NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

FAREM - MATAGALPA

Graduation Seminar to get the Bachelor Degree in English

Theme

Methodological strategies of the Basic English Skills applied in the curricular transformation in the teaching – learning process in Matagalpa and Jinotega during the second semester 2010.

Sub theme

Difficulties that affect the development of the speaking skill in the new curricular transformation of 9th grade students at Jose Calderon y Padilla school-Matagalpa during the second semester -2010

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DATE:

February 17th, 2011

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Dedication

First of all, I dedicate this research paper to our creator, to our omnipotent "God", for giving me life and strength to finish this work with successful.

To my mother who was the person that permitted me to continue with my studies and the person who motivated me for becoming professional.

To my teachers at the National Autonomous University of Nicaragua, FAREM – Matagalpa, who gave me courage to continue with my classes during the five years of my career.

Acknowledgement

I give thank to our special spiritual guide "GOD" who gave me the opportunity of work with love and intelligence to carry out this research.

I give thank to all people who collaborated in my investigation, the teachers at school José Calderón y Padilla who gave me the opportunity to make this investigation in this school and give me the necessary information for the research.

In the same way, I give thank to Lic: Ligia Pineda Ruiz who gave me her understanding and her patience and to help me to carry out the research.

It is a compromise and a responsibility for students of English Major at UNAN-FAREM Matagalpa to investigate the problems that are affecting the English Teaching and Learning process. For this reason the members of this Graduation Seminar decided to focus their research in the **topic** "**Methodological strategies of the Basic English Skills Applied in the Curricular Transformation in the Teaching – Learning Process in Matagalpa and Jinotega during the Second Semester 2010".**

The focus of the Curricular Transformation is based in the Communicative Approach since it makes emphasis in communication; therefore teachers should develop their classes so that at the end of high school students demonstrate they are competent enough to produce the language in a real context and communicatively.

As tutor of the seminar "**Difficulties that affect the development of the speaking skill in the new curricular transformation of 9th grade students at Jose Calderon y Padilla school-Matagalpa during the second semester -2010"** I consider that it fulfills with the objectives and the requirements of a Graduation Seminar, therefore it is ready to be defended.

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Licenciada Ligia Pineda Ruiz

Tutor

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Summary

This investigation work is about the difficulties that affect the development of the speaking skill with the new curricular transformation of 9th grade students at José Calderón y Padilla School, during the second semester 2010.

The main aim of this research paper is to analyze the difficulties that affect students in the development of the speaking skill as well as to identify and determine these difficulties and the same way to propose some strategies that help to the teachers to develop the class more communicative.

The new curricular transformation of Nicaragua is focused in the communicative approach in the English class taking into account the principal components as the TEPCE, the classroom, the evaluation, planning and so on.

The principal purpose of the new curriculum is to support the pedagogical labor of teachers, making the didactic planning easier to get a successful result in the classroom taking into account the economical, political and social characteristics of students.

The speaking skill is one to the four abilities that the students should develop in the English subject in the classroom, expressing knowledge and sharing opinions in a variety of context using the oral expression; this ability is developed through different activities that the teacher may do in a way that the students feel comfortable in the classroom.

The teacher can use different strategies to develop the speaking skill where the students have the opportunity to speak in English, strategies like: role plays, simulations, interviews, brainstorming, information gap, picture descriptions and so on. These strategies encourage students to speak English.

In the classroom of 9th grade, there are many difficulties to develop the class with success, one of them is the lack of materials, the lack of motivation to students, lack of application of different strategies, lack of time to develop the class, lack of interest to develop the speaking skill.

It is necessary that the teacher apply new strategies that permit students to interact in an oral way.

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<u>Observation Guide</u>

To analyze the difficulties that affect in the development of the speaking skill in the new curricular transformation to 9th grade students at José Calderón y Padilla school-Matagalpa during the second semester -2010.

I) General Data:

Teacher`s name: _____

Subject: _____

Level: _____

I-Materials used by the teacher

1-sheets of paper: yes ____ No____
2-Textbooks: yes ____ No____
3-Dictionary: yes ____ No____
4 Audiovisual: yes ____ No____

5-Flash cards: yes ____ No____

II- Possible problems:

a- Are there shy students in the classroom?   Yes ____ No____

b- Have students the opportunity to practice speaking?   Yes ____ No____

c The teacher correct the errors when the students produce vocabulary Yes ____ No____

d- Is the class developed according needs and level?   Yes _____ No_____

e- How often does the teacher use Spanish?

   a- Always_____

   b- Sometimes_____

   c- Rarely_____

   d- Never_____

f- The students feel fear at the moment to speak?   Yes _____ No_____

g - The teacher's voice tone is appropriate?   Yes _____ No_____

III- Strategies

   What kind of strategy does the teacher use to develop the topic?

   a- Brainstorming   yes _____ No_____

   b- Information gap   yes _____ No_____

   c- Simulations   yes _____ No_____

   d- Interviews   yes _____ No_____

   e- Picture descriptions   yes _____ No_____

   f- Other

     Which one? _____

     IV- Motivation

a- Does the teacher reward the students for their participation?

Yes _____ No_____

b- Does the teacher insert questions on the above topic? yes _____ No_____

V-Development of the class

a) Is there order and cleanliness in the classroom?   Yes _____ No_____

b) Do the students answer questions about previous topic? Yes _____ No_____

c) Does the teacher assess according to the topic?   Yes _____ No_____

d) Is there interaction between teacher and students?   Yes _____ No_____

e) The teacher explains the lesson twice or more times?   Yes _____ No_____

f) The teacher practices the pronunciation with the students? Yes _____ No_____

<u>**SURVEY FOR STUDENTS**</u>

General data

Level: _____   Age: _____

Sex: male: _____female: _____Section:_____

 Dear students with the survey, we want to get information about the possible difficulties that affect the development of the speaking skill in the classroom.

Check the answer that you consider correct.

1)-Do you like English subject?   Yes _____No_____

Why? _____

_____

2) - How much time do you study for English class during the week?

a)-Less than one hour: _____

b)-One hour: _____

c)-Two hours: _____

d)-Three hours or more: _____

3)-What things make you feel fear to speak English?

a)- Insecurity_____

b)- Embarrassment_____

c)- Nervousness_____

d)-Social influence _____

4) Do you think English teaching in your classroom is?

a. Bad_____

b. Regular _____

c. Good _____

d. Excellent _____

5) How is the relationship between you and your teacher?

a. Excellent_____

b. Very well_____

c. Wells_____

d. Bad_____

6) – Do you think that learning English is difficult?   Yes _____No_____

Why? _____

7) - If so, what do you consider is the most difficult for you? Why? -_____

   a. Pronunciation_____   c. Listening _____

   b. Grammar_____   d. Vocabulary_____

8) – What kind of materials does the teacher use to teach speaking?

   a. textbook_____ e) flash cards _____

   b workbook _____ f) work sheet_____

   c. sheet of paper_____   real object_____

   d. picture_____

9) - How often does the teacher use material to capture your attention?

   a. Always _____ c. Rarely_____

   b. Hardly ever_____ d. Never_____

10) Does the material used by the teacher allow conversation?

   a. A Little_____

   b. Enough_____

c.   A Lot_____

11) - Do you like the methodology used for your English teacher?

