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Topic: Factors that interfere in the effectiveness of teaching- learning process in speaking skill in 10th grade D, morning shift, at Rigoberto Lopez Perez Institute, Managua, district 1 during the second semester of 2016.

GRADUATION SEMINAR

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DEDICATORY

Principally, I dedicate this project to God for giving me the life and the opportunity to conduct this research, to my parents for their love, understanding and constant support in my studies. Then to my teachers who give me their knowledge to train me in the field of education. Also, I dedicate this paper to my tutors who always helped me unconditionally. Finally, to the teacher and students at Rigoberto Lopez Perez School who helped me to collect data while I conducted this study.

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God bless our lives.

ABSTRACT

Spoken language is often considered one of the most difficult aspects of language learning. In reality, many language learners find it difficult to express themselves in spoken language in the target language.

This research is based on the factors that interfere in the effectiveness in teaching and learning process in speaking skill of 10th grade "D", morning shift, at Rigoberto Lopez Perez Institute, Managua city, district 1 during the second semester of 2016. Students from this school have faced some factors regarding their oral communication development. Their speaking skill is affected by several factors such as the attitude of the students toward the English language, the didactic resources, and the strategies used by the teacher.

Besides this, it is important to mention the students' difficulties to participate in the different activities done in the classroom. The research instruments used were observations of the class, interviews, and surveys. Moreover, the interviews and the surveys were validated by three teachers of the Universidad Nacional Autonoma de Nicaragua (UNAN- Managua). Based on the research findings, some recommendations were made. This research is expected to help to improve the teaching and learning process in speaking skill.

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I. INTRODUCTION

The English language has become very important since it began to be the main source of communication around the world. In addition, because it is essential in the labor field. Nowadays, speak English is a necessity to get a good job. Thus, English is known as the first language taught worldwide. This means to be aware of how much important is to study English because it helps to communicate with people globally.

One of the four skills that is the most difficult in the English language has been speaking. In this case many reasons will be found that frustrate the learning and teaching process. The following research intends to give information on how to teach and develop the teaching and learning process in English classes. Furthermore, this paper will present the different factors that are affecting in the effectiveness of teaching and learning process in the speaking skills of 10th grade "D" at Rigoberto Lopez Perez Institute, such as: students' attitude toward English, the use of different didactic resources, strategies used by the teacher. Other factors are: difficulties that student faces in English class during speaking activities.

This fragment belongs negatives factors to educational field. This research project at Rigoberto Lopez Perez Institute will demonstrate the real educational situation relating with both theories and experiences.

Considering the research about teaching and learning process in speaking skill has a great value, and expecting the best of the work to become the key to successful learning for students and effective teaching for teachers.

The objective of this research was to determine the factors that interfere in the effectiveness of teaching- learning process in speaking skill. Teaching speaking skill is not easy but it is very important to teach and to learn speaking skill as

interaction requires a positive attitude toward English, different effective didactic resources, strategies and an effective motivation.

II. BACKGROUND

This research paper is about the factors that interfere in the effectiveness of teaching- learning process in speaking skill in 10th grade D, morning shift, at Rigoberto Lopez Perez Institute, Managua, district 1 during the second semester of 2016. One of the main factors is this problem is students' attitude toward English. Learning a foreign language, students must have a positive attitude to facilitate the teaching and learning process in speaking skill. Due to the students' attitude toward English, the teacher cannot use different activities to improve speaking. In the classroom is difficult for the teacher to help students to develop speaking skill because the amount of the students in the classroom.

The teacher at Rigoberto Lopez Perez faced series of problems that may have solutions in a long period of time. Learning a second language is important but due to the difficulties in school referring to motivation, lack of didactic materials. And, as result of the time teacher cannot use different activities to improve speaking skill, both students and teacher have been affected.

The following researches, some previous studies relating to this study will be reviewed and realized at the Universidad Nacional Autonoma de Nicaragua (UNAN-MANAGUA) have relation with some factors that affect in the effectiveness in teaching and learning process in speaking skill.

Montalvan, Padilla & Delgadillo (2014) conducted a study focusing on the strategies used by the English teacher in the developing of speaking activities in 8th grade in the public school Marta del Socorro Ponce Chavarria during the second semester of 2014.

Moreno, Lopez & Ponce (2016) carried out a study to the "Analysis of the English speaking skill teaching strategies apply by the teacher to ninth grade students of

secondary school, at Alonso Carlos School, in the afternoon shift, during the second semester of 2015''

2.1.PROBLEM STATEMENT

Factors that affect the development of students' speaking skills in students of 10th grade ''D'', morning shift at Rigoberto Lopez Perez Institute, Managua, district 1 ,such as attitude toward English, didactic resources, strategies and difficulties to speaking during the class, and practicing speaking through different activities.

What are the main reasons that teachers and students faced during the teaching and learning process in speaking skill?

III. JUSTIFICATION

This research will have as its aim to find the weaknesses and strengths of the teaching - learning process. Due to the factors observed at Rigoberto Lopez Perez Institute such as students' attitude toward English class, didactic resources, and strategies during the class, are important factors to develop a successful English class and to enrich the learners' knowledge in a second language.

Something important is to determine the elements that are affecting with the teaching and learning of English language. One of the factor that does not permit the development of speaking skills is students' attitude toward English class. The lack of didactic resources to teach speaking does not permit students to develop their speaking skills. Choosing the correct didactic material and the use of effective strategies provides interaction between teachers and students. The students' difficulty to speak English and the implementation of activities to promote speaking skill are some problems during English class.

The benefit of this research is to promote possible solutions and improve the teaching and learning process in students' speaking skills. Teaching and learning process strategies to contribute to students to have confidence when expressing themselves in a second language without fear, in front of the class. Moreover, it will give useful benefits to the students. For example: if the teachers use different strategies to teach the students will be motivated to study English. In this way, the class is more interesting and easy for them. Besides, they will choose to study English as a second language because this is spoken around the world and offers many opportunities. For example if people learn English they could have the facility to communicate with other people that do not speak their mother tongue. Moreover, people who speak English have more opportunity to find a good job because it is a requirement to get it.

IV. OBJECTIVES

4.1. General objective:

To determine the factors that interfere in the effectiveness in the teaching and learning process in speaking skills in 10th grade D, morning shift, at Rigoberto Lopez Perez Institute.

4.2. Specific objective:

1. To determine whether the students' attitude is affecting the teaching-learning process.
2. To analyze whether the didactic resources are facilitating learning.
3. To analyze the strategies used by the teacher for speaking skill.
4. To identify the students' speaking difficulties in speaking activities.
5. To suggest activities to promote the teaching and learning process of speaking skill.

V. THEORETICAL FRAMEWORK

A theoretical framework consists of concepts and, together with their definition and reference to relevant scholarly literature, existing theory that is used for a particular study. It must demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper and that relate to the broader areas of knowledge being considered. The theoretical framework is one of the more infamous components of a research. A good theoretical framework gives you a strong research base and provides support for the rest of the research.

5.1. The importance of studying English language

Around the world, people of all ages are studying English, but their reasons for wanting to learn English can differ greatly. Some people, of course only study English because it is on the curriculum at primary or secondary school. Many people learn English because they have to move into a target community language and they need to operate successfully within the community. Some students need English for a specific purpose for instance, to learn a legal language or a language for tourism, banking, nursing, etc. and other students need English for academic purposes in order to study at an English university or college.

Many people think that English will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak, read and write the language effectively for wherever and whenever this might be useful for them (Harmer, 1991, p. 11). As it said before nowadays English language plays an important role in everyday life around the world for medicine, tourism, education, communication, travel, business and literature. Because of that, people have taken challenge or made the decision to study English. English is

one of the most important languages around the world. Other languages are important too, but not for the same reasons as English. Learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can provide many opportunities in international markets and regions.

