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Topic:

Factors affecting the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade "F", at Miguel de Cervantes Saavedra Institute in Managua city, in the morning shift, during the Second semester of 2016.

GRADUATION SEMINAR

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DEDICATORY

First, I dedicate this work to someone who is the biggest of the world “Our Lord” because without his help I would not have finished this hard assignment. He never forgets me.

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ABSTRACT

This research paper, which is a quantitative research, suggest to people identify one of the greater fears which is public speaking; considering classroom environment ,didactic materials, strategies used in teaching -learning and then propose useful strategies for the overcoming of those factors.

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I. INTRODUCTION

Throughout the years English language has become one of the most important languages. Therefore, it functions as a lingua franca, a common language that qualify people from different backgrounds and ethnicities to communicate. Being English a global language is basically used for communication in activities like trading, traveling, conducting business and technology uses.

The condition of English on the international range is an essential component that contributes to the increase in the importance of the language instruction in high school. Nunan (1999) and burkart & Sheppard (2004) claim that success in learning a language is measured in terms of the ability to stablish a conversation in the target language .After some observations carried out in 7th grade from Miguel de Cervantes Saavedra institute located in Managua, Nicaragua it was observed that even though speaking skill in English subject must be teach as one of the priorities it is not being receiving the importance that it deserve for the development and acquisition of the communicative skills in the students.

To give a response to the problem it will be required to fulfill some objectives. First, it will be necessary to analyze the possible factors affecting the teaching-learning process. Second, to classify and speaking strategies applied by the teachers in the process. Third, it will be crucial to describe the didactic material used in the teaching-learning process of the speaking skill. Finally, to propose possible speaking strategies for teachers implementation in the teaching learning process and contribute to the improvement and the development of the successful speaking skill teaching and learning.

1.1 BACKGROUND

Many studies regarding to the factors that influence in the development of the speaking skill has been carried out. To gather information for the fulfillment of this research's objective some papers similar to our research problem were consulted.

The first investigation which was consulted was presented in march 2011, in the faculty of education and languages at *Universidad Nacional Autonoma De Nicaragua*, the study: was intended to give a solution to the following problem "Deficiency in the learning process that leads to low proficiency in speaking ability in students", by Ninoska de Fatima González Lopez and Celia Maria Castro Jarquin as a requirement to obtain the B. A. degree in English teaching as a foreign language.

The main objective of this study was to present alternative strategies in order to improve level beginner students' learning of the speaking skill. It was also consulted the study "The main difficulties that affect the developing of the speaking skills ability" presented in 2010, by Lorna Elizabeth Dubois M. and Darling Argüello Mairena as a requirement to get the B. A. degree in English teaching as a Foreign Language. The main objective of this study was to determine the causes why the students have difficulties in the learning process of the speaking skill in 8th grade at the Inmaculada Concepcion High School in the city of Managua, second semester 2010.

Consulting these research papers was really useful for the fulfillment of the objectives of this research study, which was intended to analyze the factors affecting the teaching-learning of the speaking skill in students at Miguel de Cervantes institute. The same as the previous studies the instruments that were used to gather the information were the observation to observe how was the development and in what extent speaking skill was practiced in the English lesson. Interview that was applied to the teacher with the purpose of knowing how she confronted the teaching of the skill, the way she organized and structured the activities, and the possible solutions and her proposals for the improvement of the speaking skill teaching and learning and finally the survey that was applied to students to know what strategies they used in class and their opinions and proposals for the successful development and learning of the speaking skill.

1.2 PROBLEM STATEMENT

At first level students should be able to master at least some vocabulary, write and articulate short sentences and have short conversations.

However after some observations carried out in 7th grade classroom at Miguel de Servantes Saavedra institute it was observed that students present a lot of deficiencies in these basic areas specially in speaking.

Therefore to give a response to this problem it was decided to carry out a research study to identify and analyze the factors affecting the teaching-learning process in the acquisition of the speaking skill in the students of 7th at Miguel de Servantes Saavedra institute.

1.3 JUSTIFICATION

The information in this research paper is about the most common factors that affect the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade “F”, at Miguel de Cervantes Saavedra Institute in Managua city, in the morning shift, during the Second semester of 2016.

Today teachers and students need to be ready to face this new global context and its daily changes in the real life. Due to the factors observed at Miguel de Cervantes Saavedra Institute. Such as; didactic materials, strategies and the environment in the classroom which are essential factors that need to change in a good way. Is for that reason that the students and teachers need to confront and improve the way that the students acquire the language during the English class.

This research work will positively affect the teacher, educational community and especially the students, as it will improve the teaching learning process of speaking skill acquisition. The above then raises to analyze the factors that the teaching and learning process needs to develop the speaking skill.

The benefit about this research will be facilitated to the teacher to recognize the achievements and strengths and to offer strategies to the teacher that helps to overcome the difficulties in the development of the speaking skill.

II. OBJECTIVES

2.1 General Objective

To analyze the factors that are affecting the teaching learning process in the acquisition of speaking skill, in 7th grade “F” at Miguel de Cervantes Saavedra Institute, in Managua city, in the morning shift, during the Second semester 2016.

2.3 Specific Objectives

1. To identify the environmental factors involved in the teaching learning process of the speaking skill acquisition in the classroom.
2. To classify the strategies according to the activities applied in the teaching learning process of the speaking skill acquisition.
3. To describe the didactic materials to know which of them are meaningful in teaching learning process of the Speaking Skill acquisition.
4. To propose strategies for teacher’s implementation in the teaching process of speaking skill.

III. THEORETICAL FRAMEWORK

Every skill has different methods, strategies and techniques in which the strategy is taken to perform a useful and understanding class, where is necessary mention the strategies to improve the teaching learning process.

The teaching -learning process contains many elements that are interesting in the development of speaking skill.

3.1 THE ELEMENTS INVOLVED IN THE ENVIRONMENT

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. (Kathryn Cunningham, 2011) According to Cunningham many studies regarding to classroom environment have been carried out and researchers are interested in research about the influence of classroom environment on multiple student's outcomes including learning, engagement, motivation and social relationships. Cunningham examines classroom environment relation with student's outcomes from three important dimensions.

3.1.1 Physical environment

Even though physical classroom might be seen as an old fashioned educational issue it has continued to appear in current studies as an influence on behavioral and academic outcomes such as aspect in which researchers have based on their studies are class composition, class size and classroom management.

3.1.2 Classroom composition

This aspect has to do basically with what method the teacher use to get students in group in the classroom like single-sex classrooms , cooperative learning groups etc. studies has drew that classroom with highly cooperative groups for instance seem to have students with more positive perceptions of fairness in grading, stronger class cohesion and higher achievement scores.

3.1.3 Class size

Basically class size regards to how class size influence on teacher and students behaviors and learning outcomes frequently smaller classes are for instance associated with less stressed students and more frequently on- task with fewer behavior problems. On other hand, it is believed teacher use similar instructional strategies whether teacher large or small classes. Besides, some evidence suggest that more class time is spent on administrative task for large classes leaving less time for instruction.

3.1.4 Classroom management

Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. (The Glossary of Education Reform, 2014)

3.1.5 Timing, chatting and whisper.

Timing is basically referred to the time teacher set to a specific activity when students work in pair or in groups and the activity comes to be not successful and ended because the break-time students waste gossiping, whispering and chatting about unrelated subjects in the native language.

3.1.6 Classroom noise

Classroom noise in this case refers to the noise students make when they speak together and how the classroom gets noisy and the class goes out of control Besides the way teacher can take advantage of a noise classroom or a learner- centered classroom where students are speaking in groups in English and taking the responsibility to use communicative resources to complete a task that is what the teacher want and what encourages students language learning (Long & Richards 1987). As quoted in (admin)

3.1.7 The psychological environment

Farther along the physical arrangement of a classroom a psychological environment is also created, based on the interaction of students and teachers the key players in the classroom. Psychological environment is as important as physical environment for students learning outcomes so Research in this area has varied greatly and grow rapidly during the last years. Investigations have been particularly concentrated on student class participation rates, teacher support, and communication of learning goals.

