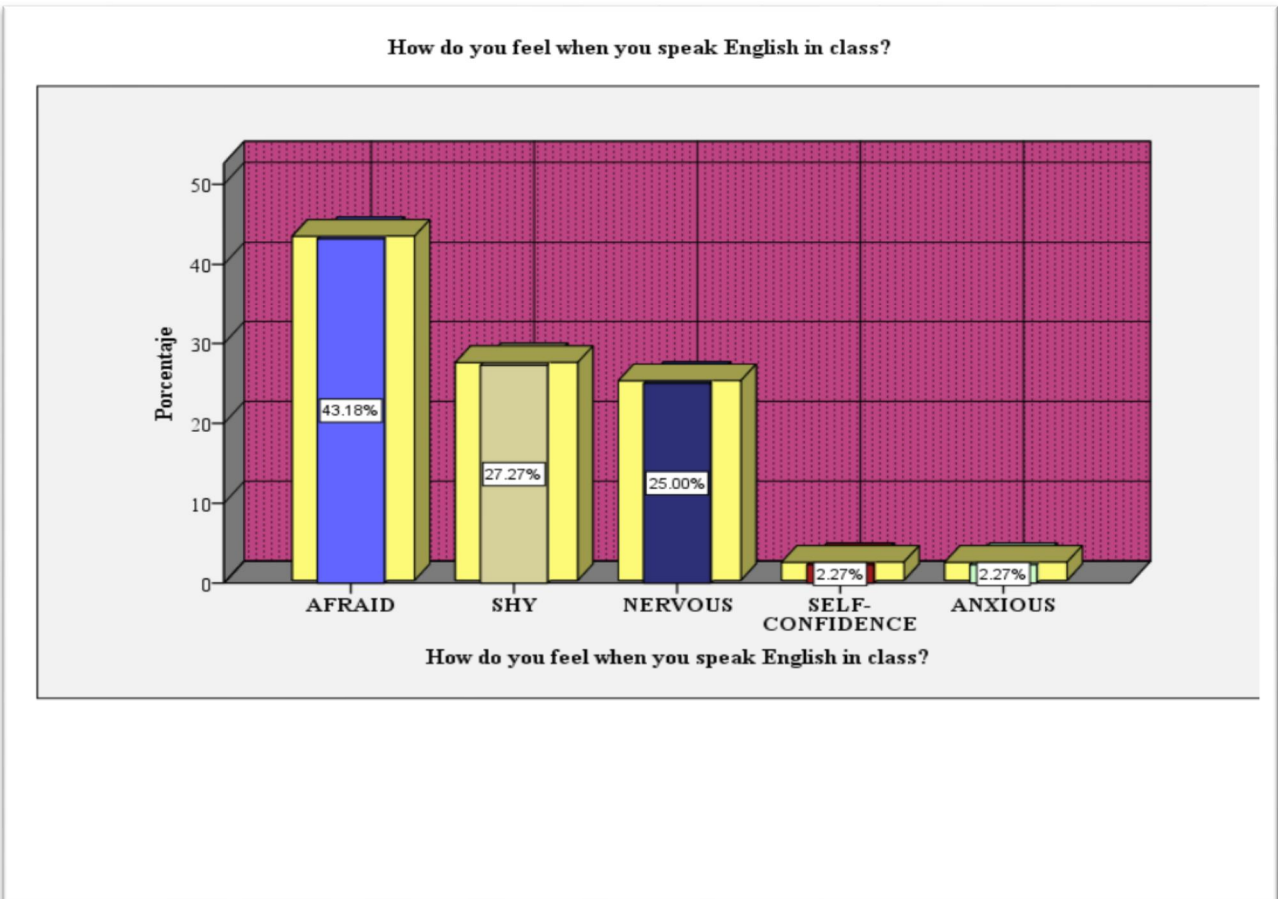


See Annexes (Table N°4)

When the students were asked about the people they practice their English with, the data showed that more than half of the students do not practice their English with anybody, 56.8%. On the other hand, only 15.9% of the students feel confident to practice their English with the teacher, 18.2% prefers to practice with their classmates and there is 9.1% who practice with relatives who have a good level of knowledge or the language.



Figure 5

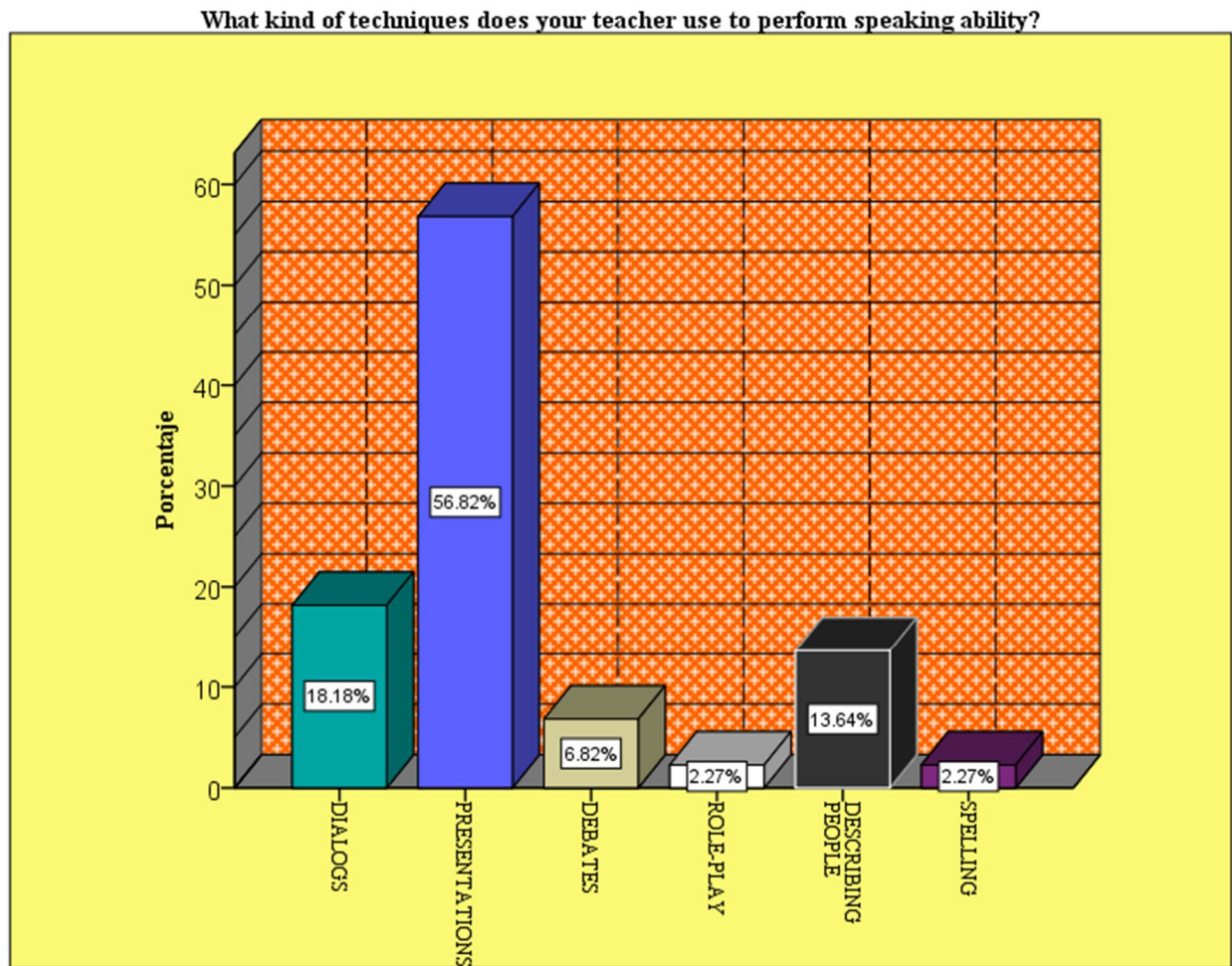


See Annexes (Table N°5)

According to the information gathered, we could verify that only 2.3% of the students feel self-confident when using English in class. The rest of them feel some kind of incommmodity which prevent them from being willing to use the target language. Among the incommodities that students uncomfortable to use the language stand out fear, shyness, nervousness and anxiety, with percentages of 43.2%, 27.3%, 25% and 2.3, accordingly. So it is quite evident that most of the student use the language only if the teacher required them to use it, which means that most of the time they remain silent or using Spanish to communicate in class.



