



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

CARRERA DE IDIOMAS

TITTLE OF RESEARCH WORK:

“ANALISIS OF LEARNING DIFFICULTIES IN THE SPEAKING SKILL AIMED AT SEGUNDO DE BACHILLERATO “E“AT “UNIDAD EDUCATIVA RIOBAMBA” LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD FEBRUARY-JUNE 2016.

Work presented as requirement for obtaining Professional Degree of “Licenciatura en Ciencias de la Educación, profesor de Inglés”

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

LANGUAGE CAREER

COMITE MEMBERS CERTIFICATE.

THESIS TITLE. “ANALISIS OF LEARNING DIFFICULTIES IN THE SPEAKING SKILL AIMED AT SEGUNDO DE BACHILLERATO “E“AT “UNIDAD EDUCATIVA RIOBAMBA” LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD FEBRUARY-JUNE 2016.

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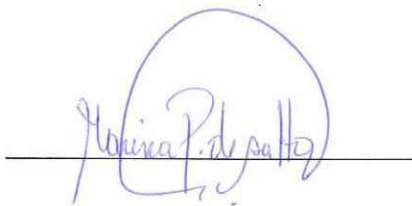
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MsC. Lucy Pazmiño.

THESIS TUTOR

Riobamba, October 14th, 2016

AUTHORSHIP

Willian Israel Coro Roldan declares the following aspect. First, I am the author of this research work with name: ANALISIS OF LEARNING DIFFICULTIES IN THE SPEAKING SKILL AIMED AT SEGUNDO DE BACHILLERATO “E” AT “UNIDAD EDUCATIVA RIOBAMBA” LOCATED IN RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD FEBRUARY-JUNE 2016. Second, this research work is entirely of my own responsibility. Finally, it is essential to point out that I used as a guide other research works, therefore these should be clearly stated.



Willian Israel Coro Roldan

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Riobamba, October 26, 2016

DEDICATORY

I want to devote this research work the lord of creation, who is my God. To my parents Felipe and Agustina, who always have helped me through this learning process for the understanding and encouragement that they provided during all these years of study.

Thank you for everything.

Willian.

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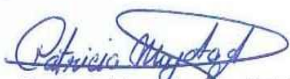
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RESUMEN

Este proyecto de investigación se basa en el análisis de las dificultades de aprendizaje en la destreza de hablar que tienen los estudiantes al expresar en la comunicación oral específicamente desarrollada en el Segundo Año de Bachillerato “E” de la Unidad Educativa Riobamba, en el cantón Riobamba, provincia de Chimborazo. Esta investigación tiene como objetivo general explorar a través de la observación las dificultades de aprendizaje en la destreza de hablar ya que el desarrollo de la misma se considera uno de los aspectos más difíciles del aprendizaje de un segundo idioma donde la descoordinación de ideas, palabras y la poca producción del habla afectan la presentación. En el periodo académico Febrero- Junio 2016 se aplicó una ficha de observación con diferentes factores e ítems donde generalmente cometían los mismos errores y basados en estos resultados se sugieren algunas conclusiones y recomendaciones. Para la interpretación de los resultados se hizo la recolección de evidencias mediante diferentes fotografías. Esta investigación se realizó de manera exploratoria a través del método etnográfico lo cual ayudo a describir analizar, explorar, esclarecer las ideas del problema mencionado.

Abstract

This research project deals with the analysis of learning difficulties in the speaking skill that students have at the moment to express in oral communication particularly developed at Unidad Educativa Riobamba in Chimborazo province, Riobamba city during academic period February June 2016. The main objective of this investigation is to explore by observing the learning difficulties in the speaking skill in the students of Segundo de Bachillerato "E" since its development is considered one of the harder during the learning process of a second language. In fact the lack of words and idea coordination and low speech production affected the student's presentation. In the academic period a guide observation was applied with different factor and items where the students made the same errors. As a result, it was suggested some recommendations and conclusions. The interpretation of the result was made through the collection of evidence with different photographs. This research was conducted by an exploratory way through the ethnographic method which helped to describe, analyze, explore and clarify the ideas of the problem



Reviewed by: Moyota, Patricia
Language Center Teacher



INTRODUCTION

The English language is considered as a universal language, because it is the most spoken language worldwide. English is the dominant business language it has become almost a necessity for people to speak English. It is one of the most studied languages all across the world. Most of the countries teach it as a second language from primary school to university.

For this reason, on Ecuador at Unidad Educativa Riobamba the teacher teaches English as second Language. As a result, the students have lot troubles for develop the four abilities such as; reading, writing, listening, and particularly in speaking skill. There are some factors of learning difficulties such as; performance conditions, affective factors, listening ability and low participation.

The research work is developed for the necessity of analysis the learning difficulties in the speaking skill encountered in the Segundo de Bachillerato “E” at Unidad Educativa Riobamba

Five chapters are developed, which are detailed below:

Chapter I: It refers to the reference Framework, the research problem, problem statement and formulation, questions guidelines, general and specific objectives and justification.

Chapter II. It refers to the theoretical Framework which includes background of investigation regarding the problem, theoretical foundation which has concepts based on variables objective operationalization and definitions of basic terms

Chapter III: It refers to the methodological framework which is integrated of research design, type and level of research, population and sample, techniques and instruments of data collection observation guide.

Chapter IV: It is detailed the analysis and description of the observation guides applied to the students.

Chapter V: It is described the conclusions and recommendations from the description of the observation guides.

Finally, it is presented the references and some annexes.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. THE RESEARCH PROBLEM.

PROBLEM: Most of the students do not speak English well.

1.2. PROBLEM DEFINITION

Unidad Educativa Riobamba is located in Chimborazo province, Riobamba city, Lizarzaburo parish. It was created in 1941 by Jose Maria Roman and Mayor Luis Benigno Gallegos. It has different classrooms such as; biology, science, computing labs, a library and English area.

In this institution the students can enter to study from elementary school (2nd to 10th Educación general Básica) to Bachillerato. Also, it offers some services to students like; asistencia en salud, rehabilitacion fisica, bar and WI FI zone.

Nowadays the education at Unidad Educativa Riobamba is according to new curriculum. As a result, the Educación general Básica has different subject such as; Mathematics, Language arts, Physical social environment and Foreign language. Similarly, the curriculum of Bachillerato General Unificado has subjects such as; foreign language, Management, Mathematics, Art and History.

Therefore, in this institution particularly in English subject the teacher teaches English a second language. As a consequence, the majority of students demonstrated learning difficulties in speaking skill because most of the time they think in their native language, which is Spanish and after that they try to reply the answer. Some factors that provoke learning difficulties could be; performance conditions, affective factors, listening ability, topical knowledge, low participation, mother tongue use and cohesion and fluency.

Consequently, the research project is going to explore and observe the factors of learning difficulties in speaking skill. Through the following research topic. Analysis of learning difficulties in the speaking skill aimed at Segundo de Bachillerato “E” at Unidad Educativa Riobamba” located in Riobamba, Chimborazo province, during academic period february-june 2016.

1.3 PROBLEM FORMULATION

Which are the factors that affect the speaking skill in the students of Segundo de Bachillerato “E” at Unidad Educativa Riobamba located in Riobamba, Chimborazo province, during academic period february-june 2016?.

1.4 QUESTIONS GUIDELINES

- ✚ When does the student learn to speak English demonstrates learning difficulties?
- ✚ What are factors that affect the development of the speaking skill?
- ✚ What does learning difficulties refer to?

1.5. OBJECTIVES

1.5.1. General Objective

- ✚ To explore the learning difficulties in the speaking skill in the students of Segundo de Bachillerato “E” at Unidad Educativa Riobamba, in the Riobamba canton, Chimborazo province, during the academic period February – June 2016

1.5.2. Specific Objectives

- ✚ To observe the learning difficulties in the speaking skill with the students.
- ✚ To explain what learning difficulties means?
- ✚ To identify the factors of learning difficulties in the students.

