UNIVERSIDAD NACIONAL AUTOMA DE NICARAGUA UNAN- MANAGUA.

UNAN RURD

School of Education and Languages

English Department

Topic: The effect of pronunciation teachers´ strategies on the development of fluency skills of students taking English six of UNAN´ Saturday Program.

SEMINAR RESEARCH

Research submitted in partial fulfillment of the requirement for B.A. degree in teaching English as a foreign language.

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Managua, December 16th, 2013

Dedication:

We dedicated this research work:

To God our father in the heaven for giving us the enough wisdom, the life and the health to doing This research work, because He provided us the strength for never give up of our goals.

To our parents for being with us and giving us the economic support during our studies, because they are being a fundamental pillar.

ACKNOWLEDGEMENT

Abstract

The purpose of our research work is to find out the causes why students at the third year do not approach appropriate fluency level. This implicate a lot of factors like affective filter, the time that students spend practicing English outside the classroom, the teacher's techniques and methodology to develop fluency in to students. The main reason why we focused in this topic is because many of the students at the Saturday program will be graduate and not all student speak with the enough fluency. We used several materials to get all the information to support this thesis. We applied some interviews to the group two of the third year in order to know the reasons of their disfluencies, we also interviewed the teacher to gather more information about the theme. Finally, we hope that this research will help the student and specially the teacher to have better interaction and learning language process and overcome the weaknesses in their second language performance.

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1. Introduction

This paper analyzed the effect of teaching strategies on development of fluency skills. We focus on the Saturday English Program, the six level group number two. The fact that many students graduate without the appropriate fluency level motivated us to carry out this research.

We concern about the preoccupation by teachers of English department to improve the English learning of students who will graduate soon. Frequently many people have said that is necessary that students have to be able to communicate orally in fluent way because many of these students will be teachers, but these future teachers will have the enough competence. Nowadays, teachers at this university have been working in the developing of the language skills: listening, speaking, reading, and writing. However exercises of listening and speaking are done, but are not enough. So we have as purpose offer a solution to the lack of fluent oral communication by a system of active methodology strategies.

According Soraida Peña (2007) In the process of second language teaching, teachers sometimes do not use active methods and participative techniques to contribute the increase of the activeness, creativeness and productiveness of learning. In other hands there are students who do not approach a good level of oral fluency due to the lack of speaking practice. As Krashen mention in his theory about Monitor users, there are some students who will soon conclude the English major and are monitor over-users who do not have the enough fluent level and during their speech make pauses, use collocations, and correct their mistakes. In conclusion they not produce an appropriate fluent communication.

With this research, we are going to expose the techniques most used for developing the speaking fluency, the theory of those techniques and how teachers apply their strategies for their students can produce the language in an acceptable way. Therefore we analyze how the teachers present the activities and how to evaluate its communicative effectiveness and its grammatical accuracy.

Furthermore, we talk about when someone is a fluent speaker and their utterance during they are speaking, so we will determinate the oral fluency ranks, the appropriate level that students have to achieve during the third year. This point of view is very important because students should communicate appropriately with enough fluency being accurate when they use the English language production and express immediately their ideas correctly. We think that is important to know the most appropriate techniques for developing the oral fluency on their students because this determinate the achievement in their communicative activities, structured in order to suit the learners´ level ability during the second language production.

2.   Setting the problem and research topic

Some students of the third year are lack of the oral fluency at the English major. They do not speak with the enough fluency because they make long pauses or sudden stops. So they said that they are afraid on making mistakes or not to talk without grammar accuracy. Almost of the time they do not participate during the class because they feel ashamed to speak in front of the other because they think that their classmate fun of them.

Furthermore, there are other factors that influence on their weakness in their oral fluency such a their lack of the learners self study, the environment in the classroom, their motivation and how the teacher integrate to their students to the communicative activities during the process of developing the second language production.

As we said before the techniques which teachers use is an element part to motivate their students. So teachers have to improve their techniques for being successful the English acquisition by learners.

We can conclude saying that one of the major factors of the problem of the English learners at the third year is due to the low proficiency in speaking fluency because the affective filters interrupt their communicative competence. The English students should have more competence to making interactive communication because one of the purposes of the major is that we can be able to interact in real situations using the second language.

Topic: The effect of pronunciation teachers´ strategies on the development of fluency skills of students taking English six of UNAN´ Saturday Program.

2.1 JUSTIFICATION

In this research project we consider that is really important to study how effective are the teacher techniques when are developing the oral fluency skills of their students at the English major at the third year on Saturday program at UNAN-MANAGUA.

This research is going to provide us relevant information to know the effectiveness about techniques that the teachers use. Therefore we are going to study and analyze the theory and process of those techniques and the level of students' oral fluency at the English major. So, after our research we could be provided new ideas or solution to the lack of fluent oral communication between students.

This aim can be useful for teachers who give English classes and try to increase the level of speaking fluency of their students by identify the main factors why students cannot have a successful approach in their English oral communication. And know if teachers' techniques produce positive or negative effects.

We hope that this research work is going to be useful for this institution and for helping to the English teachers to improve their methodology strategies and get successful results on their students when they are speaking English.

2.2 Research questions

- What are the causes that hinder students' oral performance when they are in the classroom?

- What are the effects of techniques used to improve student's oral fluency?

- What are the suitable techniques to promote speaking fluency?

- What are the students' speaking fluency levels?

2.3 Objectives

2.3.1 General objective:

To find out the causes that hinders student oral performance when they are in the classroom.

2.3.2 Specific objectives:

- To analyze the effects on teachers´ techniques to improve students oral fluency.

- To determine suitable techniques to develop speaking fluency.

- To rank the students levels according their oral fluency to know if they performance this ability

3. Theoretical framework

With this theoretical framework we want to lead you know some theses that support this research work. These theses describes what kind of strategies, techniques and activities help to improve the speaking skills with students and the causes why student don't approach a good speaking competence.

3.1 English fluency concept

We as human use the language to express our feelings, ideas, necessities, and thoughts. So we speak daily as a necessity. We produce tens of thousands of word per a day, although others may produce even more than that. One example of that are the politicians who produce more words than a common person. Until, that is harder to learn to do it when we acquiring a second language.

As Scoot Thornbury (2011) said that there are several parts which involve speaking. This emphasize in speech production which takes place in a real time. One important point is the speaking fluency, but what is exactly fluency: is it when someone is a fluent speaker of English or when we say he speak fluently? Speed is a factor but is not all or the most important thing. When we talk in English we need speak fluently but using right pauses. Every proficient speaker needs to stop from time to time to allow the formulation of an utterance to catch up with the conceptualization. How we can identify a fluent speaker; it is someone who pausing frequently but without length of the pauses.

During our speech we pausing naturally according the grammar placements of pauses like periods, commas, etc. therefore sometimes we make unnatural pauses related to groups of words or when we do not know enough vocabulary .Otherwise to running sentences, the longer the runs ,the more fluent the speaking sound. One research about it shows that people who use running sentences hardly ever hesitate or backtrack, and take minimal pauses for breath. For example, people who are course race commentators.

When people use the second language ,they use some tricks for speaking faster by learning tongue-twister, practicing English songs, this help them to improve the speech production .In the other hand , other students disguise pauses by feeling them .Some vagueness expressions ,like sort of and ,I mean are also use to fill pauses .

To become a fluent speaker we need some features like:

1. Pauses maybe long but not frequent,
2. Pauses are usually filled.
3. Pauses occur at the meaningful transitions points.
4. There are long runs of syllables and word between pauses.

We can conclude saying that fluency is a speech pathology term means the smoothness or flow which, syllables, words and phrases together when speaking quickly. As we said before fluency is an ability to communicate and express orally and be understood by native and nonnative English listeners. This mean that fluency do not implicate speak fast, sometimes native language speakers are incorrectly referred to as fluent, furthermore to others speakers it is consider impolite.

What is speaking fluency?

According Hedge (2000) ''Speaking fluency is the ability to link units of speech together with facilitate and without strain or inappropriate slowness or undue hesitation'' there is one characteristics to identify a non-fluent speaker English learner to be characterized by frequent pauses, repetitions and self corrections during the speech. Therefore, students have to developing speaking fluency skills without frequent pauses, repetitions, and hesitation.

How can language learners improve their speaking fluency?

This is an important question; we must be carefully what strategies or methods we use to improve the speaking fluency into our students. Here are some strategies to get this approach:

1. Not worrying about making mistakes:

There is a dilemma because fluency is usually contrasted with accuracy, where the latter entails knowledge of pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics (Hedge, 2000). Between fluency and accuracy are often oppositions, one is against to the other, is like lying on the two opposing plates of weighing scale: as one side goes up and the other goes down.

Some learners in order to increase their fluency have to reduce for amount of time their accuracy. Sometimes they pay less attention to the grammatical conformity of their utterances, as a result the students pay more attention conveying meaning, the speed of their Speech can increase, and hesitations and pauses can decrease. We should therefore encourage our students not to worry about making mistakes in situations where fluent speech is more important than perfectly grammatically accurate speech, such as informal conversations inside and outside of the classroom. As teachers, we should exhibit restraint in correcting students during language activities designed to promote fluency.

2. Learning pre-assembled chunks of language

Fluency also improves when language knowledge has become 'automized' (Thornbury 1999) this happen when we speak the second language naturally without consciously thinking about it. To get the automatic language ability is useful to learn "pre-assembled chunks" of language.

"Chunks" of language are idiomatic phrases such as "as it were" and "on the other hand" which tend to be produced as a whole rather than assembled grammatically piece by piece (Nattinger and de Carrico 1992) because such phrases are store in a "pre-assembled" form in the brain, they can be recalled relatively quickly and effortlessly, thus helping to eliminate pauses and hesitations and increase the overall speed of speech.

Chunks of language can also help learners to compensate for lack of linguistic knowledge. When students lack the vocabulary to describe something, phrases such as "It is kind of like…" can be of some available. There are many strategies which help students to correct or omit the long pauses during they speak or make an argument like: the gambits such as "the point I am trying to make is…" can de assistance. Teachers should therefore provide opportunities to students to learn and practice idiomatic, pre-assembled chunks of language.