Figure 6

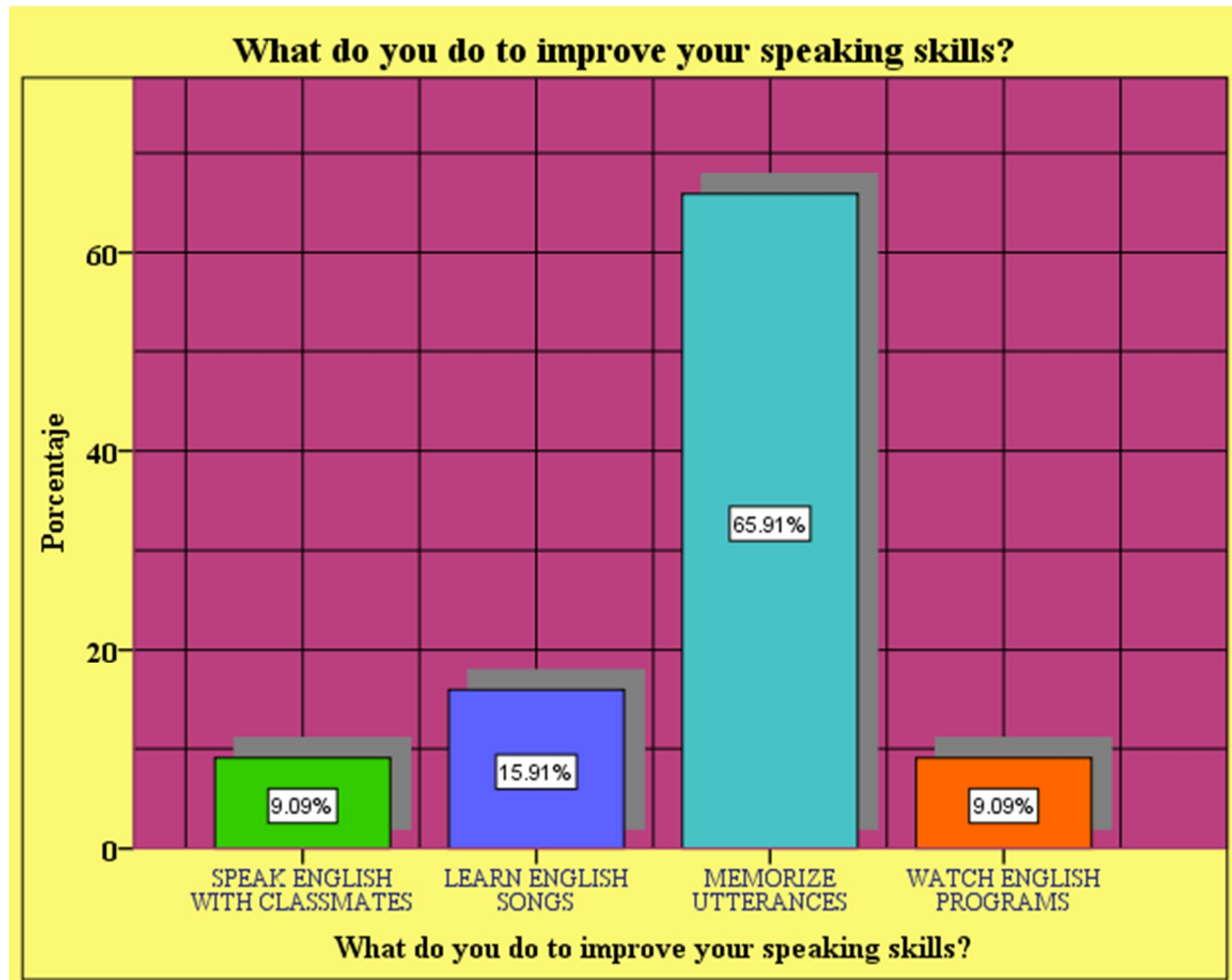


See Annexes (Table N°6)

The data gathered show that it is a teacher-centered class where the traditional presentations or conferences are mostly used in the classroom. The student-centered activities are reduced to a less than 44%, distributed among dialogs 18.2%, debates 6.8%, role plays 2.3%, descriptions 13.6% and spelling 2.3%. So the use of too much teacher-centered classes is one of the reasons why students do not enough time to practice the target language and also it make them feel demotivated about the class.



Figure 7



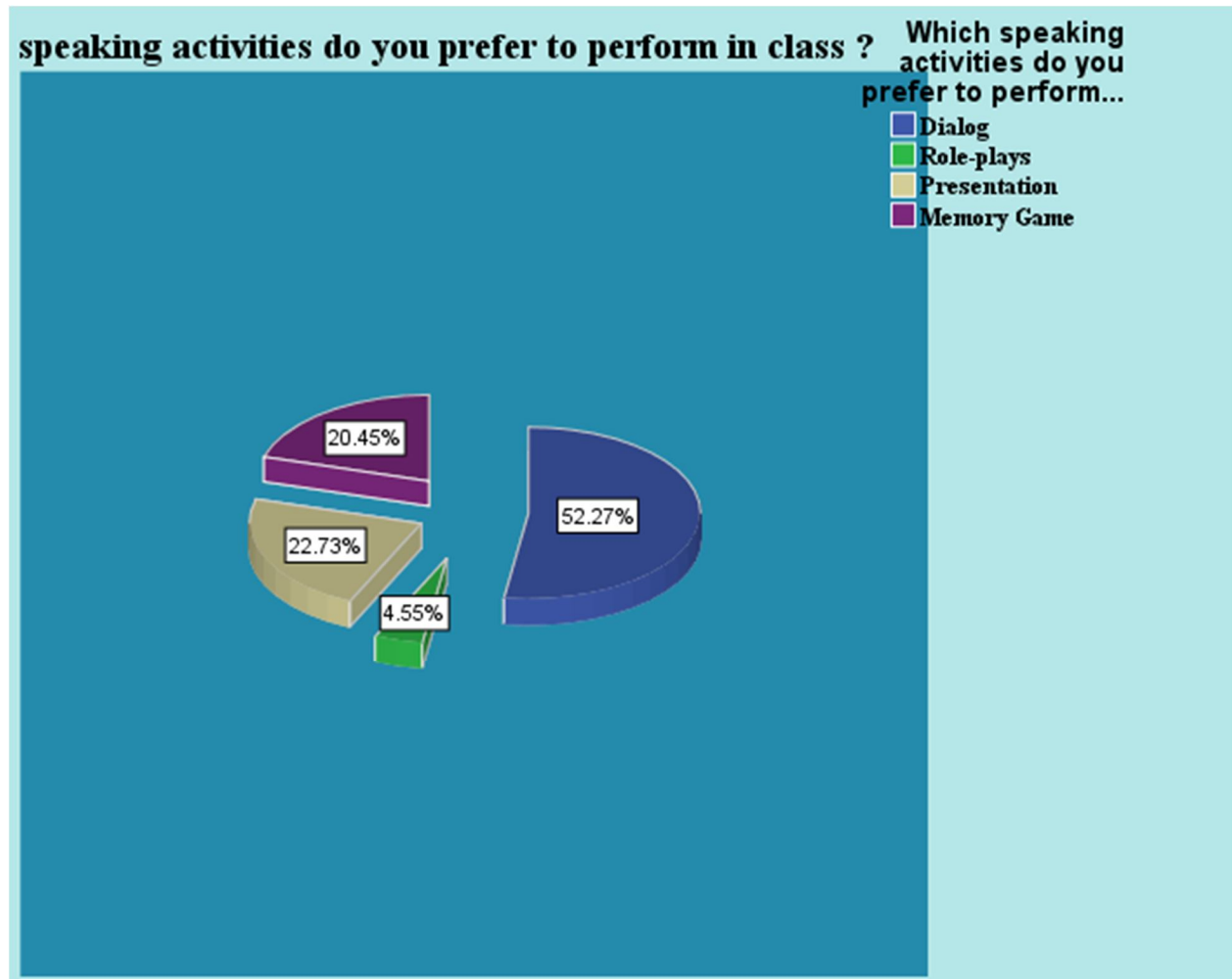
See Annexes (Table N°7)

Through the information gathered we could notice that most of the exercises that students use to improve their speaking skills consist on memorization and repetition, which is one of the most common exercises used in the classroom; 65.9% of the students use this kind of technique to practice speaking. The other students practice their speaking skill by using talking with their classmates (9.1%), learning English songs (15.9%), and watching English programs or movies (9.1%). This means that there is not much interaction with people when practicing their speaking skill.

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



Figure 8

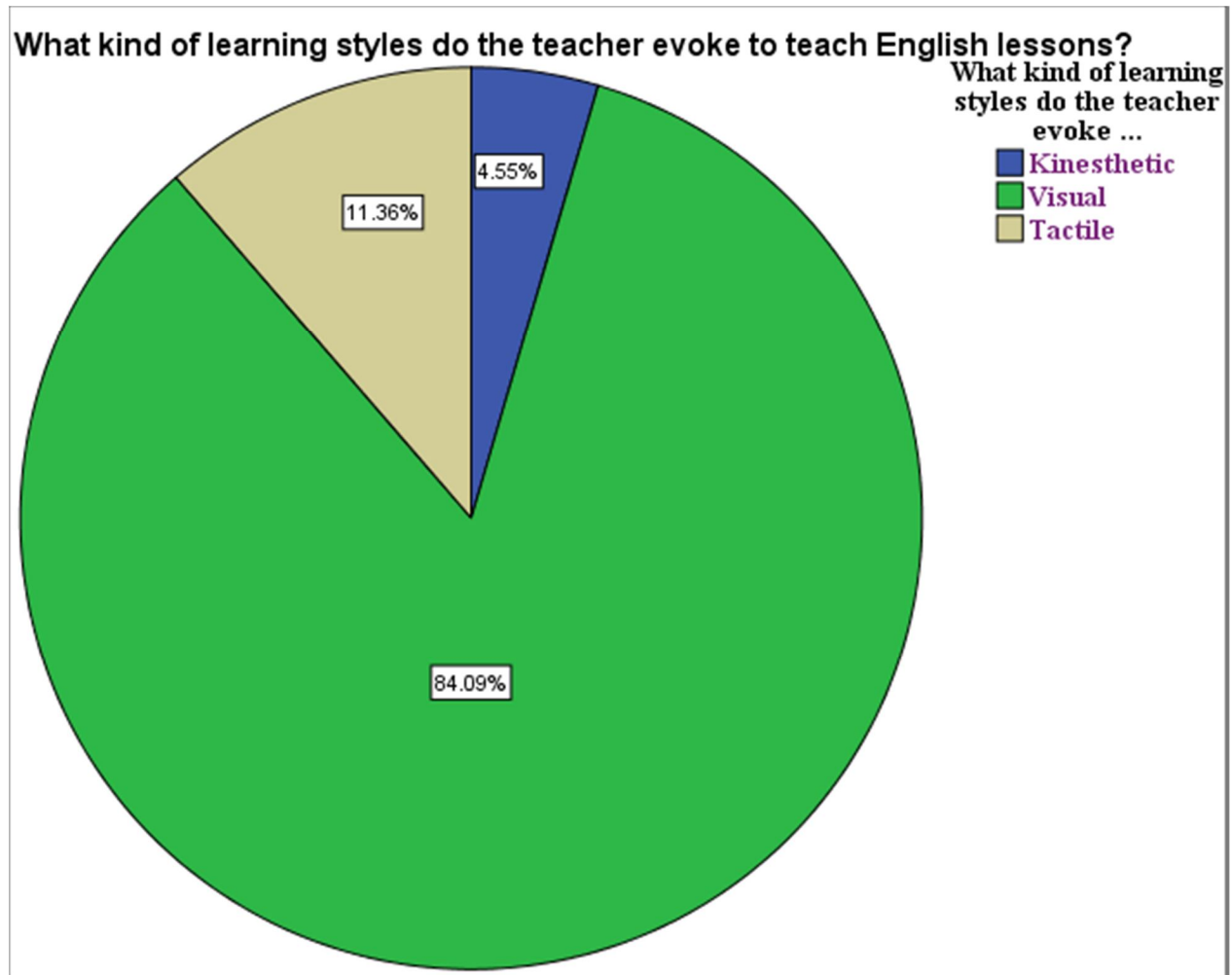


See Annexes (Table N°8)

The majority of the students, representing a 52.3, enjoy performing dialogs in class. The other students prefer activities such role plays (4.5%), presentation (22.7%), and memory games (20.5%). The data exhibit a tendency to have more preferences for activities which involve interaction with classmates.