1.6. JUSTIFICATION OF THE PROBLEM

The main purpose of this research project was to explore the learning difficulties in the speaking skill aimed in the Segundo año de Bachillerato “E” at Unidad Educativa Riobamba. Because, most of the students in English classes demonstrated the same problem with a weak speaking performance.

According to my personal experience as an English teacher unfortunately the students did not understand about every day topic and speaking. As a result, they were so frustrated, with anxiety and boring. On the other hand, if the students did not understand teachers’ explanation, it was complicated to reply the answer.

With this research project the English teacher recognized methodology, strategies and techniques that he/she may use to teach speak English as second language in an entertaining and funny way. Consequently, the students developed the speaking ability to communicate in English clearly and efficiently.

Through this research which was conducted, it was provided some kind of benefits to Unach or Unidad Educativa Riobamba. And the directly benefit was the teacher, because it allowed to know the factors of the development of the speaking skill, the common learning difficulties and suggestions.

For the development of this research, it had a quimestral period corresponding to five months, with the collaboration of the English teacher, authorities and students. The feasibility of the project research is low cost, also with the unconditional cooperation of the tutor.

Therefore, this research project was qualitative because it explored the learning difficulties in speaking skill. As a consequence, it used observation guide, photographs for concluding and interpretation with this work.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATION REGARDING THE PROBLEM

It searched out in the repertoire of the Facultad de Ciencias de la Educación, Humanas y Tecnologías UNACH, UTA and PUCE. It found the following similarly studies:

FACTOR THAT AFFECT THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS IN ECUADORIAN PUBLIC HIGH SCHOOL. Leon,M.(2013) found that oral are several factors that clearly affect the teaching learning process the sample students, those are: teachers' level of English command, teachers' education, teaching methods and techniques, percentage of English language used in class, class size and physical space, seating arrangement and resources used in the classroom.

(It found at UTA).

STRATEGIES TO IMPROVE ENGLISH PRONUNCIATION IN YOUNG LEARNER S. Gamboa.L,(2010) said that the ability to use vocabulary should be developed when having an English conversation, as well as, organization of meaning , relation of words, perception of sound units, phonetic composition of words, polite expression, , linguistic aspects. Also, it is important to consider dialect, accent, attitude and culture related to send and receive a message according to any topic. . (It found at PUCE).

THE IMPORTANCE OF TEACHING LISTENING AND SPEAKING SKILLS. Segura,A. (2011) points out “these skills are a very important part in relation to the acquisition of English and they assure that these skills need to be developed during all the courses, study English but based on the development of reading and speaking skills”. (It found at PUCE).

2.2. THEORETICAL FOUNDATION

2.2.1 LEARNING DIFFICULTIES

2.2.1.1 DEFINITION OF LEARNING DIFFICULTIES:

According to Mimdroom. M (2016). a learning difficulty is a problem of understanding or an emotional difficulty that affects a person's ability to learn, to get along with others. However, Halifax. C (2015) indicates that learning difficulties refer to a number of confusions which may affect the acquisition, organization, retention. These confusions affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and reasoning. Learning difficulties result from impairments in one or more processes related to perceiving, thinking, remembering or learning. Mimdroom, M (2016) and Halifax. C (2015) concurs that learning difficulties as an emotional problem that affect the students' ability to learn in any subject. In particular, the retention is the principal problem that commonly finds in learning difficulties.

Retention

Smith. M (2016). points out that retention is how the students remember some information about last class or present lesson. On the other hand, the students most of the class must retain certain information about each topic. So, they will have more successful to obtain a good learning benefits or try to enhance their knowledge. Generally, the role of the teacher is very essential because, the teacher must do different roles such as; to impart, to encourage and share knowledge to students. For develop the retention ability the teacher can use different strategies obviously related to learning styles, they can use the following activities; see pictures, read texts, draw on the notebook, role play and audio etc.

According to Halifax. C (2015) learning difficulties are common find in the following areas:

- Oral language (e.g. listening, speaking, understanding)
- Reading (e.g. word recognition, comprehension)
- Written language (e.g. spelling and written expression)
- Mathematics (e.g. computation, problem solving).

Halifax. C (2015) believes that learning difficulties represent some problems in the following aspect; organization skills, social perception and social interaction. Also this author explains about conditions such as; intentional, emotional behaviour disorders. On the other hand, to trying to have successful with this kind of students, it is necessary an early identification and after that to work with specialized assessments, where includes, special homework, lesson, activities etc. As a result, the students can feel so relaxed and they will learn better.

It is essential consider the following aspect:

- Specific skill instruction

Specific skill instruction

According to Olive. M (2014) specific skill is an alternative instruction that we can applies in main or supplemental subject, this kind of instructions normally are common used in different subject such as; Language arts, literacy or mathematics etc. Therefore, when we talk about successful of the students inside the classroom, it is necessary to mention the instruction and support, because both provided the basic concepts. However, Lda. H (2011) points out that social skills instruction is a critical educational component for many students with learning disabilities. This author believes that for

completely understand of learning disabilities; we need to require consideration of the social areas. On other hand, the teacher needs to pay special attention in the following aspects; memory, attention, visual, spatial, motor, and expressive language.

2.2.1.2 FACTORS OF LEARNING DIFFICULTIES

In his presentation Pearse. D (1998) indicated that for overcome students' problems in speaking skill. It is important to recognize which are the factors that affect directly the students' speaking performance. Performance conditions or affective factors are two essential aspects that the teacher should consider in the moment to teach English. Inside of performance conditions such as; time, pressure, planning, standard of performance or amount of support. And affective factors like; motivation, confidence and anxiety and feedback during speaking activities

- Motivation
- Confidence
- Anxiety

Motivation

British. Council, (2015). points out that motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, cannot be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

The same author emphasizes that nowadays the teachers have a bad experiences teaching English, because the students' interaction has been more limited than teacher would like. As a result, this author purposes to try to develop class according the students' interests or needs. So, it is probably in most of the cases they show more enthusiastic to learn English. For Example; If the students' interesting is to learn about body part, the teacher can teach using a song, On the other hand, the song help to feel

relaxed and motivated without more complication to learn English in amazing way, they will enjoy each class of English.

Confidence

According to British. C (2015) confidence is where the students feel so relaxed, Therefore, the teacher will able to development a good environment between teacher and students or vice-versa. It is necessary to have a good confidence inside the classroom for the following reason: first, the students can learn better focusing just in the English subject. Second, the teacher can teach students easily, whole students are happier. Finally, the development of the class will be faster.

Some tips:

- The teacher before begin with the class should smile, so this will make you feel better and send subconscious messages
- Pay special attention your appearance, because your dress will have positive impact.
- Learn relaxation technique

Anxiety

Harkavy. J (2016) asserts that is a normal part of life feel anxiety. We agree with this author because, most of the people feel a lot anxiety in whatever activity that they are doing. For instance, I would share my personal experiences, when I was teaching English with my students, the first day, I demonstrated anxiety, I did not know what to say or how to act in front of classroom. Therefore, according to this author to mentioned some general anxiety disorder such as; panic disorder, panic attacks and social anxiety which some may experience at the same time as depression. On the other hand, depression means that conditions where a person feels discouraged, sad, hopeless,

unmotivated, or disinterested in life in general for more than two weeks and when the feelings interfere with daily activities.

Anxiety and disorder

Everyday Anxiety	Disorder
Worry about paying bills, landing a job, a romantic breakup, or other important life events	Constant and unsubstantiated worry that causes significant distress and interferes with daily life
Embarrassment or self-consciousness in an uncomfortable or awkward social situation	Avoiding social situations for fear of being judged, embarrassed, or humiliated
A case of nerves or sweating before a big test, business presentation, stage performance, or other significant event	Seemingly out-of-the-blue panic attacks and the preoccupation with the fear of having another one

2.2.1.3 PERFORMANCE CONDITIONS

In her presentation Pearse. D (1998) argued that for develop learning difficulties, it is essential consider the performance conditions. As a result, this author presents some aspect that we need to analyze for develop performance conditions.

