

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA, MANAGUA  
(UNAN-MANAGUA)  
FACULTY OF EDUCATION AND LANGUAGES  
DEPARTMENT OF ENGLISH



FINAL REPORT OF GRADUATION SEMINAR RESEARCH

SUBMITTED AS A REQUIREMENT FOR A BACHELOR DEGREE IN  
TEACHING ENGLISH

**Research Topic**

**Analysis of the factors that influence the lack of speaking skill in students of tenth grade at Salvador Mendieta Cascante School during the second semester of 2017.**

Submitted by:

Eleana Lisseth Gutierrez Rodriguez  
Hellen Hayde Zuniga Hernández  
Jeyling del Carmen Medina Guerrero

Tutor: Ph.D. Raúl Isabel Ruiz Carrión

Managua, January 23th, 2017



**Dedication to:**

God for allowing us to get to this point and giving me health to achieve our goals, in addition for his infinite goodness and love.

Our Parents for being the supporters in our educational career, for their advice, their values that made us be good person, constant motivation, but more than anything for their love.

## **Acknowledgments:**

Firstly, we thank all the teachers because they guided us in every step of our major and help us to be good students. Secondly, we thank our parents because they encouraged in the most difficult days of our lives as students. And also we thank god for giving us health, wisdom throughout our studies. Finally we express our gratitude to Salvador Mendieta Cascante Public School, the director for the Access to carry out the instruments, likewise, students of 10th grade for having collaborated with the data from the surveys.

We acknowledge in a special manner to our tutor, Dr. Raúl Isabel Ruiz Carrión, for give us advice and guidance along the learning process to finish this final research to obtain the bachelor degree with mention in English Teaching.

## **ABSTRACT**

This research was carried out at Salvador Mendieta Cascante School. It was focused on English teaching and learning. The main objective was the analysis of the factors that influence the lack of speaking skill in students of 10th grade. It also approaches the effectiveness of the strategies, teaching resources as well as the teacher style used to teach the class. With the data collected will enhance the teacher and students' performance at Salvador Mendieta Cascante School. In addition, it also brings consciousness of teachers to be committed in delivering English lessons with passion. Moreover, the research is focused on external factors, teaching strategies, and interest of the students to use English and how those factors limit students' participation in class. The methodology to carry out the study consisted on a teacher's interview, students' survey questionnaire and class observation. The kind of methodology used to approach and analyze the data was quantitative. The results showed that students are using their mother tongue instead of English being a disadvantage in the learning of it as a second language; the students also present lack of vocabulary and mispronunciation of words. However, the classroom conditions were quite good to develop the class. The information gathered shows that the teacher should use more resources to gain students engagement in the speaking activities applied in English classes.

Esta investigación se realizó en la Escuela Salvador Mendieta Cascante sobre la enseñanza y el aprendizaje del inglés. El objetivo principal es el análisis de los factores que influyen en la falta de uso de las actividades orales en los estudiantes de 10 ° grado. También aborda la efectividad de las estrategias, los recursos de enseñanza y el estilo que el profesor utiliza para enseñar la clase. Con la información recopilada se mejorará el desempeño de docente y estudiantes en la escuela Salvador Mendieta Cascante. Además, con esta investigación se creará conciencia en los maestros a comprometerse y dar la clase de inglés con pasión. Además, se analizarán los factores externos, las estrategias de enseñanza y el interés de los estudiantes por usar el inglés y cómo esos factores limitan la participación de los estudiantes en clase. La metodología para llevar a cabo la investigación consistió en una entrevista al docente, una encuesta para los estudiantes y una observación a la clase de inglés. El tipo de método utilizado para analizar los datos fue cuantitativo. Los resultados mostraron que los estudiantes están usando su lengua materna en lugar de inglés, lo cual es

una desventaja en el aprendizaje de la misma como segundo idioma; también los estudiantes presentan falta de vocabulario y mala pronunciación de las palabras en inglés. Sin embargo, las condiciones del aula fueron bastante buenas para desarrollar la clase. La información recopilada muestra que el maestro debe usar más recursos para lograr que los alumnos participen en las pocas actividades de expresión oral que se aplican en las clases de inglés. In addition, the results showed few activities implemented by the teacher.

**Key words:** speaking skill, teaching strategies, students' attitudes characteristics, effectiveness of teaching, pedagogical factors.

# Index

Dedication .....	3
Acknowledgments.....	4
ABSTRACT.....	5
I. Introduction.....	8
II. Problem Background.....	9
III. Previous Studies .....	10
IV. Topic: .....	14
V. Research Questions .....	15
VI. Objectives: .....	16
6.1 General Objective:.....	16
6.2 Specific Objectives:.....	16
VII. THEORICAL FRAMEWORK .....	17
7.1 The importance of English .....	17
7.2 The English skills .....	17
7.3 Definitions of Speaking Skill.....	18
7.4 Speaking Sub-Skills .....	19
7.5 Characteristics of the Speaking Skill .....	19
7.6 Teaching speaking inside the classroom.....	20
7.7How to Teach Speaking .....	21
7.8 Principles for Teaching Speaking .....	22
7.9Factors that affect the speaking performance .....	23
VIII Variables Matrix .....	25
IX. Methodological Design.....	26
X. Results and Analysis .....	28
XI. Conclusions .....	42
XII. Recommendations .....	44
XIII. References.....	45
ANNEXES.....	46

## **I. Introduction**

English occupies an important place in the world mostly used internationally due to this reason it is expected to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the countries from this there is a great importance of the English teaching for non-native speakers to integrate these people in areas of better labors commercial opportunities among others. But to accomplish this task, the role of English teachers must be the commitment of being a source of facilitator

The development of communicative competence is one of the difficulties students are facing to learn the English language due to some factors interfering in the performance of it, such as the fear of making mistakes in front of the classmates and teachers other problems students face during a communicative situation are the lack of vocabulary to communicate and not to pronounce the words in a proper intonation. Considering the learning of English for our personal and professional life it is essential to analyze the main factors interfering in students' performance inside the classroom to improve students' participation when they perform the different tasks in all the speaking activities so they acquire the essential of the language to communicate. . This research emphasizes the way teachers use the speaking activities and the didactic resources.



## **II. Problem Background**

This research has been developed at Salvador Mendieta Cascante Public School located in Managua in Altamira Neighborhood. It was founded in 1996 implements English as a foreign language with the main purpose that students can use their previous knowledge of the language when they start the university.

This research was developed with students of 10<sup>th</sup> grade of high school. The main objective was to analyze the factors that are influencing the lack of the speaking skill in students inside the classroom to get a good quality in Education that can help society as a whole. Students of Salvador Mendieta Cascante Public School experience problems when they have to speak in class; they do not use grammatical structures to form sentences, the vocabulary is so poor that they cannot find the right words to express their ideas and the main problem is students use Spanish instead of English. Some of the factors that can be influencing in that problem could be the teachers' strategies implemented to transmit the language; the level of motivation students can perceive from the teacher may be because they do not know how important English can be. The system of the ministry of Education could have some wrong aspects that teachers do not know how to deal with and this is why English is not so important in these terms.

### **III. Previous Studies**

Some previous studies relating to this research topic will be analyzed. These studies were carried out to analyze the factors affecting students' speaking performance and students' speaking problems inside the classroom.

These studies help in the elaboration of our research since the topic and its features are similar to our research topic. We want to analyze the factors influencing in the speaking skill in students inside the classroom. Such studies are a guidance to reach our objectives in the research.

#### **Study 1**

Souriyavongsa .et al. (2013) explore students-teachers' weakness towards English language learning as a foreign language of a Continuing Summer Program for Bachelor's degree of Teacher Education in English at the Faculty of Education (FOE), the National University of Laos (NUOL) in Lao. The main purpose of this study was to determine the factors that effect on students' English learning as a second language or a foreign language. According to the question, "why Lao students weak in English", was employed in this study in order to investigate the English student-teachers' perceptions towards their poor English language performance learning. Main causes have been included, namely: first, the majority of students stated that English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy.

## Study 2

Hoang Tuan & Ngoc Mai investigates the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs among others. Basing on the results of the study, some recommendations were made for both the teachers and the students at Le Thanh Hien High School. As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance and many more recommendations.

## Study 3

MOHAMED KHIDER (2013) Analyses Some Factors Affecting Learners' Oral Performance in pupils of Mena's middle schools Data were gathered through a series of questionnaires administered to a sample of 28 students and 08 teachers at the middle school and one interview with 05 pupils at Nara middle school. The results obtained showed that anxiety, lack of motivation and poor self-esteem affected pupils' oral production. The population, subjected to the present study, is composed of 28 third year pupils of Nara middle school. We administered a questionnaire to both students and teachers. To obtain more information, we used an interview as a second data collection tool. The interview is similar to the questionnaire except in the manner in which it is conducted. It added more opportunities to clarify questions, and permitted to evaluate the honesty of replies.