Figure 9



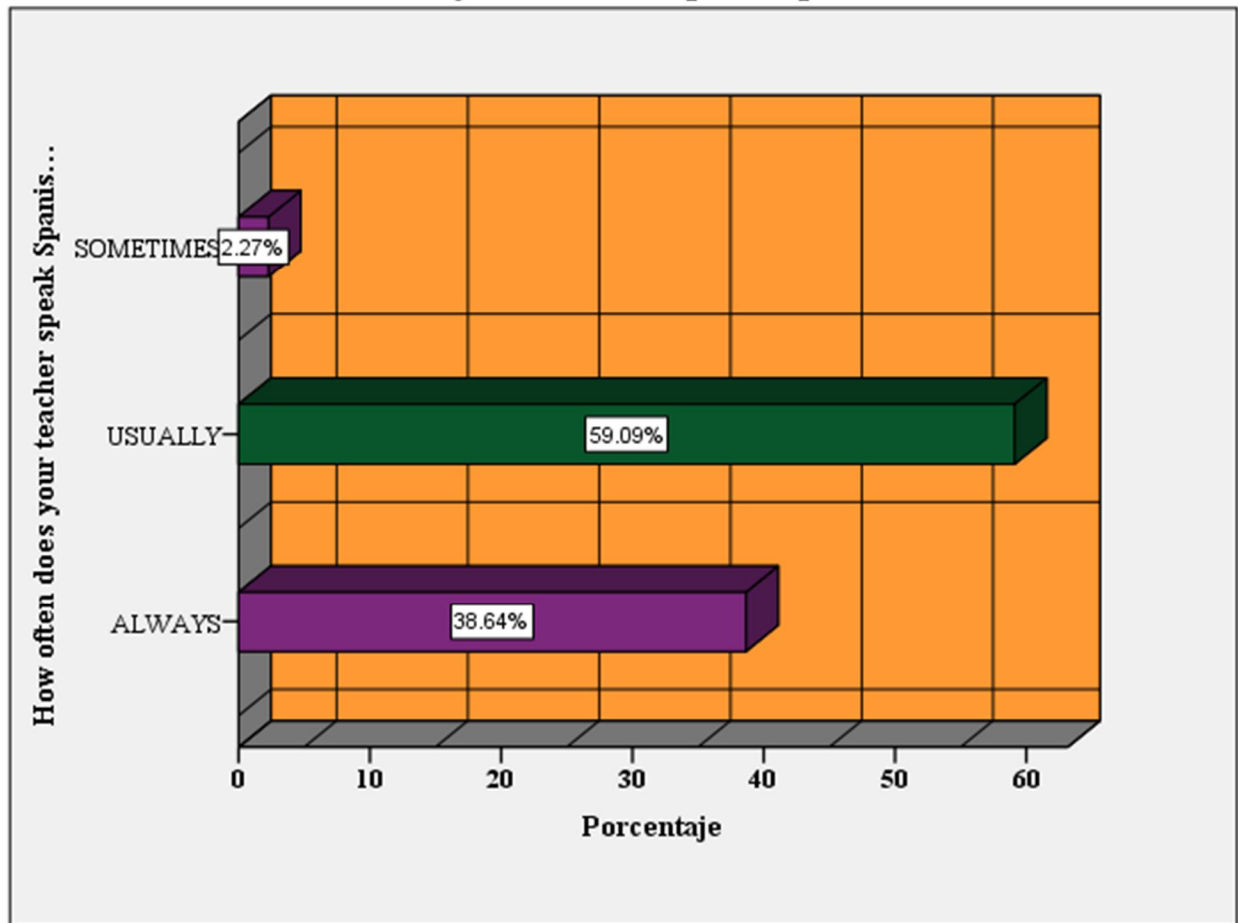
See Annexes (Table N°9)

The learning style that teacher favor is the visual (more than 84.1%) and it is in accordance to the kind of technique that the teacher uses in which we previously showed that more than 50% of the classes are teacher-centered. The percentage that favor the other learning styles, kinesthetic and tactile is only 4.5 and 11.4 respectively. This may discourage to all the students who have not a visual learning and consequently causing them to be demotivated in the class.



Figure 10

How often does your teacher speak Spanish in class?



See Annexes (Table N°10)

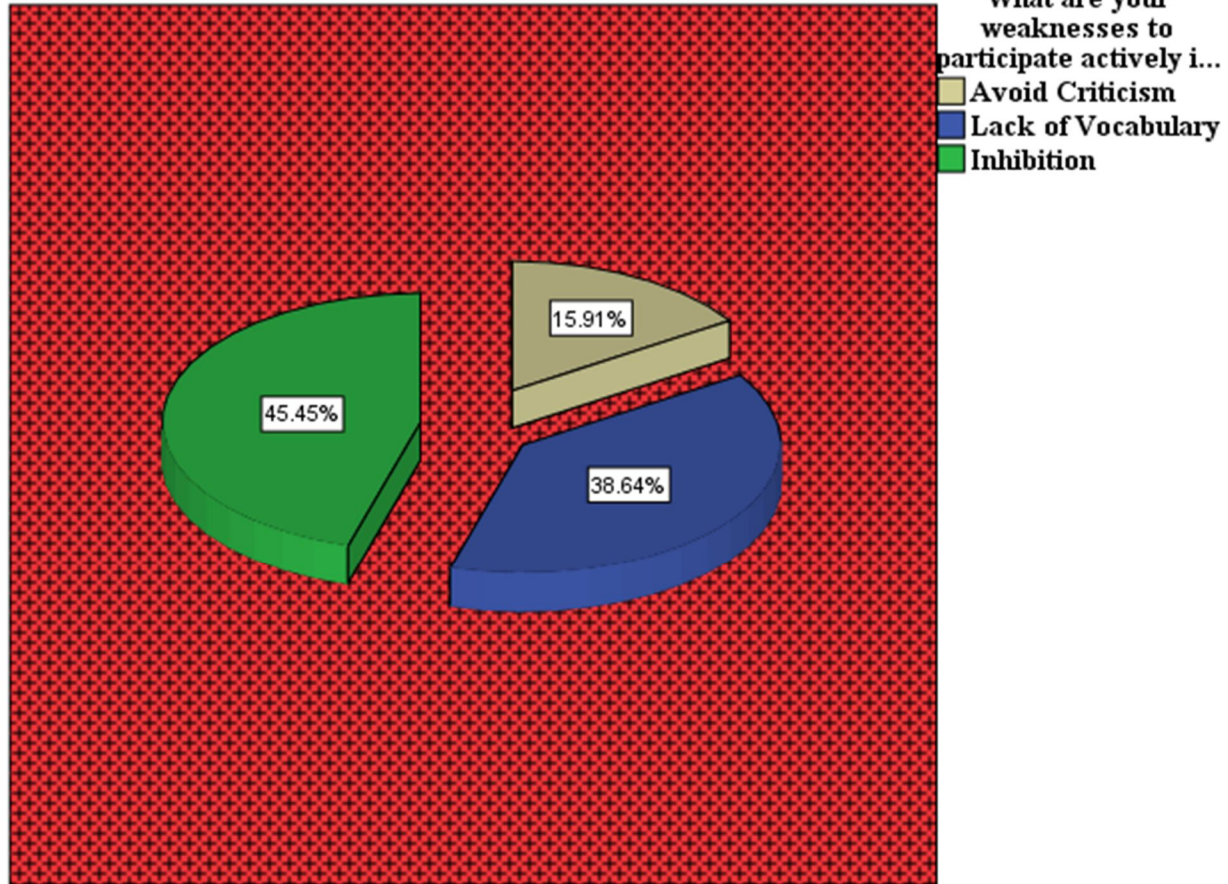
One of the main factors that influences the lack of speaking skills in the students is the excessive use of the mother tongue. Students said that the teacher usually keep speaking into Spanish and he only sometimes speak in English, especially when he wants them to repeat something. Although it is acceptable to use Spanish in class, it is almost a requirement to use the target language most of the time. This way will make the students to be familiar with the language and at the same time they will develop their listening skill, which will make them feel more confident to speak later.

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



Figure 11

What are your weaknesses to participate actively in communicative activities?

