UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM-MATAGALPA

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN - MANAGUA

Thesis to Obtain a Bachelor´s Degree in Education Sciences with Mention in English.

Theme

Main Factors that Affect the Development of Speaking Skill in Students of Eighth Grade at San Ramon National Institute, during the First Semester, 2017.

Author

➢ Alejandro Antonio Urbina Acosta.

Tutor

➢ Msc. Brígida Mendoza.

July 05th, 2017

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I.   Dedication.

This research is dedicated to:

➢ God, because he has given me the life, health, strength, spirit, time, intelligence and an increasing motivation to complete my Major as an English teacher, Iam nothing without him, that´s why I am sure that he deserves everything.

➢ My parents, who have always been by my side supporting and advising me in every change that I have faced in my life.

➢ Teachers, who have shown during the five years that were always interested in providing us their best through their patience and piece of advice. They demonstrated that English is an amazing language which involves an everyday learning and practice. I will always remember them with joy and gratitude.

➢ Classmates, because they helped me when I was in trouble during the class friendship is something that I am going   to keep in my heart forever.

II.   Acknowledgement.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM-MATAGALPA

Msc: Janett Rizo Maradiaga

Directora de DEH

UNAN-Managua

FAREM- Matagalpa

En sus manos.

Estimada profesora-

Me dirijo a usted para darle a conocer mi valoración acerca del trabajo de monografía "Main Factors that affect the development of speaking skill in students of eight grade at San Ramon Natinal Institute during the first semester 2017."

Del estudiante: Alejandro Antonio Urbina Acosta carnet número: 12066583, de la carrera de Inglès.

Después del acompañamiento en la realización de dicho trabajo, Considero que él ha cumplido con los requisitos de la UNAN- FAREM Matagalpa para una monografía y recomiendo le permita defender su trabajo.

Agradezco su atención a este asunto. Sin más a que referirme, me despido

Atentamente:

_____

Lic. Brígida Mendoza S.

III. Abstract.

This study was done with the purpose of discovering the factors that affect the development of speaking skill in students of eighth grade in the morning shift at San Ramon National Institute, during the first semester 2017.

To achieve this objective, it was necessary to administer instruments such as, survey to students (a sample of ten, five women and five men); a written interview was applied to the English teacher; in order to get a clearer idea, observation (three times) of forty five minutes, each one took place during the English class.

All these instruments were obviously related to the objectives of this research, and also they were in harmony with the hypothesis.

The data analysis showed that the main factors that affect speaking skill in students are: pronunciation, lack of vocabulary and listening skill. The English teacher agrees with these factors since students have difficulties to speak because of them, and also the observation corroborates such information.

One of the biggest problems is the time, because the English class only lasts forty five minutes and it is designed taking into account the four English skills, so speaking is not given as much emphasis as it is required to overcome the problem. Furthermore, some of the materials that can be used in the class are expensive and neither the teacher nor the students have the economic resources to use them in order to improve the development and improvement of speaking skill.

Bearing in mind this, the English teacher is obligated to create and apply strategies which are not expensive that permit to improve the speaking skill, since this is a big problem and it is necessary to look for a solution. For instance, there are thousands of situations that students like and it would be great to connect real life situations with the teaching and learning process.

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Introduction

English is an important language spoken for thousands of people around the world. People who speak English have more advantages such as getting a job, students who speak English can get a scholarship to study in other countries.

Speaking English is difficult for students in their learning process. Most students in eighth grade have a lot of difficulties in this skill and it is necessary to discover which are the factors that provoke such difficulties.

The aim of the research is to identify the main factors that affect students´ speaking skill at eighth grade in San Ramon National Institute.

The purpose of this study is to suggest some methodological strategies in order to improve students´ interactive activities.

This study was carried out at San Ramon National Institute with students of eighth grade. Students´ ages are between eleven and twelve years old. These students have similar characteristics and needs. The type of research is descriptive because the problem has been faced by many years in the English class and it is necessary to know what the cause of the problem is.

This study has a mixed focus because it is important to quantify the students´ answers and at the same time it is necessary to analyze their responses in order to answer the objectives and see if the hypothesis can be proved or refused.

The universe is forty students of eighth grade in the morning shift at San Ramon Institute; the sampling is ten students (five women and five men) who were selected randomly.

This research is structured as follows:

First, it was chosen the theme and objectives of the study because of the need to a clear focus, then it was done the justification to show why this research is important and who can use the result of it.

Second, the problem statement was written to stablish how the problem was discovered and the main symptoms that demonstrated that it was important to research.

Third, it was created the hypothesis which permits to see what is the position of the researcher according to the problem, what is his opinion.

Fourth, it was necessary to do the theoretical framework where it was taken into account their ideas related to the problem and factors.

Fifth, the methodological design was created where it is mentioned the type of study, universe and sampling, instruments, and also the way students and English teacher behaved during the administration of the instruments.

Sixth, the data analysis was done to codify the information and compare the results of each administered instrument; next it was done the conclusion that shows what the answers of the objectives are (general and specific). Next, recommendations took place where some solutions (not the unique) are offered to the participants or people involved in the problem.

Background

Many of the students who have difficulties with the speaking skill come from the rural zone, English is an unknown subject for those students because they do not receive the class in primary school.