Yes_____   No_____

12) – Are the activities used by the teacher dynamic?

Yes _____   No_____

 13)-Does the teacher reward you when participate even if you make mistakes?

Yes _____   No_____

14)- What kind of strategies does your teacher use to develop the speaking skill?

   a- Brainstorming _____-   d-interviews_____

   b- Information gap _____   e-picture descriptions_____

   c- Simulations_____

   d- Other_____-Which one?_____--

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<u>Interview for English teacher</u>

General Data:

Full name: _____

School: _____

Level: _____

Date:-_____

Dear teacher we are doing an investigation about the difficulties that affect students in the development of the speaking skill in the classroom, during the first semester 2010.

With the purpose to determine them, we want you to provide information that will help us more about the situation.

1) - How long have you been teaching English?

2)-What new changes are found in the new curricula about the English language?

3)- Do you consider the new changes in the curriculum are adequate?

4)- What is the objective of the TEPCES?

5) - Do you think there are some difficulties in the classroom with the development of speaking skill?

6) - If so, what are the difficulties that your students have in English class?

7) - Do you consider that the contents of the English program are appropriate?

8) - Do you apply methodological techniques and strategies in the development of English class? Which?

9) - How do you motivate your students?

10) - Do you think there is enough time to develop the content during the week?

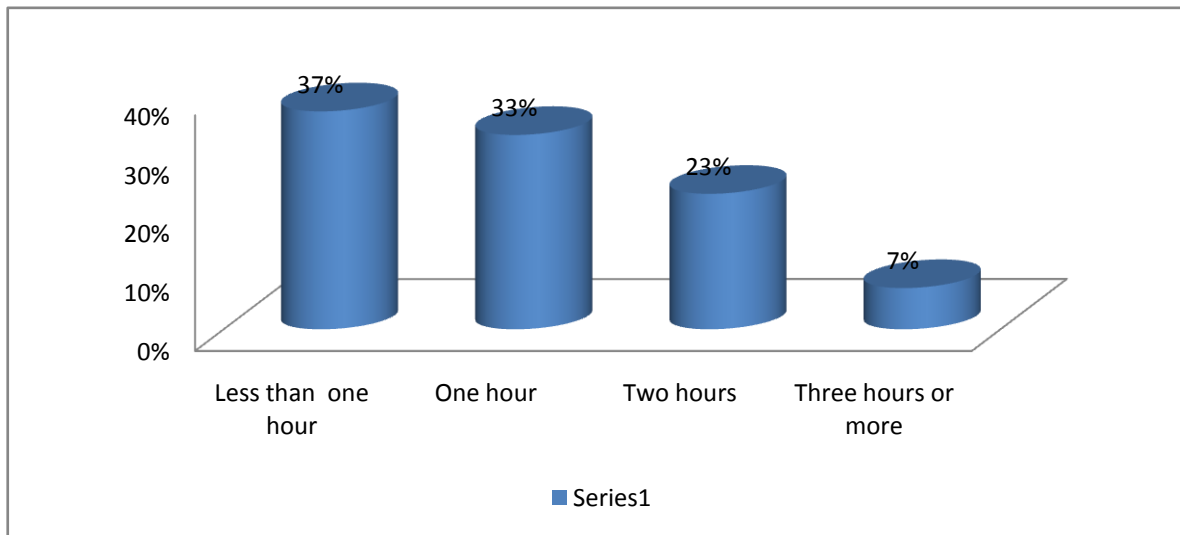11) - What kind of evaluation system do you use in the class?

12)- In your opinion what is the importance of oral competence?

Survey applied to students.

How much time do you study English class during the week?

Graphic 1

Graphic showing survey results with percentages: Less than one hour 37%, One hour 33%, Two hours 23%, Three hours or more 7%. Y-axis shows 0% to 40%. Legend: Series1.

What things make you feel fear to speak English?