3. Planning ahead

Kellem (2009) stated that previous preparation about the topic that they are going to expose increase their oral fluency. If students know the topics which are going to use the next English lesson or discussion about particular issue, then they organized their ideas and make easier their next conversation.

Planning involves making notes, composing written answers to expected questions and the rehearsal. If the students are giving a speech or presentation in English, then it goes without saying that they need to practice the speech multiple times. This is something that we would do even if we were giving a speech in our native language, and it is even more important to do when preparing to give a speech in a second language. We should therefore provide opportunities to our students for the planning and rehearsal of speeches and discussions before they take place.

Conclusion

Acquiring improved speaking fluency is a highly ranked goal among learners of English. We have to argue that, as English teachers, we should:

- Encourage our students not to worry about making mistakes in activities designed to promote fluency and informal conversations.

- Provide opportunities for our students to learn and practice pre-assembled chunks of language.
- Provide opportunities for our students to practice and rehearse speeches and discussions before they take place.
- Encourage our students to spend time studying and practicing the language.

As we mention before these tips help to our students to improve their speaking fluency. We say our students because it supposes that some students at this career are teachers too.

3.2 English language production

When we are acquiring a second language there are a lot of factors that involve the process of English language production, the native language influence in the transfer process of phonology, morphology, syntax, semantics, lexicon, and pragmatics. There is a positive effect of transfer of the first language towards second language acquisition. In some classes we can use the first language as useful devise of understanding some English materials. In other hands there is a negative effect on transfer an example of this is when beginners' learners translate the words from the native language to the target language equivalent.

See also: exit- exito that really means in Spanish salida.

Developing second language production

As we mention before how spoken fluency is achieve has made no distinction between the speaking of a first language. We mean that we speak fluently the second language as first language .We have weakness in the second language fluency for the lack of automaticity which can inhibit face to face interaction . We need to practice grammar and vocabulary and interactive speaking. In order to get successful L2 production, we should have confidence and do not feel anxiety during our speaking.

Some time the second language speaking differ from the first language that we learnt in terms of the stage of mental process involve. The better state when we acquired second

language is in the adolescence because the adult is no longer in the initial state with respect to language and is endowed with more cognitive structures (Chomsky 1880).

Chomsky in 1968 stated a point: he believed the first language acquisition occurs through the essential language faculty, which atrophies at a certain age, is still to learn a language that age by using others mental faculties like the logical. This mean that with the age the ability of acquiring a second language decline because the adult second language learner must really in other mental organs.

Individual differences in second language acquisition ability

It is a common observation that individuals differ greatly from each other in their ability and velocity in acquiring a non-native, or "second" language (L2). This is especially true for the acquisition of the L2 sound system (including all segmental and prosodic manifestations on both the phonetic and the phonological level). The possible factors responsible for these differences are numerous, and a large number of them have been shown to significantly influence the learners' performances.

The mainly phonetics-oriented studies of second language acquisition (SLA) Concentrate on external factors concerning circumstances of language acquisition and use, such as age of learning (e.g., Johnson & Newport, 1989), length of residence / age of arrival (e.g., Fledge et al., 1995) or amount of L1 / L2 use.

3.3 Fluency vs Accuracy

Speaking generally, there are two types of language learner: the first type gets really worried about making errors or mistakes. They think about everything that they say carefully. Sometimes, if they start to say something, and then realize they have made a mistake, they will stop and correct that mistake, maybe returning to the beginning of the sentence. They might pause between each word, contemplating what the right word or phrase is before they say it.

For these learners, generally, their accuracy is high, but their fluency is low.

The other type of language learner doesn't really care about making mistakes or errors. They have an idea in their head of what they want to communicate, and they say it with whatever words and language feel the most natural. They make frequent mistakes, sometimes in every sentence. Their grammar can be a mixture of English and their native language. They either don't know or don't care if they are making errors or mistakes. These learners have high fluency, but low accuracy.

So which one is more important – fluency or accuracy? Because I'm a Libran, and I like balance, I'm going to say that both fluency and accuracy are equally important. At the end of the day, it depends on what our goal is for learning English.

Language, essentially, is used for communication. So you have to ask yourself – what do I want to be able to communicate? How well do I need to speak English?

For example, if we are working in a restaurant or a retail shop, the level of English you need is quite basic. We need to known certain words or phrases related to your job – the items you are selling, how much they cost, and certain social phrases like how's it going, thank you and see you later.

This is all you need to communicate with your customers. It's not important to communicate accurately – the customer will understand both what you want? and what do you want? Equally well. But it's very important to communicate the information quickly. Time is money, as they say. In this situation, fluency is the key.

On the other hand, if you are studying at university, or perhaps working in an office environment, accuracy becomes very important. This is especially true when you are trying to communicate complicated thoughts or ideas. In these situations, speaking quickly, but with lots of errors, becomes very confusing for the listener. This is because the errors and mistakes distort, or change, the meaning of what you are trying to say. So you need to pay more attention to what you are saying.

So what should we focus on fluency or accuracy?

The answer depends on what kind of learner we are. If you focus too much on accuracy, and therefore speak very slowly, you need to improve your fluency. Speaking too slowly is bad for maintaining a conversation. After a few seconds of silence, the person we are talking to starts thinking about something else. Communication is failing, you need to speak faster. Don't worry about making errors or mistakes – most are not serious, and don't affect communication.

But if we focus too much on fluency, we need to ask our self if we are achieving our goals in communication. Are our mistakes and errors causing problems for the people who listen to us? If the answer is yes, we need to slow down and pay more attention to what we say. Speaking really fast, with lots of errors, is very problematic for the people who are listening to us.

When we are in both accuracy and fluency we can take a balanced approach. When we are in the safe environment of a classroom, with the support of teachers and fellow-learners, we should focus on accuracy, because these people can help correct your mistakes and errors. But when we are outside the classroom – when we are at work or socializing with friends – concentrate on communicating as fluently as possible.

Many teachers have the difficulties defining where accuracy should be stressed over fluency and vice versa. In the case studies we see that our teacher friends want to correct their students so that they will be using the language correctly, but they also do not want to discourage students from trying by over-correcting. In this section we will discuss Communicative Competency and how understanding the learner's communication needs is an important aspect for facilitating learning.

What is communicative competence?

Communicative competency is the correlation between fluency and accuracy and refers to the ability of a speaker to communicative effectively in the language; this ability is based on more than just grammatical knowledge and the concept is derived from the general desire of language learners to be able to communicate proficiently, not to use the language exactly.

To be able to communicate in the TL fluently   means that speaker is comfortable using the language and can be reasonably understood by others speakers of the TL. This does not necessarily mean that the speaker is free of errors in their communication, but that the errors they make do not obstruct the message. Accuracy refers to the correctness of the language being by the speaker. Just because a speaker focuses on accuracy does not mean they will be capable of producing effective communication.

In the early of language learning, it is believed that the focus should be on learners being able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary) to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns)

What activities we can plan to encourage communicative competency?

Communicative languages test are those which make an effort to test language in a way that reflects the way that language is used in real communication, it is, of course, not always possible to make language test communicative elements, but it may often be possible to give them communicate elements. This can have other beneficial effects; if students are encourage studying for more communicative tasks; this can only have positive effects on their language learning.

3.4 The automaticity at speaking fluency

In order to achieve any degree of fluency, we need attentional resources like conceptualizing, formulating, articulating and monitoring, therefore, some degree of automaticity is necessary. Automaticity allows speakers to focus the attention on the aspect of the speaking task that immediately requires, whether is it planning or articulating. Wilbur Wright, writing of his first adventure in aeronautics, say, skills comes by the constant repetition of familiar feats rather than by a few overbold attempts at feats for which the performer is yet poorly prepared.

You speak English automatically when your speech is effortless. You speak fluent English when the words come out of your mouth—without translation and without hesitation. Sometimes this is called "thinking in English", but truly automatic speech is even faster than that-- there is no thinking. You don't think about the language at all- you just speak as easily and effortlessly as you do with your native language. Why is automatic fluent speech important? It is important because automatic English speaking is the key to getting results with English. Automatic speaking makes it easy to connect with native speakers. As an automatic English speaker, it is easy for you to make friends, participate in business meetings, talk to customers, understand movies, and get better jobs. To get real results with English, you need to speak easily and automatically. (A.J. HOGE)

Automaticity is the ability to do things without occupying the mind with the low level details required. It is usually the result of <u>learning</u>, <u>repetition</u>, and practice.Examples of automaticity are common activities such as walking, speaking and driving a car. After an activity is sufficiently practiced it is possible to focus the mind on other activities or thoughts while undertaking an automatized activity (for example holding a conversation or planning a speech while driving a car).

La Berge and Samuels (1974) helped explain how reading fluency develops. Automaticity refers to knowing how to do something so well that you don't have to think about.Companies, such as Auto Skill, incorporate the concept of automaticity into computer software. By measuring the consistency of processing speed and accuracy of students' responses, foundation reading skills can become automatic. As a result, students can devote cognitive effort to higher order comprehension skills.

Automaticity is defined by Wikipedia as "the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice." I've often been curious about what goes on in the brain whilst progressing from learning completely new words and structures to relatively effortless fluency in communicating in a language. Is it simply a matter of strengthening neural data models and pathways over time, or does some of the data even get copied over to another parallel part of our brain at a later stage

Where all this automatic "magic" takes place?

Others aspects that we have to take in to account to increasing the chances to learner will experience autonomous language uses are the following conditions:

- Productivity: a speaking activity needs to increasing the chances that learner will experience autonomous language use. It necessary to make productive the activities in order that everyone in the class can speak or use the second language correctly.
- Purposefulness: students put in mind what is the objective or want to achieve as a common purpose for example: encourage the participation of all members.

- Interactivity: there is an important point because students need to know the effect that they produce on their audience during their speaking e.g. when the audience present demonstrates interests, understanding, and even make comments at the end of the oral presentation.

- Challenge: the teacher prepares activities to achieve the outcome. Teachers need to be sensitive to the degree of difficulty task presents individual learners and adjust the task accordingly individual.

- Safety: for an English learner or speaker can have a safety they should have self-confidence. This help to attending autonomous language use. So student need to feel secure during the speaking ability deal by the teacher.