3.1.8 Participation

Participation goes beyond raising the hands in a classroom it is usually perceived by students speaking in class, students interaction by answering and asking questions, making comments, and joining in discussions. Therefore those students who do not

participate in the ways mentioned above are frequently considered to be passive and are usually penalized when participation is graded so is the other way around with students who are active which means that often participate in all the ways mentioned before who are rewarded thus participation is an essential component of the teacher learning evaluation and school curriculum (Jacob & chase, 1992). As quoted in (ukessays, 2015)

3.1.9 Communication of learning goals

Communication of learning goals to students is another education field that have been object of study in the classroom environment and in the influence it has in learning results. This is a combination with the individual goals and expectations of students. Some students and classrooms in other words teacher instruction are more focused on obtaining grades than on mastery of objectives; these students and classrooms are said to be performance oriented rather than mastery oriented. And less successful in their learning outcomes than students who are interested in the acquisition of knowledge. (Cunningham, 2011)

3.1.10 Teacher support

The notion of feeling supported as students has also been extensively studied in the classroom environment literature. Helen Patrick and colleagues (Patrick, 2007) claim that emotional support from teachers and academic support from classmates Besides a climate of mutual respect has a strong power and a positive influence in students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. On the other hand teacher support provoke students to increase their use of effective study strategies and increase feelings of confidence about their ability to successfully complete assignments. Furthermore once students perceive they have being supported by teacher and even by classmates they are going to use successfully the strategies on- task thus the teaching and learning outcomes will be meaningful.

3.1.11 Teacher and students rapport

Teacher and student rapport or interpersonal relations. Rapport is the “ability to maintain harmonious relationships based on affinity for others” (Fernanda and Clarke, 2004). Affinity or affinity seeking is defined as “the active social communicative process by which individuals attempt to get others to like and to feel positive toward them” (Bell and Daly, 1984). Basically teacher and student rapport has to do with the relationship of mutual understanding trust and agreement between teachers and students a relationship that allowed students to consider teachers more than a lecturer or a knowledge facilitator and develop a positive feeling of liking and attitude toward the teacher and its subject.as quoted in (Swenson)

3.1.12 Motivation:

Throughout the learning process students are involved in a series of situations that somehow provide students with experience on the situation which tell students the way they are going to behave so these situations functions as an internal stimulus that act as a motive or driver for students behave in the desired direction for the achievement of student’s goals.

Motivation is a general term used to refer to any arousal of an individual to goal-directed behavior. The term motivation when applied to human is a Social-psychological concept and motivation cannot be considered apart from the individual's conception of himself, his social status and roles, and the existence of society and culture which define situations and appropriate and desirable behavior. (Theodorson and Theodorsm 1969, p.26)

3.1.13 Self confidence

The Shorter Oxford English Dictionary defines 'confidence' as the 'mental attitude of trusting in or relying on; firm trust, reliance, faith, assured expectation, assurance arising from reliance (on oneself, circumstances, etc.)'. In the literature on the topic, confidence has been defined as a trait (Bernstein et al, 1994; McKinney, 1960) and as a situationally specific concept (Brodie, Reeve & Whittaker, 1995; Champion, 1993).

Self-confidence the students who feel shy and hesitate to ask the various questions in the class are assumed to have lower level of achievement motivation. Whereas those

who do not feel this kind of hesitation are expected to have higher level of achievement motivation

3.2 The elements involved in the environment in the teaching learning process of the speaking skill acquisition.

a) Student's behavior

Classroom behavior is one of the trickiest issues teachers face today. According to (By Pearson Education) Disruptive behavior results in lost curriculum time and creates a classroom environment that is not always conducive to learning. Basically discipline is one of the most serious problems teachers and specially teachers from public schools in which groups are large are facing and complaining about since as they claim it prevents

b) What is rapport?

As an instructor, teacher asks questions and gets no response, no one wants to speak up; so sometimes lack of students participation is due to lack of rapport in the class. Cambridge dictionary defines rapport as a friendly relationship in which people understand and respect each other very well therefore in teaching rapport has to do with the ability of teacher to get along with students and establish a good relationship in which they both understand and respect each other. since teacher's rapport is basically the relationship they have with students it may be difficult to maintain a balance between professionalism and friendliness Especially when teacher are younger, possibly less experienced teachers (who may be closer in age to their students) or because of teacher clothing thus for finding the right balance is important teachers set the tone for a positive learning environment and care about how do they dress they have to have a balance in the way they look and dress not too elegant not too casual. Beyond dictionaries definition other scholars and educators have found their own ways to explain the concept of rapport. In his book, *The Skillful Teacher*, Stephen Brookfield (1990) defines rapport as "the affective glue that binds education relationships together" (p. 163). Richard Tiberius (1993) is similarly effusive, conceiving of rapport as the context in which teaching and learning take place. Both authors articulate the idea

that rapport sets the stage for learning outcomes, and it can encourage participation. Considering the perception these researchers have about rapport it can be inferred that rapport is an aspect that makes students feel safe and much motivated in the classroom and this can help students to take more of the risks needed to engage in higher levels of learning and thinking thus positive learning outcomes (Brookfield, 1990). As quoted in (Smith)

The language of rapport emphasizes relationship and caring in our teaching, but it can also be useful to set healthy boundaries that allow rapport to develop appropriately. While we may be mentors for our students, good rapport does not require us to be on-call therapists for our students. In few words teacher must have a good relationship and good communication with students but they are not necessary to be a psychologist because there are people on most institutions in charge of students' concerns. On the other hand, teachers may have a good sense of humor in the classroom as long as they know their main aim is not to entertain but to teach; they don't have to change their personality or pretend to be someone else so students can laugh at what they say or the jokes they tell. Besides the aspects that were mentioned before, the lack of feedback, and unclear explanations are also essential aspects of teacher and students' rapport and they can be negative and counterproductive as it may be a cause for respect.

Why is rapport important?

Why is rapport important in the classroom? Rapport is the interpersonal side of teaching. It is what makes the teacher more than just a lecturer. Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level. Teachers who have good rapport with their students are skilled in "ways that encourage involvement, commitment, and interest" (Ramsden, 2003). Ultimately, like children, students need to think that you care before they care what you think. According to Ramsden, rapport is what makes teachers accessible to students. Rapport tells students they are not just a recipient, a computer, or a machine that is supposed to record as much knowledge as it can. As Tiberius states when he talks about one of the misconceptions: "the mind is no more a computer than it is a mechanical device... indeed, it is not a thing on which we can work" (p. 2) as quoted in. On the contrary, rapport is that thing that tells students that they are important for

teachers and teacher care not only about their learning but their feeling and opinions as well. Thus this aspect in teaching allows students to see teachers as friends in whom they can find support and at the same time improve and increase their motivation and learning.

What is strategy?

Merriam Webster dictionary defines strategy as a careful plan, method or a clever stratagem. A plan for achieving a goal.

3.3 STRATEGY IN TEACHING

The definition of a teaching strategy is the principles and methods of teaching. Teaching strategies vary according to the grade level and subject being taught. The most common teaching strategies are: direct instruction, indirect instruction interactive instruction, independent study and experimental learning. Simply put, a teaching strategy is the way an instructor chooses to convey information and facilitate learning.

Generally, teaching strategies fall into one of two categories: active learning or inclusive teaching. Active learning involves directing students to analyze course material. For example, giving a lecture, assigned readings, group discussions and class activities that involve problem solving are all active learning teaching strategies. Direct instruction, indirect instruction, independent study and interactive instruction are all teaching strategies that are considered to be active learning.

