



**UNIVERSIDAD TECNICA PARTICULAR DE LOJA**

**FACULTAD DE LENGUAS Y LINGUISTICA**

**Departamento de Inglés**

**DIFFICULTIES IN THE ORAL PRODUCTION THAT STUDENTS  
OF THE SUPERIOR ENGLISH LEVEL AT INTISANA HIGH  
SCHOOL OF QUITO HAVE**

**A RESEARCH WORK FOR LICENTIATE'S DEGREE  
IN ENGLISH**

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**CERTIFIES:**

*That I have fully proceeded to review the thesis "Difficulties in the oral production that students from the superior English level at Intisana High School of Quito have", developed by the aspirant Enrique Proaño, as a previous requirement for getting the degree of Licentiate in Sciences of Education, English major, and after whole observations, and suggestions I have done I authorize its presentation for law regulations.*

*Quito, June-30-1997*

**Lic. Janett Alvear**

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## ***AUTHORY***

*The thoughts and contents given in this  
degree thesis are exclusive the author's  
responsibility.*

***ENRIQUE PROAÑO***



## **DEDICATION**

*To God for being my creator,  
to my parents who always wanted me to  
get success in everything especially to my  
mom who has been looking forward to see  
me ending this career, to my wife who  
understood my situation, and finally to  
Chris, and Sheila who had been my whole  
inspiration since the very beginning and  
sacrificed their time without expecting  
anything in turn but love.*

*Enrique.*

## **GRATITUDE**

*First of all, I would like to thank my God for giving me life and the chance to do this. I want to state my everlasting thanks note to authorities, teaching and administrative staff of Faculty of Science of Education belonging to Private Technical Universidad de Loja due to the academic and professional skill granted as well as to opportunities to carry out this research. My special thanks to Lic. Janett Alvear, Director of thesis for guiding and supporting this research.*

## **THE AUTHOR**

## **PREFACE**

*At the end of my academic-professional skill gotten with a worthy support of teachers, authorities, and administrative staff of the Faculty of Sciences of Education of Private Technical University of Loja and accomplishing a previous requirement for getting the degree of Licentiate in Sciences of Education, English Major, I have proceeded to develop all the studies to lead the Degree Thesis **"DIFFICULTIES IN THE ORAL PRODUCTION THAT STUDENTS OF THE SUPERIOR ENGLISH LEVEL AT INTISANA HIGH SCHOOL OF QUITO HAVE"** and with the purpose to help to the perspectives of this University focused to a social context as well as to assist to the planning of solutions in order to get a proper English Language teaching-learning process at Intisana High School of Quito. It is quite relevant to remark that this is the first work at Intisana High School, being a reason for a possible fail, nevertheless, this could serve as a start for prompting and carrying out other ones related with this theme.*

*With all these antecedents, I make public my investigative paper.*

*Quito, Jun-30-1997*

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## **INTRODUCTION**

In order to contribute in some way to solve the problematic of the English Language teaching learning process at Intisana High School of Quito, it has been aimed to carry out the research, **DIFFICULTIES IN THE ORAL PRODUCTION THAT STUDENTS OF THE SUPERIOR ENGLISH LEVEL AT INTISANA HIGH SCHOOL OF QUITO HAVE<sup>m</sup>**.

*As specific goals of the investigation are the following:*

- To demonstrate that the Spanish words in English sentence structures really affect the students' foreign-oral language production.
- To demonstrate that the lack of conversational competence causes misunderstandings when learners do not know what to say and when to say it in a certain context.



- To propose some strategies for developing the Oral Production.

For developing this research, the descriptive method was used to describe the facts and present phenomenon, and also because it got some data for further interpretation and analysis. And, the analytical method could find all of the parts or elements of the problem. In reference to techniques, they were direct observations. Some interviews were given to the English teachers in charge of that section of INTISANA High School, to the one in charge of the English Department, as well as to the students belonging to the 7th., 8th., and 9th. grades (this means to the students of the superior English level) for getting some criteria about **STUDENT'S ORAL PRODUCTION** (the spoken language abilities). The instruments used for the observation were:

- oral tests
- anecdotal research
- bibliographic and nemotechnic cards

*The population was represented by 270 students of superior English level at Intisana High School where 6 English teachers and one English Department Director were considered. Additionally, a sample of 45 students (15 from 7th. A, 15 from 8th. A, and 15 from 9th. A) was looked for.*

*Formally, this research is constituted by the following chapters: Chapter i, General aspects of the spoken language; Chapter ii, Problems in oral production; Chapter iii, Specific problems in oral production at Intisana High School; Chapter iv, Strategies for developing the oral production.*

## ***Chapter I***

# ***GENERAL ASPECTS OF THE SPOKEN LANGUAGE***

## ***1.1 The importance of the Spoken Language***

*"Teachers involved in developing oral language skills in EFL learners often find themselves in a paradoxical situation. There seems to be a conflict between, on the one hand, the learners' perception, that fluency and naturalness in oral production which are preeminent badge of success in learning the language and, on the other, their disinclination to participate in activities designed to develop competent speaking skills. It is ironic that in the one skill area where students might expect real enthusiasm and interest, i.e., speaking skills, they face problems. This suggests a need to re-examine English teachers' practice to see how we can exploit the motivation inherent in the learners' possitive perceptions of the ability to speak English fluently."*<sup>(1)</sup>

<sup>(1)</sup> Brown, G. & G. Yule. Teaching the Spoken Language. Cambridge University Press. 1983. pg. 37

*Brown Et Al. in 1984 questions the assumption that native-English speaking children naturally acquire competence in all the uses of oral production. He states that native-speakers children are not often able to express themselves articulately, and that they need explicit instructions in some of the oral-production skills because that's the way children learn a language.*

*This fact points to the urgency of the EFL learner's need in this area. It is too often assumed that spoken language skills can be developed by assigning students general topics to discuss or by getting them to give a short talk on some subject. Not enough attention is given to the factors that inhibit or encourage the production of spoken language. In order to provide guidance in developing competent spoken English, it is necessary to examine the different uses of the spoken language, which learners will have to master as fluent speakers of English.*

### ***1.1.1 Benefits of the Spoken Language***

*"Overseas, American-curriculum schools typically serve a small but culturally and linguistically diverse clientele. Using English as the principal language of instruction, students from many different languages and countries are expected to function competitively in main stream classes as soon as possible. As a result, it is important that English as a Second Language (ESL) program meets not only the basic interpersonal communicative need."* <sup>(2)</sup>

*Many attempts have been made by teachers of English for Academic Purposes to actively involve students in the investigation of the English language teaching. One of the benefits, is that sometimes they [the students] are more motivated to learn when they have*

<sup>(2)</sup> Kettering, J. C. Developing Communicative Competence. Pittsburg, Pa.: University Press. 1975. pg. 376

discovered for themselves what their needs are rather than when they are informed of their needs by their English teachers.

If teachers are willing to involve the students, they will not be in <sup>an</sup> uncomfortable position of being less knowledgeable than their students. They are now cast in the role of consultants.

For sure, spoken activities can help instill confidence and motivation on the students. They do so by providing performance-raising discourse opportunities that are as challenging as they are memorable. Students must be actively involved in recreating the relationships into which the second language elements can enter if they are to store them personally in retrievable form. -Thus spoken language can lead to that kind of involvement as a benefit.

*Spoken English in a communicative style*  
*has the clear advantage of bringing the*  
*subject matter much closer to the "battlefield"*

*Competent spoken English is important for EFL learners, and it must be reinforced as much as possible. It gives them a way to display their language proficiency. The ultimate aim of spoken English teaching should be the acquisition of oral communicative competence because it will increase the ability to speak appropriately which means that the students will have some benefits such as knowledge of how to begin and end a conversation, what topics may be talked about in different types of speech events, which address forms should be used with different persons in different situations, etc.; knowledge of the grammar and vocabulary of the language; knowledge of the way of using and responding*



*to different types of speech acts, such as requests, apologies, thanks, and invitations, etc.*

### ***1.1.2 Why learn American English***

*"English Teaching Forum occasionally features responses to queries concerning differences between British and American English, and in one of them does not mention an important grammatical difference: the high degree of free variation in the use of the present perfect and simple past for example in North American English as opposed to that in British counterpart."* <sup>(3)</sup>

*This was not entirely unexpected, as a survey of linguistic and pedagogical grammar and course-book*

<sup>(3)</sup> Gennady Ryabov and Olga Petrova. English Language Development. Institute of foreign languages, Nizhny Novgorod.

*texts indicate an almost total absence of treatment of this important difference between these two varieties of English.*

### ***1.1.2.1 Barriers to understanding***

*Is it actually so easy to understand a perfect stranger ? Hardly, if at all. We must know something about the person's background, views, likes and dislikes. The more we know about each other the easier it is to come to a mutual understanding.*

*The same is true of nations and people. When they have a common history, religion and traditions, they can understand each other easily. Culturally we differ from the American people. Things that seem naturally to us can be incomprehensible to them and vice versa. So it takes great effort to understand each other. And the best*

*way to understand a person is to study the language they speak, for the language reflects everything that is peculiar to the nation. It reflects those people's history, values, beliefs, customs and traditions, their way of living. In short, the whole of the national culture, and the nation's soul.*

### ***1.1.2.2 Different varieties reflect different cultures***

*When we speak about the English language in general, we tend to ignore some important differences among several varieties of the language. British, American, Australian, etc. Some people argue that it is still the same language and whichever variant you speak you are sure to be understood by everybody. This is only partly true. It all depends on what we mean by understanding. When a person says that he is 18 years old*

*we all understand (whatever the language) that 18 years have passed since the day of his birth. But that is not all there is to understand. Some people will take it to mean that he has come of age. Others will treat him as a person who has the right to elect but cannot yet be elected. Still others will decide that he has not come of age yet. Again, If we use different languages to describe a girl dressed in white, all our listeners will visualize the color in the same way. But some will associate it with a festive occasion while others will take as a sign of mourning. Even "objective" figures mean different things to different people. When the weather forecast says 15C, people living in different countries will react differently; it will depend on where their country is situated.*

*Thus the real meaning of any utterance is made up of at least two components: the denotative meaning (common to everyone who can use a dictionary) and the huge "underwater" part that depends on cultural*

*traditions, the history of the people speaking the language, and many other extralinguistic factors usually referred to as "background knowledge." To comprehend the whole of this "iceberg" one must know both the language and the culture due to they are inseparable.*

*All the things may seem self-evident. But some teachers of English seem to forget about them when it comes to variants and varieties of the language. They say that Americans and Britishers can easily communicate with and understand each other; that there is no more difference between the two variants than among some dialects of Russian. This may be so, but the differences between British English and American English reflect important differences between two countries, two cultures so that you cannot divorce language and culture.*

*We should remember that the same words e.g., nation, aristocracy, nobility can have different*

*connotations and implications for British and Americans even if they denote the same things. The lexical differences reflect the historical and cultural differences between these two cultures. American English is based on a specifically American Psychology, the Weltanschauung of the American people, all the particular relations within American society, which is so different from British society.*

*In demonstrating the importance of studying American English, teachers often enumerate the countries in which it is used and give impressive figures as to the number of people speaking it as their first or second language. But that is not the important point. After all, two people can communicate in a foreign language to them both. So, if we wanted to communicate with Americans in a purely pragmatic way, it would be enough to teach "general English". There would be no reason to write new textbooks for our schools and universities based*

*on the American variant of the English language.*

### ***1.1.2.3 Understanding culture through language***

*But we want to find a common language with the United States, and this is possible only on the basis of natural understanding. It is not enough to know the meaning of some "American words". We must know what Americans feel when they pronounce these words, what associations and connotations they attach to them. We can never achieve this by studying British English. The British variant is necessary when we communicate with Britishers, but we should not look at Americans through the prism of British psychology and British history and apply British standards to American values, thus giving our students a false impression of America and Americans. If we want them to know what Americans are*

like, to get acquainted with the way the people of that great country live, think, and feel, to realize how interesting and rich its history is, we must teach them American English. "The long standing tradition of teaching English in the Soviet Union was based on the British variety of the language. That is why a group of faculty members from Nizhny Novgorod Institute of Foreign Languages, in collaboration with their american colleagues, are engaged in the American textbook project, the underlying philosophy of which is teaching culture through language. Three years ago they began to introduce American English into their schools, colleges, and institutes. To understand Americans better it is not enough to master their language, but through the language to understand their values, attitudes, and cultural patterns. This will help us become more sensitive to cultural differences and more accepting of them." <sup>(4)</sup>

<sup>(4)</sup> Gennady Ryabov and Olga Petrova. English Language Development. Institute of Foreign Languages, Nizhny Novgorod. 1989. pg. 722



## ***1.2 Characteristics of the Spoken Language***

*In order to train our learners, teachers must also keep the following characteristics of the Spoken Language:*

*(a) Redundancy. Whereas a good writing should be precise and should avoid repetition, this is hardly the case with spoken language, particularly the one which occurs when having normal conversation. Spoken language provides the chance of repetition, restating, and back-tracking. However, this can be both an advantage when the listener may have a second opportunity what it was said and it is repeated, but it becomes a disadvantage for the inexperienced learner who has to learn to sort out what is important from the excess clues he is provided with.*

*(b) Untidiness. Spontaneous conversation often contains*

*language structures that may not be, strictly speaking, grammatical. It is also untidy in the sense that it may contain unfinished utterances, pauses, and even moments of silence. If the language learner is not exposed to the first aspect of untidiness in his learning of English he may become unduly distracted by these "errors" which the competent speaker learns to either ignore or tolerate. The second aspect is probably an advantage to the listener because it gives him time to think and digest what he hears.*

*(c) Multinational. Communication is language. There are thousands of languages spoken around the world today. In fact, linguists say that there may be as many as 10,000.*

*There are at least two good reasons why English is multinational today. First of all, knowledge of the English language lets us communicate with people from other countries and cultures, modern communication technology is making the world smaller and smaller, and our contact with other people*

*increases every day, think of modern transportation, for example, airplane pilots need to know foreign languages, and so do tour guides, and of course the first foreign language that they are learning is English.*

*For sure English has become necessary in order to get a new job, to do your job well, to make friends, to travel, etc. Although there have been many technological advances in international communication, the "language problem" still exists. The need for a multinational language is not new, and actually the English language is being used everywhere in fact it is the most popular around the world.*

*In spite of the fact that English, French, Spanish, Russian, and Chinese are all official languages of the United Nations, English is the main language of diplomacy at the UN. It is also the language of international bussiness. English is now becoming the most important multinational language.*

*English is probably the most popular language for foreign study. In classrooms in over 200 countries around the world, students are learning to speak and read English. People are learning English no matter how. It seems to have become the passport to our modern society. About half the world's newspapers and 75 percent of the world's mail is in English. Many countries have special shortwave radio broadcasts in English, and some have one or more English-language newspapers. Most scientific books and magazines are printed first in English. Many occupations require a reading or speaking knowledge of the language, for example, airplane attendants and pilots working on international flights. Actually when buying a computer, you are accepting the challenge to learn it or not, either you want it or not.*

*English is also multinational because it has a large number of speakers and it is very flexible language. For this reason, foreign words easily find their way into English which has also borrowed many words from many other languages.*

### ***1.3 The interpersonal function***

*"The interpersonal function of language is reflected in the kind of social talk that we participate in throughout the day in conversational exchanges with family, friends, colleagues, etc. The ability to use language for social purposes begins early in the language experience of native speakers, and is not explicitly taught in formal classrooms situations. It is often limited to short exchanges with people one feels comfortable with, and the topic is determined by the immediate interests of the participants. In a second- or foreign-language situation, such a component may or may not be considered necessary. For example, it may be thought that learners need spoken-English skills only in specific occupational or study situations, since they use the local languages, not English, to establish and maintain social relations. On the other hand, the goal might be to equip learners with the full repertoire of language skills needed to function with confidence in any situation."*<sup>(5)</sup>