3.5 How to asses students in oral fluency

Fluency is a speech pattern, which flows in a rhythmic, smooth manner. Disfluncies are disruptions or breaks in the smooth flow of speech. Even speaker who are normally fluent experiences disfluencies. A speaker is disfluent when unintentionally repeating a word or

phrase, forgetting a word midutterance or interjecting too many "uhs" or "oks" during speech. It is the SLT´s responsibility to differentiate between normal disfluencies and a fluency disorder (Shipley and McAfee, 1998)-

Conducting a speech evaluation for fluency

- Conduct hearing and vision screenings.
- Obtain relevant information from the parents: concerns about communication skills, Development history, etc.
- Information must be gathered from two educators; the student´s classroom teacher as well as another professional. For preschoolers, obtain this information from child care providers or other adults who see the child outside of the family structure.
- Obtain from teachers information skills, behavior, and social interactions. General curriculum for preschoolers is developmentally appropriate activities.
- Review school records, e.g. grades, test scores, special education files, documentation of prereferral strategies-interventions, and discipline and attendance records.

Fluency Measurement considerations

- Frequency of stuttering
- Duration of stuttering
- Rate of speech
- Speech naturalness
- Coping mechanisms

In order to analyze frequency of stuttering we can use the following procedures to measure the types of disfluencies.

We can collect and transcribe two hundred syllable spontaneous communications samples in each of a variety of setting, using audio or video tapes. Videotape is preferable for analyzing secondary characteristics and struggle behaviors. The Two hundred syllables should

only represent the intend message. Do not count repetitions as syllables. We have to revise the count of the two hundred syllable part sample. The transcription should also include the instance of stuttering.

Count the number of disfluencies such a hesitation, Interjections, revisions, prolongations, visible/audible tension, etc. Count the number of instances of each type of stuttering and struggle behavior (audible/visible tension). Divide this number by the total number of the two hundred syllables, and multiple by one hundred to obtain the percentage of types of disfluencies (Campbell and Hill, 1992). Subtract this number from one hundred to obtain the percentage of fluent speech. A frequency analysis may also accomplished by collecting and analyzing the number of sample of one hundred fifty words (Riley, 1980). However, this method may penalize a speaker who uses multisyllabic words as Peters and Guitar said (1980).

3.6 Characteristics of active methodology strategies

It is hope that active learning and teaching method will be dipped into and referred to regularly rather than simply read and shelved, so as to provide we with innovate ideas and strategies to integrate in our teaching.

Below are some keys issues that you might helpful to consider whilst planning future learning strategies:

Teacher motivation: we have to take the time to ask our terms of learning and teaching practice, what is our motivation behind integrating active learning and teaching method in the classroom and what do you hope to achieve.

Pupil motivation: they demonstrate motivation and enthusiasm for participate, to not missing the class. In order to get this is important point is necessity to bring the opportunity of participation to everybody in the classroom. Second facilitate to them the activities and give them to them the opportunity of give opinions.

Classroom Dynamics

Every pupil and teacher brings with them into the classroom a diversity of skills, experiences, needs and expectations. It is important that you reflect on dynamics of your class:

- Have you ever taught the class before?
- Are there any specific needs, circumstance of individual pupils that you need to take in consideration?
- What is the profile of the class e.g. size, single sex, etc?
- Are there any specific needs to be taken into account in order to aid inclusivity?

3.7 Speech

Speech production: Markham (1997) or Flege and Hillenbrand (1995) we have used several different elicitation techniques to see whether degree of accent varies as a function of type of elicitation. We applied the full range of techniques in order to both get a complete picture of speakers´ abilities before brain imaging and to illicit a variety of Types of intonational configuration differing speaking rates and degrees of fluency. Tasks for segmental production can be included in all controlled elicitation techniques, while for the produced spontaneous speech it is of course only possible to analyze what the speakers happen to say.

In the reading and imitation tasks, all phonemes, important allophonic variations and phonotactic constellations of the L2, i.e., English are covered. The known problematic areas for German speakers reach from cases of heavy (e.g., production of uvular /R/, lack of dental fricatives, clear /l/ in all positions) to medium (final devoicing of voiced obstruent, insertion of glottal stops before morphemes that start in a vowel, raising of /æ/ to /_/) to light foreign accent (e.g., subtle differences in vowel quality).

The tasks for prosody production use especially imitation and reading tasks to elicit tunes (i.e., combinations of pitch accents and boundary constellations) associated with

particular discourse situations (e.g., declaratives, Yes/No-questions, continuation rises).Insights gained in previous work (Jilka, 2000) facilitate the identification of areas of possible deviations due to foreign accent (e.g., category transfer in the realization of continuation rises, subtle variation in the phonetic realization of equivalent categories).

Quasi-spontaneous speech Spontaneous speech is by definition the most natural form of speech and certainly reflects overall abilities the best, allowing especially representative impressions of fluency, speaking rate, choice of words, choice of prosodic patterns and segmental realizations. On the other hand it is very difficult to elicit specific prosodic or segmental realizations of phenomena assumed to be particularly interesting. We have attempted to control spontaneous output to a certain degree by having the subjects narrate (Larson, 1992)

3.8 Language is different from speech

Language is made up socially shared rules that include the following:

- The meaning of words (e.g., "star" can refer to a bright object in the night sky, or a celebrity)
- To know making compound words (e.g., friend, friendly, unfriendly)
- Structure sentences in a right order an coherence (e.g., " Thom walked to the new store" rather than Thom walk store new")
- Use the appropriate phrases for each situation ("would you mind moving your foot?" In this case the better phrase to use is "Get off my foot, please" in the first case there is no reaction.

Speech is the verbal means of communicating. Speech consists of the following:
Articulation: how the person makes sounds (e.g., children must learn to produce the sound "r" in order to say "rabbit" instead of "wabbit").
Voice: it is how we use our vocal folds and breathing to produce sounds. We can reduce or increase the intensity level of our voice.

Fluency: the rhythm of speech. For example: hesitations or stuttering can affect fluency. When a person has trouble understanding others speech or conversation, or sharing thoughts, ideas, or expressing themselves provoke a language disorder.

When a person is uneatable to produce speech sounds correctly or fluently, or has problems with his or her voice consequently will has a speech disorder. Here is an example: Megan has a receptive and expressing language disorders. She does not have a good understanding of the meaning of words and how to use them. Language and speech disorders can exit together or by themselves. The problem can be mild or severe according with the American Speech Language Hearing Association.

3.9 Discussions

Here is some generic discussion format:
Discussion card: the teacher prepares in advance sets of card (one for each group) on which are written statement relating to a pre-selected topic.
Warm- up discussions: when introducing a new topic or preparing learners to red or listen to a text.

Panel discussion; these adopt the format of a television debate in which people representing various shades of opinion on a topic. To get the authenticity students have to use the L2 language in real situations. First they should put in practice in the classroom then outside the classroom.

After a contest-based lesson: a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussions groups. Before the discussions, it's essential that the purpose of the activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that do not spend their time chatting with each others about irrelevant things. For example, students can become involved in agree or disagree discussions.

In this type of discussions, the teacher can form groups of students, preferably four or five in each group, and provide controversial sentences like "people learn best when they read vs people learn best when they travel". Then each group work on their topic for given time period and present their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

For efficient group discussion: it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can assign by the teacher or students determine by themselves, but groups should be arranged in every discussions activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always encourage to ask questions, paraphrase ideas, express support, check clarification, and so on.

Conversation

This activity is the most common natural thing in the world- two people having a conversation on a topic of common interest. This occurs when the people are relaxed and confident but always with a specific purpose. More accurately, the topics discussed and the directions taken by the conversation are the results of the interaction between the people, in practice, this success depends on the ability of the speaker to create the right atmosphere. Usually, some learners with a quite a high level of proficiency will feel confident enough to take the conversational initiative.

3. 10 Choral drills

A choral repetition is a commonly used method of drill. Students simple have to repeat words or phrases after you. This is a good method because it means that students are given excellent model pronunciation immediately before they asked to respond. Going through

vocabulary this way many times in a single lesson will be boring for your students and they will be less inclined to perform well. Break up with the monotony by changing the speed or volumes you use and have students change their responses accordingly. Using this method, are not called on individually to pronounce words therefore you will need to check individual pronunciation and comprehension separately. Integrating these checks into your drills activities will keep students alert because they will never know when you may call on them.

Drilling with flashcard

Drilling using flashcards can be useful as well. In the introduction, show students both the image and words sides of each flashcard .When you start drilling word   for the first time, show students the word side of the flashcard, so they can practice reading and pronouncing it. Later on, rather than show students the word you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcard, you can also challenge your students when they become more familiar with certain vocabulary by flipping through the card as faster rate.

3.11 Drama

Of EFL teachers I have been in contact with use drama or communicative activities often and regularly .The two books I refer to are excellent resources for drama in ELT.

In this competitive world, where a communication   in a global society is a must to ensure our survival. The ability to use an international lingua franca –English –is indeed vital ,especially in business ,science and technology, many enterprises and factories offer jobs vacancies to those applicants who are capable in English both written and spoken. They promise good positions and good prospect .Another one, the television stations programs, which have never been absent in English entertainment and educational programs are presented to those who are eager of improving their English, however, in reality we still find the advancement insignificantly. There are many students who know English passively and even they are no interested in attending the English class seriously. This problem caused by the unsuitable   method and the media are used, which make the students feel boring and frustration in teaching –learning process ,especially English speaking .I am trying to use one of the media that is audio visual

aids .The writer also would like to find out and make and alternative methods to solve it. And hopefully this medium will make a better result than other media, which she has carried out in case study.

The teaching - learning English process could only succeed by having good learning facilities, such as competent teachers. Many English teaching books use aids or media. In teaching learning English speaking process, the awakening of certain response of the students is very important factor, because is given direction to them in learning English speaking.

Drama activities will help students to develop their natural potential in concrete situations of real life. In addition, students have many opportunities to make decisions, solve problems, socialize with their classmate, and most important, they develop oral communication skills.

The word drama is derived from the Greek verb "to do or to act." Drama involved some physical actions could be performed in front of audience and on a stage in ancient times. Drama in education is a useful tool to teach languages. It can involved all the students interactively and improve spoken communication in the classroom.