(Harmer, 1991, pp. 1,2,3) List different reasons why some people want to study English such as:

1. **School curriculum:** Probably the greatest number of language students in the world do it because it is on the school curriculum whether they like it or not. For many of these students English, in particular, is something that both they and their parents want to have taught. For others, however, the study of language is something they feel neutral (or sometimes negative) about.
2. **Advancement:** Some people want to study English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language communication.
3. **Target language community:** Some language students find themselves living in a target language community (either temporarily or permanently). A target language community (TLC) is one where the inhabitants speak the language which the student is learning; for students of English an English-speaking country would be a target language community. The students would need to learn English to survive in that community.
4. **English for specific purposes:** The term English for especial or specific purposes has been applied to situations where students have some specific reasons for wanting to learn the language.
5. **Culture:** Some students study a foreign language because they are attracted to the culture of one of the TLCs above. They learn the language because they want to know more about the people who speak it. The places where it is spoken and (in some cases) the writings which it has produced.

6. **Miscellaneous:** There are of course many other possible reasons for learning a language. Some people do it just for fun- because they like the activity of going to class. Some people do it because they want to be tourists in a country where that language is spoken. Some people do it just because all their friends are learning the language.

As I mentioned above, it has been realized the great importance of learning English. It is considered one of the most worldwide spoken languages, not only for getting a good and successful job; it is also an important role for communication which allows us having conversations with people from different countries.

5.2. Teaching and learning process

Teaching and learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching and learning are related terms. In teaching and learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal (Bruner, 1960, 1977)

5.2.1. Definition of teaching

There are many definitions given by various psychologists (Bruner, 1960, 1977):

- H.C.Morrison: Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.
- J. Brubacher: Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions, which an individual will seek to overcome and from in which she/ he will learn in the course of doing so.
- B.O. Smith: Teaching is a system of actions involving an agent, and end in view, and a situation including two sets of factors. Those over which the

agent has no control (class size, size of classroom, physical characteristic of pupil, etc), and those that can modify (way asking questions or ideas gleaned).

- Edmund Amidon: Teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities.
- T.F.Greens: Teaching is a task of a teacher, which is performed for the development of a child.

5.2.2. Definition of learning

There are many definitions given by various psychologists (Bruner, 1960, 1977) :

- Daniel Bell: Learning is modification due to energies of organism and environment impinging on the organism itself.
- Gates: Learning is modification of behavior through experience.
- Crow – Crow: Learning involves the acquisition of habits, knowledge and attitude.
- Ruch: Learning is a process, which bring about changes in the individual way of responding as a result of contact with aspects of environment.
- Skinner: Learning as acquisition and retention.
- *Encyclopedia of education research*: Learning refers to growth of interest, knowledge and skills and to transfer these to new situation.

Based on the different definitions it can be said that teaching is guiding and facilitating learning, enabling the learner to learn. And, learning is the process of acquiring or getting of knowledge of something. Teaching cannot be defined apart from learning because they are related to each other. In this case teaching is the cause and learning is the effect.

5.2.3 Essential aspects of the teaching and learning process

1. Discussion: This aspect is between the teacher and learner.

2. Interaction: Between the learner and some aspect of the world defined by the teacher.
3. Adaptation: Of the world by the teacher and action by the learner.
4. Reflection: On the learner's performance, by both teacher and learner.

These four aspects are proposed by (Laurillard, 1993,1994). These aspects are so important in the teaching and learning process. Both, teachers and students should be conscious that in the classroom during English class; the discussion, the interaction, the adaptation and the reflection can help to obtain a ideal teaching and learning process.

5.3. Speaking skill

Speaking is the learner's ability to express himself / herself orally, coherently, fluently, and appropriately in a given meaningful context through verbal and non-verbal symbols. Speaking involves producing and receiving and processing information.

5.3.1. Aspects of speaking

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and design instructional activities to prepare learners to communicate effectively in real life situations (Shaimaa Abd El Fattah Torkey, 2006, p. 34).

1. Speaking is face to face: Most conversations take place face to face which allows speakers to get immediate feedback. Thus communication through speaking has many assets, such as body movement, gestures and facial expressions.
2. Speaking is interactive: Whether people are speaking they can offer contributions at appropriate moments.

3. Speaking happens in real time: During conversations, responses are unplanned and spontaneous.

According to Shaimaa speaking face to face, speaking interaction and speaking in real time are three aspects very important for having an effective communication. These aspects should be considerate in the English class because of this way the teachers will give feedback to the students or the classmates could help between them.

5.3.2. Importance of speaking

Language is a tool for speaking. We communicate with others to express the ideas and know others' ideas as well. Communication takes place, where there is a speech. Without speech people cannot communicate with other people. The importance of speaking skill hence is enormous for the learners of any language. Without a speech, a language is reduced to a mere script (Qureshi, pp. 2,3).

There are four skills: listening, speaking, reading and writing. Speaking is the second basic skill, undoubtedly important in a second language acquisition. There are many daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, or meeting. For this reason people need to be a good especially and purposefully trained in the skill of speaking. People with the ability to speak skillfully have many advantages. Having the capacity to express thoughts, opinions and feelings, in the form of words put together in a meaningful way.

According (Burkart, 1998) language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction / information exchange) and when precise understanding is not required (interaction/ relationship building)

3. Social and cultural rules and norms (turn- taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

All of those areas in the speaking skill have a huge importance in language learners; because they could help people have a successful conversation. People who have an excellent speaking skill have the facility to understand and speak very well when are talking with others.

The goal of teaching speaking skills is communicative efficiency. Learners should be 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, and to observe the social and cultural rules that apply in each communication situation. To help students to develop a communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

5.4. Communicative competence

(Hymes, 1972) mentions four components of communicative competence:

1. Grammatical competence: the first competence includes rules of phonology, orthography, vocabulary, word formation and sentence formation.
2. Sociolinguistic competence: Second competence is the complement of the grammatical competence. It has rules for the expression and understanding of appropriate social meanings and grammatical forms in different contexts.

3. Discourse competence: Third competence that has integrated rules of both cohesion; - how sentence elements are tied together via reference, repetition, synonymy, etc. - and coherence - how texts are constructed.
4. Strategic competence: The last competence that consists in a repertoire of compensatory strategies that helps with a variety of communication difficulties.

The act of communication has a purpose and to achieve. This purpose is through linguistic form. For this reason, learners need to know and understand these four aspects of communicative competence. On the other hand, teacher and students have to know that the four components works together, for this reason they cannot be separated.

5.5. Students' attitude

First of all, is important to know about the students' attitude toward speaking skill. The students' attitude depends a lot on their perception about the class and the teacher. Therefore it is important for these to be seen in a positive or at least neutral way (Harmer, 1991). The benefits of the application will be a good class development.

As mentioned, the attitude of the students depends of their perception of the class and the teacher. But, the students' attitude depends of their motivation of learning English language too, because it is essential to achieve a good learning of the language. For example: the teacher can have a good class but if the students are not interested to learn English their attitude of them will be negative.

There are two types of student's attitude: positive attitude and negative attitude. The students' attitude depends about the class and the teacher. Obtaining a positive attitude is necessary to create it since the beginning of the course. To

have a positive attitude it is essential that students are interested to learn the English language. But, others essentials things are environment where it is taught, the frequency that students practice it, and the motivation that the teacher transmits to the student when he is teaching.

Attitude toward speaking is something very important that both, teachers and students should have. Increasing a positive student attitude is one of the teacher's responsibilities. The teachers must have strategies for increasing student motivation. Giving interesting didactic resources, with a variety of subject and exercise is a strategy that the teacher can improve students' attitude to keep students engaged and in the same time the teacher is creating an interesting classroom with all kinds of didactic resources.

5.6. Didactic resources

Didactic resources are instruments that help teachers to achieve any goal. They are auxiliary resources that the students develop the learning process. Moreover, those are more interesting class and lively. Using diverse didactic resources can help to have an effective teaching and learning process.