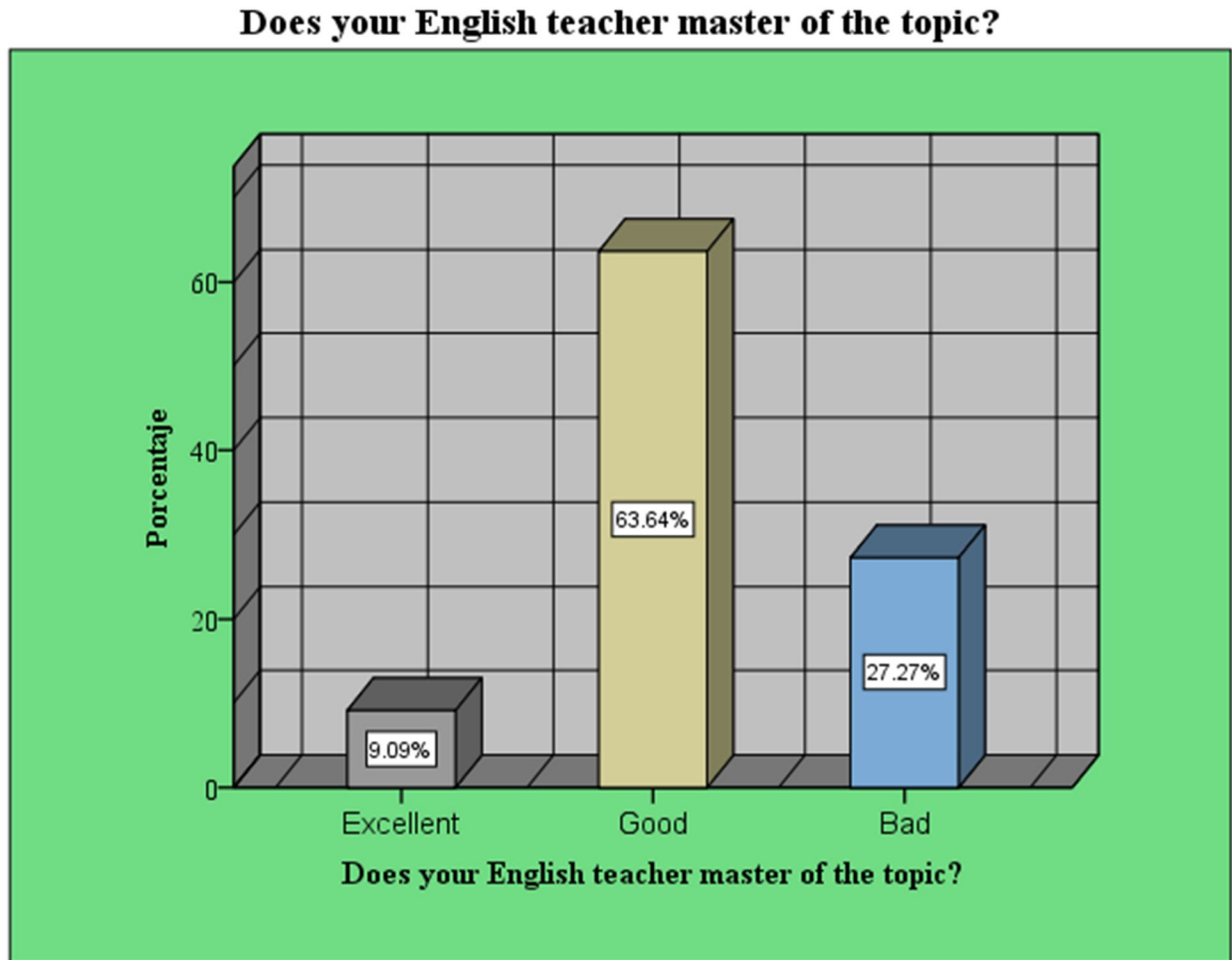


See Annexes (Table N°11)

Two of the major weaknesses that prevent students from participating in communicative activities are inhibition and lack of vocabulary, with 45.5% and 38.6% accordingly. Only 15.9% of the students do not like to get involved in communicative activities to avoid criticism when they do mistakes.



Figure 12

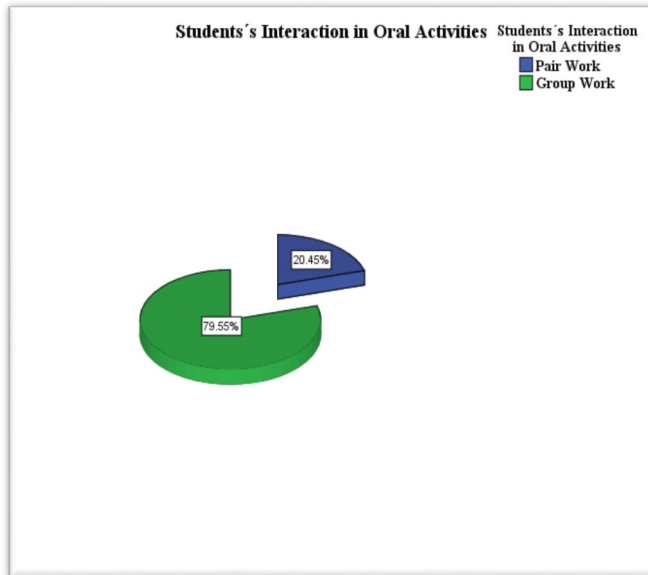


See Annexes (Table N°12)

The teacher's knowledge about the topic is quite good, according to the information. Only 27.3% of the students stated that the teacher performance is not good enough to be clearly understood. Other 63.6% said that the teacher masters good in the topics he presents and 9.1% stated that the teacher was excellent.



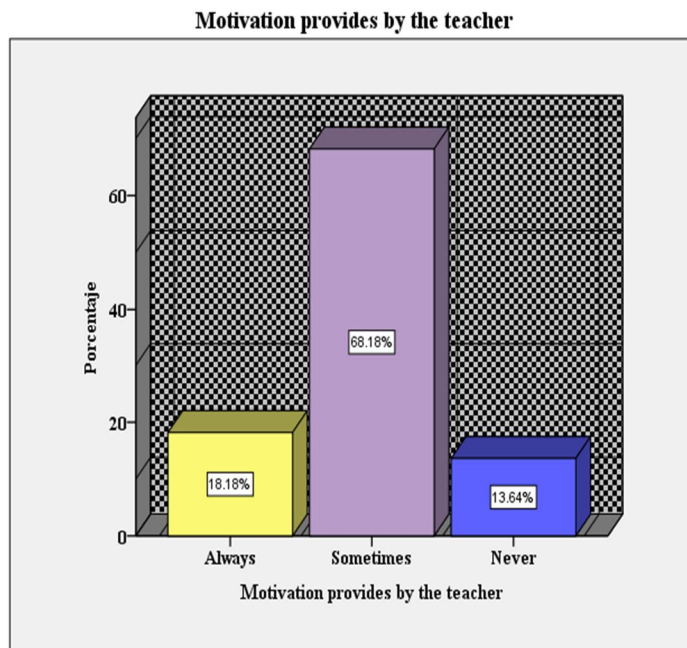
Figure 13



See Annexes (Table N°13)

Figure 14

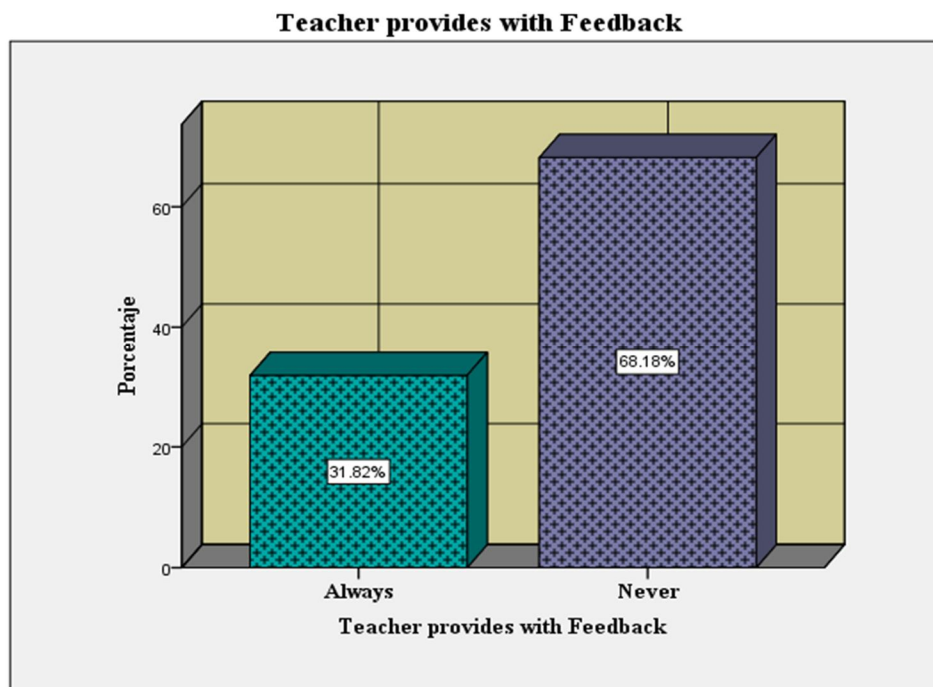
See Annexes (Table N°14)



Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

The students' interaction is mostly performed in group work and sometimes in pair work. During interaction, the students stated that they just sometimes feel motivated by the teacher, especially when he approaches to them and congratulate and gives feedback about their job. This information is coherent with the data related to the feed and error correction. More than 60% of the students claimed that the teacher never gives them feedback and never correct them, even when they know they are making serious mistakes. Besides, in the teacher's interview we were said by the teacher that having large classes makes him difficult to provide feedback and to correct errors to all the students.

