UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

THESIS TITLE

Diagnosis of the causes of the deficiencies in listening and speaking skills in the English Teaching Learning process with students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godín", City of Riobamba, Chimborazo province, in the academic term February - July 2016.

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Los miembros del Tribunal de Graduación del Proyecto de Investigación de título: DIAGNOSIS OF THE CAUSES OF THE DEFICIENCIES IN LISTENING AND SPEAKING SKILLS IN THE ENGLISH TEACHING LEARNING PROCESS WITH STUDENTS OF SÉPTIMO AÑO DE EDUCACIÓN GENERAL BÁSICA "F" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM FEBRUARY - JULY 2016, presentado por las señoritas Granda Castillo Zoila Guadalupe – Merino Uquillas Yesenia Cecilia y dirigida por: Mgs. César Augusto Narváez Vilema.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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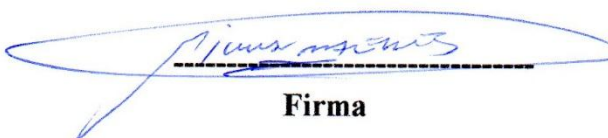
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AUTHORSHIP OF RESEARCH

The responsibility of the content of this research project corresponds exclusively to Zoila Guadalupe Granda Castillo and Yesenia Cecilia Merino Uquillas to the tutor of the project Mgs. César Augusto Narváez Vilema, and the intellectual property of it to the UNIVERSIDAD NACIONAL DE CHIMBORAZO.

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THESIS DEDICATION

This investigation is dedicated to all my family, especially to my mother and my twin sister, all of them were my unconditional support to continue with my studies. Their moral and economic support were fundamental to continue at University. I still remember when sometimes I did not have enough resources or time to do my tasks. They always stayed there and helped me to accomplish my goals.

Zoila Granda

The most important inspiration to take this last challenge in the University were my daughter and my husband. He always understood when I had to do my homework and study, he took care of our baby. They never claimed me because I did not spend time with them as in the university. I love my husband due to he gave me the most beautiful gift of my life. My daughter is my impetus to be the best English teacher and make she feels proud of me.

Yesenia Merino

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CHAPTER V

RESUMEN

El aprendizaje está presente en todas las actividades que las personas realizan en todo el mundo; sin embargo, la mayor parte de este aprendizaje no está profundamente adquirido o internalizado. La presente investigación consiste en determinar las causas de las deficiencias en las habilidades de escuchar y hablar de los estudiantes de la Unidad Educativa Isabel de Godín, ya que se pudo notar que los estudiantes no pueden realizar un diálogo básico en inglés.

Este estudio se centra en el diagnóstico de las causas de las deficiencias en las habilidades de escuchar y hablar en el proceso de Enseñanza-Aprendizaje del Idioma Inglés con los estudiantes de Séptimo Año de Educación General Básica "F" en el período académico febrero-julio de 2016, además de describir las causas de esas deficiencias y luego proponer algunas soluciones.

Esta investigación es cualitativa con las características de los estudios de campo porque ayuda a explorar, caracterizar y explicar las causas de las deficiencias en el uso de habilidades orales basadas en la información obtenida desde el lugar exacto donde surgió el problema y de las personas involucradas en él, además de proponer algunas posibles soluciones. La investigación es diagnóstica y se utilizó el método etnográfico con sus correspondientes técnicas como la observación, la entrevista y la encuesta, las cuales fueron desarrolladas teniendo en cuenta los objetivos de investigación y la información científica referente al fenómeno estudiado, todas ellas aplicadas a la población.

Las deficiencias en las habilidades de escuchar y hablar son causadas por algunos factores, como se muestra en esta investigación. Sin embargo, el factor más común es la falta de vocabulario que hace que los estudiantes no puedan expresar sus ideas en inglés. Para un desarrollo efectivo de las habilidades en inglés se debe usar una metodología que fomente la interacción permanente de los estudiantes en entornos de comunicación reales.
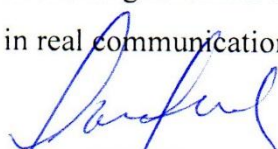
ABSTRACT

Learning is present in every single activity people perform around the world; however, the most of this learning is not deeply acquired or internalized. This research consists of determining the causes of the deficiencies in listening and speaking skills of students at Unidad Educativa "Isabel de Godín". It was noticed that a basic dialogue in English could not be held there.

This study focuses on the diagnosis of the causes of the deficiencies in listening and speaking skills in the English Teaching-Learning process with students of seventh year of General Basic Education "F" in the academic term February-July 2016. The aim is to identify and describe the causes of those deficiencies, and then propose some solutions.

This research is qualitative with the characteristics of field studies because it helps to explore, characterize and explain the causes of deficiencies in the use of oral skills based on information gathered from exactly where the problem arose and from the people involved in it; in addition to propose some possible solutions. This research is diagnostic, and the ethnographic method was used with its corresponding techniques such as: observation, interview, and survey, which were developed bearing in mind the research objectives and the scientific information regarding to the studied phenomenon, all of the above applied to the studied population.

The deficiencies in listening and speaking skills are caused by some factors as it is shown in this investigation. Nevertheless, the most common factor is the lack of vocabulary that makes students unable to express their ideas in English. It is concluded for an effective development of the English skills to use a methodology that fosters the permanent interaction of students in real communication settings.

Reviewed by: Fuertes, Narcisa
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CHAPTER I

1.REFERENCIAL FRAMEWORK

1.1.   INTRODUCTION

The English Language is considered as the first communicative tool among people around the world, when individuals who speak different languages start to interact; they commonly use English to communicate. Even in countries where it is not an official language like Ecuador.

It is a fact that in social interaction the four communicative skills are equally important. It is essential that in the school the teaching is focused on developing all of them; however, in our environment, only grammar and vocabulary are taken as important parts of language, for that reason sometimes the teaching-learning process is concentrated just in the writing and reading skills, discounting the importance of the development of listening and speaking, entailing students, in general, have a lot of deficiencies in these skills.

In the city of Riobamba, most of the students at educational institutions, do not have developed their English listening and speaking skills, especially at Unidad Educativa "Isabel de Godín." This institution, which is located at Juan de Velasco Street in the city of Riobamba, offers "Educación Inicial, Educación General Básica, Bachillerato General Unificado, Bachillerato Técnico, and Bachillerato Internacional."Isabel de Godín" Fiscal Technical High School is an institution in Technical Education that fulfills the social responsibility of forming children and young people to be faithful, informed and knowledgeable according its VISION. Its MISSION is to form competent technical and innovative students to assist local and national socio-economic development.