It is known that English is a difficult subject and speaking skill is the hardest component of the language. Learners face a lot of difficulties to express a simple idea in English; those learners do not have adequate knowledge about: vocabulary, pronunciation, grammar, intonation as characteristics of the language. Due to these reasons learners do not have a good quality in the learning of speaking skill process.

San Ramon National Institute is a secondary school located in San Ramon municipality, this is a prestigious high school center where students from the city and rural zone come to study during the week and weekend as well.

Justification

This study is done because in most of high school institutes of Nicaragua, English has been taken as a class not as a language, and that is why English teachers do not emphasize in oral communication during the English class. Bearing in mind this, students do not receive enough time or opportunities to practice what they are learning the class.

Taking into account this problem, this research is aimed to discover the main factors that affect the development of speaking skill in students of eighth grade in San Ramon National Institute, during the first semester, 2017.

The findings of this study are going to be useful because high school students present difficulties with the speaking skill, and this research is going to administer instruments to discover the students´ viewpoint about the problem change.

Furthermore, the results are going to be helpful for headmasters and English teachers of high school, because they can look for new teaching strategies to make students practice more; and get more opportunities to speak the language.

This study is important because its main theme has been a big problem and teachers are still planning in the same way and thus, students can´t interact among them because the class is mostly focused on theory, so if students are asked about how they would like to take the English class to practice more, teachers can have a clue about what they can a challenge to improve the speaking skill in high school.

Problem Statement

Students from secondary school in our country have difficulties in English learning. Since it is a language not a subject; However, English is taught as a class. For this reason, students do not have enough time to attend English and they do not have enough time to attend English, for that reason they do not get a meaningful learning.

The aim of this research is to discover the main factors that affect the development of learners´ speaking skill in eighth grade at san Ramon National Institute.

Learning speaking English is one of the most difficult skill of the language and students who face this problem have difficulties to express an idea in the foreign language.

Based on a previous observation visit, students have some difficulties like: lack of vocabulary, mispronunciation, inaccurate grammar, lack of motivation, not adequate material, among others.

The purpose of this research is to facilitate some methodological activities in class development.

Objectives

General Objective.

➢ To discover the main factors that affect the development of speaking skill in students of eighth grade at San Ramon National Institute during the first semester, 2017.

Specific Objectives.

➢ To identify the main factors that affect the development of speaking skill.

➢ To describe the main factors that affect the development of speaking skill.

➢ To suggest some techniques to improve the speaking skill during the English class.

Research Questions

1- Which are the main factors that affect the development of Speaking Skill?

2- How do the discovered factors affect the development of Speaking Skill?

3- Which are some techniques to improve the Speaking Skill during the English class?

Theoretical framework

This study is focused   on the factors that affect the development of speaking skill and it is necessary to look for the experts opinion according to every factor taken into account to develop this work with the intention of clarifying what it is being searched.

9.1. Language

According to El Fattah Torky, (2006:13) "Language is a mean of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a mean of communication among people".

This means that a language is one of the most important things in human beings´ life, and the most rewarding is when somebody can use the language to communicate with other people, this permits that people share knowledge among them, and it also contributes to enrich countries culture; so without language, this world wouldn´t make sense

Students receive English as a class not as a language, for this reason they only take the class twice a week, and it is not enough to get opportunities to interact among themselves and the English teacher as well, that´s why it is difficult to expect students are going to use the English language to communicate and share ideas about a situation inside the English class.

9.1.1. Speaking

According to Chaney, (1998:10) "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context".

In other words, the learning or mastery of a language is highly related to the amount of time that a person uses to communicate with other people, it also means that a learner would acquire a good quality of the language during the learning process through his/her communicative practice, he/she will be able to express ideas, opinions.

Students don´t like to speak among themselves and neither with the teacher so, it is obvious that there is a big problem and many factors can be affecting the development of such important skill.

9.1.2. Shyness

"Shyness is inhibited, lacking in confidence, social anxious. It begins to emerge as a problem if it becomes not merely situational but dispositional, so that the child is labeled as shy, especially if the child internalizes this label, a generalized pattern of shyness may

become established and begin to include such additional symptoms as deficiency about entering social situation, discomfort and inhibition in the presence of other, exaggerated self-concern, and increasingly negative social self-concepts". Brophy (1996:380).

Shyness refers to those students who don´t like to speak in front of their classmates, and this is a hard situation that causes students fail in oral performing. These students are not able to express any idea in the target language, they felt uncomfortable because they are afraid of causing other students make fun of him or her.

In Nicaraguan high school, students are afraid of speaking, even with their friends because of their lack of confidence, they think that their classmates are going to make fun about what the speaker says, also they are not ready to make mistakes and that´s why they don´t participate in oral activities.

9.1.3. Motivation

"Motivation is the actual state of wanting to do something to excel in a certain situation". Beckam (2010:4).

Motivation is one of the main factors that help students to develop their interest to learn. A good class learning based on speaking skill must be well designed including different motivational activities that increase learner´s interest to engage in interactional situations during the process of learning speaking skill.

High school students are more interested in getting at least 60 points of grade than learning meaningfully, so it is hard to believe that they are going to finish this stage of the educational life with a good English knowledge, worse than that, they cannot communicate with other people.

9.1.4. Pronunciation

According to AMEP (2002:1) "Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm"..