- Performance conditions
- Affective factors
- Listening ability
- Topical knowledge
- Nothing to Say
- Low participation
- Mother-Tongue Use

Hannah. R (2013) said that when we talk about students’ academic performance, it is necessary to mention the performance conditions, because the student learning is influenced directly by classroom conditions, which are a result of state, district and

school conditions. In particular, the preferences, capacities or motivations are important for develop a good performance. Therefore, performance conditions affects in the behaviors of teacher and students in the classroom. In the case of the students most of the time they are spend sitting in a classroom. On the other hand, the classroom it is the place where students develop what they want to become in the future. If the teacher doesn't develop a good performance conditions, he will have a low academic performance. There are many things that can possible affect this environment. Those are; physical elements as wall art, arrangement of desks, or resources. In additionally, we can consider the intangible elements such as the energy of the classroom, the rules, or the sounds within the room. All these elements can impact the teacher or students focus and achievement in the class. On other hand, the emotional environment is another factor that should be considers, it means that how the teacher organizes their class, or how they control it, with positive or negative attitude in front of the students. If a teacher is unmotivated or negative, there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning. Newton, N. (2009) believes that students' performance in speaking skill depends from a variety of conditions. The most decisive conditions should include the following aspect; time pressure, planning, the standard of performance and the amount of support.

2.2.1.4 AFFECTIVE FACTORS

Council. B (2014) stated that affective factors are normally emotional factors which influence learning. These kinds of influences have a positive or negative effect.

Negative affective factors are called filters. For instance: The students' attitude to learn English, to the teacher, to other students in the group and to herself. All these attitudes are affective factors that to influence how well they learn. Generally, in the classroom the teacher should reduce negative factors and try to develop positives ones. The teacher should consider some aspect such as; before to begin with work in the classroom the activities should be interesting, motivating, dynamic and positive. Obviously, it based according to students' age.

Moreover, he believes that internal or external factors belongs to affective factors, because internal factors are those that the individual language learner brings with him or her to the particular learning situation. And external factors are those that characterize the particular language learning situation. Therefore, on internal factors we should consider the following aspect; age, personality and experiences. However, on external factor is important to distinguish; curriculum and cultures status.

Age.- When we want teach a second language it is necessary that the students have adequate age because, some students can learn more easier than other classmates. On the other hand, it finds a lot advantages with the students that know about their native language, which is Spanish, they have more possibility to acquire a second language more effectively.

Personality.- Nowadays, it is normally find students with different personality such as; introverted or anxious. On the other hand, they never will take the opportunities to speak, to participate inside the everyday classroom. As a result, the teacher progress is slower with the development of oral skill.

Experiences.- It means that the students, who have opportunities to travel other countries know different experiences, language and culture. Therefore, the teacher

should consider this kind of students, because, they can help their classmates to learn, to understand and to participate in better way.

Curriculum.- The education must be according to students' needs or interests. Consequently, the curriculum must be design with students' interest. On the other hand, the curriculum must have an adequate academic program.

According the definition of Oxford, (1990) believe that to have successful or failure in the language learning, It is essential to consider the affective side of the students, because, affective side will show how motivated or how frustrated they are inside the class. As a result, it finds some affective categories such as; the motivation, self-confidence and anxiety.

2.2.1.5 LISTENING ABILITY

In her study on listening ability Doff. F (1998) said that the students must understand teachers' explanation. So, they can have successful in their conversation. Doff. F (1998) agrees with Doff. F (1998) because in the moment when people are talking the other should responds immediately. Also, these authors said that each student have two very important roles in the conversation, which are, speaker or listener. Also, Saharudin. S (2013) concurred that listening ability is elemental skill that students must develop for become a good English speaker. Another interesting point of view that the same author said: the same common mistakes that non-native speaker make every classes is just try to develop their speaking skill without assessing and practice. Nowadays most of them know structure or grammar rules, obviously they can write very complex sentences, but unfortunately they cannot communicate well in English. When an Australian or a British speaker asked with their own accent, they would often ask the speaker to repeat the question several times or request the speaker to speak more slowly. So, they try to

understand the question. Therefore, most of the time students' answer is impressively with many mistakes in grammar and pronunciation, good explanations and examples.

2.2.1.6 TOPICAL KNOWLEDGE

According to Bachman. P (1996). topical knowledge provides to the students to develop or to use language according real world, which they are live. On the other hand, topical knowledge means the speakers' knowledge. As a result, most of the time knowledge has positive or negative effects on speaking performance.

2.2.1.7. NOTHING TO SAY

Bachman. P (1996). said that in the English classroom is common that some teachers forced to students to talk about according topic or the personal experiences that they could have. But part of them prefers to keep silent because they did not understand anything. Other students added they don't like English, English is so boring and English is foreign language etc. These kind expressions are due to the lack of motivation in expressing themselves on the chosen topic. In the common English classroom, the teacher should ask to his students to talk about an unknown subject, so the students have nothing to say, whether in the native language or foreign one.

2.2.1.8 LOW PARTICIPATION

Burchfield. S (1999) pointed out when the participation of the students in the classroom is considered as the number of unsolicited responses. Generally, the volunteer or low participation are common in every day class. According to this author one of the most important aspects that the professor should consider is the time of taking of the students. On other hand, many students tend to be dominant and always take the place of other who prefers to keep quiet because they feel that in the moment to talk they will say incorrect answer. So, classroom interaction is controlled by a minority group of

students, unfortunately the participants and contributions are not evenly distributed. And, the principal reason could be due of mixed ability groups.

2.2.1.9 MOTHER-TONGUE USE

According to Bake. W (2003) believes that mother tongue use is producing when students with knowingly or unknowingly transfer their own cultural rules from mother tongue to a foreign language, for instance, Spanish to English or vice-versa. Therefore, the students will find many difficulties to use or develop the target language because they use and keep borrowing words, phrases, vocabulary from their mother tongue which is a result lack of target language vocabulary.

2.2.1.10. SPEAKING SKILL

For analyzing this variable, it is important to define the following terms:

2.2.1.12 SPEAKING.

Brown. B (1994) considers that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

2.2.1.13 SKILLS

“The ability to use one's knowledge effectively and readily in execution or performance.” (Your dictionary, 2016)

2.2.1.14 DEFINITION OF SPEAKING SKILL

Bueno. M (2006) said that speaking is one of the most difficult skills language that students have to face. It has traditionally considered as one of the most challenges for the teacher. Nowadays, the English teacher has spent all time in the classroom try to teach, to write and to read, because, the structure grammar is more traditional process.

According to Alhosni. S (2014) speaking is the active use of language to express meaning, feeling and emotions.

Ubaydillah. I (2013) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Based on competence based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication

According to Nunan L (1991) speaking is considered as the ability to express oneself in different kind of situations, Also, the speaking helps people to report acts, to converse or to express a sequence of ideas very fluently.

Wilson, L (1983) believes that development the speaking skill help to students to maintain a good relationship between listener or speaker. So, the main objective of speaking is the communication or interchange information.

Wilson. L (1983) indicated her opinion about speaking as essential in students' life because thought speaking the peoples can transmit some aspect such as; personal experiences, opinions, believes, agreement, disagreement and wishes etc. Moreover, speaking is used for interchange information between people, obviously based with oral communication.

These whole ideas of these authors concurs that speaking skill is one of most complicated skill than reading, writing or listening because nowadays in English classroom the teacher teaches to students according his/her personal experiences. The teacher is focusing just in the preliminaries aspect such as; how to write, grammatical structure, how to read and sometimes even to listen etc. In fact, most of students get a lot troubles to speak English well, even though they have a lot of vocabulary.