This research was done in a classroom in which there are 32 students (13 boys and 19 girls). Through observations, it was noticed that the teacher proposed interactive activities even

though students were unable to do them because of they have problems in receptive (reading and listening) and productive (writing and speaking) skills. Some techniques and instruments were applied to get information that allowed to know the students´ educational problems in detail. The researchers had the opportunity to get data about how the mother tongue influences and limits students to develop their English receptive and productive skills. In the same way, the teacher´s opinion is important, so through an interview, the teacher explained there are some factors that affect students´ learning for example, classroom furniture, textbooks, and use of Spanish.

The researchers applied a survey to obtain information from students, and the results reflected that they prefer doing activities such as chatting, spending time with their friends, practicing sports rather than studying English.

Some of the causes of this behavior are that students do not feel comfortable, the lack of vocabulary does not let them to express their ideas, also their mother tongue influence. Other causes are deeply study in the research. The main goal is to diagnose the causes of the deficiencies in listening and speaking skills in the English Teaching Learning process with students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godín", to help the teacher to know the weaknesses and negative aspects affecting students development in those skills to improve the teaching-learning process, and seek the best solutions to face this academic problem.

The present investigation is divided in five chapters which contain valuable information about it; the first chapter shows what is the main problem and the stated objectives to present solutions, the second chapter is about the definition, concepts and strategies which were used to report the problem in a theoretical way, in the third chapter the researchers explain about the techniques and instruments used to collect data and how these were used to analyze and interpret it, the fourth is about the results and the discussion of them, and finally the fifth chapter shows the conclusions and recommendations that researchers concluded about the study.

1.2. OBJECTIVES

1.2.1. GENERAL OBJECTIVE

- To determine the causes of the deficiencies in listening and speaking skills in the English teaching learning process at Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godín", City of Riobamba, Chimborazo province, in the academic term February - July 2016.

1.2.2. SPECIFIC OBJECTIVES

- To apply techniques and instruments for identifying what are the causes of the deficiencies in the teaching learning process with students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godin".

- To describe the principle causes of the deficiencies in listening and speaking skills in the teaching learning process and suggest some possible solutions.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

Around the world, there are other researches which are going to be the scientific base for this study; like: *Deficiency of speaking skills in English language among secondary school students* by Rasheed Abdullah (2011) who states the problematic areas of Sudanese secondary schools learners' deficiency of speaking skills in English language among Sudanese secondary school students. It is about why the students face difficulties to speak English language fluently although; they spend about six years studying English language.

At Universidad Nacional de Chimborazo (UNACH) there is a similar research to the present one; "*Análisis de la metodología aplicada para el desarrollo de las destrezas listening-speaking en los estudiantes del quinto semestre de la Escuela de idiomas, facultad de ciencias de la Educación, Humanas y Tecnologías de la UNACH periodo 2013-2014,*" developed by Montesdeoca & Changoluisa (2014)*,* in which they state that the methods of teaching foreign languages have evolved throughout history, listening and speaking skills are considered as a solid support in the methodology of the English language , because through these, students are able to interact within the classroom in order to achieve significant acquisition of knowledge , also aims to help them who have difficulty listening and speaking skills. It is also important to teachers know the concepts underlying teaching and learning a language

2.2. THEORETICAL FOUNDATION

As it is known, people are social beings who need to socialize. Human beings have the abilities that let them interact with others effectively. However, there are some interferences called DEFICIENCIES, which disrupt the outright communication. The language skills such as listening and speaking are transcendental to get the message that the transmitter wants to communicate. In educational system is common that teachers and students do not give the

necessary importance to these skills because they are not considered as important as reading and writing. It is because through the time these skills are more difficult to learn so that teachers have preferred to practice them less. People are passing through a great transition, the old ways of learning and teaching are found to be too rigid and too out-dated, so, the old is becoming obsolete and new is still in the process of developing.

Listening is the ability to accurately receive and interpret messages in the communication process and therefore in the learning process. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. Nevertheless, this is not the only important skill to be taken into account. Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Segura Alonso, Dpto. Didáctica de la Lengua y la Literatura, 2011-2012). Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. There are some necessary factors to have a good speaking skill.

> **ACCURACY:**

Students need to speak English with a high level of accuracy to communicate correctly, with very few mistakes and to get it they need to know enough vocabulary and they must use that vocabulary in a meaningful way using correct grammar structures for avoiding grammatical mistakes. Teachers play an important role in this process due they must develop grammar presentations and oral exercises to improve students´ level of accuracy when they speak English.

Grammar

Lack of knowledge of grammar can make learning English be difficult for non-native speakers. Knowing grammar is important in teaching learning process because grammar lays the groundwork for effective communication. Additionally, it is fundamental that students will be able to manipulate structures and to distinguish appropriate grammatical features to create new and appropriate contents according to what they want to express.

Vocabulary

Researchers had realized that vocabulary is more important than grammar because it is the key to students understand what they hear in school, and to communicate successfully with other people. For this reason, it is very important for them, build up quickly a large store of words which will be able to use it. It is relevant to say that research studies have shown the strong links between having an extensive vocabulary and achieving interaction successful. (Shoebottom, 2016)

> **FLUENCY:**

A fluent speaker may well make grammatical errors but will speak efficiently (without pauses). They will be able to speak freely and talk with native speakers about many different subjects. (ICAL TEFL, 1998)

Fluency generally increases when students become to feel more comfortable using the English Language. Students need to know that fluency generally increases with the progress of the learners when they put emphasis at this point, in the same way, teachers must concentrate on fluency to help their students to express themselves in English, using activities where students can practice important points in fluency such as:

Pronunciation:

It is related with the phonological process, pronunciation is the way in which the students produce language clearer. When students pronounce incorrectly, it does influence communicative ability. Almost all English learners think that they do not need to study

pronunciation because they just want to communicate in English. Students have deficiencies in speaking skills because they do not understand their teacher and classmates so they cannot communicate.

Stress:

In phonetics, the intensity is given to a syllable in a word. This emphasis in pronunciation may be only phonetic; this means that is noticeable to the listener, but not meaningful.

Intonation:

When people speak, intonation is primarily a matter of variation in the pitch level of their voice, but in such languages as English, intonation conveys differences of expressive meaning for example surprise, anger, for this reason, students and teacher must use the correct intonation to express their ideas in a correct way.