Pronunciation is one of the components of the speaking skill. A speaker who speaks clear, with good pronunciation is able to communicate and also express ideas and opinions that listeners understand without any problem.

As it was mentioned before, In San Ramon students don´t participate frequently in speaking activities and when they do it, they mispronounce words because, they are not interested in having a good communication with the classmates and teacher, they should know that when they fail, this is part of the learning process.

9.1.5. Participation

According to Wagner (1994:8) "participation are reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another".

That means that participation is a good component of the practice and improvement of a language and if a student participates frequently, he or she has the possibility to get better faster than the rest of the learners who don´t participate.

In San Ramon, students aren´t willing to participate in speaking activities because they think they don´t learn anything; furthermore, the classmates are going to make fun about what he or she is going to say, so they prefer to be in silence just watching and listening.

9.1.6. Grammar

IELTS (2001:16) state that "The grammatical accuracy refers to the range and the appropriate use of the learner´s grammatical structure that involves the length and the complexity of utterances in addition to the ability to use the subordinating clauses".

Grammar is one of the components of the language. It is necessary when a learner expresses texts, ideas he or she can use grammatical structures in an inductive way; it means they can use grammar in interactive activities, to use the language. Learning grammar is not meaningful learning but it is part of the tradition to focus on grammar. When somebody masters grammar, he or she has the opportunity to understand the complexity of a language and learn every structure that can be useful to get more knowledge and thus, become a better learner. However, an English teacher can emphasize in grammar but students always present difficulties in the mother tongue so obviously they will have the same problem with the grammar of the target language.

Most of students agree with the idea that grammar is so difficult because it seems like English has the opposite order than Spanish and they can´t put words together correctly; and this causes that they can´t speak because they don´t know how to say something with the right order.

9.1.7. Technique

According to Brown (1993:20) technique is defined as "the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well".

Techniques are all the activities that the teacher plans before the class with the clear objective to reach a specific goal, furthermore, such technique has to be designed to make students practice and use the knowledge they are getting. These techniques have to be applied according to the learners´ English level and the resources that can be used to performe them inside the English class, because students don´t have to spend too much money to be involved in a technique so they have to be easy to apply.

The English teacher creates some techniques during the English class and students participate happily, they are ready to perform any activity, but it takes patience because they don´t have a good English level and vocabulary. But the teacher knows that the more they practice, the better they get, so she keeps applying techniques when she has the opportunity to do it.

9.1.8. Conversation

Brennan(2010:1) states that "Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively".

Conversation is a communication between two or more people who share information or knowledge among them, moreover it is a meaningful way of learning new stuff and this also permits to gain confidence and socialization. It is a meaningful way to show the mastery of a specific topic and at the same time, the knowledge of a language.

Students establish conversation but in Spanish; given that they don´t feel confident to speak English, It is important for the teacher to create conversational activities to make students speak without being criticized in order to begin to lose the fear to speak.

9.1.9. Pair work

Pair work is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and it works well in large classes.

Pair work is a good way of gathering students into pairs or groups to give them the chance to practice English in a more comfortable class environment, where they feel the freedom to make mistakes and thus, they can express all what they know.

Students work in pair work and group because the teacher gives them the opportunity but what they do is to speak Spanish and the reason is that they don´t feel the need to speak English, so they do pair work but without using English.

9.1.10. Role-play

Liu and Ding(2009:34) state that "Role-play is an imitation of the reality in which students are required to speak properly in line with the contexts and their roles".

Role play is a speaking activity in which students intend to be another person and assume another situation; it allows students to speak English with a specific purpose.

In san Ramon National Institute, the role play is not often applied in the English class because this technique involves great effort for students, other aspect is that student don´t like to participate in activities like this, but the biggest problem is that the teacher doesn´t create role play activities.

9.1.11. Repetition

Kierkegaard (2009:152) argues that "Repetition means getting our cognitive and moral bearings not through prompted remembering, but quite unexpectedly as a gift from the unknown, as a revelation from the future.

That means that repetition is the action of repeating something over and over again with the intention of practicing something; and thus, make students learn.

In San Ramon, repetition is one of the most used techniques that the teacher creates and applies so that students have the opportunity to speak at least by repeating what the teacher says.

9.1.12. Simulation

According to Shannon (1975:82) "Simulation is the process of designing a model of a real system and conducting experiments with this model for the purpose either of understanding the behavior of the system or of evaluating various strategies (within the limits imposed by a criterion or a set of criteria) for the operation of the system".

In other words, simulation is the act of imitating the behavior of some situations with the purpose of studying or personnel training. In this technique, students work as a team to solve a specific problem.

In San Ramon National Institute, teacher doesn´t apply simulations because students are not willing to participate, and also they don´t have enough English knowledge to perform any activity like this.

9.1.13. Flashcards

Budge (2000:189) states that, "a flashcard is a two sided card which has a prompt or a question on one side and the response or the answer on the flip (back) side. Flashcards come in many sizes depending on the nature of the information they contain".

Flashcards are visual aids that permit the teacher to show the use or representation of something which leads to teach meaningfully because students can see what something means.

In San Ramon, the English teacher sometimes uses flashcards to teach the new structures but it is expensive to use this kind of resources, so it cannot be used frequently.