#### Study 4

Moshas's study investigates the factors affecting students' performance in English language subject in Zanzibar Secondary Schools.

The research questions that guided the study were:

1. What are the factors that affect students' performance in English language subject?
2. How is teaching and learning of English conducted in Zanzibar secondary school classrooms?

Data gathering instruments were interview, observation, surveys and documentary review. Random sampling technique was used to select the students from Form One to Form Four in the selected schools. A total of 80 students were involved; 40 from urban and 40 from rural secondary school whereby ten students were picked from each form with gender consideration. Thirteen teachers teaching English were included in the study whereby six were male and seven were female. The aim of including teachers in the study was to investigate the way they applied knowledge and skills in the classroom whereby emphasis was put on competence in handling the subject matter, methods of teaching, and use of teaching and learning materials.

These studies were focused on students' and teachers' problems in the speaking performance. Some factors founded were that the English Language was difficult to learn due to the lack of motivation, psychological factors, such as the lack of confidence to express their ideas in front of the rest of the class due to the fear to make mistakes.

#### **IV. Justification**

The students at Salvador Mendieta Cascante Public School of 10th grade present lack of speaking skill. Speaking is one of the macro skills of the language and this group present a weak in this area; this research is to analyze the factors that are influencing in the lack of the speaking skill in students inside the classroom where students have a deficiency of the interactive process of constructing meaning that involves producing and receiving and processing information. With this study the schools, students and teachers that are teaching and learning English as a second language can implement strategies to be used inside the classroom so that students have a better performance and can develop their speaking skills.

This study will have a big impact in society; schools, universities, academies and all the institutions that are teaching English as a second language can use this research to improve their methodologies and strategies so that students learn the language. With this research teachers have the chance to know what make students do not speak in class and it can help them to improve the way how they teach. For schools and universities this study can help to improve the system in Education; it means that can change the traditional method teachers use to teach.

**Topic:**

Analysis of the factors that influence the lack of speaking skill in students of 10th grade at Salvador Mendieta Cascante public School, Managua, during the second semester of 2017.

## **V. Research Questions**

1. What are the factors influencing the lack of use of the speaking skill?
2. How are the factors influencing the lack of use of the speaking skill?
3. How do the factors impact the use of the speaking skill?
4. What are the students' attitudes toward the English class?
5. How effective are the strategies used by the teacher during the class?

## VI. Objectives:

### **6.1 General Objective:**

To analyze the factors that influence the lack of speaking skill in students of 10<sup>th</sup> grade at Salvador Mendieta Cascante School, during the second semester of 2017.

### **6.2 Specific Objectives:**

- 1) To identify the factors that influence the lack of speaking skill in students.
- 2) To know the impact of the influence of the factors that affects the speaking skill in students.
- 3) To characterize the students' attitudes toward the English class.
- 4) To determine the effectiveness of teaching strategies used during the class.



## VII. THEORETICAL FRAMEWORK

Apart from our mother tongue needed to have a common language which makes us able to communicate with other part of the world. English is the common language which is known to most of the people in the world. Furthermore, English is understood by many people and is the most commonly used language, it is very important to have good English because an effective communication can reach people better due to this, Nowadays English is being taught to children at primary level itself and there are many teachers who are being trained to accomplish this work which is to teach the English Language in schools.

### 7.1 The importance of English

English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. English is a trade language with other countries. It is a mode of communication. Furthermore, English helps people manage their communication with foreigners. And students are prime learners of English because if they want to build up a good career, they have to have good English speaking skills and confidence to face many people in interviews. Without English it is very tough to manage in this modern world.

### 7.2 The English skills

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. These are called the four English language skills.

Listening is the ability to accurately receive and interpret messages in the communication process. It involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

**Speaking** is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking form and meaning are dependent on the context in which it occurs, including the

participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving

**Reading** is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated. (Hughes, 2007).

**Writing** is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). What we want write should have something meaning to convey. (Bram, 1995:23)

### 7.3 Definitions of Speaking Skill

It seems that the concept of speaking is quite familiar to everyone; however, not anybody can give an exact definition of speaking. In order to clarify this concept, the researchers define speaking as:

Luoma stated that: "speaking is hard skill to be mastered by the learners "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop".

Hedge defines speaking as "a skill by which they (people) are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

Bygate argues: "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer."

Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the

context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking.

#### 7.4 Speaking Sub-Skills

Depending on the level and ability of your students, in the sphere of speaking there are several sub-skills worth looking at:

- Pronunciation. It means to pronounce the distinctive sounds of a language clearly enough so that people can distinguish them.
- Using stress, rhythm and intonation well enough so that people can understand what is said.
- Using the correct forms of words.
- Word order
- Using appropriate vocabulary
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

These sub-skills go towards the main goal of teaching speaking: being able to hold a steady, understandable conversation. They are often dealt with on an as-needs basis rather than as general lessons.

#### 7.5 Characteristics of the Speaking Skill

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.

According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge

(2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

## 7.6 Teaching speaking inside the classroom

What is Teaching Speaking?

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by "teaching speaking" is to teach English Foreign Language (EFL) learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which are called as fluency. (Nunan, 2003)

### 7.7 How to Teach Speaking

Now many linguistics and EFL teachers agree on that students learn to speak in the foreign language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

There are four things that students need to do with a new language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it (Harmer, 1998:52).

Exposure seems to be the main source of success in foreign language acquisition (Huda, 1999:158). In the classroom, a major part of the teacher's job is to expose students to language so that they can use it later. Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. However, the use of English is limited in the classroom. The lack of exposure to real English speaking setting can limit the quantity and quality of the input. When EFL teachers use only English, the students can get the exposure. Students can be

exposed to the language besides from the teacher utterances; they can also listen to tapes, read texts and look at computer printouts. In each case, the students are given chances to see or hear the language before they are asked to produce it themselves.

### 7.8 Principles for Teaching Speaking

In the communicative model of language teaching, the teacher helps the students in real life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy.

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work.

To improve students' "speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

## 7.9 Factors that affect the speaking performance

### **Excessive use of the Mother Tongue**

One of the biggest problems in the use of communicative activities that involve pair work or group work is the use of the mother tongue in monolingual groups. It sometimes seems that they are unable or unwilling to take part in activities in English.

### **Lack of Motivation**

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. It is accepted for most fields of learning that motivation is essential to success: learners have to want to do something to succeed at it. Without such motivation students will almost certainly fail to make the necessary effort to develop their speaking skills in the target language. In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation that comes from outside and from inside.

#### **Intrinsic Motivation**

“Internal desire that students have inside of them which lead them to follow a goal. This kind of motivation is innate, which means that it cannot be influenced by external factors” Cajina and Carcamo, (2006:2). It is understood for intrinsic motivation as an internal desire for doing something that gives well-being and satisfaction to the person who performs the action without having any external rewards for carrying out this action. It is understood as an internal and proper desire to achieve a goal. There are some activities in which intrinsic motivation can be identified; they are called intrinsically motivated activities. They give self-satisfaction and self-fulfillment because they are good enough in themselves for the person to be carried out and that is why they are so important and rewarding for the performer. In this case intrinsic motivation is showed by students by participating actively in class activities.

## **Extrinsic Motivation**

As intrinsic motivation plays an important role for students to learn, outwardly-supplied rewards are also of great importance for the performer of the action; this source of motivation is called extrinsic motivation. Extrinsic motivation is the result of a number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus learners might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better. According to Morris & Maisto (2002) cited in Carlo (2016) "Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity. "The authors recognize that there are some students who are easy to teach because they are excited about learning (intrinsically motivated), while, others are completely unmotivated by what happens in the classroom and have no interest in working in their learning at school and need external reward in order to do well in their studies(extrinsically motivated). As we can see, extrinsic motivation refers to external rewards given by another individuals and the environment itself. These rewards are important for the individual when they are provided positive reinforcement.

Since the authors are carrying out qualitative language classroom research, it is important to focus on academic motivation (students' motivation to learn in the teaching-learning process). It is when students want to learn because they like activities related to learning and think of school as something important in their lives and for their personalities and development of knowledge. In this case, the student is comfortable with the learning experience he/she has and feels that activities concerned learning are important and rewarding for him/her. The result of academic motivation is that students want to continue interacting and being involved in the teaching - learning process being carried out.