5.6.1. Types of didactic resources

(Fernando Trujillo, 2004) Didactic resources have been divided in three sections:

1. Traditional resource: These are the resources that the teacher uses almost every day. For example: Whiteboard ,eraser ,books, notebooks, pen, pencils, charts, flashcards, markers, etc
2. Audio and visual resources: these are equipments that are used to engage the senses of sight and sound. Both, audio and visual resources can be used together or separately. For example: television, CD player, tape recorder, DVDs, overhead projector, etc

3. Information and communication technology (ITC) resources: this is used as a general term for all kinds of technologies which enables users to create access and manipulate information. It is a combination of information technology and communication technology. For example: Computer lab, laptop, cell phone can be used to teach English.

According Fernando to Trujillo these are three types of didactic resources that the teachers can use to teach English language, of this way, the teacher facilitates the teaching and learning process.

5.6.2. Importance of didactic resources

The didactic resources play a very important role in teaching and learning process. The didactic resources used by the teacher during the class are just vital for having a successful class. This is going to help the teacher to avoid boredom which is one of the main factors that affect with the effectiveness of the speaking skill. If the teacher is all the time using just the board sure this is going to become a boring class. Therefore, is necessary that the teacher use the different didactic resources.

(Nikky, 2010) ; There are many reasons for what didactic resources are important. For example:

- ✓ Motivation: didactic resources motivate students so that they can learn better.
- ✓ Clarification: through the didactic resources, the teacher clarifies the subject matter easier.
- ✓ Discouragement of cramming: Didactic resources facilitate the proper understandings which discourage the act of cramming.
- ✓ Increase the vocabulary: didactic resources help to increase the vocabulary of the students more effectively.
- ✓ Avoids dullness: didactic resources help teachers do not make dullness during the class.

- ✓ Classroom live and active: didactic resources motivate students to involving in the class.
- ✓ Direct experience: didactic resources involve direct experience in the teaching and learning process.

5.7. Strategy for developing the speaking skill.

5.7.1. Strategy

It is a method or plan for achieving any goal. In this case the strategies help to the teacher having a successful teaching and to the student having a best learning.

5.7.2. The speaking strategy

Effective instructors teach students a variety of speaking strategies (NCLRC The Essentials of Language Teaching, 2003,2004). The strategies are classified in three categories:

1. Using minimal responses: Language learners who lack confidence in their ability to participate successfully in oral interaction. One way to encourage participating is helping to build up a stock of minimal responses that they can use in different types of exchanges.
Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.
2. Recognizing scripts: Some communication situations are associated with a predictable set of spoken exchanges. For example: greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a

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

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

3. Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction. Teachers can also give students strategies and phrases to use for clarification and comprehension check.

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

5.7.3. Teaching strategies

A teaching strategy is the method or the way that the teacher uses to deliver information in the classroom, online, or in some other medium. Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, and develop critical thinking skill, keep students on task, engender sustained and useful classroom interaction, and, in general, able and enhance the learning of course content. (Boundless, 2016).

Teaching strategies are methods that facilitate to the teacher having a better teaching. They can help to have an active environment and increase the motivation of the students to learn English language.

5.7.4. Importance of teaching strategies

The goal of a teaching strategy is to facilitate learning, to motivate learners, to engage them in learning, and to help them focus in the class. There is no one best strategy; teacher can select from several instructional strategies for just about any subject. It is important to vary instruction to not only keep the students' interest, but also to allow them to interact "with content" in a variety of ways that appeal to various learning styles. When purposefully implemented, as in the classroom pictured in the accompanying photograph, different instructional strategies can make a teacher's lesson more effective in reaching a wide range of learners. (Boundless, 2016) . In this case teaching strategies play a very important role in the classroom. They make the class more dynamic and cheerful. Using different strategies can help to engage students into English class.

5.7.5. Learning strategies

Learning strategies are defined as "specifications, behaviors, steps, or techniques such as: seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning". (Jack.C, 1996, pp. 64,65). When the learner consciously chooses strategies that fit his or her learning style and the second language task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies can be classified into six groups:

- ✓ Memory strategies: it helps students to store and retrieve information. For example: create mental linkages (placing new word into a context), applying images and sounds, reviewing well, employing action (using physical response or sensation).

- ✓ Cognitive strategies: they enable the learner to manipulate the language material in direct ways. Example: reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.
- ✓ Metacognitive strategies: they are employed for managing the learning process overall. Among native English speakers learning foreign languages, metacognitive strategies had a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion. For example: identifying one's own learning style preferences and needs, planning for an second language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy.
- ✓ Compensation strategies: Help the learner to make up for missing knowledge. Compensatory strategies that are used for speaking and writing, often known as a form of communication strategies are intended only for language use and must not be considered to be language learning strategies.
- ✓ Affective strategies: Such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self -talk, has been shown to be significantly related to second language proficiency. However, affective strategies showed a negative link with some measures of second language proficiency. One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater second language proficiency and self-efficacy, over time there might be less need for affective strategies as learners' progress to higher proficiency.

- ✓ Social strategies: Asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with second language proficiency.

(Memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, affective strategies and social strategies). Each one of these learning strategies is useful. The identification of preferred strategies for learners is, in one sense, a logical follow up to a style inventory. Once style preferences have been identified, a learner can proceed to take action through strategies.

Students often think that the ability to speak English language is the product of language learning, but speaking is also crucial part of the language learning process.

5.7.6. Types of learning styles

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. University of Pennsylvania (2009) in (Learning Styles, 2000) defines as the "composite of characteristics cognitive, affective and physiological factors that serve as relatively stable indicators of how learner perceives, interact with, and responds to the learning environment." There are three distinct types of learning styles that help students to learn better.

1. Visual learners: have two sub-channels: Linguistic and spatial learners. Who are visual linguistic like to learn through written language, such as reading and writing task. In this case, they remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Otherwise, learners who are visual spatial prefer studying usually with charts,

demonstrations, videos and other visual materials because they have difficulty with the written language.

2. Auditory learners: Often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. In contrast, they often do better talking to a classmate or a tape recorder and hearing what was said.
3. Kinesthetic learners: Learners do best while touching and moving. It also has two sub-channels. Kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external simulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on details. They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling.

Knowing these types of learning styles have a big importance because through these the teacher can recognize learners' varying preferences and making easier the learning. In addition, teaching styles encourage teachers to help students, first of all, to take charge of their own language learning process to become autonomous learners, and then to become aware of their styles preferences, strengths, and weaknesses.

5.7.7. Grouping arrangement

Grouping arrangement is one of the strategies that teacher can use during speaking skill in English class. Most teachers used the following learning arrangements depending on the kind of lesson they are teaching (Jack.C, 1996, pp. 146-153).