9.1.14. Pictures

According to Ryan(1993:397) "A picture constitutes the most effective, most plentiful, and least expensive teaching medium. It is good school-useful picture in abundance, almost anywhere you look".

A picture is a visual aid, which contains the advantage of showing what something is, by watching a picture, a student can realize what is the class about and this helps to increase the learning process because it is easier to learn.

The teacher rarely uses pictures because the class is focused mostly on theory, so students don´t receive enough time to learn by watching or observing pictures.

9.1.15. Audiovisual

Lestage (1959:112) argues that "by audiovisual aids, we usually mean the most modern or the most recently used of these methods (films, filmstrips, radio and television)".

In short , audiovisuals are resources that offer the advantage of watching and listening the meaning of something, this kind of resource is very useful to teach at any teaching level.

As everybody knows, Nicaragua is a poor country and when people talk about public education, it is obvious that money is one of the main problems so, In San Ramon National Institute neither teacher nor students have the opportunity to use audiovisual resources.

9.1.16. Photocopy

OSHC(2005:2) state that "Photocopying is an indispensable tool in the modern offices".

That means that a photocopy is a time saving resource that helps in the teaching process because a teacher doesn´t have to be writing what he or she is going to present, at the same time, students have the opportunity to read in a complete order what they are supposed to learn.

In San Ramon high school, photocopies are expensive and students don´t have the resources to buy printed work, so it is not viable for them to use photocopies, and the English teacher has to find another way to share new information.

9.1.17. Books

Darnton (1982:65) argues that "a book might be even be called the social and cultural history of communication by print".

In other words, a book is a complete work that permits to learn or teach with a specific order, furthermore, it also allows practicing what students are learning by doing exercises.

An English book costs around twenty dollars, that is much money for a high school student so, In San Ramon National Institute is almost impossible that a student can buy a book so, the English teacher can´t use an English book in the English class as well.

Methodological Design

Cameron, (2015:58) states that "mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon".

This is a descriptive research because the aim is to describe the phenomenon that affects learners´ speaking skill, and **the method is qualitative and quantitative** because the instrument administered to gather an objective information was observation in order to identify the factors that affect learners in speaking skill development at eighth grade, so as the survey that was administered to 10 students.

This survey has eight close questions and the teacher´s written interview has six open questions.

The **universe** was forty students and the **sampling** was 10 students, they were selected randomly with the help of the English teacher.

The observation was done three times because there were many things that needed to be compared, every observation lasted forty five minutes, and one of the most important things is that, students weren´t shy.

When the survey was administered, the teacher helped to translate into Spanish since students didn´t understand what they were going to answer, and also they took 10 minutes to give their responses. The teacher also answered to interview but she asked if she had to express the way she develops her English class, so it was required and she didn´t have any problem. But there was something curious, she answered every single question in Spanish, students believed that she was going to give her answer in English but she didn´t.

The day of the administration of instruments, the English class was based on nationalities and she gave all the instructions before the class.

Data Analysis

The following information has been gathered by using three kinds of research instruments; survey, interview and observation. To get this, it was necessary the help of high school students (a sample), and the English teacher. The data which were collected are going to be analyzed based on the qualitative and quantitative methods.

According to Qureshi (2012:2) "Communication takes place, where there is speech, without speech we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language".

**1. Do you participate in speaking activities?**

20%

80%

■ Yes
■ No

Taking information from the administered instruments to students, there are eight students (80%) who participate in speaking activities and only two (20%) don´t participate. (This is related to the sample, not to the complete class). On this matter, the English teacher said that, she gives them the opportunity to interact among themselves but not always, because of the time since the English class sometimes is mostly focused on the other skills but not speaking skill. It is difficult for the teacher to make students speak because they are doing other things like chatting with their cellphones, screaming to another student, and so on.

There are many distractors inside the classroom and they should be avoided or the English teacher can use students` likes to perform any speaking activities such as: using

cellphones to establish phone calls and also they can download English stuff that can be used in the English class.

According to Multicultural Education (2007:1) "Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication".
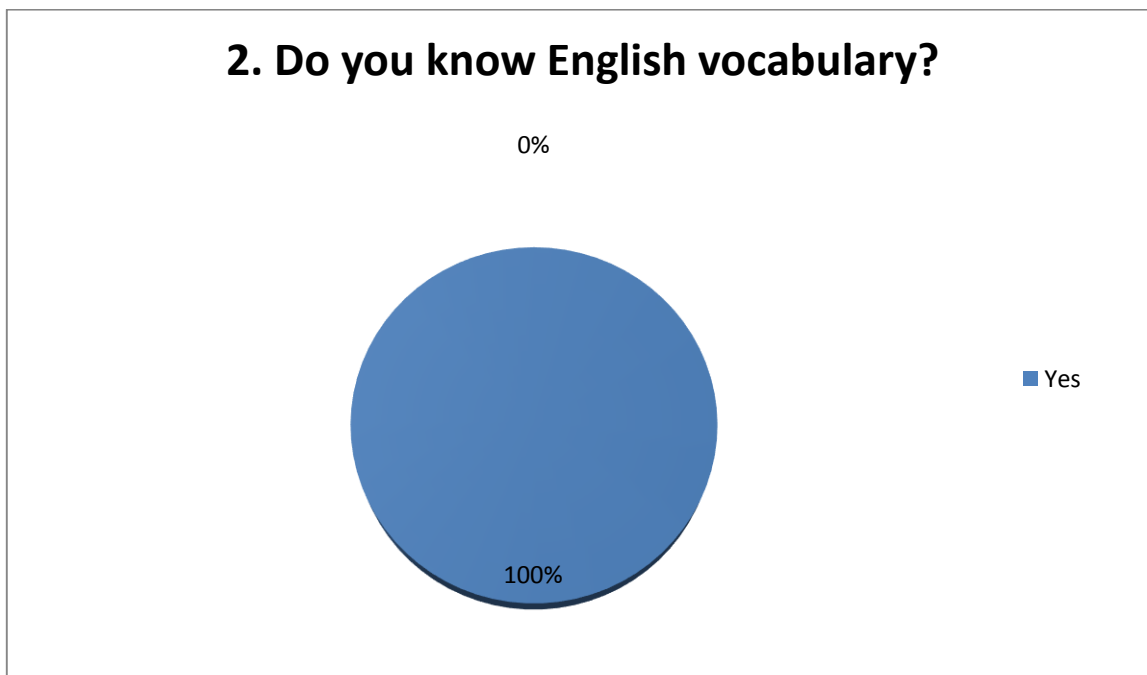
2. Do you know English vocabulary?