Graphic 2

Graphic 3

English teaching in your classrrom is

Graphic 4

The relationship between you and your teacher is

Excellent 13%

Bad 17%

Very well 23%

Well 47%
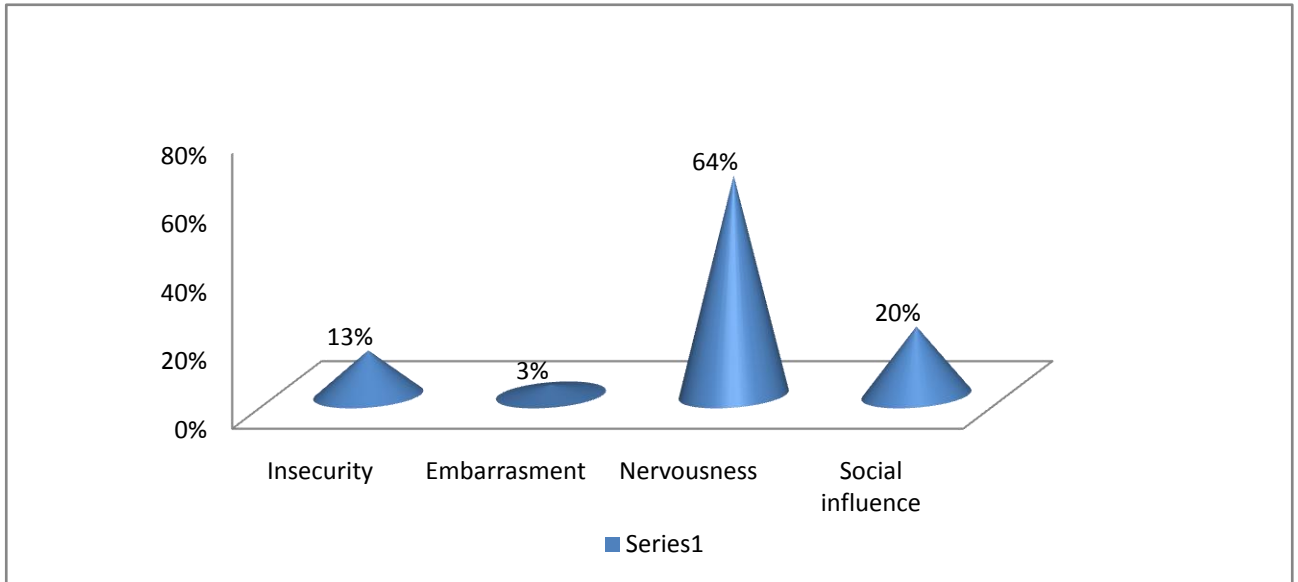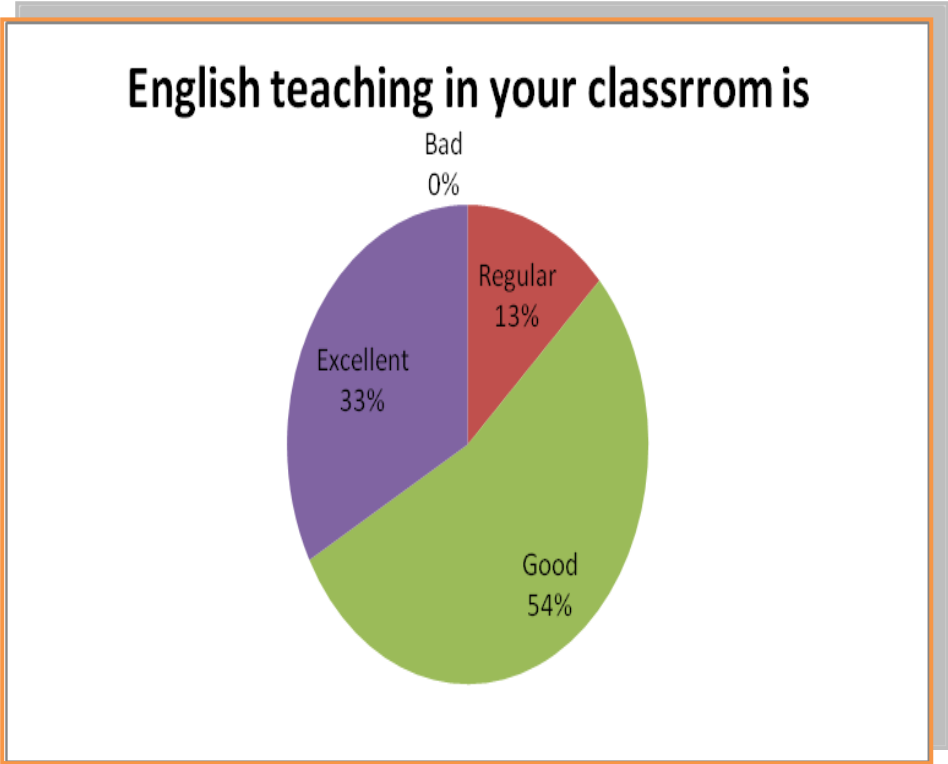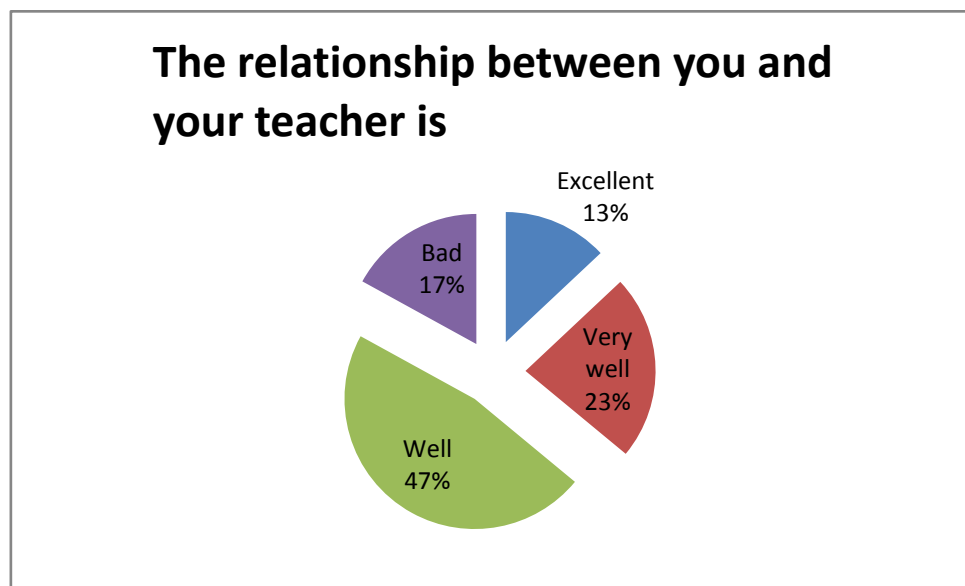
Does the teacher reward you when participate even if you make mistakes?

Graphic 5

90%

90%
80%
70%
60%
50%
40%
30%
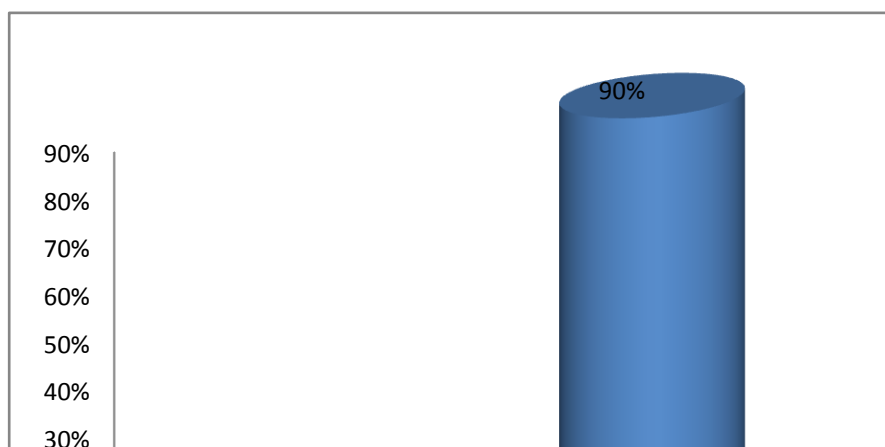
Introduction

"Students often think that the ability to speak a language is the product of the language learning process." (Brown, 1992)

In our curricular transformation the principal approach is to make students to be able to express their knowledge in English, making communicative activities, where students have the opportunity to develop the speaking skill, however there are some difficulties that affect students in the development of the speaking skill, for this reason the research was based on this problem and the purpose was to analyze, identify and determine the difficulties that affect students in the development of the speaking skill at José Calderón y Padilla school of Matagalpa during the second semester in the school year 2010 and at the same time to propose some strategies and techniques that help to develop the speaking skill in students of 9th grade.