In English Language, intonation serves a grammatical function, distinguishing one type of phrase or sentence from another. (Haterulez, 2012)

➢ **LISTENING AND SPEAKING IN THE TEACHING-LEARNING PROCESS**

Listening, as it is known, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities people carry out throughout their lives.

The aim of teaching listening comprehension is (or should be) to help learner of English cope with listening in real life, for example, listening to announcements in stations, airports, listening to the radio, listening when participating in a conversation face-to-face, or in a meeting, seminar or discussion, among others.

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers (1966: 196) claimed, "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is, therefore, a primary importance of the communication aim is to be reached".

According to Nunan, (2001: 23) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding.

These stages occur in sequence and rapid succession. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard.

We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

The next step, Remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion, and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension. With these factors, the information will be correctly received.

The second basic skill this paper deals with is speaking, undoubtedly important in a second language acquisition process:

There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for languages, the Portfolio or inside the Curriculum. Teachers should follow them as a way of providing a guideline for their lessons. The CEF describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do.

According to our Spanish curriculum, one of the objectives explains that learner should be able to: "Understand and produce correctly complex texts and messages both orally and in writing in daily life situations, using linguistic and non-linguistic resources in order to get a satisfactory and fluent communication" (LOE: 2007). There are some basic competences considered essential that should be developed in all subjects of the curriculum. Therefore, when teachers are preparing a speaking activity, it is suitable to integrate one or more competences at the same time.

However, within the Spanish education programme, teachers usually do not have enough time to teach this skill as it is required because they only have three hours per week taking into account the typical setbacks in the classroom and the great majority of the time is used to go into grammar because it is the base of the language.

Furthermore, the student is in a social, cultural and linguistic context where the English language is not often present, and he or she does not need it to interact and survive in his or her life. In short, these conditions are not the most suitable to develop the desired or required level.

Speaking is an "activity requiring the integration of many subsystems all these factors combine to make speaking a second or foreign language a formidable task for language learners yet for many people, speaking is seen as the central skill".

Many English teachers claim that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative language teaching is based on real-life situations that require communication. Following this method in ESL classes, there will be opportunities for the students to communicate with their partners in the target language. It is teachers´ task to create situations in the class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice the oral language. (Segura Alonso, 2012)

Effective listening and speaking in classrooms is about more than hearing and a working knowledge of the language. If students struggle with listening and speaking comprehension they will struggle to learn and apply the language in tasks into the classroom and in real situations. Having an awareness of the causes that affect listening and speaking comprehension helps teachers better address the needs of their students.

English teaching learning process at school must be able to give experience for students to have a chance to be competitive. As it is known the most students of Unidad Educativa "Isabel de Godín" have some difficulties to improve their listening and speaking skills in the English Language so will not be able to interact among them in real situations.

The teaching-learning process is the heart of education. It depends on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal.

2.2.1. DEFICIENCIES

Deficiencies in language skills are defined as a lack of something that is necessary to achieve an accurate interaction with other people. Deficiencies do not allow that people can have normal relationships with individuals around them. Therefore, students with deficiencies in language skills are not able to have a good interaction between them because at the moment they try to communicate their ideas accurately and without interruptions, the lack of knowledge does not allow them. Commonly it happens with receptive and productive skills.

2.2.1.1. RECEPTIVE DEFICIENCE (LISTENING)

Students with a deficient receptive language have difficulties processing and retaining auditory information, and in following instructions and directions into the classroom. As a result, students may experience difficulty with turn taking in conversation in a real context. Obviously, this deficient is caused by many factors which are going to be discovered into the research process. (Geyser, 2012). Furthermore, one belief about listening is that students think that hearing and listening are the same, but as it is known the first one is when the ears pick up sound waves which are then transported to the brain, and the second one is the communication process, another one is that listening skills are difficult to learn. Other difficulties that affect the correct development of receptive skills is being unsure of the speaker's ability because of a preconceived notion of him, so the listener does not pay attention to the speaker's ideas. Another is the personal anxiety that causes that the listener is sometimes preoccupied with personal concerns and anxieties and do not focus his or her attention that makes it difficult to perceive what is being said by the speaker. One more is impatience that is when the listener may not have the patience to wait for the other person to

finish what he has to say. As a result, the desire to speak overcomes the desire to listen, thus acting as a barrier. The last is the emotional blocks, the deep-seated beliefs in certain ideas may make it difficult for students to listen to ideas which go against their belief. Thus communication is not complete without effective listening. (Raman, 2012)

2.2.1.2. PRODUCTIVE DEFICIENCE (SPEAKING)

Speaking is considered by learners as one of the most difficult skills as it involves real-time processing which means that learners don't have much time to formulate what they want to say and how to say that students often avoid speaking and therefore never get the opportunity to build up confidence through practice. Teachers do not teach speaking because, they argue, the skills are not examined. The results of this neglect are apparent in the learners' inability to compose in conversation or to speak freely and at length on a selected subject. They have very limited vocabulary and structures and very few have any confidence to speak to teachers, for instance, ask to report an imaginary incident or describe a past event, they cannot do this simple task. They are evidently unable to talk about subjects or topics outside the classroom because they are not ready with enough knowledge to speak with others in real context.

2.2.2. CAUSES

It is known causes are the reason or motive for some human action, in this investigation researchers had found some causes to the problem that had been investigated, which could affect listening and speaking skills like environmental factors, mother tongue and lack of vocabulary.

2.2.2.1. ENVIRONMENTAL FACTORS

Starting school, children find themselves in a new physical environment. The classroom is new, most of the classmates are strangers, and the teacher is a stranger too. When teachers and students have the qualities of good communication, respecting in a classroom, and showing interest in teaching and learning, they establish a positive relationship. The

structured way of learning is also new. In addition, there is an abrupt change in the language of interaction, and then the situation can get quite complicated. Indeed, it can negatively affect a student's academic progress.

Environmental factors such as noise and uncomfortable seating can cause students to focus their attention on other factors instead what the teacher is explaining.

Some kind of sounds like classic music has been shown to improve both the quality and quantity of work output, especially when performing complex tasks. Likewise, the strong sounds or murmurs from classmates sometimes have a negative effect on the learning process (Goodrich, 2016). Facilities may be inadequate in many ways, including being over-crowded, it is the reality at 7mo EGB "F", where there are 32 students, and for the teacher, it is difficult to control them all, while the forward group is paying attention the back group is talking or playing.