On the other hand, inclusive teaching means instructors vary their teaching strategy according to the learning styles of their students to include all students in the learning process. A teacher may employ a number of active learning methods to teach students; the difference is that active learning involves using one method for all students and inclusive teaching involves using several different active learning strategies simultaneously. Because the goal of inclusive teaching is adapting to learning styles, experimental learning is most often used for inclusive teaching.

3.3.1 Types of speaking strategies.

3.3.1.1 Communication Strategies

Strategies for learning second and foreign languages are one of the largest and most well researched areas of language education. Accordingly, several scholars have defined the term "language learning strategies," developed typologies and identified over 100 individual strategies (e.g., Rubin, 1987; Oxford, 1990; O'Malley & Chamot, 1990; Stern, 1992; Cohen, 1998). Language learning strategies can best be summed up as particular actions, behaviors or thought processes that learners consciously make use of to enhance their own language learning.

Communication strategies are strategies that learners employ when their communicative competence in the language being learned (L2) English as a second language is insufficient. This includes making themselves understood in the L2 English as a second language and having others help them understand. Learners use communication strategies to improve any weakness they may have in grammatical ability and, particularly, vocabulary. Communication strategies aid learners with participating in and maintaining conversations and in improving the quality of communication. Without such strategies, learners are likely to avoid L2 risk-taking as well as specific conversation topics or situations.

3.3.1.2 Strategy Training

According to Many researchers for an effective language learning there must be strategies for instruction and some steps as well (e.g., Oxford, 1990; Chamot, et al.,1999; Wenden, 1991).This Steps include raising student awareness, explicitly teaching strategies, providing opportunities for practice, and evaluation. Raising awareness includes generally explaining what strategies are and why learners should use them. Explicitly teaching strategies entails naming and defining specific strategies and explaining when and how to use them. Opportunities to practice strategies should be provided as separate class activities as well as integrated with regular classroom language training and activities. Learners should also be given opportunities to reflect on and evaluate the effectiveness of the practice and strategies

3.3.1.3 Speaking Strategies.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

3.3.1.4 Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others talk. One way to encourage such as learners to begin to participate is to help them to build up a stock of minimal responses that they can use in different types of exchanges. Such as responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what other speakers are saying. Having a stock of such as responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

3.3.1.5 Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges. A script like Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining

information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3.3.1.6 Using language to talk about language.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students to overcome this difficulty by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, beyond the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by reinforcing positively when they respond well, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

3.4 The strategies applied in the teaching learning process of the speaking skill acquisition.

3.4.1 Role playing

Role-playing and simulations in class can be an excellent way to engage students. A well-constructed role-playing or simulation exercise can emphasize the real world and require students to become deeply involved in a topic. Teaching with role play. (Douglas Fisher, 2008). According to Douglas Fisher using role play in the classroom is significant for

students. Learners simulate real situation where as a pupil recognize clue word used to perform in a common situation.

3.4.2 Debates

Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in imbedded content. Debates can also help provide relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills. (Douglas, 2008). Debate is applied in teaching learning process, where learners provide important information about a topic.

3.4.3 Effective discussion

Discussion is an excellent way to engage students in thinking and analyzing or in defending one side of an issue, rather than listening to lecture. Students must also respond to one another, rather than interacting intellectually only with the instructor. Good discussion can be difficult to generate, however. Class discussion. (Douglas, 2008). Fisher show a good strategy to perform a good interaction between the participants in the classroom.

3.5 DIDACTIC MATERIALS.

Didactic materials is the source or supporter that teacher use to conduct an activity in class, it help to teaching learning process to be significant. The concept of didactic materials is a multi-meaning expression. Taking Into account the etymology of these words, It is found that these words come from the Latin *Materia* = matter and from the Greek *disks* = to teach¹². So that, it is understandable that this words are used to describe the set of objects and tools which help in the teaching practice to make more profitable, meaningful and easier the learning process

Didactic Strategies to improve speaking English skill. In some observation was evidences, that the student of sixth grade have lack in the four abilities, (Speaking, Listening, Writing and Reading) However, the most problem is about speaking skill. The thing is that the

teachers just use the book and they do not implement Dictate strategies; in addition to, primary teacher are not professional or English specialist so that, student coming up with some deficiencies before.

Supporting in a research Ottawa university (Canada) claimed that the current state of world English is the mother language of an estimated 341 million people and the second language of 508 million people in over sixty countries and states where it enjoys the status of official or co-official language Right now, Many countries are adopting

English Skill in the Education process has been to the main objective according to foreign language teaching in Colombia. Public school are place where English teaching (according to the number of hours) have deficiencies about communicative competence, our school research is not the exception, visiting in the sixth grade we found that the major problem of them is to develop the speaking skill.

According to a video and an interview with some of them, we found that students have a lot of lacks and they cannot answer simple and short questions about personal information such as: How are you today? Where do you live? How old are you? What is your favorite color? What is your name? What is your mother's name? And others. After six observations, we identified that students do not have the level (A2.2) according to Common European Framework; however the classroom's reality shows the different level of the students, despite they have four (4) hours per week. Students were not able to answer some questions, understand simples and short phrases like: Can I borrow...? Can I eraser the board? Did you finish? time is off and so on. Most of the time some students translated sentences in a wrong way, some of them understood the sentence "some umbrellas" like "desordenado" in Spanish, and the few students who responded the questions and they did not count with a right pronunciation, they just pronounce the words like they write.

3.6 The didactic materials used in teaching learning process of the Speaking Skill acquisition.

According to the teachers, in some occasions they do not have plan of area or books to teach, so there is not a sequence didactic or strategy to achieve develop in the students at least one skill in the English language . In relation with the speaking the teachers do not employ activities to improve the ability and motivate to students develop their speaking skill. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57). According to Vygotsky, Applying didactic materials teacher must know how to motivate students and what kind of instruments is needed to perform it.

The didactic materials expected in teaching- learning process in speaking skill will depend on the teacher and the uses for it. In the teaching learning process there are several instruments to take into account to have a successful class. For instance, flash cards, newspaper, pictures, short video segment, conversation, games (role play, guessing, spelling, imagine, memorize, concentration, whispering, advertisement and thinking) with imagination teachers create fun and interesting lessons including those materials that are going to be useful for an English class.

In a classroom teacher should use flash cards. A successful English class in speaking skill is recommended using flash cards where students focus on the flash and recognize the imagine shown. Teacher interacts with students and encourage to them to talk in the classroom about it. For example:

Skill: speaking / materials: flash cards with different names of occupations/ category: group work/ objective: students describe and guess the occupation. (Arcos, 2003). Using flashcards help learners to understand and support ideas at the moment to talk in the class. The purpose for using flash card is to encourage students to speak in the class, and moreover students can interact between them.

The use of newspaper is to create a good speaking activity. Teachers must use newspaper in the class to help the interaction between teachers and students or students and students. For instance: Skill: speaking/ materials: newspaper article for each student, sheet of paper/ category: pair works/ objective: students interact in the classroom. (nacional, 2005) According to the Imprint Nacional, Using the newspaper support the weakness of students giving a better development in speaking skill and students will develop a good job related to the learning- teaching process.

Pictures help to a successful English class. Teachers use pictures to create a good atmosphere between students. Students support their ideas in pictures and produce a useful illustration from it. For example: skill: speaking / materials: pictures with people/ category: group work/ objective: students demonstrate interest in speaking skill. (Vadillo, 2005) Students will expose their ideas using pictures and take place in the speaking activity in the classroom.

Short video segment, conversation. This didactic material is useful to the teaching – learning process due to students will concentrate and take note about the video where at the end of it teacher will ask according what students saw in the video. For instance: skill: speaking: / materials: short video segment, paper, pen/ category: whole class/ objective: to develop communication. (Edina, 2003) Teachers interact with students, making questions based on the video where students demonstrate communication as a whole class.