### VIII .Variables Matrix

Specific objectives	Variables	Variables Definition	Subvariables	Indicators	Data Sources	Techniques
To identify the factors that influence the lack of use of the speaking skill in students	Factors that influence the lack of use of the speaking skill	Circunstances, facts or aspects that contribute to produce a result	External Factors	-Environment -Sound -Family -Teaching strategies -Didactic resources -Social factors -Number of students	Survey	Survey
			Internal Factors	-Emotional factors -Learning strategies -Risk taking abilities	Interview	Teacher
To know the impact of the influence of the factors that affects the use of the speaking skill	Impact of the influence that affects the use of the speaking skill	Influence changing the development of students		Pronunciation  Grammar	Survey	Students
				Vocabulary	Interview	Teacher
To characterize students attitude toward the English class	Students attitude toward the English class	The disposition and state of thought of students	Positive Attitudes	-Responsible -Motivated -Enthusiastic	Survey	Students
			Negative attitudes	-Lack of self-confidence -Unwilling Misbehavior	Interview	Teacher
To determine the effectiveness of the strategies used by the teacher during the class	Effectiveness of the strategies used by the teacher during the class	Methods, Procedures and techniques that a teacher uses to teach the English	English Teaching strategies	-Discussions -Role plays -Presentations	Survey	Students
				-Reading Aloud	Interview	Teacher

## **IX. Methodological Design**

### **9.1 Research Approach:**

This research follows a mixed approach. Qualitative because it was made directly explorations in the classroom to know the problem. Quantitative because it tries to quantify and understand the problem by the use of graph and percentage.

**9.2 Type of study:** Descriptive since the factors influencing the lack of speaking skill in students were observed, described and analyzed through instruments. According to time it is transversal due to the fact that the study was carried out during the second semester of 2017.

### **9.3 Population and sample:**

The population of this research was 26 students between the ages of 14 and 18 years old. Most of these participants are male students with a number of 18, equivalent to 69% of the whole population. We took the 100% of the population because we considered it was more reliable in terms of results.

### **9.4 Techniques and Instruments to collect data:**

For data collection were used instrument such as observation guide for students to know and get evidence of the phenomenon, surveys and interview using a systematic set of questions that students and teachers answered providing relevant information to the investigation, in order to deepen about the factors involved in the lack of speaking skill in students of 10th grade at Salvador Mendieta Cascante School in the second semester of 2017.

#### **1. Survey**

The purpose of this survey was to confirm the factors influencing the lack of speaking skill on students. Besides, the survey contained 12 closed questions about the teacher strategies and factors in the lack of speaking. In the survey students answered the questionnaires given in Spanish to comprehend each question.

#### **2. Teacher's Interview**

The English teacher in charge of the group kindly facilitated us data by answering the questions of our interview. The purpose of the teacher interview is to gather information about the factors affecting students speaking skill such as use of the mother tongue, teaching strategies and didactic resources and the students' attitudes toward the class.

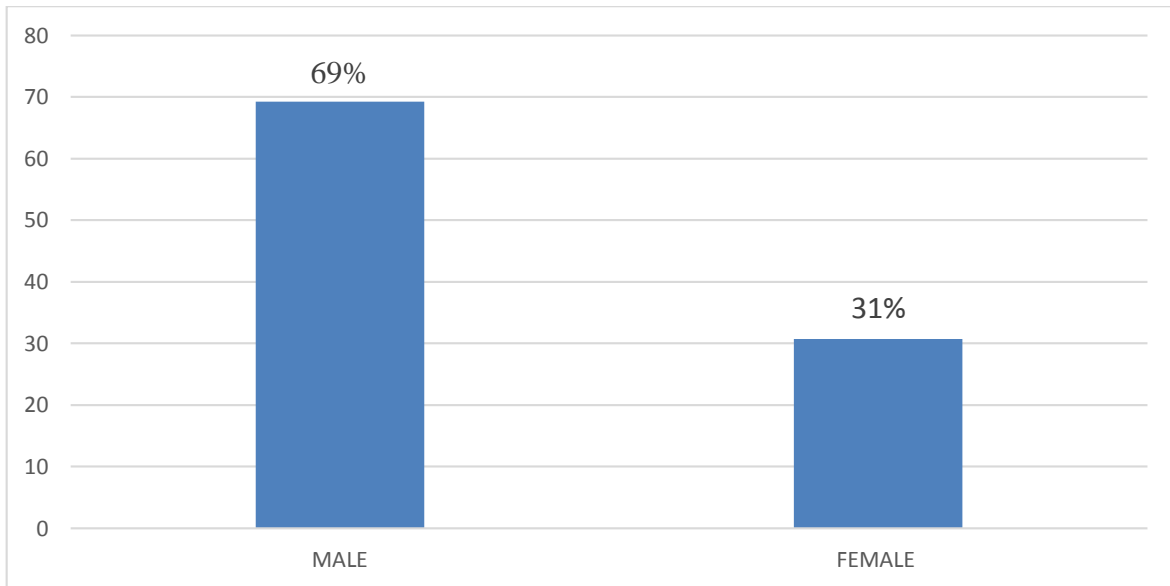
### 3. Observation guide

The observations were done in three days. The purpose of these observations was to analyze the students' performance in the classroom as well as the teacher teaching strategies and how the teacher develops the contents.

## X. Results and Analysis

The data presented here come from an observation guide and a survey applied to 26 students of the sample and the teacher's interview. The questionnaire will be analysed per objective.

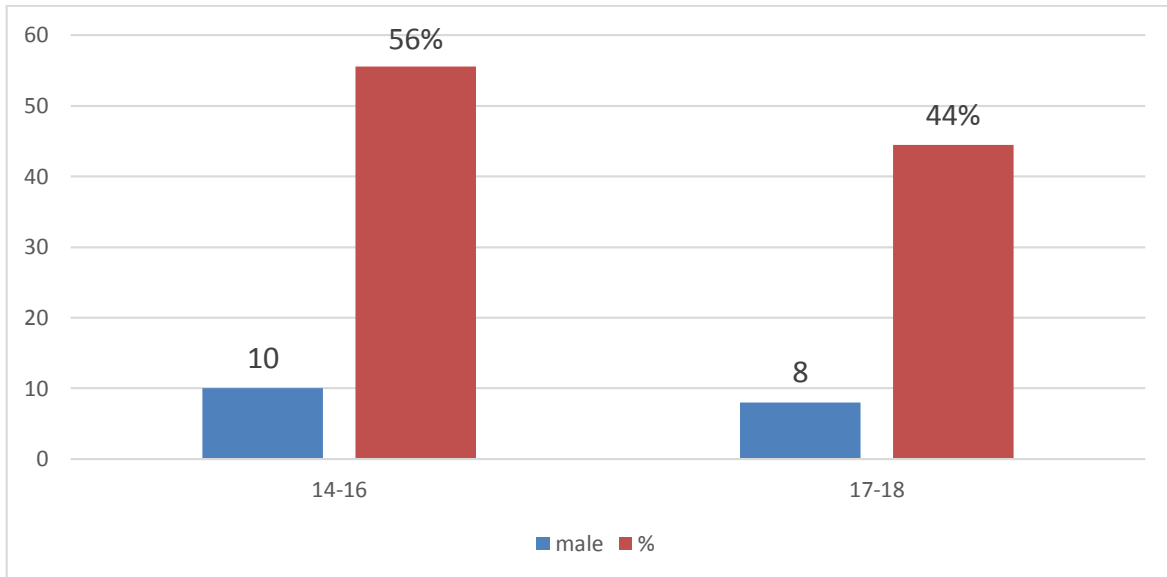
**GRAPH 1. STUDENTS' GENDER**



According to the gender the majority of students are male, which corresponds to 69% of the students; meanwhile a 31% are female. Most of the students are male students because some female students have to help their parents with shores at home and because of that they do not attend classes.

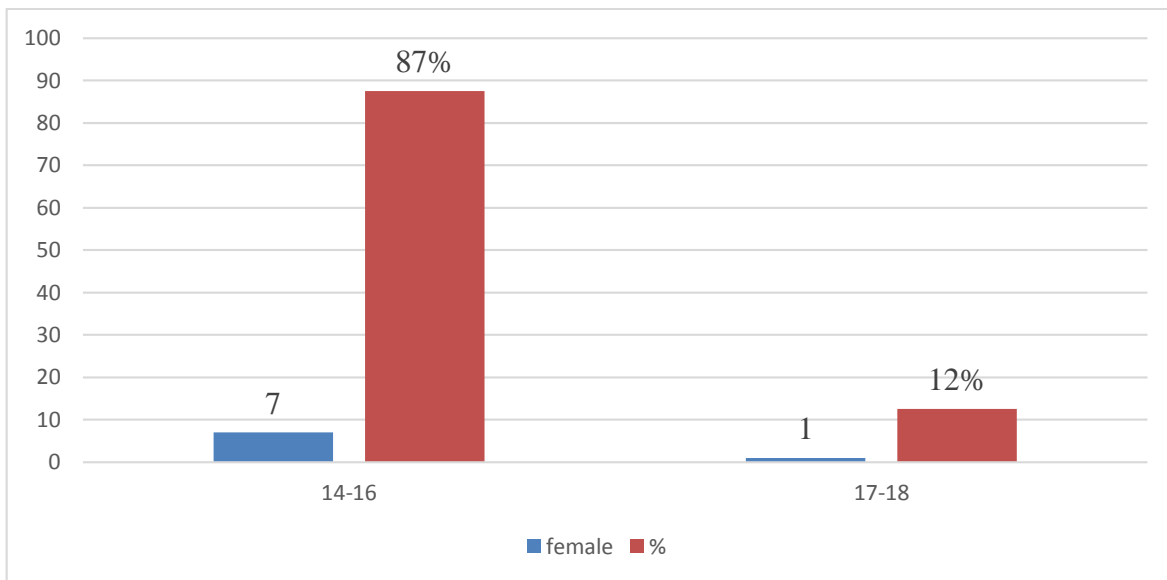
Another reason could be male students are more than female students because some female students are mothers already and they drop out school.