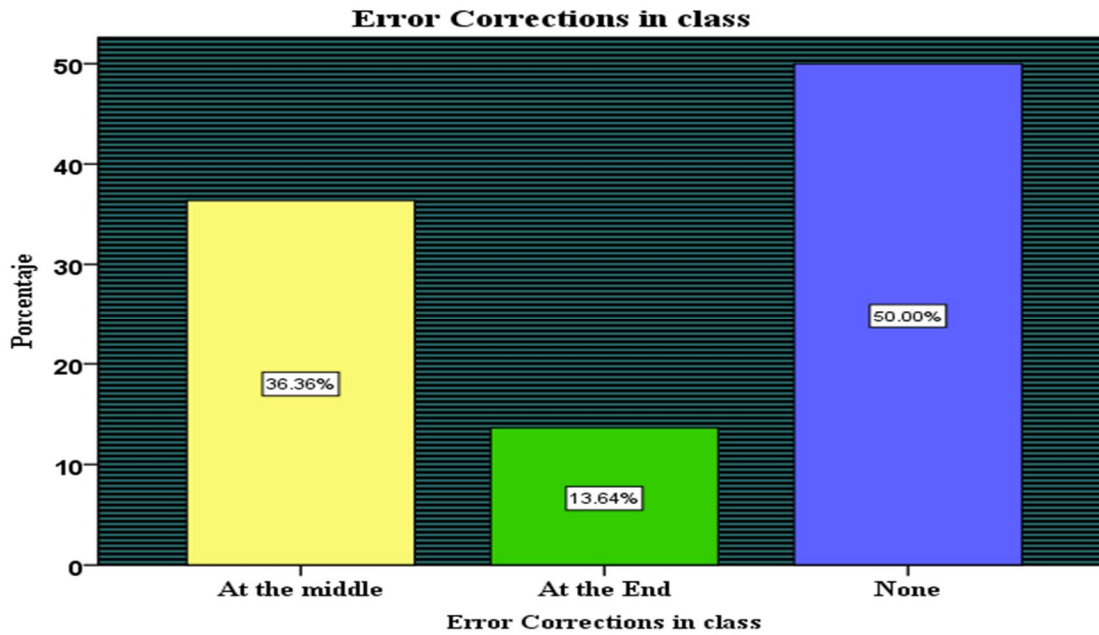
Figure 15



See Annexes (Table N°15)



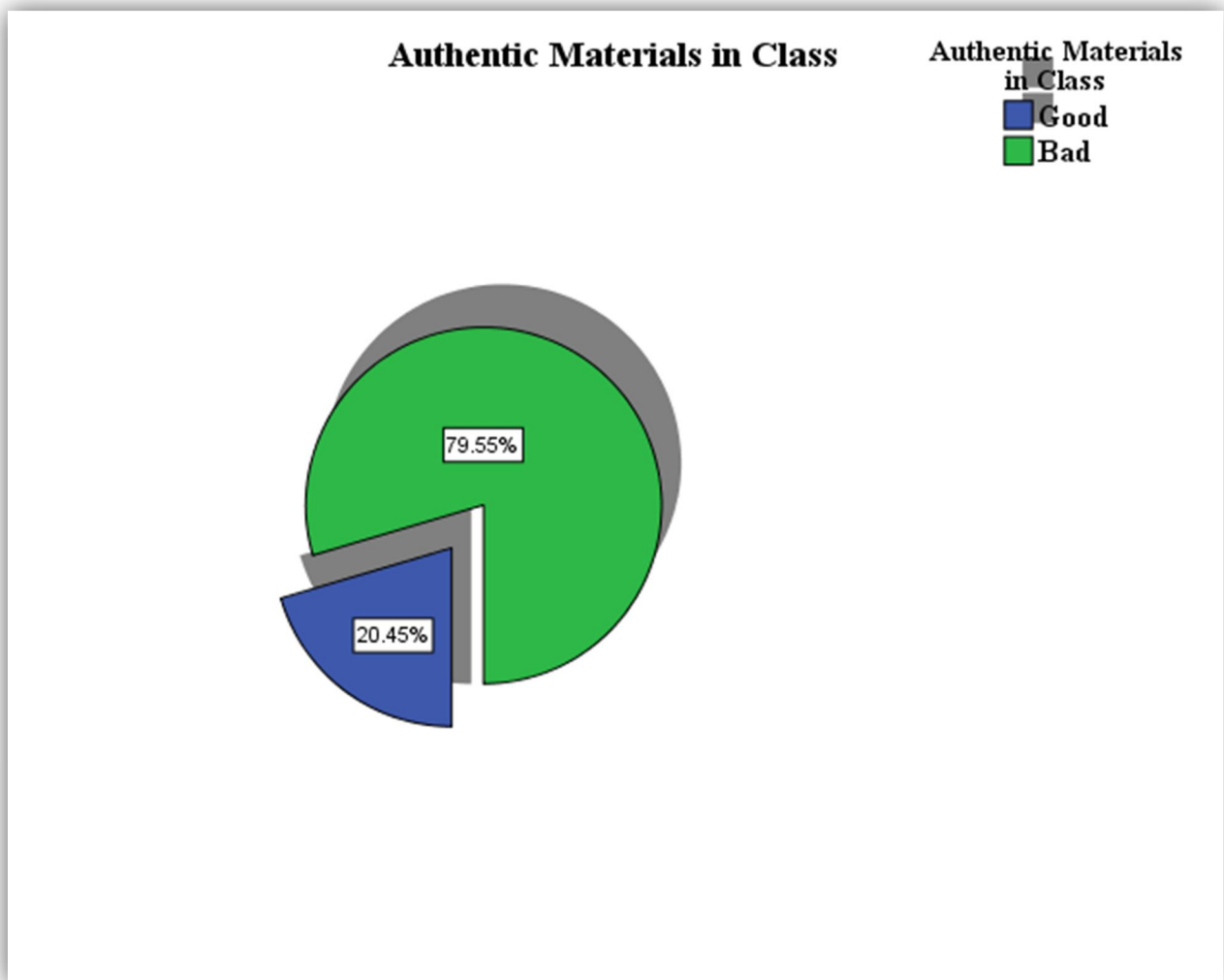
Figure 16



See Annexes (Table N°16)



Figure 17

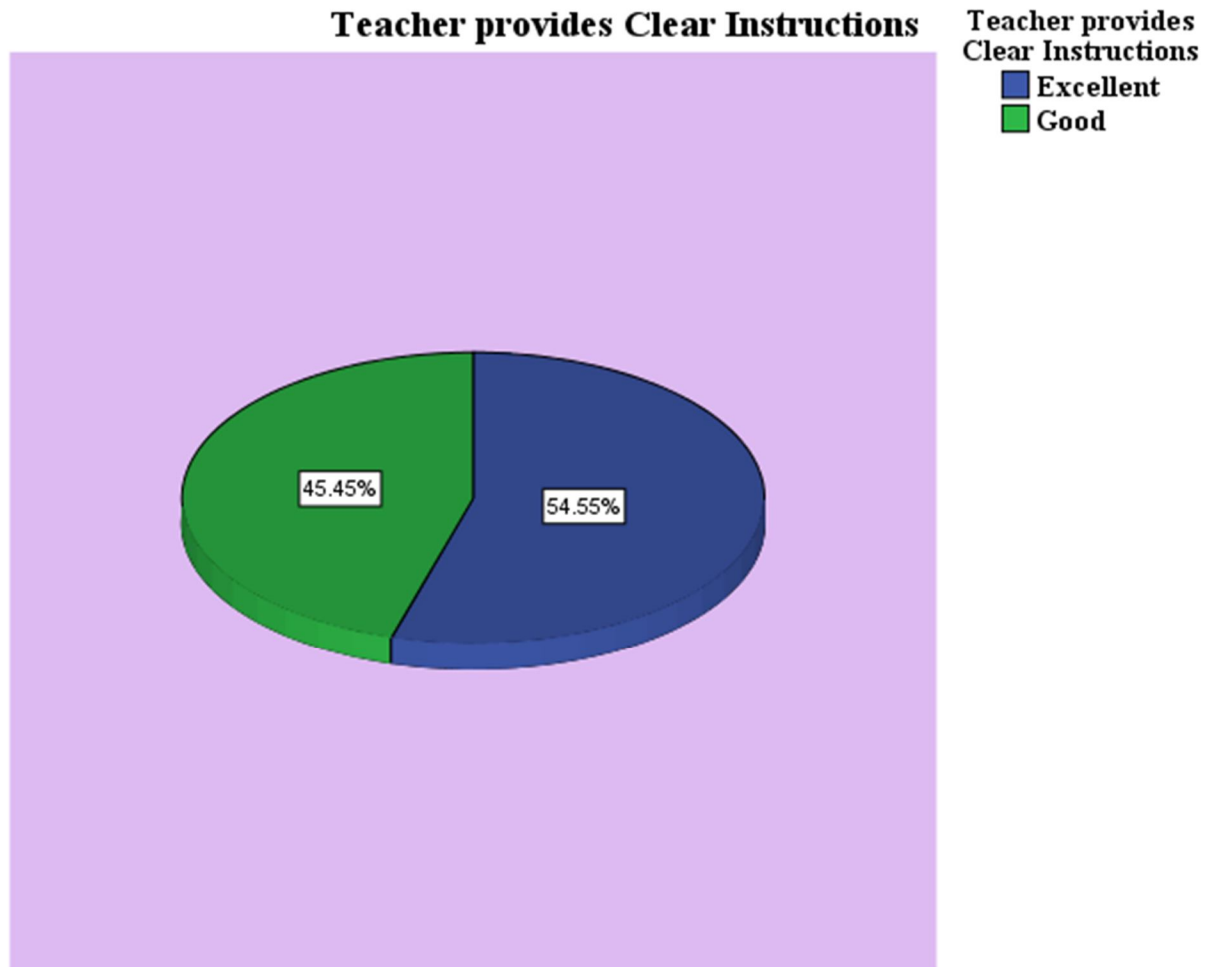


See Annexes (Table N°17)

The material used by the teacher is out of context. More than 70% of the students said that they do not like the material the teacher use because it is only related to topics in which the vocabulary taught will probably not be used in actual conversations with their classmates or friends.