Teacher must create a good and fun class with games. Students are encouraged with different types of games in the teaching- learning process. Such as: role play, guessing, spelling, imagine, memorize, concentration, whispering, advertisement and thinking. Students will use their imagination and will take a fun class. Teacher and students will take place in a good environment and will see the improvement in communication inside the classroom. .

The possible solution related to the environment, strategies, and didactic materials in the learning -teaching process / speaking skill are going to be depends on the purpose for the English teacher and the institution too. The important condition for learning is that the learners should be ready to engage themselves without constraint in the activities and interactions which take place in their classroom environment. They have to be induced to give up willingly the security of their mother tongue and to accept the 'frustrations of noncommunication' and 'initial intellectual and emotional shock' (Stern, 1983: 398) which accompany the first stages of language learning. It is therefore important that the environment should be one which enables them to feel sufficiently secure to make this leap into the unknown.

3.7 STRATEGIES FOR TEACHER'S IMPLEMENTATION.

The most common strategies used by the teacher are Collaborative tasks and independent tasks. In the following paragraphs is showed these two strategies. Analyzing how are they important for teacher and students? And what is the effective for them?

3.7.1 Collaborative Tasks

In this phase of instruction, students are provided an opportunity to work together, with the teacher monitoring and supporting as needed. Talk becomes critical when students discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible to their partners. It is during collaborative tasks that students must use academic language if they are to focus on the content. Here again, their understanding grows as they talk with their partners to reflect on their learning. A number of classroom structures, such as reciprocal teaching, literature circles, partner discussions, and so on, require students to talk together. Our experience suggests that this phase of instruction is critical for English language learners to use the language and, as Bakhtin noted, own the words and ideas. (Douglas, 2008). According to Douglas Fisher Collaborative tasks help teacher and students in the classroom, learners feel comfortable and they express or discuss ideas without fairness.

3.7.2 Independent Tasks

It might seem strange to suggest that talking plays a critical role during independent activities. But think about the self-talk (inner speaking) you use when you complete

independent tasks. Some of this self-talk occurs in your mind, whereas some is vocalized. Again, thinking occurs as we use language, and this type of talking is an important aspect of learning. As students work independently, they may also use talking to receive input on their work and give feedback to others. Reporting out after independent work may require a more formal register of language than that used during collaborative activities.

As an example of the type of instruction in which talk allows the learning environment, let us peek inside a 5th grade classroom as students read and discuss *Hattie Big Sky* (Larson, 2006). The teacher has just finished reading a chapter aloud. As she was reading, she regularly paused to provide context clues for vocabulary words. For example, when she came to the word *skyscraper*, she paused and commented, "What a great word! I know from the context that it's a type of building, but I can really see this in my mind. The big tall buildings in Chicago must have seemed to really scrape the sky. Have you seen buildings like that? Describe a skyscraper to your partner."

At that moment, the classroom bursts into talk. Teresa leans over to Javier and says, "Like totally covered in glass, you know, all shiny so that you can see yourself. It's so big, you can see the ocean when you're up there."

After the reading and think aloud, the teacher asks students to think about the differences in life in San Diego today and Montana in 1918. She says, "There are two things on my mind that we should talk about. There are differences and similarities between San Diego and the town Hattie lives in: Vida, Montana. And there are also differences and similarities between today and 1918. Choose one of those topics to discuss with your partner." Pedro turns to Alex and says, "They had nice people and mean people, just like we do. But they got bad weather and we don't." Alex responds, "Yeah, and they have farms and we don't, but they have chores like we do."

Following the whole-class and partner discussions, students moved to their collaborative learning groups. The teacher had purposefully organized the membership in these groups such that students at the beginning levels of English proficiency had access to language brokers who could support their participation. She also focused on creating groups with

diverse interests and skill levels such that the group would become interdependent as they processed information.

One of the collaborative learning tasks required students to create a readers' theater script based on the chapter they had read. Their teacher knows that students will reread the text, talk about it, practice reading the scripts, and provide one another feedback on their speaking parts as a component of this task.

A few lines from the script written by Alex's group highlight the ways in which language and talk are used to facilitate learning:

Hattie: I got to get my chores done but I'm so cold.

Narrator: What will I do? I don't want to freeze to death.

Hattie: I put on all of my clothes at once, every stitch. That will help me face the extreme cold.

Mr. Whiskers: I'm not going outside with you—you're crazy! But there might be milk. I guess I'll go.

Narrator: The cow was waiting so Hattie braved the weather.

Rooster Jim: Howdy neighbor.

Hattie: Oh, hello. Do you want some coffee? I'm almost done and could use some company.

The class continued on with productive group work and all of the talk associated with it. In this classroom, the teacher and her students share the responsibility for talking. Importantly, not just one student talks at a time; during partner conversations, 50 percent of the students are talking at a time. The important thing to remember is that this talk has to be purposeful; it can't just be social if we are going to see improvements in achievement. (Douglas, 2008). Douglas mentioned examples about reading something in this case

pupils are going to do it alone just with the support of the teacher (giving feedback). Pupils could develop this activity but not to satisfactory as it was thought; because as a learner they can feel scared to talk in the class.

3.8 Strategies for teacher's implementation in the teaching process of speaking skill.

3.8.1 Collaborative Tasks

In this phase of instruction, students are provided an opportunity to work together, with the teacher monitoring and supporting as needed. Talk becomes critical when students discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible to their partners. It is during collaborative tasks that students must use academic language if they are to focus on the content. Here again, their understanding grows as they talk with their partners to reflect on their learning. A number of classroom structures, such as: role play, literature circles, partner discussions, and so on, require students to talk together. Our experience suggests that this phase of instruction is critical for English language learners to use the language and, as Bakhtin noted, own the words and ideas. (Douglas Fisher, 2008). Collaborative task is used with successful learning and development of speaking. According to Douglas He suggest this strategy to perform a good management of interaction between teacher and learners, to obtain a conversational class.

3.8.2 Literature circles

Literature circle in class can be a useful way to encourage students, this collaborative task emphasize the phrase or word and demand students to become deeply in the context of the lecture. Students get stronger knowledge to perform the speaking skill. More information in teaching with literature circles (Douglas Fisher, 2008). Teaching speaking using literature circles is an important strategy to students develop successful this ability; letting pupils get a great interaction between the participants.

3.8.3 Role play

Role play or simulations in class can be an excellent way to engage students. A wellconstructed role-play or simulation exercise can emphasize the real word and requires students to become deeply involved in a topic. Teaching with role- play (Douglas Fisher, 2008). According to Douglas Fisher use role play in the classroom is significant for

students. Learners simulate real situation where as a pupil recognize clue word used to perform in a common situation.

3.8.4 Partner discussion

Partner discussion can be an excellent strategy to implement into students. A great use of partner discussion can formulate a good performance class. Learners share ideas in pairs and discuss about a specific topic. Teaching with partner discussion (Douglas Fisher, 2008). Teachers must use this strategy to get a conversational class. Pupils will be able to produce interaction in the classroom.

To get an excellent class and students develop a successful speaking activity, is recommended to take into account the Collaborative tasks. As Douglas Fisher suggested teacher must encourage students to work in collaborative tasks. Pupils will feel comfortable to interchange ideas with classmates and teacher feel proud of it. .

IV. HYPOTHESIS

The factors as the fear of making mistake, strategies and didactic material, affect the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade, at Miguel de Cervantes Saavedra Institute.

V. SYSTEM OF VARIABLES.

Factors affecting the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade, at Miguel de Cervantes Saavedra Institute in Managua city, in the morning shift, during the Second semester 2016.