3.12 Audio and video

Definition of Audio Visual

The audio visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with Audio- visual work to elucidate meaning, this practice has been an essential element in teaching.

Audio – visual aids can clarify the material more easily in teaching learning process. Aids may also sustain attention and enhance interest in a topic, providing they are well presented and colorful .Audio visual aids are only effective if they are appropriate to the

situation and are used properly by the agent. Unsuitable aids or one that are not used properly can at best distract and at worst mislead the audience.

Visual aids are very useful for providing, explaining or holding interest. Visual aids allow the students to become involved with their eyes – the old adage that one picture is worth a thousand word is very often true. Pictures, of course are not the only visual aids available. There are many other kinds: model, maps, and mock up, object themselves, movies, slide projection and even the blackboard among there are many kind of visual aids available.

3.13 Speaking

Definition of Speaking

Speaking is the process of orally expressing thought and feeling of reflecting and shaping experience and sharing information .Speaking is a complex process, which involves thinking language and social skill. The speaker combines words to sentences and paragraph style that is appropriate to a social context.

Speaking is development for the relationship between the speaker and her hearer .In addition, speaking is determining which logical linguistic, psychological and physical rules that should be applied in a given communicative situation. In speaking the student should learn some step in order to make the speaking itself properly and understandable, those steps are: speak clearly and expressively about their ideas and concerns, adapt words and strategies according to varying situation and audience from one to any conversation to formal large group setting. Interpret and asses various kind of communication, including: intonation phase gestures and body language that accompany speaking.

The teaching English speaking is more demanding on the teachers than the teaching of any other language skill, because of this reason, the teacher give up on their efforts to teach and concentrate.

3.14 Role plays

One other way of getting students to speak is role- playing. Students pretend they are in various social contexts and have a variety of social roles. In role plays 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 students that "You are David, you go to the doctor and tell him what happened last night, and …" (Harmer, 1984)

Ments (1999) says that role play involves "asking someone to imagine that they are either themselves or another person in particular situation". They may take the role of real people because or themselves. Al-Mutawa and Kailani (1989) describe the role play as a technique that affords an opportunity to practice a new structure in the context of natural communicative usage.

According to Lucantoni (2002), role plays can be very enjoyable for learners and provide excellent opportunities for using language in real situations. It is a communicative activity where the learner can use spontaneous language. It also helps learners to develop real life speaking skills. Ments (1999) and Livingstone (1983) agree that role plays increases learners' motivation and involvement in the learning process. Ments (1999) adds that role lends itself well to mixed ability groups it provides learners with opportunities to practice and develop communication strategies. Role play can also require the learners to use their imagination, background knowledge and communication skills. Larsen-Freeman (1986) had similar concept about point out the role play as Edwards (1999) whether structured or less structured, are important in the communicative approach because they give learners an opportunities to practice communicating in different social context and in different social roles.

Disadvantages of role play

Role play also has certain potential disadvantages. The discipline may be hard to maintain during role play and the teacher could loss the control of the class. The role play can

be time-consuming and also make demands on space and resources. Thornbury (2005) also note that "there are learners who feel self conscious performing in front of their peers… and care has to be exercised in choosing and setting up such activities". Teachers must be careful during role play, then, not to make any learner feel embarrassed.

 Organizing role play

 Role plays, like any learning activities, should be "appropriate for the children's age and social-cultural experience" (Cameron, 2001). The activity should give learners opportunities to use language they know and should start with the simple dialogues before moving on to more advanced interactions. Additionally, the role play should be interesting, exiting and motivating. Furthermore, role plays should create a context where learners pay more attention to the message than to the accuracy of their language.

 In preparation for role plays, learners may need to be introduce to key vocabulary and expressions they will able to use. Role cards or cue cards, as Bygate (1987) suggests, can also be provided to learners to explain the roles they will be taking on. Then learners should give "enough time… to read necessary information and formulate their ideas. During role plays teacher should encourage learners and reassure them that no penalties will be imposed on them for hesitation or mistakes.

3.15 Dialogues

 For many years we have used the dialogues to teach or develop speaking skills to communicate with others. Since language is an essential need we use dialogues, and any grammar structure or lexical area can be worked into a dialogue with a little ingenuity. Dialogue practice also provides a useful change of focus from teacher-led classroom interaction.

 There are many possible types of interactions. First, we have to take into account that the dialogue can be enacted by the teacher and a selected student; this is an useful way of

demonstrating to the rest of the class how subsequent student-student pair work is to be performed. For example, the teacher could set up a situation (for example, a reservation in a restaurant) one of the students take the role of the waiter, and, another student volunteer, improvise a dialogue in advance of the rest of the class doing the same in pairs.

3.16 Why is important to use role play in the classroom

This technique is very original. It is an instrument in order to help students to improve skills they need to learn a second language. Using this technique the students apply some of their own knowledge, skills intuition, imagination, emotion, and many elements that human beings employed in real life.

Concurs who taking roles is so flexible when applied in education. This technique allows students to produce a second language in different situation or stages of the role play unconsciously. This technique gives teachers a lot of opportunities to create an excellent learning language process.

Formal language that would not normally occur in the classroom context can be practiced. Moreover, simulation and artifice suit the temperament of certain learners, who may feel uncomfortable 'being themselves' in a second language.

3.17 Assigning Group Tasks that promote Learning

The decision to include cooperative learning assignments in a course should be based on a careful examination of course goals, for example: if students are expected to be able to apply theoretical knowledge to real word problems, or demonstrate decision –making or problems-solving skills similar to those made by professional in the field, then it may be appropriate to include group work in the design of the course. It is best not to think of group work as something added on to an existing course structure, but instead something that helps shape the design of the syllabus and helps synthesize specific course objectives.

Other important factor to consider before including group assignments is; class size. Larger classes will require more attention to organization and the means that will be used to evaluate group work.

At times teachers are reluctant to use 'drama activities' in the classroom for various reasons: they don't know how to use the activities, limited resources , time constraints, as fear of looking and feeling foolish and the list goes on. Generally these feeling are more prevalent when attempting to use drama with adults. Teachers of young children tend to use more play, games and drama, type- activities since the children are closer to the " play and explore " stage of development Often children are much more receptive to any kind of ''make believe' or drama type of activity. Of course this is not always the case and it would depend on the cultural values, the ability of the children, and varying social factor. This article is concentrating on the reluctance that is observed in language teachers of adult when drama activities are introduced to them.'

3.18 Teacher roles

Ten roles for Teachers Leader

The ways teachers can lead are as varied as teachers themselves. Teacher leaders assume a wide range of roles to support school and students success. Whether these roles are assigned formally or shared informally, they build the entire schools capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders as among their peer. So what are some of the leadership options available to teachers? The following rules ten roles are a sampling of the many ways teachers can contribute to their schools success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include web site, instructional materials, reading, or other resources to use with students .They might also share such professional resources as articles, books, lesson or unit plans, and tools.

Tinisha becomes a resource provider when she offers to help Carissa a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, sings to post on the wall that explain to student how to get help when the teacher is busy and the grade level language art pacing guide.

2. Instructional Specialist

An instructional specially helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lesson in partnership with fellow teachers. Instructional specialist might study research- based classroom strategies (Marzano, Pickering, &Pollock, 2001); explore which instructional methodologies are appropriate for school; and share finding with colleagues.

When his fellow sciences teachers share their frustration with students' poorly written labs reports, Jamal suggest that they invite several English teacher to recommends strategies for write instructions. With two English teachers serving as instructional specialist, the science teacher examines number of lab reports together and identifies strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialist leads teachers to agree on standards follow the adopted curriculums use common pacing charts and develop shared assessment.

Tracy, the word studies tam leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the teams members agree to increase the consistency in their classroom curriculums and administer common assessment. Tracy suggests that the team develop a common understanding of the

standard and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom supporters

Classroom supporters work inside classroom to help teachers implement new ideas, often by demonstrating a lesson, co teaching, or observing and giving feedback. Blase and Blase (2006) found the consultation with peers enhanced teachers' self efficacy (teachers' belief in their own ability and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged as bias for action (improvement though collaboration)

Marcia asks Yolanda for classroom support in implementing nonlinguistic presentation strategies, such as graphic organizers, manipulative and kinesthetic activities (Marzano, 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half - day of professional release time, one for learning more about the strategy and planning a lesson together, and the other for co teaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leader. When teachers learn   with and from one another; they can focus on what most directly improves students learning. Their professional learning becomes more relevant focus on teachers' classroom work, and aligned to fill gaps in students learning.

Such communities of learning can break the norms of isolation presenting many schools. Frank facilitate the school's professional development committee and serves as the committee's language art representative. Together, teachers plan the year's professional development program using back mapping model (Killion, 2001) this model begins with

The teacher need to Identifying students learning needs. Teachers' current level of knowledge and skill are important in the target areas and types of learning opportunities that can offer to different groups. The committee can then develop and implement a professional development plan on the basis of their finding.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role model; acclimate new teaches to a new school, and advise new teacher about instruction, curriculum, procedure, practice and politics. Being a mentor takes a great deal of time and expertise and makes significant contributions to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a bran-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in district's three day training or mentoring. Her role as a mentor will not only include acclimating her colleague to the community. Ming feels proud as her teammate develops into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade – level or department chair; supporting school initiatives; or representing the school on community or district task forces or commits school leader shares the vision of the school, aligns him or her professional goals with those of the school and district and share responsibilities for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage student in the school improvement planning process. The school improvement team plans to revise its nearly 10 year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges daylong meeting for ten staff members and 10 students who represent various

views of the school experience, from non attenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use the data to drive classroom instruction. Teacher leaders can lead conversation that engages their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitate a team of her colleagues as they look at the results of the most recent writing samples, a teacher designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individual, by classroom, and in disaggregated cluster by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leader can also be catalysts for change, visionaries, who are ¨never content with the status quo but rather always looking for a better way¨ (Learner, 2004, p.32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of students learning. In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him from extra assistance have shared their perspective, and Larry wants teachers to know what students are saying. As his colleagues discuss reason for low student environment, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to points fingers at students, he encourages them to examine how they can change their instructional practice to improve students' engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner .Learner model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn't begin to talk about their teaching and how it influences students learning. Faculty and team meeting becomes a forum in which teachers learn from one another. Manuela's commitment and willingness to talk about learning break down barriers of isolation that existed among teachers.