Figure 18

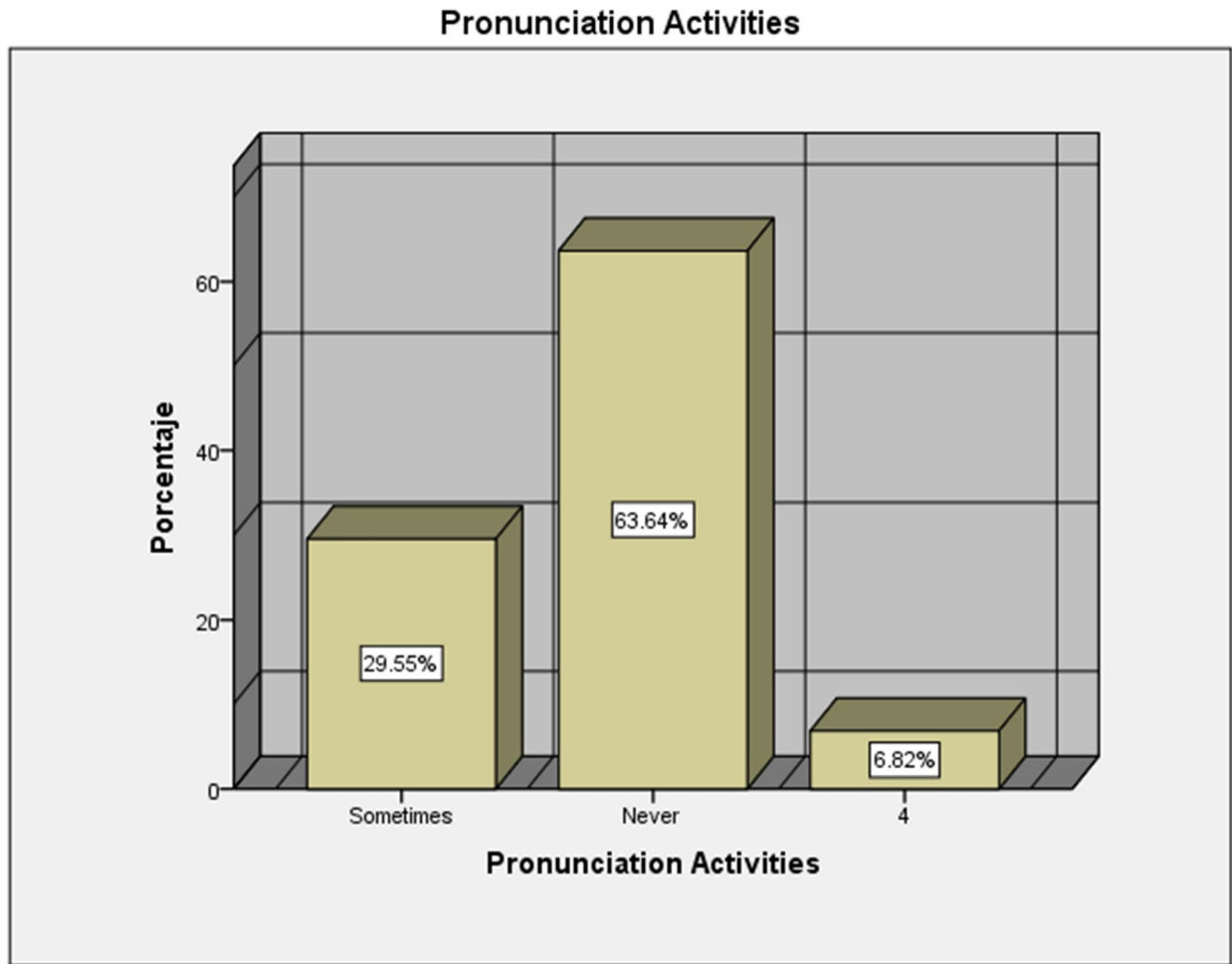


See Annexes (Table N°18)

More than half of the students (54.5%) are satisfied with the teacher's instructions. They said that they are explained in both English and Spanish. Although a teacher has to make sure that the student know well what is expected from them in every activity, explaining everything into Spanish will make them not pay attention to the explanation in English.



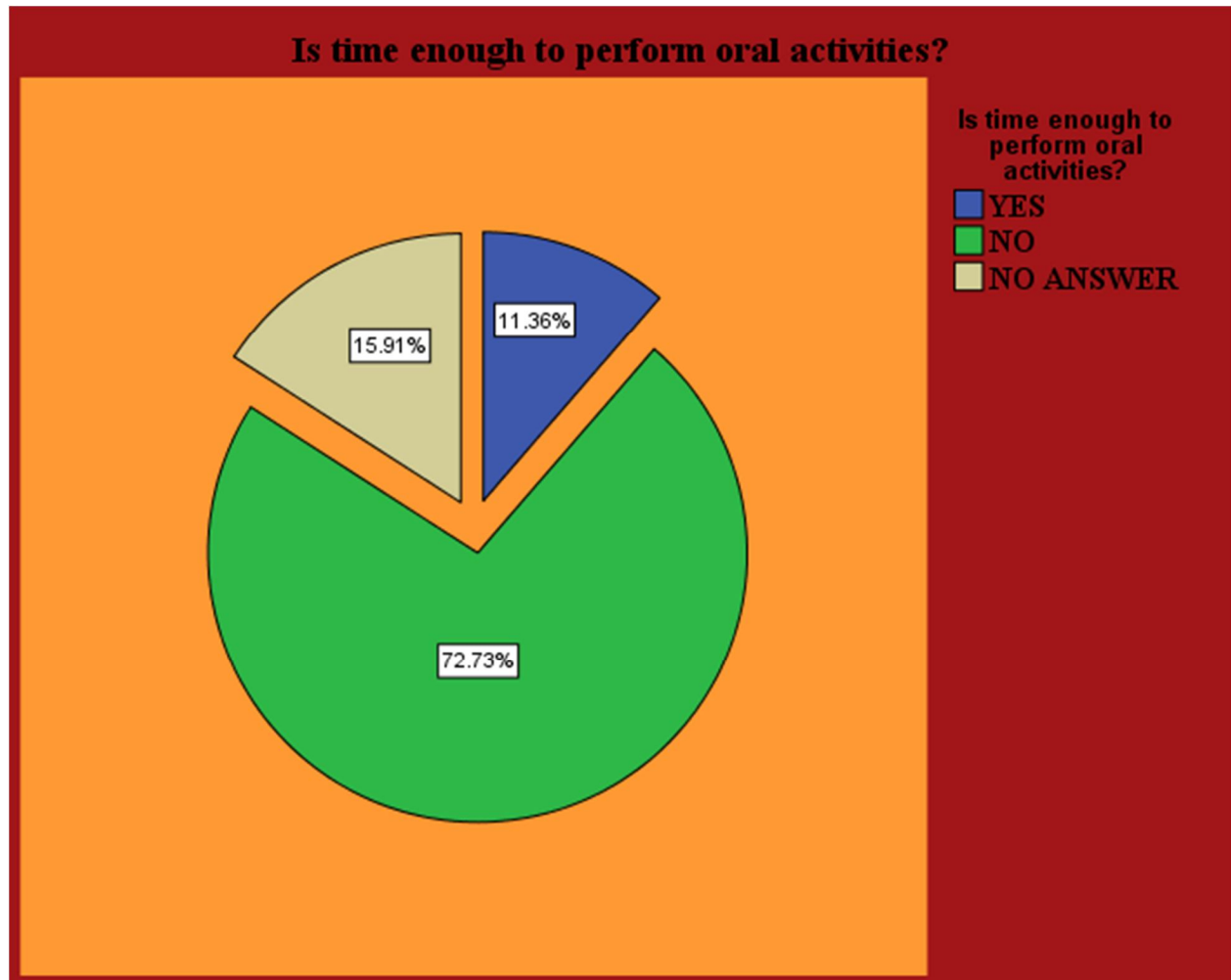
Figure 19



See Annexes (Table N°19)

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

Figure 20



See Annexes (Table N°20)

According to the students, the time they have to perform oral activities is not enough. They spend most of their time doing grammar exercises and translating. They do oral activities about every other week and the activities mostly consist on doing dialogs in front of the class.

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

XII. CONCLUSION

Nowadays, English is the international language of science, technology and media. Therefore, this language is now an essential tool for all those people who want to prepare themselves to be competitive professional. However, most students who graduate from high school present great lack of speaking skills in the language and for this reason we carried out this research in which we proved our hypothesis to be valid.

Along our research, we gathered data that through surveys, interviews and observations in which we could confirmed that most of the deficiencies that students have when speaking has to do with

1. Excessive use of Spanish,
2. Poor previous grammatical knowledge,
3. Lack of motivation,
4. Poor teaching strategies by the teacher,
5. Too much disruption by noise inside and outside of the classroom,
6. Most of the students chat all the time
7. The condition of the classroom is not available to the quantity of students
8. The lack of resources such as visual Aids
9. Authentic material to perform speaking activities.

In conclusion, learning about the causes that prevents students from learning to speak the language made us figure out some possible solutions to solve the problem. So for this reason, we present you some recommendations that might be useful to improve your teaching skills and have your students to develop their speaking skill. We should never forget that speaking is the skill that we use to communicate directly face-to-face, and hence, we need to make our students develop the necessary oral ability they need to perform well in today demanding world.

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



XIII. RECOMMENDATIONS

1. We recommend an increase of overall strategy use and therefore, a greater number of strategy categories which will be influential in students' language performance. Besides, he can implement new strategies by his own.
2. The teacher should implement affective and social strategies such as: Learning songs, performing, debates which would address classroom interaction, increase learning motivation and oral practice but above all treat students' emotional problems.
3. It is necessary that students perform activities that improve competence in speaking such as picture describing, picture sequencing, and storytelling, among others. Pictorial techniques should be implemented because the students lack of them.
4. There is need to increase the frequency of speaking strategies and clear orientations must be given before their implementation. So, students would be aware of activities' objectives.
5. In order to increase the level of satisfaction, the teacher should be more creative and involve students' interests and perceptions in the delivery of speaking activities.
6. The results suggest the application of social strategies, specially, on students with low interest in speaking. In this way, language attitude and motivation may change.
7. The teachers as well as students need to involve speaking activities not only inside the classroom but also out of it and, if possible, contact other people who Students should be corrected according to the speaking activities they perform. Therefore, the teacher need to make appropriate decisions, taking into consideration those different types of feedback tends to benefits different types of students.
8. It is necessary to continue designing activities and implementing new materials (specially, media) for helping those students that have difficulties and are reluctant to speak.
9. Teaching materials must be highly linked to speaking activities, and these, as well be enjoyable. Besides, students can take part in choosing materials that best fit their interests.



