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English Department

Theme Deficiency in the learning process that leads to low proficiency in speaking ability in students of ninth grade evening shift at La Salle

Institute in Diriamba city during the second semester of 2011

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INDEX

Page

DEDICATORY

We dedicated this research work:

To God our Lord for giving us knowledge and health during the time we were doing this research work, and to keep away the bad things and to be presents in our days.

To our parents and friends for given us the economical support and to be our fundamental pillar.

To teacher George Crissanto for given us unconditional help in all the moments during this research work and encouraging us to continue and listen to our necessities as students.

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Thanks for helping us to succeed!!!!!!

Abstract

The aim of our research work is to find out the main reasons of the deficiency in the teaching learning process of speaking ability, classroom techniques, teaching materials and psychological problems of students of ninth grades at La Salle Institute in Diriamba city.

To carry our purpose we used several materials to get all the information that we needed, so we can say that at the same time we received the orientation from our tutor to lead our work.

We visited the school during a week to fallow the teaching learning process according to our objectives we interviewed two English teachers to gather more information about our theme.

Finally, we hope that this research will help the students and specially the teachers that work in high schools to overcome the difficulties of knowledge and improve their teaching materials used specially in speaking skill.

INTRODUCTION

Our research is based on the deficiency in the teaching learning process in speaking ability, in students of ninth grade at Institute National La Salle.

With this research we attempt to collect many of the important problems that affect the development of the speaking skill specially those factors wish have relevance to the teaching of English as a second language.

We will discuss a wide range of real problems from classroom techniques to help practicing students and teachers in daily assessments.

In other hand, you may be able to observe some questionnaires that we made in order to know what teacher and students opinions in this problem who have deficiency in the teaching learning process.

Problem

The students of ninth grade at La Salle Institute of Diriamba city have a low proficiency speaking skill in English Language.

Sub Problems

- The low motivation that the teacher give to the students influence in the development of their skills.

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- The social factor that affects the students are a big problem in the learning process.

- Environmental problems that cause bad behaviors in all student, because the schools don't have conditions necessary.

- The economical problems are another factor to affect the students learning process.

Hypothesis

The Lack of motivation and psychological problems are affecting the development of the speaking ability in the students.

<u>Theme</u>

Deficiency in the learning process that leads to low proficiency in speaking ability in students of ninth grade evening shift at The La Salle Institute in Diriamba city during the second semester of 2011.

Historical Background

In the English language there are four main skills which are: listening, speaking, reading and writing. We are doing a research on a problem that exists in the National Institute of Diriamba, in the development of the speaking ability. In this work we will mention some linguistics who has written about the speaking skills problems. This linguistics have given us different kinds of techniques about: encourage students to practice presenting in pair or small group, encourage students to tell tales or short story and finally to explore a topic by debating an issue related to it. These techniques are very useful in the classroom because the students are responding truthfully in a conversational situation. These techniques are very important because the students develop speaking skill, the teacher can use different kind of activities in which students have a good participation, this way the student are not boring, they are more interested, soteachers will have more success because the students are going to assimilated the objective of the teacher . We also want to include some strategies that we research about.

The students of nineth grade of the La Salle institute have developed their reading and writing skills also some sub skills like grammar and vocabulary but this is not enough to get in to the speaking skill.

Another important aspect that we want to take into account in this research is the importance of motivationis a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course in the teaching learning process and psychological problems that are affecting the students learning such as nervous, shy and afraid because most of the time the learner feel insecure to speak, the teacher have to make the environment of the classroom to make the student confident.

THEORIES

Methodological is defined as the study of the practices and procedures that we use in teaching; this has to include the following study of the nature of language skill. The main skills listening, speaking, reading and writing also involves the sub skills like grammar, pronunciation and vocabulary.

Methology has to include the study of the preparation of lesson organization, transfer (this can be defined as the ability to use language acquired in the classroom to meet actual needs in real life situation) the teaching of grammar, receptive and productive skills (correctness and testing presentations).

About method we can say it's the kind of procedure, usually used according to our logical or systematic problem. This compromises principals and techniques, this involved three aspect of freight language: teaching such as teacher learner, teaching process and learning process.

La Salle Institute has a long history. This Institute is located in Diriamba city, Carazo. It's one of the best Institute in the city and it count with the best teachers of the entire department. This Institute has two modalities primary and high school, morning, evening and nigh shifts. It counts with a principal's office, teacher's room, computer lab, a chemistry lab, a physic lab, a library, and three bathrooms with ten toilets each one, a basketfiled and soccer filed. This Institute counts with the basic services such as electricity, telephone and water

THERORETICAL FRAMEWORK

SPEAKING

Development in language teaching must depend partly on our ability to understand the effect of our methodology. Usually responsibility for evaluating language learning task s is left to specialist researchers, materials writers and methodologist. However an alternative view would be that. Given the difficulties obtaining, generalizing and communicating research results, as well as the fact that in any case sophisticated teaching depends very largely on teacher's self critical awareness. The results of the specialist research can have only limited relevance: the most important single factor is the teachers own understanding of the effects of their decision. It is therefore worth focusing on the classroom effects of the language tasks. This is the approach adopted in this book.

Of course it is not possible to understand all the consequences of everything that we as teachers do in the classroom. However of our repertoire of exercises and activities, some occur sufficiently often for it to be worth exploring their effects. The particulars exercises of interest here are those devoting to developing the speaking.

Speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is often thought of as a popular form of expression which uses the prestigious colloquial register, literary skills are on the whole more prized. This relative neglect may perhaps also be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib. And could it be that the negative aspects of behaviorist teaching techniques which focused largely on the teaching of oral language have become associated with the skill itself?

Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our students often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking of professional advancement and of business. It is also a medium through which much language is learnt and which for many is particularly conducive for learning. Perhaps, then the teaching of speaking merits more thought,.

KNOWLEDGE AND SKILL

Both can be understood and memorized: only a skill can be imitated and practiced.

One of the basic problems in foreign language teaching is to preparing learners to be able to use the language, how this preparation is done, how successful it is, depends very much on how the teachers understand their aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking, and it is important to know what these might be, so that they too can be included in the English teaching. For instance, to test whether the students can speak it is necessary to get them to actually say something. To do this, they must act on knowledge of grammar and vocabulary. By giving students speaking practice and oral exam we recognize that there is a difference between knowledge about a language and skill in using it. This distinction between knowledge and skill is crucial in the teaching of speaking. We do not merely know how to assemble sentences in the abstract, we have to produce them and adapt them to the circumstances. This means making decisions rapidly implementing them smoothly and adjusting our conversation as unexpected problems appear in our path.

ORAL SKILLS AND DIRECTION

There are two basic ways in which something we do can be seen as a skill. First there are motor perceptive skills. But in addition to this there are also interactions skills, the differences between them are:

- ➢ First motor perceptive skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This is the relatively superficial aspects of skill which is a bit like learning how to manipulate the controls of a car on a deserted piece of road far from the flow of normal traffic. It is the context free kind of skill, the kind which has been recognized in language teaching for many years in the rationale of the audio lingual approach to language teaching.
- ➢ Oral expressions involves not only the use of the rights sounds of the right patterns of rhythm and the intonation, but also the choice of words and inflections in the right order to convey the right meaning" W.F. Mackey, 1965: 266.
- ➢ Notice how important is to doing things "right in order to be any good at speaking, choosing the right form, putting them in the correct order, sounding like a native speaking, even producing the rights meanings.