**GRAPH 2. MALE STUDENTS' AGE**



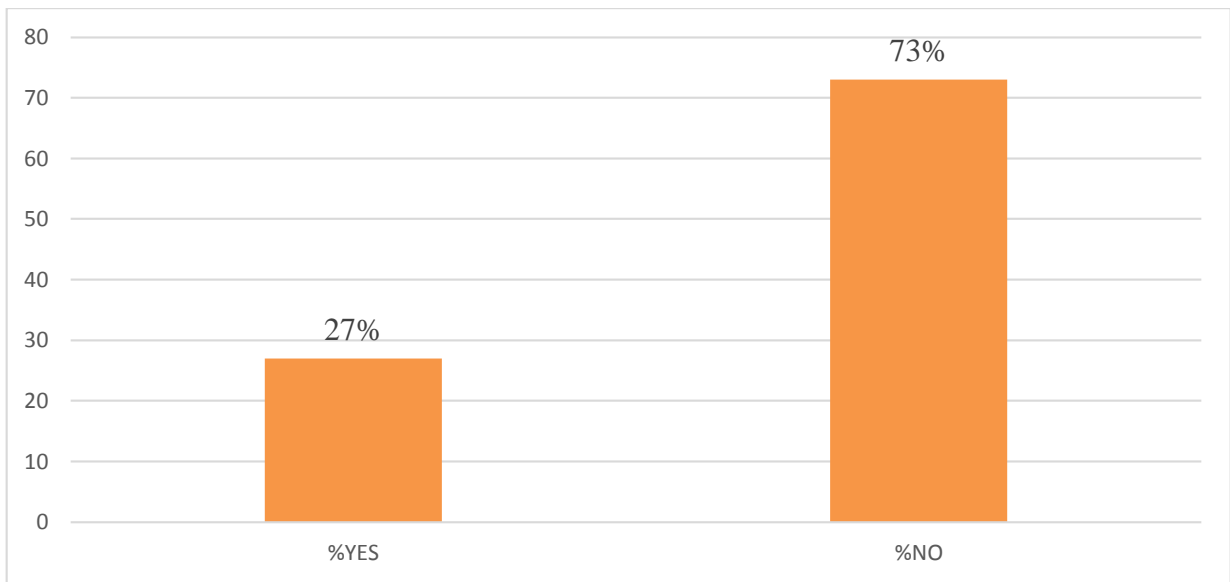
According to male students' age, the 56% of them are ages between 14-16 years old. And 44% correspond to the ages between 17-18 years old. It could be there are more males students between 14-16 because their parents work and support them in their studies so; they do not have necessity to work. However male students between 17-18 years old have to work to support themselves and help their families.

**GRAPH 3. FEMALE STUDENTS' AGES**



The majority of the female ages correspond to 87% with the ages between 14-16 years old, meanwhile, among the ages of 17-18 years old equivalent to 12%. As it was mentioned before it could be there are more female students between 14-16 years old because they parents support them. However, female students between 17-18 probably do not attend classes because they have to do shores at home.

**GRAPH 4. DO YOU WORK?**

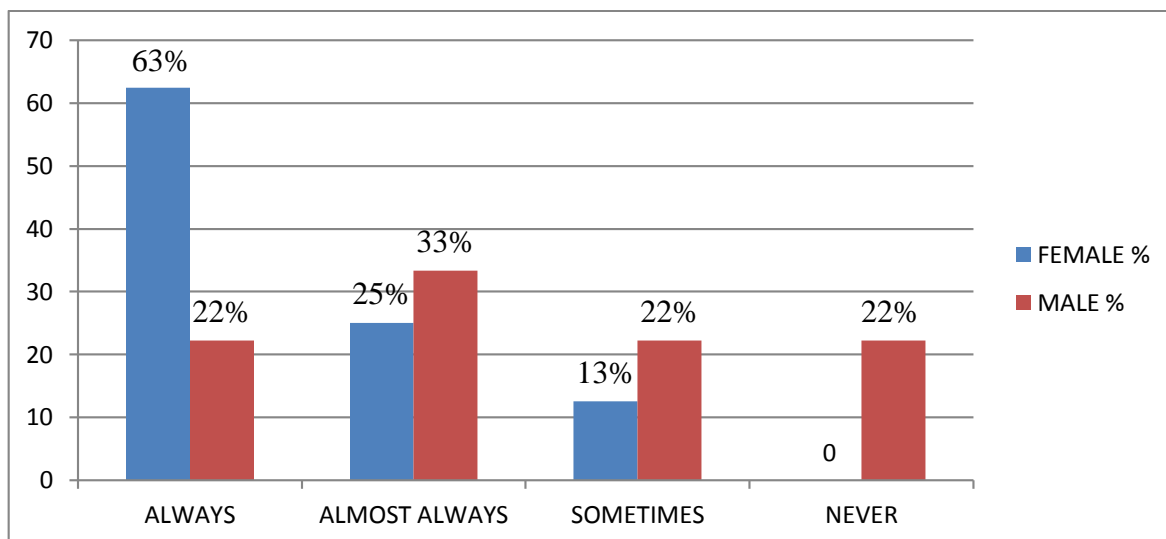


According to the data gathered a 46 % of male students do not work and a 23 % of female students do not work. This could be because it is a little hard to study and work are the same time and they are interested in finish their studies and not to fail the course. However, a 23% of male students work to support their studies and help their families.

In the teacher interview he said that most of students were on time in the class but a few were late without doing homework due to the responsibility they when working and studying at the same time.

The results above are positive because the majority of the students have full time available to study and they do not get stressed to have to work.

**GRAPH 5. HOW OFTEN DO YOU LIKE THE ENGLISH CLASS?**



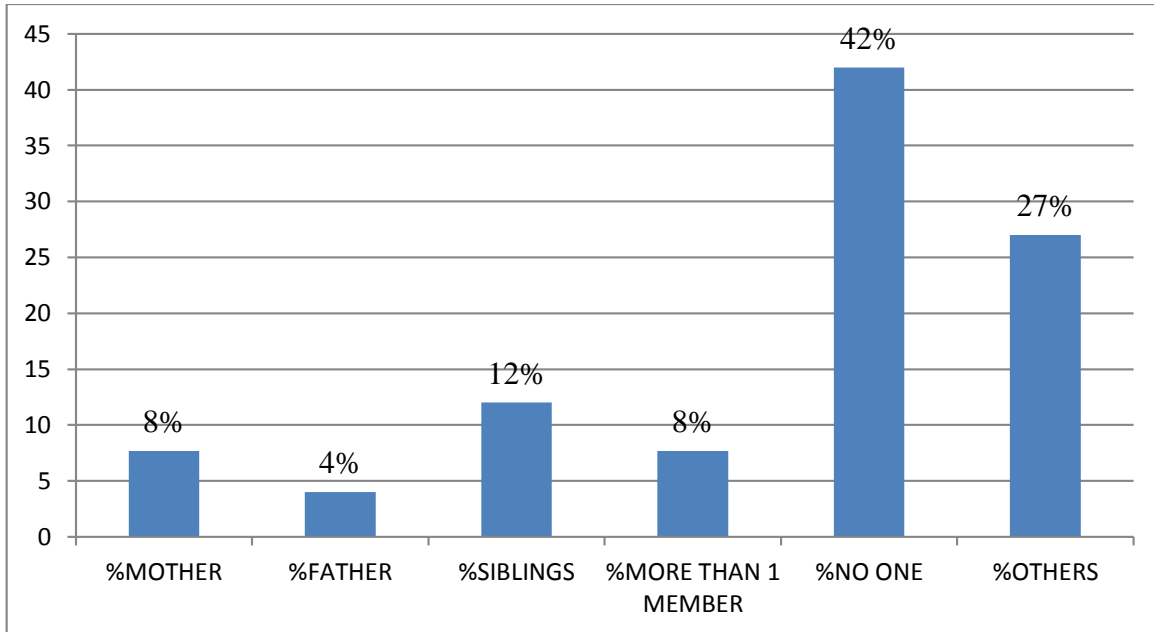
Most of the female student equivalent to 63% answered that they like English, it could be Students like to learn it because in their country foreign people arrive and they would like to speak English with them, also the 33% of the male students said that they like this language because they want to learn it as a second language to get better job opportunities.