XIV. REFERENCES

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XV. ANNEXES

Analysis of the speaking skills used by students of 5th year “A” of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



15.1 Teacher Interview Sheet



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA (UNAN-MANAGUA)

Recinto Universitario Rubén Darío
Facultad de Ciencias de la Educación e idiomas

TEACHER INTERVIEW

GENERAL DATA

TEACHER'S NAME: ROGER AMAYA KIND OF SCHOOL: PUBLIC
HIGH SCHOOL: EXPERIMENTAL MEXICO INSTITUTE DATE: _____
GRADE: FIFTH SECTION: A

Dear teacher, we would like you to help us to answer this questionnaire in order to gather relevant and real information that will contribute to improve the students speaking English. We will be grateful with the answers you provide us.

1. What is the best way to teach English?
2. How many times do you teach English in a week? And how affect the learning process?
12 hrs. In a month distribute 3 periods of 45 minutes in a week
3. How many years do you have working as an English teacher?
4. Do your students have a good background in English from previous level? Specify.
5. What level of proficiency do you think your students have in oral presentations?
6. How much time do you spend to teach speaking lessons?
7. Do you consider that the time is enough to apply phonetic drills in oral activities?
8. What kind of activities do you use to put into practice speaking skills?
9. What do you think about the environmental condition in the classroom?
Ventilation
Noise
Lighting

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



10. How many students are in your classroom?
11. Do you consider that more than 30 students in a classroom is a large group?
12. In what way overcrowded classes affect the learning process in your English class?
13. What are the advantages and disadvantages of getting a large classes?
14. What do you do to get involve your students in oral activities?
15. Do your students get motivated through those activities you develop in class?
16. What kind of sub-skills do you use to develop the speaking skills?
17. Do your students use complex structure when speaking English?
18. What oral activities do you use to teach intonation and pronunciation drills?
19. Mention some speaking techniques that you perform to check intonation and pronunciation in the classroom
20. What do you do to integrate in speaking lessons shy and weak students?
21. What teaching methodology do you use to avoid students speak Spanish?
22. What are the strengths and weaknesses when students work into pairs or into groups disruption
 - Cheat in their mother tongue
 - Boring topic
 - Less individualized students correction



15.2 Students Survey Sheet



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

(UNAN-MANAGUA)

Recinto Universitario Rubén Darío
Facultad de Ciencias de la Educación e idiomas

Survey to students

GENERAL DATA

TEACHER'S NAME: ROGER AMAYA KIND OF SCHOOL: PUBLICHIGH SCHOOL: EXPERIMENTAL MEXICO INSTITUTE SHIFT: MORNINGYEAR: FIFTH SECTION: A

Dear students, we'd like you to help us to answer this survey in order to gather relevant and real information that will contribute to improve the students' speaking in English. We will be grateful with the answers you provide us.

Read carefully and mark with an (X) the required information..

1. SEX				
FEMALE		MALE		
2. AGE				
FEMALE 15		MALE 15		
FEMALE 16		MALE 16		
FEMALE 17		MALE 17		
FEMALE 18		MALE 18		
FEMALE more		MALE more		
3. Which of your parents work?				
MOTHER	FATHER		BOTH	
4. Do you practice English with?				
CLASS-MATE	TEACHER		OTHERS	ANYONE
5. How do you feel when you practice English in class?				
AFRAID	SHY		NERVOUS	SELF-CONFIDENT
ANXIOUS				

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



6. What kind of techniques does your teacher use to perform speaking ability?					
DIALOGS	PRESENTATIONS	DEBATES	ROLE-PLAY	DESCRIBING PEOPLE	SPELLING
7. What do you do to improve your speaking skills?					
Speak English with classmates	Learn English songs	Memorize Utterances	Watching English programs		
8. Which speaking activities do you prefer to perform in class?					
Dialogue	Role-play	Presentation	Memory Game		
9. What kind of learning styles do the teacher evoke to teach English lessons?					
Kinesthetic	Visual			Tactile	
10. How often does your English teacher speak Spanish in class?					
Always	Usually			Sometimes	
11. What are your weaknesses to participate actively in communicative activities?					
Lack of Vocabulary	Inhibition			Avoid Criticism	
12. Is the time enough to perform oral activities?					
Yes	NO			No Answer	

EDUCATIONAL FACTORS

Teacher Weaknesses and	YES	NO
1. MASTERING OF THE TOPIC		
2. INTERACTION (PAIR WORK, WORK GROUP)		
3. MOTIVATION TO STUDENTS		
4. AUTHENTIC MATERIALS		
5. COMMUNICATIVE ACTIVITIES		
6. PROVIDE CLEAR INSTRUCTIONS		
7. PROVIDE WITH FEEDBACK		
8. CORRECTION IN CLASS		
9. SPEAK CLEAR AND FLUENTLY		
10. COMMUNICATIVE COMPETENCE		
11. LINGUISTIC COMPETENCE		
12. TEACHING ORGANIZATION		
13. CLASS MANAGEMENT		
14. USE OF REALIA (OBJECTS)		

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.

**CLASSROOM CONDITION**

FACILITY'S CONDITION	BAD	REGULAR	GOOD	EXCELLENT
15. SEATING ARRANGEMENT				
16. CLEANLINESS				
17. ILLUMINATION				
18. WHITEBOARD CONDI- TION				
19. SIZE OF THE CLASSROOM				
20. SEATS CONDITIONS				
21. VENTILATION				
22. VISUAL AIDS				
23. NOISE (INSIDE)				
24. NOISE (OUTSIDE)				

TEACHER'S TECHNIQUES USED IN CLASSROOM

TEACHER'S TECHNIQUES	NEVER	SELDOM	SOMETIMES	ALWAYS
1. TELLING-STORY				
2. GAMES				
3. DIALOGS				
4. SONGS				
5. ROLE-PLAY				
6. WARM-UP				
7. DEBATE				
8. SPELLING				
9. PRESENTATION				
10. PERFORMER				



15.3 Class Observation Guide



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA (UNAN-MANAGUA)

Recinto Universitario Rubén Darío
Facultad de Ciencias de la Educación e idiomas

OBSERVATION GUIDE #1

GENERAL DATA:

TEACHER'S NAME: ROGER AMAYA **KIND OF SCHOOL:** PUBLIC

HIGH SCHOOL: EXPERIMENTAL MEXICO INSTITUTE

GRADE: FIFTH **SECTION:** A

a) Checking Previous Correction:

1 2 3 4

b) Giving Instructions:

1 2 3 4

c) Rapport:

1 2 3 4

d) Giving Feedback:

1 2 3 4

e) Eye Contact Use:

1 2 3 4

f) Moving Around the Class:

1 2 3 4

g) Using Different Teaching Strategies:

1 2 3 4

h) Level of Teacher Comprehension:

1 2 3 4

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



1. What techniques does the teacher use in class?
2. What kind of activities does he develop to practice communicative approach in speaking?
3. What domain of proficiency does the teacher have at speaking English?
4. How well do teachers perform the lesson?
5. Does he develop communicative activities?
6. Do the students feel motivated to participate in speaking activities?
7. Does the teacher accomplish his goal on time?
8. Do students participate actively in speaking activities?
9. What about the environmental condition inside and outside the classroom:
Noise: _____
Quiet: _____
10. Does the teacher create feedback in order to gather previous students' knowledge:
At the beginning of the class: _____
In the middle of the class: _____
At the end: _____
11. Do students use complex Grammar structures when speaking?
12. In what way students feel affected due to overcrowded classes?
13. Seating arrangement in oral abilities
14. Time when Students participate in speaking activities
STT
TTT



14.4 Table of Contents

15.4.1 General Information

TABLE N° 1

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FEMALE	29	65.9	65.9	65.9
	MALE	15	34.1	34.1	100.0
	Total	44	100.0	100.0	

TABLE N° 2

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	6	13.6	13.6	13.6
	16	25	56.8	56.8	70.5
	17	10	22.7	22.7	93.2
	18	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

TABLE N° 3

Which of your parents work?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MOTHER	9	20.5	20.5	20.5
	FATHER	8	18.2	18.2	38.6
	BOTH	27	61.4	61.4	100.0
	Total	44	100.0	100.0	



TABLE N° 4

Do you practice English with?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CLASSMATES	8	18.2	18.2	18.2
	TEACHER	7	15.9	15.9	34.1
	RELATIVES	4	9.1	9.1	43.2
	NOBODY	25	56.8	56.8	100.0
	Total	44	100.0	100.0	

TABLE N° 5

How do you feel when you speak English in class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AFRAID	19	43.2	43.2	43.2
	SHY	12	27.3	27.3	70.5
	NERVOUS	11	25.0	25.0	95.5
	SELF-CONFIDENCE	1	2.3	2.3	97.7
	ANXIOUS	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

TABLE N° 6

What kind of techniques does your teacher use to perform speaking ability?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIALOGS	8	18.2	18.2	18.2
	PRESENTATIONS	25	56.8	56.8	75.0
	DEBATES	3	6.8	6.8	81.8
	ROLE-PLAY	1	2.3	2.3	84.1
	DESCRIBING PEOPLE	6	13.6	13.6	97.7
	SPELLING	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



TABLE N° 7

What do you do to improve your speaking skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPEAK ENGLISH WITH CLASSMATES	4	9.1	9.1	9.1
	LEARN ENGLISH SONGS	7	15.9	15.9	25.0
	MEMORIZE UTTERANCES	29	65.9	65.9	90.9
	WATCH ENGLISH PROGRAMS	4	9.1	9.1	100.0
	Total	44	100.0	100.0	