Another aspect that affects the efficiency of learning is the condition in which learning takes place. This includes the classrooms, textbooks, equipment, school supplies, and other instructional materials. (Setapa, 2013)

Textbook illustrations and board work, along with the careful selection and grading of words and structures are compensatory aids that facilitate the learning, if school supplies are according to the student´s level, they can learn easily, but the reality in Ecuadorian context is different due textbooks are generally designed to American or European cultures.

Therefore English teachers think it is necessary to create textbooks, material, and tools for teaching English language focusing on Latin culture, the teacher at 7mo EGB "F" says that is complex trying to explain to students topics in American or European context which they are unfamiliar, so students lose the interest and prefer leading their attention to other activities.

A big part of a teacher's job is teaching students to listen, follow directions, and be self-directed and independent in their work, and that means lots of repetition and reinforcement. When the teacher is giving directions in the class, students are unable to follow them because they do not understand; as a result, they do not do the activities. Some tips could be speaking up and say exactly what teacher needs, having students repeat directions back to the teacher, writing important information in a special place on the board and giving students a purpose for following the directions. Moreover, time on task is a discussion that actually began with John Carroll's 1963 paper, "A Model of School Learning", which directly linked learning to time. He proposed that true learning depends on the amount of time a student spends actively engaged in the learning process compared to the amount of time the student needs in order to learn. For example, if Bill needs 60 minutes to recognize and know ten new sight words or be able to type 25 words per minute with no errors, and he spends 30 minutes on the learning, then Bill will not master the material. Bill will learn half the words or type at half the speed and/or make errors. Later research studies amplified this concept. These studies explored how time can be more efficiently used in classrooms and the instructional practices that lead to active student learning. (Florida Education Association, 2017).

Secondary schools and colleges alike emphasize the importance of extracurricular activities, but sometimes it can be difficult for students to see just how the extra time and dedication will benefit them. From strengthening the mind to promoting better time management skills, extracurricular activities can help students succeed in much more than just their academic endeavors. Training in professional skills can also work to build professional skills that a classroom alone cannot always foster. A debate or speech club will provide additional public speaking practice for students. Extracurricular practice is not solely about imparting stronger professional skills and supplementing education. These practices are also fun and offer students the opportunity to spend time with others of similar interests. Students can meet friends from different social groups. An extracurricular activity might even have the effect of "recharging" the brain after a day of rigorous schoolwork, allowing students to return to homework assignments with a refreshed mind. (Mountain Heights Academy, 2015)

2.2.2.2. MOTHER TONGUE

The role of mother tongue in second language learning has been the subject of much debate and controversy. Most teachers feel that the use of L1 should be minimized. It is the general assumption that English should be learned through English, just as you learn your mother tongue using your mother tongue. Nevertheless, the idea that the learner should learn English like a native speaker does, or tries to 'think in English', is an inappropriate and unachievable thought. (Kumar, 2014)

Children are learning English in a Spanish context; as a consequence, they get confused when they listen and try to speak English. However saying the use of Spanish is bad for learning is a mistake, because if the teacher use Spanish to help students in a better understanding that is to say to clarify doubts, exemplify lessons, learning new vocabulary items, explaining complex ideas and grammar rules, only in this way the use of the mother tongue could be justified.

Subconsciously most of the students transfer language rules of L-1 to L-2, sound system or word order. During an interactive activity, the students of 7mo EGB "F" have many grammatical mistakes, for example, they say "The car red" or "Bigs houses", using English as in Spanish where the adjective is written after the subject or the adjective is plural. These changes using L2, make the communication breaks and the message cannot be achieved. Into the classroom, both languages are competitors in the sense that if they are not used, they may be lost, and there is only a limited amount of time that can be shared between them. Precisely because the teacher and students are aware of language use, in other words the mother tongue is always available, so they are in a constant temptation to use it.

2.2.2.3. LACK OF VOCABULARY

Vocabulary is commonly defined as "all the words known". Learning vocabulary is one of the first steps of learning a second language, knowing lots of vocabulary can make students study English easily. It is widely recognizable that the mastery of vocabulary is an essential

component of the second language thereby; it plays a vital role in all aspects of language learning, including listening and speaking.

Through the observation, the researchers noticed that even though students are studying in the same environment and receiving the same learning material from the teacher, each of them show different results in learning vocabulary. The most of the students do not learn new words individually. Put differently students just pay attention in the vocabulary taught in the classroom, but when they go home, they do not search more words to learn, and this is another factor to have deficiencies in their learning, because they do not practice. Likewise, it is important to recycle vocabulary continually throughout the class. In classes, students will have a valuable opportunity to pick up new vocabulary on a variety of topics. It is a good idea for teachers to encourage their students to revise this vocabulary on a regular basis in order for students to take "ownership" of these words and to start to use them confidently. Learning is also enhanced when activities that require students to use target vocabulary in speaking and listening are included.

Furthermore, when communication takes place the turn taking is imperative to maintaining a good conversation. Because they need to be organized, there are rules or principles for establishing who talks and then who talks next. The transition between one speaker and the next must be as smooth as possible and without a break. What happens most often in the ESL classroom is that one or a few of the students dominate the conversation, giving the others very short turns. Another common scenario, when students are divided into pairs, is that both students take turns to speak, but end the conversation in a matter of seconds, that is the talk is cut short simply because they do not know how to keep it going. (Pesce, 2014)

In the same way, it is imperative to get along in the classroom; students need to pay attention, follow directions, stay motivated, and control their impulses. Therefore, teachers might expect self-control to play an important role in academic achievement. Knowing the language can help us to express our opinions, hopes, and even our dreams. In foreign language learning context there are various factors that influence the learning process such as motivation,

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attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. The matter of learner's attitude is acknowledged as one of the most important factors that influence learning a language (Gritter, 2016).

2.3. DEFINITIONS OF BASIC TERMS

Out-Dated: no longer useful or acceptable: not modern or current.

Heart: the central or innermost part, the essential or most vital part of something.

Maturation: the process of becoming mature: the process of developing in the body or

Mind: the process of developing to a desired level.

Policies: set of guidelines or rules that determine a course of action.

Lingua Franca: a language that is used among people who speak various different languages.

Pre professional Practices: The pre-professional practices contribute to students training, allow them to gain experience in the workplace, develop professional criteria and decision-making.