The teacher also expressed most of the students like learning the language, but the minority of students are afraid to get involved in the class because they are shy and no confident. In the class observation we could see that students fear to participate due to the feeling to be corrected in a wrong way. It was seen through the observation guide also that some students were motivated in the class when the teacher relate the topics to the real life and participated in the easiest task such as: Repetition of drills and dialogues.

Through the instruments applied it was obtained that most of the students have a positive attitude toward the class and the teacher methodology produce a big impact on students.



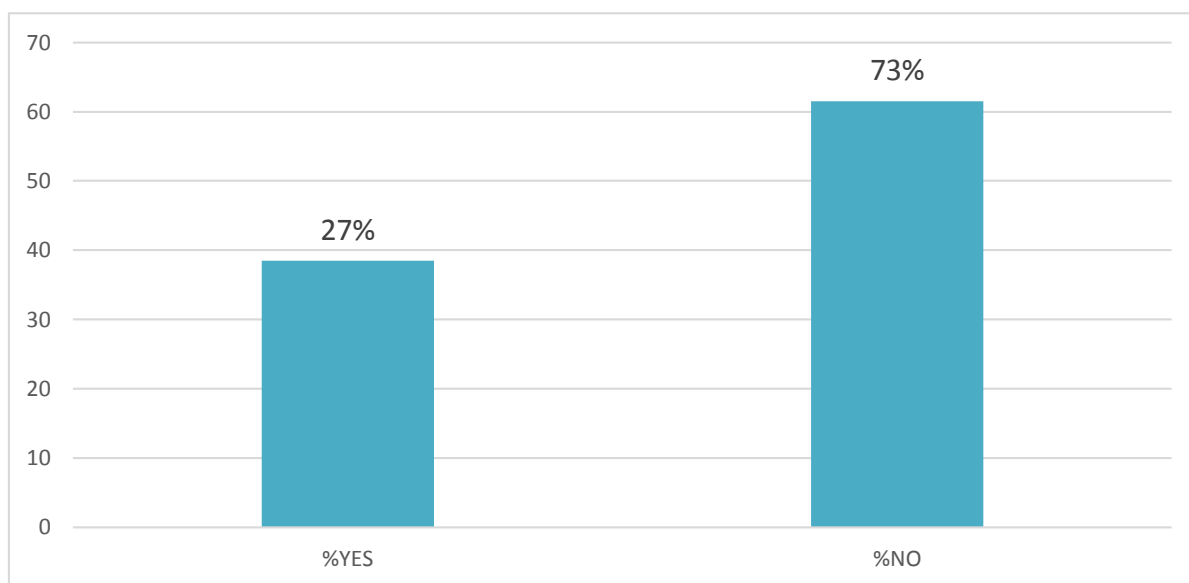
**GRAPH 6 DOES ANY MEMBER OF YOUR FAMILY SPEAK THE ENGLISH LANGUAGE?**



According to the results a 42% of male students and female students do not have any member in their families that speak English; it could be because their parents had just the primary level and high schools. It means that their parents did not have the same opportunities to learn English in the past. In contrast, some students have at least one member of their families for example, mothers with an 8%, fathers 4%, siblings 12%, more than one member of their families 8% and others 27% that speak the language. Those percentages are important because those people can help some students to learn the language.

The results of the graph above are positive since most of the students have at least one member of the family that speaks English and as a result the students can ask for help to improve the English language knowledge. Having a member of the family that speak English can cause students like the English class. Therefore, students develop intrinsic motivation towards the English class.

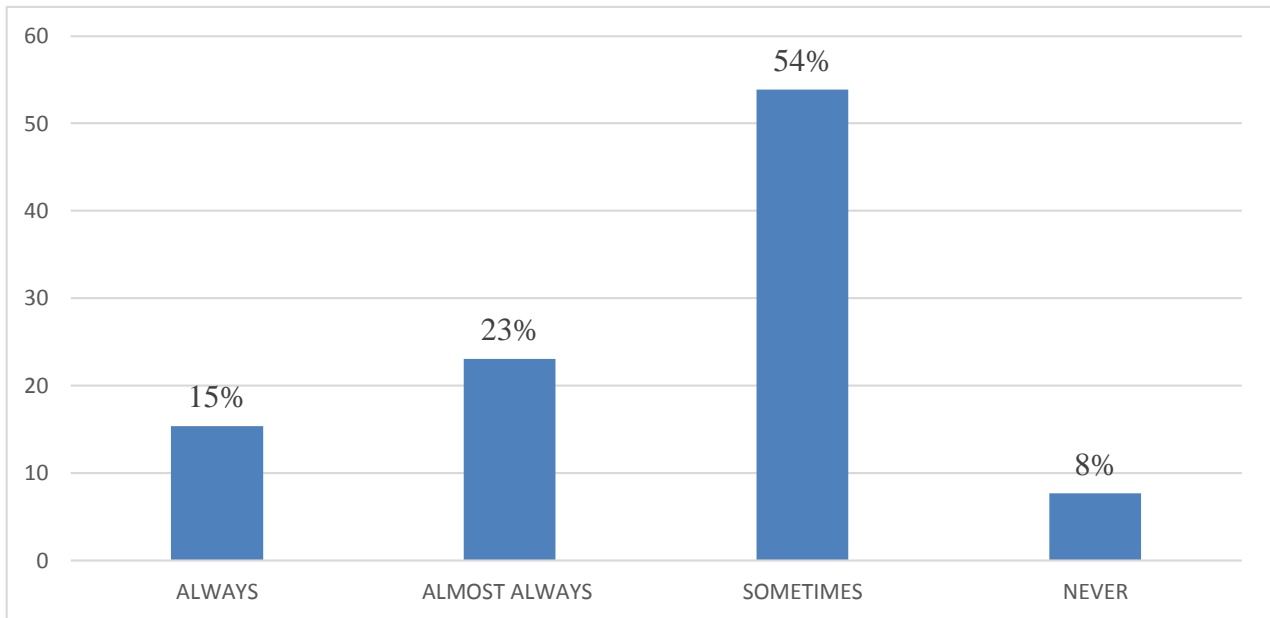
### GRAPH7. HAVE YOU STUDY THE ENGLISH LANGUAGE BEFORE?



According to the results of survies, a 62 % of male and female students do not have previous knowledge about the language. It could be because they do not have the chance to study the language outside the School because of economic factors. In contrast a 38% of male students and female students have previous knowledge about the language, it could be they practice it by themselves at home and some of their relatives speak English help them to practice it.

The results of the graph above are quite similar it means that a high number of the students have previous knowledge of the language maybe in vocabulary, pronunciation of words... etc. although the results are positive it was seen that students are not motivated to use the language orally and most of the time they use their mother tongue.

**GRAPH 8 DO YOU PARTICIPATE IN THE ENGLISH CLASS?**

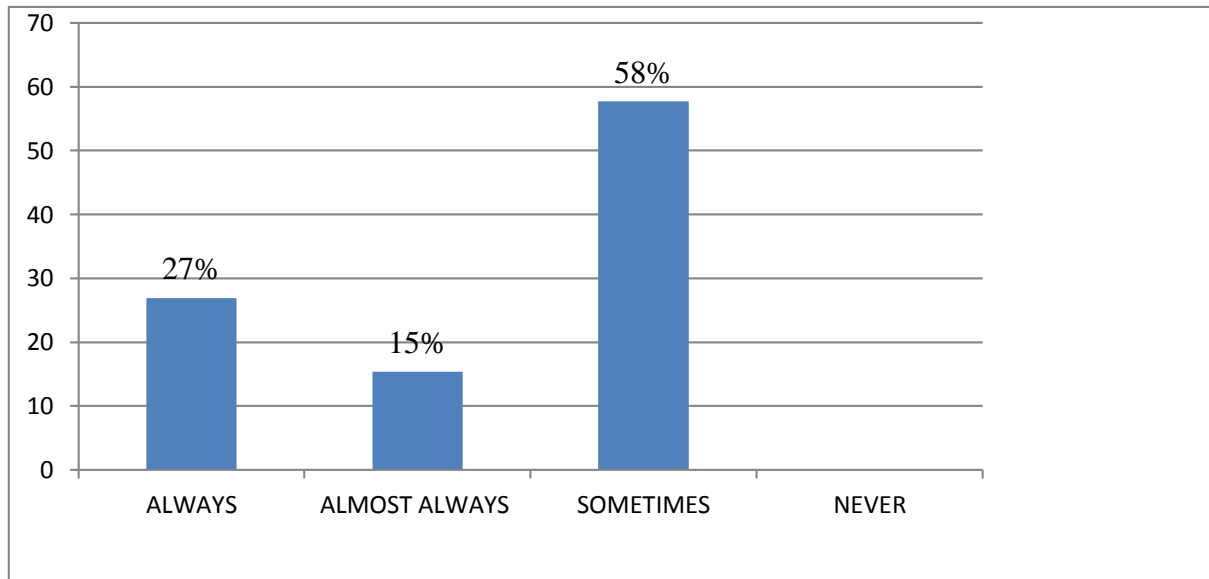


According to Thornbury (1998) cited in Ratna (2014:59) “The candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction”.