In particular, when we talk about speaking is fundamental to mention about listening, because both work together. It could not be separated from listening or vice-versa.

Speaking means those develop or produce the text in meaningful way. As a result, in the environment of communication generally it finds the speaker, the listener, the message and the feedback. As conclusion, to talk English well is a big challenge with non-native speaker that the teacher has to overcome with the class.

Harmer (1990) writes that when teaching speaking or producing skill, it is necessary applies two major stages, those are:

- 1) Introducing new language
- 2) Communicative activity.

Introducing new language

According to Council. B (2014) for introducing new language, it is possible to use the different kinds of ideas such as; information gap through pictures, photographs and song etc. Moreover, he explained that for introducing new language, we can use two important alternatives, those are: deductive and inductive. This author describes that inductive learning as the process of discovering general principles from facts. In a language classroom, an inductive approach means that the students must identify and respect grammar structure rules. As a result, the fundamental roles of the teacher is to facilitate the basic structure of grammar, the principal characteristics of the teacher is the following; it is a guide and provides opportunities Indeed, inductive approach is considered like modern than deductive, because, it is possible to use authentic material to teach learners in the class. In another hand, it means to teach focusing on usage authentic rules. For instance, in the classroom we can teach about the structure of simple present, as consequence, the students will have opportunities to apply through practice. In this case, the teachers' role in the classroom is to present and organize the practice. According this author, the procedure is the following. First, the teacher shows the

learners pictures of people, who have been doing some kind of activity, for example somebody is painting the wall or somebody is playing a soccer, and the learners must guess these pictures, e.g. a rollercoaster, a freshly painted room, a running track. Second, the teacher presents the new language by describing what these people have been doing, so the learners listen and then repeat the language. The teacher explains the structure, how it works, and how it is made. Finally, learners practice the language in another matching activity, where they have to report their findings in sentences, e.g. 'On card or brain mind. And others guess what they have been doing.

As conclusion, both approaches are important because provides more opportunities to practice to students according their needs or interesting etc. The inductive and deductive approach helps to teacher to take decision according students' aims.

Communicative activity.

Doff. F (1998). mentioned that the communicative activities should include many exercises that encourage the students to speak, to listen with their classmates in funny an amazing way. On other hand, communicative activities always have real purposes such as; to find information, break down barriers, talk about self and learn about their own culture. For example: we can give to students a jumble dialogue like this: Aly, pretty good. Where are you going? I'm nose. Can I come with you? Weren't you listening etc. According this author, using communicative activity, it finds lot benefits, for instance; more exposure to target language, more authentic opportunities to use English language etc.

The English class always should be fun and interesting for students. Therefore, the teachers' roles provide an opportunity to use authentic materials. As a result, the radio, book, flashcards, cd and notebook are simple authentic materials that the teacher may uses in the class.

Belhabib. I (2014) believes that the students need to pay a special attention to the grammatical structure, vocabulary, weak speak and pronunciation, so in order to perform an accurate and comprehensive language.

2.2.2. ENGLISH GRAMMAR

Hughes. P (2002) indicates that the students will have success, when they know and apply a good grammatical accuracy. In fact, the grammatical refers to the ability to use the grammatical structure in an appropriate ways or situations including the control of length and complexity of the utterances as mentioned. On the contrary, Devo. N (2015) believes that to use English grammar is important when you need to speak English. Namely, this author said that most of native English speakers don't know what is a past participle, they use them correctly because they learned by repeating how other people spoke.

2.2.2.1 VOCABULARY

Belhabib. I (2014) points out choosing the necessary and appropriate words while speaking, he/she may achieve the vocabulary accuracy and he/she will be able to transmit his point concisely. The students often find some difficulties when they try to convey a message and they misused the words like in the case of synonyms that do not have the same meaning in all contexts.

According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances, so students should be able to use words and expressions accurately.

2.2.2.2 PRONUNCIATION

According to the same author the most essential aspect is to become capable to pronounce words very clearly or effectively with their features, words' stress and good

intonation. As a result, the students are able to understand and develop their speaking skill. Redmond. V (2007) said that it is important for the teacher should use the correct pronunciation of the word according real situation. On the other hand, pronunciation means to tell words in different ways that are generally understood and accepted. On the contrary, if the pronunciation is incorrect, the speakers will not be understood and the message will not be conveyed in an appropriate way and therefore accuracy is not achieved.

2.2.2.3 WEAK SPEAKING

Vaz. G (2013) indicates that to improve students' speaking, it is possible apply the following activity. The teacher may create an opportunity, which the students can speak more English doesn't matter of "forcing" them to speak. Therefore, before to do this activity the students and teacher need a good preparation such as; materials, speaking and good tone voice. In this case the teachers need to work much. So, the teacher will fulfil role.

According to Vaz. G (2013) presents some tips to development weak speaking. Teacher talking time in the classroom.- It means that the teacher may reduces talk. On the other hand, he/ she should gives simple,clear and effectively instructions to students. As a consequence, the students can response their classmates questions

Student talking time.- Focusing in the English classroom the teacher may increase students' talk. For instance, Students A can ask students B to give the answer. Through pictures, flash cards, in this case the students A

Attention to your way of correcting students.- When the students' participation is wrong, the teacher can correct to them. For example; the teacher can say. "Oh! this is not correct," or "You made a mistake, " or "Oops! don't say this or that," etc you'd better

say "Maybe you should change this or that " or "Why don't you use ", or "Well, it may be even better if you do/say " or "Very good try, but you'd better say/do " or "Nice try/beginning. Now why don't you?" or "Good participation/answer, now I will make it better..." etc.

Never forget student's participation.- it means that the teacher must never forget the students participation in speaking, here it can consider the answer questions, In addition, accept that as something good, despite of being right or wrong, otherwise you take the risk of making your student shier and shier (lack of participation).

Activities such as group discussion/debate (topics must be of students' interest), description of places/things/people in pairs for guessing, etc. tend to help students speak, but remember, if you stay very close to them, like a "mistake hunter", you might spoil everything.

2.2.2.4 DEFINITION OF BASIC TERMS

FACTOR:

Something that helps produce or influence a result: one of the things that cause something to happen. For example; there were several *factors* contributing to their recent decline. And, poor planning was a major *factor* in the company's failure.

ANALYZE:

To study (something) closely and carefully: to learn the nature and relationship of the parts of (something) by a close and careful examination. For example; the data was recorded and *analyzed* by computer. And, we took the sample to be chemically *analyzed* by a lab.

LEARNING:

The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns For example; a computer program that makes *learning* fun

DIFFICULTY:

The quality of something that makes it hard to do : the difficult nature of something. For example; He has *difficulty* [=trouble] reading without his glasses. [=it is difficult for him to read without his glasses]

Retrieved from (Merriam- Webster, 2016)

2.2.2.5 OBJECTIVE OPERATIONALIZATION

OBJETIVE	ACTIVITIES	RESOURCES	TIME
To observe the learning difficulties in the speaking skill with the students.	<p>Research on online materials.</p> <p>Reading information related with leaning difficulties in the speaking skill.</p> <p>Observation of the periodic learning process of the students.</p>	<p>Books</p> <p>Internet</p> <p>Online materials</p> <p>Students</p> <p>Teacher</p>	15 th May to May 25 th
To identify the factors of learning difficulties in the students.	<p>Designing a general observation guide and survey based according to learning difficulties in speaking skill.</p> <p>Application of the observation guide with Segundo año de Bachillerato “E”</p> <p>Collect of the information.</p>	<p>Observation guide</p>	25 th May to May 31 th
To analyze how teacher can identify weak speaking in the English classroom.	<p>Review the information from the observation guide.</p> <p>Searching most important ideas to write some tips about trouble.</p> <p>Writing final conclusion</p>	<p>Observation guide</p>	1 th Jun to Jun 5 th
<p>Source: Objective operationalization</p> <p>Done by: Willian Israel</p>			

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 SCIENTIFIC METHOD.