- ✓ Whole class teaching; It is the most common used by the teachers particularly at the beginning of the lesson. The teacher leads the whole class through a learning task. For example: the teacher conducts a class discussion about some topic asking questions about it around the class. Whole class teaching; has advantages and disadvantages. Among the advantages are:
 - a. It enables to the teacher to teach large group at the same time. Classroom of sixty or sixty students are necessitating the use of many whole- class activities.
 - b. It can serve as a preparation for subsequent activities which can be completed individually or in group.
 - Disadvantages such:
 - a. Instruction is teacher dominated with little opportunity for active student participation.
 - b. Teachers tend to have interaction with only a small number of students in the class
 - c. Whole class teaching assumes that all students can proceed at the same space. However, slower students may be lost, and brighter students may be held back.
- ✓ Individual work or seatwork; It is generally the second most frequently used teaching pattern in classrooms. It includes activities such as: completing worksheets, reading a comprehension passage and answering questions, doing exercises. Among the advantages of individual work are:
 - a. It provides learner with the opportunity to progress at their own speed and in their own way.
 - b. It provides learners with opportunities to practice and apply skills they have learned
 - c. It enables teachers to assess students progress
 - d. It enables teachers to assign different activities to different learners based on individual abilities and needs.
 - e. It can be used to prepare learners for an up- coming activity

Disadvantages are:

- a. It provides little opportunity for interaction, both with the teacher and with the students.
 - b. It is sometimes difficult to monitor what students are doing during individual work.
 - c. Students may complete a task at different times and run out of things to do.
- ✓ Pair work; the students have the opportunity to interact with a classmate. Through interacting students have opportunities for using and learning the new language.
 - ✓ Group work; the use of the group work activity is another frequently strategy for changing the interactional dynamic of language classroom. The benefits of pair group activity and group work have many advantages:
 - a. To reduce the dominance of the teacher over the class.
 - b. To increase the amount of students' participation in class.
 - c. To increase the opportunities for individual students to practice and use new features of the target language.
 - d. To promote collaboration among learners.
 - e. To enable the teacher to work more as a facilitator and consultant.
 - f. To give learners a more active role in learning.

5.8. Types of teaching speaking

According to (Underhill, 1987, pp. 147,142) there are five types of speaking:

- ✓ First imitative: this type of speaking is based in the imitation of a word or a phrase or possibly a sentence. It is interested only in the pronunciation. The only role is listening to allow the speaker to retain and, that must be imitated. For example: first, the teacher says a word or a sentence and then the students repeat the same word or the sentence.

- ✓ Second intensive: this type of speaking is characterized by the production of short stretches of oral language to demonstrate competence of grammatical, phrasal, lexical, or phonological relationships.
- ✓ Third responsive: this type of speaking include interaction and test comprehension but somewhat limited in the level of very short conversation, greetings, small talk, simple request and comments and the like.
- ✓ Fourth interactive: the difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges or participants.
Interaction can take two forms: transactional language; which has the purpose of exchanging specific information or interpersonal exchanges; which have the purpose of maintaining social relationship.
- ✓ Fifth extensive (monologue): student will try to perform oral monologues such as speeches, oral presentations and story-telling.

5.9. Characteristic of successful speaking activity

To support the teaching and learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. According to (Rabu, 2014) there are some characteristics of successful speaking activity.

- ✓ Learners talk a lot: in this case that the time allot the activity each learner is involved on it.
- ✓ Participation is even. In this characteristic the class is not dominated by only one talkative participant. All of the students get a chance to speak.
- ✓ Motivation is high. Learners are desirous to speak. In other words, they enjoy sharing their point of view because they are interested in the topic.

- ✓ Language is of an acceptable level. And finally in this characteristic the learners express clearly and of an acceptable level of language accuracy.

5.10. Activities of teaching speaking

5.10.1. Oral communication activities

(Harmer, 1991, pp. 122-133) the oral communication activities are designed to provoke spoken interaction between students or between teacher and students. The activities are divided into seven categories:

- ✓ Reaching a consensus: in this activity students have to agree with each other after a certain amount of discussion. The task is not complete until they do. This activity has been very successful in promoting free and spontaneous language use.
- ✓ Discussion: in this activity students have to discuss a specific topic or maybe a variety of topics, conducted in small group or whole class to allow participation every one of the participants.

In this activity there are three type of discussion:

- a) The buzz group; it is one way of encouraging short sharp burst of discussion.
 - b) Controversial topics; in this case the students share their ideas and point of view about specific topic. It is controversial because the students can be a favor or against the topic.
 - c) The debate; it gives the students the ability to express and defend their ideas.
- ✓ Relaying instruction: In this type of activity students have to give each other instructions.
 - ✓ Communication games: are based on the principle of the information gap. For example: finding the differences or similarities, describe and arrange, story reconstruction and poem reconstruction.

- ✓ Problem solving: This activities encourage students to interact together to find a solution to problems.
- ✓ Talking about yourself: These activities are to create a good and positive atmosphere. They are often useful at the beginning of classes to warm classroom up.
- ✓ Simulation and role play: The idea is that students create the simulation of a real life situation in the classroom.

Classroom speaking activities currently used:

- ✓ **Acting from script:** this activity encourages students to act out scenes from plays or their course books. Sometimes students will often act out dialogues they have written by themselves. This frequently involves them in coming out to the front of the class and pupils will have the opportunity to create and think creatively.
- ✓ **Communication games:** speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback this activity is one of the most effective because students are motivated to answer orally.
- ✓ **Discussion:** One of the reasons that discussion fail is that students are indisposed to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations in other hand, this technique permits to student express their self in whatever topic students are free to give any idea they have in mind.
- ✓ **Prepared talks:** A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Talking represents a

defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. These techniques allow teachers and students to evaluate fluency accuracy and how well students comprehend the topic.

- ✓ **Questionnaires:** they are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.
- ✓ **Simulation and role-play:** Many students derive great benefit from simulation and role-play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation and practice vocabulary for real situations.
- ✓ **Debate:** is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.

5.11. Developing speaking activities

5.11.1. Communicative output activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also,

the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. (NCLRC The Essentials of Language Teaching, 2003,2004)

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- ✓ Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.
- ✓ Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion.
- ✓ Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- ✓ Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- ✓ Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- ✓ Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- ✓ Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- ✓ Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- ✓ Do topical follow-up: Have students report to the class on the outcome of their role plays.

- ✓ Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions like role plays succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- ✓ Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- ✓ Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- ✓ Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- ✓ Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- ✓ Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- ✓ Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- ✓ Do topical follow-up: Have students report to the class on the results of their discussion.
- ✓ Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Trough well- prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make.

5.12. Students' difficulties in speaking English as foreign language

Learning English language as a foreign language is not easy for the students. For this reason, learners have their own difficulties. It is particularly in improving speaking skill. The following are the difficulties of speaking skill (Galih Ariffansyah, 2013):

The first difficulty that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. The learners have nothing to express maybe because the teacher choose a topic which is not suitable for him/her or about which he/she knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Another difficulty in speaking activity is that the participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

On the other hand, the use of the mother tongue; it is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

5.12.1. How teacher can solve these difficulties

1. Use group work, this increases the sheer amount of the learner talk going on in limited period of time and also lower the inhibitions of learners who are unwilling to speak in front of the full class.
2. Base activity on easy language, in general the level of language needed for a discussion should be lower. It could help with the participation of the students.
3. Make a careful choice of topic and task to stimulate interest, in this case the teacher can choose an interesting topic. In this way the students could be motivated in participate in the activity.
4. Give some instruction or training in discussion skill; in the case if the task is based on group discussion teacher include instructions about participation. For example tell learners to make sure that everyone in the group contributes in the discussion.
5. Keep student speaking the target language, the teacher might appoint one of the groups as monitor, whose job is to remind participant to use the target language.

According to Galih Ariffansyah (2013) these are possible solutions that the teacher can take into account in the class to solve the difficulties that the student faced to speak English.

VI. HYPOTHESIS

The attitude of the students toward English, the used of didactic resources and strategies and students` difficulties to speak in English are possible factors that are affecting the efficiency of the teaching and learning process in speaking skill at Rigoberto Lopez Perez Institute.

VII. SYSTEMS OF VARIABLES

Factors that interfere in the effectiveness of teaching- learning process in speaking skill in 10th grade D, morning shift, at Rigoberto Lopez Perez Institute, Managua, district 1 during the second semester of 2016.