Specific Objectives	Variables	Sub- Variables	Indicator	Who	Instrument
To identify the pedagogical, psychological, economic, family, and environmental factors involved in the teaching learning process of the speaking skill acquisition.	The elements involved in the environment in the teaching learning process of the speaking skill acquisition	<ul style="list-style-type: none">- Students behaviors - Teachers rapport	<ul style="list-style-type: none">- The level of confidence.- Causes of anxiety - Level of interaction in the classroom - Frequency of reinforcement/feedback	STUDENTS	SURVEY
To classify the strategies applied in the teaching learning process of the speaking skill acquisition	The strategies applied in the teaching learning process of the speaking skill acquisition.	Strategies: <ul style="list-style-type: none">- Teaching and learning Strategies	<ul style="list-style-type: none">- Use short conversation in English during the class.- Use of dialogues in English during the class.- Use time allotted for reading discussion in English.- Use of role play or simulation in class.	TEACHER	INTERVIEW

<p>To propose strategies for teacher's implementation in the teaching process of speaking skill</p>	<p>Strategies for teacher's implementation in the teaching process of speaking skill</p>	<p>Kind of speaking Strategies for teacher's implementation</p>	<ul style="list-style-type: none"> • Relevance of the strategies applied in the learning process. • Appropriate strategies for the development for the speaking skill. 	<p>STUDENTS TEACHER</p>	<p>SURVEY INTERVIEW</p>
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VI. METHODOLOGY

6.1 Type of Research

The research of quantitative approach because data collection were reflected through statistical tables and numerical behavior patterns was conducted. The design used for research was descriptive and analytical, transverse axis since the investigation was at a certain time of a semester class.

6.2 Population

There are 390 students on the morning shift of 7th grade a, b, c, d, e, f, g classrooms, at Miguel de Cervantes Institute and one English teacher.

6.3 Sample

The sample of this study is by combining to know different student's opinion and behaviors; based on the following key information of student of seventh grade "F", in the morning shift, regular courses; moreover there were 37 students in the classroom. It means that 20 students were taken in this sample and the teacher was interviewed.

6.4 Type of instruments applied

Interview: Relevant questions were asked to teacher individually with a standardized structure and with mixed responses related to topic to collect data to find out the factors that affect the speaking skill in the foreign language acquisition.

Survey: Through written questions closed we obtained information applied to students on the knowledge, interests and needs that made more clearly the possible reasons that make difficult the language acquisition.

6.5 Class observation:

It consisted on taking notes about the teaching techniques and materials used in the classroom, students and teacher's attitude during the teaching and learning process to know in what ways English as foreign language was built.

6.6 Procedure for the validation of the instruments

The validation of the instruments as a technique that permit the researcher to know how suitable and reliable the study is. To validate the instruments of this investigation first were chosen three experts from the following area: Grammar, English, and methodology. Second they were given a letter to ask for their collaboration and give the specifications about what were the points they would focus on. At the same time they were given copies of the instruments.

Finally teachers gave back the instruments with all their observations and suggestions to improve and validate the instruments. It is important to point out that the instruments were check and all the suggestions of the experts were taking into account so the instruments were validated and approved to be applied in the investigation.

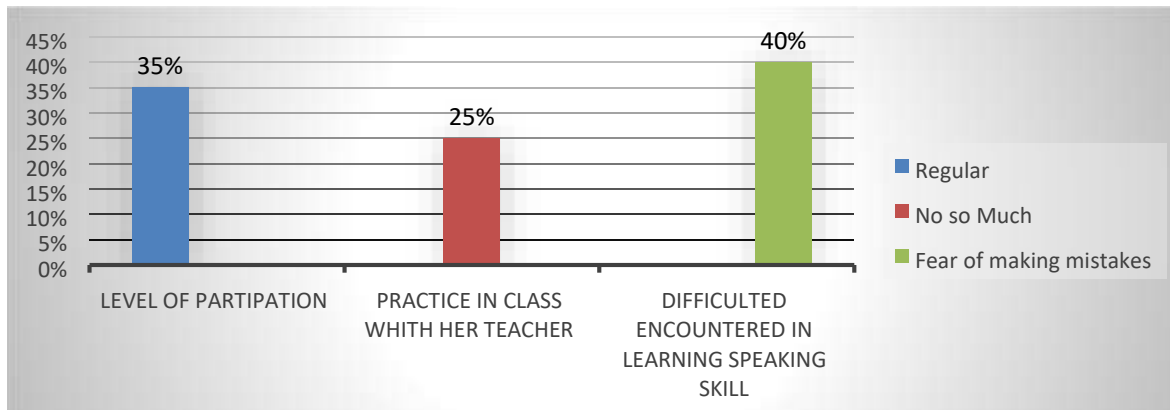
VII. ANALYSIS AND INTERPRETATION OF THE RESULTS

The results of this research were organized according to the objectives set at the beginning, after applying the research instruments to students and teacher at the Miguel de Cervantes Saavedra Institute in Managua city, during the Second semester 2016.

Objective 1: To identify the environmental factors involved in the teaching learning process of the speaking skill acquisition.

In order to know the factors that intervene in the classroom environment, students were asked initially that 35% of the 7 students said that the level of participation that students have is regular in the English class. 25% equivalent to 5 students not much help the teacher to practice the ability to speak in English class. 40% equivalent to 8 students expressed that difficulty encountered in learning the ability to speak, fear of making mistakes. However, in the interview the teacher said that the students do not present any problem in their behavior because they are motivated in the classroom due to the strategies, which applies in their class according to the characteristics of the student.

The data shown above draws attention because the difference is great in the opinion of the students in relation to the teacher interviewed since the frequencies of classes are very few in the week and the teacher does not approach the student to know the Factors that intervene in their learning and only complies with what is in the plan without taking into account the student, resulting in the students' opinion that they are afraid to make mistakes



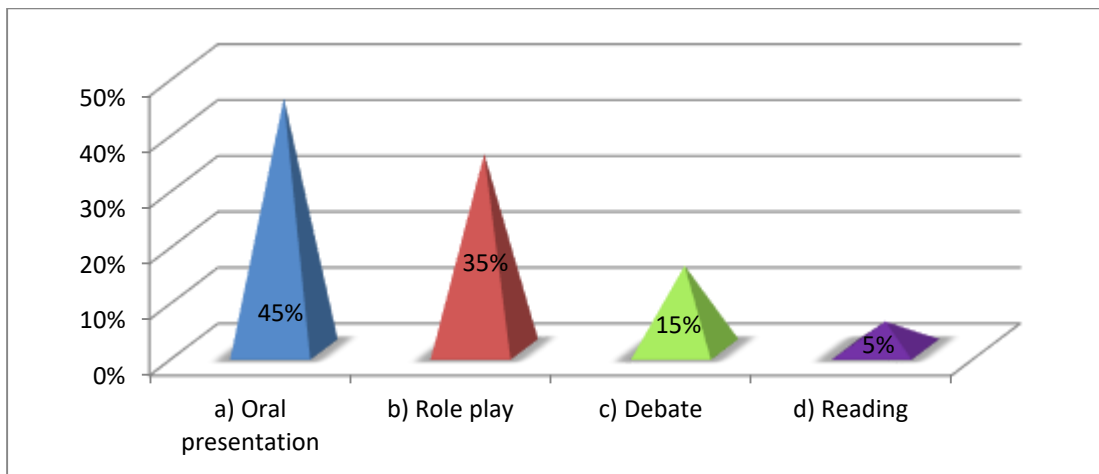
Graph No. 1. From the students' opinion on the elements that intervене in the classroom environment (student's behaviors and teachers rapport).

The most important condition for learning is that the learners should be ready to engage themselves without constraint in the activities and interactions which take place in their classroom environment. They have to be induced to give up willingly the security of their mother tongue and to accept the 'frustrations of non-communication' and 'initial intellectual and emotional shock' (Stern, 1983: 398) which accompany the first stages of language learning. It is therefore important that the environment should be one which enables them to feel sufficiently secure to make this leap into the unknown.