TABLE N° 8

Which speaking activities do you prefer to perform in class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dialog	23	52.3	52.3	52.3
	Role-plays	2	4.5	4.5	56.8
	Presentation	10	22.7	22.7	79.5
	Memory Game	9	20.5	20.5	100.0
	Total	44	100.0	100.0	

TABLE N° 9

What kind of learning styles do the teacher evoke to teach English lessons?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kinesthetic	2	4.5	4.5	4.5
	Visual	37	84.1	84.1	88.6
	Tactile	5	11.4	11.4	100.0
	Total	44	100.0	100.0	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



TABLE N° 10

How often does your teacher speak Spanish in class?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	17	38.6	38.6	38.6
	USUALLY	26	59.1	59.1	97.7
	SOMETIMES	1	2.3	2.3	100.0
	Total	44	100.0	100.0	

TABLE N° 11

What are your weaknesses to participate actively in communicative activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lack of Vocabulary	17	38.6	38.6	38.6
	Inhibition	20	45.5	45.5	84.1
	Avoid Criticism	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

TABLE N° 12

Does your English teacher master of the topic?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	9.1	9.1	9.1
	Good	28	63.6	63.6	72.7
	Bad	12	27.3	27.3	100.0
	Total	44	100.0	100.0	

TABLE N° 13

Students' Interaction in Oral Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pair Work	9	20.5	20.5	20.5
	Group Work	35	79.5	79.5	100.0
	Total	44	100.0	100.0	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



TABLE N° 14

Motivation provides by the teacher					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	18.2	18.2	18.2
	Sometimes	30	68.2	68.2	86.4
	Never	6	13.6	13.6	100.0
	Total	44	100.0	100.0	

TABLE N° 15

Teacher provides with Feedback					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	14	31.8	31.8	31.8
	Never	30	68.2	68.2	100.0
	Total	44	100.0	100.0	

TABLE N° 16

Error Corrections in class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the middle	16	36.4	36.4	36.4
	At the End	6	13.6	13.6	50.0
	None	22	50.0	50.0	100.0
	Total	44	100.0	100.0	

TABLE N° 17

Authentic Materials in Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	9	20.5	20.5	20.5
	Bad	35	79.5	79.5	100.0
	Total	44	100.0	100.0	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



TABLE N° 18

Teacher provides Clear Instructions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	24	54.5	54.5	54.5
	Good	20	45.5	45.5	100.0
	Total	44	100.0	100.0	

TABLE N° 19

Pronunciation Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ALWAYS	13	29.5	29.5	29.5
	SOMETIMES	28	63.6	63.6	93.2
	NEVER	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

TABLE N° 20

Is time enough to perform oral activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	5	11.4	11.4	11.4
	NO	32	72.7	72.7	84.1
	NO ANSWER	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



15.5 Chronological Table

ACTIVITIES	August		September					October				November					December					January				
	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
Review the Protocol	x	x																								
Improve the Protocol			x	x																						
Visit the Fieldwork				x	x	X																				
Interview Teacher							x																			
Analysis of Interview								x	x																	
Apply Survey to the Students									x																	
Observation Classes									x	x	x															
Analysis of Observation and Survey									x	x	x															
Consult to the Tutor															x											
Get more Information on Book														x	x											
Support the Research with Scientific Literature															x	x										
Analysis of Results															x											
Write Conclusion and Introduction															x											
Review the Whole Paper																x	x									
Add more Information																x	x									
Consult the Tutor																x	x									
Print the Final Paper																	x									
Hand in the Final Paper																		x								
Pre-defend of the Final Paper																		x								
Defend of the Final Paper																										x

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



15.6 Permission to the Principal



UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA (UNAN-MANAGUA)

Recinto Universitario Rubén Darío

Facultad de Ciencias de la Educación e idiomas

Managua, Miércoles 21 de octubre del 2015

Licenciada
Susana Romero Campos
Directora
Colegio Experimental México
Su despacho

Estimada Licenciada Romero:

Reciba nuestros más sinceros saludos, con el respeto que usted merece.

En el presente año estamos en el proceso de elaboración de nuestra tesis como requisito primordial para optar al título de la Licenciatura en la Especialidad de Inglés. El tema de la misma está focalizado en el centro que usted dignamente dirige. En vista de esto solicitamos su autorización para la realización de observaciones, una entrevista al profesor de inglés y así mismo encuestar a los alumnos del 5^{TO} A, que estará distribuida en 4 visitas a dicha sección en el lapso de dos semanas.

Agradecemos su atención y colaboración,

Atentamente,

Angel G. Alemán López

Xochilt M. Baquedano

Estudiantes del último año de la especialidad de Inglés

UNAN-MANAGUA

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



15.7 Program Eleventh Grade

UNIT	BASIC CON- TENTS	TARGET VOCABULARY AND GRAMMAR
I. BIOGRAPHIES	Simple Past	Target vocabulary: BE BORN, greatest, journalism, DIE. Target grammar: Review past tense, regular and irregular verbs.
	Main Ideas	Target Vocabulary: Composer, beginning, award, MAKE fun of, PERFORM, fans.
	Concept Mapping	Target Vocabulary: BECOME, involved in something, founder, JOIN, journal, leadership, strength, washerwoman, wealthy, work ethic.
	Biographical Inter- view	Target Grammar: Past tense verb, regular and irregular.
II. LIFE PLANS	Employment and Job Searches	Target Vocabulary: Career, computer skills, dedicated, English knowledge, experience supervising projects, hard-working, innovative, INTERACT, job, organized, punctual, respectful, responsible, SEEL, university degree, WORK well under pressure, WORK with.
	Students´ Futures	Target Vocabulary: Administration, art, business, computa- tion, cooking, economics, education, engineering, foreign, relations, law, medicine, nursing, pharmacy, and writing. Target Grammar: Target tense using WILL.
	Cover Letters	Target Vocabulary: ACHIEVE, APPLY, APPRECIATE, classifieds, further requirements, training, WOULD.
	Getting a Job	Target Vocabulary: ATTENDED, BEEN, DONE, GONE, HAD, LEARNED, and STUDIED, strength, TAKEN, weak- ness, WORKED, WRITTEN.
III. HUMAN RIGHTH	Equality	Target Vocabulary: Another, blisters, embarrassed, FIT IN, nowhere, paradise, soles, somewhere, WHISTLE.
	Rich and Poor	Target Vocabulary: Charity, existence, journey, money, penny, poor, rich, social class.
		Target Grammar: Adjectives ending with the suffix-less.
	Gender Bias	Target Vocabulary: choice, chore, dawn, elder, fee, peasant, SPEND, younger.
	Freedom	Target Vocabulary: Brothel, CAST OFF, chains, DE- PORTED, ENHANCE FORCE, nannies, PROSECUTE, slavery, THREATEN, trade, trafficking waitress.
My city, My town	Target Vocabulary: Benefit, broken, checklist, cracked, crosswalk, exhaust, FIGURE OUT, fitness, neighborhood,	

Analysis of the speaking skills used by students of 5th year "A" of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.



UNIT	BASIC CON- TENTS	TARGET VOCABULARY AND GRAMMAR
		overall, pedestrian, pleasant, ramp, rating, risk, route, shrubbery, sidewalk.
IV. COMMUNITY	Community Resources	Target Vocabulary: ADDRESS, city, community, drugs, existing, gangs, mayor, necessity, non-governmental organization (NGO), resources, and town.
	Alcohol Abuse	Target Vocabulary: Alcoholism: abuse, addition, advertisement (ad), alcoholic, alcoholism, disease, dizzy, FEEL, feeling, HELP, INHERIT, peer, pressure, temptation, temptation. Feelings: BE supported by family, competent, doubts about future, expectation of a great future, family DOESN'T CARE, FEEL alone, HANDLE problems, happy, loved, not good enough, powerful, powerless, problems SEEM unmanageable, unhappy, unloved.
	Peer Pressure	Target Vocabulary: ACKNOWLEDGE, big deal, calm, direct, honest, investigation, polite, reason, REFUSE, repetitive, REQUEST, unapologetic, white lie.
V. COMMUNICATION AND TECHNOLOGY	Communication and Technology	Target Vocabulary: Technology: air conditioning, camera, car, cell phone, computer, computer game, disposable, e-mail, Internet, Nintendo, nuclear power, plastic bottle. Comparisons: bad, big, boring, cheap, expensive, fast, fun, good, happy, interesting, short, slow.
	Wireless Technology	Target Vocabulary: Attract, hot, PALE, profound, REACH, researcher, TAKE it to the next level, UNDERGO. Target Grammar: Present perfect question and answer.
	Gadgets	Target Vocabulary: Ago, flash drive, gadget, health, laundry, news, now, travel, use to.
VI. PARENTS AND CHILDREN	Responsibility	Target Vocabulary: Irresponsibility, KICK, responsibility, SCREAM.
	Chores	Target Vocabulary: Bills, CARE for children, chores, DO laundry, equal, fair, FIX cars, however, MOP, partner, salary, SWEEP, water, WATER (plants), while.
	Parenthood	Target Vocabulary: AGREE, but, con, DISAGREE, household, independent, LEAVE the nest, MOVE out, pro, SEE what you mean, SEE your point, self-reliant, so what you're saying is ..., SUPPORT oneself, SUSPECT, UNTER- STAND.



15.8 Experimental Mexico Ethnographic

Institute Name:	Experimental México Institute
Year of Foundation:	1968
Kind of Teaching:	Elementary-High School
Total Teachers:	87
Principal Chief:	1
Female Teachers:	54
Male Teachers:	32
Shift :	Morning/Elementary-High School
	Afternoon/High School (<i>from first to fourth year</i>)
	Saturdays/Distance Education
	Sundays/Maturity Education
Total Students Population:	3,523
English Department:	6 teachers
Total Student 11th grade (<i>There are just 3 groups in the morning shift</i>)	128
Male:	68
Female:	60

Analysis of the speaking skills used by students of 5th year “A” of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015.