2.4. OBJECTIVE OPERAZIONALIZATION

Objectives	Activities	Techniques/Tools
To apply techniques and instruments for identifying what are the causes of the deficiencies in the teaching learning process.	• Observing English Classes. • Collecting data	Observation technique. Observation guide Questionnaire Survey
To describe the principles causes of the deficiencies in listening and speaking skills in the teaching learning process and suggest some possible solutions.	• Describing what are the causes found in the investigation process. • Analyzing and interpreting the results based on theoretical foundation. • Suggesting solutions	Observation technique. Observation guide Questionnaire Survey

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is qualitative with the characteristics of field studies because it helps to explore, characterize and explain the causes of the deficiencies in the use of oral skills based on information gathered from exactly where the problem occur and from the people involved in it, to later propose some possible solutions. In addition, it is not experimental so it does not have hypothesis testing. The researchers employed the ethnographic method to get the information in this study, which helped to identify, analyze and provide solutions to the problem being investigated. An observation was applied to students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godín" and an interview to the teacher to personally know what their perspectives are regarding to the phenomenon.

3.2. TYPE OF RESEARCH

This is a field investigation in which researchers used ethnographic method to gather of all the information about the causes for the deficiencies in listening and speaking skills, it was used in the exactly place where this phenomenon occurs, that is to say with students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godín."

3.3. LEVEL OF RESEARCH

This investigation has all the characteristics of a diagnostic level, indeed a set of techniques and procedures were used to diagnose and explore the causes of the problem posed above with students of Séptimo Año de Educación General Básica "F" at Unidad Educativa "Isabel de Godin". This consisted in analyzing the information and data about causes of the deficiencies in listening and speaking skills of English Language as a foreign language and how those causes influence in the ETL process.

In addition, all this information helped to suggest some possible solutions to successfully deal with the problematic.

3.4. POPULATION AND SAMPLE

32 students at 7mo Año de Educación General Básica "F and 1 teacher from Unidad Educativa "Isabel de Godín"

As the population was relatively small, a sample was not necessary; in consequence, the research was done with all of it.

3.5. TECHNIQUES AND TOOLS FOR DATA COLLECTION

TECHNIQUES

Observation: It was applied to the students of 7mo Año de Educación General Básica "F" at Unidad Educativa "ISABEL DE GODÍN"

Interview: It was applied to the teacher of 7mo Año de Educación General Básica "F" at Unidad Educativa "ISABEL DE GODÍN"

Survey: It was applied to the students of 7mo Año de Educación General Básica "F" at Unidad Educativa "ISABEL DE GODÍN"

INSTRUMENTS

Observation Guide: It is an instrument that provides good insights into how the different participants are behaving and interacting in the learning and teaching context, that is why researchers used it to get authentic and specific information of students´ skills. It was applied three observation guides in collecting data.

Questionnaire: It is a structured form, either written or printed, consists of a formalized set of questions designed to collect information, researchers used it with the main teacher to answer the series of questions about the topic.

Survey: It is an instrument used of collecting information about a population of interest in this case in the educational field. It was applied with the students involved in the investigation.

3.6. TECHNIQUES FOR PROCESSING AND INTERPRETING THE DATA

- Review Information

- Tabulation of the getting data.

- Analysis of results.

- Interpretation of results

- Establishment of conclusions and recommendations.

CHAPTER IV

4. RESULTS AND DISCUSSION

This investigation was aimed to identify through observations the causes of the deficiencies in listening and speaking skills in the English teaching-learning process with students of 7mo EGB "F" at Unidad Educativa Isabel de Godin. Furthermore, it was used a questionnaire and a survey applied to the teacher and students respectively.

There were observed many factors to deeply understand the problem, such as: teacher-students relationship, classroom atmosphere, classroom furniture, textbook illustrations and board work, teacher's instructions, speaker's ability, time, extra-curricular practice, use of Spanish, transfer language rules of L-1 to L-2, awareness of language use, learning vocabulary individually, pronunciation, recycling vocabulary, turn-taking, and self-control in communicational activities. These all features were important in the study but one influences more to the deficiencies in listening and speaking skills.

The obtained outcomes showed that the most common factor for students do not develop their listening and speaking skills is the lack of vocabulary that does not let students to hold and understand a conversation. They do not speak English to answer teacher´s questions; they prefer to use their mother tongue. For this reason, they cannot follow all her instructions to develop tasks.

Academic relationship between the teacher and students

This issue is a factor that evidences the academic relationship between the teacher and students is not effective. Borce Pasoski (2015) states that when children enroll at the school, they try to establish a relationship with people around them especially the teachers. If teachers understand their students there is a good relationship because when students have problems in school, they can speak freely with teachers and they can find a solution together. When the relationship and communication student - teacher is kind, students have more respect for the teacher and they pay more attention to the classes. However, if that relationship is bad; going to school and classes become the biggest nightmare for the student and for the teacher too. Students at 7mo EGB "F" assumed that the relationship with the teacher is excellent because of she is quiet and permissive; she

had the same opinion, she considers herself like a confident and a friend, who can talk about different topics with them. The results obtained by the observation showed the contrary, students did not feel comfortable with the teacher, they saw her as the authority, and thus, they felt nervous and shy to do a good work. In consequence, students do not speak in English, and will never develop their speaking skill as well as their listening one. Trying to give a solution to this problem, it is advisable to know deeply the academic and behavioral background of their students for trying to find a specific methodology which fits to all of their individual needs.

Classroom atmosphere

Another factor observed to identify the causes of the deficiencies in listening and speaking skills with the students involved in this research was the classroom atmosphere. It is fundamental to know when the teacher creates a positive environment, students learn better. Every student wants to feel safe and important into the classroom, for that reason the teacher must take into account that a good setting does not just happen; it must be created. (Wilson & Wilson, 2012) Regarding to this feature, students said that the environment is good; they felt comfortable because the class environment was funny and cheerful. For the teacher, it was very important to make a friendly classroom environment due to she believed that students could participate and learn better when they were motivated and interested on the topic. The facts described would suppose a wonderful class, but the observation applied showed the contrary, it was noticed that in some cases the teacher lost the control and could not manage the classroom because students confused the freedom to participate in an interactive class with debauchery. For example, when some students gave their opinions about Christmas holidays, the rest of them started to talk in Spanish even about different topics, so the class became meaningless. An unsuitable atmosphere in class makes that students do not practice speaking and listening skills and do not develop them. For this reason, the teacher must have a positive attitude with them, so that they feel comfortable and participate in activities the teacher proposes. In addition, she could do material to decorate the classroom and make the environment pleasant.