As Wilkinson points out, if all languages produced in the classroom is determinate by the teacher, "we are protecting the learner from the additional burden of having to make his own choices."He continues: As with everything else he will learn what falls within his experience. If all his language production is controlled from outside, he will hardly be component to control its own languages production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation. Mackey 1975-76, my italics.

THE SOCIAL COMMUNICATIVE STYLE AND THE INFORMATION COMMUNICATIVE STYLE

The social communicative and the information communicative styles are in a sense two sides of the same coin. A conversation requires not only someone to talk to, but also something to talk about. Remember "speech has both an individual and a social side and we cannot conceive of one without the other". Nevertheless communication can be seen as an exchange of ideas, rather than as relationships with people, since these results in rather different teaching styles. Teaching that emphasizes the information that is transferred rather than the social interaction between the participants can be called the information communicative style, which is a very receptive strategy to the teacher for the students. The information communicative style is hard to illustrate from teacher materials because it mostly depends on the individual teacher's preparation and improvisation during the class. Teaching requires the students to listen first actively but not to produce sentences until they are ready. Working out information is the key factor: take care of the message and the learning will take care of itself. Hence the style is compatible with a large range of teaching techniques, united only by their emphasis on information. The overall goal is to get students to use the language, to speak. First,by comprehending, they by producing. Comprehension of information is not seen as a goal in its own right, but as a way-in to fuller command of the language in use.

The information communicative style is used in both, local and international circumstance. It implicitly plays down the individual goals of language teaching making few claims to general educational values, in which the teacher have to teach and keep the student not only the topics of the information about the lessons class but also use values that nowadays are losing.

The social communicative style is limited by physical factors in the classroom in that it becomes progressively more difficult to organize its activities with larger groups. On the other hand the information communicative style tends itself to classes of any sizes. Some versions of the style are more compatible with the traditional teacher-dominated classroom than the social communicative style. It caters for a range of students types, provided they do not mind having to listen rather than speak in the classroom. Hence, again the students need to be prepared for what the style is trying to do, since it differs from their expectations of the classroom.

The teachers have to remember that the style links listening and speaking in a conversion model. Listening is not just a separate skill from speaking, but forms the foundation for speaking. Learning how to listen helps the students with the others skills as well as speaking. Knowledge acquired by listening converts into knowledge of speaking.

MOTIVATION

In the process of learning some students do better than others because they are better motivated.

Motivation has chiefly been talked about in learning in terms of two types of motivation:

> ➢ The integrative motivation that reflects whether the student identifies with the target culture and people in some senses or rejects them. The more that a student admires the target culture, reads its literature, visits it in a holiday, looks for opportunities of practicing the language the more successful the student will be in the classroom.

- The instrumental motivation reflects whether the student is learning the language for an ulterior motive unrelated to its use by native speakers.

  This show the students have no particular contact with the foreign culture and no particular interest on it.

Both integrative and instrumental motivation may lead to success but lack of either causes problem.

Successful learning can be based on pragmatic goals, travel, speaking new friendship, acquiring knowledge.

Motivation is what can make the difference they are people motivated to integrate into the target language culture (integrative motivation), some other people by needing the language for their career or to successful at work (instrumental motivation).

The term motivation is extended to which you are able to make choice about goals and the effort that you will do to get them. The motivated learner is the one who is willing or even eager to invest more than effort during the learning progress. This motivation makes teaching and learning immeasurable, easier and more pleasant as well as more productive:

The traditional view or the term motivation is related to the human behavior through a behaviorist paradigm that stresses the importance of rewards and reinforcement.

COMMUNICATIVE LANGUAGE TEACHING

It is obvious that the current interest in tasks stems largely from what has been termed "the communicative approach" to language teaching.

Language is more than a simply a system of rules language is now generally seen as a dynamic resource for the creation of meaning. In terms of learning it is generally accepted that we need to distinguish between learning that and knowing how in other words we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.

Littlewoods's view suggests that the following skills need to be taken into consideration:

- ➢ The learner must attain as high a degree as possible of linguistic competence.
- ➢ The learner must distinguish between the forms he/she has mastered as part of his/her linguistic competence.
- ➢ The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.
- ➢ The learner must become aware of the social meaning of languages forms, for many learners, this may not entail the ability to vary their own speech to suit different social circumstances.

SIZE OF GROUPS

To do or make all the communicative activities, the teacher should remember that the smaller group of students in the classroom more effective the activity will be. Sometimes no matter how well designed a communicative activity is, of there are too many students in each group, it can be difficult to make all the students participate and speak the language.

All successful teaching depends upon learning; there is no point in providing entertaining, lively, well constructed language lesson if students do not learn. The proof of the teaching is in the learning (very important to the teacher). One crucial aspect of learning a second language is what the students bring with them into the classroom.

The students have fully formed personalities and minds when they start learning English, which have found effects on their ways of learning and on how successful they are. Some research has establish that the students diverse motivation for learning English affect them powerfully.

The teachers have to know that all students react differently to the same teaching technique. Also need to see the classroom from different many angles, not just for one. The choice of what to do in a particular lesson depends upon the teachers assessment of all factors involved in teaching those students in that situation.

COMMUNICATIVE STRATEGIES

Students are attempting to communicate through a language that is not their own. Students almost always want to express things for which they do not have the meaning in the second language. There are three different strategies:

➢ Communication strategies as social interaction, in this social aspects of communication in emphasizes as a strong strategy to develop the communication between students and society to share meaning of words.

➢ Communication strategies as psychological problem-solving, in this the teacher need to know on the psychological dimension of what is going on in the students minds. Specifically when they (the students) want to express something through the second language but encounter problem. To get round this psychological difficulty they resort to communication strategies: <u>Achievement and Avoidance</u>. In which Achievement means that the students try to solve the problem by appealing to the other students or the teacher for help and tries to solve the problems without recourse to others. And Avoidance means avoid the problem wherever they have (speaking, pronunciation, etc). This strategies exist to plug gaps in the students vocabulary and speaking by allowing them to refer to things for which they do not know the exactly words.

It is not clear whether strategies need to be tough, they form part of the normal repertoire of their communicative competence. In any teaching activity that encourages the students to speak outside their normal vocabulary range, they are bound to occur. Hence the teacher should keep the likely vocabulary load of non teacher controlled activities within certain limits, ensuring that students already know enough of the vocabulary or the teacher can treat them as ways of discovering and teaching the vocabulary that the students' lack.

AGE AND THE LANGUAGE TEACHING

How should an English teacher take advantages to the students' age? Well at some ages the students can learn more than any adult. Other question is whether the use of teaching should vary according to the age of the students? At particular ages students prefer particular methods. Teenagers may dislikes any techniques that expose them in public, role play and simulation are in conflict with their adolescent anxieties.