The exploratory method has been used to develop the research, because the method allowed to get real and significant information of the students of Segundo año de Bachillerato “E” at Unidad Educativa Riobamba. It was collected data from the variables (Learning difficulties and speaking skill), to elaborate instrument like; observation guide to observe students’ learning difficulties in speaking skill, and the instruments were applied in the selected population during a period of time, to guarantee the qualitative information.

3.2. TYPE OF RESEARCH

It was used descriptive research

3.4 Descriptive research: It was used this research, because it was designed to depict the participants in an accurate way. In another hand, descriptive research was all about describing about the students who took part in the study. Obviously, it was focused with inductive method.

3.3. LEVEL OF RESEARCH

Qualitative method. It was used to know the phenomenon studies in the natural and real environment. It was used instrument like observation guide for a final result.

Ethnography research. It was used because studied the social interactions, behaviors and perception that occur with groups, communities and organization.

This research it was develop in the Segundo Año de Bachillerato “E” at Unidad Educativa Riobamba, city of Riobamba, Chimborazo province, during academic period february-june 2016.

3.4. POPULATION AND SAMPLE

This study was performed with 29 students in the Segundo Año de Bachillerato “E”. As a result, we worked with a total of 29 people. Therefore, the population and sample were integrated in the following way:

POPULATION	MAN	WOMAN	TOTAL
STUDENTS	8	21	29
TOTAL			29

We worked with this population, because we had developed the teaching practice in this institution. On the other hand, in English classroom most of the students had learning difficulties specially in speaking skill. Also, the population was small and adequate make this project.

3.5. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

In this research it was used the following techniques:

Technique

It was used the observation, because it permitted know what was doing or how the students were inside the classroom. Thus, it gave an opportunity description.

Instruments

Observation guide was applied based on seven principles factors (divided into three items each one). It was observed from May 15th to Jun 5th, 1 hour per day. It was

evidence how students had learning difficulties in the speaking skill. Moreover, it used some photographs.

Procedure.

The research project was developing from February to June 2016. Therefore, it was elaborate an observation guide according to the topic of the problem, which was learning difficulties in speaking skill. On the other hand, with the observation guide it found different troubles, factors and areas that students had in their daily English classes. It had chosen this topic, because in the moment to teach, to learn, to speak and to act the students did not understand the class. As a result, most of the time they were so boring, angry and frustrated. An additional, the research project belongs to the linguistic area. Because, when we speak make different actions and gestures. Generally, to observe the learning difficulties in the speaking skill with the students was as specific objective.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE

Analysis of learning difficulties in speaking skill project work was developed at Unidad Educativa Riobamba in Segundo de Bachillerato “E”, Chimborazo province, during academic period february-june 2016. To start the research, it was collected and read information of both variables (Learning difficulties and speaking skill); the principal information sources were: online materials, books, similarly previous thesis, books and scientific articles. With the collected data, it was designed an observation guide. It was applied from May 15th to Jun 5th, 1 hour per day in Segundo año de Bachillerato “E”. To develop the observation, it was based on factors and principles of the learning difficulties in speaking skill, after the information obtained. It was reviewed and analyzed; it helped to describe how students have learning difficulties in speaking skill.

Specific objectives	Related data	Analysis	Theoretical information
<ul style="list-style-type: none"> To observe the learning difficulties in the speaking skill with the students. 	Listening ability	<p>Some students cannot understand the question During English classes it was noticed that the students did not understand the question. For example, in a role play, Simon said, the teacher explained them the rules of the game, obviously using the English language, Therefore the students did not understand how to develop or how to apply the activity explained before. As a result, they had misunderstanding about the activity and topic.</p> <p>The speaker to repeat the question. It was proved that the students often ask the teacher to repeat the questions in the class, because, they did not understand about teachers' explanation or pronunciation. In most of the cases the teacher did not used adequate phrases to teach to classroom. As a result, the students said please could you repeat the question?</p>	Listening is one of the most important skills that students can have. How well students listen has a major impact on learning process effectiveness, and on the quality of their relationships with others. In fact, the students feel so frustrated or angry because, they cannot listen well.
	Low participation	It was analyzed about low participation or contribution in English class, obviously with the students. Therefore, the principal reason for this problem was a big classroom, where the teacher was dealing with more than 29 students. For instance, when the teacher was teaching about creator of the Facebook, the students used the English book to complete the activity, after make the exercise the teacher asked who want help to complete this exercise, but unfortunately they had not opportunities to participate. As a result, it was sometimes difficult to make students participate in an active way so that they can learn.	Participation usually means students speaking in class: answer and ask questions, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive.

	Mother tongue use	<p>Borrowing words It was noticed that use of borrowing words and terms were frequently. Indeed, when the students needed to express in English, they always thought in their native language, which was Spanish, for example, commonly they said, perdone puedo ir al bathroom? or Puedo utilizar mi book? On other hand, when the teacher was asking how are you today? The students' answers were, bien, and so so. Thus, as you can notice that the students showed difficulties with borrowing words from Spanish to English or vice -versa.</p> <p>Lack of vocabulary It was observed that the lack of vocabulary affected directly in students' oral performance. In fact, it was common in oral presentation to listen words like; means, quite, please, everybody, classmates, pay, quickly and excuse me etc. Consequently, the most of the students used the same words over and over again.</p> <p>Interference of mother language It was studied about the interference of mother language in the development of the target language, because most of the students thought that the English words had the same meaning as Spanish. They had problems in the following words; Ropa, rope, answer, contest, codo and code. On the other hand, they believed that these kinds of words normally were pronounced like Spanish or English.</p>	A mother tongue can be defined as a learnt before any other language.
<ul style="list-style-type: none"> To explain what learning difficulties means? 	Topical Knowledge	It was proved that the students' knowledge was not relevant with the information of foreign language, because they did not showed importance of emphasizes at the moment to interact in English classroom, they did not improve their vocabulary. In other hand, they did not care anything about the topic. As a consequence, the students never did not search extra information for develop their language capacity	It means that a student has the relevant knowledge for understanding.

	Cohesion and coherence fluency	It was considered that low fluency was the most important problems that students had inside classroom. Because they did not reply teacher questions, they did not understand the explanation of the class, they did not understand how make homework etc. As a result, the students did not have something to said or did not felt the need to speak.	It means the connection of whole ideas at the sentences level.
<ul style="list-style-type: none"> To identify the factors of learning difficulties in the students. 	Affective factors	<p>Lack of motivation It was proved that the student had problems with lack of motivation, since, most of the time they felt tired, frustrated and boring. Thus, when the teacher begun with class they were focused in another thing, For example; chatting with cell phone, talking with their classmates or doing another activity etc. Hence, they did not show loves to learn English.</p> <p>Self-confidence It was discovered that the students were without self-confidence, because when the teacher asked some question about the topic. For example; what do you do after school, the students did not answer to the question, they felt very insecure about themselves, and they did not show a positive attitude. As a result, they develop a low self-confidence.</p> <p>Anxiety It was identified that the anxiety was common in this English classroom, since the students felt so nervous before to complete some activities, oral presentation, and test. As a result, most of the time they did not knew how to present, what to said or how to complete the activity. On the other hand, they preferred to be quiet.</p>	It is emotional factor that influence learning. It can have a negative or positive effect. The lack of time, self-confidence and anxiety are the most important aspect.