Roles for all

Teachers exhibit leadership in multiple, sometimes overlapping ways. Some leadership roles are formal with designated responsibilities. Other more formal roles emerge as teachers interact with their peers. The variety of roles ensures that teaches can find way to lead that fit their talents and interest. Regardless of the roles they assume, teacher leader shape the culture of their school, improve student learning and influence practice among their peers.

3.19 The rank of speaking fluency

Beginners

Low beginners: zero to very limited ability in speaking English (from 0 to 4 marks)

High beginners: ask and answer questions to satisfy routine daily speaking on varies familiar topics. Speaking vocabulary expresses the most elementary needs. (From 5 to 7 marks)

Intermediate

Low: handle with confidence, but not facility most daily speaking tasks. Can handle limited academic language and will help need help for most tasks. Vocabulary is limited.
(From 8 to 14 marks)

High: participates effectively and sometimes hesitantly in social and academic conversation. Makes occasional errors in idioms and structure. (From 15 to 18 marks)

Advance

Low: speak English in most of the situations. Comprehension is quite complete for a normal rate of speech. Students make occasional errors in idioms and structure meaning. (19 to 22 marks)

High: uses the language fluently on all levels normal at school needs. Understands and participates in almost any conversations within the range of experience with a high degree of fluency (From 23 to 25 marks)

To get the students speaking rate, Peter and Guitar (1991) recommend collecting a 5 minutes sample of conversational speech. Darley and Spriestersbash (1971) report the following normal rate. "Adolescent and adults emit 115 and 165 syllables per minute".

3.20 Conclusion on the theoretical framework

In Section 3.1 we discuss about fluency terms. There are several definitions of fluency, often we are confused the terms when someone speak fluently? Or when somebody is a fluent speaker? A fluent speaker does not make frequent pauses, repetitions and self corrections during the speech. Fluency does not mean speak faster, because we make pauses naturally when we use commas or periods, etc. So fluency is as spoken language competence, is a speech pathology when we speak quickly and at the same time we make grammatical pauses in a right way. As a teacher we should encourage our students not to worry too much about making mistakes and that students spend time studying and practicing the language (Hedge, 2000).

In section 3.2 on English language production theory the first language sometimes interferes in the second language production. This effect could be positive or negative. Chomsky (1880) said that are different states to acquire a second language, in the case of adults learn by other mental process that is the opposite that Krashen' theory said. So in order to develop second language production we have to take into account that there are many elements that influence such the age, the automaticity, self confidence and so on. We need to practice several times our speaking in an interactional way, create our self-confidence to not feel anxiety during our speaking.

We discussed about fluency vs accuracy in section 3.3 and there is a controversy among both. There are times when accuracy rest fluency and when fluency rest accuracy, we mean that not all the time students or learners can speak fluently with the enough accuracy. When they are trying to speak fast they make a lot of grammatical mistakes that occasionally is an obstacle to communicate with other and the listener do not have a clear idea about their message. When we focus on accuracy rest to fluency, they speak very slowly but it is bad for maintaining a conversation and as a result failing the conversation. Fluency and accuracy are equally important and we need to make the balance between both and get a communicative competence.

As we remember in section 3.4 English students need to achieve some degree of automaticity. This allows them to speak English immediately. Wilber Wright, said that is important the practice and repetitions to get automaticity. When our English is automatic fluent we speak without translation and without hesitation. According Wikipedia automaticity is the ability to do think naturally without occupying the mind. In others words us speak without "think what are going to say and how to say something".

In the topic about how to asses students in oral fluency section 3.5 in order to become a fluent speaker, firs we have to experiment some disfluencies before. Teachers have to differentiate between normal disfluencies and fluency disorders (Shipley and McAfee, 1998). To discover which of those problems could be is useful to take a sample using a videotape or audio and count the number of disfluencies such a hesitation, interjection, revisions, prolongations visible/audible tension, etc. To get this result we can take a sample of two hundred syllable of spontaneous communication which represent the intend message, without count repetitions as syllables. Then count the number of instances of each type of struggle behaviors and divide this number by the total number of the two hundred syllables and multiple by one hundred to obtain the percentage types of disfluencies (Campbell and Hill, 1992). Finally we subtract this number from one hundred to obtain the percentage of fluent speaker.

In section 3.6 according Northern Ireland Curriculum (n.d) some characteristics of active methodology strategies are the motivation and the type of classroom dynamics. The teacher' motivation is important because this move to him to promote successful teaching activities or activities and involved in such process to students. It is important to inspire the students to participate in those activities and cover some expectation and needs of them.

Speech theory discussed by the author Bruce Harrell (2007) section 3.7 through the student's speech we get a complete picture of their abilities as speaking rates and degrees of fluency (Markham 1997) Fledge Hillenbrand (1995). In conclusion is a speech pathology term that means the smoothness or flow with sound, syllables, words and phrases are joined together when speaking quickly.

According to section 3.8 American Language Hearing Association (1997-2013) arguments that language is different from speech because language is made up of society shared rules such a words mean, how to form new words and word combination and speech is the verbal means of communicating. For example: articulation, voice and fluency.

We explore some terms about discussion as a speaking activities in section 3.9. This is a common activity that teachers use in class that arises spontaneously, because it is something personal when a learner reports a topic. For this activity it is important to be creatively and organize the topic that students will discuss. Teacher can assign the group. The groups cannot be larger because is preferable small groups, because teacher can lead and supervise with more facilitate.

Following with speaking activities as section 3.10 we mentioned that drills are a good method to improve students' pronunciation. We can use flashcards to implement this activity. For example: we can start with a drilling word that shows students the word side of the flashcards. Trough this exercise they can practice reading and pronunciation. Gaining control of the speaking skill involves a lot of practicing. We can conclude about this term saying that drills consist in imitation and repetitions of words, phrases, and even whole utterances. Scott Thornbury (2011).

As the author Wan Yee (1999) said on section 3.11that in our society English is vital specially to communicate in business, but there are some English students learn English passively. So they even they are not interested in attending class seriously because they feel boring and frustration in teaching-learning process, specially speaking English. To make interesting this process we can use drama, in which learners take imaginative role in the classroom. Using drama in ESL classroom can help the teacher arise the imagination of student since drama activities help them to participate in the classroom and encouraging student's abilities.

To present a topic more interested we can use some resource like the audio and video because sustain the students' attention. The students learn in better way words pronunciation and

improve their listening. These tools are effective when they are appropriate to the situation and are used properly by the agent. All this discussed in Section 3.12.

Section 3.13, speaking is a human natural process. We express thoughts and feelings orally which involves thinking language and social skills. It is important that English learners speak clearly and expressively about ideas and concerns. Speaking is development for the relationship between the speaker and her hearer. It is the determination of logical linguistic, psychological and physical rules that should be applied in a given communicative situation.

Role plays section 3.14. It is an instrument in order to help students to improve the skills they need to learn in a foreign language. When teacher use this technique students have to apply some of their own skills like intuition, imagination, emotion etc. Students practicing through this activity and acquire self confidence to communicate with others in a real situations. Lucantoni (2002)

Dialogs provide a useful change of focus from teacher-led classroom interaction. As we mention in Section 3.15.   First, teacher has to give the instruction of the activity in a clear way. Second, teacher has to give examples of a dialog maybe between two people. The Teacher chooses a volunteer could be one of the students and him. Students can practice in pairs and take roles in a dialog. For example, one of the students take a role of a doctor and other students takes the role of a patient.

According the section 3.16 we talk about role plays in the classroom is effectively to teach a target language. This technique gives teacher a lot of opportunities to create an excellent learning language process. Using this technique the students will have a great opportunity to practice spoken communication. There are a lot of situations or topics that students will use to create nice discussions at the moment they are performing the role plays and content with the real situation.

Teachers are very important in the teaching process. They can lead with many situations with students in the classroom. Teacher leaders assume a wide range of roles to support school and students success. In section 3.17 we discussed about ten roles that teacher could take like

resource provider, learning facilitator, instructional specialist, etc. so teacher shape the culture of their school, improve students' learning and influence practice among their peers.

In section 3.18 we ranked students in a range of 0 to 25 marks. We categorized in six different levels low beginners, high beginner, low intermediate, high intermediate, low advance and high advance according their speaking skills. This one of many ways to rank students and evaluated that could make easier to teachers this process.

4. Methodology

4.1 Sociological approach

We approach our research from a sociological perspective; it is understand the behaviors of human being by placing him in the wider social contexts. We consider that the way in which a language learner thinks and feels about the process to a large extended depend on the development of an oral fluency such as their success in the second language.

In others words the proficiency in speaking fluency will be improved depending on the use of the different kind of strategies, methods and activities that the teacher implement in order to get a good speaking fluency level.

Using the sociological approach allowed us to do quantitative research, focusing on extracting data from group than strictly looking for numerical quantities.

4.2 Type of research

We decided to focus on case study research, which emphasize the experience of the real life situation, and the same time providing some applications of ideas or solutions using some different ideas or methods.

According to researcher Robert k. Yin defines the case study research methods as an empirical inquire, phenomenon within the real life context, when the boundaries between phenomenon and context are no clearly evident and which multiple source are used (Yin, 1984).

In spite of evidence, it also implied multiple source and techniques to use to gather data, for answering the research question. So we looked intensely at small or individual pool, collecting data look for documentation, drawing conclusion only about a participant and in a specific

context using different kind of instrument. We explored the teaching learning process of the six level programs of the English major at UNAN-Managua. Once using some kind of instrument applied, we gather the information needed, naturally in this way it is described and also used to analyze the data.

4.3 Population and sample

This research has been done taking into account one classroom of third year students with a population of 22 students. We work with students and selected ten students to get all the information that we required.