It is very important to investigate these problems because this way the teacher can study in depth about oral students' performance in the classroom. Also it will become a useful key to understand further how to execute activities to improve the Education System in our country.

Different instruments were applied to obtain different data about the difficulties that students have in the development of the speaking skill as well as the different strategies that the teacher uses to develop the class in a communicative way according to the approach of the new curricular transformation. The instruments used were: interview for teacher, survey for students and observation guide.

In this research the empirical method was applied with quantitative focus because it explain the different data that obtained in the investigation with graphics it is also qualitative because it analyzed the different problems that students have in the development of the speaking skill.

 The sample during the development of the work includes one English teacher and   thirty students.

The variables that were measured are:
1. Curricular transformation.
2. Speaking skill.

Justification

This research is about the difficulties that affect students in the development of the speaking skill in the subject of English with the new curriculum transformation of 9th grade. Teachers need to know, what difficulties affect their students and why students do not like to participate in the activities of English class especially when the teacher asks a question in English, the reasons may be the lack of vocabulary or lack of motivation.

This investigation has the purpose to analyze, identify and determine the difficulties that affect students in the development of the speaking skill, and provide information about tools, strategies , techniques and ways on how to improve speaking in learners and how it can be taught in the classroom. These techniques and strategies pretend that students learn how to express their knowledge and involve them in their own learning.

This research will become an essential element to improve the learning of English, especially for the students that have the opportunity to communicate with their teacher and with other students in English. Moreover the speaking skill is one of the four abilities that students should develop to have successful learning.

This investigation is important for teacher and for students, because it helps to improve the teaching and learning process. Also it is important for the teacher to know the different difficulties that students present in the development of speaking skill, applying the right strategies and techniques that help students to have a meaningful learning.

It will allow the teacher know some difficulties, how to solve these problems and how to make students feel motivated to participate in the constructions of their knowledge and encourage them to speak in English. Also it will provide to the teacher good methodological strategies to develop the speaking skill in the classroom.

General objective

To analyze the difficulties that affects the development of the speaking skill in the new curricular transformation of 9th grade students at Jose Calderon y Padilla school-Matagalpa during the second semester -2010

Specific objectives

1. To identify the difficulties that affect the development of the speaking skill in the new curricular transformation of 9th grade students at Jose Calderon y Padilla school-Matagalpa during the second semester -2010

2. To determine the difficulties that affect students the development of the speaking skill in the new curricular transformation of 9th grade students at José Calderon y Padilla school-Matagalpa during the second semester -2010

3. To propose techniques and strategies that can be applied to improve the speaking skill in the new curricular transformation of 9th grade students at Jose Calderon y Padilla school-Matagalpa during the second semester -2010

Development

1. Curricular transformation

1.1 What is a curriculum?

"A curriculum is considered as an educational project that implicates knowledge building process, development of speaking abilities and acquisition of attitudes and values from the learners about the historical, economical, social and cultural context." (Chaney and Burk, 1998)

The curriculum is a project of information that needs to improve an educative system putting in practices the objectives and elements necessary to develop knowledge in learners taking in main the principal characteristics of the students. The new Nicaraguan curriculum is based in the reality of our country, with the economical, political and social characteristics.

"The curriculum is a micro system of the subsystem of the middle and basic education, with other components around of it, that support its development." (De Castilla, 2009)

The curriculum is divided according to the level of students (for grade); it is also divided according to the characteristics of different regions.

The purpose of the curriculum is to form citizens able to improve the quality of the educational system with values and abilities that permit to be able to obtain a good job and make it successfully.

"A curriculum is one of the aspects of the educational system, which expresses values and the conception of the human being, so it tries to satisfy the individual and social demands in the subject of education". (De Castilla, 2009,)

The curriculum was designed with different contributions of the community and especially with the help of teachers who gave their knowledge about of the labor as a teacher in the classroom; it was the product of the "National Consult". The principal purpose is to develop students with values that obtain a good life in our society. Other of the curriculum is that the teacher teaches according to the necessities and characteristics of the society in which students live (economical, political, social).

In our country the education is based in the training or integral formation of the learner, it is based in values that permit to have a social form with an economical and political purpose (personal development) to the future. Unfortunately, there are not many elements to have an education with a good quality (training to teachers, didactics resources and so on).

According to the interview to the English teacher of 9th grade of the school José Calderón y Padilla, she answered that there are many changes in the new curriculum because the curriculum is new and one of those changes is that students have more opportunity to participate in the development of their own learning.

She considers that the new changes in the new curriculum are according to the level of knowledge and age of the students because there are many topics related to the reality of the students and those topics permit that the students feel interested in developing their knowledge.

1.2 Components of the new curriculum

First of all it is important to know that the new curriculum was completed in January 2009 and it is a guide to develop all the school activities presented on the school calendar.

"The new curriculum has five components: the goals and objectives of the Nicaraguan education, the evaluation, planning and educative training workshops or TEPCE, students and finally the classrooms." (De Castilla, 2009)

All the components of the new curriculum are important to develop the education in our country, each one have an important role in education. TEPC is an important component where the teacher prepares their planning for each month; the teacher also has a short training sharing experience, and gives opinion of how to teach a specific topic. During the TEPCE teachers share strategies that permit students interact in the classroom and give opinions of how to involve students in the activities of speaking.

The English teacher interviewed thinks that the main objective of the TEPCES is to evaluate and program the new contents for the next month and share strategies that permit

students share their ideas specially in oral expression and to make the class more communicative.

1.3 Approach of the new curriculum transformation in the foreign language

The education in high school has an important role in the basic education, this role is to continue studying in depth the educative practices in the communicative and cultural area, it considers necessary to develop the linguistic basic of the students related with components of the foreign language (English).

"The communication is a necessity inherent to the human being." (De castilla, 2009)

All people need to communicate with other, for sharing knowledge and develop abilities that permit to the human being develop in the lives with successful, the human being can communicate using their voice, sound, hands or gestures.

 The new curriculum transformation is focused in the communicative approach in the English class.

When the students feel the necessity to communicate with others, they use the language as a means to express their feelings or emotions, for example to receive or give information to express opinions and suggestions and so on. When students use the communicative attitude, they use the visual and gestural language.

Nowadays the Nicaragua educational system has been suffering constantly changes. These changes have contributed to develop better teaching opportunities in the educational field.

2. Concept of speaking

"Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context; speaking is the crucial part of a second language learning and teaching." (Chaney and Burk, 1998)

Speaking is the ability that a student or a learner has to communicate his or her feelings or emotions using the oral expression. Speaking is the interaction, situations that include face to face conversation using the language or the new language to communicate.

It was observed that the students have the opportunity to practice speaking when they are reproducing a short text but they do not have the time necessary to speak because there are a lot of students in the classroom and this problem not permit that all students have the opportunity to interact.