Over recent years a lot of attention has been paid to the importance of learners' feelings (their 'affective state') in determining the quality of learning that takes place in the classroom. Much of the initial impetus came from trends in education outside language teaching. Humanistic psychologists such as Carl Rogers (1969) emphasized the importance of the 'whole learner' in education and the same message was introduced into language teaching by Curran (1976). They stressed that learners are not simply processors of information who, when they enter the classroom, leave the deeper layers of their identity outside: they are real people who bring with them a whole array of personal attributes and feelings. These have to be respected, if individual development and growth are to take place. One of the fundamental tasks of the teacher as a facilitator of learning is therefore to make space for the learner' in the classroom.

Objective 2: Strategies applied in the teaching learning process of the speaking skill acquisition.

To know the strategies applied in the English subject students were asked a series of questions and they said that the strategy that has helped them most to develop their speaking skill are simple oral presentations with the 45% equivalent to 9 students, the strategy game or simulation in class activities with 35% equivalent to 7 students , reading discussion strategy with 5% equivalent to 1 student and finally the less used but not the less important activity the debate with 15% equivalent to 3 students. On the other hand it is important that the data collected from the interview applied to the teacher indicated that the most used strategies are games and role plays because according to her opinion those activities are really useful to improve and develop the speaking skill and reduce the time constrains and allow her to develop the class in the classroom successfully. Teachers opinion agree with Douglas fishers opinion who says that using role plays in the classroom is significant for students to develop speaking activities because they can emphasize the real world , requires students to become deeply involved in a topic and learners simulate real situation and students recognize clue words used to perform in a common situation.



Strategies for learning second and foreign languages are one of the largest and most well researched areas of language education. Accordingly, several scholars have defined the term "language learning strategies," developed typologies and identified over 100

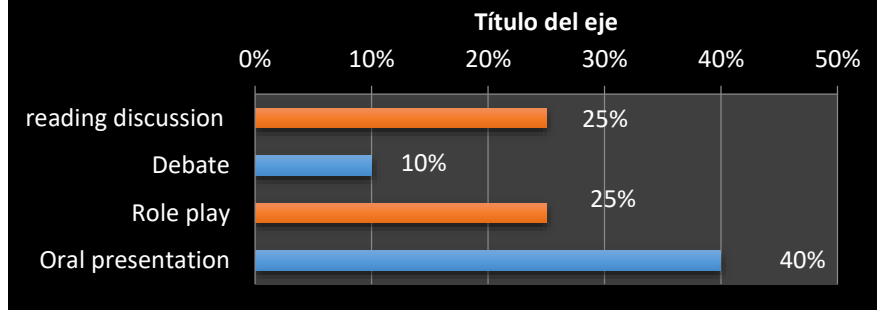
individual strategies (e.g., Rubin, 1987; Oxford, 1990; O'Malley & Chamot, 1990; Stern, 1992; Cohen, 1998). Language learning strategies can best be summed up as particular actions, behaviors or thought processes that learners consciously make use of to enhance their own language learning.

Communication strategies are strategies that learners employ when their communicative competence in the language being learned (L2) is insufficient. This includes making themselves understood in the L2 and having others help them understand. Learners use communication strategies to offset any inadequacies they may have in grammatical ability and, particularly, vocabulary. Communication strategies aid learners with participating in and maintaining conversations and in improving the quality of communication. Without such strategies, learners are likely to avoid L2 risk-taking as well as specific conversation topics or situations.

Objective: 2 more meaningful strategy from Students opinion.

According to the students the strategies they consider more meaningful for the speaking skill acquisition are oral presentation with the 40% equivalent to 8 students. The 25% equivalent to 5 students said role play. the 10% equivalent to 2 students said debate and finally the 25% equivalent to 5 students said reading discussions the students opinion about the literature circles or reading discussions agree with Douglas fisher's opinion who says that teaching speaking with literature circles is an important strategy for students to develop successfully this ability because it encourages a great interaction between students.

Graph No.3. From the students' opinion.



According to Many researchers for an effective language learning there must be strategies for instruction and some steps as well (e.g., Oxford, 1990; Chamot, et al.,1999; Wenden, 1991).This Steps include raising student awareness, explicitly teaching strategies, providing opportunities for practice, and evaluation. Raising awareness includes generally explaining what strategies are and why learners should use them. Explicitly teaching strategies entails naming and defining specific strategies and explaining when and how to use them. Opportunities to practice strategies should be provided as separate class activities as well as integrated with regular classroom language training and activities.

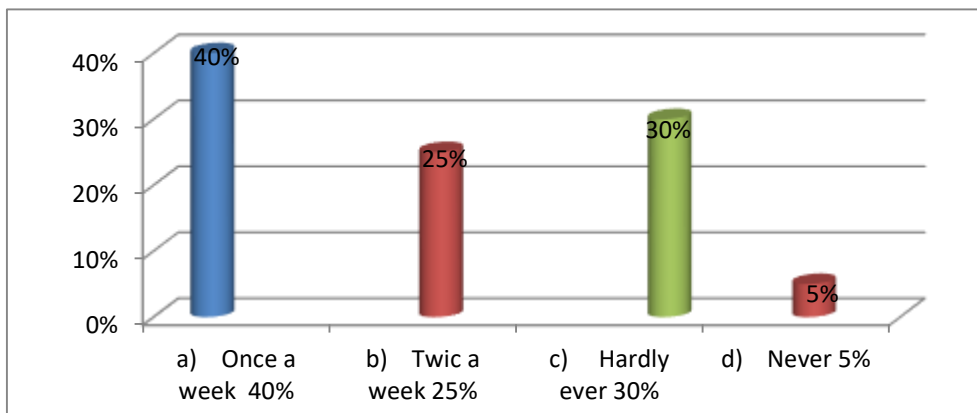
Learners should also be given opportunities to reflect on and evaluate the effectiveness of the practice and strategies. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Objective 3: Didactic material used in teaching learning process of the Speaking Skill acquisition.

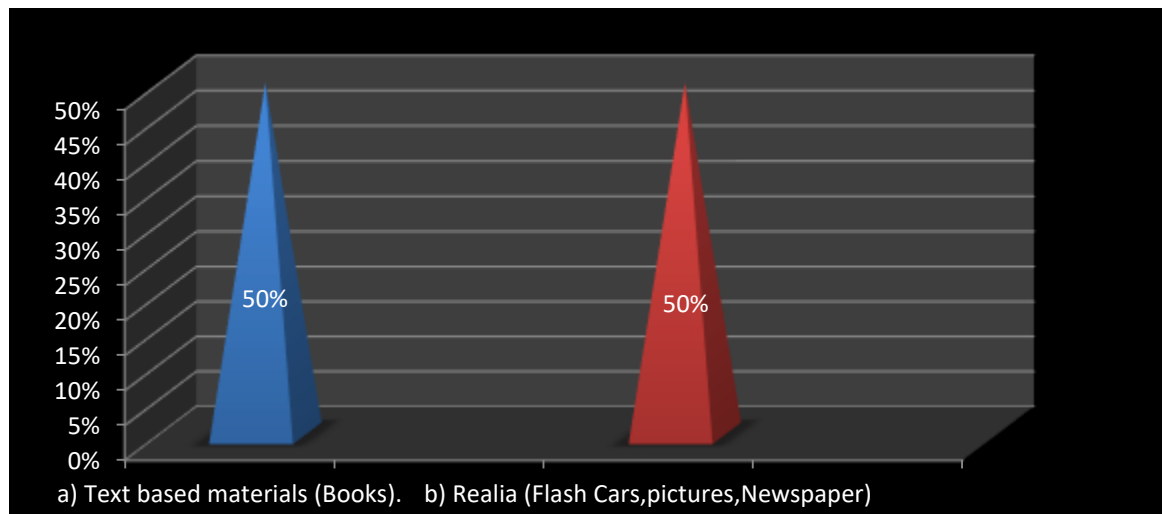
To know the frequency of the use of didactic materials by the teacher, the students were asked who said that once a week with 40% equivalent to 8 students. 25% equivalent to 5 students said twice a week. 30% equivalent to 6 students said hardly ever and never 5% equivalent to 1 student. However, the interview with the teacher indicated always use didactic material in the class. The above data draws attention because of the difference in the opinion of the student interviewed given that the teacher is free to apply the teaching materials available according to the frequency that suits him in the classrooms.