	Performance conditions	<p>Lack of time As we can see, it was proved that the majority of the students presented problems in lack of time, because before begin with English classes the teacher did not organizes the activities according topic. On the other hand, the teacher did not used an adequate strategies to teach English. As a consequence, the students did not had whole necessary time to ask or participate in the class.</p> <p>Planning It was concluded that in many classes the teacher worked without an adequate materials, because she did not knew how to teach, what to teach or how to evaluate. So, the students worked just using typical book. Indeed, when the students asked some questions to teacher, she did not gave answer to the questions. Therefore, the teacher did not used an acceptable methodology to teach English.</p>	Students' learning is influenced most directly by classroom conditions which are a result of state, lack of time or without planning, as well as individual teacher preferences and capacities.
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4.1.1 OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO “E” AT UNIDAD EDUCATIVA RIOBAMBA

	1				2					3				4				5				6						7	
Factors	Performance conditions				Affective factors					Listening ability				Topical knowledge				Low participation				Mother tongue use						Cohesion and coherence fluency	
Items	1		2		1		2		3		1		2		1		2		1		2		3		1				
	Lack of time		Planning		Lack of motivation		Self confidence		Anxiety		Some students cannot understand the question		They would often ask the speaker to repeat the question.		Speaker knowledge is not relevant with the information of foreign language		Low participation and contribution in class		Use of borrowing words and terms		Lack of vocabulary and the foreign.		Interference of mother language in the development of the target language		Low fluency				
Frequency	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			
Students																													
1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0			
2	1	0	1	0	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0			
3	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0			
4	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0			
5	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0			
6	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0			

7	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0
8	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0
9	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
10	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0
11	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	1	0	1	0
12	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0
13	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0
14	0	1	1	0	0	1	0	1	1	0	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0
15	1	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1
16	1	0	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1
17	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
18	0	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	0	1
19	1	0	0	1	0	1	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1
20	1	0	0	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0
21	0	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0
22	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0

23	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1
24	0	1	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	0	1	0	0	1
25	1	0	0	1	1	0	0	1	0	9	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	0
26	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0
27	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0
28	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	1
29	0	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	1
Total	22	7	19	10	15	14	12	17	19	10	16	13	21	8	24	5	19	10	26	3	25	4	28	1	21	8

Source: Observation guide to students of Segundo de Bachillerato “E” at Unidad Educativa “Riobamba”

By: Willian Coro

S= SI N= NO (Y=YES N=NO)

4.1.2. GENERAL OBSERVATION GUIDE DESCRIPTION

General observation guide was made in order to obtain final results of how students had learning difficulties in speaking skill in Segundo año de Bachillerato “E”, at Unidad Educativa Riobamba. For this reason, the results obtained of observation guide were the following;

Factor: 1 Performance conditions.- Students’ learning is influenced most directly by classroom conditions which are a result of state, lack of time or without planning, as well as individual teacher preferences and capacities.

The item number 1. As we can see, it was proved that the majority of the students presented problems in lack of time, because before begin with English classes the teacher did not organizes the activities according topic. On the other hand, the teacher did not used an adequate strategies to teach English. As a consequence, the students did not had whole necessary time to ask or participate in the class.

In item number 2. It was concluded that in many classes the teacher worked without an adequate materials, because she did not knew how to teach, what to teach or how to evaluate. So, the students worked just using typical book. Indeed, when the students asked some questions to teacher, she did not gave answer to the questions. Therefore, the teacher did not used an acceptable methodology to teach English.

Factor: 2 Affective factors.- Are emotional factors which influence learning. They can have a negative or positive effect. The lack of time, self-confidence and anxiety are the most important aspect.

In item number 1. It was proved that the student had problems with lack of motivation, since, most of the time they felt tired, frustrated and boring. Thus, when the teacher begun with class they were focused in another thing, For example; chatting with

cell phone, talking with their classmates or doing another activity etc. Hence, they did not show loves to learn English.

In item number 2. It was discovered that the students were without self-confidence, because when the teacher asked some question about the topic. For example; what do you do after school, the students did not answer to the question, they felt very insecure about themselves, and they did not show a positive attitude. As a result, they develop a low self-confidence.

In item number 3. It was identified that the anxiety was common in this English classroom, since the students felt so nervous before to complete some activities, oral presentation, and test. As a result, most of the time they did not knew how to present, what to said or how to complete the activity. On the other hand, they preferred to be quiet.

Factor: 3 Listening ability.- Listening is one of the most important skills that students can have. How well students listen has a major impact on learning process effectiveness, and on the quality of their relationships with others. In fact, the students feel so frustrated or angry because, they cannot listen well.

In item number 1, During English classes it was noticed that the students did not understand the question. For example, in a role play, Simon said, the teacher explained them the rules of the game, obviously using the English language, Therefore the students did not understand how to develop or how to apply the activity explained before. As a result, they had misunderstanding about the activity and topic.

In item number 2. It was proved that the students often ask the teacher to repeat the questions in the class, because, they did not understand about teachers' explanation or pronunciation. In most of the cases the teacher did not used adequate phrases to teach to classroom. As a result, the students said please could you repeat the question?

Factor: 4 Topical Knowledge.- It means that a student has the relevant knowledge for understanding.

In item number 1. It was proved that the students' knowledge was not relevant with the information of foreign language, because they did not showed importance of emphasizes at the moment to interact in English classroom, they did not improve their vocabulary. In other hand, they did not care anything about the topic. As a consequence, the students never did not search extra information for develop their language capacity

Factor: 5 Low participation.- Participation usually means students speaking in class: answer and ask questions, make comments, and join in discussions. Students who do not participate in those ways mentioned above are often considered to be passive.

In item number 1, it was analyzed about low participation or contribution in English class, obviously with the students. Therefore, the principal reason for this problem was a big classroom, where the teacher was dealing with more than 29 students. For instance, when the teacher was teaching about creator of the Facebook, the students used the English book to complete the activity, after make the exercise the teacher asked who want help to complete this exercise, but unfortunately they had not opportunities to participate. As a result, it was sometimes difficult to make students participate in an active way so that they can learn.

Factor: 6 Mother tongue use.- A mother tongue can be defined as a language learnt before any other language has been learnt.

In item number 1, It was noticed that use of borrowing words and terms were frequently. Indeed, when the students needed to express in English, they always thought in their native language, which was Spanish, for example, commonly they said, *perdone puedo ir al bathroom?* or *Puedo utilizar mi book?* On other hand, when the teacher was asking how are you today? The students' answers were, *bien*, and so so. Thus, as you can notice that the students showed difficulties with borrowing words from Spanish to English or vice -versa.

In item number 2, It was observed that the lack of vocabulary affected directly in students' oral performance. In fact, it was common in oral presentation to listen words like; *means, quite, please, everybody, classmates, pay, quickly* and *excuse me* etc. Consequently, the most of the students used the same words over and over again.

In item number 3, It was studied about the interference of mother language in the development of the target language, because most of the students thought that the English words had the same meaning as Spanish. They had problems in the following words; *Ropa, rope, answer, contest, codo* and *code*. On the other hand, they believed that these kinds of words normally were pronounced like Spanish or English.

Factor: 7 Cohesion and coherence fluency. – It means the connection of whole ideas at the sentences level.

In item number 1, It was considered that low fluency was the most important problems that students had inside classroom. Because they did not reply teacher questions, they did not understand the explanation of the class, they did not understand how make homework etc. As a result, the students did not have something to said or did not felt the need to speak.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After the application of this research project, it was concluded the following aspect:

- In the English classroom the observation helped to understand and analyze the learning difficulties in the speaking skill. When they participated, acted and make presentation most of the students had this same trouble, they did not understood what the teacher was saying, As a result, they preferred to be quiet.
- Learning difficulties referred to an emotional problem that affects the students' ability to learn in any subject. Therefore, this confusion affects learning in students who otherwise demonstrate at least average qualities essential for thinking or reasoning. In particular, the acquisition and retention are the principal kinds of problems commonly find it in learning difficulties.
- The different factors of learning difficulties in speaking skill were motivation, confidence, anxiety, performance conditions, affective, listening ability, topical knowledge and low participation.