That is to say if the teaching method entails sophisticated understanding and reasoning by the students, as for instance a traditional grammar translation method, then it is better to be older. Most of the students are more open to informal situations but the natural situations may favor them.

PERSONALITY AND LANGUAGE TEACHING

Perhaps an outgoing, sociable person learns another language better a reserved, shy person. There are two types of personality:

> Extrovert and Introvert, in while one in some cases helps the students in learning a new language and have aptitude to speak more than other students with different personality. In both personalities, students can interact with the world and others with the interior world. Remember, there is a link between extroversion and oral fluency. There would seem a fairly obvious connection to language teaching methods. There introverted might be expected to prefer academic teaching than emphasizes individual learning and language knowledge, the extroverts audio-lingual or communicative teaching that emphasizes group participation and social know-how.
>
> Many of these factors cannot be affected by the teacher. Ages are unchangeable, as are aptitude, intelligence, and most areas of personality. As teachers cannot change them, they have to live with them. In others words, teaching has to recognize the differences between the students. At a gross level this is catering for factors that a class has in common, say age and type of motivation. In some cases the teacher has to cater for the differences between individuals in the class by providing opportunities for each of them to benefit in their own way. To some teachers this is not enough, nothing will do, but complete individualization so that each students has his or her own unique course for class teaching the aspects in which students are different have to be balanced against those that they share to have a good result.

THE NATURE OF SPEAKING AND ORAL INTEGRATION

Spoken language consist of short, often fragmentary utterances, in a range of pronunciations, there is often a great deal of repetition and overlap between one spoken and other.

Brown and Yule also draw a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information and the interactional function in which the primarily purpose of speech is the maintenance of social relationship.

Another basic distinction we can make when considering the development of speaking skills is between monologue and dialogue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purpose.

The development of communicative language teaching has a dramatic effect on the notes that learners are required to put language to a range of uses to use language which has been imperfectly mastered to negative meaning, in short to draw on their own resources rather than simply repeating and absorbing language. This sometimes cause problems if you are teaching learners who have rather set ideas about learning and language particularly if these differ greatly from your own. In such cases you have a number of options. In first instance you can insist that, as teacher, you know best and the learners must resign themselves to doing as you say. Alternatively, you can give in to the learners and structure activities around their preferences, and a more positive option would be to discuss the issue with the learners, explain why you want them engage in communicative tasks, and attempt to come to a compromise.

The roles of teachers and learners are, in many ways, complementary. Giving the learners a different role (such a greater initiative in the classroom) requires the teacher to adopt a different role. According to Breen and Candling (1980), the teacher has three main roles in the communicative process the second is to act as a participant, and the third Is to act as an observer and learner.

ROLES AND TEACHING MATERIALS

An examination of published materials can reveal just how rich and diverse teacher/learner can be.

> The student can proceed at his or her own speed, benefiting from the chance to work privately and writing is a private art as well as, one hopes the opportunity to consul a tutor regularly.

> Students learn a lot by working together in groups to solve a problem or make a decision. Learners should share their knowledge, compare opinions and discuss their ideas in small groups before going on the class work or individual work. The instructions for each exercise include suggestions about ways of working with the material.

The student must be trained adequately in all four basic language skills, understanding, speaking, reading and writing. In many classroom courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word.

AUTHENTIC MATERIALS

For students with lower proficiency in the target language, it may not be possible to use authentic language materials such as these. Simpler authentic materials (for example, the use of a weather forecast when working on predictions), or at least ones that are realistic, are most desirable. It is not so important that the materials be genuine as it is that they be used authentically.

Another possibility for the use of authentic materials with a lower class is to user regalia that do not contain a lot of language, but about which a lot of discussion could be generated. Menus in the target language are examples; timetables are another.

Many people feel that speaking in a new language is harder than reading, or writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time; usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (oral or written). Thus, speaking is the productive aural oral skill. It consists of producing systematic verbal utterances to convey meaning.

For many years people taught by having students repeat sentences and recite memorized textbook dialogues. Audio lingual repetition drills were designed to familiarize students with the sounds and structural patterns of the target language (the language which learners are aiming to learn). People supposedly learned to speak by grammatical structures and then later using them in conversation.

For many years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak.

During the late twentieth century, language acquisition research made us reconsider some long standing belief about how people learn to speak. Several studies led to the conclusion that we had gotten the idea backwards: people don't learn the pieces of the language and then put them together to make conversation. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people.

This realization has several interesting implications. If we believe that the people learn languages by interacting, then learners should interact during lesson. As a result, a method called communicative language teaching arose.

There are different activities for speaking such as:

- ➢ **Role- plays** that are also excellent activities for speaking in the relatively safe environment of the classroom. In a role-play, students are giving particular roles in the target language. For example, one student plays a tourist telephoning the police to report his wallet stolen. The other plays the role of a police officer trying to help the tourist file a report. Role-plays give learners practice speaking the target language before they must do so in a real environment.

- ➢ **Simulations** are more elaborated than role-plays. In a simulation, props and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring "products" for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check out would be set up for the students to practice transactional speaking with cashier.

- ➢ **Information gap** is a useful activity in which one person has information that he other lacks. They must use the target language to share that information for instance; one student has the directions to a party and must give them to a classmate.

- ➢ **Jigsaw activities** are a bi directional or multidirectional information gap. Each person in a pair or group has some information the other persons need. For example one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English to plan a one week trip one natural information gap task especially when the students don't know each other well.

- ➢ **Contact assignments** involve sending student out of the classroom with a started purpose to talk to people in the target language in a second language environment; you can send students on an information treasure hunt in a nearby business district. Provide a worksheet which the students complete by asking merchant questions. For instance, at a grocery store, they would have to ask how soon a shipment on fresh fruit would be delivered.

Other activities that can be used in classroom could be:

1. Use pictures predict the language of a situation.
2. Plan an oral presentation.
3. Pronunciation.
4. Repeat information to check comprehension.
5. Do conversation between the students.
6. Discuss with the students about specific topic.
7. Use body language to infer meaning.
8. Use the title to activate background knowledge about a topic and personal interest in it.
9. Conduct an interview.
10. Use pictures to make inferences about reading.

The teachers have different roles during the speaking activities. However, three have particular relevance if we are trying to get students to speak fluently.

- ➢ **Prompter:** students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and activity to progress by offering discrete suggestions. If this can be done supportively, without disrupting the discussion, or forcing students out of role will stop the sense of frustration that some students feel when they come to a "dead end".

➢ **Participant:** teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. An others times, however, teachers may want to participate in discussions or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain a creative atmosphere.

Feedback provider: the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approach. When students are in the middle of a speaking activity, overcorrection may inhibit them and take the communicativeness out of difficult misunderstanding hesitations.

The "Methods" Debate

A language teaching method is a single set procedure which teachers are to follow in the classroom. Methods are also usually based on a set of beliefs about the nature of language and learning. For many years, the goal of language pedagogy was "to find the right method" a methodological magic formula that would work for all learners at all times (Brown, 2002).

Methods contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures. The dominant method for much of the last century was the grammar translation method. This was challenged in the 1950s and 1960s by audio lingulism, a method that is still very popular today, and whose influence can be seen in a variety of drill –based techniques and exercises.