0%

100%

- Yes

The instrument administered to the students shows that all of them, (100%), say that they do know English vocabulary; the teacher says that her students don´t know enough English vocabulary to speak during the English class; the observation gives the chance to see that they don´t know much vocabulary and they are blocked while they are trying to speak English.

Hornby (1985:67) state that "Speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.

3. Do you like to speak English during the class?

0%

100%

■ Yes
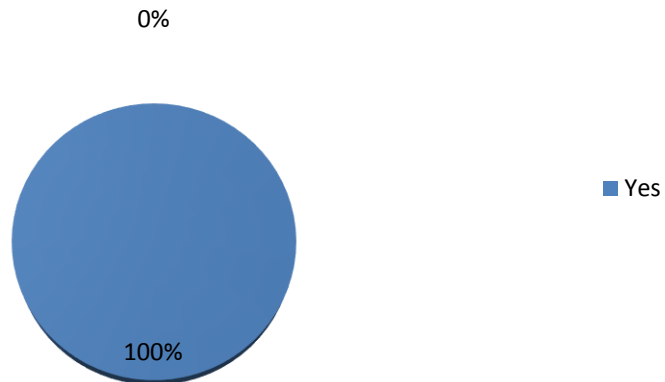
All students, (100%) express that they like to speak English because of many factors like interest to learn, they say that English is good for the country development and they also want to improve because it is a good tool for the future; the English teacher states that her students like to speak English during the class, and they are always willing to perform any speaking activity in spite of their lack of knowledge, they do their best. The observation confirms that almost all the students participate in speaking activities.

According to Pradya Afisa (2015:2) "Recently, English becomes important. Since it is important, English is taught widely at formal school starting from elementary school up to universities; even at informal school i.e. courses".

4. Is English an important language?

0%

■ Yes

100%
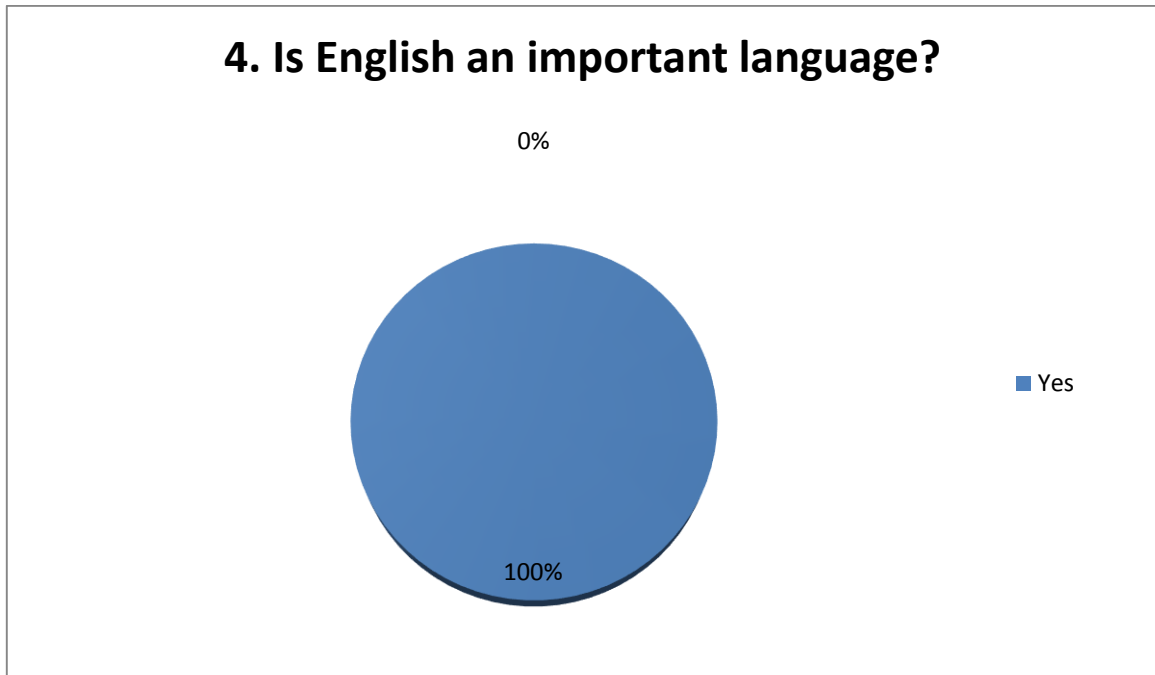
All the students, (100%) say that English is an important language nowadays; they think that English has become very important because it is useful when you are looking for a job, so they are aware of the importance of such language. The teacher expresses that students have realized that English is becoming one of the most spoken languages all over the world, and that´s why they are more interested in speaking activities. According to what it was observed, students talk about the usefulness of speaking English, and they show interest in their learning speaking skill.