Objectives	Variables	Indicators	Sources	Instruments	Informant
To determine whether the students' attitude is affecting the teaching and learning process.	Students attitude toward English class	Student attitude	Positive and negative	Survey Interview	Student teacher

<p>To analyze whether the didactic resources are facilitating learning.</p>	<p>Didactic resources used by the teacher teaching speaking skill</p>	<p>Types of didactic resources</p>	<p>tape recorder printed images data show, book(speaking activities) TV Photocopies (speaking activities) Computer</p>	<p>Survey Interview Observation guide</p>	<p>Student Teacher</p>
<p>Objectives</p>	<p>Variables</p>	<p>Indicators</p>	<p>Sources</p>	<p>Instruments</p>	<p>Informant</p>
<p>To analyze the strategies used by the teacher for speaking skill.</p>	<p>Strategies developed by the teacher teaching English in speaking skill</p>	<p>Strategies</p>	<p>Grouping work Activities</p>	<p>Survey Interview Observation guide</p>	<p>Student Teacher</p>

To identify the students' speaking difficulties in speaking activities.	Students speaking difficulty in speaking activities	Certain problems	Shyness Lack of vocabulary Lack of motivation Pronunciation	Survey Interview	Student Teacher
To suggest activities to promote the teaching and learning process of speaking skill.	Different activities to improve the teaching and learning process of speaking	Types of activities	Discussion Role play Short speeches Gap activities Dialogues	Survey Interview	Student Teacher

VIII. RESEARCH METHODOLOGY

8.1. Type of research

This is a quantitative research because it consists of a process of numerical data analysis; and descriptive because through observation class, survey and interview reliable information was gathered about the factors that interfere in the effectiveness of the teaching-learning process in speaking skill in a particular group of students. In terms of time it is transversal research because it involves the data analysis collected from a population in one specific time that took place in 10th grade "D", morning shift at the Rigoberto Lopez Perez Institute in the first semester of 2016.

8.2. Population and sample

The population in this research is composed by the total of the students in 10th grade "D" in the morning shift, with a total of population of 45 students. The population of this research was 20 students. The sample was obtained through the convenience sampling. The 20 students were selected according with the attendance list.

8.3. Instrument for data collection

The instruments used in this research are:

Validation of the instruments: In this case, it was done with three teachers at the Universidad Nacional Autonoma de Nicaragua (UNAN- MANAGUA) to get information with meaningful and relevant question to this research. The purpose was to validate the instruments. In this case the observation guide, the survey and the interview.

Survey to students of 10th grade "D": It was designed to collect information about attitude toward English class, didactic resources, strategies used by the teacher in speaking skill. Besides, to know about the different difficulties that students have in the time to speak English. It was made of 17 items with multiple answers. Students were intended to mark with X the information they consider true for them. It took half an hour.

Interview to English teacher of 10th grade "D":

It was planned to getting information in relation to the didactic resources, strategies used by teacher and the relation to the difficulties of students in speaking activities. It was made of 16 items. The time devoted for the interview was half an hour during her free time.

Observation class: It was done twice to observe which were the didactic resources and the strategies that the teacher uses during the class. For example, if the teacher uses different activities to develop speaking skill, if she motivates and encourages her students to study and speak English, and if the teacher speaks in Spanish during English class. It was made of 17 items checking the observation guide. It was done twice but on different days of class.

IX. DATA ANALYSIS

The following research investigated the factors that interfere in the effectiveness of teaching –learning process in speaking skill in 10th grade ‘‘D’’, morning shift, at Rigoberto Lopez Perez Institute, Managua, district 1 during the second semester of the year 2016. The first objective is about students’ attitude toward English language. Second, about didactic resources that teacher used to teach speaking skill. Third, about strategies developed during teaching speaking skill. Fourth,

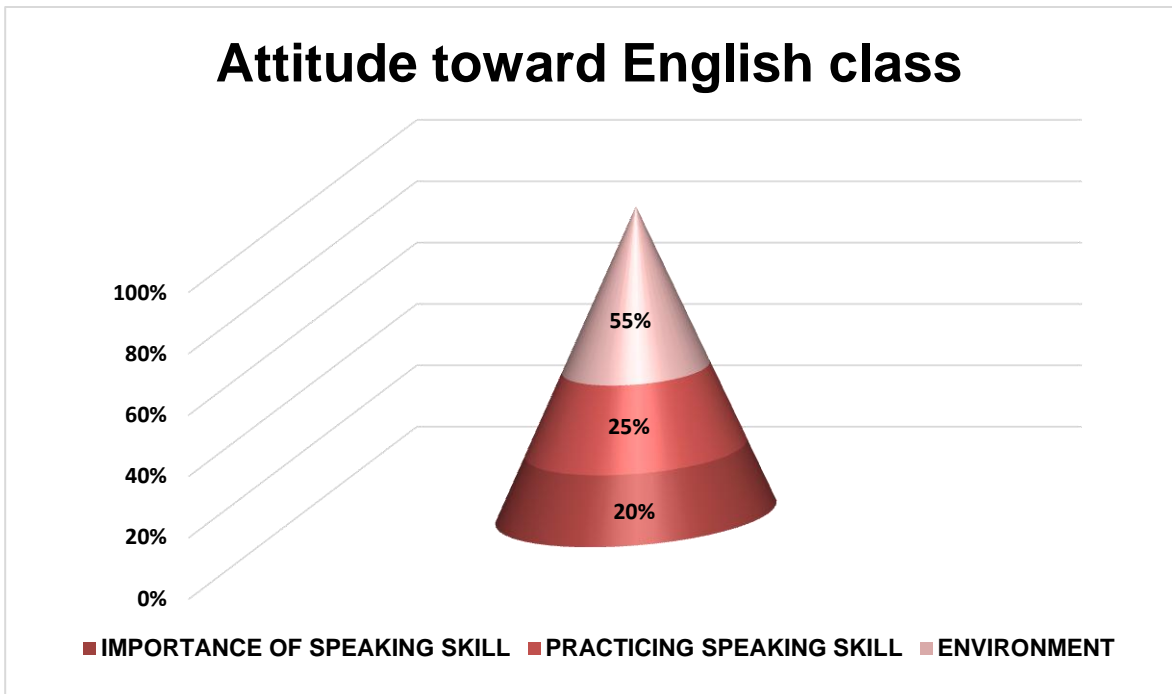
about students' difficulties to speak English in class. Finally, about the activities to improve teaching and learning process of speaking skill.

Objective No.1: to determine whether the students' attitude is affecting the teaching-learning process.

The first graph represents the attitude that students have toward English class.

Studying English for many students is not interesting but other students are interested to learn it. For this reason is very important that the teacher knows about the students' attitude toward English because if the students have a negative attitude toward English language the teacher could help to change it into a positive attitude.

According to the 20% of the students that correspond to 4 students affirmed that speaking skill is very important. But the 25% that conformed to 5 students stated that they do not practice English in class. And, the 55% that correspond to 11 students affirmed that the environment class is boring. These things make that the students not have a positive attitude toward English. However, the teacher in the interview said that she uses different strategies for having an interesting environment class but that many of the students are not interested in learning English. She said that she motivates her students to practicing the language but they do not like to speak in English. Most of them do not care if they practice it or not. In others words, teacher said that not all of them have the same interest in the English class.