Audio lingualism was the first method to be based on a theory of learning behaviorism, which viewed all learning as a process of forming habits, and on a theory of language – structural linguistic. Behaviorism and structural linguistic provided the following key characteristics of audio lingualism.

➢ Priority is given to spoken rather than written language.
➢ Language learning is basically a matter of developing of habits through drilling.
➢ Teach the language, not about the language. (Avoid teaching grammar rules. Get learners to develop their skills through drill and practice. Teach trough "analogy" not "analysis".) (Moulton, 1963).

Here are some ways of getting learners more involved in their own learning process and to gradually take control of that process. Each step entails greater and greater involvement of learners in their own learning processes.

INVOLVING LEARNERS IN THE LEARNING PROCESS THE AUDIOLINGUAL METHOD.

1. Make instructional goals clear to learners.
2. Help learners to create their own goals.
3. Encourage learners to use their second language outside of the classroom.
4. Help learners to become more aware of learning processes and strategies.
5. Show learners how to identify their own preferred styles and strategies.
6. Give learners opportunities to make choices between different options in the classroom.
7. Teach learners how to create their own learning tasks.
8. Provide learners with opportunities to master some aspect of their second language and then teach it to others.
9. Create contexts in which learners investigate language and become their own researchers of language.

THE COMMUNICATIVE APPROACH

When communicative, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend than with his employer.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions.

Students must be able to apply this knowledge in negotiation meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear.

The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

1. **What is the goal of teachers who use the Communicative Approach?**

   The goal is to have one's students become communicatively component. While this has been the stated goal of many of the other methods, in the Communicative

   Approach the notion of what it takes to be communicatively component is much expanded.

   Communicative Competence involves being able to use the appropriate language to a given social context. They need to know that many different form can be used to perform a function and also that a single form can often serve a variety of functions. They must also be able to manage the process of negotiation meaning with their interlocutors.

2. **What is the role of the teacher? What is the role of the students?**

    The teacher is a facilitator of his students' learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "communicator" –engaging in the communicative activity along with the students.

    Students are, above all, communicators. They are actively engaged in negotiation meaning, in trying to make themselves understood, even when their knowledge of the target language is incomplete. They learn to communicate by communicating.

    Also, since the teacher's role is less dominant than in a teacher centers methods students are seen as more responsible managers of their own learning.

3. **What are some characteristic of the teaching learning process?**

    The most obvious characteristic of the Communicative Approach is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as games, roles-plays, and problem solving tasks.

    Activities that are truly communicative, according to Morrow, (In Johnson and Morrow 1981), have three features: information gap, choice, and feedback.

In communication, the speaker has choice of what se will say and how she will say. If the exercises is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative.

True communication is purposeful. A speaker can thus evaluate whether or not her purpose has been achieved based upon the information she receives from her listener. If the listener does not have opportunity to provide the speaker with such feedback; the exchange is not really communicative.

Forming questions through a transformation drill may be a worthwhile activity, but it is not communicative since a speaker will receive no response from a listener. She is thus unable to assess whether her questions has been understood or not.

Another characteristic of the Communicative Approach is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers.

Finally, we noted that activities in the Communicative Approach are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for learning to negotiate meaning.

JUSTIFICATION

In this Research work we decided to study about the deficiency of the teaching learning process that reflects the low proficiency in speaking ability in students of the third years in La Salle Institute of Diriamba city.

This Research work is based in order to reflect the lack of oral communication, lack of motivation and the psychological problems that we have observed in the students of the ninth grade, in which the speaking and oral ability become a big problem.

With this Research work we hope that our effort will help the students of ninth grade to overcome their speaking problems and also to help the teachers of those years, giving them some ideas about how to improve their speaking classes and in this way to increase the English level in the high school.

General Objective

To find out the reason of the deficiency in teaching learning process of   speaking

Ability classroom   techniques, teaching maternal, motivation   and psychological problems

Specifics Objectives

1. To detect why and which are the reason of deficiency in teaching learning process of speaking ability.

2. To find out psychological problems that affects the teaching learning process of the students.

3. To determine the different kinds of teaching materials that are involved in teaching learning process of speaking ability.

4. To find out the level of students and teacher motivation in teaching learning process.

METHODOLOGICAL DESIGN

Population and sample

This research has been taking into an account a classroom of nine grade students with a population of 65 students from which we took a sample of 60 students that represents a 100% of the universe.

INSTRUMENTS

To obtain the information we needed, we made a survey with students and also we observed same classes. The surveys to the students were made in Spanish so that the students could understand and answer all the questions.

.Surveys for teachers and students

.Teachers questionnaires to gather information about activities and opinions.

.Class observation: to take notes about the development of their classes.

Type of Research

This research is explore and descriptive because we explored the teaching and learning work at La Salle Institute and descriptive because using different kind of instruments applied we could gather all the information we needed to describe this in the research and in that way to analyze this information

SYSTEMS OF VARIABLES

VARIABLES	SUB-VARIABLES	INDICATORS
GENERAL INFORMATION	SEX	FEMALE___ MALE___
	AGE	14 to 15 years old___ 16 to 17 years old___ 18 to 19 years old___
Social Factors	GENERAL INFORMATION	Not large enough for large_____ Noise affect teaching_____ Students making up and down____
	Home live with	Mother, father, brothers and sisters___ Only father, mother, without brother___ Only mother, brother or sister___ Only father, brother or sister___ Other relatives___
Economical Factors	Parent work	Mother___ Father___ Both___ Other___
	Parents Income	High___ Low___ Medium___
	Frequency of Practicing English	Always___ Sometimes___ Never___
	Speaking English Materials	Flashcards___ Drawings___ Dialogs___ Nothing___

Educational Factors	Techiques for improving the oral communication	Dialogs___ Role-plays___ Games___ Pronunciation Practice___ Oral Presentations___ Interviews___ Reading in loud Voice___
	How do you feel when you practice English?	Nervous___ Shy___ Afraid___ Relaxed___
Psychological Problems	Parents listen to children	Sometimes_____ Always _____ Never _____
	Main cause of problems	Mother___ Other___ Father___ No one___ Both___
Motivation	Students demonstrate interest for English class	Little interest_____ Very interest_____
	Teacher does activity to motivate students	Little activity_____ Enough activity _____

ANALYSIS AND INTERPRETATION OF DATA

The survey was applied to students between 13 to 18 years old. We could find that 55% of them are women and the other 45 % are men. In whish the 26.6% are between 13 to 14 years old, the 61.6% are between 15 to 16 years old being the major percent and only the 11.8% are 17 to 18 years old this means that there is Little percentage of students in the ninth grade that are overage.

According to the results the 52% of students live in the country side and only the 48% are from the city.

About the social environment we got an important factor that called our attention and this is that only 12 students live with their complete family (mother, father, brother and sisters) this is only the 20% of students that have the necessary environment to have success in their studies. From the other 80% of students there are 18% of them that live only with their parents without brother or sisters, a 26.6% of the total populations live with their mother, brother or sisters. The 6.6% of them live only with their father, brother or sisters and the other 28.3% live without mother or father, they live with other relatives.