<sup>(5)</sup> Sara Thomas. *Teaching Spoken English*. London: Arnold. 1985. pg. 406

*This would need a carefully planned course to teach conversational skills, something that has become a key component of many EFL courses. The aim of such a course is to help the students learn in English the kind of sociolinguistic rules that they are so adept at in their native language. The activities lead to the development of social-relations skills and provide opportunities for practicing common social exchanges such as greetings, leave taking, introductions, complaints, congratulations, etc. Students learn the common exponents for these functions and the rules for their use in both formal and informal situations; then they practice the expressions in conversational situations in which control is reduced by stages.*

### ***1.3.1 Learners drive in Second Language Acquisition***

*"It is often assumed that motivational aspects of the second-language acquisition process are immutable phenomena, either conferred benefits or irksome*

*constraints for the teacher. The general belief seems to be that students either enter the learning process or they do not, and that the consequences of this lottery have to be accepted and accomodated."*<sup>(6)</sup>

*The purpose of this is to aim at teachers of General English working with students at all post-primary levels, I want to suggest that learner motivation is actually in a constant state of flux brought about by a concatenation of developmental, personality, and attitudinal factors. This point alone means that the area is one of limitless richness and complexity. However, although motivation is a deeply personal impulse, it is possible to identify levels of motivation under which individualistic factors are largely subsumed.*

<sup>(6)</sup> Christopher, F. G. Educational Psychology. New York: Holt, Rinehart and Winston. 1992. pg. 31

*This is fortunate in that it enables us to discuss an essentially subjective topic in more general terms of course, and so identify ways in which pedagogic planning can take aspects of learner motivation into account.*

*The main levels of motivation are readily identifiable. These are displayed below with their various definitions and drives. Needless to say, the levels are in constant parallel interaction.*

### **\*LEVELS OF MOTIVATION**

#### **HOLISTIC**

*Definition: the individual as organism*

*seeking to realise its fullest potentialities: physical, emotional, mental, and spiritual.*

*Drive: Egocentric.*

\* Christopher, F. G. Educational Psychology. New York: Holt, Rinehart and Winston. 1992



**\*CULTURAL-LINGUISTIC**

*Definition: the individual as user of non-native languages in relation to others within and across cultures.*

*Drives: Instrumental and Integrative.*

**\*COGNITIVE-LINGUISTIC**

*Definition: the individual in formal language-learning situations.*

*Drives: Security and progress.*

*Involvement in the learning programme.*

*Cognitive engagement.*

*Incentive to sustain impetus.*

*Perception of language unity.*

\* Christopher, F. G. Educational Psychology. New York: Holt, Rinehart and Winston. 1992. pg. 86

### ***1.3.1.1 Holism: the whole-student approach***

*Abraham Maslow's pionering work (1954) in presenting a unified hierarchy of individual needs that naturally motivate human behaviour was influential in Western education systems in the 1960s and early 1970s. Maslow's hierarchy is constructed on the essentially Western notion that maximal ego-centred development is the goal of every individual. The hierarchy represents the individual's progress in meeting needs and wants that range from the purely physiological to the highly creative, from survival to self-actualisation.*

*This explicit description of what is entailed in the process of becoming whole has helped teachers to perceive learners as constantly striving individuals, since at each level of attainment a new need is created, defined, and potentially limited to some extent by the degree of success*

*achieved at the previous level. The developing and enquiring individual, then, is constantly in a state of what might be termed necessary and beneficial disequilibrium.*

***"I believe that the concept of learner disequilibrium has profound implications for teacher behaviour; these are elaborated as the discussion develops."*** <sup>(7)</sup>

*Maslow's work, however, is of limited direct relevance to the language teacher; he makes no reference to the position a second language might occupy on the hierarchy of needs. Despite this we can guess with some confidence that the position is likely to depend heavily on the cultural and occupational context in which the individual finds himself. Maslow does, however, provide an important global, if semi-deterministic, view of the individual as a striving organism, a view that may help*

<sup>(7)</sup> Christopher, F. G. Educational Psychology. New York: Holt, Rinehart and Winston. 1992. pg 298

*the teacher to be more aware of the student in whole-person terms rather than simply in his or her studial capacity.*

### ***1.3.1.2 The cultural-linguistic Dimension***

*At the level of the individual within and across cultures, the motivation to learn a foreign or a second language has tended to be stated in dichotomous, either or terms; that is, a learner is driven by either instrumental or integrative motivation. Instrumental motivation is engendered and sustained by extrinsic forces such as job getting, promotion enhancement, or passing examinations, while the integrative type is generated intrinsically by positive perceptions of the target-language culture and its*

people. Therefore, integrative motivation provides the strongest, deepest, and most lasting drive to learn the target language. Perhaps the most important feature to note about learners motivated by instrumental ends is that they take a dangerously short-term view of learning, resulting in fossilization of key aspects of the target-language system and their communicative use. Apparently people acquire as much of a language as they really want, but only that much.

It is, nevertheless, surprising that the categories of instrumental and integrative motivation have been accepted as canons of linguistic law, since this dichotomy, like any other dichotomy, may be a useful contrasting device but can hardly hope to account accurately for the actual operations of such multifaceted, elusive quality as motivation. Gardner's research data originated from the bilingual situation in Montreal, and the close proximity nature of this environment may have produced too strong

*an emphasis on integrative motivation for wider applicability. It is important to support the notion that the integrative variety has little relevance other than to close-proximity environments.*

*In fact, the social context in which the second-language learning takes place may well be a powerful constraint on the development of that language, in that the context provides the parameters of intranational identity and solidarity. It is clear, Hong Kong as an example, that close-proximity bilingual environments do not necessarily engender integrationist tendencies. It is quite useful to present a convincing case for regarding Hong Kong as essentially separatist in sociocultural terms, while these findings point out an important linguistic consequence of this duality, that is, Hong Kong people's negative perceptions of other local people who speak English in situations where the use of Chinese would be natural.*

*The strongest strain of integrative motivation\_\_drawing closer to or actually integrating into the target-language culture\_\_seems, then, to be generally untenable. It is certainly difficult to conceive of a degree of own-culture alienation so great, or target-culture attraction so overwhelming, that an individual would wish to disown his own context of development completely, although some isolated instances of this do, of course, exist.*

*For the teacher this realization is a crucial breakthrough because it promises a way in which positive attitudinal and instrumental drives might be linked to achieve optimal learning through combining extrinsic and intrinsic elements of motivation. This way it might be possible to take the learner from limited perceive target-language needs to a positive desire to learn more about the culture through its language and so continually progress in the acquisition of the target language. This is*

*not to say that the learner is likely to become integrationist in any strong sense, but low affective drive and the resulting high level of fossilisation might be prevented.*

*It is suggested, then, that integrative motivation might be best redefined as a force potential in any environment conducive to second-language acquisition, while acknowledging that it could equally well be viewed in universal, non-linguistic terms as the drive for acceptance and security to bring a sense of belonging to a particular community.*

### ***1.3.1.3 The Cognitive-Academic Dimension***

*The term cognitive-academic is used in order to refer to the level of the individual in formal learning*



*situations. Naturally, this is the level at which teachers are worried about. Thus, all English teachers should develop the proper strategies to encourage students all the time. This means teachers must be actively teaching so that his strategies can generate more dynamic language-learning situations.*

### ***1.3.1.4 Security and progress***

*The principal point relates to the need for the teacher to create a low-anxiety atmosphere in the classroom and, at the same time, provide learners with a sense of making progress within the learning programme. This is of particular importance for learners with potentially inhibiting sociocultural backgrounds or personality types. Although there is little direct action that the teacher can take to influence these factors. Pickers (1978) offers a description of the ideal background of a*

*second-language learner, some features of which are: secure but nonrestrictive early rearing, no binding identification with a particular socioeconomic class, and no confining membership of an exclusive, monodialectal regional grouping. The good language learner, then, is open-minded and accepts cultural and linguistic variation with good grace and humour.*

*Krashen (1981) has absorbed the basic personality types of introvert and extrovert into his model of second-language acquisition, claiming that extroverts are more likely, because of their lack of inhibition, to communicate more effectively in the early stages of the second-language programme than their self-repressing introverted classmates.*

*More importantly, perhaps, Krashen has also emphasized the need to allow for a relatively silent,*

*receptive period early in the second-language acquisition process. Part of the reason for this is to lower the affective barrier erected by many learners when presented with a form of learning that threatens individual identity. Allowing for an appropriate lag between reception and production of language has become one of the bedrock principles of communicative approaches to language teaching and, in the sense that this has reduced the use of audiolingual techniques demanding immediate oral responses, has proved to be reasonably successful in dismantling affective barriers.*

*However, comprehensible input from the teacher and reception-based work for the student does not provide enough momentum to keep the learner optimally motivated. Output, and consequent feedback, are the means by which a learner becomes acquainted with his level of success. Successful learning experiences will tend to engender the desire for more success.*

*The problem is that in large teacher-centred class, students have little opportunity to deliver enough output to be judged fairly or receive constructive feedback to enhance feelings of security and success. Teachers, then, need to build approaches into the programmes that do allow for substantial and significant output without threatening the learner with early and forced public production. Project and theme work, and activities utilising interactive techniques including the interactive noticeboard, intra- and inter-school English Days and visits, and the electronic mail system are clearly most likely to facilitate this. Swain (1990) describes the need for the teacher to "plan for opportunities for sustained language use by students where they are motivated to express faithfully and precisely their thought, and are provided with useful and consistent feedback."* <sup>(8)</sup>

(8) Christopher, F. G. *Educational Psychology*. New York: Holt, Rinehart and Winston. 1992, pg. 553

*Comprehensible input from the teacher is of little use if students, through lack of language practice and use, are able only to produce virtually incomprehensible output, or at least language so marked by gross error that it has little international viability. Substantial practice and feedback is not only to sustain motivation, but also to prevent fossilization of erroneous target-language forms. The fossilization potential of strongly communicative language-learning programmes has long been recognised.*

*For sure a certain level of grammatical competence must be reached before strategic, communicative, and discourse competencies are able to play their vitally important roles in language use----that what can be said determines what can be meant. More recently, Majors (1989) linked the effects of fossilised language to studies investigating perceptions of the relative gravity of errors and concluded:*

*"There is a significant difference between a listener who merely understood the [ inaccurately formulated ] message and was unaffected, one that understood but was annoyed in the process, and one who understood and was sympathetic. In all three situations the basic message may be the same, but the total meaning and impact are different."* <sup>9)</sup>

*Providing opportunities for increased practice could be facilitated by the use of self-directed (self-access) learning materials, particularly for listening, reading, and writing. After all, the ultimate of self-access systems is maximum individualisation of learning. This personalisation of the learning process must enhance motivation, provided regular review sessions with teachers and peers are built into the programme to maintain internal dynamism and counterbalance the social isolation inherent in self-access systems.*

<sup>9)</sup> Christopher, F. G. *Educational Psychology*. New York: Holt, Rinehart and Winston. 1992. pg. 394

*For speaking, "I would advocate regular recording, promptly followed by monitoring (with the teacher) of speech samples for the learner to detect progress and repair problems affectively."<sup>(10)</sup>*

### ***1.3.2 The art of conversation and the SL learner***

*Teaching intermediate or advanced students of EFL conversational English is difficult and almost impossible because it involves far more than a broad knowledge of the language. The need for using the spoken language is always present in the teaching-learning process of EFL. Our students demand activities that will ensure*

<sup>(10)</sup> Christopher, F. G. Educational Psychology. New York: Holt, Rinehart and Winston. 1992. pg. 387

*the development of conversational skills, and teachers must be able to develop conversational competence in the target language, which is as important for the student as is grammatical competence.*

*One way is to rely on the learners' knowledge of conversing in their mother tongue; they are used to interact and exchange information in their L1; they know how to negotiate meaning and action in communicating with others. But there are cross-cultural differences between L1 and L2 that render the activity of conversing in the other, and there are norms and conventions that must be identified in one and in the other if we are to consider a speech event as conversation and not merely as talk.*

*But telling someone how to open and close a conversation is not enough. We have seen---more than once---that if a student is given a flow diagram to convert*



*into a dialogue or a piece of conversation, he or she will follow the instructions given but the result will not qualify as a conversational event nor it will lead to one, because of the artificiality of the language chosen and because the student does not consider the face-to-face interaction with all that that implies.*

*However, teachers must believe that the problem of developing conversational competence has a solution if we take into account the following assumptions:*

*(1) Conversation has a specific structure that is different from that of other forms of oral speech, such as interviews, talks, debates, lectures, and so on, and therefore should not be studied and developed in the same way.*

*(2) We should speak of stimulating students or participants to converse rather than giving them*

*ready-made formulas.*

*(3) We should emphasize the interactional encounter, which is the centre of the conversational process, and stimulates the negotiation between the participants on the basis of chains of utterances rather than chain of sentences.*

**"To define conversation we should start by saying that it is an activity at the upper end of the cline or continuum of oral language—the lower end being formal oral discourses, and the upper end free and spontaneous speech. It is an unplanned activity of which the main characteristic is spontaneity; unpredictability is frequently observed, and a sense of involvement of both speaker and listener is present."** <sup>(10)</sup>

<sup>(10)</sup> David Caterick, *The dramatic game and the conversational act*. China: University of Dongying. 1993. pg. 214

### ***1.3.2.1 The criteria governing the design of materials***

*Before beginning to design the conversation curriculum, It is necessary to list the criteria governing the choice of materials. It was concluded that the materials had to:*

- \* have a theme that would (a) be accessible to the students and capture their imaginations, and (b) act as a springboard for discussions of broader, related issues; and*
- \* meet the demand for an "active" class.*

### ***1.3.2.2 Types of material and their use***

*These materials can be grouped into three broad categories: textual, conceptual, and audiovisual.*

*a) Textual. As the name suggests, material in this*

category centres around a text. Newspapers and magazines are an ideal hunting ground. Usually a text needs to be adapted or edited for use in the classroom, but it is always a good idea when editing to leave intact useful new words for vocabulary work. This means the students get more from the text than just content matter. A text had to be short---ideally not more than 500 words---and contain an easily discernible theme, information that would retain its "currentness" for as long as possible, and vocabulary compatible with the linguistic level of the students.

**b) Conceptual.** Conceptual materials use an idea or concept as a stimulus for conversation. The advantage of such materials is that it is not necessary to duplicate them and so they are ready for use at any time because they deal with something as abstract as a concept. Conceptual material tends to have the following characteristics:

*\* a certain "unrealness" arising from the fact that much concept-based materials deals with faraway or imaginary countries and imaginary situations; and*

*\* they are problem-solving or task-oriented.*

*This type of material is definitely the most imaginative of the three and is useful for underscoring the relationship between imagination and language. For students schooled in everyday "real" language, this use of imagination should prove particularly useful.*

*c) Audiovisual. Audiovisual material takes advantage of Chinese students' keen interest in Western pop music. Pop music is no stranger to the EFL classroom, yet, even with more advanced students, its use seems generally restricted to allowing students to sing along to a song by Karen Carpenter, and so on. Pop music has far greater potential for language teaching, provided that the songs are carefully chosen. The criteria teachers should use for choosing songs must be as*

*follows:*

*\* The song should have a "message"; if students were asked , What is the song about?" they should be able to give an answer without pause for thought.*

*\* The words, or lyrics, of the song should either be so clear that the song can be closed as a cloze exercise or be clear enough that the students can understand at least certain parts.*

*\* The style of music should be to the students' taste, taking into account social and cultural norms and values.*

*The poetic character of many pop songs invests them an intensity of emotion. Be it a young man questioning the meaning of life or a young woman talking about her marriage fears, the students will respond with a*

*depth of feeling that is an integral part of free and spontaneous language.*

*Conversation classes have been a misnomer for too long. Let's try to make the conversation class a powerhouse for developing the skills associated with the art of true conversation.*

### ***1.3.3 Promoting acquisition in the conversation class***

*"Indeed. It isn't just that we accumulate facts; we also accumulate memory of what we have been doing in speaking the language. Foreign-language teachers are dealing with people who do not have a community speaking that language within which to interact intensively."<sup>(12)</sup>*

<sup>(12)</sup> David Caterick, The dramatic game and the conversational act, China: University of Dongying, 1993.