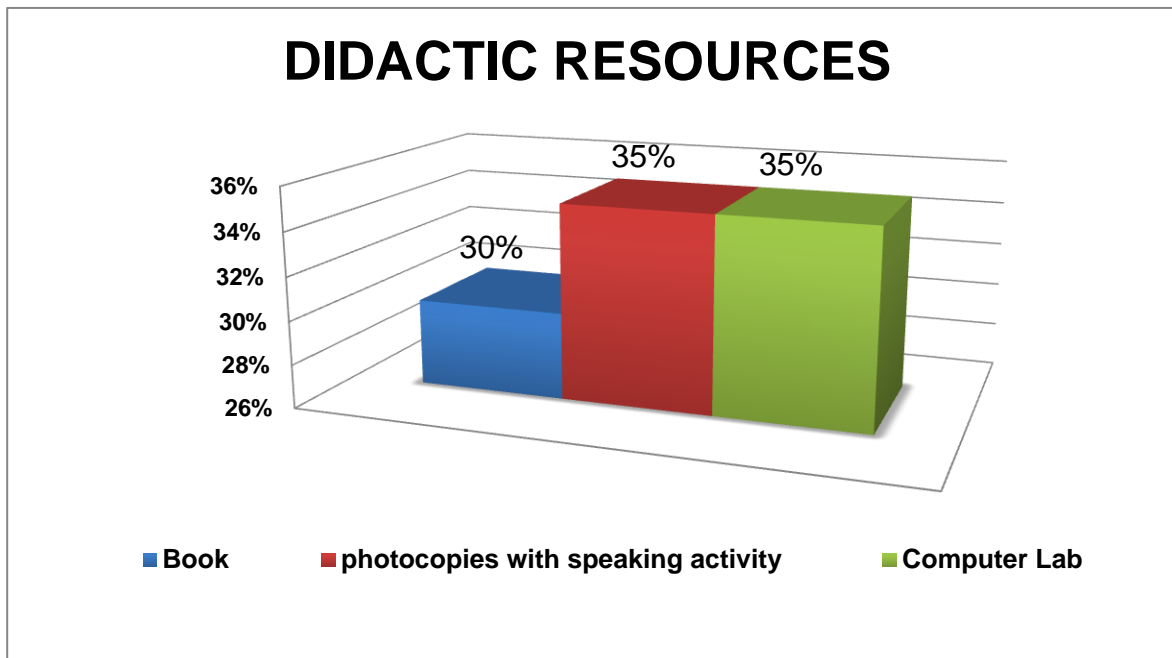
Graph No.1

According to Harmer (1991) there are two types of students' attitude: positive attitude and negative attitude. The students can have a positive attitude or a negative attitude toward English language when they are learning it. It depends a lot on their perception about the class and the teacher. And, the teacher is the main responsible to obtain a positive attitude. For this, is necessary that the teacher create it from the beginning of the course. Because, the perception and motivation of the students play a role very important to achieve a positive attitude toward English. Others essential things are the environment where students are learning and the frequency that students practice it. And finally, the motivation that the teacher transmits to the students during the class.

Objective No.2: to analyze whether the didactic resources are facilitating learning.

It represents the different didactic resources mainly used by the teacher. In the survey applied to the students it was asked: what resources does the teacher use the most? Where the 30% of the students that correspond to 6 students answered that the book is the didactic resource mainly used by the teacher. But, the 35% that belongs to 7 students considered that photocopies in speaking activities are the resources that kept them interested in the English class. On the other hand, the 35% of the students that correspond to 7 students expressed that the computer lab is one of the resources that can help them to improve their speaking skills. In contrast, the teacher in the interview said that the didactic resources that she uses to teach speaking are just her lesson plans, her own tape recording, wall charts and photocopy.

Moreover, the teacher said that the computer (nica tablet) and the tape recorder are effective didactic resources that could keep students interested in class and at the same time these resources must improve their speaking skill. But, these resources cannot be used for many reasons for example: in the school there are not a lot of didactic resources, the number of students, time and conditions. For these reasons is difficult to use this kind of resources. Even though in the day of the observation, the didactic resources that the teacher used during the class were: her lesson plan, book, marker and the board.



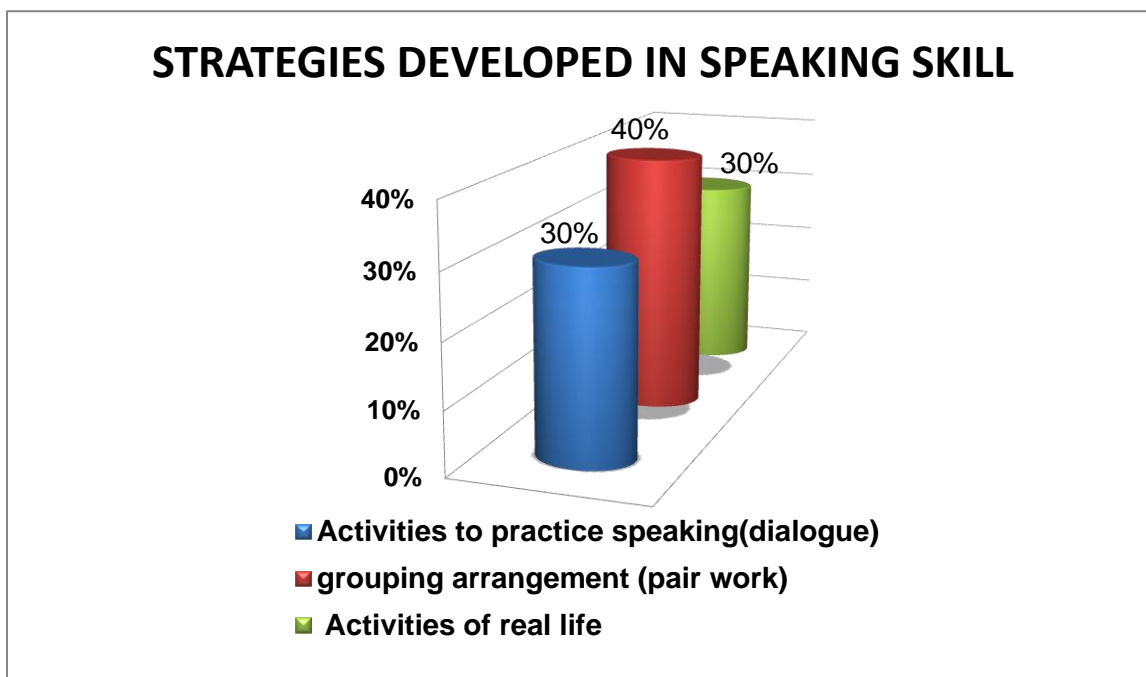
Graph No. 2

According to Nikky (2010) the didactic resources play a very important role in teaching and learning process. The didactic resources used by the teacher during the class are important because they motivate, clarify, help to understandings, increase the vocabulary, and avoid boring class, and create a live and active classroom for the class. They are essential parts of the learning process. They are used by the teacher to achieve any goal. Teaching speaking skill has become something boring because teachers do not use a variety of resources.

Objective No.3: To analyze the strategies used by the teacher for speaking skill.

According to the results obtained from the students of tenth grade “D” at Rigoberto Lopez Perez Institute, they complained about the strategies that the teacher is using to practice speaking skill. The 30% of students that correspond to 6 students said that they just practice speaking skill with dialogues. And the 30% of students belong to 6 students confirmed that the grouping arrangement that teacher uses are just pair work. The 40% of the students that respond 8 students expressed that

the strategies to practice speaking skill should be interesting activities of the real life, in this way, each one of the students could have the opportunity to participate. It can help them to develop their speaking skill. On the other hand, in the interview made to the teacher, she confirmed that she just uses dialogues to practice speaking skill because many students are not interested to learn to speak English. Moreover, she uses individual work or pair work with her students because in group they do not work well. She likes that all of them engaged with the class. But the day of the observation, the teacher did not use none of these strategies. In any moment the students done activities individuals or in pair. The teacher uses the traditional way to order the class because of the number of the students. In this case, the strategies that the teacher is using during the English class are not effectives to practice speaking skill. Teacher need to use different strategies to allow to the students develop their speaking skill.



Graph No.3

According (NCLRC The Essentials of Language Teaching 2003, 2004) the strategies are classified in three categories: using minimal responses, recognizing scripts and using language to talk about language.