Rabaáh(2005:3) states that "There are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment".

5. Is speaking skill difficult for you?
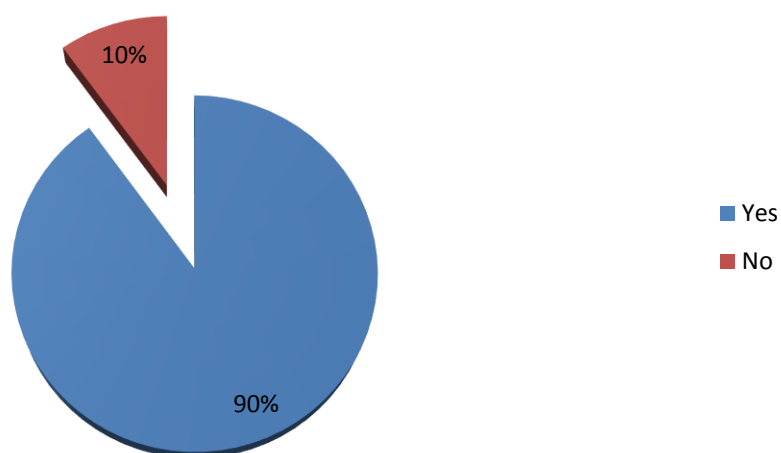
It is said that speaking skill is the most difficult ability of English. Nine students (90%) say that speaking skill is difficult for them because of many factors like pronunciation, listening. Only one student (10%) expresses that speaking is not difficult for her. The English teacher states that speaking is complex for students because they don´t practice the right amount of time to improve their current speaking level. This can be proved by the observation, they are afraid if mispronouncing words, and also they think that the rest of the class is going to make fun of what a person is going to say.

According to Ur(1996:117) " there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue".

6. What makes English difficult?
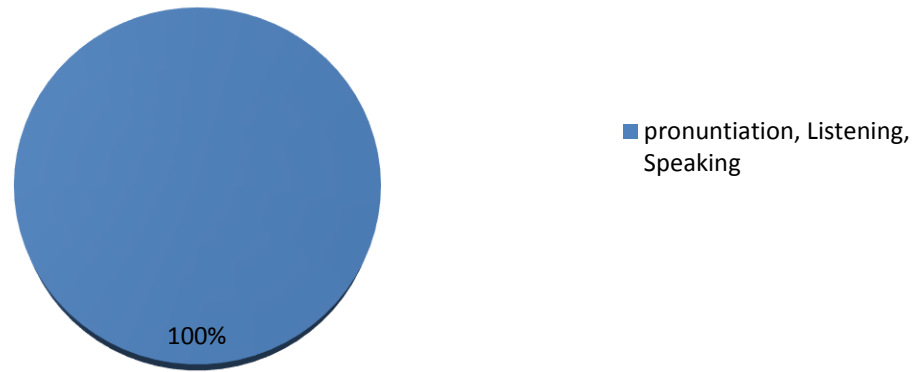
■ pronuntiation, Listening, Speaking

100%

All students, (100%) think that there are three factors which make English so difficult, and these are: pronunciation, listening and speaking. Everybody knows that such factors are always connected, so it makes sense. In addition to this, teacher agrees with them and also she mentions that they don´t have enough time to practice inside the classroom. The other factors which were discovered during the observation is that students don´t know enough vocabulary to establish a face to face conversation.

Tuan and Mai (2015:9) state that "students´ speaking performance can be affected by the factors that come from performance conditions (time, pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability and feedback during speaking activities

7. What is the most difficult for you in speaking skill development ?
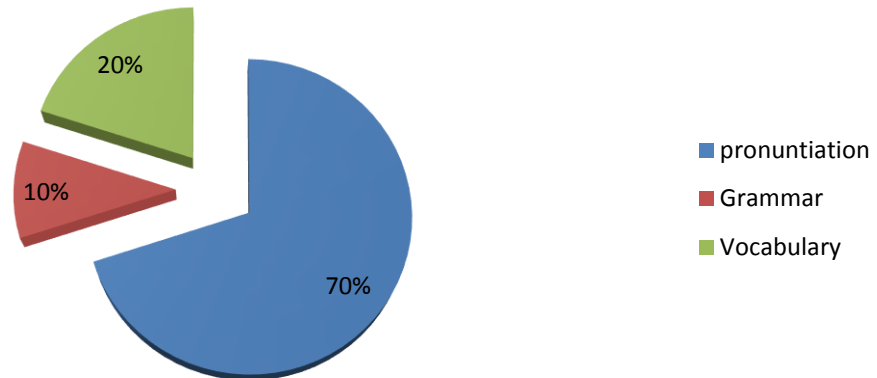
There are seven students (70%) who manifested that pronunciation is the most difficult sub-skill when they try to speak, there are two students (20%) who said that the lack of vocabulary doesn´t permit them to speak English and there is one student (10%) who stated that grammar is always creating problems when he tries to speak because of the right order of the words. The teacher agrees with these factors because she says that students sometimes don´t want to speak because they have problems related to pronunciation, grammar and vocabulary. This could be seen while the observation took place, students are always trying to practice before speaking and they don´t try new things out.