Classroom furniture

It is becoming increasingly obvious that classroom furniture is very important for a meaningful learning, so this is another factor analyzed in this study. Both teacher and her

students need to be comfortable at all times. Everybody knows how important is to have a comfortable desk to work better. Students of 7mo EGB "F" said that infrastructure is deficient at their school so they feel comfortless. Teacher shared her students` thoughts, this aspect can affect their learning process; for instance, if the class is small and there are many students, they will not pay attention because they distract trying to feel good. The results obtained from the observation revealed that students show the most positive motivation and learning patterns when their school settings are suitable. When they had the opportunity to work outside the classroom, they could improve their skills and their knowledge enjoying the learning process. For example, they go out to the schoolyard and practice doing dynamics using name of things around them. Liking the activities performed, helps to students want to develop their listening and speaking skills. As a solution, the authorities of the High school could enable an English laboratory where the physical space is adequate and students have all the facilities to learn and develop their skills.

Textbooks

Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experiences, aspects also considered in this research. Although, textbooks are not the single learning resource, they still play an important role in student learning. Textbooks are not only teaching materials for teachers, they also help students for preparation and revision purposes (Textbook Committee, Education Bureau, 2014). From the point of view of schoolchildren, their textbooks are the necessary tools to learn new topics, colorful graphics and pictures into the textbooks are very helpful for them. It was identified that the students were more concentrated when developed tasks in their books than when the teacher explained using the board because she only wrote sentences or words which did not get students´attention. For the teacher, the quality of a textbook is fundamental. However, the work in textbook do not allow to develop the listening and speaking skills because students do not talk with their classmates and neither with their teacher, they only write and do not practice these skills. As a solution, the teacher should try to work with students using extra material where they can practice their listening and speaking and not only reading and writing, activities like playing audio scripts with original sounds of native speakers, videos, movies, etc.

Teacher's instructions

Another important point analyzed was the teacher's instructions; factor considered to be an essential part of being a successful teacher. The teacher is going to be spending many time telling students what, how, and when to do a task. However, if the students do not understand what she is saying, all her instructions are going to be worthless. The teacher has to be patient and not get angry. It is fundamental for getting successful academic outcomes, that students are able to understand and follow the teacher's instructions. Some students argued that it is easy to follow the teacher's instructions due to they pay attention and also teacher's gestures or movements helps them to understand what she is telling. However, there are students who do not pay attention, they prefer to do other activities or talk with their classmates and do not follow teacher's instructions. For example, if the teacher says, "Good morning guys, thank you, sit down please" they obviously will sit down, but they do not know what these phrases mean, they only repeat what their classmates do. The teacher's point of view differs from what students said, she stated that all students follow and respect her instructions. After the observation, it was possible to identify what was really happening; the teacher consider their students actively participate in the class because all of them did what she wanted but the reality was that the majority did not know what and why they were doing.

When students do not understand, they do not learn and consequently, they do not develop their skills, listening and speaking specifically. There are some solutions to face this problematic, for example: the teacher should give clear instructions to the whole class, being sure that everyone understood, for this she has to evaluate the instructions and when there are doubts, it would be good to repeat the instructions or explain them using Spanish but, only when necessary.

Speaker's ability

Another fundamental issue examined was the speaker's ability. The capability to use a language involves individuals' expertise to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct. Language, in other words, is how we think and feel it is how people process

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information and remember, it is our operating system. (Fisher, Frey, & Rothenberg, 2008). The obtained results revealed important facts, the students said that the speaker´s ability is always important in the communication, and the teacher agreed with them because she thought that the speaker's ability is vital to understand the instructions or the dialogues.

It was observed that students and the teacher as well do not have a good developed speaking skill because they made many grammatical and pronunciation mistakes, pauses, hesitations and the conversation was not fluid at all. In consequence, if the speaker is not understood, the listener cannot receive the message properly, so the speaking and listening skills will not be developed. As a solution, the teacher must foster students' practice using activities where they can put in practice the vocabulary she is teaching, so develop their communicative capabilities, if possible real life based activities.

Time

Another factor that was taken into account in this research was time. In the educational field, time must be an advantage. Although, experts think that quality is more important than quantity. The amount of time students have to develop any activity determines the effectiveness of it. For students of 7mo EGB "F", it is sometimes important, for example, if they are doing a funny activity, they prefer having more time to complete it, but if that activity is boring, they do not want to extend it. Likewise, the teacher stated that this factor is very important, she said that if students have more time to practice the English language they will get a better level. Time is a fundamental aspect to have good outcomes; however, it must be controlled to let all students work. Moreover, if the teacher and students together do not take advantage of it, there will not be positive results. Giving to students the enough time to answer and listen help them to develop their listening and speaking skills, because they have the opportunity to organize their ideas, process them and then provide an accurate answer. On the contrary, if they do not have enough time, they would feel frustrated.

Extracurricular practice

The extracurricular practice is another important factor in this research. It allows students to pursue interests outside of a standardized academic context. Teachers can also use these activities to explore interests they have never encountered, exposing students to a more

diverse range of interests (Wilson N. , 2009). For students of 7mo EGB "F" doing extracurricular activities is very funny because this is an opportunity to share with their friends in other contexts than academic. For the teacher that kind of extracurricular practices is a big opportunity to get her students' attention and get her academic and professional goals. In the observation, it could be noticed that when the teacher propose some extracurricular tasks, students are interested in doing them, but the problem appears when putting them in practice, because the instructions are not well understood so the final product is not as planned. This practice, if applied effectively, makes easier to develop listening and speaking skills because students are without pressure, they work better with their friends and the most significant feature; they enjoy practicing the target language.

The influence of the mother tongue

It was investigated the use of Spanish as a factor of the deficiencies in listening and speaking skills. The outcomes evidenced that, because of the influence of their mother tongue students memorize vocabulary and grammar structure, complete exercises using a lot their dictionaries, so it means "translation", that is why, most of students find themselves unable to do more than asking so basic questions. It is common that students prefer to talk using their mother tongue because it is easier to understand and be understood. Students of 7mo EGB "F" talked in Spanish during the English classes because speaking in English is not important and this subject is only part of a club so they did not put interest in improving their productive and receptive skills. For the teacher in some cases that attitude was acceptable because she considered that, complicated topics must be explained in Spanish for a good understanding. Through observations the researchers could affirm this fact, students spoke in Spanish all of the time. When the teacher spoke using the foreign language, she lost her students´ attention; therefore, she preferred to speak in Spanish to complete the task. It causes that students have a lot of deficiencies in listening and speaking skills. It is clear that understanding everything in English is difficult for students but the teacher should realize that this is a process, and that as much students listen and produce the target language, as much their communicative competence will be developed.