This showed us that the major part of interviewed live without mother or father and this is a very important factor that we found out because this is one of the reasons that affect the student development in their studies especially in the field that we are working out like the speaking ability.

In the economical factor we found out that 31.6% of the interviewed said that only their mother work at home, the 21.6% only the father work and the 18.4% of their parents both work the rest 28.4% are other members in their family that work to support their family.

One student said that their parents income is high, this is only the 1.6% of all the population. The 43.4% of the students have a low income and the 55% think that their parents income is medium.

About the educational factors we found that during the English class there are students that practice English all the time, sometimes and never. A 23% of students practice always English, the 50% practice sometimes while are their in classes, especially when they are going to be evaluated and there are 15 students never practice English this is equivalent to 26.7% of all the population.

We observed the classes and also we asked the students about the material that the teachers uses in class and we found that 48.4% of the students say that the teacher doesn't use extra materials only a book and the others students said that the teacher only bring to class dialogs and they correspond to the 51.6% of all the interviewed.

We also took into account the kind of activities that the teachers do in class to motivate their students and the results were these ones:

- The teacher uses dialogs in class   35%
- Role-plays   30%
- Pronunciation activities   11.67%
- Interviews   0%
- To read in loud voice   0%
- Games   0%
- Oral presentation   23.3%

With this we found that the activities that the teachers do in class are the most common ones and the games are not includes in the speaking classes.

Other important data is that 40% of students feel nervous when they practice English in class a 33% feel shy, and 11.7% feel afraid and only the 15% if they feel self-confident or relaxed at the time of speaking.

A 63.3% of the student said that their family problems affect their educational environment and the 31.7% said that they don't have any familiar problem that affect their classes.

31.7% have problems mainly with their father, 16.6% have problems with their mother. 10% have problem with both their mother and father. 10% have problem with other people in their families and the 31.7% don't have any problem.

CONCLUSIONS

According to the results of this research and looking forward to the purpose of our objectives we conclude that:

Our hypothesis was proved because the students from the ninth grade of La Salle Institute of Diriamba city have a lot of difficulties in the process of learning English as a foreign language, focusing mainly on the speaking skill.

We want to say that the students in this high-school have a lot of psychological problems that we could confirm by talking with the psychologist that works in the school. This kind of problems make the students feel anxiety and self-confidence that affect them in the process of learning a foreign language because according to the survey that we made they feel nervous when they speak in English class or they need to overcome pronunciation, improve their vocabulary to develop their knowledge.

Moreover the different activities that the teachers use in class are not so good; they don't prepare enough material for every class. The teachers don't use regalia although they are graduated teachers and they already know many activities and strategies to teach this subject.

We could find that the teachers are not motivated at all. They have been teaching for years and they don't seem to be happy teaching English.

Finally, the speaking development is a problem that students have in this school and this is a problem that can be solved by teachers and students to improve on this skill and have success in their studies and development of the English Language.

RECOMMENDATIONS

- ➢ Teachers have to be the first motivated in the teaching-learning process because if they are not motivated they can't motivate their students

- ➢ Teachers have to include different kinds of materials to be used in class, and activities which call the students attention such as: dramatizations, tongue twisters and festival songs.

- ➢ Teachers most encourage their students to practice the language so that they can overcome the fear to talk in English in the classroom.

- ➢ Students should study by themselves, looking for new vocabulary to develop their knowledge, though by assigning them home work.

- ➢ Teachers must be demanding with their students to get them to practice the language and at the same time to practice their pronunciation and fluency through presentations.

- ➢ Students must have confidence in themselves this will help them to avoid the nervousness while they are learning the English language.

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UNAN-MANAGUA

The main objective in this class observation is to get information about the kind of activities that teachers do to encourage their students to practice speaking in class and also to take notes about the different kind of materials that are used in speaking classes.

<u>Observation parameters</u>

1. How does the teacher begin the class?

2. What kind of warm up activities does the teacher use?

3. What activities does the teacher use to develop the speaking skill?

4. Does the teacher motivate his/her students?

5. What kind of activities does the teacher do to motivate his/her students?

6. Which techniques does the teacher use to develop the speaking skills?

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UNAN-MANAGUA

Cuestionarios Para estudiantes

La siguiente encuesta es para conocer los diferentes problemas que los estudiantes tienen en la habilidad de Speaking.

1. Sexo?

   Femenino_____

   Masculino_____

2. Edad?

   13 a 14_____

   15 a 16_____
   17 a 18_____

3. En donde vive?
   En la ciudad_____
   En la zona rural_____

4. Con quienes vives en casa?
   Mama, papa, hermano y hermano_____
   Solo con papa, mama,(sin hermanos)_____
   Solo con mama (sin hermanos)_____
   Solo con papa, hermano y hermana_____
   Sin papa, ni mama con otro familiar_____

5. Tus padres trabajan?
   Madre_____
   Ambos_____
   Padre_____
   Otros_____
   Si marcas otro Específica quien_____

6. Como consideras tu situación económica?

Mala_____   Regular_____

 Muy Buena_____

7. Practicas ingles en clase?

Siempre_____   Algunas veces_____

Nunca_____

8. Practicas ingles con compañeros de clase?

Profesor_____

Amigo_____

Familiar_____

9. Como te sientes cuando lo practicas?

Nervioso_____   Asustado_____

Tímido_____   Tranquilo_____

10. Que tipo de materiales usa tu profesora para las clases de speaking?

Posters_____   Diálogos_____

Dibujos_____   Ninguno_____

11. Que tipos de ejercicios o actividades orienta el profesor(a)?

Diálogos_____

Juegos_____

Exposiciones_____

Practicas de Pronunciación_____

Discusiones grupales_____

Entrevista_____

Leer en voz alta_____

Ninguna_____

BLIBLIOGRAPHY

- Classroom techniques foreign language and English as a second language, Edward David Allen-Rebecca M. Vallette.

- Second language acquisition, Krashen, Vigotsky, Piaget.

- Speaking, Martin Bygate. Teaching English as a foreign Language, Geoffrey Broughton etal.

- Teaching talk, Brown Anderson, Shill cock and Julie.

- Language Teaching methodology, David Nunan.

- The Natural approach, Krashen Terrel.