Nowadays the speaking skill seems intuitively be the most important of all of the four skills (listening, reading, writing, and speaking). It doesn't matter if it is for business or pleasure, a primary motivation, to learning a second language a person is able to converse with speakers of that language.

"Teaching is a process organized of the cognitive activity, planned and tending for the students and under the teacher directions" (Regueira, 1987, 1990)

In the process of teaching there are two elements that interact: teachers and students. Teacher is the facilitator and guide, the student is the receptor. This process is about to build knowledge through different activities.

This process is organized because it is divided in stages that let students improve to the level they already have.

The new curricular transformation of Nicaragua in the process of teaching has been focused in building knowledge in active way, example: when a student has the opportunity to express in front all the class maybe describing any person and passive way example making exercises in the notebook. In the classroom, students may construct their own knowledge this way they put in practice their abilities.

In the interview applied to the teacher answered that she applies many strategies in the development of English subject like making discussion group, dialogs, role play and so on. But in the survey applied to students the 60% said that the teacher use simulation to develop the speaking skill, the 20% said the teacher use information gap, the10% said picture description, the 7% said interviews and the 3% said brainstorming. In the observation guide was observed that the teacher use few strategies and the common is simulation or short dialog. The teacher does not use the strategies necessary to develop the speaking skill.

3. Problems that affect the development of Speaking.

According to Crookes and Sctimidt "Students motivation in the learning process is often determined by their interest and enthusiasm for the material used in class, the level of their persistence with the learning task and the level of their concentration and enjoyment" (Forum vol.46,2008).

Teaching has to be an enjoyable process but it depends on the teacher to increase or decrease students motivation. When the teacher uses the right material students feel interested and comfortable in the class, it is very strong in the teaching process success because teachers who permit students participation provide ample opportunities for them to share ideas.

The motivation is the fundamental part of the teaching process. Teachers may use material like: a book, illustration for descriptions, thus the students feels motivated and they are interested in speaking English. The teacher not only may use material, he can use a game like a "questions Relay – race", this game helps students practice speaking specially asking and answering questions.

According to the interviewed applied to the English teacher, she answered that there are difficulties in the classroom with the development of speaking skill because students feel afraid to present oral text, students feel nervous when they are speaking because they do not know the correct pronunciation of words and feel afraid that they make mistakes when they

are reproducing any text. Other difficulties that students present are that they are not feel interested in looking up new words and h enhance their vocabulary that help to develop the speaking skill and they do not have knowledge of grammar.

Do you think that Learning English is difficult?

Graphic 1
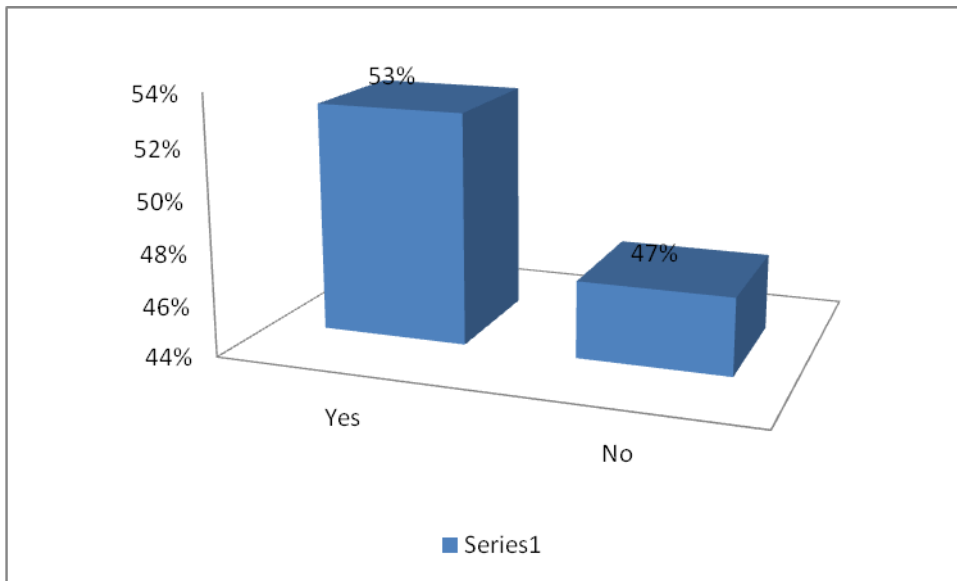
Survey applied to students

In the survey applied to the students, the 53% of them answered that this discipline is difficult, they do not have motivation to learn, they do not pay attention when the teacher explain the class and they do not pay interest to learn and feel that learning English is difficult because of the pronunciation of words and the 47% of the students feel that learning English is not difficult to learn because they feel the class of English in funny.

What do you consider is the most difficult to learn?

Graphic 2
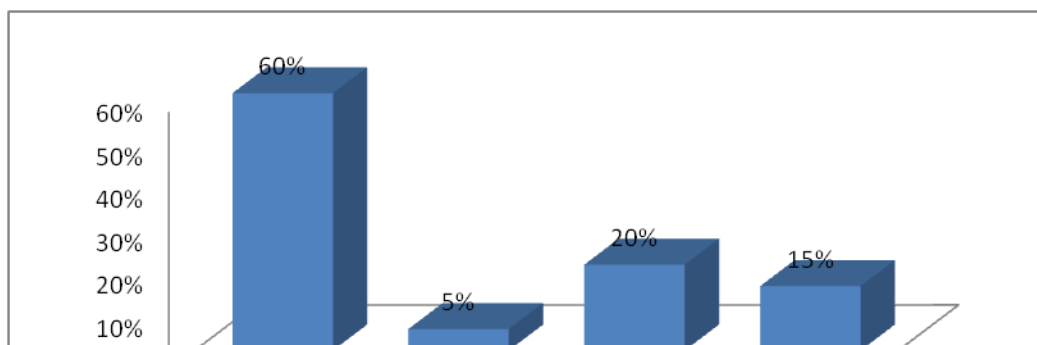
Survey applied to students

Of the students surveyed the 60% answered that the most difficult to learn in English is the pronunciation because the pronunciation of words in Spanish is different from the pronunciation of words in English. The 20% of them answered that the most difficult is listening.

3.1- The lack of didactic material to develop the class.

Didactic materials are a complement in all this process of teaching taking into account students' necessity.

"The teacher should be an artist, being able to discover every single necessity that students have" (Regueira, 1987).

To teach a language, teachers needs to use different means which will be applied in order to make a more dynamic and attractive class for the students, at the same time students will feel a grateful environment and the way of learning will be easier and students will acquire more knowledge.