According to Devi D. and Simanjalam (2008:240) "classroom participation requires students to speak and interact in the classroom to indicate that they are actually learning and paying attention".

8. Is it difficult for you to participate in oral activities?
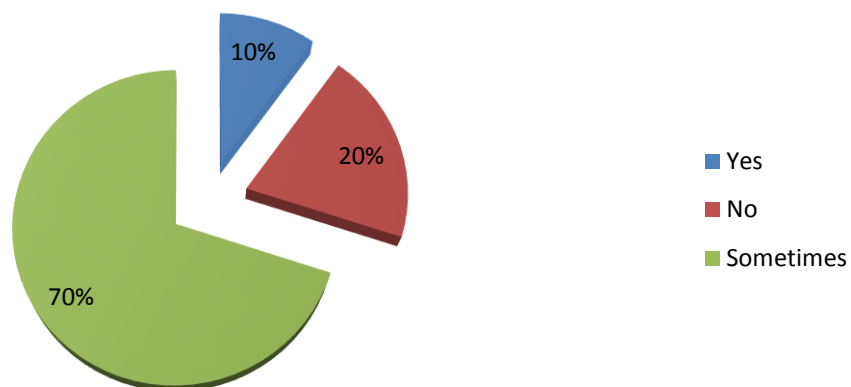
There are seven students (70%) who said that it is sometimes difficult to participate in oral activities, they alleged that it depends on the oral activity, there are two students (20%) who stated that they can participate in oral activities and only one (10%) expressed that she cannot ´participate at all in oral activities. The teacher said that it depends on the activity because sometimes they don´t. The observation showed that students participate in oral activities but not all of them, there are always some students who don´t like to speak.

Conclusions

➢ The amount of information is too much because the English class only last forty five minutes.

➢ The main factors that affect the development of speaking skill in students of eighth grade are: pronunciation, listening and lack of vocabulary

➢ The shortage of time doesn´t allow the English teacher to create enough communicative activities to make students speak more and thus, overcome the difficulty with the speaking skill.

➢ The English class is focused on grammar and writing.

➢ When students are asked to speak English especially in groups, they use their mother tongue.

➢ Students don´t practice self-study since time is a big problem.

Recommendations

These recommendations are not the unique possible solutions to solve this problem and obviously, they don´t try to offend the way the English teacher develops the class.

➢ Since speaking is a big problem, the English class can be divided by taking into account two skills for each English lesson, but speaking always should be included to make students use what they are learning during the class.

➢ To build vocabulary, flashcards are very useful because, an image can be shown, the word itself and also the pronunciation, and then, the word could be included in a sentence to make students see the use of the new vocabulary, but keeping in mind that speaking has to be involved, and teacher can use the repetition technique to ease the pronunciation and also short dialogues can be used.

➢ English is a communicative language and it permits to perform many interactive situations so the English teacher can focuse her/his class on the use of the new information that allow the students to learn by practicing.

➢ It doesn't matter how much a student knows, the most important is that he/she uses what it is being learned, for this reason, the English teacher must create activities where students speak English and make mistake without being scored.

➢ Self study is a good technique to improve the English level, and what the teacher can do is preparing warm-up activities or guessing games that make students to study at home with the motivation of participating and winning extra points.

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APPENDICES

CHRONOGRAM OF THE THESIS

The following chronogram constitutes the systematic activities that have been carried out to support the present monograph about of main factors that affect the development of speaking skill in students of eighth grade in the morning shift during the first semester ,2017 in San Ramon National Institute.

Time planed				Year 2017																
				Months																
				March				April				May						Jun		
Name of the tasks				Weeks																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Selection of the General Topic			22																	

Selection of the Specific Topic			29														
General Objective				29													
Specific objectives				29													
Research Questions					29												
Statement of the problem					29												
Introduction						5											
The background							12										
Justification of the problem								19									
Out line									▉								
Theoretical Framework								226	3	10	17	24	31	▉	7	14	
Bibliography								▉	▉	▉	▉	▉	▉	▉	21	28	

The instruments																		
Methodological design										17	18	4						
Chronogram			22	29	29	5	12	26	3	10	17	17	18	4	21	18		
Annexes														4	21	28		

Classroom Activities

Operacionalization of variables

General variable	Subvariable	Indicators	Questions	Who	Instruments
Speaking skill	Factors that affect the speaking skill	Shyness Motivation Pronunciation Participation Grammar Techniques Resources	1. Do you participate in speaking activities? 　　　Yes ( )　　　　　No ( ) 2. Do you know English vocabulary? 　　　Yes ( )　　　　　No ( ) 3. Do you like to speak English during the class? 4. Is English an important language? 5. Is speaking skill difficult for you? 6. What makes English difficult? 7. What is the most difficult for you in speaking skill development? Vocabulary ( )　　　Pronunciation ( ) Grammar ( ) 8. Is it difficult to for you participate in oral activities?	Students	Survey