CHRONOGRAM

ACTIVITY	DATE	WEEK
Problem+ sub problem Theme or topic	August 13-20	2
General and Specific objective	August 20-27	4
Historal background and theories	September 03-10-24	7
Hypothesis guiding question population and sample	October 01-08	8
System and variables and indicators methodology	October 15-22	9
Presentation (oral and writing) Pre-Defense	October 29	10
Instrument for survey guides for interview observation	November 03	11
Apply instruments collect information	November 12	12
Processing information finding result	November 19	13
Conclusion recommendation. Pre-Defense	November 26	14
Complete research work for Defense	December 03	15

TABLE OF INFORMATION

Major groups: **General Info.** (Sex, Age) · **Social Factors** (Enva, Home live with) · **Economical Factors** (Parent Work, P. Income) · **Educational Factors** (Practice, Materials, Activities) · **Psychological Factors** (H. Feel, Fam. P, Prob with)

N°	F	M	1	2	3	4	1	2	1	2	3	4	5	M	F	B	O	H	L	M	A	S	N	F	D	DG	N.O	D	RP	G	Pro	OP	I	RL	N	S	A	R	Y	N	F	M	B	O	N
	Sex		Age				Enva		Home live with					Parent Work				P. Income			Practice			Materials				Activities							H. Feel				Fam. P		Prob with				
1		x	x					x					x				x	x				x				x		x							x					x				x	
2		x		x				x	x					x						x		x				x		x							x					x				x		
3	x			x				x	x					x						x		x					x	x							x					x				x		
4	x			x				x	x						x					x		x					x		x						x					x				x		
5		x	x					x	x						x					x			x				x	x							x					x			x			
6	x		x					x	x					x						x			x			x		x							x					x			x			
7	x		x				x						x			x		x			x						x	x								x				x			x			
8	x		x					x			x			x				x			x					x		x								x				x					x	
9	x				x			x					x			x		x				x				x		x								x				x				x		
10		x			x		x				x			x				x			x					x		x								x				x				x		
11		x			x		x			x					x					x			x				x				x					x				x					x	
12		x	x					x		x					x					x			x				x				x				x					x				x		
13		x			x		x			x					x					x		x					x				x				x									x		
14		x	x					x					x			x		x				x				x				x				x					x			x			
15		x	x					x					x			x		x				x				x				x				x					x			x			
16		x	x					x					x			x		x				x			x		x									x				x					x	
17		x			x		x			x						x			x		x				x		x								x					x					x	
18	x				x		x			x					x					x	x				x						x				x					x					x	
19	x				x		x			x					x					x		x				x						x			x				x					x	
20	x				x		x			x					x					x		x				x						x		x					x					x	
21		x			x		x						x				x			x		x				x	x								x					x					x	
22		x			x		x			x				x						x			x			x		x									x	x					x			
23	x				x		x			x				x						x			x			x		x									x			x			x			
24		x			x		x			x				x						x		x				x			x								x			x			x			
25	x				x		x			x				x						x			x				x	x									x			x			x			
26		x			x		x			x				x						x			x				x	x									x	x					x			
27	x			x			x					x		x						x			x			x							x		x					x					x
28		x				x	x						x			x		x					x			x		x							x					x					x
29		x			x		x			x					x			x					x	x								x							x	x				x	
30		x			x			x	x						x			x				x			x							x							x	x				x	
31	x				x			x		x					x					x			x				x					x					x		x			x			
32	x					x		x		x					x					x	x					x			x						x					x			x		
33	x			x				x					x		x				x	x	x						x					x		x						x			x		
34	x				x		x						x		x			x				x				x						x		x						x				x	
35		x				x	x				x				x			x				x			x							x		x		x				x					x

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
36		x		x		x		x		x				x		x			x		x									x		x		x					
37		x		x	x			x		x			x	x		x			x		x								x		x		x					
38		x			x	x			x		x		x	x		x			x		x								x			x			x				
39	x			x	x			x		x		x	x	x				x		x									x			x			x				
40	x			x	x				x		x		x		x			x		x									x				x						x
41		x			x	x			x		x		x	x		x			x		x								x		x		x						x
42		x		x	x			x		x			x	x		x						x							x			x		x					x
43	x			x		x			x		x		x		x			x											x			x		x					x
44	x			x		x		x		x			x	x		x			x										x			x		x					x
45		x		x		x			x		x		x	x						x									x			x	x						x
46		x		x	x			x		x	x		x		x					x									x			x	x						x
47		x	x		x			x		x	x		x	x						x								x			x								x
48	x		x		x			x		x		x		x						x								x			x		x						
49	x		x			x		x		x		x		x	x					x								x			x		x						
50	x		x		x		x		x		x		x		x					x								x			x								
51	x			x		x		x		x	x			x					x								x			x		x		x					
52	x			x	x			x		x		x			x					x								x			x		x				x		
53	x			x	x		x			x		x			x											x			x		x		x						
54	x			x	x			x		x			x							x								x			x		x						
55	x			x		x	x			x		x		x						x								x				x		x			x		
56	x			x		x	x			x		x		x						x								x			x		x			x			
57	x		x		x		x			x		x		x							x						x			x			x		x				
58	x				x	x			x		x			x			x				x								x	x		x							
59	x				x	x		x		x			x			x							x				x		x		x		x						
60	x			x		x		x		x		x	x								x						x		x	x		x							