This is the kind of case that exists in the school José Calderon y Padilla, it is one of the problems that has not solved because in this school exist a big deficit in the use of material (Teacher and students) given that there are not economical resources so this avoid students to construct their own knowledge, becoming a less investigative.

The school José Calderón y Padilla does not have the necessary materials to develop the class because the MINED does not give materials(books, sheet of paper, markers, long papers and so on) to the school to develop the class with success, the teacher just have the whiteboard and the books that she has.

It was observed that the teacher and students use textbooks and dictionaries to develop the class and the teacher does uses other type of strategies that permit to the students interact in class.

Graphic 3

kind of materials used by the teacher
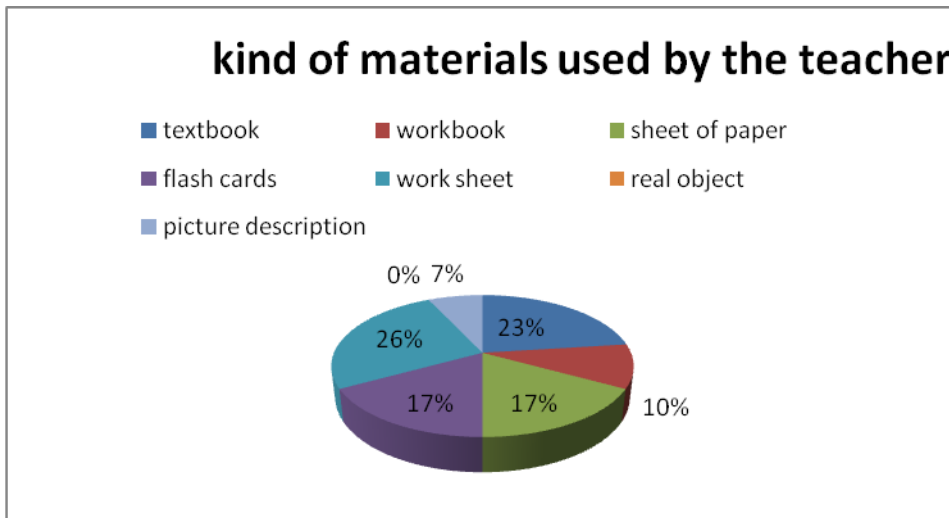
Survey applied to students

In the survey applied to students the 26% of them answered that the teacher uses work sheet to develop the class, the 23% answered that the teacher uses text books, a 17%of them said that the teacher use flash cards, the 17% said that she uses sheet of paper, 75% answered that the teacher uses picture description.

3.2 Mispronunciation

Mispronunciation is defined as an incorrect or inaccurate pronunciation of words (wikipedia.org/wiki/mispronunciation). The matter of what is or is not mispronunciation is a contentious Even. Within groups of the same class, different people can have different ways of pronouncing certain words.

Standards vary among group. Depending a level of knowledge a standard can be more properly than another.

Common mispronuntiation terms are.

- Spoonerism: is an unintentional exchange of letters or syllables between 2 words or even write a word.
- Analogical pronunciation: Mispronouncing a word due to similar spelling of another word.
- Aphesis: Propping the sound at the start of a word.

3.3-Shy or embarrassed

Another barrier to communicative language teaching (CLT) is the fact that students may feel too shy or embarrassed to speak in class or perform in front of an audience, especially in English (Brown ,1992).

There are many students that present this situation; they refuse to participate in the activities instead of sharing with the classmate. They do not like it or do not feel confident to speak because they think they will make mistakes. This is a common problem even for teachers, not all the people feel desire to participate.

In the classroom of 9th grade of the school José Calderón y Padilla it was observed that there are shy students, there are students that do not speak specially in English.

The teacher has a difficult task, it is to encourage students, because there are students who do not consider English as an important subject and they consider this subject as a requirement to pass the school year.

3.4-The lack of time

There is not enough time to develop the speaking skill in the classroom during the week. (2:15 Hours per week).It is harmful not only for the student but also for the teacher.

According to the curriculum of Nicaragua, basic subjects (Math and Spanish) have more time to be developed in the classroom; it has happened the same with former curriculum, because English subject has few meetings.

Teachers do not have enough time to develop the topic with material and practice pronunciation, vocabulary and grammar. Students only have time to develop the abilities during the class and this time is not enough to develop their abilities specially the speaking skill.

The teacher express that she needs more time to develop the class of English because English is a fundamental subject in the life of students, and it only has 2 hours and 15 minutes in the week, it only has 2 meeting with each group.

3.5-Native language effect

"It almost goes without saying that the native language of every learner is an extremely significant factor in the acquisition of the new language" (Brown, 1992).

The majority of a learner's error in producing the second language especially in the beginning levels, stem from the learner' assumption that the target language operates like the native language; the native language is the most influential factor affecting a learner's pronunciation. If we are familiar with the sound system of a learner' native language we will better able to diagnose students difficulties.

It was observed that the teacher uses the native language sometimes because there are students that do not understand the explanation of the topic in English and the teacher needs to explain the topic in Spanish.

3.6-The lack of vocabulary

English language learners need a solid knowledge of vocabulary. A basic level of vocabulary will allow learners to communicate – whether in speaking/listening or writing /reading –can be accomplished when learners have acquired more vocabulary.

"At times not knowing a specific word can several limit of communication; however, in many cases a lexical lapse can actually stop communication completely." (Forum, 2008)

When a person does not know a specific word to communicate attemps to lose the idea to be expressed.This way the process of communication is interrupted, because there is no way to reorganize the thinking.

"A second language learner certainly recognizes that insufficient vocabulary is one of their biggest frustrations" (Folse, 2008)

Frustration is the fear to express in front of the people with a lack of vocabulary.

There are many students in the classroom who do not like to participate in communicative activities, because they do not have the necessary vocabulary and they feel frustration to speak in English.

Teachers need to know what kind of classroom activities they can use to help their students gain new vocabulary, activities that help students to look up new words, activities that motivate them. It is necessary that the teacher know that type of students has in the classroom and what kind of activities students need to develop their vocabulary.

When we talk about vocabulary, we usually mean words.

It was observed that the teacher corrects the error when the students produce vocabulary; at the end of the class the teacher makes a correction of the correct pronunciation of the words.

What is a word?

Most people think of words as single units, such as cat, dozen. However, these single words are merely one part of the vocabulary load that our students face.

a. Important goals in selecting vocabulary activities

The most successful vocabulary activities are those that allow students to accomplish three goals:

1) Focus in the vocabulary: students learn second language vocabulary better when they notice or focus their attention on the vocabulary.

If students read a passage in which a certain unknown word is present but no essential to understanding the passage, students are less likely to learn the word.