The 54% of students sometimes participate in speaking activities. The English teacher said that, he tries to encourage the participation of the students in speaking activities, but the problem is that some students get nervous when they participate in this kind of activities. During the observation some students were participating in the class when the teacher asked them and some others were reluctant to participate.

The results of the graph above are negative because the majority of the students do not participate in class and according to the results of the previous question students are supposed to participate since they have previous knowledge of the English language but in the classroom there is no confidence to speak because some students do not respect each other. Students start laughing when they hear other students speak in English and that makes a tense environment in the classroom.

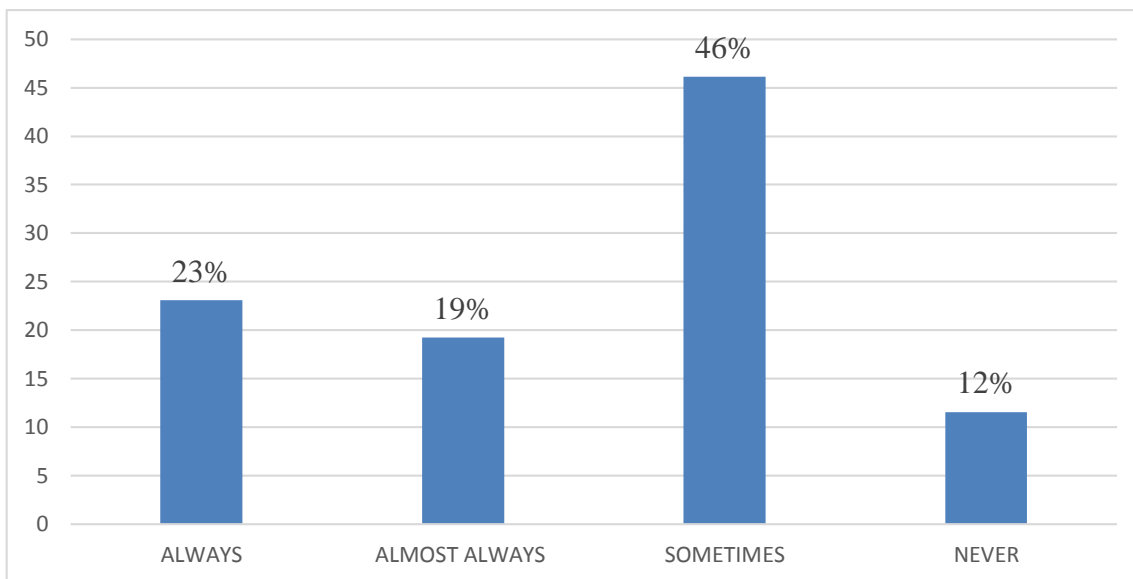
**GRAPH 9. DO YOU HAVE DIFICULTY TO PRONOUNCE THE WORDS IN ENGLISH?**



The results showed that a 58% students sometimes find difficult to pronounce the words in English, this because they do not ask the teacher the right pronunciation also the teacher do not make corrections during the class. In the teacher interview he expressed that students speak in Spanish most of the time. The use of their mother tongue cause the difficulty to speak and pronounce in English because they related the pronunciation of English words with the Spanish words, making students pronounce in a wrong way.

The results of the graph above are negative because most of the students have problems of pronunciation making the students ideas unclear and difficult to understand. The teacher is barely focusing on helping the students in pronunciation. We could observe that some words were mispronounced and the teacher forgot to correct them. The teacher lacks strategies to develop the class. For instance, he does not use songs, reading aloud to help students improve the pronunciation skill.

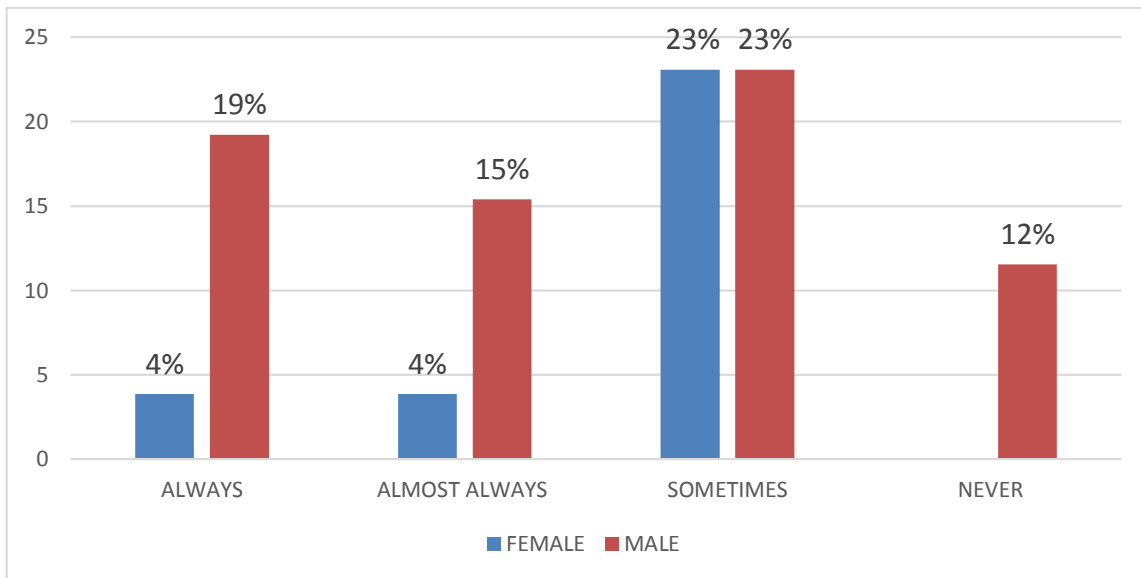
**GRAPH 10. ARE YOU CORRECTED BY THE TEACHER WHEN YOU SPEAK ENGLISH?**



The teacher corrects female and male students both with 46% sometimes when they speak English. In the teacher interview, he expressed that he tries to interact with the students by helping those who are interested in the class and motivated students who have lack of motivation to learn the language. The teacher corrects the 23% of students always when they speak English. In the observation guide some students presented grammar structure mistakes and the teacher rarely corrected them.

The results above confirm that the teacher is not implementing strategies to correct pronunciation.

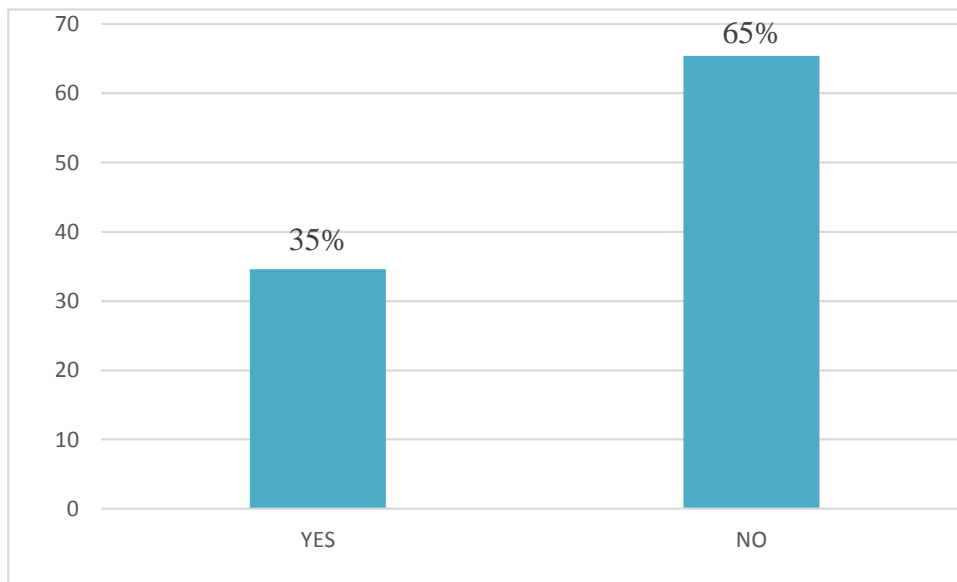
**GRAPH 11. HOW OFTEN DO YOU USE THE SPANISH LANGUAGE DURING THE CLASS?**



The surveys showed that female and male students sometimes speak in Spanish, both with an equivalent of 23%. Furthermore, the 15% that correspond to men; almost always use their mother tongue and the 4% of female use it as well, since they are not used to speak English. In the observation guide there was not companionship among students, they did not make any effort to do conversations or any task in English.