4.4 Instrument

To obtain the information we needed, we utilized the follow research instruments:

- Interviews:

In accordance with our qualitative approach to research, we personally interviewed the teacher and students. In our research work we included the interviews in the annexes. Our purpose is finding out the necessary information about students disfluencies. In these interviewers we focus in many aspects which involves the learning-teacher process

- Focal group:

We engaged small group of students (no more than seven) in a dialogue about the teaching and learning process which contributes to improve the speaking skill in English. We discussed about some problems at speaking that they have during they are facing during their speeches. We comment about the teacher's methodology. We discuss about how often the teacher uses materials and activities to speaking sections.

4.5 Methodological analysis

We analyzed several documents which thoroughly explain case study research, as well as general documentation on the process necessary to complete a research work. We obtain the information from books and internet during the course of our research, like that we included in the bibliography of this research paper. These materials support this research to make it intelligibility.

5. Hypothesis

The techniques used to develop fluency; the lack of motivation and the lack of practicing of the language by students are the three main factors why students cannot get the enough level of oral fluency at the third year at the English major on Saturday shift at UNAN- Managua.

6. Variable System

Objectives	Variable	Definition	Indicators
To find out the causes that hinders student oral performance when they are in the classroom	• Factors • Deficiencies	The causes why students lack in this ability	• Affective filter • Hesitation • Lack of practice
To analyze the effects on the effect on teacher' techniques to improve students oral fluency	• Effects • Teacher techniques	Ability to apply procedures or methods so as to affect a desired result	• Interaction
To determine suitable techniques to develop speaking fluency	• Suitable techniques	The best techniques is better to improve the speaking skills and get a good language process	• Role play • Drama • Discussions
To rank the students' levels according their oral fluency to know if they performance this ability	• Students' oral fluency level	Learners have to develop a good communicative competence	➢ Low ➢ Medium ➢ high

7. Result and discussions

We focus in the group "B" of English six. The teacher' group was of twenty students between twenty to forty years. We could find that 60 % of them are female and 40 % males. We applied a survey to a sample of nine students from of these twenty students and the teacher of the group to provide the enough information to do this research seminary.

As we said before we take a sample of nine students from twenty- two to apply the students' survey. The 66 % of this sample were female and 33% were males. We asked them how they usually practice their English speaking.44% interact with others people having conversations. 22% practice by repeating after hearing tape recording. 22% of the students practice through some internet programs.11% read books and some articles in English. A research project made at Francisco Gavidia University El Salvador (2006) reveals that students at the English major present disfluencies due to their lack of English speaking practice. It is important the method that students use. They can use passive or interactive method, but they have to practice more their spoken ability. When we speak with other person we have the opportunity to learn more pronunciation and vocabulary.

The amount of time that students dedicate to practice outside the classroom is very important, because they reinforce their abilities. 44% dedicate less than one hour. 33% spend three to four hours. 11% dedicate one to two hours to practice their speaking. 11% spend five to more hours practicing outside the classroom. Other causes that may influence in student' abilities is the type of job where they work. For example, one student who works as English teacher in high-school or primary-school is keep in touch with the language and practice with more frequency. Otherwise to students who works in places where they do not put in practice the English speaking, because the priority is our native language. We know that there are some jobs where we have to speak only Spanish especially when our co-workers do not English. According the results many of these students spend and practice a few hours their English speaking.

According their answers the teacher use with more some frequency role plays and dialogs 44%. 66% the teacher use presentations for speaking sections and this activity is used with more frequency. With a 33% he uses songs.22% discussions and 11% debates. The last two activities are used with less frequency by the teacher to promote speaking in to students. In our theoretical framework we discussed the importance of these activities. So role plays and drama are two techniques that promote English in better way. The role play is used but not drama in this group.

Many students said that their participation during the class is little 77.7% and 22.2% very little. They feel nervous to ask or speak in the English class. They feel afraid to make mistakes during their speech. This is a common disfluency; they do not participate because they feel hesitation and frustration. They said the kind of participation in the classroom is voluntary.

44% of our sample has an intermediate level. 22% have medium level. Other 22% have high level. And 11% have a low level. The English level that predominates is the intermediate with more percentage than medium and high level. The least predominant level is low level. The level of the students depends on the approach in the four skills and sub-skills.
The students agree that the lack of practicing is the most common cause because they have a low level 61%. In 28% they have low level due to the lack of study and 11% lack of self-confidence.

In order to classify their levels we have to measure their abilities for example a beginner can ask questions to satisfy routine daily speaking on varies familiar topics. Their speaking expresses the most elementary needs. And intermediate sometimes hesitate in social and academic conversation. They make occasional errors in idioms and structures. We consider that 22% of students are in the rank of beginners, because they make long pauses, think in Spanish and then translate to English and their orally fluency is limited. 55% are low intermediate because their vocabulary is limited and speech is slow with some hesitations. They produce some grammar mistakes. 22% are in the high intermediate level because speech is mostly smooth but with intermediate level of accuracy.

Some educational expert said that the teacher must create a warm and protective environment but at the same time professional. If students feel secure in the classroom the result will be shown in academic progress. We think that school is a place where one goes to learn but there should be time where fun is a necessity. Mr. Spayed (Learning the Key of Life) N.D. sometimes, teacher attitudes could have a positive or negative experience which influence on students. We ask them about if they ever had a negative experience when teachers ask to do any activity. 66% said that they have negative experiences because they did not understand what the teacher asked to do and felt frustration to not complete the activity. 33% said that they never had a negative experience, because they practice, study and pay attention to the instruction an explanations of teachers.

We made some observations to the class. The teacher showed interested in their students' participation. He offered situations to obtain the self confidence of Students. In our opinion he offered positive influence on students. He used a lot of activities and techniques to improve their skills. He was vey creatively to catch the students' attention. He gave the best of himself.

According the survey that we applied to the teacher he uses communicative method to improve students speaking skills. The techniques that he usually uses are wide. For example: role plays, discussions, games, interviewers, drills etc. although he does not use drama.

Some of these activities allow to students to participate in pair works, group work and work alone. This contributes to students to have interactive communication. As we know the teacher is the main leader to the group and in his hands are the activities to encourage the students to learn and improve the four skills that they have to approach in order to obtain the B.A Degree in teaching English as foreign language.

The teacher uses some methodological materials like books, tape recording, visual aids and sometimes data shows, but never flashcards. Flashcards is usually use in low levels to teach vocabulary to beginners learners. The material to use to teach English depends on the teacher perception or the material available provided by the institution. The economical factors are very important because sometimes students have to buy some books that are little expensive. We

have to take into account that sometimes is difficult to buy it but it is a great inversion to our learning process that will benefit our future.

According the teachers argument the type of participation in his class is a mixed between voluntary and obligatory. The type of participation could be more demanding, but it depends on type of the teachers. When we work as teachers we can note that the types of students are variety such as their speaking level. In some circumstances we have to obligate students to participate because sometimes they are very shy and hesitate when they speak. We have to be creative to inspire them to practice and participate. In our theoretical framework we discussed about to speak with automaticity and fluent, so students have to practice and interact with others.

We research about the common speaking disfluencies according the survey Students present more dysfluencies when they give oral presentations. Some of these common disfluencies are repeating words, filler speech such as "um" and "oh", frustrations and facial tensions.

They feel nervous; some teachers said that if you prepared and study a lot about your presentation you feel more secure. In our personal experiences although we was well prepared we feel anxiety. But it is common to experiment this situation. We can improve our self and be a better speaker when we study and practice.

We get some of this information during the class observation. The teacher give the instruction clearly, promote a good classroom environment and use interactive methods; but students often do not the assignments or homework. The teacher encourages them to learn but they need to put of themselves to learn and practice. Other via we use to complete the information of the result and conclusions were the student's survey and the teacher' survey.

Learning speaking skills is very challenging because they have very few opportunities to use the second language outside the classroom. They need to practice using different methods and invest in their educational progress.

8. Conclusions

According to the results of this research and looking forward to the purpose of our objectives, and the analysis we explain what we found in our research we conclude that:

Our hypothesis was not complete prove because in the English six group "B" of UNAN Managua Saturday Program. The techniques used to promote fluency are not one of the causes why students cannot approach a good level of speaking fluency. The teacher of this group uses a lot of activities to improve this skill. Other causes of our hypothesis that we cannot prove was that students have low level of fluency because they are not motivated. The students have lot of difficulties at speaking fluency. Many of them are not very fluent due to the lack of practicing. This is the third causes of our hypothesis that we really proved.

In the theoretical framework we discussed that there have a balances between fluency and accuracy. From the results of this study it is evident that the oral fluency of a student is most affected by grammar. Students stop their speech revising and correcting their mistakes. If they do not a proper knowledge of grammar rules and their automatic application in verbal speech, they will not be able to speak fluently. The second factor which affects the verbal fluency is lack of vocabulary. While speaking whenever students get short of appropriate words; supposed to be used in relation with particular context, they start feeling hesitation or start repeating words and lines which they had uttered before.

We could observe the common problems of the speakers of second language is due to the lack of exposure and practice which causes the poor production of fluent speech. Sometimes grammar is one problem which hinders their speech fluency.

According this research use drama or role plays activities are good techniques to teach a second language. Students can enjoy learning, and they can feel motivated because they can use some of their own skills. They can practice their English speaking. Through these activities they can develop their self-confidence. They feel secure when they speak. We as teacher have

to be creative and do not use the same routine and this activity offers creatively to not boring students.

Although students have oral disfluencies, it is a part of a process getting frustrations, bad experiences etc. They can performance a better level practicing the more confident the student get. Fluency does not mean only speak fast without hesitating. Fluency goes hand in hand with confidence, and it takes time to develop. Always we have to take into account the automaticity and accuracy.

Teaching grammar, reading, and writing is important, and teaching speaking is important part of second language learning too but is one of the hardest to achieve. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner at the courses and success in their professional life.

9. Recommendations

These are some recommendation to do more effective the teaching speaking process:

- Provide them a good classroom environment that contains collaborative work and involved each student in very speaking activity while increasing students speaking time. Indicate positive signs when commenting on a student's response.

- We recommends to teachers ask eliciting questions such as "what do you mean? How did you reach that conclusion?" in order to prompt students to speak more. When they make good work we can provide written feedback like "Your presentation was really great"

- Create an English conversation club where students can practice their speaking skills and obtain more experiences with other students and teachers.

- That the English department offers to students more courses outside the program of the English major that improve the students speaking fluency.