To make sure that the students notice new words, teachers can write them on the board for all to see. They can also keep a separate section of the board for vocabulary or in classroom where this is no possible, post a large sheet of paper on the wall, where the new words are written.

Teachers should focus on words that are relevant to their students' actual language needs, which may include actual communication. Any teachers' goal is to select words that match students real world needs.

It is important that the teacher underlined or circle words that indicate are important to know.

2) Experience multiple retrievals of vocabulary: perhaps the most important single component in learning vocabulary efficiently is a high number of retrievals of the word.

Learners must interact with a word multiple times. Student should interact with a word in different ways.

These ways of retrieving a word could include matching themselves the meaning of a word, pronouncing a word, naming a word that is connected in some way (match cook or food with bake) or simple spelling a word.

"Each link strengthens connections and increases learning success".

3) Develop successful vocabulary learning strategies

Teachers need to acquaint students with a variety of strategies and encourage them to discover the strategies that they prefer. Teachers should continue to monitor students to help them become aware of their strategy use.

In other words teachers must train learners to develop their own set of strategies and employ them consistently using the word in a speaking task, or illustrating the word in some way.

b. Vocabulary activities for English language classroom

It explains activities that help learners focus their attention on the vocabulary, require learners to retrieve the forms and meanings of the new words, and encourage learners to identify and develop a personalized repertoire of specific prefaced strategies for vocabulary learning.

Activity #1   keeping a running list of words

Students remember a certain percentage of what they see and a certain amount of what they hear, but they will remember even more of what they see and hear.

Point out the words to focus learner's attention on the word. In addition to providing focus and multiple retrievals writing a list also shows the students an example of keeping vocabulary in the note book, keeping the vocabulary list on the board it is a good first step, but students to be ready by all sorts of information.

The job of the teacher is to make these words memorable and one way to do this is by doing something unique with the words. These unique actions could include pronouncing the word, making a story or even spelling it backwards. More common actions are asking if anyone knows the word already.

Activity #2   vocabulary cards

A very simple yet effective practice activity uses of vocabulary cards that contain one question, the teacher puts the students in pairs or small groups and their task is to discuss and solve the vocabulary question presented on the cards.

These cards can feature a variety of exercises, as seen in the following examples the word valley.

True or false exercise
A valley is a kind of animal
True _____ False_____

Multiple choice exercise
The area between two mountains
Is called:
a)voucher_____
b)valley _____
c)wound_____
d)wave_____

Each card contains only one exercise. This activity can and should be respect even with the same cards, because students will most likely be working with different classmates.

Activity 3 vocabulary ladder puzzle

In this task the teacher will construct a ladder of five words that all have that same number of letters. Within the ladder of five words each word differs from the word immediately above or immediately below by only one letter, for example:

Cat   Cut   Cup

Pup   Pop

These five words are the answers for this word ladder puzzle.

To create the puzzle, replace all of the letters with dashes to indicate how many letters are in each word. Each series of dashes are followed with a clue. Example:

Directions: the five missing words in the vocabulary ladder all have three letters. Each word differ differs from the word immediately above or immediately below by only one letter.

 Use this information and the clues to solve the puzzle.

1.__ __ __ my first pet was a _____

2.__ __ __ when I was shaving this morning, I___ myself.

3.__ __ __ would you like a ____of coffee.

4.__ __ __ a baby dog is called a puppy or a _____.

5.__ __ __ let's ____ some popcorn!

        I am hungry.

In doing this activity, learners frequently talk about a word several times, thus producing multiple encounters with the word.

Such activities help learners focus their attention on key of vocabulary and encourage them to identify and develop a personalized inventory of strategy for vocabulary learning.

These activities help to students to know vocabulary and have the opportunity to talk or to express their knowledge in English.

4. Keys for student's success

The keys for student's success with speaking examination are repetition. Students need to have time to practice words or dialogues that will be tested. The teacher should say the dialogue, make the students repeat it and review the most difficult vocabulary of the dialogue.

If there is a speaking test, the teacher must advise the student one or two week, a head of time. Teachers should give an example of all spoken test in front of the class, , so the students know what to expect.

Modeling how the test will be graded, will give students most confident for test time.

5. Communicative activities: some useful ingredients

Every communicative activity is different. It will not always be necessary to use all of these ingredients. Finally, it is also worth remembering that the way a lesson actually unfolds will always be influenced by the students themselves:

✓ Identify a realistic communicative context or situation.

✓ Identify a clear objective or purpose.

✓ Ensure there is an information gap or opinion gap.

✓ Generate student interest.

✓ Allow student preparation time if it is necessary.

✓ Be aware of any useful/ relevant conversational gambits.

✓ Model of the exercise

✓ Determine appropriate students grouping.

✓ Monitor

✓ Involve students in the self- correction of errors

✓ Provide a sense of conclusion (Canelo,2009,62pp)

These ingredients help to the activities is more interesting for the students in the classroom. The teacher should be innovative and to do the activities according to the real life of students to do the task according with the achievement indicator of the topic, for the learners feel more motivated.

It is necessary that the teacher has a monitor especially when there is a large class, it helps to the students and makes the class easier.

6. Strategies to teach speaking

6.1-Concept of strategy

"Strategy is a word of military origin, refers to a plan of action designed to achieve a particular goal". In military usage strategy is distinct from tactics, which are concerned with the conduct of an engagement, while strategy is concerned with how different engagements are linked. How a battle is fought is a matter of tactics: the terms and conditions that it is fought on and whether it should be fought at all is a matter of strategy, which is part of the four levels of warfare: political goals or grand strategy, strategy, operations, and tactics. Improving your English speaking skills will help you communicate more easily and effectively. But how do you become a more confident English speaker? (Brown, 1992)

"The aim in practicing oral English is to develop student's ability to communicate freely and spontaneously in English. To achieve this aim, it is needed to ask the following questions. What is real communication like? How it is different from the kind of controlled

practice that usually takes place in language class? How can we bring features of real communication into language practice?" (Brown, 1992)

To teach speaking skill when teaching English it is necessary to apply different strategies in order to develop speaking skill for example.

It was observed that the teacher uses only the brainstorming as a strategy to develop the topic and other like a short conversation between students when they are answering questions of the text in oral way.

What kind of strategies does your teacher use to develop the speaking skill?