The mother tongue also affects the process of learning English when individuals apply knowledge from their native language to the second one. It could be automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. The transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning (Bhela, 1999). The students argued that the use of mother tongue sometimes positively influences in the accurate development of the listening and speaking skills, by contrast, the teacher stated that L1 acts negatively because it causes misunderstandings when students confused language structures. Likewise, the observation showed that the use of L1 in English classes have really negative consequences, students have a lot of problems when dealing with adjectives, false cognates, pronunciations features etc.

Another analyzed factor regarding to Spanish was the awareness of the target language use. Once someone learns a new language, it is common to have in mind the mother tongue as a source to use when the person does not know how to continue a conversation, so people translate and then speak. As the native language is always available, people do not learn the target language. It is easier for students to use Spanish than English that is the reason they believe that the use of Spanish is acceptable in English classes because they can talk without interruptions and confusions, but in this way, they will not learn. The teacher said that students prefer using Spanish because English is difficult for them, so they do not practice and then they do not develop their oral skills. In the classes, it was noticed that both teacher and students used Spanish, which will not allow them to have a good learning process. The target language must be used as much as possible and the mother tongue just when necessary because the skills studied in this research will not be develop.

Vocabulary

As mentioned above learning vocabulary independently is another important factor in this research, it helps people to develop in advanced their oral skills. However, it is not a very common habit for the people involved in this study. Most students only stay with the vocabulary learned in the classroom and therefore have deficiencies in communication. When the survey was applied to the students, most of them affirmed that usually they learn new vocabulary independently. Nevertheless, this is not evidenced in the classroom

because they were not able to establish the most basic conversation. They still do not know and understand how important is to learn English. In the case of the teacher she believed that learning new vocabulary independently is useful because as much vocabulary they know, more effective will be the application of knowledge in the context they are. The classes that were observed allowed knowing that the students had a deficient knowledge of new words. They did not talk when they had to, they did not understand what their classmate were saying, they did not follow the conversation, and all of these affect the developing of listening and speaking skills. As a solution, the teacher must encourage the students to learn new vocabulary related with their interests, watching movies or listening songs they like, in this way they will have curiosity in learning by themselves at home.

Pronunciation

In this investigation, another factor that causes deficiencies in listening and speaking skills is pronunciation. It is the way people produce language clear to communicate with others. School English lessons in most Spanish-speaking countries also tend to focus much more on reading and grammar than speaking and listening, and so pronunciation is not developed. Perhaps the single biggest pronunciation problem for Spanish speakers is that their language does not have a distinction between short and long vowels (Case, 2012). From the point of view of most students surveyed, the lack of vocabulary sometimes affects pronunciation. Furthermore, the teacher said that once students learn new vocabulary they are going to be able to pronounce better. It was noticed through observations that the pronunciation in the classes was deficient because students did not practice; in short pronunciation practice is usually rejected. As they are not required to work in an English context, they do not realize the big importance to pronounce correctly the target language. Hence, the listening and speaking skills are not developed. A good way to the students improve their pronunciation is practicing with more activities and after each one; the teacher has to make a feedback correcting the mistakes students make.

Recycling vocabulary

Recycling vocabulary continually throughout the class allows students to have a valuable opportunity to learn words on a variety of topics. It is a good idea for teachers to encourage their students to revise this vocabulary on a regular basis in order for students to take ownership of these words and to start to use them confidently (Budden, 2010). Activities for revising vocabulary learned in previous classes are acceptable according to the students; these activities help them to improve their learning process, they affirmed. The teacher said she practiced some activities for recycling vocabulary, for example: warm-ups, brainstorming, games, where the words are included, and also she declared that, a continuous practice helps to students do not misunderstand or confuse words. However, the researchers had observed that these activities were deficient because students did not remember the vocabulary and could not use them when talking. The activities could be excellent but if the teacher and students do not participate together, they will not work and the skills will not develop. Some activities could help to students remember the vocabulary, for instance the teacher could use a "vocabulary bag" with the words written in some strips of card, and at the beginning of the class each students takes a card and says something related with it, day by day students can bring sentences using an specific word, each student in different contexts.

Turn taking

Deficiencies in listening and speaking skills are also caused because people do not respect turn taking. It is imperative maintaining the turn taking for a good conversation, it has to be organized; there are rules or principles for establishing who talks and then who talks next. The transition between one speaker and the next must be as smooth as possible and without breaks. What happens most often in the ESL classroom is that one or a few of the students dominate the conversation, giving the others very short turns (English Online TKI, 2009). According to students, the lack of vocabulary usually breaks the continuous process in a conversation, when they did not know a word they stopped the conversation because they did not know how to keep it going. In the same way, the teacher said that if the speaker and the listener do not have enough vocabulary, they would not be able to understand and therefore maintain an uninterrupted conversation. In addition, all of the above was confirmed by observations when the investigators realized that the ongoing

process in the conversations was deficient because the students did not speak fluently and did not follow the pace of the conversation respecting the turn-taking rules. It causes that the listening and speaking skills will not develop in the class.

Students´ behavior

Finally, the students´ behavior is another factor for the deficiencies in listening and speaking skills. In foreign language learning context there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc (Mouili; Bouhamidi; Bakader; Maameri 2014). The matter of learner's attitude is acknowledged as one of the most important factors that influence learning a language. Students behave according to their mood and the context in which they are. A positive behavior can allow the development of the class to be productive as well as a bad behavior can make a class a total disaster. The majority of students stated that their behavior was very good and even excellent in interactive activities. Similarly, the teacher said that her students were very talkative when she created situations where they interact and develop their ideas. On the other hand, the researchers noticed that the behavior of the students was only acceptable, that is, they did not develop all the activities correctly. For students, they make their best effort to be able to speak and understand their classmates, however, it is not what is expected, it means trying time by time to improve their skills, take the problems they have as advantages for learning, be willing to share with their mates and the teacher, seek for self-learning strategies and so forth. For facing this reality, the teacher should be a friend of the students, and show confidence for students feel good in the class and work better, in this way, the learning process becomes meaningful and the academic goals would be achieved.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The techniques and instruments applied, determined the causes of the deficiencies in the English teaching learning process, which affect negatively the correct development of the classes, where students do not improve their speaking and listening skills because of they do not practice them in real contexts, therefore teaching learning process is not effective.