			Yes ( )　　　　No ( )　　　　Sometime ( )		
			1- Does the teacher develop the class using the English language? Yes ( ) No ( ) 2- Does the teacher orient the topic and objectives in the English language? Yes ( ) No ( ) 3- Which abilities are practiced in the classroom? Grammar ( ) Reading ( ) Listening ( ) Speaking ( ) 4- How much do the students practice the speaking skill? 5- Does the teacher apply strategies to develop the speaking skill?	Searcher	Observation

				Teacher	Interview
			1. How do you develop your English class? 2. How does your students get involved in communicative activities? 3. Do you motivate your students to study English? How? 4. Do you give the students the opportunity to interact among themselves? How? 5. What kind of resources do you use to promote the speaking skill?		

			6. Do the techniques you apply to increase the S work?		

Observation Guide

Dear students and teacher, I am doing a survey with the objective of knowing, what difficulties students present in English at speaking skill.

Level: _____ Section: _____ Date: _____

9. Does the teacher develop the class using the English language?

   Yes ( )

   No ( )

10. Does the teacher orient the topic and objectives in the English language?

    Yes ( )

    No ( )

11. Which abilities are practiced in the classroom?

    Grammar ( )

    Reading   ( )

    Listening ( )

    Speaking ( )

12. How much do the students practice the speaking skill?

13. Does the teacher apply strategies to develop the speaking skill?

Observation guide

In the first question: it was observed that the English teacher develops the class in the English language.

In the second question: it was observed that the teacher orientates the topic and objectives of the class in the English language .

In the third question: it was observed that grammar and speaking are the applied in the English class.

In the four question: it was observed that students do not practice the speaking skill too much.

In the fifth question: it was observed that the English teacher applies strategies to develop the speaking skill.

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Survey to students

Dear students and teacher, I am doing a survey with the objective of knowing, what difficulties students present in English at speaking skill.

Level: _____ Section: _____ Age: _____ Date: _____

14. Do you participate in speaking activities?

　　　　Yes ( )　　　　　　No ( )

15. Do you know English vocabulary?

　　　　Yes ( )　　　　　　No ( )

16. Do you like to speak English during the class?

17. Is English an important language?

18. Is speaking skill difficult for you?

19. What makes English difficult?

20. What is the most difficult for you in speaking skill?

Vocabulary ( )　　　Pronunciation ( )　　Grammar ( )

21. Is it difficult to for you participate in oral activities?

Yes ( )　　　　　No ( )　　　　Sometime ( )

Survey to students

In the first question: taking information from the administered instruments to students, there are eight students (80%) who participate in speaking activities and only two (20%) don't participate.

In the second question : the instrument administered to the students shows that all of them. (100%), say that they do know English vocabulary.

In the third question : all students, (100%) expressed that they like to speak English because of many factors like interest to learn, they say that English is good for the country development and they also want to improve because it is a good tool for the future.

In the four question: all students (100%) say that English is an important language nowadays; they think that English has become very important because it is useful when you are looking for a job, so they are aware of the importance of such language.

In the fifth question: it is said that speaking skill is the most difficult ability of English. Nine students (90%) say that speaking skill is difficult for them because of many factors like pronunciation, listening. Only one student (10%) expressed that speaking is not difficult for her.

In the sixth: all students, (100%) think that there are three factors which make English so difficult, and these are: pronunciation, listening and speaking.

In the seventh question: there are seven students (70%) who manifested that pronunciation is the most difficult sub-skill when they try to speak, there are two students (20%) who said that the lack of vocabulary doesn't permit them to speak English and there is one students (10%) who stated that grammar is always creating problems when he tries to speak because of the right order of the words.

In the eighth question: there are seven students (70%) who said that it is sometimes difficult to participate in oral activities, they alleged that it depends on the oral activity, there are two students (20%) who stated that they can participate in oral one (10%) expressed that she cannot participate at all in oral activities.

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Interview to teachers

Dear students and teacher, I am doing a survey with the objective of knowing, what difficulties students present in English at speaking skill.

Level: _____ Section: _____ Date: _____

7. How do you develop your English class?

8. How does your students get involved in communicative activities?

9. Do you motivate your students to study English? How?

10. Do you give the students the opportunity to interact among themselves? How?

11. What kind of resources do you use to promote the speaking skill?

12. Do the techniques you apply to increase the S work?

Interview to teacher

In the first question: administered to the English teacher , she said that the four English skills are applied with the aim of improving the language, however writing, listening, reading and the sub-skill pronunciation are given more emphasis and speaking is not practiced too much.

In the second question: the teacher stated that everybody participates but there are some students who participate more that other due to they have better pronunciation.

 In the third question : the English teacher said that she motivates her students at the beginning of each English class through some advice and she creates dynamies and techniques.

In the fourth question: the English teacher said that sometimes she gives the opportunity to students to interact among themselves.

In the fifth question: the teacher said that she applies techniques like role-play, cocktail party, dialogues and a game called run to the board.

In the sixth question: the teacher said that the techniques she applies work because of the quantity of students in the classroom which permits to perform any speaking activity.