Graph No. 4. The frequency of the use of didactic materials by the teacher.



To know the didactic materials used by the teacher to develop the class, the students were asked who said that Text based materials (Books) with 50% equivalent to 10 students. 50% equivalent to 10 students said Realia (Flash Cards, Pictures, Newspaper). Moreover pupils said the teacher never uses technology; however the teacher in the interview that she frequently goes to the tic classroom. Furthermore, she uses her own speakers, moreover the institute has the resources to teach a good English class, but is the time the factor which is affecting the teaching learning process and that is why she does not use those instrument a lot. However, in the observation guide is observed that the teacher the three times she did not use the speakers, flash card, pictures newspaper, the Learners mention they are interesting in the way the teacher introduces the English class.

Graph No.5. From the student opinion on the didactic material used by the teacher to develop the class.



The didactic materials expected in teaching- learning process in speaking skill will depend on the teacher and the uses for it. In the teaching learning process there are several instruments to take into account to have a successful class. For instance, flash cards, newspaper, pictures, short video segment, conversation, games (role play, guessing, spelling, imagine, memorize, concentration, whispering, advertisement and thinking) with imagination teachers create fun and interesting lessons including those materials that are going to be useful for an English class.

In a classroom teacher should use flash cards. A successful English class in speaking skill is recommended using flash cards where students focus on the flash and recognize the image shown. Teacher interacts with students and encourage to them to talk in the classroom about it. For example:

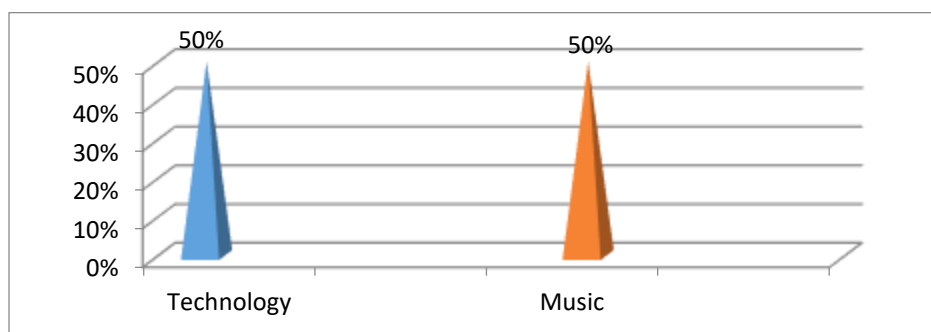
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The use of newspaper is to create a good speaking activity. Teachers must use newspaper in the class to help the interaction between teachers and students or students and students. For instance: Skill: speaking/ materials: newspaper article for each student, sheet of paper/ category: pair works/ objective: students interact in the classroom. (nacional, 2005)According to the Imprint Nacional, Using the newspaper support the weakness of students giving a better development in speaking skill and students will develop a good job related to the learning- teaching process.

Pictures help to a successful English class. Teachers use pictures to create a good atmosphere between students. Students support their ideas in pictures and produce a useful illustration from it. For example: skill: speaking / materials: pictures with people/ category: group work/ objective: students demonstrate interest in speaking skill. (Vadillo, 2005) Students will expose their ideas using pictures and take place in the speaking activity in the classroom.

Short video segment, conversation. This didactic material is useful to the teaching – learning process due to students will concentrate and take note about the video where at the end of it teacher will ask according what students saw in the video. For instance: skill: speaking: / materials: short video segment, paper, pen/ category: whole class/ objective: to develop communication. (Edina, 2003) Teachers interact with students, making questions based on the video where students demonstrate communication as a whole class.

Object 4: Propose strategies for teacher’s implementation in the teaching process of speaking skill.



To know what strategies to take into account and contributes to the improvement of the acquisition of speaking skill the students were asked. The 50% equivalent to 10 students said the use of technology as strategy the other 50% equivalent to 10 students said the music as a strategy to develop speaking skills. On the other hand teacher indicated in the

interview that the literature circles in class are a useful and meaningful activity to encourage students.

The teacher had purposefully organized the membership in these groups such that students at the beginning levels of English proficiency had access to language brokers who could support their participation. She also focused on creating groups with diverse interests and skill levels such that the group would become interdependent as they processed information.

One of the collaborative learning tasks required students to create a readers' theater script based on the chapter they had read. Their teacher knows that students will reread the text, talk about it, practice reading the scripts, and provide one another feedback on their speaking parts as a component of this task. A few lines from the script written by Alex's group highlight the ways in which language and talk are used to facilitate learning.

- Collaborative Tasks: In this phase of instruction, students are provided an opportunity to work together, with the teacher monitoring and supporting as needed. Talk becomes critical when students discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible to their partners. It is during collaborative tasks that students must use academic language if they are to focus on the content. Here again, their understanding grows as they talk with their partners to reflect on their learning. A number of classroom structures, such as: role play, literature circles, partner discussions, and so on, require students to talk together. Our experience suggests that this phase of instruction is critical for English language learners to use the language and, as Bakhtin noted, own the words and ideas. (Douglas Fisher, 2008). Collaborative task is used with successful learning and development of speaking. According to Douglas He suggest this strategy to perform a good management of interaction between teacher and learners, to obtain a conversational class.
- Literature circles: Literature circle in class can be a useful way to encourage students, this collaborative task emphasize the phrase or word and demand students to become deeply in the context of the lecture. Students get stronger

knowledge to perform the speaking skill. More information in teaching with literature circles (Douglas Fisher, 2008). Teaching speaking using literature circles is an important strategy to students develop successful this ability; letting pupils get a great interaction between the participants.

- Role play: Role play or simulations in class can be an excellent way to engage students. A well-constructed role-play or simulation exercise can emphasize the real word and requires students to become deeply involved in a topic. Teaching with role- play (Douglas Fisher, 2008). According to Douglas Fisher use role play in the classroom is significant for students. Learners simulate real situation where as a pupil recognize clue word used to perform in a common situation.

- Partner discussion: Partner discussion can be an excellent strategy to implement into students. A great use of partner discussion can formulate a good performance class. Learners share ideas in partner in discuss about a specific topic. Teaching with partner discussion (Douglas Fisher, 2008). Teachers must use this strategy to get a conversational class. Pupils will be able to produce interaction in the classroom.

VIII. CONCLUSION

It can be demonstrated that the factors as the elements involved in the environment, the strategies and the didactic materials observed in the classroom of the 7th grade students at Miguel de Cervantes institute are really affecting the student's acquisition of the speaking skill as elements, strategies and didactic materials are affecting the teaching learning process. According to the information collected people can realize that the majority of students who study English in seventh grade, at Miguel Cervantes Saavedra Institute using the speaking skill into the classroom more little, talking about teacher, It is possible see that the teacher try to apply the elements the she has available to get a successful teaching learning process but it must be highlighted that teaching a foreign language and specially the speaking skill is not an easy matter to do because this ability is the main tool to carry on a conversation in any language.

Some of the conclusions that were reached with this document are the following:

- More strategies that help students to overcome shyness and self-confidence problems, students must be provided with a lot of vocabulary so, they do not have words to express their ideas.
- Teacher must be careful with the way she gives feedback to avoid students feel shy and afraid of speaking, the teacher is not paying attention to the action zone she must involve the whole class.
- Strategies used by teacher to improve the speaking skill we realized that the MINED –program does not provide teachers with the strategies to implement in the teaching of English class.