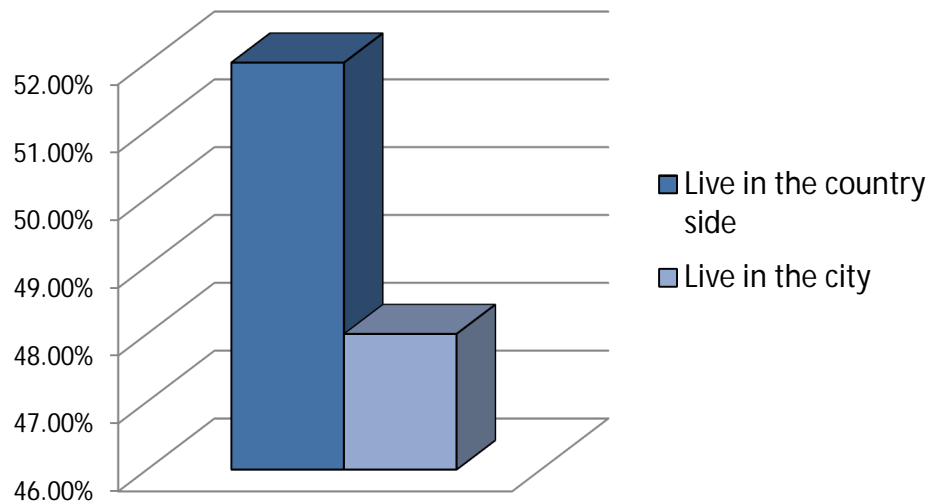| SEX	
WOMEN	55.0%
MEN	45.0%

Age	
13 to 14 year old	26.6%
15 to 16 year old	61.6%
17 to 18 year old	11.8%
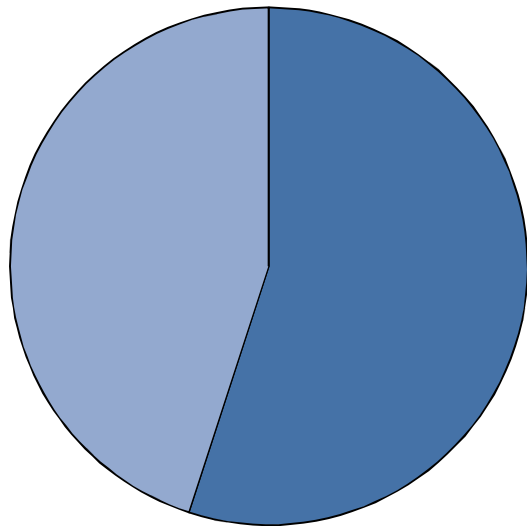
WOMEN
MEN
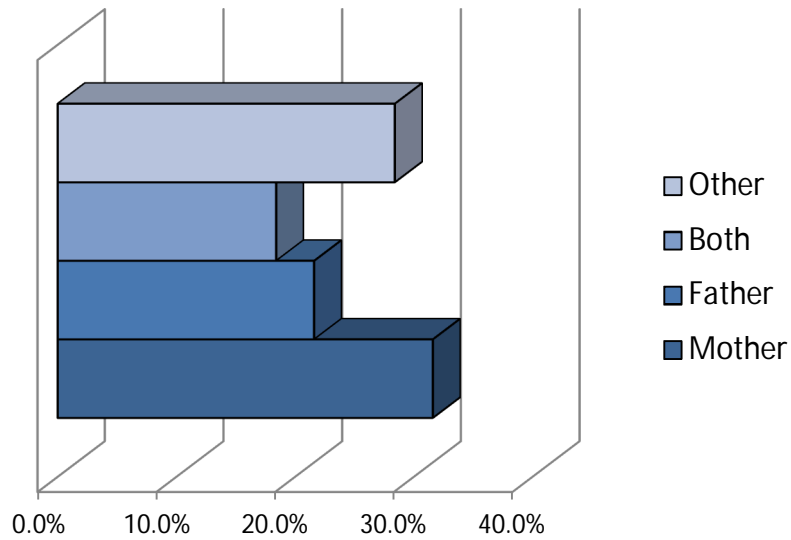
13 to 14 year old
15 to 16 year old
17 to 18 year old
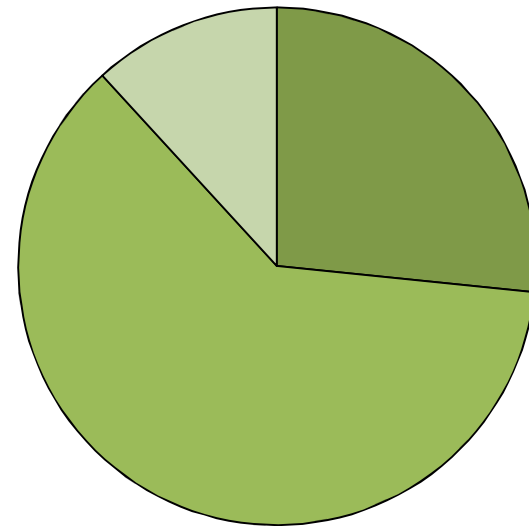
ENVIROMENT

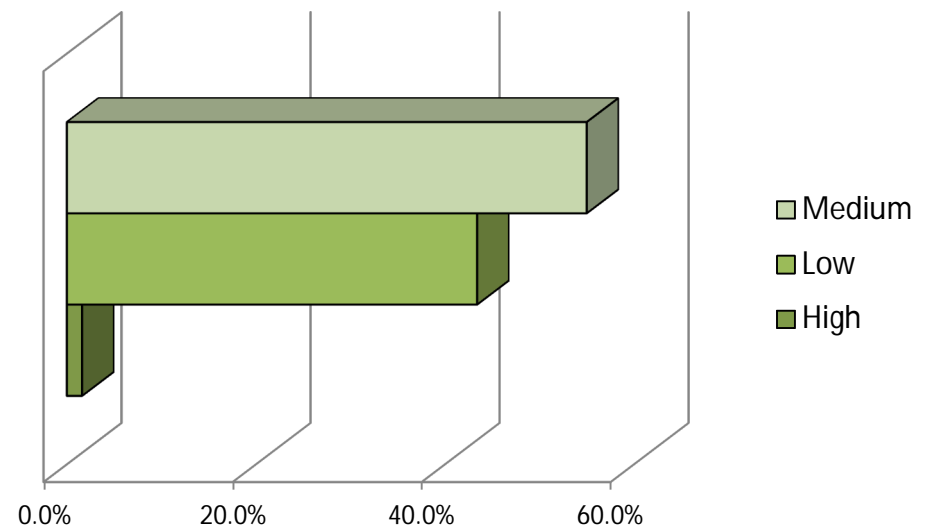| Live in the country side	52.0%
Live in the city	48.0%

AT HOME LIFE WITH

Mother, Father, Brother, Sister	20.0%
Parents without brothers	18.0%
Only Mother, Brother or Sister	26.6%
Only Father, Brother or Sister	6.6%
With Other Relatives	28.3%
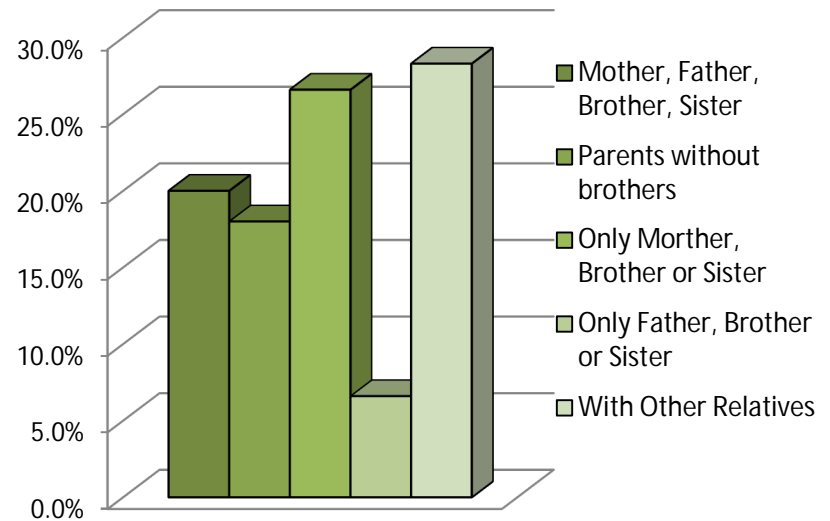
PARENTS WORK	
Mother	31.6%
Father	21.6%
Both	18.4%
Other	28.4%