- Students should practice more their speaking; they have to find jobs according what they are studying and invest time and some resources like English program on internet.

- Teachers must be provided students with fluency-building practice and realize that making mistakes is a natural part of learning a second language. Teachers should give students practice with fluency and accuracy.

- Teacher could design more classroom activities that involve guidance and practice in both transactional and interactional speaking.

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11 Annexes.

Students survey

1. The method that students use to practice English speaking.
2. The time that students dedicate to practice English outside the classroom.
3. The activities that the teacher uses for speaking sections in the classroom.
4. The type of participation.
5. Their English level.
6. The causes because they have a low level.
7. The type of disfluencies that they have.
8. Negative or positive experiences with teachers.

Teacher survey

1. The methods that he uses.
2. The technique that he uses to teach speaking.
3. The kind of methodological material for teaching.
4. The students' participation.
5. The type of disfluencies that students present during their speech.

Class observation

Parameters of observation:

- Student' behaviors.
- Student' participation.
- Teacher methodology.
- Classroom environment.
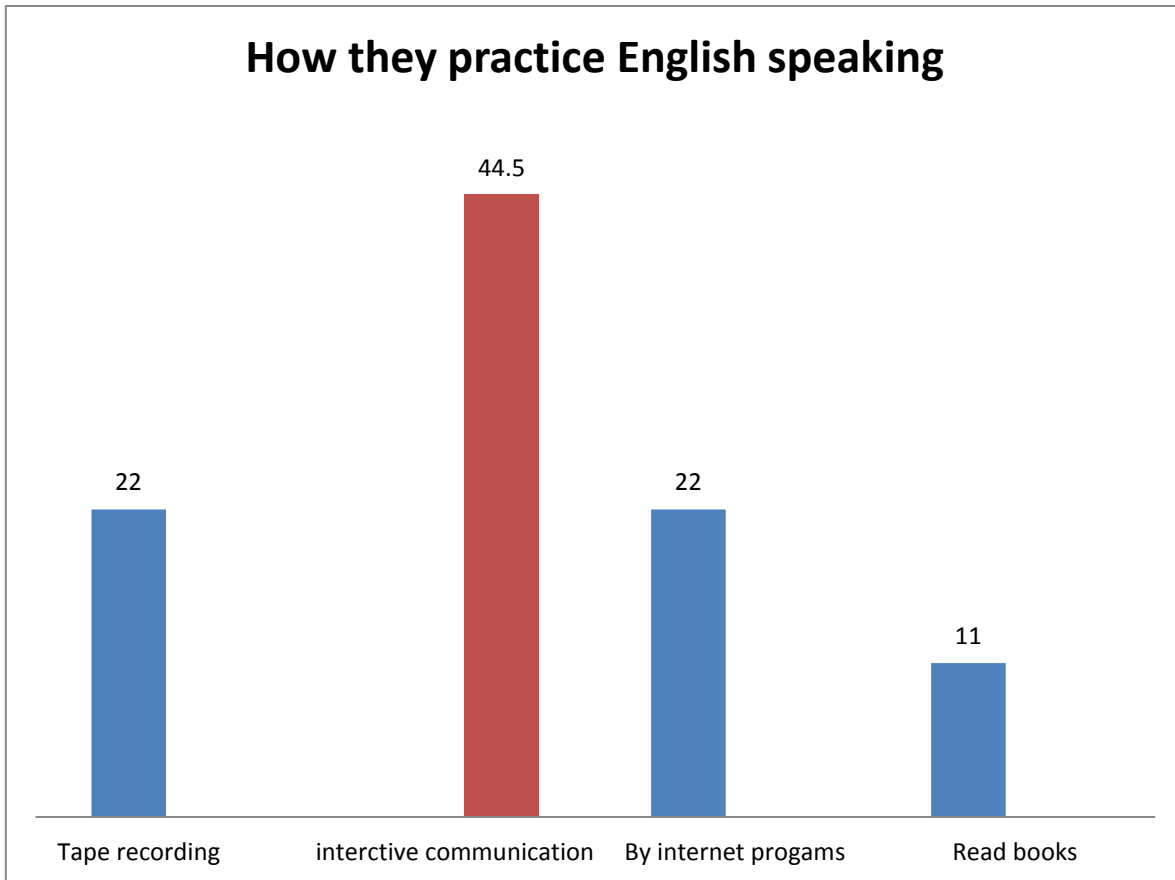
How they practice English speaking

Tape recording	interctive communication By internet progams Read books

44.5

22   22

11

As we said before we take a sample of nine students from twenty- two to apply the students'
survey. The 66 % of this sample were female and 33% were males. We asked them how they
usually practice their English speaking.44% interact with others people having conversations.
22% practice by repeating after hearing tape recording. 22% of the students practice
throughsome internet programs.11% read books and some articles in English. We know that
teachers involve their students in the teaching-learning process. In order to make this process
successful students have to participate in that process. They have to practice English outside
and inside the classroom.
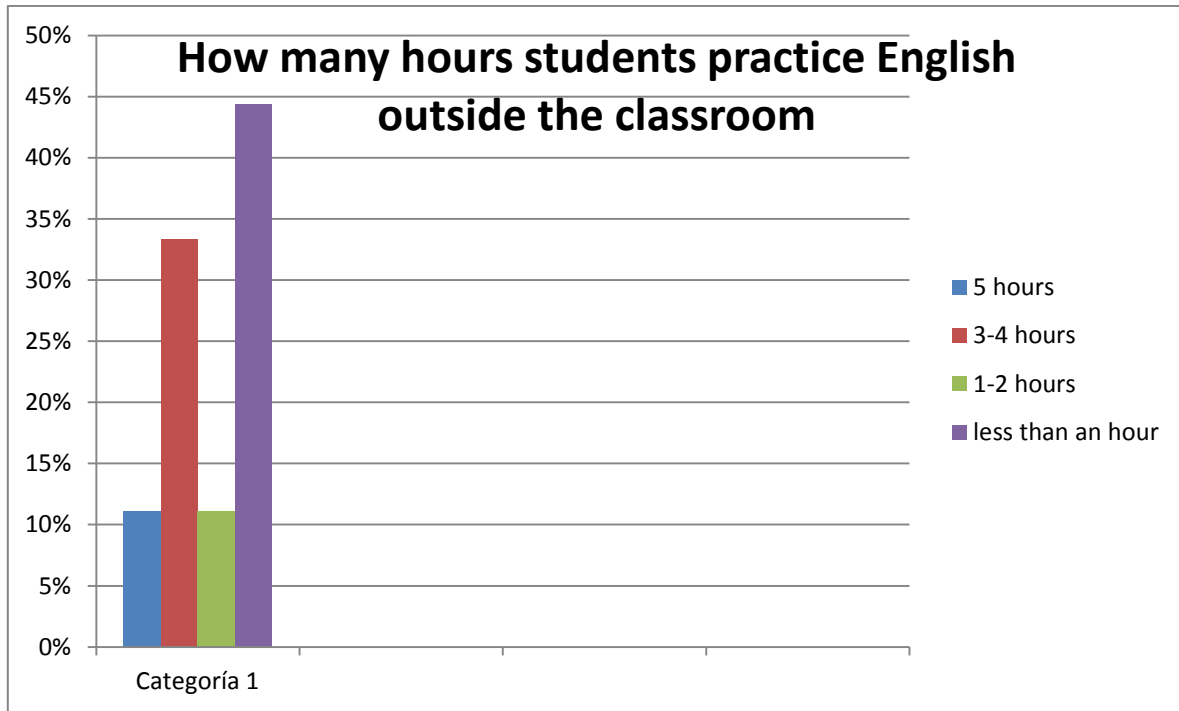
How many hours students practice English outside the classroom

- 5 hours
- 3-4 hours
- 1-2 hours
- less than an hour

Categoría 1

The amount of time that students dedicate to practice outside the classroom is very important, because they reinforce their abilities. 44% dedicate less than one hour. 33% spend three to four hours. 11% dedicate one to two hours to practice their speaking. 11% spend five to more hours practicing outside the classroom. As we know practicing and practicing means time to spend in education. According the results less than the half percent spent the enough time to study.
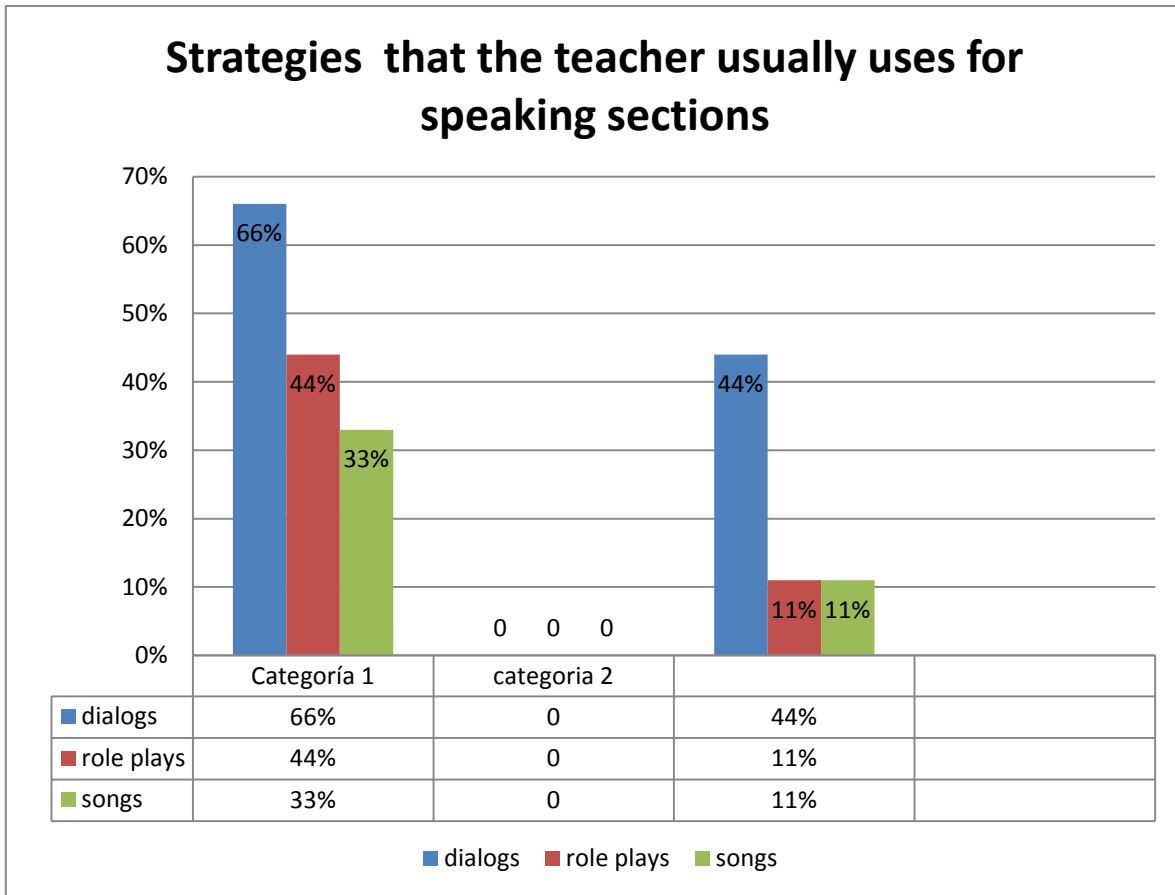
Strategies that the teacher usually uses for speaking sections