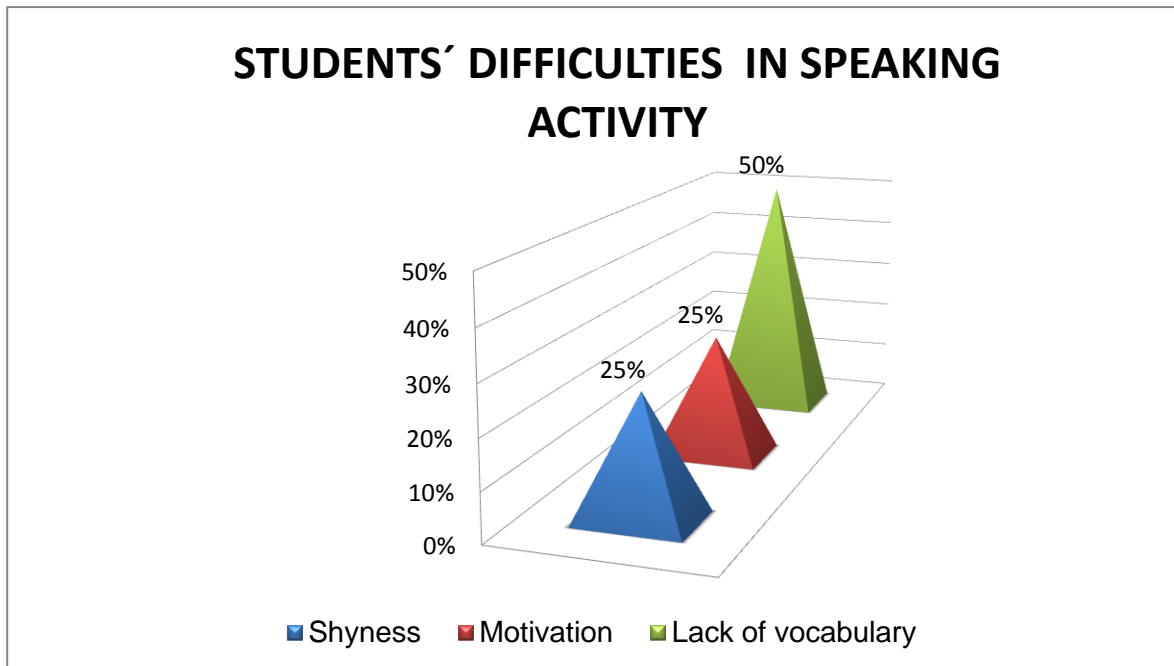
The strategies facilitate learning, to motivate learners, to engage students in learning, and to help them focus in the class. This graph represents the different strategies that teacher used during speaking skill. The use of different strategies to teach speaking skill is very important. They are designed to achieve a particular goal. In this case students can develop their speaking skill.

Objective No.4: To identify the students´ speaking difficulties in speaking Activities

For speaking skill is necessary that the teacher prepares a lot of activities in which the students have the opportunity to practice and develop their speaking skills. Sometimes during the English class, teacher does activities for speaking skill but for many reasons the students do not get involved on them.

According to the survey to the students, they specify three principals´ reasons why they do not participate in speaking activities.

First, the 50% that conform 10 students expressed that they do not participate because the lack of vocabulary. Second, a 25% that correspond to five students said that they do not speak English because the lack of motivation by the teacher and finally a 25% that is equal to 5 students confirmed that they do not participate by shyness because they are afraid of making mistakes. On the other hand, in the interview made to the teacher, she confirms that she always starts the class motivate them to speak in English. She said, some students do not like to participate because they are afraid of making mistakes such as: using the incorrect word or pronouncing a word incorrectly. And other students do not like to participate at all.



Graph No. 4

According to (Galih Ariffansyah, 2013) there are some students' difficulties in speaking skill that not permit to have a successful participation in the activities into English class.

The first is inhibition. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Second, learners often complain that they cannot think of anything to say and they have no motivation to express themselves, sometimes learners do not know how to use vocabulary or how to use the grammar correctly.

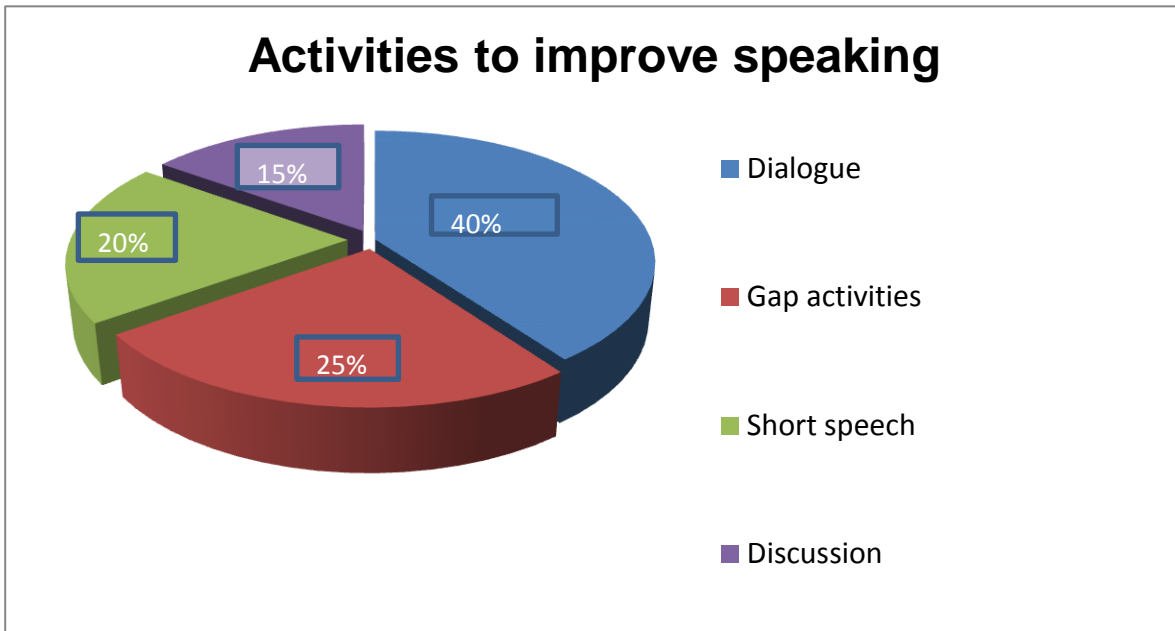
Third, the participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

And fourth, the mother tongue use; it is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

Objective No.5: to suggest activities to promote the teaching and learning process of speaking skill.

There are different kind of activities that the teacher can uses to teach speaking skill. In the survey applied to the students confirmed that the speaking activities they would like to use are: dialogue with a 40% that correspond to 8 students, gap activities with 25% that correspond 5 students, short speech with a 20% that belongs to 4 of the population and 15 % that is equal to 3 students confirmed that discussions are the activities that can be promoted to develop the speaking skill. On the other hand, the teacher said that she uses only dialogues and brainstorming because she needs a lot time to promote the different activities. Moreover, she said that to promote all the activities is something difficult with large groups.

One of the activities that the teacher mentioned that she uses to improve speaking was the dialogue. It is consider an out of fashion activity because it requires memorization and a fixed language, it mean that the students cannot change its content. The second activity was brainstorming. It is a good activity because the students can practice their abilities in speaking skill.



Graph 5

According to Harmer (1991) the activities are designed to provoke spoken interaction between students or between teacher and students. Practicing the language is one of the most important process when learning to develop speaking skill. The activities are divided into seven categories: reaching a consensus, discussion, relaying instruction, communication games, problem solving, talking about yourself and simulation and role play.

The use of different activities is really important to develop basic interactive skills necessary in the life. The activities make students more active in the learning process.

X. CONCLUSIONS

In the 10th grade “D” at the Rigoberto Lopez Perez Institute of the morning shift, located in the district 1 in Managua city. Both, the teacher and the students are facing some problems that interfere in the effectiveness of teaching and learning process in speaking skill.