In the observation guide it was seen an excessive use of mother tongue in students even the teacher use it. In the interview he explained that he sometimes use the translation because they do not understand when he explains in English being this a big problem since students are not exposed to an environment of English. As a result, students will never develop the target language since the teacher is not a model when using the English.

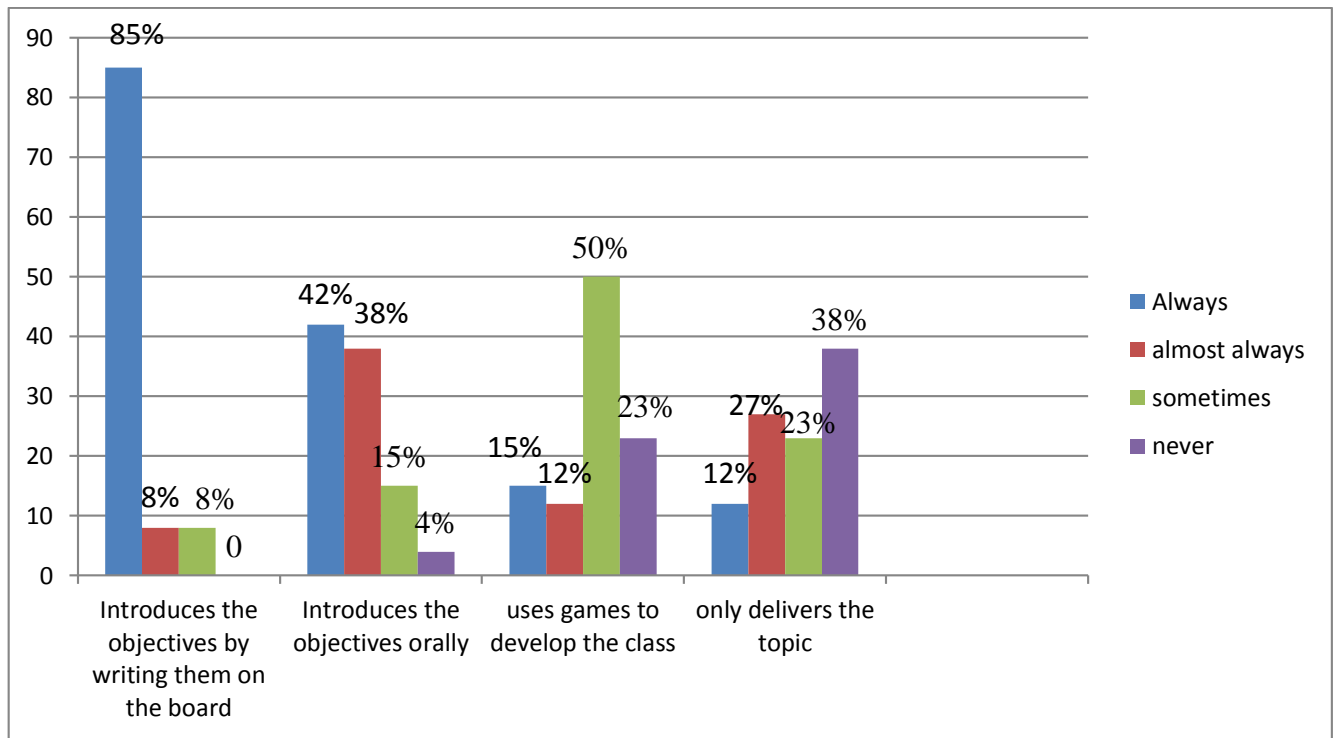
**GRAPH 12. DO YOU HAVE A VARIETY OF VOCABULARY?**



The 65% correspond to students who do not have variety of vocabulary. This because they do not participate in class and do not ask about the new words. Just a few female and male students have variety of vocabulary because they like some songs in English and learn new words.

Most of the students do not have variety of vocabulary maybe they do not ask about the new words or the teacher does not ask about the unknown words.

**GRAPH 13 .HOW OFTEN DOES THE TEACHER USE THE FOLLOWING STRATEGIES TO START THE CLASS?**



Teaching strategies can be stated as the different planned decisions that the teacher makes to face situations in the classroom to develop his subject and his objectives (general or specific) that play a role in a teaching environment. (Nogales & Francesc, 2015)

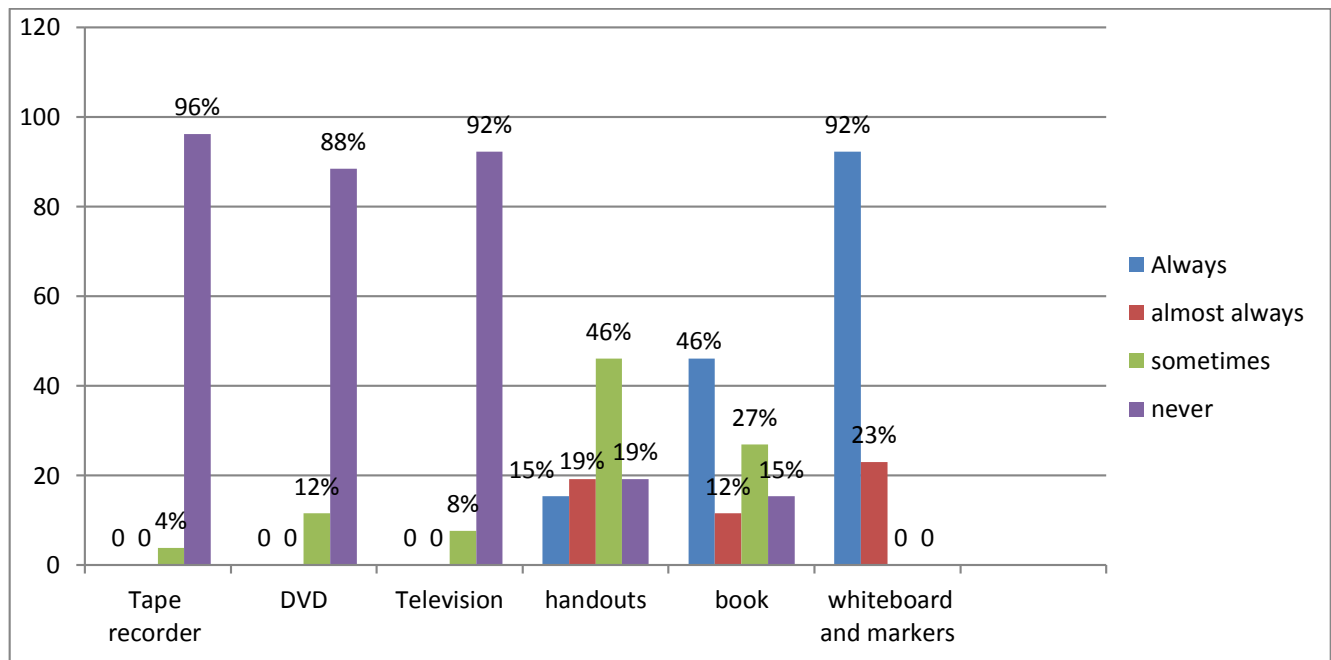
The results showed that 85% of students agree that the teacher always introduces the objectives by writing them on the board. The 42% (always) of students agree the teacher introduces the objectives orally .The 50% (sometimes) correspond to the use of games to develop the class.It could be the teacher does not want to lose time doing that.He might consider the topic more important.But,games are a good choice to call students attention and motivation. The 38% of students chose that the teacher only delivers the topic (never)

During the observation we observed only once the objectives introduced orally. For example the topic: 2nd conditional.

The teacher needs to promote these strategies to engage students in the development of the class



**GRAPH 14. HOW OFTEN DOES THE TEACHER USE THE FOLLOWING DIDACTIC RESOURCES?**



The results above showed poor didactic resources. It means that tape recorder, DVD and television are not used at all. 92% of students affirm that white board and markers are most used. The 46% of students agree that book and handout is also used.

In the interview the teacher explained that the resources are not available in the school. He says that not having this resources the class is not well develop and also generate doubts in the class.

## **XI. Conclusions**

1 .The first conclusion throughout this research about the factors that interfere in the learner's speaking skill in students of 10th grade at Salvador Mendieta Cascante, it was found that there are some factors that limit learners' performance in English speaking skill.

The most common factors are:

- Students feel more comfortable when using the mother tongue during the class instead of English language.
- Lack of vocabulary that makes a limitation in students to speak in class.
- The lack of didactic resources to motivate students to participate
- The majority of students do not have previous knowledge about the English language so they have difficulties in the learning performance.
- The majority of students do not have relatives who speak English language ,as a result students do not have support outside to help them do the homework and practice the English.