Graphic 4
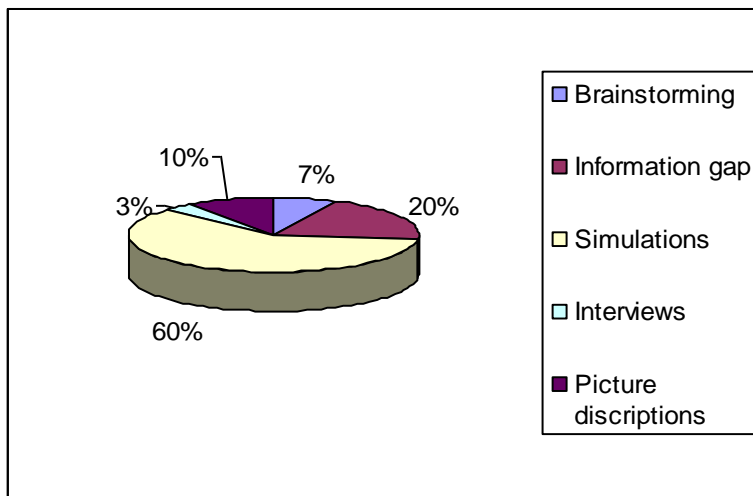
Survey applied to students

In the survey applied to students the 60% of them answered that the kind of strategy that the teacher uses to develop the speaking skill is simulations, the 20% answered the teacher uses information gap, and the 7% said that the teacher uses brainstorming, 10% said that uses picture descriptions, and 35% of them said that interviews.

6.2- Role play

Another way of getting students to speak is role play. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus the teacher can tell the student that they are David, you go to the doctor and tell him what happened last night and………. (Harmer, 1984)

This strategy can be used with large classes and it can based on topics and situations of the real life (Doff, 1988),

These are some examples of role play activities:

a) One student imagines he/she is a farmer. Other student asks him/her questions about his/her daily routine.

b) One student has lost a bag. He /she is at the police station reporting it to the police officer and ask for details.

Objectives of these activities are:

✓ The student improves their speaking skill.

✓ Role play is a way of bringing situations from real life into the classroom.

✓ In role play students improve and imagine. The situation is fixed, but they make up the exact words to say as the go along.

6.3- Simulations

Simulations are very similar to role plays but what makes simulations different from role play is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role play and simulations have many advantages:

First since they are entertaining, they are motivated. Second, they increase the self confidence of hesitant students, because in role play and simulations activities, they will have a different role and do not have to speak for themselves, which means they do not have the same responsibility.

6.4-Information gap

In this activity, students are supposed to be working in pair. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve much purpose such as solving a problem or collecting information. Also each partner does not provide the information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

This activity is designed to be done by students working in pairs. To create a need to communicate, each pair are given different information. The activity can in various ways:

- ✓ One student has some information and the other student has to find it out by asking questions.

- ✓ One student has some information and tells it to the other student.

- ✓ Both students have different information and they tell each other.

The advantages of this strategy are that it provides intensive and interesting language practice. Although the exercises are quite controlled and use simple language, the students are really exchanging information and using language communicatively.

6.5- Brainstorming

Students can produce ideas in a limit time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

The good characteristic of brainstorming is that the student is not criticized for their ideas, so student will be open to sharing new ideas.

6.6- Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know type of questions they can or what path to follow, but students should prepare their own interview questions. Conducting interview gives students a chance their speaking ability not only in class but also outside and help them becoming socialized.

After interviews each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

This activity encourages to the student to participate with a focus on speaking.

In the topic "Like and Dislike" of 9th grade, teacher can apply an interview with their students using different questions also students will make interview one another to find a person that like or dislike to do something. Students ask only in English.

This strategy can be adapted to practically any lesson: questions, answers, describing pictures, sharing to opinions.

6.7-Picture description

Another way to make use of pictures in a speaking activity is to give students just one picture. For this activity students can form group and each group is given a different picture. Students discuss the picture with their groups, and then one person of the group describes the picture to the whole class. These activities encourage them to be creative and to be imaginative and it helps to develop the speaking **skill**.

7-Motivation

Brown defined motivation as an inner drive, impulse, emotion or desire that moves people to particular action. In terms of needs or drives as a hierarchy of needs, which stem from basic physiological needs (air, food, shelter) to higher needs of safety, belonging, self esteem, and the need for self actualization. (Brown, 1992)

Motivation in a second language acquisition could be for developing the skill of communication or they feel comfortable or when students have personal interest in the people and culture represented by the other language group.

Attitudes are components of motivation which refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. (Hammer, 1984)

When the teacher motivates learners making them feel comfortable in the classroom, the teacher should feel motivated to teach, of this way the students have interest for participate in the activities that the teacher do specially in activity of speaking.

In the interview the teacher expressed that she motivates her students with simple dialogs, with games like bingo and others.

In the observation guide it was observed that the teacher does not reward students when they are participating. One way of motivate students is making them feel comfortable in the classroom.

Are the activities used by the teacher dynamics?

Graphic 4
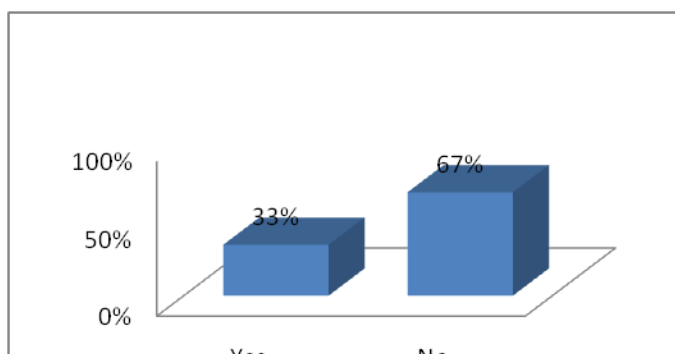
Survey for students

The 67% of students think that the activities used by the teacher are not dynamic and the 33% of them expressed that the activities are dynamics.

Conclusions

According to the results gathered in this research work the factors that affect students in the development of speaking skill of 9th grade at José Calderón y Padilla School, during the second semester 2010.

It is concluded that:

✓ There are many factors that affect students in the development of speaking skill:

        a.   Lack of motivation.

b. Lack of interest by students in paying attention when the teacher is explaining any topic.

c. Lack of interest by students to research new vocabulary and they do not spend more time to investigate new vocabulary in house.

d. Lack of materials.

e. Lack of time during the week to develop the English class.

✓ The teacher does not use other new strategies to develop the English class.

✓ The teacher needs to apply strategies that permit to obtain a good knowledge in learners according to the approach of the new curricular transformation.

There are many strategies that the teacher can use to develop the speaking skill in the classroom like: interview, simulations, picture descriptions, brainstorming, information gap, two circle conversations, telephone, question relay race and so on.

✓ It is necessary that the MINED facilitate the materials (books, papers, markers and so on) to the teacher to put in practice the approach of the new curriculum; the use of this material the student feels motivated and interested in pay attention when the teacher is explaining the topic.

✓ To develop more knowledge in students is necessary to extend the hours of English class.

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Appendices