PARENTS INCOME	
High	1.6%
Low	43.4%
Medium	55.0%

FREQUENCY OF PARACTICING ENGLISH	
Always	23.3%
Sometimes	50.0%
Never	26.7%
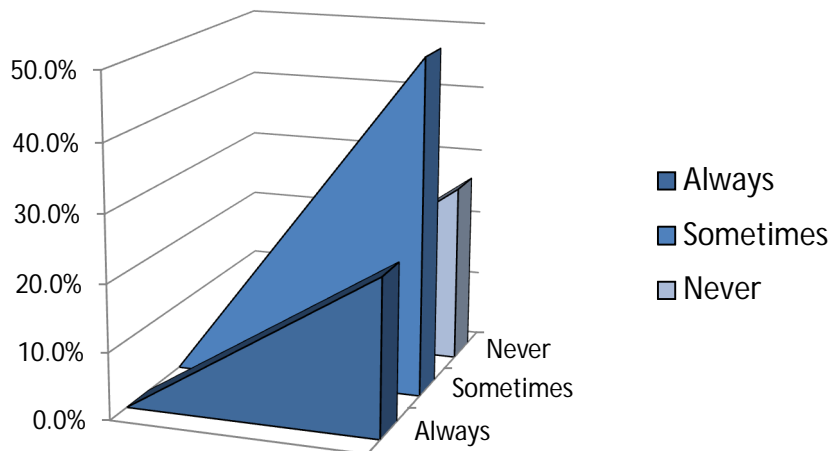
HOW DO THE STUDENTS FEEL WHEN THEY PRACTICE ENGLISH?	
Nervous	40.0%
Shy	33.3%
Afraid	11.7%
Relaxed	15.0%
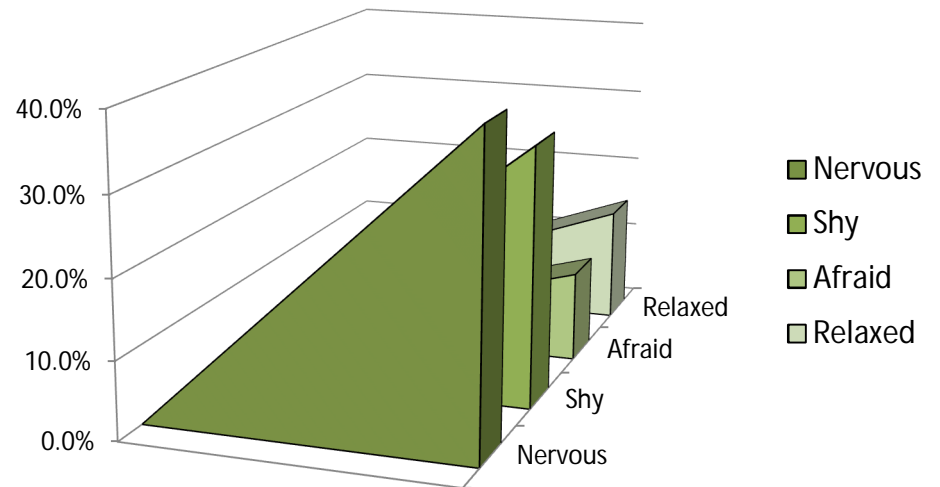
KIND OF MATERIALS THAT ARE USED IN CLASS	
Flashcards	0.0%
Drawings	0.0%
Dialogs	51.6%
No one	48.4%
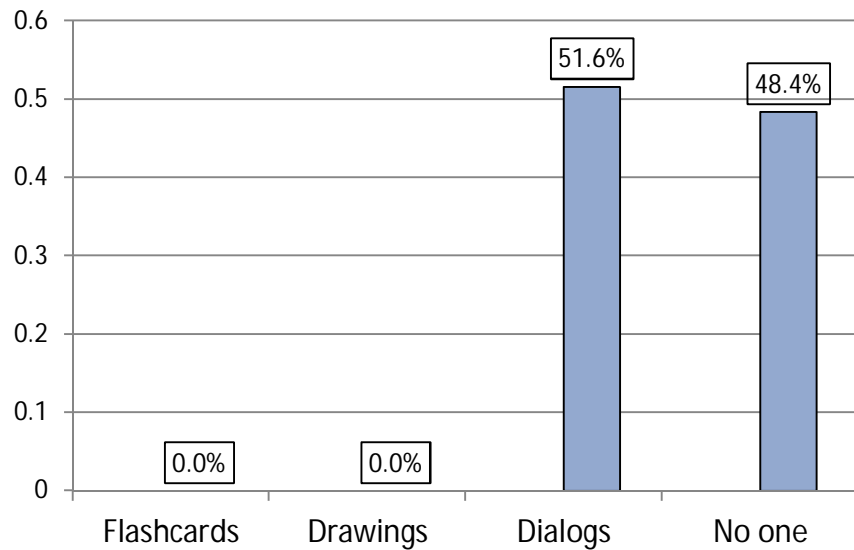
ACTIVITIES IN CLASS	
Dialogs	35.0%
Role-plays	30.0%
Games	0.0%
Pronunciation Activities	11.67%
Oral Presentation	23.3%
Interviews	0.0%
To Read In Loud Voice	0.0%
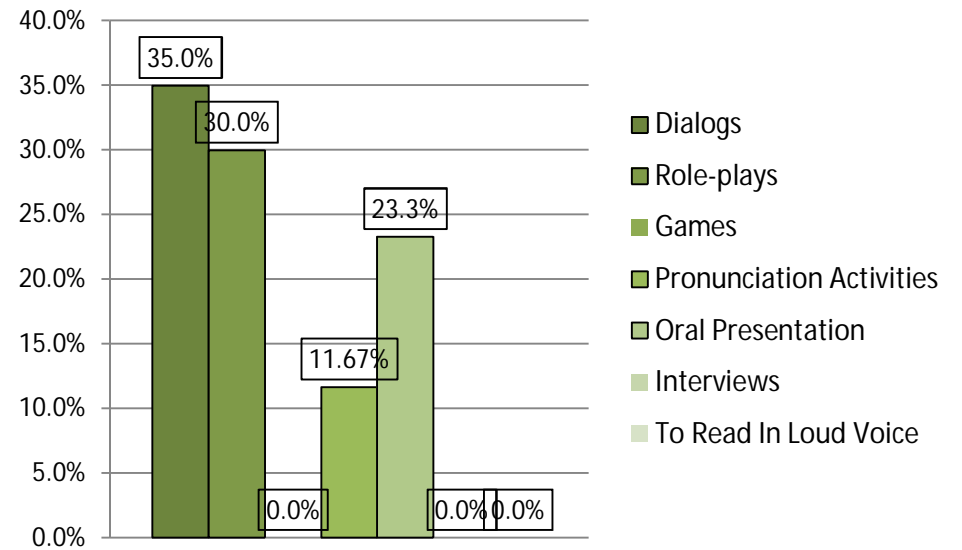
FAMILIAR PROBLEMS	
Yes	68.3%
No	31.7%
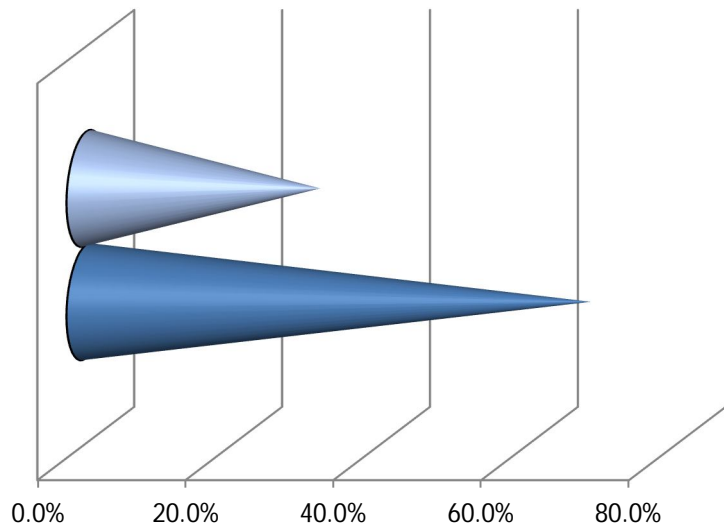
PROBLEM MAINLY WITH:	
Father	32.0%
Mother	17.0%
Both	10.0%
Others	10.0%
No One	31.0%

No
Yes

No One
Others
Both
Mother
Father