These factors affect the learning of the target language since the teacher is not helping the students to develop the speaking itself and its subskills. Furthermore, the teacher does not expose students to English making an habit in student to speak in Spanish rather than English.

2. The second conclusion found in this study is that students have lack of motivation to participate in class due to they fear to make mistakes, or they do not have vocabulary and do not know grammar structures to form sentences. Students are not confident because they mock each other. In other words there is not respect among them. These factors impact the learning process of the language that is demanding nowadays, it is a need to communicate with other people from many countries.
3. The third conclusion found is the characterization of students' attitude toward the English class. Students reject to speak in English, some are not motivated by the teacher strategies. As a result, do not take their own initiative to go deeper in the study of pronunciation, grammar and vocabulary.

4. The fourth conclusion found in the study is poor teaching strategies since the teacher have little didactic resources to improve students speaking skill and enhance comprehension and raise student's interest toward the learning process.

## **XII. Recommendations**

Recently the teaching of English Speaking skill is a request of society which consist on students interact each other in a pleasant environment to learn it. So, teachers have to adapt new strategies due to the reinforcement of the teaching and learning process. Because of that some suggestions are presented next:

- Teachers should use more interactive activities that help students being in contact with the English language. For example songs, games, and role plays, etc.
- To focus in teaching more vocabulary to improve the communicative interaction among students.
- To use teaching strategies to motivate students to participate in the class.No matter if students make mistakes, they will lose fear speaking in front of the classmates and teacher.
- The teacher should focus on the speaking skill with its sub skills (pronunciation) to make in students a habit that let them constantly participate in class

### **XIII. References**

Lopez Castellón, Jose Luis y Cortez Arias, Winkler (2016) Factors that make difficult the development of the communication ability of the students in the 11th year A at Rigoberto Lopez Perez Institute in the 3rd District of the Department of Managua during the II Semester of 2016. Otra thesis, Universidad Nacional Autónoma de Nicaragua.

Alemán Lopéz, Angel Gabriel y Baquedano Mercado, Xochilt María (2016) Analysis of the lack of the speaking skills used by students of 5th year “A” of the morning shift at Experimental Mexico secondary school in Managua, in the second semester of 2015. Otra thesis, Universidad Nacional Autónoma de Nicaragua.

Bygate, M. (1987). Speaking. Oxford University Press.

Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. University of Glasgow, Scotland.

Soureshjani, K. H., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers’ attitudes. World Applied Sciences Journal, 17(3), 327-339.

Factors affecting the teaching-learning process in the acquisition of speakin skill in the students of 7th grade “F” at Miguel de Cervantes Saavedra Institute in Managua city, in the morning shift, during the second semester of 2016.

Authors: Angelica Maria Talavera

Alejandra Auxiliadora Morales

Jordania Zelaya Martínez

Analysis of the english speaking skills, teaching strategies applied by the teacher to 9th grade students of secondary education, at Alfonso Cortez school, in the afternoon shift, during the second semester of 2015.

Authors: Junieth Moreno

Nicky Lòpez

Frania Ponce

An analysis of the strategies to each speaking in English as foreign language to 7th grade students at Benjamìn Zeledòn School in the second semester of 2016.

Authors: Daysi Rebeca Tinoco

Albaro Antonio Mejía

Topic: Analysis of the lack of the speaking skill used by students of 5th year “A” of the morning shift at Experimental Mexico Secondary School in Managua, in the second semester of 2015.

Authors: Ángel Gabriel Alemán López

Xóchitl María Baquedano Mercado.

Topic: Teaching strategies that influence in the development of speaking ability of students of 3 rd year “B” in the afternoon shift at UNAN Managua during the period from March to October 2014.

Authors: Yasmina del Rosario Moreno

Eddith Nohemi Tukler Lara

Carlos Adán Reyes Rodríguez.

Topic: Methodological strategies of the teaching learning process of English language during second semester 2014.

Authors: Raquel de Jesús Otero Hernández

Ismalcy Nohemi Putoy Amador

# **ANNEXES**

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**

**UNAN –Managua**



**Department of English**

**Interview for the teacher**

**Dear Professor Nelson, we ask your contribution to answer the following questions of this interview in order to obtain information for our final research (Graduation Seminar) of the English career. We guarantee the discretion of your answers. Thank you in advance for your help.**

**Instructions: Listen carefully to the following questions and respond according to your criteria. We ask your honesty when answering the questions since this will help to obtain reliable information for our investigation**

1. How long have you been teaching English?
2. Why do you like to teach English?
3. What strategies do you use to develop your class?
4. What factors do you consider have negatively influenced the development of the class?



5. How is the relationship with your students?
6. What are the students' attitudes towards the English class?
7. What do you think are the factors that influence the lack of use of the speaking activities in students?
8. Do the students have difficulties of pronunciation and vocabulary?
9. What are the didactic resources do you use during the class?
10. Do you evaluate the four English skills?
11. How do you introduce a new topic?

**UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA**

**UNAN –Managua**



**Department of English**

**Survey for Students**

**Dear student, we ask your contribution to fill the following questionnaire in order to obtain information for our final research (graduation seminar) of the English major. We guarantee you the discretion of your answers, thanks in advance for your help.**

**Answer the following questions with a check ( ✓ ) the answers according to your criteria. We ask for your honesty when answering each question since this will help to obtain reliable information for our investigation.**

**I. General information**

Gender\_\_\_\_\_

Age\_\_\_\_\_

**II. Study and work**

1. Do you work?

a. Yes

b. No

2. How often do you like the english class?

a. Always\_\_\_\_\_

b. Almost always\_\_\_\_\_

c. Sometimes\_\_\_\_\_

d. Never\_\_\_\_\_

3. Have you study the english before?

a. Yes\_\_\_\_\_

b. No\_\_\_\_\_

4. Do you participate in the english class?

a. Always\_\_\_\_\_

b. Almost Always\_\_\_\_\_

c. Sometimes\_\_\_\_\_

d. Never\_\_\_\_\_

5. Do you have dificulty to pronounce the words in english?

a. Always\_\_\_\_\_

b. Almost Always\_\_\_\_\_

c. Sometimes\_\_\_\_\_

d. Never\_\_\_\_\_

6. Are you corrected by the teacher when you speak english?

a. Always\_\_\_\_\_

b. Almost Always\_\_\_\_\_

c. Sometimes\_\_\_\_\_

d. Never\_\_\_\_\_

7. Do you have a variety of vocabulary?

a. Yes\_\_\_\_\_

b. No\_\_\_\_\_

8. How often do you use the spanish language during the class?

a. Always\_\_\_\_\_

b. Almost Always\_\_\_\_\_

c. Sometimes\_\_\_\_\_

d. Never\_\_\_\_\_

9. What percentage do you use the english language during the class?

a. 50%\_\_\_\_\_

b. 51-80%\_\_\_\_\_

c. 81-100\_\_\_\_\_

### **III. Families' knowledge about English**

10. Does any member of your family speak the english language?

a. Mother\_\_\_\_\_

b. Father\_\_\_\_\_

c. Siblings\_\_\_\_\_

d. More than one member\_\_\_\_\_

e. No one\_\_\_\_\_

f. Others\_\_\_\_\_

#### **IV. Teaching strategies**

11. How often does the teacher use the following strategies to start the class?

- a. Introduces the objectives by writing them on the board
- b. Introduces the objectives orally
- c. Uses games to develop the class
- d. Only delivers the topic

12. How often does the teacher use the following didactic resources?

a. Tape recorder

b. DVD

c. Television

d. Handouts

e. Book

f. White board and markers

# UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

## UNAN –Managua



### Observation guide to the 10th grade students

Objective: The following observation seeks information about the factors that influence the lack of use of the speaking activities in the classroom.

#### 1. PHYSICAL CONDITIONS OF THE CLASSROOM

	Good conditions	Regular conditions	Bad conditions
Roof			
Chairs			
Board			
Floor			

#### 2. Lightness

Enough Windows \_\_\_\_

few Windows \_\_\_\_

No windows \_\_\_\_

#### 3. classroom space

Enough space \_\_\_\_

Little space \_\_\_\_

Narrow \_\_\_\_

4. Environment outside the classroom

Noisy \_\_\_\_

Little noise \_\_\_\_

Quite \_\_\_\_

II. Teacher-Students interaction

5. The teacher during the class is:

Dynamic \_\_\_\_

Motivator \_\_\_\_

Bored \_\_\_\_

Attentive \_\_\_\_

III. DIDACTIC RESOURCES

7. The teacher uses the sources following in class:

Tape-recorder \_\_\_\_

Pamphlet \_\_\_\_

Pictures \_\_\_\_

Books \_\_\_\_

DVD \_\_\_\_

Others \_\_\_\_\_