	Categoría 1	categoria 2		
dialogs	66%	0	44%	
role plays	44%	0	11%	
songs	33%	0	11%	

dialogs role plays songs

According their answers the teacher use with more some frequency role plays and dialogs 44%. 66% the teacher use presentations for speaking sections and this activity is used with more frequency. With a 33% he uses songs. 22% discussions and 11% debates. The last two activities are the less used. "Method" refers to the specific teaching and learning techniques that we use in the system. In the method section, you learn exactly how to study and exactly what kinds of lessons to use. Method is very important, but students absolutely must first master Body & Mind in order to speak English easily.
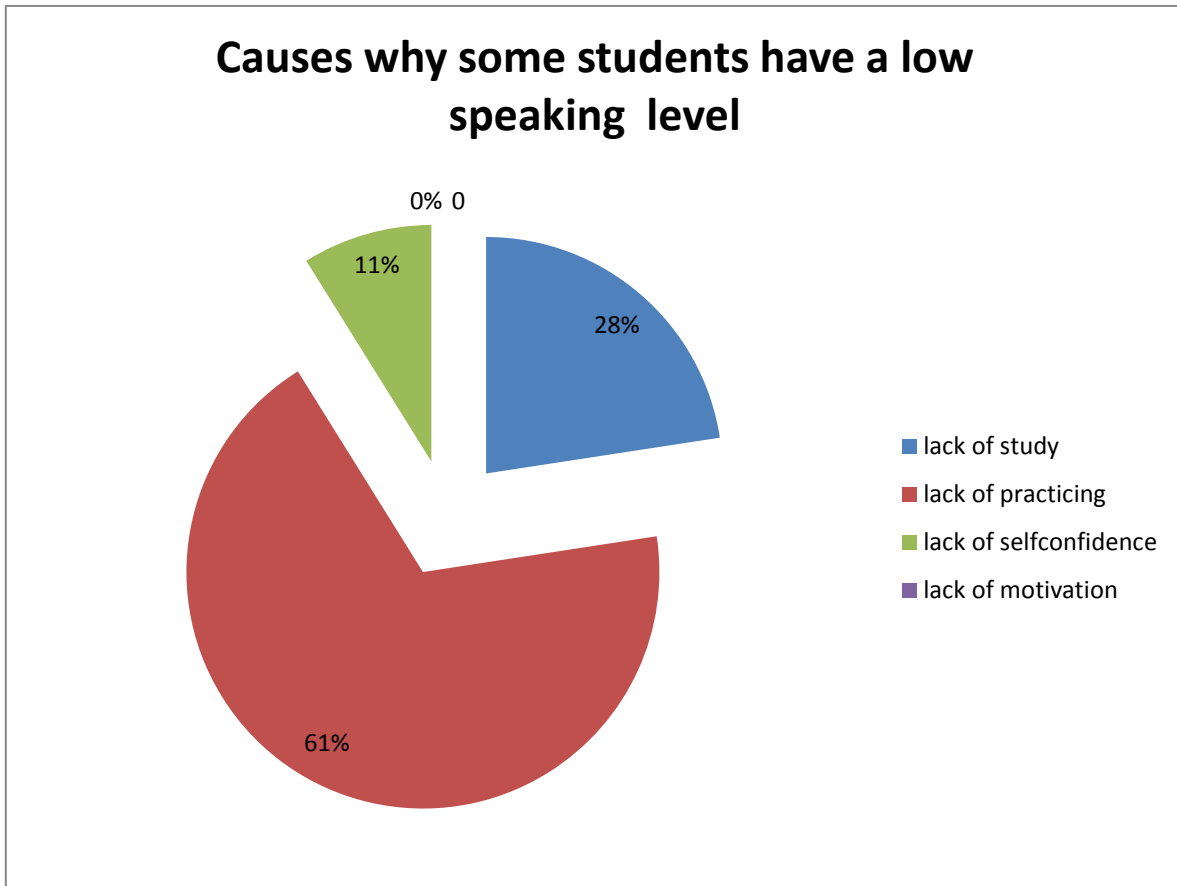
Causes why some students have a low speaking level

The students agree that the lack of practicing is the most common cause because they have a low level 61%. In 28% they have low level due to the lack of study and 11% lack of self-confidence. We asked to students the causes why they have low level, and nobody said that one of the causes is due to lack of motivation. Those causes hinders in their speaking fluency. Those are obstacles to get a suitable fluency approach.

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UNAN-MANAGUA
Rubén Darío Campus
Faculty of education and languages
Deparment of English

Students survey

Through the following survey, we want to know the factors that cause difficulties of communication in the area of English of the third year At UNAN-MANAGUA Saturday program.

Mark with an "X" the blank space given:

I.   personal information:

1) Sex:
            Male ☐   Female   ☐

2) Age:
        a)   19 to 22 ☐   b) 23 to 26 ☐   c) 27 to 30 ☐   d) 31 to 35   ☐
        e) 36 or more ☐

3) Status:
            a) Single ☐   b) Married ☐

3) Live with:
            Parents ☐   b) Family ☐   c) Friend ☐ d) Own home ☐

4) Do you have children?
            a) one ☐   b) two   ☐ c) three or more ☐ d) none ____ ☐

II.   Mark with "X" The best answer to you to the following questions.

1) How do you practice your English speaking?

    a.   repeating tape recorder   ☐

    b.   having conversations with others   ☐

c. Practicing with some program on internet ☐

d) Others ☐

3. How much time do you practice outside the classroom?

a) Less than 1 hour ☐ b)1 to 2 hours☐ c) 3 to 4 hours ☐

d) 5 to more ☐ e)   none ☐

4. How of these activities your teacher use for speaking sections in your classroom?

a) Role plays ☐   b) drills ☐ c) songs ☐

d) Debates ☐   e) discussions ☐

f) Speech ☐ g) dialogs ☐

h) Others specify ☐ which _____

5. How is your participation during the class?

a) Little ☐ b) much   c) very little ☐

d) Very much ☐

6. What kind of participation of participation is there in your classroom?

a) Voluntary ☐ b) obligatory ☐

7.   How you do consider your English level?

a) Low ☐ b) medium ☐ c) high ☐

d) Intermediate ☐ e) advance ☐

8. If you have a low level what could be the causes?

a) Lack of study ☐

b) lack of practicing ☐

c) lack of motivation ☐

☐

d) lack of self confidence

e) Others ☐ specify which: _____

9. When you speak in English what do you do?

   a) Think what are you going to say ☐

   b) Think in Spanish and then translate to English ☐

   c) Speak English spontaneously ☐

   d) Make pauses and repeat words ☐

10. Have you ever had a negative experience when the teacher asks you to participate in oral activities?

   a) Yes ☐

   b) No ☐ why? _____

Teacher survey

Objective: through the following survey, we want to know the teacher perception about what provoke difficulties in oral communication in their students at English six of Saturday program. Second, know what kind of activities teachers use to develop students oral fluency and how they evaluate.

I.   Mark with an "X" the blank space given:

1) What kind of method do you usually use?

   a) Traditional   ☐   b) progressive   ☐

2) What techniques do you usually use?

   a) Role play   ☐   b) games   ☐   c) interviewer   ☐

   d)   Discussions   ☐   e) drills   ☐   f) reporter speech   ☐

   g) Drama   ☐   h) dialogs   ☐   i) role plays   ☐

   j) Others   ☐   which: _____

3) What kind of methodological material do are you use for teaching?

   a) Textbooks   ☐   b) tape recording with tape conversation   ☐

   c)   Visual aids   ☐   d) flashcards   ☐   e) data show   ☐

4) What type of classroom activities you usually do?

   a) Pair work   ☐   b) group work   ☐   d) work along   ☐

5) How is the participation of your students?

   a) Little   ☐   b) much   ☐   c) very little   ☐

   d) Very much   ☐

6) What kind of participation is there in your class?
   a) voluntary   ☐   b) obligatory   ☐
7) How many students ask question about the class?

   a) A few   ☐   b) many   ☐c) a lot   ☐

d) not many ☐   e) none ☐

8) How is the student s attendance?

a) Good ☐   b) bad ☐   c) very good ☐

d) Excellent ☐

	Yes	Not
1. Does the student stutter more in certain situations? Describe _____ _____	☐	☐
2. Does the student repeat whole words?	☐	☐
Does the student repeat beginning sounds?	☐	☐
3. Does the student's speech contain filler speech such as "um", "oh", etc.?	☐	☐
4. Does the student appear frustrated when s/he communicates?	☐	☐
5. Does the student exhibit excessive behaviors such as eye blinking noticeable facial tension, or extraneous body movements?	☐	☐
6. Does the student have noticeable pitch variations?	☐	☐

YES ☐   NO ☐   it is my opinion that these behaviors adversely affect the student's educational performance.
If yes, provide explanation:
_____
_____
_____
_____
_____
_____

Teacher's Signature _____ Date _____