5.2 RECOMMENDATIONS

- ✚ It is recommended to the Institution offer some help when the English teacher need knowledge training, Therefore, they will have an updated knowledge and they will know different kind of methods, technique or strategies to teach English in funny way.
- ✚ It is recommended to the English teacher develop a good environment, where the students can feel comfortable, motivate and sure. Consequently, the students will be able actively learn without stress or anxiety.

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ATTACHMENTS



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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	

Affective factors	Lack of motivation		
	Self confidence		✓
	Anxiety	✓	
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question.	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 02-05-2016

Student N: 2

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning		✓
	Standard of performance and support		✓
Affective factors	Lack of motivation	✓	
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question		✓
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	

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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	✓

Affective factors	Lack of motivation		
	Self confidence		
	Anxiety		
Listening ability	Some students can't understand the question.		
	They would often ask the speaker to repeat the question		
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 02-05-2016

Student N: 3

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support		✓
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	
Affective factors	Standard of performance not support		✓
	Lack of motivation		✓
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question.	✓	
Typical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 2-05-2016

Student N: 4

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence		✓
	Anxiety	✓	
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	

Affective factors	Standard of performance and support	✓	
	Lack of motivation	✓	
	Self-confidence		
Listening ability	Anxiety		
	Some students cannot understand the question.	✓	
Topical knowledge	They would often ask the speaker to repeat the question.	✓	
	Speaker knowledge is not relevant with the information of foreign language.	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 23-05-2016

Student N: 5

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence	✓	
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question		✓
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-05-2016

Student N: 6

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time		
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	

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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.		✓
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	

or 1, up



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-05-2016

Student N: 7

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence	✓	
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	

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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	

Affective factors	Lack of motivation	✓	
	Self-confidence	✓	
	Anxiety	✓	
Listening ability	Some students cannot understand the question	✓	
	They need it often use the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-05-2016

Student N: 8

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	/	
	Planning	/	
	Standard of performance and support		/
Affective factors	Lack of motivation	/	
	Self confidence	/	
	Anxiety	/	
Listening ability	Some students cannot understand the question.	/	
	They would often ask the speaker to repeat the question		/
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	/	

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Low or uneven Participation	Low participation and contribution in class	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-05-2016

Student N: 9

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	/	
	Planning		/
	Standard of performance and support		/
Affective factors	Lack of motivation	/	
	Self confidence	/	
	Anxiety	/	
Listening ability	Some students cannot understand the question.		/
	They would often ask the speaker to repeat the question	/	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	/	

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Low or uneven Participation	Low participation and contribution in class	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-05-2016

Student N: 10

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning		✓
	Standard of performance and support	✓	
Affective factors	Lack of motivation <i>without warm up</i>	✓	
	Self confidence	✓	
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	/	

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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	-	
	Lack of vocabulary and the foreign language.		✓
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 4-06-2016

Student N: 11

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	←	
	Planning	-	
	Standard of performance and support		/
Affective factors	Lack of motivation	/	
	Self confidence		-
	Anxiety	-	
Listening ability	Some students cannot understand the question.		←
	They would often ask the speaker to repeat the question		/
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	-	

*No puede
ser pronunciado
por la boca*

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Low or uneven Participation	Low participation and contribution in class	170 entiende		←
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	-		
	Lack of vocabulary and the foreign language.	-		
	Interference of mother language sound in the development of the target language	-		
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	-		
	Low fluency	-		



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 4-06-2010

Student N: 12

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time <i>40 actual 60-</i>	←	
	Planning		←
	Standard of performance and support		—
Affective factors	Lack of motivation	←	
	Self confidence		—
	Anxiety	←	
Listening ability	Some students cannot understand the question.	—	
	They would often ask the speaker to repeat the question		—
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language <i>video, powerpoint, tubo rotario, mat facil aprender</i>	—	

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Low or uneven Participación	Low participation and contribution in class muchal est.		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue. loliropo		-
	Lack of vocabulary and the foreign language.		-
	Interference of mother language sound in the development of the target language		-
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking		-
	Low fluency		←

Affective factors	Lack of motivation		
	Self confidence		
	Anxiety		
Listening ability	Some students cannot understand the question		
	They would often ask the speaker to repeat the question		
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		



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OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO "E" AT UNIDAD EDUCATIVA RIOBAMBA

Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 4-06-2016

Student N: 15

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	-	
	Planning	-	
	Standard of performance and support		-
Affective factors	Lack of motivation	-	
	Self confidence	-	
	Anxiety (Herrosq)	-	
Listening ability	Some students cannot understand the question.		-
	They would often ask the speaker to repeat the question	-	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language (buscar informacion) Tendal		-

Vista 6/200 6/200

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Low or uneven Participation	Low participation and contribution in class	-	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	-	
	Lack of vocabulary and the foreign language.	-	
	Interference of mother language sound in the development of the target language	-	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	-	
	Low fluency	-	
Affective factors	Lack of motivation	-	
	Self confidence	-	
	Anxiety	-	
Listening ability	Some students cannot understand the question	-	
	They would often ask the speaker to repeat the question	-	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	-	



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Objetivo: To observe the learning difficulties in the speaking skill with the students.

Date: 4-05-2016

Student N: 14

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time		✓
	Planning	40 (1)	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence		✓
	Anxiety	(grueso)	✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question		✓
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



Ivan Hilda

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Low or uneven Participation	Low participation and contribution in class (Oraciones).	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.		/
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language (J, K, Z).	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	

Affective factors	Lack of motivation		
	Self awareness		
	Anxiety		
Listening ability	Some students cannot understand the question.		
Topical knowledge	They would often ask the speaker to repeat the question		
	Speaker knowledge is not related with the information of foreign language		



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 13/06/2016

Student N: 15

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language Nivel (A2 profesor)		✓



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Low or uneven Participation	Low participation and contribution in class - Desordlar le book. - completar oraciones - Traducir oraciones	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language. Razon porque - why presentacion -	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency		✓
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety		✓
Listening ability	Some students don't understand the question	✓	
	They would often ask the speaker to repeat the question (pero no entienden)	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language (no es relevante)		✓



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 13/06/2016

Student N: 16

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support		✓
Affective factors	Lack of motivation		✓
	Self confidence (Preguntas)	✓	
	Anxiety (Feliz)		✓
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question (Oraciones paucos perfect)	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Low or uneven Participation	Low participation and contribution in class (Hacer exámenes y corregir en el pizarrón)	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue. (presentaciones [Itala] formal u. formal)	✓	
	Lack of vocabulary and the foreign language. Advice (Buscar información propia)	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking (✓	✓
	Low fluency falta		✓

Affective factors	Lack of motivation		✓
	Self confidence (preguntas)	✓	
	Anxiety (falta)		✓
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question (Oírse cuando se habla)	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 14/06/2016

Student N: 17

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	/	
	Standard of performance and support <i>Tarea</i>	/	
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety	/	
Listening ability	Some students cannot understand the question.		/
	They would often ask the speaker to repeat the question	/	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language <i>advice - (Niñe), (practicante)</i>	/	



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Low or uneven Participation	Low participation and contribution in class (Leer preguntal responder)	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	
	Standard of performance and support	/	
Affective factors	Lack of motivation		/
	Self confidence		/
	Anxiety		/
Listening ability	Some students cannot understand the questions	/	/
	They would often ask the speaker to repeat the question	/	
Topical knowledge	Speakers knowledge is not relevant with the information of foreign language	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 14/06/2016

Student N: 18

	Items	Frequ	
		YES	
Performance conditions	Lack of time (7)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Standard of performance and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Affective factors	Lack of motivation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Self confidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Anxiety	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Listening ability	Some students cannot understand the question.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	They would often ask the speaker to repeat the question	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Carlo Gamaral