*Krashen says teachers can have an acquisition-rich environment in the classroom if they have a type of teaching where students are using the language in the classroom, but this is something that students have been doing with the direct method since the end of the nineteenth century.*

*The important thing in using the spoken language is that we are enabling the learner to build up a performance memory; and what it is being emphasized at the moment, in contrast to Krashen, is that we need better language knowledge and language control, that when learners are speaking a foreign language they are using a mental representation that they have built up and so it would be better for this to be as accurate as possible.*

*The conclusion Swain (1985) drew from her results was that although comprehensible input is essential for*



*language learning, it is not the only thing students need. She argued that the importance of language output should also be recognized. Output, that is productive-oral language use, has two main learning functions that comprehensible input cannot fulfill:*

*a. It is possible to comprehend a message (input) without its grammatical analysis simply by knowing the meaning of the words, whereas producing language output requires explicit knowledge of linguistic rules. Thus, output forces the learner to pay conscious attention to the form of the messages.*

*b. Output is also necessary for the learner to test hypothesis about the target language as well as to receive corrective feedback about some incorrectly learned or overgeneralized language forms. In other words, one must speak to be able to try various means of expression, to see how they work, and to find out where the problem is if*

*they fail to work.*

*Efficient oral language production (output), should involve more than uncontrolled student talk. She argues that learners quickly establish ways of communicating their messages even though these ways may not be the most appropriate or elaborate ones. Once that has happened, there is no communicative urge for them to further polish their speech. Therefore, in order for students to improve, they should be "pushed" to use alternative means or techniques to express their messages more appropriately or precisely. Thus, "being pushed in output is desirable, and it involves some pressure on the student to analyse further the grammar and usage of the target language, and to produce oral language that is a bit beyond their current level of competence."* <sup>(12)</sup>

<sup>(12)</sup> Krashen, S. D. The Input Hypothesis: Issues and Applications. London: Logman. 1985. pg. 89

*One of the most dramatic occurrences in second-language teaching in recent years has been the claim that comprehension is primary to the language-acquisition process. The theoretical basis for what has become known as the comprehension approach is most clearly spelled out in the Input Hypothesis (Krashen 1982), which in its strong form states that listening to "comprehensible input" is the single causal factor in second-language acquisition, and that participating in conversation has no direct influence on students' acquisition of the target language. A practical consequence of this view is that students' oral participation need not be an essential feature of language-class activities.*

### ***1.3.3.1 A shift toward speaking***

*But as it has happened before in second-language teaching, the informed consensus on the issue of speaking versus listening now*

*appears to be shifting back to a less extreme position. There is a growing recognition that students' oral output may also be instrumental in their acquisition of the new language. (Terrel 1986) cites four reasons why it is important for beginners and intermediate learners to speak as well as hear the new language:*

*(1) By speaking to others, learners will provoke their conversation partners to generate the input they need for acquisition to take place.*

*(2) By attempting to keep up their end of the conversation with a more fluent partner, learners provide the data necessary for their partner to gauge the appropriate input level. This enables partners to make their input comprehensible to the learner.*

*(3) Conversation permits learners to test hypothesis they have formulated about how the*

*language is put together and receive feedback on the succes of their attempts.*

*(4) Speaking with natives or fluent nonnatives allows learners to match up their own output with that of the others, thus helping them to form a realistic picture of their own developing communication skills.*

*It is increasingly apparent that both conversational interaction and comprehensible input are causative variables in second-language acquisition, and that real fluency depends as much on the former as on the latter. Serious language learners, unaffected by theoretical debate, seem to understand this intuitively, seeking out every opportunity they can, both in class and out, to provoke conversation with fluent speakers of the target language.*

## ***Chapter II***

### ***PROBLEMS IN ORAL PRODUCTION***

## ***2.1 Some special speaking problems***

### ***2.1.1. The physical setting***

*Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.*

*Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.*

*Unclear sounds resulting from poor quality equipment can interfere with the listener's comprehension.*

*Regarding the physical setup, unfortunately not all classrooms are created equal. If the classroom furniture*

*can be moved around to form small groups of tables and chairs, the setup is of course ideal. In this way, a separate area can be established for the Speaking center. If the classroom does not permit flexibility, a little ingenuity may be required. In a classroom where there are long benches bolted to the floor, like ours, a corner section is best allocated for the Center, If every available seat is occupied, perhaps an area could be set up near the teacher's desk so that class activities can go on undisturbed. If all else fails for lack of space, the teacher's desk could be used, as the teacher will be circulating among the class- activity groups anyway. The most important thing is to find a spot, and remember that where there's a will there's a way.*

### ***2.1.1.1 Positive benefits***

*EFL students genuinely seem to appreciate the availability of this kind of physical setting. The*



*most advanced students are the ones who have soared ahead, since they are the first to finish general class activities, and are thus able to spend the most time in the speaking center. They have benefited from not being idle or bored after completing class tasks. The teacher benefits too, from the assurance that everybody is engaged in English-language activities.*

*The brighter students, however, are not the only ones who have benefited from the Speaking center. A marked improvement is apparent in the linguistically less advantaged pupils as a result of having more teacher time, otherwise not available to them in such tremendously large classes. More encouraging still is the fact that these students often put forward enough extra effort to get through with the compulsory activities more quickly in order to go and speak about something with a classmate.*

*Since group work fosters cooperative activity, the words get around about what is new and exciting in the Speaking center(SC). The SC frees students with a <sup>a</sup> ~~weaker~~ language base from the anxiety of possible failure, simply because at the SC there is nothing to fail. It recaptures their interest in English and renews their confidence in themselves as capable language acquirers.*

*"The enthusiasm with which the students have become involved in the Speaking Center can only be matched by their improvement and interest in speaking English as a means of communication and not just as an academic or occupational necessity."*

(14)

### ***2.1.2 The shy speaker***

*A constant problem for teachers is the task of getting students to speak English in class especially when*

<sup>249</sup> Chaudron, C. Foreign talk in the classroom. China: East China Press. 1983. pg. 89.

*they are asked to make questions. This is caused mainly by the lack of confidence in their own ability to speak correctly and partly by an inability to create new speeches.*

*Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to speaking because language is used to express its culture.*

*Both psychological and physical factors may have a negative effect on perception and interpretation of speaking material. It is tiring for these students to concentrate on speaking unfamiliar sounds, words, and sentences for long periods.*

*Teachers of Speaking in the secondary school should recognize that they are dealing with pupils who are*

*developing, searching, probing, and grappling with the demands, joys, and thrills of adolescence; hence, the pupils' speeches should reflect all these demands, joys, and thrills. Why expect pupils to reflect in their compositions some flat dimension of life when their whole world seems to be a series of incongruous contradictions? Pupils should reflect in their efforts a part of themselves, and that part need not always be holistically and completely formed.*

*However, the speech must be able to convey its thoughts, to communicate. A pupil must be taught to develop a sense of dialoguing not only with himself, but also with an audience external to the page. Such a dialogue must be prevalent in composition books because then only the shy speaker can feel that what is being spoken is himself talking to a listener, not because he is compelled to but because he himself (speaker) wants to communicate with his listener.*

*This attitude of "I am talking to you" is a crucial issue towards a more genuine approach to spoken language. With this philosophy to support the act of speaking, shy speakers will be able to develop a sense of commitment to the spoken word, a sense of commitment to language, and hence a sense of appreciation of the English Language.*

### ***2.1.3 The frustrated speaker***

*In ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. When making redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, re-elaborations, tautologies, and apparently meaningless additions such as I mean or you know. This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on*

*the students' level, when occurring this the speaker feels most of the time frustrated as if he/she could not speak at all. It may make it more difficult for beginners to master what the speaker wants to say.*

*Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to speak with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. "Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to speak as they would like to."* <sup>(14)</sup>

(14) Gardner, R.C. Attitudes and motivation. Oxford: Oxford University press. 1979. pg. 221

*Frustration appears then, thus the speaker wants to find the fast solution to his/her problem. In spite of the fact that patience is all what they need, sometimes most of them quit learning English, and of course everything about it finishes for this speaker.*

#### ***2.1.4 The unmotivated class***

*The notions of motivation, relevance, authenticity, and communication are all interconnected and present everyday problems for the EFL teacher to solve.*

*"What can I do now ?" This is the question that we, as English teachers, always ask ourselves. It is the wish of every English teacher to succeed in creating in their students a positive attitude towards the language; and the achievement of this goal will very much depend on our ability to motivate students in our classes.*

*It is usually the case that learners of a foreign language, especially false beginners tend to underrate themselves. They think that they know less than what they really know. Also, the students are not aware of the presence and importance of the English language, especially in countries like Spain, in which English has no special standing; and they consider English as just one more theoretical subject to be studied, with no recognition of its practical use as an international language.*

*The importance placed on interaction in language comprehension and second language acquisition has activated a need for research comparing interactive vs. non-interactive classroom learners. In order to cope with academic texts that are difficult in both content and language, students from high schools need a good level of English-language proficiency, especially in speaking-strategy skills. To help them meet this requirement, the EFL teacher is constantly searching through books and*



*periodical for relevant material. The result is often a collection of tedious unrelated material that bores teachers and students alike.*

*"As in all other fields, the key to success in foreign-language learning is motivation. Since EFL is only indirectly related to the student's career objectives, its content relevancy must be clearly established in their minds."* <sup>(15)</sup>

### ***2.1.5 The not well trained teacher.***

*It would not be only difficult but counterproductive to generalise from the diverse and often contradictory comments made by students about good and bad teachers. In fact, the diversity of opinions as to what constitutes effective teaching confirms an assumption*

(15) Bailey, K. Language learning experience. Rowley, Mass: Newbury House 1981. pg. 460

*made here: that there is no formula for good teaching, that very different people make good teachers for very different reasons.*

*"No matter how concerned teachers may be with the immediate practicalities of the classroom, their techniques are based on some principle or other which is accountable to theory...*

*We have the responsibility of representing teaching as a challenging intellectual enterprise... If ... adherence to formulae is unnatural, stultifying, and an enemy of incentive, in teaching as in any other human activity, then an over-emphasis on technique in teacher training, without indicating its link with theory, will be ultimately self-defeating."* <sup>(16)</sup>

(16) Stevens, P. New orientations in the teaching of English. Oxford: Oxford University Press. 1977. pg. 159

*Teachers who feel or are not well trained and under pressure often look to the experts to provide solutions; the expert becomes a guru or magician who can solve their problems for them with a magic formula. If only they could learn their secret, all their problems would disappear and the students, like obedient broomsticks in the hands of the sorcerer's apprentice, would do exactly as these teachers told them.*

*There is no recipes for success, and equally there are no secret formulae. If there is some magic involved in successful teaching, a not well trained teacher should set about learning the practical principles behind the magic, like a child with a box of tricks and a set of instructions, but above all they must learn to create their own personal magic, a magic of a more ordinary kind. A trick is special; it works on one occasion. They cannot go on repeating the same trick with the same audience.*

*The problem stems from the way in which pupils conceive of this teacher---"the red-ink-pen-marker." We need to analyze the speaker's point of view of the person who is going to assess his speech. Does the pupil hand in a piece of work for the prime reason that it needs or warrants assessment? Does the speaker have any zest to submit a piece of work, knowing that it will be shredded by the dictates of grammatical and spelling rules? Do this kind of teachers who are going to assess have a concept of universally true and acceptable standard of English that can float tightly bound in its transparent bubble? Does the pupil feel inadequate in relation to the demands made by the all knowing English professional? All these factors are too often the reality of many South American classrooms. The contention is that how the teacher conceives of his role in the classroom and how he presents himself to his pupils are all important factors in the quality of the works the pupils produce. Each child should be recognized as a unique and individual person*

*whose particular interpretation of the world is worthy of being recorded, retold, expressed, and respected.*

*In the light of what has been said, teaching should not be equated with, nor limited to, carrying out the directions in the teacher's book. However, the aim is not to show the discrepancies in ELT staff employment. It is true that lack of proper pre-service training remains a major impediment to these kind of teachers for a considerable part of their career. Yet, my argument is that even a properly trained teacher who has completed several courses on various sides of ELT and has ---even if for only a few hours---actually taught real students as part of the training programme, will face intense difficulty in becoming a real teacher. The laboratory conditions of the pre-service training, where everything is prearranged for the convenience of the student-teacher and where he/she teaches at most a few isolated units in a book, are not*

*adequate preparation; they do not prepare him/her for the hardships of actually becoming the teacher of a class, or rather classes, especially during the first weeks, with the additional responsibilities of the related paperwork and exam preparation, as well as the assessment of student's papers. There is no longer a trainer who will comment on the work done. The new teacher has not developed the skill of self-evaluation; he/she does not know if she is doing the right thing, or is completely on the wrong side. He/she could, of course, ask for help from colleagues, but avoids doing so for two reasons: for one thing, he/she is now "qualified" and does not want to be considered "incompetent"; also, his/her colleagues all seem too busy to help.*

*But help is needed, immensely so. It may come, in the form of in-service training programmes, but too late, and too general. Something else is needed: help from colleagues who have done it before, who understand the*

*anxiety, the "what if" worries of this individual teacher.*

*Learning is a continual process, and teaching, of course, is also a continual process of learning. One can never be a perfect teacher. No diploma or certificate is the final proof of one's eternal competence in teaching. Young or old, experienced or novice, a teacher needs to improve him/herself continuously if he/she does not want to become dated and fade away. All teachers, regardless of their age and experience, should be subjected to continual evaluation and training, but more focus is needed for the inexperienced teachers. A newly appointed teacher might be talented and enthusiastic about her job, but he/she still needs considerable guidance through the initial period of his/her career. He/She needs individual help for individual needs. The best assistance for such teachers will come from their colleagues, who will also benefit from the experience, as they will be in contact with fresh enthusiasm that has recently been trained in a*

*school and exposed to new trends and approaches in the profession.*

*New graduates in many disciplines find themselves in the same universal predicament: people will not employ them because they are inexperienced, and to get experience, they first have to find a job. English language teaching seems to be one of the few areas where experience is not an emphasised prerequisite, as there is a high demand on the profession. In some cases even adequate certification is not a requirement if the job seeker is a native speaker.*

*Indeed, there is no consensus today as to who is qualified to teach English to speakers of other languages. Native speakers with no background academic or experiential are usually preferred over nonnatives with proper training and years of experience in the profession.*



*Being a native speaker is generally taken to be synonymous with being able to teach English.*

*Among nonnative speakers there is a similar case: anybody who has been exposed to the English language long enough to attain a relatively good command of the language is usually deemed qualified to teach it. Especially if that person has studied English language and Literature at the undergraduate level, he/she is considered highly qualified in ELT, regardless of wheather he/she has had training in teaching or not. "Those who know can teach" seems to be the current motto in English-language teacher employment, and will remain so until the ELT market worldwide is satured with teachers.*

### ***2.1.5.1 Inadequate preparation***

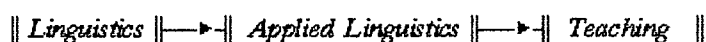
*Whether native speaker or not, most of these teachers are thrown into the classroom without proper*

*training. At best, they have short training courses that are far from adequate to prepare them for actual teaching situations.*