- Firstly, the students do not have a positive attitude toward English class is due for some factors. One of the factors is that for many students English language is not important. Therefore, they do not interested to learn English as a second language, and for this reason they do not practice speaking skill. Another is because the environment is not the best to learn a second language.
- Second, the teacher does not use the appropriate didactic resources to develop a successful lesson plan in speaking skill because the institution does not offer enough time to improve the teaching- learning process. Moreover, the instructor does not apply the interesting didactic resources that can motivate the learners because the classroom has no good conditions to develop different didactic resources especially the audio-visual resources and the information and communication technology (ITC) resources.
- Third, the strategies developed by the teacher are not the best to improve the speaking skill because of the large group of students and the classroom is small. Teacher does not use the different strategies to develop the speaking skill.
- Fourth, in the classroom there are students with different problems those affect them with the improvement of speaking skill. Principally, the lack of vocabulary, shyness and lack of motivation are important features that do not permit the acquisition of the second language.
- And finally, the teacher does not use different activities in speaking activities to have interesting class. The activities that she uses more are dialogues

and brainstorming. Teacher must use different activities to improve speaking.

XI. RECOMMENDATIONS

1. Teacher must motivate students to learn English language doing an active class with interesting activities. Achieving a positive attitude of the students toward English language could facilitate the teaching and learning process in speaking skill. In this case the student is who perceive everything that the teacher transmits during the first class.
2. The Rigoberto Lopez Perez Institute needs to apply and implement authentic didactic resources to develop speaking skills, those materials that help students understand and motivate learners. Didactic resources such as: computer lab, TV, tape recorder, data show, books and photocopies with speaking activities.
3. In order to improve speaking skill it is necessary that the teacher uses creative and a variety of strategies such as: doing individual work, pair work, group work or a class discussion with the whole class about some topic. In this case the teacher conducts it asking questions.
4. Teacher needs to use plenty of vocabulary according with the topic to encourage the students' participation in the speaking activities making student's feel confidence while practicing the language. Students must learn vocabulary related to the topic. It is necessary for what the students feel confident while speaking English.
5. In order to improve speaking skill it is necessary that the instructor uses activities such as: dialogues, relaying instruction, communication games,

problem solving, talking about yourself, discussion, and role play which are the most effective.

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XIII. ANNEXES



UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN- MANAGUA

FACULTY OF EDUCATION AND LANGUAGE

ENGLISH LANGUAGE DEPARTMENT

**FACTORS THAT INTERFERE WITH THE EFFECTIVENESS IN TEACHING AND
LEARNING PROCESS IN SPEAKING SKILL.**

Student survey

The purpose of this interview is to gather information related to the didactic resources, strategies used to teach the speaking skill. In addition, to know the problems that students face in the time to speak in speaking activities during English class in 10th grade "D" at Rigoberto Lopez Perez School, Managua city, district 1.

Instructions:

Read carefully the following questions and, mark with a (x) next to the option that you consider to be true.

Student's attitude.

1. How much do you like English class?

- a) A lot _____
- b) Not much _____
- c) A little _____
- d) Nothing _____

2. How important is English for you?

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

3. How often do you speak English at home?

- a) Always_____
- b) Sometimes_____
- c) Rarely_____
- d) Never_____

4. How often do you speak English in class?

- a) Always_____
- b) Sometimes_____
- c) Rarely_____
- d) Never_____

5. How would you grade your speaking skill?

- a) Excellent_____
- b) Very good_____
- c) Good_____
- d) Fair_____

Possible problems

6. Which factors allow you to speak English in class?

- a) The teacher motivates you_____
- b) You are interested in the lesson-----
- c) I like English _____

- d) You speak English very well _____
- e) You are not afraid of making mistake-----
- f) None of the previous/ you don't participate at all_____

7. Which factors do not allow you to participate?

- a) The teacher does not motivate you_____
- b) You have nothing to say_____
- c) You lack vocabulary_____
- d) You do not how to pronounce_____
- e) You are afraid of making mistakes, you shy_____
- f) You don't like to participate_____

Strategies

8. How does the teacher organize the classroom?

- a) Rows -----
- b) Circle -----
- c) Horseshoe -----

9. How is the environment in the classroom?

- a) Funny -----
- b) A little funny -----
- c) Boring -----

10. How does the teacher organize you in speaking activities?

- a) Individual work_____
- b) Pair work_____
- c) Group work_____
- d) Whole - class_____

11. Which of these activities use the teacher?

- a) Discussions-----
- b) Role play-----
- c) Short speeches -----
- d) Gap activities-----
- e) Dialogues _____

12. Which of these activities do you help you to develop speaking skill?

- a) Discussion-----
- b) Role play-----
- c) Short speeches -----
- d) Gap activities -----
- e) Dialogues _____

Didactic Resources	13. What resources does the teacher use the most?	14. Which of these resources keeps you interested in the speaking class?	15. Which of the resources do you consider help you to improve your speaking skill?	16. Which of the resources you would like to be used during the speaking class?
Tape recorder				
Printed images				
Data show				
Book(speaking activity)				

TV								
17. How often does the teacher use the following resources?		Always	Very often	Sometimes		Rarely	Never	
Photocopies of speaking activities								
Tape recorder								
Computer lab								
Printed images								
Data show								
Book(speaking activity)								
TV								

Photocopies of speaking activities					
Computer lab					



UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

UNAN-MANGUA

FACULTY OF EDUCATION AND LANGUAGE

ENGLISH LANGUAGE DEPARTMENT

**FACTORS THAT INTERFERE WITH THE EFFECTIVENESS IN TEACHING AND
LEARNING PROCESS IN SPEAKING SKILL.**

Interview to the teacher

The purpose of this interview is to gather information related to the didactic resources and strategies used for teaching speaking skill. Moreover, possible problems that might affect the speaking skill in yours students of 10th grade ‘‘D’’ at Rigoberto Lopez Perez School, Managua city, district 1.

1. What are the didactic resources you use to teach speaking in English class?
2. What resources do you think are more effective to teach speaking skill?
3. According to the previous answer, why do you consider this resource useful?
4. What resources help you to keep students interested in the class?
5. In what way do you think the lack of didactic resources affect students speak?

6. What are the didactic resources that you don't use and you consider useful and necessary for improving speaking skill?

7. What are the strategies that you apply to have students interested in speaking activities?

8. What kinds of activities do you use in speaking?

9. How do you organize your students in speaking activities?

10. How would you describe the students' level in speaking English?

11. Do you encourage your students to speak?

12. In what ways having large groups affect speaking skill in your students?

13. Is there any strategy that you would like to apply but you cannot? Which one?

14. Do your students understand when you speak in English?

15. How much do you speak English?

16. What do you think are the main reasons for which students do not understand when you speak English?



UNAN-Managua

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UNAN- MANAGUA

FACULTY OF EDUCATION AND LANGUAGE

ENGLISH LANGUAGE DEPARTMENT

**FACTORS THAT INTERFERE WITH THE EFFECTIVENESS IN TEACHING AND
LEARNING PROCESS IN SPEAKING SKILL**

Observation guide

The purpose of this observation guide is to verify the didactic resources and strategies used for teaching speaking skill, as well as to observe the problems that students have in speaking activities in 10th grade "D" at Rigoberto Lopez Perez School, Managua city, district 1.

	Yes	No
1. Uses these didactic resources		
a. Tape recorder		
b. Printed images		
c. Data show		
d. Book (speaking activity)		
e. TV		
f. Photocopies of speaking activities		
g. Computer lab		
	Yes	No
2. Make a review of the previous class In what way _____		
3. Organize the classroom		
4. In what way does teacher organize the class		

a. Row		
b. Circle		
c. Horseshoe		
5. Make activities Specify which activities _____ _____		
6. Organize individual work activities		
7. Organize pair work activities		
8. Organize group work activities		
9. Organize whole class activities		
10. Make question before a speaking activity		
11. Make question while a speaking activity		
12. Make question after a speaking activity		
13. Motivate students to participate		
14. The didactic resources is according with the topic		
15. Has the teacher a good relationship between students		
16. Has the classroom good conditions		
17. Use English and Spanish language during the class		