Irregular or uneven participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	/	/

be quiet

Performance conditions

Affective factors

Comprehending ability

Topical knowledge

Standard of performance and support

Lack of motivation

Self confidence

Anxiety

Some students cannot understand the question

They would often ask the speaker to repeat the question

Speaker knowledge is not relevant with the information of foreign language



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 14 / 06 / 2016

Student N: 19

	Items	Frequ	
		YES	
Performance conditions	Lack of time (2 horas)	✓	
	Planning		✓
	Standard of performance and support (actividad)	✓	
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety (nerviosa)	✓	
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language (de acuerdo a la necesidad)	✓	



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Irregular or uneven participation	Low participation and contribution in class (notas de actuación)	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.		✓
	Interference of mother language sound in the development of the target language Lack of time	/	
Fluency and coherence	Lack of cohesion and coherence in speaking		✓
	Low fluency		✓
Affective factors	Standard of performance and support	/	
	Lack of motivation		✓
	Self confidence		✓
Listening ability	Anxiety	/	
	Some students could not understand the question.		✓
Topical knowledge	They would often ask the speaker to repeat the question	/	
	Speaker knowledge is not relevant with the information of foreign language (2004/20 = 10 recorded)	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 11-06-2016

Student N: 20

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	←	
	Planning		←
	Standard of performance and support	←	
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety	←	
Listening ability	Some students cannot understand the question.		✓
	They would often ask the speaker to repeat the question	←	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	←	

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or uneven participation	Low participation and contribution in class		←
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	How a ingou be quiet	—
	Lack of vocabulary and the foreign language.		—
	Interference of mother language sound in the development of the target language		—
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking		—
	Low fluency		—

Lack of motivation

Self confidence

Anxiety

Some students cannot understand the question.

They would often ask the speaker to repeat the question

Speaker knowledge is not relevant with the information of foreign language



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 14/06/2016

Student N: 20

	Items	Frequ	
		YES	
Performance conditions	Lack of time	/	✓
	Planning	/	
	Standard of performance and support (Escritura)	/	
Affective factors	Lack of motivation		✓
	Self confidence	/	
	Anxiety (normal)		✓
Listening ability	Some students cannot understand the question.	/	
	They would often ask the speaker to repeat the question	/	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		✓



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cursos / asignatura

Irregular or uneven participation	Low participation and contribution in class	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	/	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	
Affective factors	Standard of performance and support	/	
	Lack of motivation	/	
	Self confidence	/	
Listening ability	Anxiety	/	
	Some students cannot understand the question	/	
Topical knowledge	They would often ask the speaker to repeat the question	/	
	Speaker knowledge is not relevant with the information of foreign language	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 23-05-2016

Student N: 22

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time		
	Planning		✓
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence	✓	
	Anxiety	✓	
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question		✓
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



Royal Forest

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Low or uneven Participation	Low participation and contribution in class	/	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	/	
	Interference of mother language sound in the development of the target language	/	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	/	
	Low fluency	/	



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 23-05-2016

Student N: 23

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	/	
	Planning	/	
	Standard of performance and support	/	
Affective factors	Lack of motivation	/	
	Self confidence	/	
	Anxiety	/	
Listening ability	Some students cannot understand the question.		/
	They would often ask the speaker to repeat the question	/	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	/	



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Low or uneven Participation	Low participation and contribution in class	✓	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.		✓
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✗	✓
	Low fluency		✓

Affective factors	Lack of motivation		
	Self-confidence		
	Anxiety		
	Some students cannot understand the question		
Intaking ability	They would often ask the speaker to repeat the question		
	Speaker knowledge is not relevant with the information of foreign language		
Topical knowledge			



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24-05-2016

Student N: 24

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Standard of performance and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Affective factors	Lack of motivation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Self confidence (Dra Rosario Carrillo)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Anxiety (Bronce)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening ability	Some students cannot understand the question.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	They would often ask the speaker to repeat the question	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language (Gela)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue. (Dra Rosario Carrillo)	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking		✓
	Low fluency		✓
Affective factors	Lack of motivation		✓
	Self confidence (Dra Rosario Carrillo)		✓
	Anxiety		✓
Listening ability	Some students cannot understand the questions		✓
	They would often ask the speaker to repeat the question		✓
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language (Gale)		✓



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24 - 05 - 2016

Student N: 25

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	X	
	Planning		X
	Standard of performance and support	X	
Affective factors	Lack of motivation	X	
	Self confidence		X
	Anxiety		X
Listening ability	Some students cannot understand the question.	X	
	They would often ask the speaker to repeat the question	X	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	X	



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Low or uneven Participation	Low participation and contribution in class	X	
Mother-Tongue Use	Use of borrowing words and terms mother tongue.		X
	Lack of vocabulary and the foreign language.	X	
	Interference of mother language sound in the development of the target language	X	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	X	
	Low fluency	X	

Affective factors	Lack of motivation		
	Self confidence		
	Anxiety		
Listening ability	Some students cannot understand the question	X	
	They would often ask the speaker to repeat the question	X	
Topical knowledge	Speaker knowledge is not related with the information of foreign language		



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24-05-2016

Student N: 26

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	2
Affective factors	Lack of motivation		✓
	Self confidence	✓	
	Anxiety		✓
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		✓



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24-05-2016

Student N: 27

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time	✓	
	Planning	✓	
	Standard of performance and support	✓	
Affective factors	Lack of motivation	✓	
	Self confidence		✓
	Anxiety	✓	
Listening ability	Some students cannot understand the question.	✓	✓
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	✓	



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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	please be quiet	✓
	Lack of vocabulary and the foreign language.		✓
	Interference of mother language sound in the development of the target language		✓
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking		✓
	Low fluency		✓



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Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24-05-2016

Student N: 28

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time		+
	Planning	+	
	Standard of performance and support	+	
Affective factors	Lack of motivation		+
	Self confidence		+
	Anxiety	+	
Listening ability	Some students cannot understand the question.	+	
	They would often ask the speaker to repeat the question	+	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language	+	



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Low or uneven Participation	Low participation and contribution in class		X
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	X	
	Lack of vocabulary and the foreign language.	X	
	Interference of mother language sound in the development of the target language	X	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking		X
	Low fluency		X

Affective factors	Lack of motivation		
	Self confidence		
	Anxiety		
Listening ability	Some students cannot understand the question.		
	They would often ask the speaker to repeat the question		
Typical knowledge	Speaker knowledge is not relevant with the information of foreign language	X	



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OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SEGUNDO DE BACHILLERATO "E" AT UNIDAD EDUCATIVA RIOBAMBA

Objective: To observe the learning difficulties in the speaking skill with the students.

Date: 24-05-2016

Student N: 29

	Items	Frequency	
		YES	NO
Performance conditions	Lack of time		✓
	Planning	✓	
	Standard of performance and support		✓
Affective factors	Lack of motivation		✓
	Self confidence		✓
	Anxiety <i>nerviosa</i>	✓	
Listening ability	Some students cannot understand the question.	✓	
	They would often ask the speaker to repeat the question	✓	
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		✓



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Low or uneven Participation	Low participation and contribution in class		✓
Mother-Tongue Use	Use of borrowing words and terms mother tongue.	✓	
	Lack of vocabulary and the foreign language.	✓	
	Interference of mother language sound in the development of the target language	✓	
Cohesion and coherence fluency	Lack of cohesion and coherence in speaking	✓	
	Low fluency	✓	

	Standard of performance was good		
	Lack of motivation		
Affective factors	Self confidence		
	Anxiety		
	Some students cannot understand the question		
Listening ability	They would often ask the speaker to repeat the question		
Topical knowledge	Speaker knowledge is not relevant with the information of foreign language		