*When an English teacher has this problem, he can find some big problems and pressures because they advocate communicative objectives. Certain objections may be raised openly, while others may remain unexpressed. Discipline is perhaps the most frequent concern. In a class of 40-odd teenagers, teacher-centered instruction is safer than learner-centered activities. Again, if the English spoken by the teacher is defective, he will usually—though without necessarily admitting it—be self conscious and nervous about it. The not well trained teachers naturally regard the written word as safer than the spoken.*

*Teachers should be made aware of the role that they have to play in the teaching operation as a whole.*

*The majority of the teachers relate to applied linguistics as subordinate recipients. They take it for granted that it is the responsibility of the linguist, as a theoretician, and the applied linguist, as a mediator, to find solutions for classroom problems and discover new ways of approaching various practical issues. Such a view yields the following picture:*



*According to this view, the relationship between the three fields is uni-directional, with teaching at the receptive and passive end. This top-down relationship keeps the teacher's role within the confines of the classroom and restricts his/her responsibility to carrying out the commands in the teacher's book, and of course this means he/she is not ready for the future or actual*

*approaches.*

*While a not well trained teacher thinks that things will never change, important changes have been introduced at the theoretical level. This is a real problem due to communicative language teaching, for instance, is usually presented as a reaction against former approaches and as a reinforcement and justification for new teaching procedures. We can see that schools are still full of grammar-oriented teachers who refuse to embrace the new trend. These are some of the reasons for a not well trained teachers' reluctance to conform to the change:*

- 1. Some of the not well trained teachers reject the new trend only because it is new. As in other domains, traditionalists refuse to change the status quo.*

- 2. Some teachers think that the new approach has introduced an element of disorganization into the*

*materials. In their opinion the merit of structural materials is that they are based on sound criteria of selection and grading.*

*3. Another category of teachers simply feel more secure with the presentation drilling techniques that they have been manipulating for years.*

*4. Others fail to understand the purpose of the new strategies adopted in the new techniques.*

*5. This kind of teachers are the ones who, out of a sense of duty, will carry out the instructions in the teacher's book to the letter, despite their failure to understand the underlying theoretical assumptions of the tasks they are asked to perform.*

*When there is a not well trained teacher, students do not learn what these teachers teach. In*

*communicatively oriented classrooms especially, they can neither control nor know all the language that is being produced in pair work for example. It would be not only difficult but counterproductive to generalise from the diverse and often contradictory comments made by students about well and not well trained teachers. In fact the diversity of opinions as to what constitutes effective teaching confirms an assumption made in this chapter. After all teachers at work for many years suggest that both introverts and extroverts, soft spoken and outspoken people, theatrical and non-theatrical, well and not well trained types can all hold the attention of a class and make learning enjoyable and effective.*

### ***Chapter III***

## ***SPECIFIC PROBLEMS IN ORAL PRODUCTION AT INTISANA HIGH SCHOOL***

*For the following investigation we have considered to mention two of the most frequent problems caused by the interference of their mother tongue, and by the lack of the conversational competence. A set of questions was given to the students based on the selection "Artistry in glass" whose results were analyzed accurately and gave the chance to decide the mispronounced words.*

### ***3.1 Mother tongue interference***

#### ***3.1.1 Pronunciation***

*In this research, we have worked with 45 students belonging to 7th., 8th., and 9th. grades at Intisana High School. For demonstrating how pronunciation of the Spanish language interferes in speaking English, first of all, the topic "Artistry in Glass" was written on the board, a chart containing pictures and some text was also displayed, (see annex), a set of copies of this article taken from the book "Treasures from the earth" (pages 2-7) was read by the students (one at a time). Then, the students*



*were given these activities:*

*\* They imagined that a scientist was visiting from a distant planet. He wanted to know how Earthlings (a character in this story) used the rocks and minerals of our planet. They worked in small groups and listed all the uses they could think of with examples.*

*\* They were given enough time to skim "Artistry in Glass" and asked what more they wanted to know about how people use the earth's resources. They were encouraged to say two questions that they hoped to find answers to as they read this selection.*

*\* Finally, these questions were given to them orally:*

- 1. What are some ways that people use resources found in the earth ?*
- 2. Which of the earth's resources are used to make glass ?*
- 3. How can a beautiful piece of glass possibly come from common sand ?*

*\* At this point, they were given a set of copies to read this selection again in order to discover the answer to the questions.*

*\* The following questions were used to guide discussions of this selection.*

- 1. What are the steps mentioned in the process of making glass by hand ?*
- 2. What does the school mean when it says that "The arts are an integral part of the curriculum and the environment at the Prairie School" ?*
- 3. Is it a factor or an opinion that "money isn't the reason students are fascinated with the art of glass blowing" ? How do you know" ?*
- 4. What is the most important idea you get from reading this article ?*
- 5. Would you like to create glass art ? Describe what you would like or dislike about working with glass ?*
- 6. Would you like to attend a school like Praire ? Explain your answer.*

*The objective of these questions was just to see if the students had interference in the pronunciation of English because of the similarities with the spelling of some of their mother-tongue words. The most common words that these students pronounced wrongly in their answers were:*

**Mispronounced words**

1. *the*
2. *fabric*
3. *talk*
4. *thank*
5. *this*
6. *these*
7. *shaped*
8. *built*
9. *construction*
10. *question*
11. *interesting*
12. *minerals*
13. *important*
14. *architecture*
15. *long*
16. *collars*
17. *of*
18. *cause*
19. *helped*
20. *author*

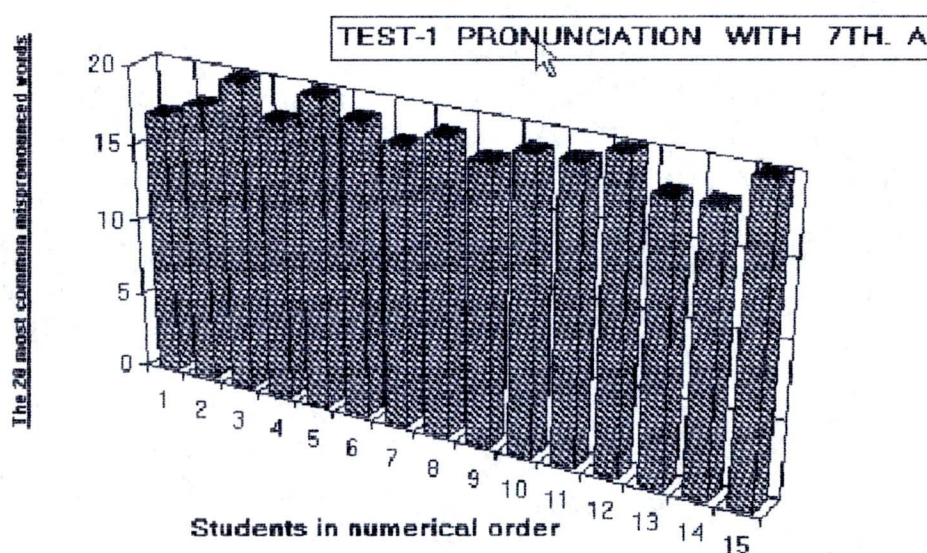
*Table N.- 1*  
**INTISANA HIGH SCHOOL**  
**7TH. A TEST-1 PRONUNCIATION**

<i>Mispronounced words</i>	<i>f</i>	<i>%</i>
1. <i>the</i>	14	4.98
2. <i>fabric</i>	14	4.98
3. <i>talk</i>	14	4.98
4. <i>thank</i>	13	4.62
5. <i>this</i>	13	4.62
6. <i>these</i>	14	4.98
7. <i>shaped</i>	13	4.62
8. <i>built</i>	15	5.33
9. <i>construction</i>	15	5.33
10. <i>question</i>	14	4.98
11. <i>interesting</i>	15	5.33
12. <i>minerals</i>	15	5.33
13. <i>important</i>	14	4.98
14. <i>architecture</i>	13	4.62
15. <i>long</i>	14	4.98
16. <i>collars</i>	14	4.98
17. <i>of</i>	13	4.62
18. <i>cause</i>	14	4.98
19. <i>helped</i>	15	5.33
20. <i>author</i>	15	5.33
<b>TOTAL</b>	<b>281</b>	<b>100.00</b>

*The data on Table N.1 shows the 20 most common mispronounced words, their frequency and the percentage that these mistakes represent. For getting this information fifteen students were taken in a random way and given a*

number just to protect their identities from 7th. Grade A. This table means for example that these students mispronounced word N.- 1, and so on according to this test on pronunciation.

**Graphic N.-1**



The Graphic N.-1 shows clearly how most of the students from 7th. Grade A. really had problems when they pronounced English words as if they were Spanish words because of their similarities in spelling with the

*target words especially with the words listed priorly.*

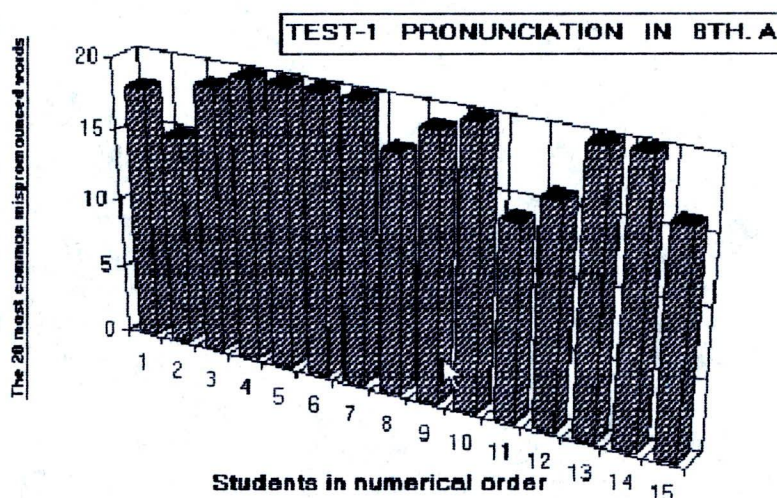
**Table N.- 2**  
**INTISANA HIGH SCHOOL**  
**8TH. A TEST-1 PRONUNCIATION**

<b>Mispronounced words</b>	<b>f</b>	<b>%</b>
1. <i>the</i>	15	5.74
2. <i>fabric</i>	12	4.98
3. <i>talk</i>	12	4.51
4. <i>thank</i>	14	5.36
5. <i>this</i>	14	5.36
6. <i>these</i>	14	5.36
7. <i>shaped</i>	12	4.51
8. <i>built</i>	13	4.98
9. <i>construction</i>	12	4.51
10. <i>question</i>	14	5.36
11. <i>interesting</i>	15	5.74
12. <i>minerals</i>	14	5.36
13. <i>important</i>	13	4.98
14. <i>architecture</i>	12	4.51
15. <i>long</i>	11	4.21
16. <i>collars</i>	11	4.21
17. <i>of</i>	14	5.36
18. <i>cause</i>	12	4.51
19. <i>helped</i>	12	4.51
20. <i>author</i>	15	5.74
<b>TOTAL</b>	<b>261</b>	<b>100.00</b>

*Now, the data on Table N.2 shows that the occurrence of the mispronounced words is just a little*

lower. For getting this information other fifteen students were taken from 8th. Grade A following the same procedure as it was done with 7th. A. Analyzing some data we have that for example that some students mispronounced word N.- 18, and so on according to this test on pronunciation.

**Graphic N.- 2**



The Graphic N.-2 shows once again how most of the students from 8th. Grade A. did have problems when they pronounced English words during this test as if they were Spanish words because of their similarities in spelling with the target words especially with the words

listed before, and it can be observed that 7 students from this grade made 20 mistakes which means the half of the students of this group. It also shows that there are four students who made no more than fourteen mistakes.

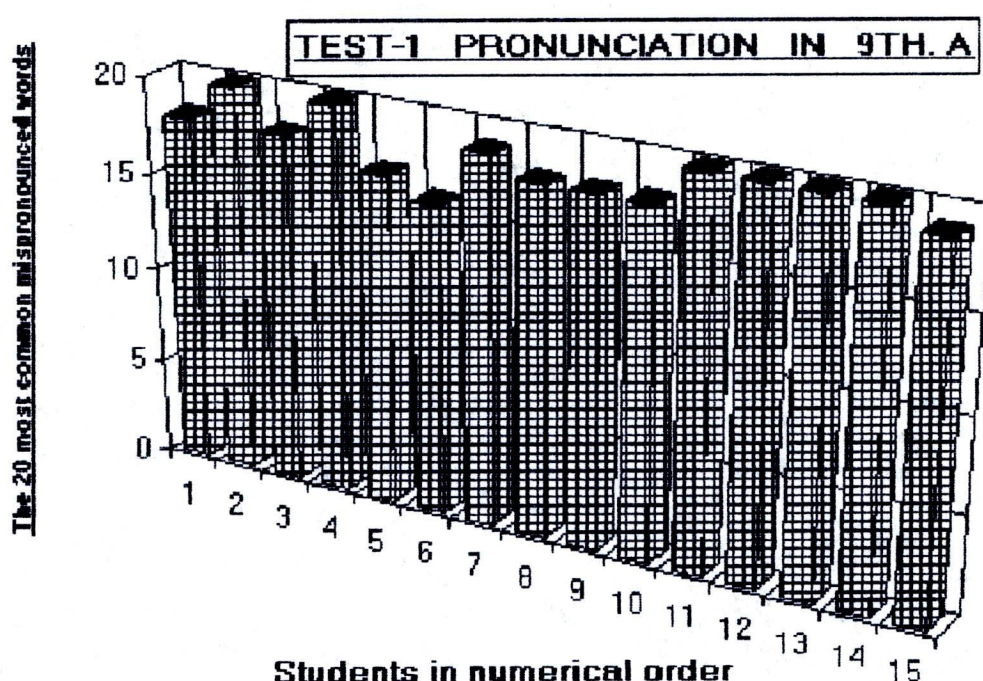
**Table N.- 3**  
**INTISANA HIGH SCHOOL**  
**9TH. A TEST-1 PRONUNCIATION**

<i>Mispronounced words</i>	<i>f</i>	<i>%</i>
1. <i>the</i>	12	4.81
2. <i>fabric</i>	10	4.01
3. <i>talk</i>	12	4.81
4. <i>thank</i>	12	4.81
5. <i>this</i>	15	6.02
6. <i>these</i>	15	6.02
7. <i>shaped</i>	11	4.41
8. <i>built</i>	12	4.81
9. <i>construction</i>	12	4.81
10. <i>question</i>	12	4.81
11. <i>interesting</i>	14	5.62
12. <i>minerals</i>	15	6.02
13. <i>important</i>	10	4.01
14. <i>architecture</i>	14	5.62
15. <i>long</i>	12	4.21
16. <i>collars</i>	13	5.22
17. <i>of</i>	12	4.81
18. <i>cause</i>	11	4.41
19. <i>helped</i>	11	4.41
20. <i>author</i>	14	5.62
<b>TOTAL</b>	<b>249</b>	<b>100.00</b>



The data on Table N.3 shows that the occurrence of the mispronounced words is still present in this grade. For getting this information other fifteen students were taken from 9th. Grade A following the same procedure as it was done with the others. Analyzing some results we have that for example these students mispronounced word N.- 12 with a frequency of 15, and so on according to this test on pronunciation.

Graphic N.- 3



*The Graphic N.-3 shows that some of the students from 9th. Grade A. had problems when they pronounced English words during this test, and it can be observed that in this case 6 students from this grade made 20 mistakes which means that it is a big group that have problems in pronunciation of the English Language. It also shows that there are few students who made no less than fifteen mistakes.*

### ***3.1.2 Spanish Grammar Interference***

*Obviously, for Spanish-speaking beginners to speak English is very difficult because of their Spanish Grammar interference. English has its own pattern Grammar structures which the speaker has to follow strictly in order to communicate what he wants.*

*Speaking English is really hard especially when*

*students like the ones from the research do not take into account the English pattern Grammar structures. Everything seems to be so far that means to say an utter in the target language really becomes a miracle. Many times these students used their mother tongue Grammar because they were not sure or did not remember how to express the idea in English, and this interference caused misunderstandings for sure.*

*In order to determine how mother tongue affects the oral production of the English Language in students belonging to the same group, the second diagnostic test helped me to pinpoint the students' interference in speaking the English Language due to the Spanish Grammar interference.*

*Of course, all of these mistakes were also recorded in order to be interpreted later and effectively the results*

*from this test once again surprised and supported the first hypothesis. For this test, the students belonging to the 8th. Grade A. were tested first. This time, they were divided into two groups, and the topic "Gold and History" was written on the board, a chart containing pictures and some text was also displayed, and this article taken from the book "Treasures from the earth" (pages 20-27) was read by the students in a social way and loudly. They did the following activities:*

*\* The students were told that they were going to explore the earth's treasures.*

*\* They were asked to look around the classroom and name everything they see that originated inside the earth.*

*\* They brainstorm a list of all the minerals they know.*

*\* They discussed how their lives would be different*

*without minerals or objects made from minerals.*

*\* The question "What are some of the resources and treasures found in the earth ?" was displayed on the board.*

*\* They worked in pairs and wrote three questions about the resources and treasures that people have found inside the earth, then the class was divided into two groups, and had a debate like this: one question-one answer (all of this was recorded in order to find problems in Grammar).*

*\* Then, one by one they compared and contrasted the photographs that showed Leadville (a town in Colorado, U.S.A.) as it was in the 1800s and as it is today.*

*\* One student read out loud in front of the class the following sentence: "Not only the town but also many of the people of Leadville went from poverty to wealth to*

*poverty." After this, the students were asked to think about this cycle and how the people would feel about it, and speak about their reactions.*

*\* Finally, the students were asked to imagine that they could step back in time and work in the gold fields in order to think about what they might smell, taste, hear, see, and feel. They were also encouraged to draw on prior knowledge as well as information in the article. They worked together to brainstorm ideas and fill in the picture by creating a chart that lists sensory impressions of that time and place, and were asked to speak about similes to convey their impressions. The following is a list of the most common wrong sentences produced by those students:*

*What they said.*

*How they should say it.*

*A. I can found.*

*I couldn't find.*

*B. I don't found.*

*I didn't find.*

*C. Your meditation.*

*It's meditation.*

What they said.How they should say it.

D. He said me.

He told me.

E. He don't have many time.

He doesn't have much time.

F. The other year.

Last year.

G. Do you know what is it ?

Do you know what it is ?

H. The Doctor Sánchez.

Doctor Sánchez.

I. When they digging...

When they are digging.

J. You understand ?

Do you understand ?

K. They not get ...

They do not get.

L. The people hasn't the...

The people don't have...

M. How many cost ?

How much does it cost ?

N. They go dig after.

They went digging after.

O. These person...

These persons...

P. What found they there...

What they found there...

Q. They don't got nothing.

They didn't get anything.

R. They going look at...

They were going to look for...

S. They will can take out...

They could take out / get...

T. Almost every bodies go to... Almost everybody's going to....

Table N.- 4  
**INTISANA HIGH SCHOOL**  
**8TH. A TEST-2 SPANISH GRAMMAR INTERFERENCE**

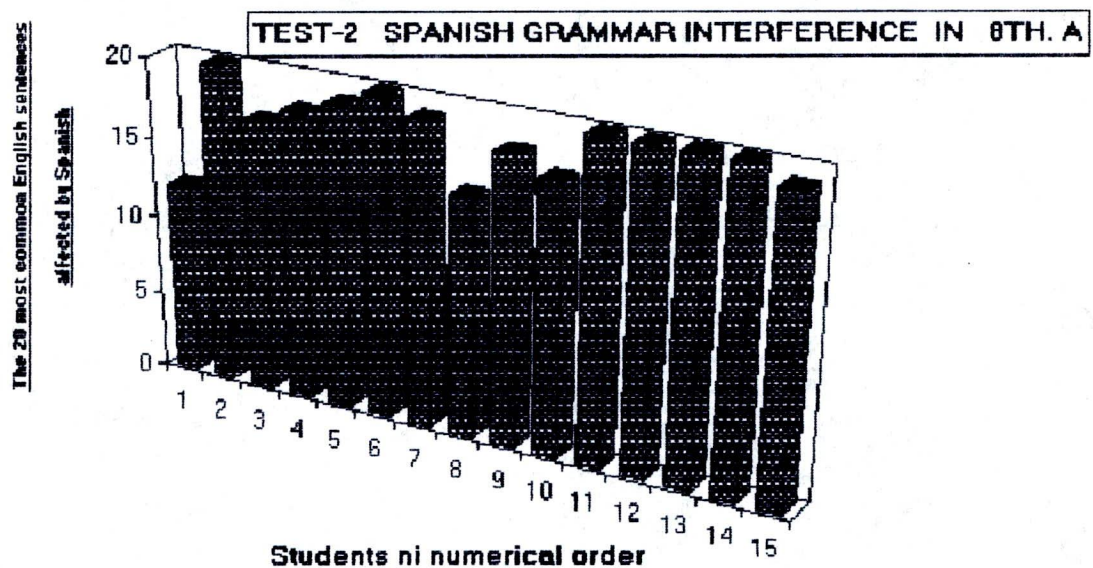
<i>Wrong phrases</i>	<i>f</i>	<i>%</i>
1. I can found.	12	4.51
2. I don't found.	11	4.13
3. Your meditation.	14	5.26
4. He said me.	11	3.95
5. He don't have many time	14	5.26
6. The other year.	12	4.51
7. Do you know what is it ?	12	4.51
8. The Doctor Sánchez.	14	5.26
9. When they digging.	13	4.88
10. You understand ?	12	4.51
11. They not get.	14	5.26
12. The people hasn't the.	13	4.88
13. How many cost?	14	5.26
14. They go dig after.	13	4.88
15. These person.	14	5.26
16. What found they there.	14	5.26
17. They don't got nothing.	14	5.26
18. They going look at.	15	5.63
19. They will can take out.	15	5.63
20. Almost everybodies go to.	15	5.63
<b>T O T A L</b>	<b>266</b>	<b>100.00</b>

The data on Table N.4 shows that the occurrence of the wrong phrases is a little high in this grade. For getting this information, the same procedure done in the first test was followed. This time 8th. Grade A was the



first. Analyzing the results we have that for example the students of this group produced the wrong phrase N.- 12 with a frequency of 13, being the lowest frequency of 11 in this group.

**Graphic N.- 4**



The Graphic N.- 4 shows that some of the students from 8th. Grade A. had problems when constructing their English sentences due to the Spanish Grammar interference. It can be observed that in this case 5

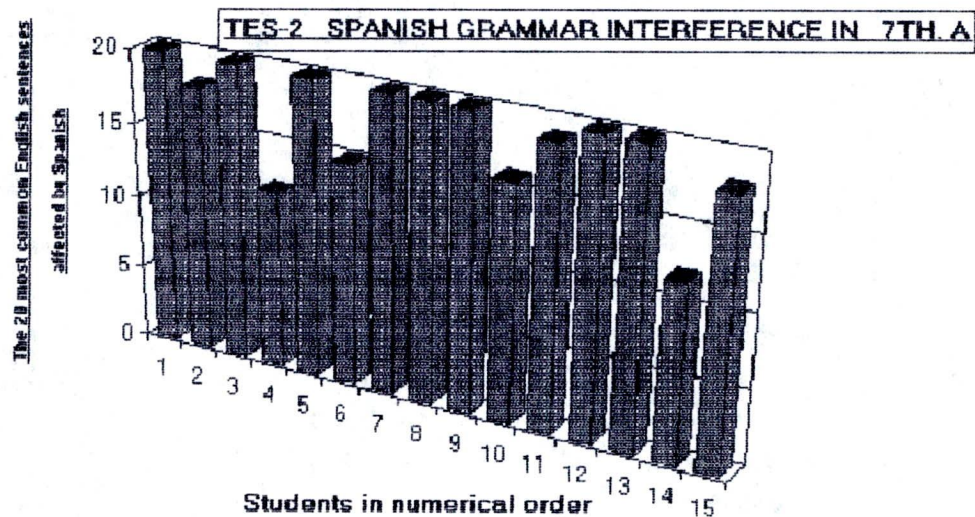
students from this grade made 20 mistakes which means that it is a big group that have problems in the oral production of the English Language. It also shows that there are few students who made not so many mistakes.

**Table N.- 5**  
**INTISANA HIGH SCHOOL**  
**7TH. A TEST-2 SPANISH GRAMMAR INTERFERENCE**

<i>Wrong phrases</i>	<i>f</i>	<i>%</i>
1. I can found.	14	5.12
2. I don't found.	14	5.12
3. Your meditation.	12	4.39
4. He said me.	15	5.49
5. He don't have many time	14	5.12
6. The other year.	14	5.12
7. Do you know what is it ?	13	4.76
8. The Doctor Sánchez.	15	5.49
9. When they digging.	14	5.12
10. You understand ?	15	5.49
11. They not get.	15	5.49
12. The people hasn't the.	15	5.49
13. How many cost?	14	5.12
14. They go dig after.	14	5.12
15. These person.	12	4.39
16. What found they there.	12	4.39
17. They don't got nothing.	13	4.76
18. They going look at.	13	4.76
19. They will can take out.	15	5.49
20. Almost everybodies go to.	10	3.66
<b>T O T A L</b>	<b>273</b>	<b>100.00</b>

The data on Table N.5 shows that the occurrence of the wrong phrases is a high in this grade. For getting this information, the same procedure done in the first test was followed. Analyzing the results we have that for example the students of this group produced the wrong phrase N.- 4 with a frequency of 15, being the lowest frequency of 10 in this group.

Graphic N.- 5



The Graphic N.- 5 shows that eight students from 7th. Grade A. had serious problems when constructing their English sentences due to the Spanish Grammar

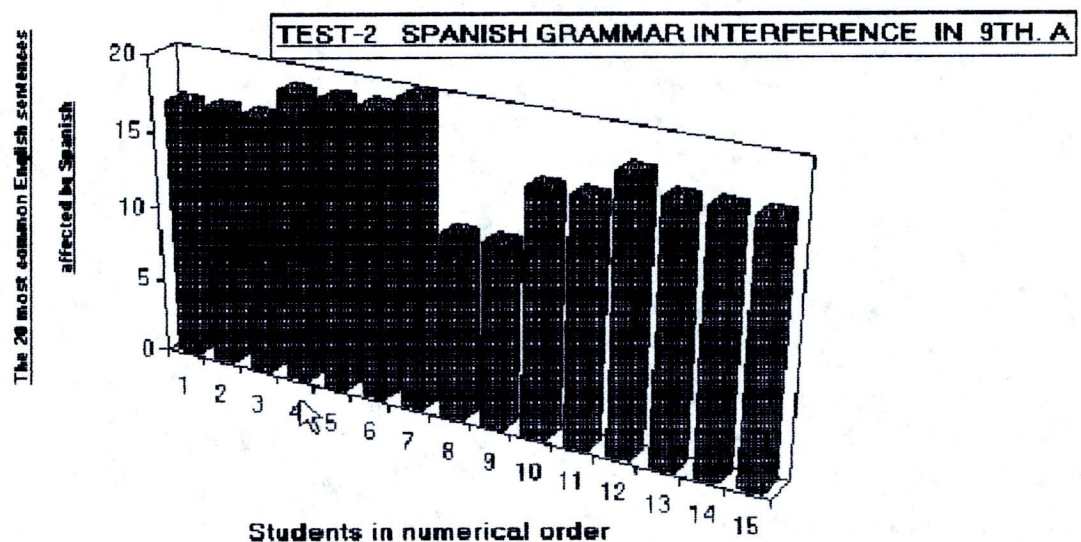
*interference. It can be observed that in this case 2 students from this grade made less than 13 mistakes which means that it is a big group that have problems in the oral production of the English Language.*

**Table N.- 6**  
**INTISANA HIGH SCHOOL**  
**9TH. A TEST-2 SPANISH GRAMMAR INTERFERENCE**

<i>Wrong phrases</i>	<i>f</i>	<i>%</i>
1. I can found.	11	5.00
2. I don't found.	12	5.45
3. Your meditation.	10	4.54
4. He said me.	11	5.00
5. He don't have many time	12	5.45
6. The other year.	10	4.54
7. Do you know what is it ?	11	5.00
8. The Doctor Sánchez.	11	5.00
9. When they digging.	10	4.54
10. You understand ?	09	4.09
11. They not get.	12	5.45
12. The people hasn't the.	12	5.45
13. How many cost?	10	4.54
14. They go dig after.	11	5.00
15. These person.	10	4.54
16. What found they there.	11	5.00
17. They don't got nothing.	12	5.45
18. They going look at.	11	5.00
19. They will can take out.	12	5.45
20. Almost everybodies go to.	12	5.45
<b>T O T A L</b>	<b>220</b>	<b>100.00</b>

The data on Table N.6 gives a clear idea about what it is happening in the 9th. Grade A. The occurrence of the wrong phrases is not so high. Once again the same procedure done in the first test was followed. Analyzing the results we have that for example the students of this group produced the wrong phrase N.- 5 with a frequency of 12, and that 9 students made the wrong phrase number 10.

**Graphic N.- 6**



*The Graphic N.- 6 shows that few of the students from 9th. Grade A. had not so serious problems when constructing their English sentences due to the Spanish Grammar interference. However, it can be observed that in this case all of the students from this grade made more than 13 mistakes which means that this group also have problems in the oral production of the English Language.*

### ***3.2 Lack of conversational competence***

*At least two phases are clear in the speaker's task: his decoding of the original message and his encoding. These two distinct phases were also studied during this research.*

#### ***3.2.1 Decoding.***

*Decoding a text is more than just identifying the "story it tells." It means identifying the text's objective*

*(what or who did it address ?) and its social function. Is the text basically informative, transmitting information either on objective material, i.e., concrete worldly matters, or on abstract concepts of a non-technical nature ? Is the text primarily expressive, i.e., is its intent to create an impression of beauty or impart the author's self? Is the text mainly evocative, i.e., does it stir the listener's emotions, does it aim at persuasion, does it force the listener to react ? Or is the text, in fact, a healthy mixture of at least two of these characteristics ?*

*Identifying the cultural phenomena involved in the text is also an important part of the decoding phase and of course the students belonging to that English level could not understand its importance. The cultural element includes traces of national, local, ethnic, or epochal features which must have been picked up by those students.*



*In order to reach a global and detailed understanding of the text, this phase may include some parallel activities such as vocabulary study and research for background information on historical data, scientific facts, or literary knowledge which will elucidate the small exact details in the original text.*

### **3.2.2 Encoding.**

*The other phase is the encoding of the total message which the speaker wants to express into the target language. Considering the factors identified in the decoding phase, these students might have enciphered into correct language not only the informative content but also the emotional and cultural traits of the original communication. In this phase it is the speaker's duty to*



*respect the characteristics of the target language, adapt the social and cultural differences in meanings whenever necessary, and transfer the original mood created by the source language text in order to produce as similar as possible an effect on the listener, and of course this was really difficult for them.*

*This time, the selection "A Gem of a Show" from the book Treasures from the earth (pages 34-39) was taken in order to determine if the students really had problems in ENCODING and DECODING. This topic was introduced by reading this: "Many examples of the earth's resources can be seen and purchased at gem exhibitions. These treasures are also free and within reach of rock hounds who search the rocks around them." After the class was divided into two groups, and they were told to predict about this question: *What exactly is a mineral ?* so that using this format, they could predict the following:*

- *What exactly is a crystal ?*
- *What exactly is a rock?*
- *What exactly is a stone ?*
- *What exactly is a gem ?*
- *What exactly is a fossil ?*

*The principal objective of this was to guide a class discussion, and the following questions were used, and were also given a code (only for the table):*

*1.- What are rock collectors concerned about ?*

*code: ERROR-A (looking for details)*

*2.- Why do you think that people who look for rocks are called "rock hounds" ?*

*code: ERROR-B (thinking while reading)*

*3.- Why do you think the prices of the fossils in particular are skyrocketing ?*

*code: ERROR-C (personal opinion)*

*4.- What is the main idea the author wants you to*

*understand about rock hounds ?*

*code: ERROR-D (getting the main idea)*

*5.- Would you like to become a rock hound ? Why or why not ?*

*code: ERROR-E (personal opinion)*

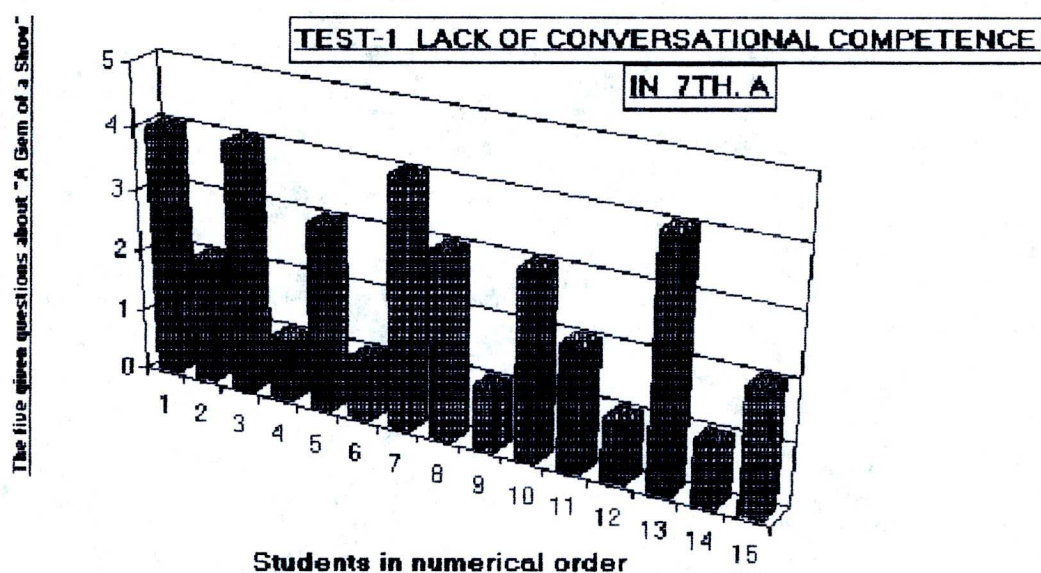
**Table N.- 7**  
**INTISANA HIGH SCHOOL**  
**7TH. A TEST-3 LACK OF CONVERSATIONAL COMPETENCE**

<i>Codes</i>	<i>f</i>	<i>%</i>
<b>1. ERROR A</b>	<b>8</b>	<b>21.62</b>
<b>2. ERROR B</b>	<b>3</b>	<b>8.10</b>
<b>3. ERROR C</b>	<b>7</b>	<b>18.91</b>
<b>4. ERROR D</b>	<b>9</b>	<b>24.32</b>
<b>5. ERROR E</b>	<b>10</b>	<b>27.02</b>
<b>TOTAL</b>	<b>37</b>	<b>100.00</b>

*Once more 7th. Grade A was the first for this final test. The data on Table N.7 shows clearly what it is happening in the 7th. Grade A. Analyzing the results we have that some of the students of this group could not answer properly the five questions given in thist test. For*

example, 10 students could not decode question 5 (code: ERROR E), and of course they could not encode an answer either. They were told that the questions were going to be read 3 times, and after that they would have 15 seconds to give a reasonable answer.

**Graphic N.- 7**



According to the Graphic N.- 7, it can be said that everybody in this Grade had problems in Decoding a question and Encoding an answer, demonstrating in this

*way that they are not ready to hold a real conversation.*

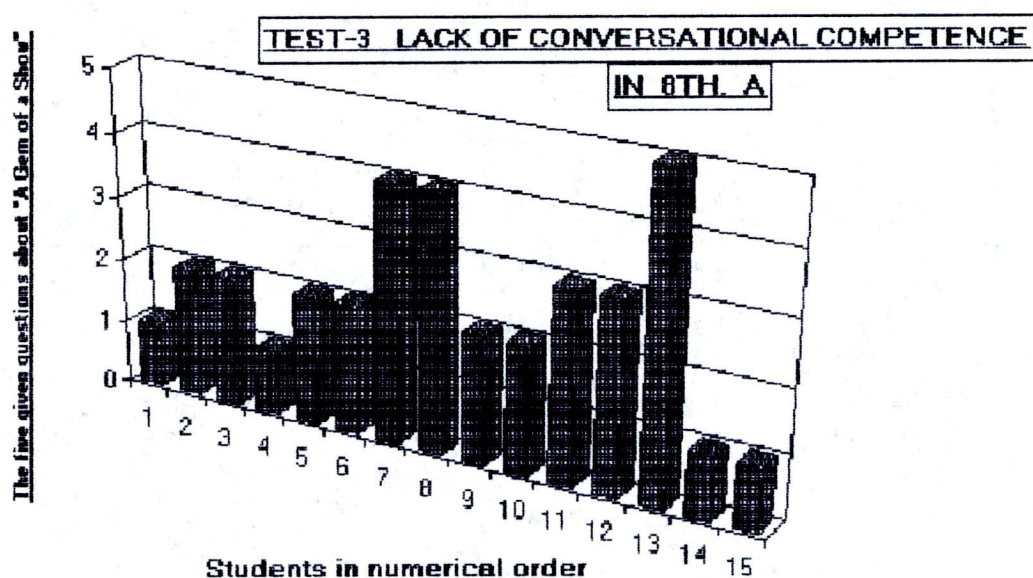
**Table N.- 8**  
**INTISANA HIGH SCHOOL**  
**8TH. A TEST-3 LACK OF CONVERSATIONAL COMPETENCE**

<i>Codes</i>	<i>f</i>	<i>%</i>
<b>1. ERROR A</b>	<b>7</b>	<b>20.00</b>
<b>2. ERROR B</b>	<b>6</b>	<b>17.14</b>
<b>3. ERROR C</b>	<b>6</b>	<b>17.14</b>
<b>4. ERROR D</b>	<b>9</b>	<b>25.71</b>
<b>5. ERROR E</b>	<b>7</b>	<b>20.00</b>
<b>TOTAL</b>	<b>35</b>	<b>100.00</b>

*The data on Table N.8 shows clearly that the problem of encoding and decoding the English language is also happening in the 8th. Grade A. Analyzing the results we have that some of the students of this group could not answer in a reasonable way the five questions given in thist test. For example, 9 students could not decode question 4 (code: ERROR D), and of course they could not encode an answer either. They were also told*

that the questions were going to be read 3 times, and after that they would have 15 seconds to give a reasonable answer.

**Graphic N.- 8**



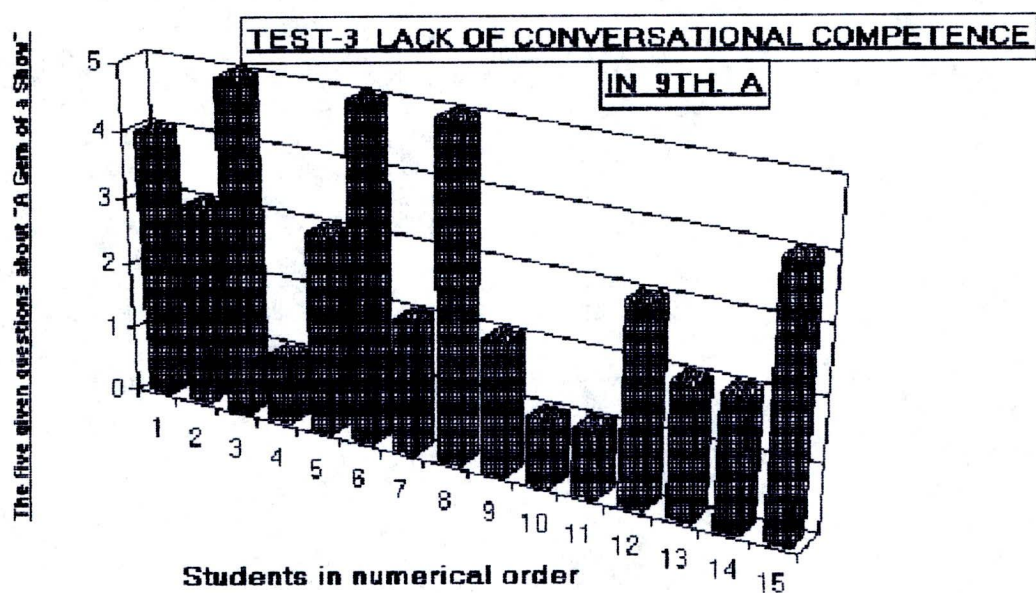
According to the Graphic N.- 8, it can be said that the problem for decoding and encoding the English language, not in the same percentage as in 7th. Grade but there are students that at least one question was difficult for them to understand, and obviously encoding a good answer was not easy for them to do it.

**Table N.- 9**  
**INTISANA HIGH SCHOOL**  
**9TH. A TEST-3 LACK OF CONVERSATIONAL COMPETENCE**

<i>Codes</i>	<i>f</i>	<i>%</i>
<b>1. ERROR A</b>	<b>7</b>	<b>16.66</b>
<b>2. ERROR B</b>	<b>8</b>	<b>19.04</b>
<b>3. ERROR C</b>	<b>9</b>	<b>21.42</b>
<b>4. ERROR D</b>	<b>12</b>	<b>28.57</b>
<b>5. ERROR E</b>	<b>6</b>	<b>14.28</b>
<b>TOTAL</b>	<b>42</b>	<b>100.00</b>

*The data on Table N.- 9 displays surprisingly that the problem of encoding and decoding the English language is higher in the 9th. Grade A in spite of the fact that they should not have too many problems. Analyzing the results we have that some of the students of this group could not answer in a reasonable way the five questions given in thist test. For example, 12 students could not decode question 4 (code: ERROR D), and of course they could not encode an answer either.*

Graphic N.- 9



Now, the Graphic N.- 9, shows the number of students who had difficulties in Decoding a question and Encoding an answer. Once more, these students had problems in the oral production of the English language. Three of the students of this group are still having serious problems.



### ***3.3 Verifying the Scientific Hypothesis***

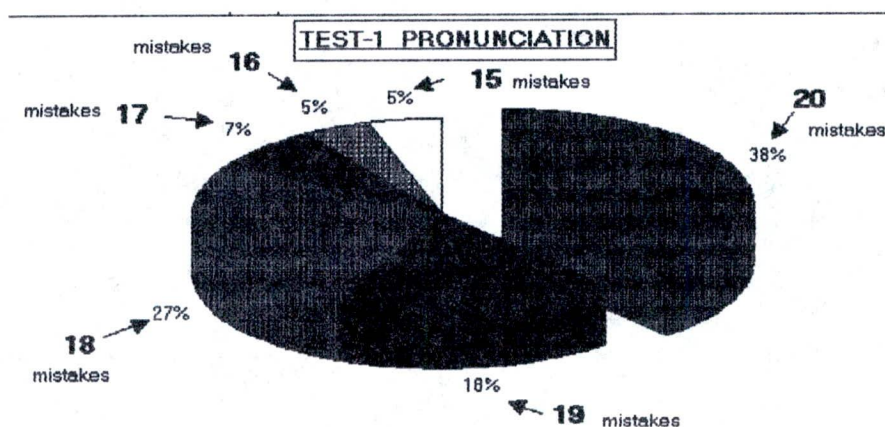
#### ***3.3.1 Stating the First Hypothesis***

- When the students use their mother tongue (Spanish), they have confussions in the oral language production.

##### ***3.3.1.1 Conclusion***

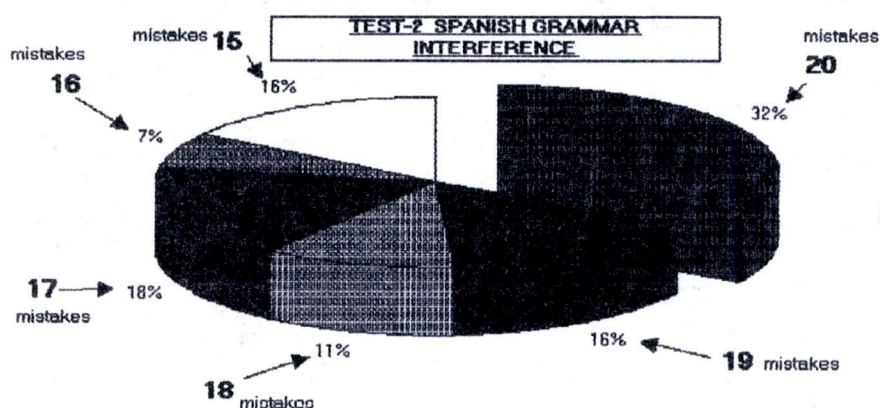
It was pretended to demonstrate that the Spanish pronunciation, and the Spanish Grammar interference really affected the students' oral production in English, and these are the results based on the first 6 graphics and 6 tables.

**Graphic N.- 10**



*At the very beginning of the research, it was expected to get a lower number of students with these kind of problems due to the interference of the Spanish words which have almost the same spelling in English.*

**Graphic N.- 11**



*The Graphic N.- 11 also shows that only the 16% of the population made 15 mistakes or less. It is clear enough that the Spanish Grammar interference made the students of these groups fail in the oral production of the English language.*

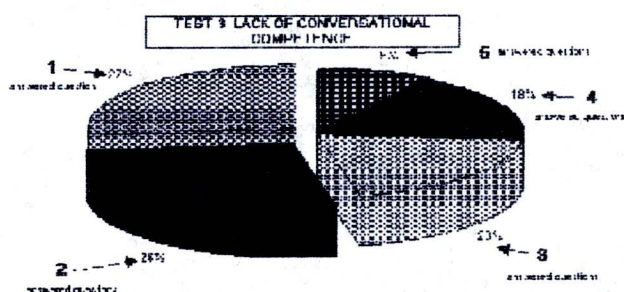
### ***3.3.2 Stating the Second Hypothesis***

- *The students involved can not hold a conversation naturally due to the lack of conversational competence.*

#### ***3.3.2.1 Conclusion***

- *It was expected to demonstrate that the lack of conversational competence causes misunderstandings when learners do not know what to say and when to say it in a certain context, and that is what happened when most of the students involved never understood the questions proposed.*

**Graphic N.- 12**



*The three grades did have troubles in decoding the questions and encoding the answers. The Graphic N.- 12 gives an idea about how the students involved were during this test. There are a few students who did not have so many problems. Only the 9% of the population answered the five questions given about "A Gem of a Show".*

### ***3.4 Conclusions***

*Two planned scientific hypothesis were statistically proved getting the following conclusions as a final result:*

- At Intisana High School, English teachers do not give a special attention to oral production skills.*
- At Intisana High School, the levels of motivation are very low, and they concentrate their attention to the writing skills mostly.*

*- At Intisana High School, the English teachers poorly promote the language acquisition during the conversation exercises.*

*- At Intisana High School, there are shy and frustrated English speakers.*

## ***Chapter IV***

# ***STRATEGIES FOR DEVELOPING THE ORAL PRODUCTION***

## ***4.1 Enhancing Oral Skills***

*The goal of this thesis is to introduce the main features of these strategies that the researcher has used in teaching Speaking to the students of the superior level of English at INTISANA HIGH SCHOOL in Quito. Its two most prominent features are that it is both practical and systematic.*

*What sets it apart as "practical strategies?" In recent years we have seen the emergence of several diverse teaching methodologies. Each one is attracting practitioners who often contend that their particular technique is superior, to the exclusion of the others. However, despite the claims of these proponents, no single methodology adequately addresses the needs of all English-language students. On the contrary, evidence gained from practical experience strongly suggests that the strong points of a variety of methodologies, if skillfully*

*combined, can complement one another, together forming a cohesive, realistic, and highly motivational teaching strategy. For instance, it can be demonstrated that the **Total Physical Response method** can be effectively integrated with certain elements drawn from the new methodology proposed which is going to be called **Whole Process**. The enthusiastic response of the students involved in the research and their accelerated skills development indicate that this particular combination of varied methodologies becomes practical strategies well suited to the student needs at **INTISANA HIGH SCHOOL** and why not to the rest of the high schools that are facing the same problem.*

*Most teachers would agree that listening comprehension and speaking are two of the most difficult skills to teach students of English in a country where English is a foreign language. Opportunities for practicing listening and speaking in English in an authentic, communicative setting do not exist in great quantity in an EFL situation, particularly since students do not hear spoken English outside the classroom generally.*



### ***4.1.1 Is it necessary to teach Listening ?***

*Listening, unlike other language skills, is an internal process which cannot be directly observed. Nobody can say with certainty what happens when we listen to, and understand one another. Psycholinguists have, however put forward some theories as to what they think happens when one listens to language. One of them says that listening is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchanged between the listener and the speaker.*

*Listening comprehension is a skill that tends to get neglected. One of the reasons for this neglect is the feeling among language teachers that this skill is automatically acquired by the learner as he learns to speak the language. When one as a teacher remembers that many*

*competent performers in many languages were never taught to listen and yet they can do this well, one is tempted to agree with those who see in the new emphasis on listening comprehension in language teaching a kind of conspiracy between material producers and publishers, aimed at selling more books and other language-teaching materials. Another reason why this skill is not given due attention is the fact that incompetence in it is easy to hide through nodding and shaking of the head, which may give the impression of understanding even where there is none. A third reason is that some audiolingual courses give the impression that they are teaching listening comprehension when in fact they are teaching other skills.*

*If, however, we examine carefully the listening activities of many learners of foreign languages, we will realize that they are not always as competent as they think. The situation usually becomes obvious when the learner makes his first contact with native speakers in*

*their natural environment. Often the foreign speaker feels lost and complains about the speed of delivery of the native speakers or their accents. This alone should convince us of the need to systematize the learning of this skill. But I think there are other reasons why we may feel obligated to teach listening. The fact that listening comprehension is one of the items on some language exams is reason enough for it to be taught. In addition, we need to mention that it is the most used of all the communicative activities, and also that many of the enjoyable activities that a learner may indulge in the target language, such as listening to radio and to music, and watching films, demand that the learner exercises this skill.*

*The final and maybe the most important reason for teaching listening is that although one can and does learn to listen with understanding without being taught, we will gain time and efficiency if we systematize and organize*

*the learning of this vital skill instead of leaving our learners to acquire it without guidance and help. Thus, if we accept the argument that it is necessary to teach listening, we are still faced with the problem of which variety of the language we should expose our learners to.*

*As far as speaking is concerned, the choice is often made by the teacher, since we can only teach the variety that he himself has learned. When it comes to listening, the teacher cannot make the same easy choice because, although one can choose what variety of English to speak, one generally has no influence over what variety is spoken to us. It would of course be impossible to make our learners competent listeners to all the dialects of English. However, the teacher should try to get his students to listen to the American and British varieties of course. They should also be exposed to material from a number of registers, i.e., from informal conversational English to the most formal varieties used in lectures and*

*public speaking.*

## ***4.2 Previous strategies for listening activities***

*Practically, the suggestions below are considered quite important before a teacher plans a listening-speaking class. He must keep some if not all of the following strategies in mind:*

- 1. The tasks that the teacher asks the students to perform must always be sufficiently realistic and motivating for them to see a useful purpose for text study.*

- 2. As in every area of learning, it is necessary to vary the activities if the learners' interest is to be retained for long. There should also be variety in the kind of answers that the learners are asked to furnish.*

*3. All the listening activities should reflect the learners' language level, age, and interests.*

*4. The listening activities should stretch over the whole period during which the English language is learned, since there is no point at which one can be said to have perfect one's ability in this area.*

*5. What happens in the listening lesson should reflect and relate to what is happening in reading, spelling, composition and grammar as well.*

*6. If this task has not been done before, it must be introduced gradually and in small measured amounts.*

*7. The students should be exposed to a variety of voices, particular styles of speech used in formal or informal circumstances, and classes of literature according to their type of lesson that they are studying at the moment not only for*

*motivational purposes but also because they will in fact need to listen to this multiplicity of types of spoken language in real life situation.*

*8. Students should always be given something to listen to through the use of such devices as guide questions.*

*9. The chosen listening texts should as a rule be shorter than the reading texts since the listener does not have the privilege of referring back to the text if he has forgotten what was said before.*

*10. The English teacher should avoid using edited texts which take out most of the redundancy present in real conversational speech, thus making the listening activities too difficult.*

*11. The teacher must take into consideration such aspects as the clarity and loudness of the recorded material and the*

*acoustics of the room.*

*12. The questions proposed for listening should always demand less detailed knowledge of the text than those for reading, since the listening one does not always retain as much as one does when reading.*

*13. When playing a tape for the class, teachers should always use every opportunity to enhance the listening selection by stopping the tape at various points and checking on student's comprehension while at the same time making live contributions to the selection.*

*14. Electronic gadgets will never take the place of the teacher; these are only aids to learning.*

*15. It is up to the teacher to stop the tape and to discuss with the class what happened so far or what comes next, and it is this interaction between students and teacher that makes for*



*more effective, realistic language teaching.*

*16. The teacher should be careful, however, to be sensitive to the student's attention span and to end the listening activity once students become restless or frustrated. In general, the more advanced the learner, the longer the exposure to listening material can be.*

*17. Choice of the language variety used in the listening selection will very much depend on what is most easily available to the teacher.*

*18. English or American materials have no practical or useful significance; students should have as much exposure to both varieties as possible, not only for the presentation or real diversity in the language classroom, but also to familiarize students with standard pronunciation and vocabulary differences that exist in the real world. These need not be in conflict with each other, as many nonnative teachers of English*

*believe. On the contrary, the more exposure to both varieties, the better.*

*19. The teacher's role in the presentation of oral language materials is to be an understanding listener, both demanding either perfect recall or perfectly formed responses from students. To demand too much would be to destroy the learning atmosphere and to create barriers to learning.*

*20. Overcorrection and unnecessary correction of students' speech when it is their listening comprehension that is being assessed can frustrate even the most responsive student. Moreover, teacher should correct by rephrasing correctly what the student has said incorrectly, not by completely refusing to accept a student's response.*

*21. The teacher's responsibility is to create the situations that provide opportunities for and stimulate students into trying to communicate orally with the little English that they may have*

*at their disposal, thus giving them confidence in their ability to learn.*

*22. Along with listening activities, activities for speaking practice should be provided.*

*23. The teacher can design extra listening activities such as creation of pair dialogues, role playing, or group work and problem solving.*

*24. Teacher must keep in mind, though, they should not be too extremely concerned with the students' production of errors if the objective is to provide opportunities for the students to communicate with the language they have available to them.*

*25. Finally, the learners should be made to understand that though complete understanding is desirable, sometimes even native speakers have to manage with whatever is at hand with less than complete understanding. Therefore, they should*

*be encouraged to guess the meaning and not to be too much worried when they fail to hear or understand what they are listening to.*

### ***4.3 Specific activities for the learners***

*The activities that follow further tend to require the learner to do global listening in the hope that in being given frequent practice to listen carefully he will end up being a competent listener.*

- 1. Make and confirm predictions of what may be in a given text.*
- 2. Extract specific information as he might do when reads quickly in search of particular information.*
- 3. Get a general idea or gist of what the listening text is*

*about.*

*4. Discover the speaker's attitudes and opinions as expressed in the text.*

*5. Deduce the meaning of unknown language structure from the context.*

*6. Recognize discourse markers and language functions.*

*7. Recognize and distinguish between the different sounds of the language as well as its intonation and stress patterns.*

## ***4.4 Strategies for some known listening activities***

### ***• Discrimination between Vowels and Consonants***

*When learners have problems distinguishing between two sounds either in the same language or in two different languages, minimal-pair exercises can be used to train them to listen to and learn the difference between them. The teacher*

*can make the students listen to three words pronounced in sucession and decide which word contains a sound that is different from the other two. These sounds can also be incorporated in sentences as well, and students can be recquired to show their recognition of the sound either by simply telling the teacher which one is used in the sentence or by showing that they can understand its meaning.*

**\* The listening passage.**

*This is the exercise most widely used by those who try to teach the listening comprehension, and it has been modified just a little bit for our main purpose. Follow the next instructions:*

*1. The teacher chooses a passage that he judges suitable for his group of learners and sets comprehension questions on it. Of course, the selection must be taken out from the reading books the students have in order to follow with the program planned at the very beginning.*

*2. The teacher has to introduce the text by either giving its background or putting it in context if he feels that this is necessary. The teacher must strongly follow the other procedures suggested in the teacher's edition book if he considers so before going on with the next steps described below.*

*3. Then, the teacher has to guide questions on the blackboard or dictates them to his learners. These are questions that require an understanding of the general ideas in the passage rather than the detailed knowledge.*

*4. He has to read the text to his students for the first time, and after giving them time to answer the guide questions, he has to discuss the answers with them. Thus, giving his learners more opportunities to speak without forgetting to follow the instructions, described priorly, to correct his learners in the most appropriate way.*

*5. The teacher has to dictate or write more detailed*

*questions on the blackboard and then read the passage to the students a second time.*

*6. The students must be given time either to answer the second set of questions in writing or simply to think about them. The teacher then discusses the answers with them, forcing his learners in this way to be speaking and speaking.*

*7. The final step, which is optional, could consist of the teacher reading the text aloud once more meanwhile the students can perform silent reading at the same time.*

*If the chosen text is a long one, it can be divided into sections, pages or chapters (only if they are not too long), and each one of this has to be treated as a whole passage, with teacher and learner going through all the above steps.*

**\* Completion exercises.**

*These kind of exercises are based on the belief that a*



*good listener can predict or guess what the speaker is going to say before the words are actually uttered. In this way, the listener can therefore, quite often complete the utterance reasonably well if for some reason the flow of the speech is interrupted in midstream. These kind of exercises can be described as short and long completion exercises, respectively. The teacher has to choose the most appropriate one according to the text, and read it to his learners, stopping from time to time during his reading in order to force the students suggest the word or words that can complete best in the selection. Then he has to tell his students the word or words that actually are in the context and then continues reading, repeating this procedure at a certain point until he finishes all the reading. In the short completion drill the teacher chooses of course a short text and tells the students that as he reads, he is likely to stop at any moment and ask them to complete the text.*

*e.g., When I got home, I kept thinking how lucky I was to have a special friend like Louise. I was already worried about how much I would miss her when \_\_\_\_\_*

**\* Spot the change.**

*In this kind of exercise the teacher has to read a text to the students and then read it again a second time, making some changes. All what the students are supposed to do is to spot the changes and suggest what the original text said. e.g., Sarah slept (worked) for hours (minutes). Finally, Mr. Jode said. It looks like there's only one puppy (chick) this time. Sara has never (always) had such a small (big) litter before.*

**\* Anecdotes and jokes.**

*Here, the teacher and the students can tell jokes to the rest of the class. The response of the listeners in this case can take a variety of forms. The story can be treated like a listening passage, with understanding checked by comprehension questions. On the other hand, the listeners can demonstrate their understanding by retelling the story as a whole to the rest of the class, or the entire class can do the reproduction, with each member contributing a sentence at a time. Finally, if we*

want to maximize student participation, the learners can work in pairs; each member retelling the story to the other. The sources for these anecdotes can be the learners themselves or books.

### **\* Songs.**

Songs ranging from folk ones to pop can be used for listening, provided the lyrics are sung clearly enough to be heard and understood by learners. The song can be treated as a listening passage with comprehension questions acting as a check of understanding. Alternatively, the learners can be given copies of the songs with blanks in it, to be filled in as they listen. These blanks should not normally be too close to each other, but if they are, the students should be given several opportunities to hear the song. Another possibility is for the students to hear the song and either summarize, retell, or comment on what it says. This kind of listening activities is too much expected by the students because they say that in this way

*they can learn not only vocabulary or idiomatic expressions but also they confirm what they know about grammar structures and some other unusual ones. Country, blues, western music, or pop lends itself to this exercise, but the teacher should be on the lookout and update his stock with current hits where possible.*

*Therefore, some language teachers agree completely with those who believe that for most teachers, pop/rock music remains an unrecognized and underexploited domain for high-intensity, authentic, and extremely relevant teaching material. All over the world, pop music among the young, (specifically classical rock and disco) accounts for most of the English-language music played on the radio, and for many adolescents and young adults it may be the only contact they have with the English language outside of the classroom.*

*The use of pop music also brings English culture into the classroom and gives it recognition, while the use of current "hits" provides powerful motivation for students who want to*

*understand what the song means and even sing along. Of course, songs carry particularly high appeal if they are currently being played repeatedly and featured on the weekly "hit lists" published by radio stations and pop music magazines. Other songs may also be enjoyable, although they may not be as appealing as the current tune that the students may be humming or tapping their feet to. Therefore, pop songs can be used in simple exercises allowing the students to fill in the missing words. In intermediate and advanced courses, these songs can be used to familiarize students with the frequency and the variety of idiomatic expressions (e.g., two-word verbs) and to point out differences between written English and spoken language, something that these badly kind of students need.*

*After listening to a song or reading a few lines of the song lyrics on a piece of cardboard, the students have to guess a possible title of the song or the name of the singer if possible. This seemingly silly activity made teachers realize how pupil's memories are challenged and how everyone's desire to score*

*positively affects their quickness of response. Doing this in the classroom is not different from in a contest. Everyone is involved, and everyone wants to try.*

*When listening to song fragments or reading them, the students trigger a reconstruction process in their minds. More than attempting to remember the title or the name of the singer, they try to build the whole song. Why not, then, to ask them to recall how the song goes or to sing it ? After such a collective and joyful start, the teacher can use the very fragments to introduce vocabulary items, explain colloquial expressions, check grammatical items ("...if you leave me now, you'll take away the biggest part of me...") or just establish a connection with the lesson that has been planned. It is not necessary to be up-to-date on the week's top forty song hits. The teacher just has to look for the appropriate titles or suitable songs that he can use to make the necessary connection with the topics that he is going to teach. The teacher will not have to make a great effort to get their students involved because they will find joy in*

*what the teacher asks them to do.*

*The songs may be used to reinforce idiomatic expressions previously studied in class, or to introduce a topic or an expression, especially if it occurs frequently in the song or in the language. Another advantage of using pop music, besides its high motivation value, is that the language used is generally studied in class. Thus, songs may be used during the last 10 minutes of the class once or twice a week if teachers like to end the class on a brisk, lively musical note and to give students something to look forward to when they come to class.*

*After listening to the song several times and pausing to allow the students to complete the exercise, the answers can be checked in several ways. The teacher may call on individual students to respond, allowing the students to discuss the answers. Students can become very excited when they realize that they have been able to decode the lyrics of a pop song. The lyrics are not always easy to understand. However, teachers*

*should not hesitate to ask students to join them in guessing the line in question. On the other hand, pop magazines in some of the music stores in our country usually provide the lyrics for the most popular songs, along with articles and interviews with the singers that can be used for further discussion in class. Thus, teachers should get these kind of magazines whenever possible.*

*Song activities need not to end with completion activities. The teacher can usually ask the students about the message of the song and the tone in which it is conveyed. Students can also be asked to work in groups to discuss whether or not they agree with the message of the song or if they know of other songs that convey the same message. It is quite useful to use questions beginning with "Why". The teacher might want to assign outside reading on the song's theme or on the singer himself. Finally, students might be asked to write a short summary of the song, their interpretation of it, and why they think the song is popular or whether or not they share the singer's feelings or experiences. Later, these outside assignments can be discussed in small groups*



*in class, with students exchanging personal opinions of each other's work.*

***\* Discussions and interviews.***

*A lot of strategies exist for meaningful and succesful student-direct discussions. In this research the word discussion is used rather broadly to include anything from the simple question-answer guessing process, through simulation of realistic situations and problem solving, to the most complete debates.*

*Activities in this category share the distinction of being grounded, where a functional syllabus is followed. Authentic teaching aids are used, and three distinguishing features are ever present: information gap, choice, and feedback.*

*Information-gap exercises are an example of a problem-solving task where each member of the group is exclusively in possession of certain bits of information that can only be gained*

*from one another through verbal communication. One teaching strategy is the "jigsaw story", where each of the members of a small group see only one of a series of pictures which together tell a story. It is only as each member accurately describes in words the pictures seen, and only as the members attentively listen to each other so that collectively they can determine the proper sequence of the pictures and ultimately reconstruct the original story. Giving a time limit and pitted against rival groups within the classroom, not only a lively atmosphere but also one productive from a fluency-development standpoint can be treated.*

*Periodic discussions and interviews are a means of consolidating vocabulary, idiomatic expressions, and patterns already covered in the process of studying about a topic in the textbook.* Activities combining elements of brainstorming and classification, and often consisting of multiple stages of integration, are possible and may include elaborate simulations, classroom debates, panel discussions, planning projects, etc. All

*of these special activities are well suitable exercises for developing oral communication with no doubt at all.*

*For our sake, a change of pace is important factor in student motivation; at least three or four activities should be planned for each class period, with drill-work sessions kept brief and lively. It is always better to plan more activities that can be used rather than too few.*

*At some point in their lives, EFL learners may want or need to listen to the news, to airport or train announcements, or to documentaries or interviews in English. For these situations, nothing serves as better preparation than recordings of the authentic language used in each case that most of the English textbooks have. Commercially prepared recordings are indispensable for this purpose because they are usually well done and very authentic. For making the listening activity practical, students can be asked to complete tasks, actually required of the listener in the real context, such as identifying*

*the gate at which an airline flight will be boarding, selecting highlights from a newscast, or determining a speaker's tone and opinion in a discussion.*

*As with pop music songs and newscasts, the teacher should first introduce the topic or event with pictures and background information on what students are about to hear, asking questions to determine their familiarity or experience with the topic. Learners should be encouraged to guess the meanings of words that they do not understand, and the listening task should focus on overall comprehension first, then on identification of specific information. The task should never require total recall of all details. This is not required even when listening in one's native language. Vocabulary words and place names that may hinder comprehension should be written one at a time on the board, with the teacher asking students to identify these items or doing this himself if students do not recognize them.*

*As a part of a pre-listening session, a listening task should be assigned that aims at extracting the gist of the message, such as identifying or selecting information by supplying responses in multiple-choice exercise, completing sentences to a dialogue or paragraph, filling in a grid, or writing short answers to questions.*

*Students should be allowed to listen many times to each listening selection, and the teacher should always pause after each meaningful segment of information,* such as a phrase, a clause, or a sentence, which the students may not have understood. For pre-listening, the teacher can ask if students know who the person is that is being interviewed. It is advisable for the teacher to find out all he can about the persons before conducting the listening session. After determining whether or not the students have heard of the person being interviewed, the teacher can ask them their opinions of the topic itself.

*After listening to the interview once or twice, students can*

*be asked to give the gist or the message. If they can not do this the teacher should always play the tape again, stopping at the most significant or crucial places to elicit from the students that which is being said in each segment. The class working together in this way can usually determine the gist, with appropriate guiding questions and clues from the teacher, of course. In order to check comprehension further, the students should be given specific question with regard to the speaker's exact opinions on the topic and his reasons for these opinions. The teacher can also write several other opinions about the topic on the board, asking students whether they think the person being interviewed would agree or disagree with the statements based on what they have heard. These oral activities can be done in large or small groups.*

*Finally, reading or writing activities may be assigned, such as a paragraph; giving the student's personal reaction to the interview. In many cases, the teacher may also be able to find a song on the same topic (now we can get compact disks easily)*

*as the interview or discussion, and use that on another day as an extension of listening activities on the same theme.*

#### ***4.5 The final strategy for making your students speak English definitively***

*An effective conversation class involves the active participation by students to express orally and confidently what they have in mind.*

*However, it is not rare in many schools , that the students keep quiet all through the lesson while the teacher busily performs all by himself. Ironically, as soon as the bell rings for the end of the conversation class, the students burst out with a surging storm of talk in their mother tongue as if they have finally found an outlet for their voices.*

*It is really difficult to motivate students; and what frequently happens is that the teacher has to wait while his students look up and*

*down, here and there with no sound made. In self-defense the teacher may think that a teacher-talk class fits a conversation class better than a no-one-talks class since at least someone is speaking. Then, how should English teachers handle situations like this ? What can be done to change the lifeless classroom atmosphere ? Where does the crux of the problem lie ? The following strategy is a suggested strategy which has helped those students speak definitively and may work anywhere else.*

*As the students are tremendously afraid of making mistakes and losing and lowering their self-respect, why not have a stage called **Survival English Oral Communication** which means functionally accepted communication without consideration of accuracy. In other words, so long as students can get their ideas across, they have completed the communicative process and have "survived".*

*It will be necessary for the English teachers plan a special chart which will contain some scores, like the one shown on page 151.*



COURSE: 4th.		ENGLISH CONVERSATION CHART										
STAGE →		Survival English					Competent English					
STUDENT'S NAME		CHANCE - 1	CHANCE - 2	CHANCE - 3	CHANCE - 4	TOTAL	CHANCE - 1	CHANCE - 2	CHANCE - 3	CHANCE - 4	TOTAL	ORAL TEST
A		5	5	5	5	20	5	5	5	5	20	20
B		0	5	5	5	15	5	5	5	5	20	18
C		5	5	5	5	20	0	5	5	5	15	18
D		5	5	5	5	20	5	5	5	5	20	20
E		5	0	5	5	15	5	5	5	5	15	15
Average of the course												18

*According to the above chart, each student will receive eight scores. For column one, anyone who volunteers to speak up and gets the audience to understand him will receive a full score of five points in 4 opportunities until he gets 20, no matter how many errors he makes during his speech. On the other hand, if a student refuses to talk, he will lose five points. On the chart for example, student A may speak better than student B, but student B may score higher simply by taking the chance to talk in class. Of course, here the emphasis is on "opening your mouth" in the spirit of "practice makes perfect, or*

*practice is the key for success." This arrangement has greatly encouraged the students involved at INTISANA HIGH SCHOOL to actively take part in oral discussion and presentations. The once shy, timid students who felt "unlucky" when I called on them to do oral presentations, now have turned into students who complain when they do not have enough chances to speak. When the expectations were clarified at this stage, no one worried about making mistakes. Instead, these students busily engaged themselves in the different oral activities. For two whole months, these students had the chance to increase their way of speaking by having this motivational chart.*

*Since errors will not disappear at all if there is no pressure to remove them, Column two of this Conversation Chart which is called Competence Communication is really of great relevance. At this stage, oral competence, rather than attitude or motivation, has to be emphasized. Here, it is teacher's biggest opportunity to focus his attention on those features that reflect the students' ability to speak and present level of proficiency in Oral communication. Such factors as pronunciation, intonation, fluency, tone of voice, stress, structure,*

*choice of words and effectiveness of communication are taken into consideration . The principal purpose here is to lead to better-polished English and to avoid "Survival English". A student actual score for oral communication comes from active participation and oral ability, and the teacher can follow the same procedure as with column one (Survival English). This Conversation Chart conveys to students the idea that they must voluntarily throw themselves into the conversational pool and strive for effective oral communication.*

*After the Survival English stage, teachers should allow students to help their classmates edit and polish their language. One student after another can be asked to talk on the same topic or a different one. The point is to avoid errors and improve oral communicative skills. Teachers should make clear to their students that the English Conversation Chart will form part of the oral-monthly and term scores. Teachers must let the students know their scores by placing this chart on a corner of the classroom. In this way, not only compete for better English but strive for more opportunities to speak, and also to increase the average of the course as a group. This strategy was*

*used with a more or less-called "dumb" class and actually, it is nice to say that they are now as active as the most active classes this High School has ever had before. They were (not all of them but at least more than a 98%) also making rapid progress in oral skills.*

*Finally, the way of how these students are using their good oral abilities is the feedback that it is gotten from them. And as it was done with them, the two total scores can be added and get a grade for a monthly or term exam. Try it.*

## **4.6 General conclusions**

*Since opportunities for developing oral language skills are severely limited in an EFL situation, teachers must carry the sole responsibility for selecting and designing listening and speaking activities that engage the students in authentic language use. The tendency of some teachers to place excessive emphasis on grammar*

*rules and exercises and on lengthy literary analysis in the classroom often detracts from the building of oral language skills.*

*→ is not effective power*  
Listening and speaking are active processes and have to be  
*taught in a way that will induce the students to take an active role in learning. In language learning, as with any skill, we learn to do only what we have practiced many times. This practice becomes more meaningful if topics and events from the "real" world are used as starting points where power is built up for developing genuine communication in the classroom.*

*Finally, the students can accept doing what the majority finds most beneficial while still realizing they are having an impact upon the direction of the instruction. In such sessions, teachers can also put forth arguments in support of learning directions and methods in an attempt to convince students of what the teacher sees as valuable for them. The student comments further show that doing these proposed activities allows students to take their oral production of the English language beyond the classroom and influence their oral production*

*out of the class. But the most important consequence of this is that these proposed activities enriched the student-teacher rapport which is so vital to a motivated oral production of English by both of them.*

#### ***4.7 Final Suggestions***

*First, teachers should recognize that listening is an interactive, not a passive process, requiring much effort and practice on the part of the students. One only remembers how difficult it is to learn to distinguish foreign sounds and extract meaning from the target language (in our case from English) in the early stages of language learning in order to appreciate the difficulties of this task. This is why, the role of the teacher, both as listener and speaker, is of supreme importance in the EFL situation. Second, teachers need to know how to select and design appropriate authentic language-learning materials and activities according to the age group, interest levels, and language ability of the students. Specifically, a repertoire of learning activities to*

*be used before listening and speaking should be developed. These activities must be based on extremely high-interest-level topic in order to promote the language-learning process. They should also provide extended practice in grammar, vocabulary, and language functions presented in the classroom. Since one of the most difficult obstacles to learning English in a foreign-language situation is motivation, the English teachers must be held accountable for encouraging language learning through the use of materials and activities that bring the students' world into the classroom.*

*In an EFL situation, the importance of the cultural context of the spoken language cannot be overemphasized. A lack of understanding of this cultural information can be a major impediment to listening comprehension and speaking, and of course the English teacher should make an effort to become acquainted enough with the cultural context so that the teacher will be able to explain it to the students prior to the listening task. This might include, for example, names of people and places given orally in a newscast, dialogue, or story, as well as comments of a historical or cultural nature.*

*Understanding what listening entails helps us not only to select and design activities for learning, but also allows us to define the teacher's role in developing the oral language skills. The teacher should be suitable to be copied, listening to students with understanding, tolerance and patience. The teacher who listens with understanding creates a relaxed, trusting environment for language which is much more inviting than one in which the teacher demands a perfect answer to every question that he makes although sometimes an exact answer is expected or desired, as for example in pronunciation and grammar drills and strongly in evaluation exercises.*

*Definitively, it is believed that the students have to learn how to listen, just as they have to learn how to speak, and therefore, they should be exposed most of the time, from the earliest levels of language learning, to listening-comprehension activities based on natural, authentic speech. Moreover, English teachers need to prepare students psychologically for the listening activity, telling them that they will not be able to understand everything they listen to and that they should not panic because of this. Instead, students are invited to guess*



*at the meaning of words and phrases that they do not comprehend. Listening activities should encourage the students to develop tolerance and acceptance of those features of language that they do not understand yet and of a certain ambiguity while listening to the spoken language. This will enable the students to focus on anticipating what is to come and on getting the main message. Developing tolerance of the unknown is not an easy task, however, and this means that the teacher needs to give systematic (not sporadic) listening practice in identifying and selecting information. This calls for methodologically planned activities in listening comprehension and speaking through regular, and repeated practice.*

*A few practical points will be also considered with regard to teaching at all levels in the EFL classroom. This will include logistics, equipment, use of the audiovisual aids, and topic selection. In selecting materials and equipment for listening activities, teachers should consider the size and accoustics of the classroom and the number and location of electrical outlets. A language laboratory is ideal, but if it is not available, student desks and chairs should be*

*arranged so that all the students can hear the material clearly. A tape recorder should be set in the center of the room, with the volume high enough to be comprehensible but not overwhelming. In using cassette tapes, teachers should aim for high quality recordings (either commercial or teacher made) of authentic language. These tapes may seem obvious to the experienced teacher, but too many times language teachers frustrate students by playing an incomprehensible tape, by using an inadequate tape recorder, by placing the recorder too far away from students in the back of the room, by playing with the volume set too high, or worse, by discovering too late and to their dismay that the electrical outlet does not permit convenient placement of the equipment. Therefore, teachers should take care of all these logistical details before embarking on listening comprehension sessions.*

*Audiovisual aids can be powerful stimulators in developing oral language ability without recouring to the written language. The challenge to EFL teachers is precisely this: to focus less on literary uses of the language and more on actual uses of the spoken language.*

*After all, we do not want our students to talk like books! Authentic listening materials also make students aware of unauthentic phrasing and vocabulary caused by mother tongue interference and provide valuable practice in idiomatic uses of the language. Audiovisual aids available for oral language development include commercial textbooks and accompanying cassettes, radio, and television newscasts, documentaries, interviews, discussions, pop music, commercial or teacher-made slides and video tapes, and films. These are in addition to the teacher's picture file (magazine pictures are particularly effective as well as flash cards or picture cards) and chalkboard of course. The use of various media provides an impact, that the classroom teacher alone cannot generally achieve. In using audiovisual aids, it is important to remember that the more interesting an impression is, the more likely it is that the impression will be retained.*

*Appropriate creative use of audiovisual aids can demand attention and consequently enhance MOTIVATION.* The question should not be whether or not to use audiovisual aids, but which ones

*to use most effectively in teaching oral language skills. Topics which are presented through audiovisual aids must be provocative and personalized in order to be stimulating. At intermediate and advanced levels, students themselves should be allowed to suggest themes for oral language activities, such as travel, careers, famous personalities and celebrities, social problems evident from current events, and other topics, according to the lesson being studied, that will ensure students involvement. Possibilities for the number and kind of listening and speaking activities that can be designed using audiovisual aids, topics suggested by students, and syllabus items of grammar, vocabulary and language functions are limited only by the teacher's time, energy, and imagination.*

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# ***ANNEX***

## ***EVALUATION OF THE ORAL PRODUCTION***

### ***INFORMATIVE DATA:***

***Place: INTISANA HIGH SCHOOL***

***Date : \_\_\_\_\_***

***Observer : Luis Enrique Proaño Benavides.***

### ***CASE :***

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### ***DESCRIPTION:***

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### ***REMARKS:***

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7.  
which parameters  
did you use to "evaluate"  
the oral production?