- The principle causes of the deficiencies in listening and speaking skills are the lack of vocabulary, the classroom furniture, the classroom atmosphere, the influence of mother tongue, speaker's ability, extra-curricular practice, which do not allow students to develop their skills. They were described in deeply, taking into account the teacher and students´ opinions, as well as the researchers´ observations. These causes limit students´ learning and affect the teaching process. In addition, solutions were proposed to solve the differences in listening and speaking skills.

5.2. RECOMMENDATIONS:

- Activities should be proposed to let students develop positively their listening and speaking skills in the teaching learning process. Students must practice more with the teacher´s guide to get meaningful learning.

- Activities should be proposed in order to awake students´ interests to develop them. It is suitable to use audio scripts, dialogues, and projects to improve the listening and speaking skills. Furthermore, using extracurricular help to students enjoy working and learning outside the classroom and the Spanish language should be used only when necessary to clarify students´ doubts.

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ATTACHMENTS

Students of 7mo EGB "F" answering the survey.

OBSERVATION GUIDE

LISTENING

This observation guide is a gathering data instrument, which is used to observe social and educational facts, for identifying the possible causes for the listening deficiencies. It will be applied to students at Séptimo Año de Educación General Básica "F" at the Unidad Educativa "Isabel de Godin" in the academic term February - July 2016, this observation form is based on the theoretical framework where it is explained thoroughly the principal causes of this educational problem.

DATE:

1. DEFICIENT	2. ACCEPTABLE	3. VERY GOOD	4. EXCELENT

CAUSES		1	2	3	4
ENVIRONMENTAL FACTORS	Teacher and students relationship				
	Classroom atmosphere				
	Classroom furniture				
	Textbook illustrations and board work				
	Following teacher's instructions and directions				
	Preconceived notion of the speaker's ability				
MOTHER TONGUE	Use of Spanish				
	Transfer language rules of L-1 to L-2				
	Awareness of language use				
LACK OF VOCABULARY	Learn new words individually				
	Pronunciation				
	Recycling vocabulary				
	Turn taking in conversation in a real context				
	Self-control in communicational activities				

OBSERVATION GUIDE

SPEAKING

An observation guide is a gathering data instrument, which is used to observe social and educational facts, for identifying the possible causes for the speaking deficiencies. It will be applied to students at Séptimo Año de Educación General Básica "F" at the Unidad Educativa "Isabel de Godin" in the academic term February - July 2016, this observation form is based on the theoretical framework where it is explained thoroughly the principal causes of this educational problem.

DATE:

1. DEFICIENT	2. ACCEPTABLE	3. VERY GOOD	4. EXCELENT

CAUSES		1	2	3	4
ENVIRONMENTAL FACTORS	Teacher and students relationship				
	Classroom atmosphere				
	Classroom furniture				
	Time to formulate what students want to say and how to say				
	Extra-curricular practice				
MOTHER TONGUE	Use of Spanish				
	Transfer language rules of L-1 to L-2				
	Awareness of language use				
LACK OF VOCABULARY	Learn new words individually				
	Pronunciation				
	Recycling vocabulary				
	Turn taking in conversation in a real context				
	Self-control in communicational activities				

QUESTIONNAIRE

This questionnaire is for obtaining useful information about the causes of the deficiencies in listening and speaking skills with the teacher of 7mo Año de Educación General Básica "F" at Unidad Educativa "ISABEL DE GODÍN." This instrument is based on the theoretical framework where it is explained thoroughly the principal causes of this educational problem.

DATE:

1. How do you consider your relationship with your students?
   _____
   _____
   _____.

2. How is the classroom atmosphere in your classes?
   _____
   _____
   _____.

3. From your point of view, do you consider that "classroom furniture" affects the development of the listening and speaking skills?
   _____
   _____
   _____.

4. Which is the influence of textbook illustrations and board work in the development of listening and speaking skills?
   _____
   _____
   _____.

5. Do students have problems to follow your instructions? If so, explain them.
   _____
   _____
   _____.

6. How important is the speaker's ability in listening and speaking practice?
   _____
   _____
   _____.

7. Does time determine the effectiveness of your students' performance in communicational activities? Why?
   _____
   _____
   _____.

8. Do your students do extra-curricular practice to improve their communicative competence? Which?

_____
_____
_____.

9. Would you say that the use of Spanish is useful to students?

_____
_____
_____.

10. From your experience, does the use of mother tongue influence in the accurate development of listening and speaking skills? How?

_____
_____
_____.

11. Why do students use Spanish in your English class?

_____
_____
_____.

12. How meaningful is for you learning vocabulary independently?

_____
_____
_____.

13. Does the lack of vocabulary affect pronunciation? Why?

_____
_____
_____.

14. What are the activities you do for recycling vocabulary?

_____
_____
_____.

15. Why does the lack of vocabulary affect turn-taking in conversations?

_____
_____
_____.

16. Would you describe your students' behavior when practicing communicational activities?

_____
_____
_____.

SURVEY

A survey is a short paper-and-pencil feedback form with students for identifying the possible causes for the listening and speaking deficiencies. This gathering data instrument is used to collect information, it will be applied to students at Séptimo Año de Educación General Básica "F" at the Unidad Educativa "Isabel de Godin", this survey form is based on the theoretical framework where it is explained thoroughly the principal causes of this educational problem.

DATE:
Put a tick in the square according your own opinion.

1. How do you consider your relationship with your teacher?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

2. How is the classroom atmosphere in your classes?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

3. From your point of view, do you consider that "classroom furniture" affect the development of the listening and speaking skills?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

4. How is the influence of textbook illustrations and board work in the development of listening and speaking skills?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

5. Do you have problems to follow teacher´s instructions?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

6. Is the speaker's ability important in listening and speaking practice?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

7. Does time determine the effectiveness of your performance in communicational activities?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

8. How do you consider your extra-curricular practice improve the communicative competence?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

9. Would you say that the use of Spanish is useful to you?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

10. In your opinion, does the use of mother tongue influence in the accurate development of listening and speaking skills?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

11. What do you think about using Spanish in your English class?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

12. How do you consider your learning vocabulary independently?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

13. Does the lack of vocabulary affects pronunciation?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

14. How are the activities you do for recycling vocabulary?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	

15. Does the lack of vocabulary affect turn-taking in conversations?

1. NEVER		2.SOMETIMES		3. USUALLY		4. ALWAYS	

16. How is your behavior when practicing communicational activities?

1. DEFICIENT		2.ACCEPTABLE		3. VERY GOOD		4. EXCELENT	