This research suggest that for many people one of their greatest fears is public speaking when English teachers ask students to speak in front of the whole class and in a foreign language the anxiety and stress potential is greater. Such stress or fear can cause the student's concentration to block. Teaching the speaking skill just not required strategies and good environment; it needs appropriate didactic materials for a successful learning by students. However, in the research there is just one didactic source used by that teacher which is the book, this source is not reliable to perform communication and interaction. The most appropriate didactic sources are flash cards, pictures, Realia and technology.

IX. RECOMMENDATIONS

It is recommended to improve the teaching-learning process in the acquisition of speaking skill.

- Teacher must be a good model providing students with a good mastering of the English skills and specially in speaking skill.
- There must be more classroom interaction using games, speaking collaborative strategies.
- Teachers need to apply collaborative strategies to promote students confidence and improve the speaking skill by the negotiation of meaning and discussion of ideas and the reinforcement of knowledge.
- Teacher should take advantages of the technology that institute and student provide; such as: cellphone, Data Show, TIC classroom and so on. To encourage students to use communication strategies to practice and develop speaking skills.
- Teacher must provide feedback continuously at the end of every activity or task.
- Teacher must encourage students to show positive attitude toward the fellow's participation by assuring students that making mistake is the way students learn and improve so they have to respect their classmates' opinions even when they are not right.
- Teacher must be clear with students from the beginning and state what are the teacher's expectations from students to promote student participation confidence and learning.

All these recommendations are the key to successful the teaching-learning process.

Teachers should use appropriate techniques to promote interaction.

Techniques such as games or roll plays help students to develop the English classes.

Promote workshop in order to improve methods and strategies to teach speaking skill.

Teachers should use appropriate didactic sources to teach the speaking skill such as: Realia and make use of technology

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XI. APPENDICES







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UNAN MANAGUA

FACULTAD DE EDUCACIÓN E IDIOMA

DEPARTAMENTO DE INGLES



STUDENTS' SURVEY

Case _____

Factors that influence the development of linguistic competence (phonologic, semantic, morphologic and syntactic)

Topic: Factors affecting the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade, in the morning shift, at Miguel de Cervantes Saavedra Institute in Managua city, during the Second semester 2016.

Objective: To analyze the factors that are affecting the teaching learning process in the acquisition of speaking skill, in 7th grade "F" at Miguel de Cervantes Saavedra Institute, in Managua city, in the morning shift, during the Second semester 2016.

This survey questionnaire is designed for "An Investigation into Speaking Performance of students of seventh grade, morning shift, at Miguel de Cervantes Saavedra Institute in Managua, Second semester 2016." Your assistance in completing the following questions is greatly appreciated. Please circle the option(s) that you choose.

Part I: Factors affecting students' speaking performance and speaking problems.

a) Environment (student's behaviors and teachers rapport).

a) How do you consider the English Class?

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

b) What level of participation do you consider to have in English Class?

- a) Very good.
- b) Good.
- c) Regular.
- d) Deficient.

c) How often do you like to participate in class?

- a) Always.
- b) Sometimes.
- c) Almost never.
- d) Never.

d) How frequently does your teacher help you to practice in your English Class?

- a) Very Much.
- b) Much.
- c) Not so much.
- d) Not At all.

e) What problems do you encounter in learning speaking skill? (more than one choice)

- a) Fear of making mistakes.
- b) No motivation.
- c) Using Spanish language.
- d) Shyness.

b) Strategies.

f) What strategies does your teacher use for practicing speaking skill?

- a) Oral presentation.
- b) Role play or simulation activities in class.
- c) Debate.
- d) Reading discussion.
- e) Others

g) In which of these strategies do you like to participate?

- a) Oral presentation.

- b) Role play or simulation activities in class.
- c) Debate.
- d) Reading discussion.
- e) Others.

h) What strategies does your teacher use for practicing speaking skill?

- a) Oral presentation.
- b) Role play or simulation activities in class.
- c) Debate.
- d) Reading discussion.
- e) Others

i) What strategies do you consider more meaningful for the speaking skill acquisition?

- a) Oral presentation.
- b) Role play or simulation activities in class.
- c) Debate.
- d) Reading discussion.
- e) Others

c) Didactic Material.

j) What didactic aids does your teacher use to develop his/ her classes?

- a) Text based materials (Books).
- b) Realia (Flash Cards, Pictures, Newspaper).
- c) Technology (Computer, TIC Classroom, Videos, CD player, Tape Record).
- d) Others.

k) Which of these didactic materials have helped you in the learning process?

- a) Text based materials (Books).
- b) Realia (Flash Cards, Pictures, Newspaper).
- c) Technology (Computer, TIC Classroom, Videos, CD player, Tape Record).
- d) Others.

l) How frequently does your teacher use didactic material?

- a) Once a week.
- b) Twice a week.
- c) Hardly ever.
- d) Never.

Thank you very much for taking your valuable time to complete this survey.

Your opinions are greatly appreciated.

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TEACHER INTERVIEW QUESTION

Case _____

Factors that influence the development of linguistic competences (phonologic, semantic, morphologic and syntactic).

Problem: Factors affecting the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade, in the morning shift, at Miguel de Cervantes Saavedra Institute in Managua city, during the Second semester 2016.

Objective: To analyze the factors that are affecting the teaching learning process in the acquisition of speaking skill, in 7th grade "F" at Miguel de Cervantes Saavedra Institute, in Managua city, in the morning shift, during the Second semester 2016.

Dear teacher, with these questions is necessary your collaboration to give the information about teaching learning process in speaking skill. Thanks for your help.

General information:

Answer each question based on your own opinion and experience as an English teacher

- ***Students Behavior***

- a) According to you what are the factors affecting the teaching learning process in the classroom?

- ***Teacher Rapport***

- b) Is important give feedback to students why?

- c) How do you give feedback?

- d) How do you motivate students who are not interested in communication?

- ***Strategies***

- e) What strategies do you use to develop speaking skill in students?

- f) What teaching strategies do you use most frequently?

- g) Why do you use these strategies

- h) What strategies do you consider more meaningful to the speaking skill acquisition?

- ***Didactic Materials***

- i) What activities help you to perform a successful class?

- j) What are the didactic materials you use in the teaching learning process for speaking skill?

- k) Why do you use these instruments?

- l) Is the technology important in the class? Why?

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Classroom observation

Case _____

Factors that influence in the development of linguistic competence (phonologic, semantic, morphologic and syntactic)

Problem: Factors affecting the teaching-learning process in the acquisition of speaking skill, in the students of 7th grade, at Miguel de Cervantes Saavedra Institute in Managua city, in the morning shift, during the Second semester 2016.

Objective: To analyze the factors that are affecting the teaching learning process in the acquisition of speaking skill, in 7th grade “F” at Miguel de Cervantes Saavedra Institute, in Managua city, in the morning shift, during the Second semester 2016.

Researchers name:

Student’s amount:

- ***Environment***

1. **The Students use speaking skill in the classroom.**

- a) Always
- b) Sometimes
- c) Never

2. How often do the students participate in the class?

- a) Always
- b) Sometimes
- c) Never

• ***Rapport***

3. how often the teacher interacts with students

- a) Always
- b) Sometimes
- c) Never

4. The teacher gives feedback after an activity

- a) Always
- b) Sometimes
- c) Never

• ***Strategies***

5. How often does the teacher use English in the classroom?

- a) Always
- b) Sometimes
- c) Never

6. What are the strategies implemented by the teacher?

- a) Always
- b) Sometimes
- c) Never

• ***Didactic Materials***

7. Didactic materials used by the teacher in the class

- | | | |
|----------------|-----------------|--------------|
| 1. Flash cards | d) short videos | g) dialogues |
| 2. newspaper | e) conversation | |
| 3. pictures | f) games | |

8. How often does the teacher use the didactic material in the classroom?

- Always
- Sometimes
- Never

Always (100-50%)

sometimes (49-01%)

never (00%)

Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated.